

Juvenile Institutions Core Training

Unit 8: Defensive Tactics and Restraint Techniques

Module(s): 8.1- Principles of Use of Force

8.2-Defensive Tactics - Footwork, Balance and Falling

8.3-Defensive Tactics - Control Holds

8.4-Defensive Tactics - Take Downs

8.5-Defensive Tactics - Escaping Techniques

8.6-Defensive Tactics - Ground Control Techniques

8.7-Handcuffing and Pat-Down Searches – Practice

8.8-Safety Room and Physical Restraints

8.9-Room Extractions

Instructional Time: 30 hours

1. Welcome and Introductions
2. Objectives
  - a. Module 8.1: Principles of Use of Force
    - i. Define the term “use of force” according to Title 15.
    - ii. Identify the legal framework for a juvenile corrections officer’s use of force.
    - iii. Given examples of situations requiring the use of physical force, identify actions that would be considered excessive force.
    - iv. Identify the following guidelines that a juvenile corrections officer should consider prior to employing use of force, including the following: force as a last resort, use of all available methods of intervention before use of force, force must be no more than is necessary to control the situation, effect an arrest or prevent an escape, force is to be viewed primarily as a defensive measure, all uses of force should be thoroughly documented.
    - v. Describe juvenile’s actions that may lead to assaultive behavior.
    - vi. Examine situations and discuss options where a juvenile may want to be placed under control and acts in order to get external control.
    - vii. In a simulated exercise, demonstrate behaviors or verbal interventions that a juvenile corrections officer can use to de-escalate problems, such as those communication skills outlined in Communications Skills module 12.
    - viii. Discuss the psychological and physiological factors that may affect a juvenile corrections officer after a physical altercation with a juvenile.
    - ix. Identify similar psychological and physiological factors that may affect a juvenile after a physical altercation with a juvenile corrections officer or other juvenile.
    - x. Identify the following purposes, laws and principles for using security restraints (handcuffs, waist chains, shackles) on juveniles including short term use for transportation purposes, immediate means of overcoming resistance to control threat of harm to self/others and not for prolonged use to manage out of control behavior.
    - xi. Explain the limitations for use of handcuffs.
  - b. Module 8.2: Defensive Tactics - Footwork, Balance and Falling

- i. Demonstrate the course-instructed balance, footwork and body movements to avoid an attacking juvenile.
    - ii. Demonstrate the course-instructed footwork to evade an attack.
    - iii. In a simulation of a frontal assault, demonstrate a rear break fall technique.
    - iv. In a simulation of a rear assault, demonstrate a forward break fall technique.
  - c. Module 8.3: Defensive Tactics - Control Holds
    - i. In a simulation, demonstrate at least two course-instructed control holds.
  - d. Module 8.4: Defensive Tactics - Take Downs
    - i. In a simulation, demonstrate at least two course-instructed “take-down” techniques.
    - ii. Demonstrate a course-instructed two officer, one juvenile take-down technique.
  - e. Module 8.5: Defensive Tactics - Escaping Techniques
    - i. Demonstrate course-instructed techniques using hands and arms to block an attack.
    - ii. In a simulation, demonstrate a course-instructed escape technique from a group position.
    - iii. In a simulation, demonstrate a course-instructed escape technique from a front position.
    - iv. In a simulation, demonstrate a course-instructed escape technique from a rear position.
    - v. In a simulation, demonstrate a course-instructed escape technique from a “bear hug”.
  - f. Module 8.6: Defensive Tactics - Ground Control Techniques
    - i. In a simulation, demonstrate at least 3 course-instructed ground control techniques.
  - g. Module 8.7: Handcuffing and Pat-Down Searches – Practice
    - i. Identify the correct terminology to describe a handcuff.
    - ii. Demonstrate the proper manipulation of a handcuff.
    - iii. Demonstrate handcuffing a compliant, non-threatening juvenile.
    - iv. Demonstrate assisting a juvenile who is prone to his/her feet.
    - v. Demonstrate the principles of searching an individual in a “pat down” or “cursory” search so that the effectiveness of the search and the safety of a juvenile corrections officer is maximized.
    - vi. Demonstrate the principles of searching an individual in a high-risk situation so that the effectiveness of the search and the safety of the officer are maximized.
    - vii. In a simulated search exercise, demonstrate the common places where dangerous weapons or contraband can be located on a juvenile’s person.
    - viii. Demonstrate handcuffing a juvenile from the searching position.
  - h. Module 8.8: Safety Room and Physical Restraints
    - i. Explain the distinction between “use of force” and “use of restraints” as outlines in Title 15 regulations and accompanying guidelines.
    - ii. Explain the principles, conditions and limitations under which physical restraint devices may be used pursuant to Title 15.

- iii. Explain the different purposes of security restraints for custody needs compare to physical restraints for medical/mental health needs.
- iv. Identify physical restraint devices used on juveniles in a custody setting.
- v. Explain requirements for direct visual supervision of a juvenile when a juvenile is in physical restraints pursuant to Title 15.
- vi. Explain the role and timeliness of the facility physician and mental health provider as it applies to juveniles in physical restraints.
- vii. Identify the monitoring requirements of juveniles who are placed in restraint devices.
- viii. Demonstrate the use of at least one or more physical restraints used in a juvenile detention facility.
- ix. Explain the principles, conditions and limitations under which safety rooms may be used pursuant to Title 15.
- x. Identify the requirements for monitoring a juvenile who is placed in a safety room.
- i. Module 8.9: Room Extractions
  - i. Describe the circumstances when room extraction is necessary.
  - ii. Discuss roles and responsibilities of each team member.
  - iii. Identify potential hazards, e.g., blood borne pathogens, chemical agents, heat exhaustion, excrement and injuries.
  - iv. List key considerations that must be addressed in planning room extractions.
  - v. Given a scenario, demonstrate room extraction.
  - vi. Explain key elements needed to be covered in debrief and documentation.
- 3. \*\*\*Each day will begin with:
  - a. Warm up exercises and stretching
  - b. Review of prior class
- 4. \*\*\*Each day will close with:
  - a. Cleaning of mats (if mat room is used)
- 5. Evaluations