



Level Three Student Training Guide



Licensing and Registration Service

Private Security

January 2011

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UNIT I

LAWS AND REGULATIONS

- I. Authority to arrest
 - a. The Texas Code of Criminal Procedure allows any person to make an arrest without a warrant under certain circumstances
 - i. A felony or immediate breach of the peace committed within the view of the Security Officer
 - ii. Code of Criminal Procedure Article 18.16 "Preventing Consequences of Theft"
 - b. Code of Criminal Procedure Art. 14.01 Arrest Without Warrant
 - c. Code of Criminal Procedure Art. 16.06 Must Take Offender Before A Magistrate
 - i. Explain what "Without delay" means
- II. Use of Force as it applies to Chapter IX of the Texas Penal Code
 - a. Self-Defense Section 9.31
 - i. Hand out a copy of TPC 9.31
 - b. Deadly Force in Defense of Person
 - i. Hand out a copy of TPC 9.32
 - c. Defense of Third Person
 - i. Hand out a copy of TPC 9.33
 - d. Protection of Life or Health
 - i. Hand out a copy of TPC 9.34
 - e. Protection of Third Persons Property
 - i. Hand out a copy of TPC 9.43
 - f. Arrest and Search
 - i. Hand out a copy of TPC 9.51

III. Felonies a Security Officer may encounter while on duty

- a. Section 20.03 Kidnapping
- b. Section 20.04 Aggravated Kidnapping
- c. Section 28.02 Arson
- d. Section 28.03 Criminal Mischief
- e. Section 29.02 Robbery
- f. Section 29.03 Aggravated Robbery
- g. Section 30.02 Burglary
- h. Section 30.05 Criminal Trespass
- i. Section 31.03 Theft
- j. Section 46.01 Weapons Definitions
- k. Section 46.02 Unlawful Carry of Weapon
 - i. Explain once more as it relates to security officers
 - ii. Explain how it relates to private persons
- l. Section 46.03 (h) Place Where Prohibited
 - i. This section is a defense to prosecution for security officers
 - ii. Explain what defense to prosecution means and how that applies to security officers
- m. Section 46.05 (f & g) Prohibited Weapons
 - i. Explain that a security officer must be trained in chemical dispensing agents if he/she wishes to carry a chemical dispensing agent and that his/her company and client must also allow chemical dispensing agents to be carried
- n. Section 37.11 Impersonating a Peace Officer
 - i. Explain to student if he/she purports themselves to be a peace officer then he/she could be charged with a Third Degree Felony

IV. Immediate Breach of the Peace

- a. Section 42.01 Disorderly Conduct
 - i. Explain in detail what Disorderly Conduct is and how it relates to a security officers role.
 - ii. Issues the relevant section so the student may have a copy of the statute.
 - iii. Be prepared to answer questions about each section

V. Preventing the Consequences of Theft

- a. Code of Criminal Procedure Art. 18.16

VI. Surety May Obtain a Warrant

- a. Code of Criminal Procedure Art. 17.19
- b. Explain to student they may arrest with this warrant as it is addressed to any peace officer or security officer. The instructor should stress to the student the

dangers involved with executing a warrant of any type. The instructor should stress to the student the difference between law enforcement training and security officer training. The instructor should stress to the student, he/she must follow company/client policies with regards to Surety Warrants.

VII. Issues relating to the Concealed Handgun License (CHL)

- a. Explain to the students, a CHL does not give the officer authority to carry a concealed weapon on duty.
- b. Explain to the students a PPO license nor does a security officer commission license give authority to carry a weapon concealed off-duty.

UNIT II

FIELD NOTES AND REPORT WRITING

I. Definition:

- i. "Field notes" are brief notations concerning specific events and circumstances that are recorded while fresh in the officer's mind and used to prepare a report.

II. Uses:

- a. Provides basis for report
- b. Reduces need to re-contact parties involved
- c. Provides greater accuracy relative to time, statements, and events than memory alone

III. **List the questions to be answered in field notes to complete a report.**

- a. Who (Persons involved should be identified by their role as suspect, victim, or witness.)?:
 - i. Correct spelling of complete name, address, telephone number, work address and work telephone numbers (or contact information for someone who can reach them)
 - ii. Any aliases used
 - iii. (e.g., suspect, victim)
 - iv. Sex and race
 - v. Occupation (if employed)
 - vi. Student/school, school ID number
 - vii. Age and date of birth
 - viii. Drivers license or other official ID (e.g., social security number, passport number)
- b. What?:
 - i. Type of offense committed
 - ii. Type of property involved
 - iii. Means of transportation used (if any, or by foot)
 - iv. Statements made
 - v. Unusual characteristics or actions
- c. When (Date and Time)?
 - i. Offense occurred
 - ii. Discovered
 - iii. Reported
 - iv. Evidence located
 - v. Witness(es) and victim(s) contacted
 - vi. Arrest(s) made

d. Where?:

- i. Exact location of offense and evidence
- ii. Reference points
- iii. Type of area (e.g., residential, business, open field)
- iv. Location of victims, witnesses, or suspects in relation to crime

e. Why?:

- i. Any statement or evidence supporting a possible cause or motive (e.g., revenge, drug addiction, monetary gain, accident)

f. How?:

- i. Offense occurred
- ii. Suspect approached (or gained access/entry) and exited
- iii. Law enforcement was notified
- iv. Officer approached the scene
- v. Scene and persons involved appeared

IV. Significant Uses of the Security Officers Report

- a. Permanent record of facts
- b. Basis for the prosecution
- c. Performance evaluation tool for the officer

V. Eight Essential to a Good Report

- a. Accurate
- b. Complete
- c. Concise
- d. Clear
- e. Legible
- f. Grammatically correct
- g. Objective
- h. Correct spelling

VI. Two types of reports a security officer will encounter

- a. Narrative
 - i. This type of report is written from the information gathered in the officers field notes.
 - ii. Do not include opinion, prejudices or bias
 - iii. Requires practice and time
- b. Pre-printed
 - i. This type of report is fill-in-the-blank
 - ii. May have boxes to simply check
 - iii. May or may not have an area to write a summary of events

UNIT III

CRIME SCENE

- I. Maintaining integrity of evidence
 - a. Protect from contamination
 - i. Keep bystanders away from evidence
 - b. Prevent removal of evidence
 - i. Application of rope
 - ii. Use other personnel
 - iii. Barricades
 - c. Chain of Custody
 - i. Unless absolutely necessary DO NOT handle (touch) the evidence; if you do have to due to protection of evidence:
 - 1. Notify the first officer on the scene
 - 2. Turn over evidence to him/her
 - 3. Write down all their information
 - a. Name
 - b. Unit number
 - c. Department
 - d. Etc...
 - d. Follow company policy when dealing with the media
- II. Maintaining presence at crime scene
 - a. Follow the directions of the peace officers on the scene
 - b. Leave your post only when ordered to do so
 - c. Be highly visible
- III. Setting up perimeters
 - a. Post additional personnel or barricades outside the crime scene plus 25 feet
 - b. Encircle the crime scene

IV. Interviewing witnesses

- a. Occupation Code 1702.102 (b)
 - i. A person licensed only as a security services contractor may not conduct an investigation other than an investigation incidental to the loss, misappropriation, or concealment of property that the person has been engaged to protect.
 - b. The use of field notes will help you gain the relevant information during this portion. Questions to ask will for the 5 W's and H
 - c. Who
 - i. Who is the suspect
 - ii. Who is the victim
 - iii. Who is the witness
 - d. What
 - i. What did the witness see
 - ii. What did the victim see
 - iii. What were the suspect and victim doing during the offense
 - e. When
 - i. When did the crime occur
 - ii. When did the witness first observe the crime scene
 - f. Where
 - i. Where did this take place
 - ii. Where was the witness when they observed the crime
 - g. Why
 - i. Why did the suspect _____ the victim
 - h. How
 - i. How did the suspect commit his/her crime
- V. The use of field notes will be extremely helpful during this portion of training. The student should demonstrate his /her ability to take field notes and present them to the class.

UNIT IV

Patrol Services & Cover and Concealment Procedures

- I. Cover
 - a. US Mailboxes
 - b. Utility poles
 - c. Brick columns
 - d. Brick walls
 - e. Trucks/cars
 - f. Dirt embankments
- II. Concealment
 - a. Shrubs
 - b. Wooden fences
 - c. Sheet rock walls
- III. Silhouetting
 - a. Hold flashlight well out in front of your body and to the side
 - b. Do not stand in doorways or hallways
 - c. Do not allow yourself to be back lighted (allow light to cast your shadow)
- IV. Observation skills
 - a. See everything there is to see, take it in quickly and accurately
 - b. Look for clues
 - c. Be aware of everything around you constantly
 - d. Catalog what you see for future reference
 - e. Effective observation can contribute significantly to crime prevention and criminal prosecution. Effective observation can also save your life!!!
- V. Escape routes
 - a. Where is the nearest cover/concealment?
 - b. What will it take to get there?
 - c. Can I get to my vehicle and what would my escape route be?
 - d. Silhouetting?

VI. Conditions

- a. Raining
- b. Snowing
- c. Slippery

VII. Hazards

- a. Dogs
- b. Pitfalls
 - i. Swimming pool
 - ii. Ditch
 - iii. Backlighting
 - iv. Numerous places to hide for suspect

VIII. Crimes committed in area

- a. Homicides
- b. Sexual assault
- c. Robbery
- d. Burglary
- e. Etc...

IX. Instructor should demonstrate to students backlighting, cover and concealment and have the students practice each discipline.

UNIT V

USE OF FORCE

I. Command Presence

- a. Lowest level of control available
- b. Be aware of how you look
 - i. Uniform fits properly
 - 1. Clean
 - 2. Pressed
 - ii. Hygiene
 - 1. Hair neat and trimmed
 - 2. Finger nails neat and trimmed
 - 3. Showered
 - iii. Posture
 - 1. Stand erect
 - 2. Be aware of the image you present
 - a. Afraid or intimidated
 - b. Aggressive
 - iv. Footwear
 - 1. Polished
 - 2. Style appropriate to the job you are doing
 - a. Low quarter
 - b. Tactical style boots

II. Verbal Command

- a. Knowledge is power
 - i. Know the law
 - ii. knowledge of policy and procedure
- b. Must be able to communicate skillfully under pressure as if your life depends on it. IT MAY!!!
- c. Speak with confidence
- d. Know what you are going to say before you say it

III. Weaponless Strategies/Empty Hand Control

- a. Lowest level of physical force
- b. Escort holds (transport wrist lock)
- c. Come-a-longs
- d. Pressure point control
 - i. Mandibular angle
 - ii. Infra-orbital
- e. Empty-Hand Strikes
- f. Takedowns (arm-bar)
- g. Kicks
 - i. Lead leg
 - ii. Side leg

IV. Intermediate weapons

- a. Soft Intermediate Weapon
 - i. Non-injurious
 - 1. Oleoresin Capsicum (pepper spray)
 - 2. Stun Gun (taser)
- b. Hard Intermediate Weapon
 - i. Has the ability to permanently injure your opponent
 - 1. Straight stick
 - 2. ASP (tactical expandable baton)
 - 3. PR-24
 - ii. Should only be used when absolutely necessary

V. DEADLY FORCE

- a. Must be well versed in Chapter 9 of the Texas Penal Code
- b. Used as a last resort
- c. Has nothing to do with voluntary compliance

UNIT VI

CONFLICT RESOLUTION

In this unit of instruction we will discuss the “FIVE STEP HARD STYLE”. This is more commonly known as “VERBAL JUDO” or the martial art of the mind and mouth. You should know how to deal with conflict and turn it around into a peaceful solution. The use of Verbal Judo may help resolve a hostile situation without having to resort to the use of force or deadly force. This was created by Dr. George J. Thompson, a former college English literature professor. Dr. Thompson developed a method to look creatively without having to resort to the use of force or deadly force. During this same block of instruction you will be introduced to the OODA Loop.

- I. ASK – make an ethical appeal, a request which is firm but clear, without any “unsaid” implications or added words. (Sir, in case you were unaware, this is a non-smoking facility)
- II. Set Context – tell the person why, make a reasonable appeal. Provide a brief explanation as to why your instruction is required, that it is not personal, but rather the law. (Sir, the state law requires you to be more than x number of feet from the entrance to the building if you want to smoke).
- III. Present Options – make a personal appeal; giving the person a choice that is in their best interest. If you, the security officer, are the only one with a choice then it is a threat to him. If he has the choice, then it is an option. (Sir, as I stated earlier this is a non-smoking building and the law requires you to be x number of feet from the entrance to the building. We have a nice, covered smoking area in the back. If you chose to continue smoking by the entrance I will have no other option than to contact the police department which may issue you a citation for violation of state law.)
- IV. Confirm – make a practical appeal. Is he going to cooperate or not. A confirmation question sets the stage to eliminate any misunderstanding and may act as a signal to your co-workers that a physical action is imminent. (“Sir, is there anything I can say or do to get your cooperation? I would like to think I can get your cooperation on this matter”.)
- V. Act – if the person you are dealing with does not comply, you should immediately go to the next force option (hand or arm holds, wristlocks, come-a-longs or handcuffing) in order to gain compliance. When applying force, instruct the person not to resist.

Thompson, George J., PhD. And Jenkins, Jerry B. “Verbal Judo The Gentle Art of Persuasion.” New York: Quill, William Morrow, 1993. Pp. 95-101

OODA LOOP

The **OODA loop** (for **observe, orient, decide, and act**) is a concept originally applied to the combat operations process, often at the strategic level in both the military operations. It is now also often applied to understand commercial operations and learning processes. The concept was developed by military strategist and USAF Colonel John Boyd.

The OODA loop has become an important concept in both business and military strategy. According to Boyd, decision-making occurs in a recurring cycle of observe-orient-decide-act. An entity (whether an individual or an organization) that can process this cycle quickly, observing and reacting to unfolding events more rapidly than an opponent, can thereby "get inside" the opponent's decision cycle and gain the advantage

Boyd developed the concept to explain how to direct one's energies to defeat an adversary and survive. Boyd emphasized that "the loop" is actually a set of interacting loops that are to be kept in continuous operation during combat. He also indicated that the phase of the battle has an important bearing on the ideal allocation of one's energies.

Boyd's diagram shows that all decisions are based on observations of the evolving situation tempered with implicit filtering of the problem being addressed. These **observations** are the raw information on which decisions and actions are based. The observed information must be processed to orient it for further making a decision

The second O, **orientation** – as the repository of our genetic heritage, cultural tradition, and previous experiences – is the most important part of the O-O-D-A loop since it shapes the way we observe, the way we decide, the way we act.^[3]

As stated by Boyd and shown in the "Orient" box, there is much filtering of the information through our culture, genetics, ability to analyze and synthesize, and previous experience. Since the OODA Loop was designed to describe a single decision maker, the situation is usually much worse than shown as most business and technical decisions have a team of people observing and orienting, each bringing their own cultural traditions, genetics, experience and other information. It is here that decisions often get stuck, which does not lead to winning, since

In order to win, we should operate at a faster tempo or rhythm than our adversaries--or, better yet, get inside [the] adversary's Observation-Orient-Decision-Action time cycle or loop. ... Such activity will make us appear ambiguous (unpredictable) thereby generate confusion and disorder among our adversaries--since our adversaries will be unable to generate mental images or pictures that agree with the menacing as well as faster transient rhythm or patterns they are competing against.^[3]

The key is to obscure your intentions and make them unpredictable to your opponent while you simultaneously clarify his intentions. That is, operate at a faster tempo to generate rapidly changing conditions that inhibit your opponent from adapting or reacting to those changes and that suppress or destroy his awareness. Thus, a hodgepodge of confusion and disorder occur to cause him to over- or under-react to conditions or activities that appear to be uncertain, ambiguous, or incomprehensible.

Writer Robert Greene wrote in an article called *OODA and You* ^[7] that the proper mindset is to let go a little, to allow some of the chaos to become part of his mental system, and to use it to his advantage by simply creating more chaos and confusion for the opponent. He funnels the inevitable chaos of the battlefield in the direction of the enemy.

Consider a fighter pilot being scrambled to shoot down an enemy aircraft. Before the enemy airplane is even within visual contact range, the pilot will consider any available information about the likely identity of the enemy pilot: his nationality, level of training, and cultural traditions that may come into play.

When the enemy aircraft comes into radar contact, more direct information about the speed, size, and maneuverability, of the enemy plane becomes available; unfolding circumstances take priority over radio chatter. A first decision is made based on the available information so far: the pilot **decides** to "get into the sun" above his opponent, and **acts** by applying control inputs to climb. Back to **observation**: is the attacker reacting to the change of altitude? Then to **orient**: is the enemy reacting characteristically, or perhaps acting like a noncombatant? Is his plane exhibiting better-than-expected performance?

As the dogfight begins, little time is devoted to orienting unless some new information pertaining to the actual identity or intent of the attacker comes into play. Information cascades in real time, and the pilot does not have time to process it consciously; the pilot reacts as he is trained to, and conscious thought is directed to supervising the flow of action and reaction, continuously repeating the OODA cycle. Simultaneously, the opponent is going through the same cycle.

How does one interfere with an opponent's OODA cycle? One of John Boyd's primary insights in fighter combat was that it is vital to change speed and direction faster than the opponent. This is not necessarily a function of the plane's ability to maneuver, rather the pilot must think and act faster than the opponent can think and act. Getting "inside" the cycle — short-circuiting the opponent's thinking processes - produces opportunities for the opponent to react inappropriately.

Another tactical-level example can be found on the basketball court, where a player takes possession of the ball and must get past an opponent who is taller or faster. A straight dribble or pass is unlikely to succeed. Instead the player may engage in a rapid and elaborate series of body movements designed to befuddle the opponent and deny him the ability to take advantage of his superior size or speed. At a basic level of play, this may be merely a series of fakes, with the hope that the opponent will make a mistake or an opening will occur. But practice and mental focus may allow one to reduce the time scale, get inside the opponent's OODA loop, and take control of the situation - to cause the opponent to move in a particular way, and generate an advantage rather than merely reacting to an accident.

The same cycle operates over a longer timescale in a competitive business landscape, and the same logic applies. Decision makers gather information (observe), form hypotheses about customer activity and the intentions of competitors (orient), make decisions, and act on them. The cycle is repeated continuously. The aggressive and conscious application of the process gives a business advantage over a competitor who is merely reacting to conditions as they occur, or has poor awareness of the situation.

The approach favors agility over raw power in dealing with human opponents in any endeavor.
John Boyd put this ethos into practice with his work for the USAF.

UNIT VII

DEFENSIVE TACTICS

I. Physical training

a. Defensive postures

i. Two positions from which defensive techniques should be executed

1. Careful position

- a. Body completely bladed
- b. Hands up (above the solar plexus) in a non-threatening position
- c. Feet slightly wider than shoulders with knees flexed

2. Fighting stance

- a. Body completely bladed
- b. Hands up in threatening position (clenched fists)
- c. Feet slightly wider than shoulders with knees flexed

b. Hammerfist

i. Weapon surface

1. Outside edge of fist including outer forearm

2. Weapon action

a. Front side technique

- i. Comes from the ear
- ii. Action from the elbow

3. Target areas

a. Control targets

- i. Side of neck
- ii. Backside top of shoulder
- iii. Center mass of arm
- iv. Center mass of body

b. Survival targets

- i. Temple
- ii. Nose
- iii. Jaw line

- iv. Mastoid area
- v. Base of skull
- vi. Groin
- vii. Back and side of neck
- viii. Throat
- ix. Breast area on a woman
- x. Solar plexus and rib area
- xi. Stomach and abdomen
- c. Inner forearm strike
 - i. Weapon surface
 - 1. Inner forearm bone
 - 2. DOES NOT INCLUDE THE FIST
 - ii. Weapon action
 - 1. Back side technique
 - 2. Lead foot steps toward target
 - 3. Hand turns over and arcs into target area
 - iii. Target areas
 - 1. Control targets
 - a. Side of neck
 - b. Center mass of arm
 - c. Center mass of body
 - 2. Survival targets
 - a. Temple
 - b. Nose
 - c. Jaw line
 - d. Mastoid area
 - e. Base of skull
 - f. Groin
 - g. Back and side of neck
 - h. Throat
 - i. Breast area on a woman
 - j. Solar plexus and rib area
 - k. Stomach and abdomen
- d. Palm heel strike
 - i. Weapon surface
 - 1. Back of hand flat w/ back of wrist
 - 2. Keep fingers together and thumb next to hand

3. Bend the hand back so that palm faces the target and is exposed
4. Weapon surface is the hard bottom portion of the palm of the hand
- ii. Weapon action
 1. Penetrating/piston action into the target
 2. Ramrod is the forearm bones
- iii. Target areas
 1. Control targets
 - a. Side of neck
 - b. Center mass of body
 2. Survival targets
 - a. Temple
 - b. Nose
 - c. Jaw line
 - d. Mastoid area
 - e. Base of skull
 - f. Groin
 - g. Back and side of neck
 - h. Throat
 - i. Breast area on a woman
 - j. Solar plexus and rib area
 - k. Stomach and abdomen
- e. Elbow strikes
 - i. Back hand elbow strike
 1. Weapon surface
 - a. Forearm pulled tight against bicep
 - b. Impact with the flat portion of the upper arm behind the point of the elbow
 2. Weapon action
 - a. Same as hammerfist
 - ii. Fore-hand elbow strike
 1. Weapon surface
 - a. Forearm pulled tight against biceps
 - b. Impact with the flat portion of the forearm in front of the point of elbow

- 2. Weapon action
 - a. Same as the inner forearm strike
 - 3. Target areas
 - a. Control targets
 - i. Side of neck
 - ii. Center mass of arm
 - iii. Center mass of body
 - b. Survival targets
 - i. Temple
 - ii. Nose
 - iii. Jaw line
 - iv. Mastoid area
 - v. Base of skull
 - vi. Groin
 - vii. Back and side of neck
 - viii. Throat
 - ix. Breast area on a woman
 - x. Solar plexus and rib area
 - xi. Stomach
- c. Knee strikes
 - i. Weapon surface flat surface of the leg above the knee
 - ii. Weapon action
 - 1. Impact with the flat area of the leg just above the knee cap
 - 2. Bring the foot of the impacting knee to the knee of the standing leg
 - 3. Grab the person being kneed
 - iii. Target areas
 - 1. Control targets
 - a. Center mass of leg
 - b. Center mass of body
 - 2. Survival targets
 - a. Groin
 - b. Body and face
- d. Foot stomp
 - i. Weapon surface
 - 1. Foot position is foot drawn back with toes drawn back and the ankle locked
 - 2. Impact with the bottom, outside edge of the foot

- ii. Weapon action
 - 1. Find the shin
 - 2. Push down the shin doing as much damage as possible
 - 3. Flatten the bones on the top of the foot to the floor
- iii. Target areas
 - 1. Survival targets
 - a. Top of feet
- e. Piston kick
 - i. Weapon surface
 - 1. Foot position is foot pulled back with the toes pulled back and the ankle locked
 - 2. Impact with the heel and the outside edge of the foot
 - ii. Weapon action
 - 1. Step toward target
 - 2. Kicking foot passes non-kicking knee
 - 3. Penetrating/piston action into the target
 - iii. Target areas
 - 1. Control targets
 - a. Center mass of leg
 - b. Center mass of body
 - 2. Survival targets
 - a. Groin
 - b. Knee
- f. Side kicks
 - i. Back leg side kick
 - 1. Weapon surface
 - a. Foot position is foot pulled back with the toes pulled back and the ankle locked
 - b. Impact with the bottom outside edge of the foot
 - 2. Weapon action
 - a. Step toward target
 - b. Kicking foot passes non-kicking knee
 - c. Body turns over and the kick goes out the side of the body
 - d. Penetrating/kicking action
 - 3. Target areas
 - a. Control targets
 - i. Center mass of leg
 - ii. Center mass of body

- b. Survival targets
 - i. Groin
 - ii. Knee
 - g. Lead leg kick
 - i. Weapon surface
 - 1. Foot position is foot pulled back with toes pulled back and the ankle locked
 - 2. Impact with the bottom outside edge of the foot
 - ii. Weapon action
 - 1. Kicking foot comes up to the non-kicking knee
 - 2. Body turns over and kick goes out the side of the body
 - 3. Penetrating/piston action into the target
 - iii. Target Areas
 - 1. Control Targets
 - a. Center mass of leg
 - b. Center mass of body
 - 2. Survival Targets
 - a. Groin
 - b. Knee
 - h. Step Through Kick
 - i. Weapon surface
 - 1. Foot position is foot pulled back w/ toes pulled back and the ankle locked
 - 2. Impact w/ the bottom outside edge of the foot
 - ii. Weapon action
 - 1. Variation of the lead leg kick
 - 2. Back foot slides up to front foot
 - 3. Kicking foot comes up to non-kicking knee
 - 4. Body turns over and kick goes out the side of the body
 - 5. Penetrating action into the target
 - iii. Target areas
 - 1. Control targets
 - a. Center mass of leg
 - b. Center mass of body
 - 2. Survival targets
 - a. Groin
 - b. Knee

II. 10 Level (Critical Situation) Techniques

a. Throat attack (Tiger's Mouth)

i. Weapon surface

1. Hold your hand out in front of you as though you were grabbing a soda can
2. Webbing of the thumb and forefinger should line up with the inner forearm bones, forming a "Y"

ii. Weapon action

1. Penetrating/Piston action into the target
2. Fingers lock behind the muscles on the side of the neck
3. The tip off the nail of the thumb goes behind the trachea
4. Offset the trachea – crushing it against the palm and fingers

iii. Target areas (Survival Target Only)

1. Throat

b. Eye Attack

i. Weapon surface

1. Back of the hand flat with the back of your wrist
2. Fingers spread as wide as possible, thumb down

ii. Weapon action

1. Penetrating/Piston action into target
2. Tips and nails of fingers into the eyes with the thumb into the soft area under the jaw behind chin
3. Try to close your hand in the back of the mouth

iii. Target areas

1. Eyes

c. Head Weapon

i. Front of head

1. Weapon surface

- a. The curved portion of the skull high on the forehead

2. Weapon action

- a. Rock the head as far back as the neck will allow
- b. Bring the chin to the chest

3. Target areas

- a. Nose
- b. Soft portion of the side of the head

ii. Back of head

1. Weapon surface

- a. The curved portion of the skull on the back of the head

2. Weapon action
 - a. Bring the chin to the chest
 - b. Rock the head back
 3. Target areas
 - a. Nose
 - b. Soft portion of the side of the head
- d. Down Fighting – an officer in a down fighting situation is likely to be in survival mode
- i. Piston Kick/Pivot Position
 1. Weapon surface
 - a. Foot position is foot pulled back with the toes pulled back and the ankle locked
 - b. Impact with the bottom outside edge of foot
 2. Weapon action
 - a. Hands in front of face with elbows touching knees
 - b. One leg extended – the other drawn back
 - c. To pivot – hands down on either side push in the direction needed
 3. Target areas
 - a. Knees
 - b. Groin
 - c. Body
 - d. Throat
 - e. Head and face
 - ii. Side Kick/Pivot Position
 1. Weapon surface
 - a. Foot position pulled back with the toes pulled back and the ankle locked
 - b. Impact with the bottom outside edge of the foot
 2. Weapon action
 - a. Kick only with top leg
 - b. Hands in front of face – elbows touching the knees
 - c. One leg extended the other drawn back – exchange
 - d. To pivot – hands down on same side of body, push in direction of the back
 3. Target areas
 - a. Knees
 - b. Groin

- c. Body
 - d. Throat
 - e. Head and face
- iii. Back Kick – Pivot Position
 - 1. Weapon surface
 - a. Foot position is foot pulled back with the toes pulled back and the ankle locked
 - b. Impact with the heel and outside edge of foot
 - 2. Weapon action
 - a. On hands and knees
 - b. Kick goes out to the back
 - c. To pivot – use your knees as feet
 - 3. Target areas
 - a. Knees
 - b. Groin
 - c. Body
 - d. Throat
 - e. Head and face
- e. Proximity Firearm/Edged Weapon Response
 - i. Clear the body
 - 1. Weapon to the head
 - a. Feet about shoulder width apart
 - b. Drop – move 0% to 100%
 - 2. Weapon to the body
 - a. Feet about shoulder width apart
 - b. Twist – move 0% to 100%
 - ii. Control the weapon
 - 1. Weapon to the head
 - a. Double throat attack weapon so the webbing of the thumbs lifts up one on top of the other
 - 2. Weapon to the body
 - a. Double throat attack the weapon – hands side by side
 - 3. ATTACK!!!!!!
- f. Standing Holds – Use available weapons against the available targets
 - i. Choking from the front
 - ii. Choking from the rear
 - iii. Bear hug from the rear
 - iv. Bear hug from the front

- v. Forearm choke from rear
- vi. Forearm choke with the head lock
- vii. Forearm choke working against body weight
- g. Deteriorated Down Fighting – Use available weapons against available targets.
Once the hold is broken you are in down fighting mode
 - i. Kneeling beside – choking
 - 1. Outside leg swings up, crosses the face and pushes into the assailants neck – driving him to the floor
 - ii. Sitting on you – pinning your arms with their hands
 - 1. Nothing happening to your
 - 2. Know what you will do when the assailant releases with one hand for any reason
 - iii. Sitting on your chest – your arms pinned – their hands free
 - 1. Impact the spine and kidneys with knee strikes
 - 2. Once they react grab their shoulders with your feet and ankles and pull them over backwards
 - iv. Classic sexual assault position
 - 1. Impact the kidneys with heel of the foot strikes
 - 2. Once they react dig your heels in just behind the waistline and shove them over backwards
 - v. You face down – assailant sitting on your back – your arms pinned with their hands
 - 1. “Love Bite” to one of their hands so that they release one of your hands; then
 - 2. Push pinned hand forward and simultaneously bring opposite knee forward; then
 - 3. Begin to squirm and turn underneath them attacking whatever targets are available until you can turn over below them or they shift off of you
- h. Control Measures/Detainment Techniques/Takedowns
 - i. The key to making these work is preparatory striking
- i. Augmenting weapons
 - i. An augmenting weapon is any device that adds strength and rigidity to an existing weapon
 - 1. Ball point pen
 - 2. Scissors
 - 3. Spoon

- ii. To qualify as an augmenting weapon, the device must extend beyond both sides of the fist while allowing the fist to be formed correctly

- j. The Thrown Weapon

- i. Anything that is not needed for the altercation can be thrown
 - 1. Rings
 - 2. Watches
 - 3. Wallets
 - 4. Shoes
 - 5. Coins
 - 6. Keys
 - 7. Etc...

UNIT VIII

HANDCUFFING

I. Positions:

a. Standing

- i. Order suspect to spread legs
- ii. Order suspect to turn toes out
- iii. Order suspect to place hands on top of head interlacing fingers
- iv. Approach from rear with handcuffs in weak hand
- v. Blade your body with weapon side away
- vi. Grasp suspects' hands firmly with strong (control) hand
- vii. Place handcuffs on one wrist bringing is around to the back
- viii. Use your control hand and bring the other hand to the back
- ix. Handcuff other hand now
- x. **Double lock** both handcuff and begin the Terry "Frisk"

b. Kneeling

- i. Order suspect to kneel on ground
- ii. Order suspect to cross ankles
- iii. Approach from the rear with handcuffs in weak hand
- iv. Blade your body with weapon side away
- v. PLACE your foot on top of suspects ankles (IMPORTANT: DO NOT STAND on suspects ankle)
- vi. Continue as you would with standing
- vii. NOTE: If suspect resists you may apply pressure with your foot on ankle but do not stand as you may break their ankle

c. Prone

- i. Order suspect to lay on the ground
- ii. Order suspect to place his/her arms straight out with palms up
- iii. Order suspect to place one of their ankles behind the knee of the other leg
- iv. Order suspect to bend leg up
- v. Order suspect to look opposite direction from which you approach
- vi. Order suspect not to move
- vii. Approach quickly, grasping the toe of the bent leg with one hand
- viii. Place the Superficial Peroneal or top of foot on the inside of your leg

- ix. Order suspect to place on arm in the center of his back
- x. Apply handcuffs to that wrist
- xi. Order suspect to place other arm behind his back
- xii. Apply handcuffs to that wrist
- xiii. Roll the suspect to one side and conduct the Terry "Frisk"
- xiv. Roll the suspect to the other side and conduct the Terry "Frisk"
- xv. Stand your suspect up immediately so as not to cause the Sudden Death In Custody

II. One suspect:

- a. hands to rear
- b. palms out
- c. keyhole up
- d. handcuffs double-locked
- e. in an emergency, apply in any manner possible

III. Two suspects and one set of handcuffs:

- a. right hand to right hand
- b. left hand to left hand
- c. this procedure causes them difficulty in running

IV. Two suspects and two sets of handcuffs:

- a. hands to rear
- b. arms interlocking
- c. palms out
- d. keyhole up
- e. handcuffs double-locked

V. Supplements to handcuffs:

- a. tie
- b. belt
- c. shoelaces
- d. strips of cloth
- e. plastic handcuffs

- VI. The instructor should demonstrate and explain how to apply two sets of handcuffs on a suspect. The instructor should explain to the student Constitutional Amendment VIII, stressing Cruel and Unusual Punishment. The instructor should explain the importance of double-locking the handcuffs again in this sub-section.

- VII. **Remember, handcuffs are a temporary restraining device only!** The instructor should stress to the student, the security officer is arresting and not punishing the violator.

UNIT IX

FIREARMS

INSTRUCTOR MUST BE A CERTIFIED FIREARMS INSTRUCTOR TO INSTRUCT THIS CLASS!!!

I. Training Records

- a. Students Name – Date of Birth – Social Security Number
- b. Instructor Names
- c. Courses presented and length of each course
- d. Date training was presented
- e. Description of qualification courses, including number of rounds to be fired, distances, how the targets were scored and time limits
- f. Qualifications records reflecting date, course of fire, instructor, firearms used and score

II. Firearms Safety

- a. Students will be given information on
 - i. General handgun safety
 - ii. On duty handgun safety
 1. Leave the weapon holstered unless there is a valid reason to take it out
 2. Never point a firearm at anyone except in a deadly force encounter
 3. Do not fire warning shots
 4. Never leave a weapon unattended
 5. In a public restroom
 - a. Do not lay a gun where anyone can pick it up
 - b. Do not lay it where it can fall
 - c. Do not hang it by the trigger guard
 - iii. Handgun safety at home
 1. NEVER leave a gun where a child can reach it (TPC 46.13)
 2. Keep weapons and ammunition stored separately and out of sight
 3. Never assume a small child cannot fire a weapon
 4. Establish firm rules that only adult family members can handle firearms

5. Secure all weapons in a locked drawer, cabinet or safe and/or use trigger locks on all weapons
6. Never handle a firearm while intoxicated
7. Use a home defense gun only as a last resort. Even a person trained in gun usage can mistakenly shoot a family member or neighbor who was thought to be an intruder
8. Friends and/relatives may visit with small children, do not put them at risk.

iv. Firearms safety devices available

1. Trigger locks are devices that fit in the trigger guard to prevent the trigger from being pulled and are secured by a key lock or code lock to prevent unauthorized access.
 - a. It is suggested, one or more trigger locks be available to demonstrate to the students
- b. Treat every gun as if it were loaded
- c. Always point the weapon in a safe direction
- d. When you hand a weapon to another person, check to insure it is unloaded and the action is open
- e. Each person handling a firearm must know
 - i. How the weapon works
 - ii. If it is loaded
 - iii. Where it is pointed
 - iv. What the target is
 - v. Where the target is
 - vi. Where the bullet will go
 - vii. Where the bullet will stop
- f. Always test fire your weapon after any repairs
- g. Keep the weapon clean, but do not expose the ammunition to oils or solvents
- h. Never carry reloads or "cheap" ammunition on duty. Use factory-loaded ammo for duty carry.

III. Handgun Nomenclature

- a. Revolvers
 - i. Single action – the hammer must be manually drawn back (cocked) before each shot (not suitable for security duties)
 - ii. Double action – can be fired by cocking the hammer first then pulling the trigger or simply by pulling the trigger
- b. Revolver basic parts
 - i. Grip

- ii. Frame
 - iii. Trigger guard and trigger
 - iv. Hammer
 - v. Cylinder – including chambers and ejector rod
 - vi. Cylinder latch
 - vii. Barrel and muzzle
 - viii. Front sight
 - ix. Rear sight (adjustable and fixed)
 - x. Top strap
- c. Semi – auto pistol
 - i. Single Action
 - 1. The hammer must be cocked for the first shot. The action will cock the hammer for following shots (1911 style)
 - ii. Double Action
 - 1. First shot can be fired by depressing the trigger. This self cock the hammer and each subsequent shot will then be in the single action mode (Beretta, Sig Sauer, Smith and Wesson)
 - iii. Double Action Only
 - 1. All shots are fired from an un-cocked position by depressing (pulling) the trigger (Glock, Springfield XD)
- d. Semi – auto basic parts
 - i. Grip
 - ii. Trigger guard and trigger
 - iii. Hammer (internal and external)
 - iv. Slide
 - v. Slide stop/release
 - vi. Barrel and muzzle
 - vii. Barrel bushing (Colt style)
 - viii. Front sight
 - ix. Rear sight
 - x. Safety (if equipped)
 - xi. Disassembly latch
 - xii. Magazine release
 - xiii. Magazine
 - xiv. De-cock level (if equipped)

IV. Handgun Cleaning and Maintenance

- a. Student will learn how to field strip, clean and maintenance of handguns
 - i. Basic cleaning supplies

1. Powder solvent
2. Gun oil
3. Cleaning rod
4. Bore brushes
5. Bore patches
6. Bristle brush (old toothbrush)
7. Screwdriver
8. Cloth rag

b. Cleaning a Revolver

i. Open cylinder and insure the weapon is unloaded

1. Remove the grip screw and grips
2. Remove the forward side plate screw, press the cylinder release latch and open the cylinder
3. Pull the crane and cylinder from the weapon
4. Attach a bore brush to the cleaning rod and dip it in solvent. Push it through the bore and each chamber of the cylinder several times
5. Use a bristle brush coated with solvent to scrub the area between the top strap and the forcing cone, the end of the forcing cone and the front of the cylinder
6. Replace the bore brush tip with a batch tip
7. Push several dry patches through the bore and chambers
8. Wipe all surfaces of the revolver with a cloth to remove any solvent
9. LIGHTLY oil a clean patch and wipe all surfaces of the revolver

ii. Insert the cylinder/crane assembly into the frame

iii. Insert the forward side plate screw into the frame and tighten

iv. Install the grips and tighten the grip screw

v. Wipe all surfaces of the revolver with a clean cloth, leaving a thin film of protective oil on the surface

c. Cleaning and disassembly of the Semi – Automatic Pistol

i. Remove the magazine. Pull the slide to the rear and lock it in place with the slide stop. Check for empty!!!

ii. Remove the slide from the frame

iii. Compress the recoil spring and remove it, along with the guide rod

iv. Remove the grip panels

v. Attach a bore brush to the cleaning rod and push several patches through the bore

- vi. Using a patch, dampened with solvent, clean the inside of the slide and the interior of the frame
- vii. Be sure to clean the slide grooves on the frame and slide
- viii. Wipe the barrel, frame, slide, recoil spring and magazine with a patch dampened with solvent.
- ix. Use a cloth rag to wipe all parts dry
- x. LIGHTLY oil a patch and wipe all surfaces of the pistol
- xi. Place a small drop of gun oil on the interior of the slide, the frame rails and the frame grooves in the slide
- xii. Place the slide on a surface with the sights down. Insert the barrel into the slide
- xiii. Insert the recoil spring and guide rod in the slide/barrel assembly
- xiv. Place slide on frame and insert slide stop, takedown pin or other slide-retaining device
- xv. Replace grips
- xvi. Cycle the action to insure proper function
- xvii. Wipe surfaces of the pistol with a cloth, leaving a thin film of protective oil on the surface

V. Preventative maintenance and frequency of cleaning

- a. Clean outside surfaces everyday to remove dust, and finger prints
- b. Clean the entire firearm after each firing
- c. Clean the weapon at least semi-annually
- d. Inspect the firearm on a regular basis, especially before and after firing
 - i. Check all visible screws for tightness
 - ii. Check the ejector rod to insure it is tight, straight and there are no dents or burrs
 - iii. Check the cylinder for excessive play
 - iv. Check the outside for rust or dirt
 - v. Check the barrel for cracks, bulges or bends
 - vi. Check all visible screws for tightness
 - vii. Check the slide stop for proper function
 - viii. Check the magazine feed lips for cracks or bends
 - ix. Check the magazines for rust dirt or other foreign matter

VI. Inspection of firearms by Instructor

- a. All firearms must be inspected for function and safety by the Firearms Instructor prior to firing the weapons on the gun range

VII. Shooting fundamentals

- a. Students will learn the basic skills necessary for properly handling and shooting a handgun (NEVER LOAD OR ALLOW ANY FIREARM TO BE LOADED IN THE CLASSROOM)

- i. Stance

- 1. Isosceles Position

- a. Face the target straight on, feet shoulder width apart
 - b. The body is slightly crouched, with body arms pushed forward to lock the elbows at eye level

- 2. Weaver

- a. Face target with feet spread about shoulder width apart
 - b. Angle the strong side of the body (holster side) approximately 45 degrees away from the target
 - c. Balance your weight on both feet with legs straight but not locked
 - d. The shooting arm is thrust forward. The support arm elbow is pointed down at a 90 degree angle
 - e. Keep the body straight – head up
 - f. Must be comfortable in your stance

- 3. Modified Weaver

- a. Lower body is turned at an angle from the target
 - b. Upper body is turned to face the target, with the arms pushed forward

- ii. Grip

- 1. Place the gun in the hand so a straight line is made with the guns barrel and the forearm
 - 2. The “V” or web of the hand should be positioned high on the back strap
 - 3. The fingers wrap around the front of the grip with the thumb laid along the grip, in line with the barrel
 - 4. The trigger finger is positioned straight alongside the trigger guard until ready to fire. NOTE: KEEP THE FINGER OFF THE TRIGGER UNTIL READY TO FIRE THE WEAPON!!! INDEX!!!
 - 5. Wrap the fingers of the support hand around the gripping fingers, below the trigger guard. On a revolver, the support hand thumb is placed over the shooting hand behind the weapon’s hammer. On a semi-auto the support thumb will be over or alongside the gripping thumb. NOTE: WHEN SHOOTING A SEMI-AUTO PISTOL, DO NOT PLACE THE SUPPORT THUMB OVER THE TOP OF THE

GRIPPING HAND – THE SLIDE WILL CYCLE BACK AND INJURE THE THUMB!!!!

6. The weapon must be gripped firmly, but not to the point of causing strain and/or shaking

iii. Sight alignment and picture

1. Proper sight alignment is the relationship between the front sight and the rear sight as seen when looking through the rear sight: level across the top with equal amounts of light on each side of the front sight
2. Combat shooting is normally done with both eyes open. Shooters must focus on the front sight

iv. Trigger control

1. The pad of the index finger is placed on the trigger and pressed to the rear with steady pressure until the hammer falls. The trigger is allowed to return forward, so the weapon can be fired again.
NOTE: THE TRIGGER FINGER MAINTAINS CONTACT WITH THE TRIGGER AT ALL TIME DURING THIS CYCLE!!!
2. Sear reset: as the trigger of a semi-automatic pistol moves, forward, the sear resets prior to returning completely to the front. The sear reset can be felt with the trigger finger. The trigger can be pressed again to fire the pistol without allowing the trigger to move all the way forward.
3. Using the sear reset allows more accurate shots because there is less movement of the trigger finger and less disturbance to sight alignment and sight picture.

v. Proper breathing

1. If making a precision shot, take a breath, let half of it out and hold while making the shot. Most combat shooting does not allow time for breath control.

VIII. Drawing and firing the weapon

- a. Students will learn the correct method of drawing the weapon from the holster, bringing the weapon to the firing position and firing the weapon
 - i. The shooting hand unsnaps the holster and grips the weapon with the trigger finger extended alongside the trigger guard. NOTE: DO NOT PLACE THE FINGER INSIDE THE TRIGGER GUARD UNTIL THE WEAPON IS IN THE FIRING POSITION AND YOU ARE READY TO FIRE.
 - ii. Draw the weapon from the holster and bring it to eye level

- iii. As the shooting hand brings the weapon up to eye level, the support hand is brought up to meet the shooting hand.
- iv. Wrap the support hand around the shooting hand to acquire a two-hand hold
- v. The shooting arm should be straight (a slight bend is acceptable) with the support giving a slight pull to the rear
- vi. With the weapon at eye level, acquire a proper sight picture on the target and press the trigger until the gun fires.
- vii. Weak Hand Shooting
 - 1. Students must learn to fire the gun with the weak hand because the shooting hand/arm might be put out of action
 - 2. The students must practice with the weak hand, becoming accustomed to the grip and trigger pull of the gun
- viii. Holstering the weapon
 - 1. Make sure the trigger finger is not inside the trigger guard
 - 2. Practice holstering without looking at the holster
 - 3. Insure the revolver hammer is not in a cocked position
 - 4. On a semi-auto pistol, insure the hammer is not cocked (unless the weapon is made to be carried cocked [1911 style])

IX. Loading and unloading handguns (DO NOT USE LIVE AMMUNITION)

a. Revolvers

- i. Draw the revolver from the holster with the trigger finger straight across the trigger guard and the thumb by the cylinder latch
- ii. Bring the support hand up to the center of the body at approximately belt level and place the gun in the support hand
- iii. Push the cylinder release latch with the thumb of the shooting hand and push the cylinder out of the frame with the middle fingers of the support hand.
- iv. Secure the revolver in your support hand by placing the forefinger and little finger over the top strap
- v. The cylinder can be rotated with the thumb and middle fingers of the support hand
- vi. Insert the cartridges into the chambers with the shooting hand. Note: tilt the barrel down to keep the cartridges from falling out.
- vii. Grip the gun with the shooting hand and close the cylinder with the support hand. NOTE: do not snap or slam the cylinder closed
- viii. To unload place the revolver in the support hand

- ix. With the barrel tilted up, push the cylinder release latch and open cylinder with the shooting hand thumb
- x. Push the ejector rod with the support thumb to eject the cartridges from the cylinder
- xi. If firing again, reload the cylinder. If not, visually check the cylinder to insure it is empty and gently close it.
- xii. Holster the weapon

b. Semi-Auto Pistol

- i. Insert the proper number of cartridges into the magazine
- ii. With the pistol gripped by the shooting hand, insert the magazine into the pistol with the support hand and insure it locks in place.
- iii. Use the support hand to pull the slide all the way to the rear and release it, allowing the recoil spring to move the slide forward and chamber a cartridge
- iv. If equipped, operate the safety or de-cock level to put the weapon in a safe condition
- v. Holster the weapon
- vi. To unload the semi-automatic pistol
 - 1. Keep your fingers off the trigger
 - 2. Insure the safety is ON
 - 3. Press the magazine release and remove the magazine
 - 4. Pull the slide back, ejecting the chambered cartridge and lock the slide back using the slide lock level.
 - 5. Visually check the chamber to insure it is empty

X. Semi-Auto Malfunction/Stoppages

a. Failure to feed

- i. Magazine not seated properly
- ii. Bad ammunition
- iii. Damaged magazine
- iv. Dirty weapon

b. Failure to fire

- i. No round in chamber
- ii. Bad round in chamber
- iii. Slide out of battery
- iv. Damaged firing pin or hammer spring

c. Failure to extract

- i. Material under extractor
- ii. Bad ammunition – damaged cartridge rim

- iii. Broken extractor
 - d. Failure to eject
 - i. Shooter has limp/weak wrist
 - ii. Arms not locked
 - iii. Bad ammunition
 - iv. Broken extractor
 - v. Weapon not properly lubricated or dirty
- XI. Clearing stoppages (Usage of "dummy rounds" need to be used to prevent accidental discharges").
 - a. Type One stoppage drill
 - i. Tap – tap the base of the magazine to insure it is seated properly
 - ii. Rack – pull the slide back and release in the same manner as loading the weapon
 - iii. Assess – assess the threat to ascertain if it is still viable. If the threat is still viable engage; if the threat is no longer viable disengage from the threat
 - b. Type Two stoppage drill
 - i. Rip – rip the magazine out of the weapon
 - ii. Rack – rack the slide two times
 - iii. Reload – insert a fresh magazine in weapon, chamber a round
 - c. Type Three stoppage drill (slide stuck forward)
 - i. Release magazine
 - ii. Grasp slide over ejection port with support hand
 - iii. Drive through the grip with web of shooting hand to force slide to move
 - iv. Reload
- XII. Range Procedures
 - a. Students will learn the proper procedures and safety rules for live fire training on the gun range.
 - i. Safety is the highest priority – pay attention to what the instructor is saying
 - ii. Leave weapons in holsters until otherwise directed by the instructor
 - iii. Weapons will be brought to the range unloaded
 - iv. No dry-firing in off-line areas without permission
 - v. Never do something you KNOW IS UNSAFE, even if directed to do so by an instructor
 - vi. Always keep the muzzle of the weapon down range
 - vii. Keep your finger off the trigger until directed to fire by the instructor
 - viii. Load and unload on command only

- ix. If you have a problem on the line, keep the weapon pointed down range and hold up the other hand and wait until the instructor gets to you
- x. If you think you have a short round, DO NOT FIRE AGAIN. Keep the weapon pointed down range and ask for help
- xi. Never offer or take a weapon that is not in a safe condition, unless an instructor takes it from you to correct a problem.
- xii. No tobacco products on the firing line
- xiii. Never leave or go forward of the firing line until the line has been cleared and permission has been granted by the instructor
- xiv. Never let the muzzle of a weapon touch the ground. If a weapon is dropped, have it inspected by the instructor
- xv. All weapons will be inspected by the instructor prior to firing
- xvi. Insure all persons on or near the firing line are wearing eye and hearing protection
- xvii. Insure shooters keep weapons holstered or pointed down range while receiving instruction
- xviii. Describe all courses of fire or drills in detail
- xix. Make all commands/instructions loud and clear
- xx. Insure the down range area is clear before starting a course of fire
- xxi. If line safety officers are available, let them handle the problems on the line

XIII. Basic Range Procedures and Range Commands

- a. After the students are on the firing line
 - i. Have the students face down range, draw the weapon from the holster and check it for empty
 - ii. Instruct the students to check the bore for obstructions and holster
 - iii. Explain / review basic range rules
 - 1. Keep weapons pointed down range
 - 2. Keep the weapon holstered and do not draw the weapon from the holster until instructed to do so
 - 3. No tobacco products on the firing line
 - 4. No talking on the firing line
 - 5. Immediate inform the instructor of malfunction, problems or questions
 - iv. Range Commands (Example)
 - 1. Shooters on the line
 - 2. Load six rounds in each magazine and holster
 - 3. Ready on the left

4. Ready on the right
5. The line is ready
6. Commence Fire
7. Cease Fire
8. Visually and physically check your weapon for empty
9. Holster an empty weapon
10. Is the line clear on the left
11. Is the line clear on the right
12. The line is clear

XIV. Presentation

a. Dry Firing

- i. Proper stance
- ii. Proper grip
- iii. Trigger jerk
- iv. Heel jerk
- v. Sight alignment
- vi. Canting

b. Initial Firing

- i. Have the students load and fire one shot each time the target faces them, or on command
- ii. Repeat the firing as necessary while observing the student's techniques and their hits on the targets.
- iii. Clear the line and check the targets
- iv. Coach each student to improve problem areas
- v. Students should be allowed to progress to multi-shot drills

c. Anticipation drills

- i. Have the coaches load the student's weapons with six rounds and six dummy rounds and return the weapons to the students.
- ii. Students will fire one round on command, completing six pulls of the trigger
- iii. Coaches will observe the students for anticipation problems
- iv. Repeat this drill as necessary
- v. After the line is clear, check the targets and discuss the necessary corrective actions

d. Loading and Unloading Drills

- i. Students will practice combat reloads
- ii. Revolver: students will load six rounds

- iii. On command, students will fire six rounds, dump the empties and reload six rounds and fire the remaining six rounds
 - iv. Semi-Auto pistols: students will load six rounds
 - v. On command, the students will fire six rounds, drop the magazine, reload with a magazine containing six rounds and fire the remaining rounds
- e. General Firing Practice
 - i. Students will shoot partial and full load drills from the 3 yd line, the 7 yd line and the 15 yd line.
 - ii. Students will be observed for problems with proper stance, grip, sight alignment, trigger control and any other problem area displayed
 - iii. Students will practice loading and unloading their weapons during this portion of the practice
 - iv. The students will practice to prepare for the qualification course.

XV. Qualification Course

- a. Firearms instructors may qualify students by using the courses listed under TCPS Commission rule 446.15 or the below listed course:
- b. Scoring
 - i. Students must attain a minimum score of 70% to qualify (175 out of 250)
- c. Course of Fire
 - i. Three yard line
 - 1. One shot exercise – 5 rounds (2 seconds for each shot)
 - 2. Two shot exercise – 10 rounds (3 seconds for each two shots)
 - 3. Five round exercise – 5 rounds (10 seconds to draw the weapon and fire the 5 rounds)
 - ii. Seven yard line
 - 1. Five shot exercise – 5 rounds fired (10 seconds to fire 5 rounds)
 - 2. Two stage exercise – 5 rounds fired (2 shots in four seconds, then 3 shots in six seconds)
 - 3. Reload exercise – 10 shots fired (students load 5 rounds and holster)
 - 4. On command, students draw and fire 5 rounds, reload and fire 5 more rounds in 15 seconds
 - iii. Fifteen yard line (10 rounds)
 - 1. Two stage exercise – 5 rounds fired (2 shots in six seconds – 3 shots in 9 seconds)
 - 2. Five shots exercise – 5 rounds fired (15 seconds for five rounds)

XVI. Shotgun Training (No live ammunition in classroom)

- a. Students will learn how to properly and safely handle the pump shotgun, to include loading, unloading, stance, firing and cleaning.
- b. Types of Shotguns
 - i. Pump Action
 - ii. Semi-Auto
- c. Pump Action
 - i. Operated manually sliding the fore end back and forward to load and eject rounds
 - ii. Transmits all recoil to shooter
 - iii. Can be carried with chamber empty
 - iv. Very reliable action
 - v. Large variety on market
 - vi. Reasonably priced
- d. Semi-Auto Shotgun
 - i. Gas operated by chamber pressure
 - ii. Gas action reduces recoil felt by shooter
 - iii. First shot chambered by pulling action lever
 - iv. If carried with chamber empty – first round can be awkward to chamber
 - v. New actions are very reliable
 - vi. Most models are expensive
- e. Pump Shotgun Parts
 - i. Butt plate/recoil pad
 - ii. Butt stock
 - iii. Receiver
 - iv. Ejection port
 - v. Breech block
 - vi. Safety
 - vii. Trigger guard
 - viii. Trigger
 - ix. Action release
 - x. Loading port
 - xi. Fore end
 - xii. Action bars
 - xiii. Magazine
 - xiv. Magazine cap
 - xv. Barrel
 - xvi. Front sight

- xvii. Muzzle
- f. Shotgun ranges/capabilities (issue students ballistic table for shotgun)
 - i. Maximum range (200 yds)
 - ii. Maximum effective range (40 yds)
 - iii. Maximum realistic range for security and police (approximately 30 yds)
 - iv. Before firing at a distant target the shooter MUST consider
 - 1. Distance to target
 - 2. Shot spread
 - 3. Proximity of bystanders
 - 4. Penetration of near – by buildings or other property
 - 5. The laws concerning deadly force (TPC Ch.9)
- g. Loading the shotgun
 - i. Insure safety is on
 - ii. Keep muzzle pointed in safe direction
 - iii. Weak hand at pistol grip or receiver
 - iv. Use strong hand thumb and forefinger to push shells into magazine
- h. Unloading the shotgun
 - i. Place weak hand on fore end
 - ii. Brace butt stock on hip or belt
 - iii. Depress action release with strong hand
 - iv. Pull fore end down slowly until chambered shell just clears the port – remove shell from port
 - v. Depress the shell carrier
 - vi. Pull fore end all the way down while supporting base of the shell in the magazine with thumb or finger (NOTE: do not let the shell slam into the back of the receiver or your finger)
 - vii. Using forefinger and thumb, depress the right shell stop to remove remaining shells
 - viii. Visually check the chamber and magazine to insure the weapon is empty
- i. Shotgun Aiming Point
 - i. Shot and slugs rise as they travel down range, so the aiming point is below the actual area to be hit. On a man size target, the aiming point would be at belt buckle height for a chest or mid body hit within 30 to 40 yards
- j. Shotgun Shooting Stance
 - i. Hold weapon with pistol grip in strong hand
 - ii. Take a firm grip on fore end with weak/support hand
 - iii. Set butt stock against shoulder and pull it firmly against shoulder

- iv. Blade the body by moving the strong foot back
- v. Maintain a good balance, leaning slightly forward – flexing the front (weak side) knee
- vi. Acquire the sights and target
- vii. Use the thumb and forefinger to work the safety
- viii. On command – safety off and pull trigger
- k. Shotgun Qualification (TCPS Commission Rule 446.17)

XVII. Sam Browne Set Up (Duty Belt)

- a. Holster is placed on the strong side
- b. The holster is worn on the Sam Browne
- c. The magazine/speed loader pouch is located in the front on the weak side (opposite side of the weapon)
- d. The handcuff pouch is located in the rear on the weak side
- e. If certified to carry pepper spray, this may be carried on the strong side in front of the weapon
- f. If certified the expandable tactical baton may be carried behind the weapon or on the weak side.
- g. The Sam Browne is designed to be held together with four (4) belt keepers
 - i. Two in the back
 - ii. Two in the front
- h. The belt keepers are designed to secure the Sam Browne and “underbelt” together