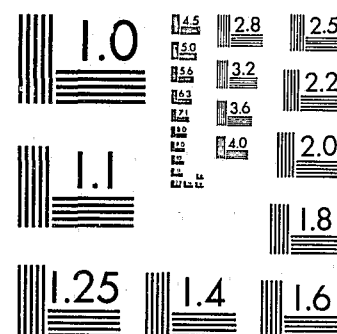


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6-1-83

TECHNICAL REPORT

82218

**MICHIGAN PATROL OFFICER
DEFENSIVE TACTICS
CURRICULUM**



EMPLOYMENT STANDARDS SECTION
MICHIGAN LAW ENFORCEMENT OFFICERS TRAINING COUNCIL
7426 N. CANAL ROAD, LANSING, MI 48913, PHONE: (517) 322-1946

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MICHIGAN PATROL OFFICER
DEFENSIVE TACTICS CURRICULUM:
TECHNICAL REPORT

Prepared for the:
EMPLOYMENT STANDARDS SECTION
MICHIGAN LAW ENFORCEMENT OFFICERS TRAINING COUNCIL



WOLLACK & ASSOCIATES
A Psychological Corporation

1981

U.S. Department of Justice
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STATE OF MICHIGAN



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EXECUTIVE SECRETARY

LESLIE VAN BEVEREN

Dear Colleague:

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This effort would not have been possible without the cooperation and contributions of Michigan's law enforcement agencies and management and labor organizations. The many hours of participation in the validation effort will guarantee that the standards are directly linked to the police officer job.

On behalf of the Training Council, I want to thank the Michigan law enforcement community for their contribution to this significant step forward for our profession.

Sincerely,

William Lucas

William Lucas
Chairman



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I. OBJECTIVES

In a previously published research report: A Job Analysis of Police Physical Skill Requirements (1979), a systematic, carefully documented study was made of the law enforcement officers' job to determine physical skill requirements. The methodology and procedures of that research study are detailed within the aforementioned report. In Table 22 (p. 41), 784 incidents are described in which the officer encountered resistance. The expected annual frequency per officer of resistance-type situations is 15.51. The job analysis reveals that this type of job behavior is both reasonably frequent and critical, in that, there are significant associated risks of property loss, loss of life, and injury.

The most typical type of resistance encountered by officers consisted of the subject pulling away. In 27% of the incidents involving resistance, the officer and the subject wrestled with one another. The expected annual frequency of this type of job behavior is 4.19. Other types of force were frequently encountered. The officer was hit or kicked by the subject in approximately 12% of the incidents. Moreover, the officer was confronted by a subject with a weapon in a total of 48 incidents, for an expected annual frequency of about one occurrence per two years. In approximately half of those situations where the officer was confronted with a weapon, the weapon was surrendered only by means of force.

On page 42 of the report, the following was stated:

Certainly the types of actions required by the officers to deal with the resisting subjects is of primary importance with respect to training needs. Force was required to resolve 79% of the situations, whereas 21% of the resisting subjects submitted to verbal orders. Where force was required, in approximately three-quarters of the situations, an unsuccessful verbal order preceded the use of force. In most other situations, the opportunity to give a verbal order did not occur. The above data clearly show that a police officer can be expected to confront situations in which the use of force is required on the average of 7.38 times per officer per year.

The reader's attention is invited to Table 23 of the job analysis report which spells out the physical actions taken by police officers in response to resisting

subjects. Such actions include: use of handcuffs, wrestling, restraining holds, hitting/kicking, evasive maneuvers, the use of weapons, etc. Importantly, in 73% of all incidents involving resisting subjects, immediate action was required by the officer without the opportunity to wait for a backup unit. In fully 68% of those situations involving resistance by subjects, the police officer was unassisted.

Clearly, the ability to deal with resisting subjects is a frequent and important aspect of a law enforcement officer's job. It was, therefore, concluded that a substantial need exists for developing proficiency among police trainees in the use of defensive skills. While various methodologies and techniques for defensive tactics training are utilized locally, it is desirable to have some assurance that a common standard of proficiency has been attained by the trainees. This objective implies the need for a standardized evaluation methodology. This is the primary objective underlying the development of the Defensive Tactics Manual. This Manual was intended as a training device to assist in the development of techniques which must be learned by officers to protect himself or herself from attack and/or to subdue and secure resisting individuals. This Manual sought to describe a number of common methodologies and techniques for effecting a wide range of defensive tactics judged to be essential for effective law enforcement. The intention was to provide a common set of procedures which could be used as an instructional "core" along with any additional training which may be provided. In this sense, the Manual would assist in standardizing techniques required for the effective performance of defensive tactics.

As a corollary to the need for standardized training content, there exists the need to evaluate a trainee's competence in performing such tactics. An integral aspect of the development effort is a defensive tactics examination which is to be used for assessing the capability or achievement level of trainees who have completed their defensive tactics training. That examination is explained in detail in an Instructional Manual which is separate from this brief report. The objective of that Instructional Manual is to provide a standardized methodology for evaluating students' proficiency in demonstrating the defensive tactics which were thought to be most essential for effective job performance.

The resulting Manual and instructor's guide are the work product of Dr. Robert L. Parsons. Dr. Parsons was assisted in large part by an advisory committee

comprised of several defensive tactics instructors from agencies throughout the state. Drs. Merle Foss and Stephen Wollack provided consultive assistance and guidance as well. The MLEOTC staff, in particular Patrick Judge, William Nash, Dale Rothenberger and Roger Studer, provided administrative and technical support throughout the developmental process.

II. THE EXAMINATION DEVELOPMENT

On April 23, 1980, twelve defensive tactics instructors, training administrators, MLEOTC staff, and the contractors met at the MLEOTC offices. Table 1, appearing on page 5, lists the workshop participants.

This was a general brainstorming session primarily for the purpose of introducing the concept of a standardized, statewide examination. The workshop participants described their particular defensive tactics program and considered various alternative methods for undertaking a uniform examination.

The second meeting occurred on May 23, 1980 with a subcommittee for the purpose of continuing the dialogue which was started in the previous workshop. Table 2, on page 6, lists the workshop participants.

Specifically, the discussion involved: (1) the types of events which would be appropriate for inclusion in a statewide defensive tactics examination; (2) the criteria to be used to evaluate performance; (3) the use of assessment teams from the Basic Training Academies; (4) the degree of resistance to be employed in the test, and (5) the possible use of a wrestling scenario as a criterion measure.

It should be emphasized that the objective of the uniform, standardized training material is merely to provide a basis for making a common evaluation of training proficiency. This is not an attempt to standardize all curriculum content. Local discretion in the selection of tactics to be taught, methodology, etc. is certainly not precluded by this effort, and is, in fact, encouraged. If, however, there is to be a common evaluation methodology, then it becomes absolutely necessary that a common core of defensive tactics be established upon which this examination may be based. The suggested events for the statewide examination represent a consensus among the instructors who participated in this process. These events were the ones which were thought to be most relevant and necessary to effective job performance.

There was quite a controversy and substantial difference of opinion regarding the precise criteria to be used in measuring proficiency. One school of thought was that proficiency should be evaluated in terms of "outcomes", i.e., whether the trainee achieved a successful result. Following this logic, it was thought

Table 1.
Workshop Participants: April 23, 1980

Name/Title	Department	School	Capacity
Bartley, Dan	Troy Police Dept.	Oakland Comm. Col.	Defensive Tactics Instructor
Bruining, Henry	MLEOTC	--	Supervisor, Basic Training
Chubner, Kurt, Sgt.	Michigan State Police	Michigan State Police	Physical Training Instructor
Gross, Chas. D., Sgt.	Michigan State Police	Michigan State Police	Defensive Tactics Instructor
Hall, Jack, Lt.	Michigan State Police	Michigan State Police	Coordinator, Basic Training
Hanson, Robert	Northern Mich. Univ.	Northern Mich. Univ.	Coordinator
McGhee, Curtis, Lt.	Detroit Police Dept.	Detroit Metro Police Academy	Coordinator, Officer in Charge of Instructional Operations
Morse, Dennis, Officer	Lansing Police Dept.	Mid-Michigan Law Enforcement Center	Defensive Tactics Instructor
Nash, William	MLEOTC, R & D	--	Supervisor, Employment Standards Unit
Parsons, Robert, Dr.	Ferris State College	--	Coordinator, Defensive Tactics Instructor
Robinson, Deborah, Patrol Officer	Detroit Police Dept.	Detroit Metro Police Academy	Defensive Tactics Instructor
Rothenberger, Dale	MLEOTC, R & D	--	Supervisor, Standards Research
Sebaly, Greg	Northern Mich. Univ.	Northern Mich. Univ.	Defensive Tactics Instructor
Studer, Roger	MLEOTC, Operations	--	Supervisor, In-Service Training
Trierweiler, Mike	Lansing Police Dept.	Mid-Michigan Law Enforcement Center	Defensive Tactics Instructor
White, Miles	Flint Police Dept.	Flint Regional Academy	Training Director
Wollack, Stephen, Dr.	Wollack & Associates	Greenwood, CA	Contractor

Table 2.
Workshop Participants: May 23, 1980

Name/Title	Department	School	Capacity
Foss, Merle, Dr.	University of Michigan	--	Exercise Physiologist (project subcontractor)
Gross, Chas. D., Sgt.	Michigan State Police	Michigan State Police	Defensive Tactics Instructor
Morse, Dennis, Officer	Lansing Police Dept.	Mid-Michigan Law Enforcement Center	Defensive Tactics Instructor
Nash, William	MLEOTC, R & D	--	Supervisor, Employment Standards Unit
Parsons, Robert, Dr.	Ferris State College	--	Coordinator, Defensive Tactics Instructor
Robinson, Deborah Patrol Officer	Detroit Police Dept.	Detroit Metro Police Academy	Defensive Tactics Instructor
Rothenberger, Dale	MLEOTC, R & D	--	Supervisor, Standards Research
Smith, John, Sgt.	Lansing Police Dept.	Lansing Comm. College	Defensive Tactics Instructor
Studer, Roger	MLEOTC, Operations	--	Supervisor, In-Service Training
Wollack, Stephen, Dr.	Wollack & Associates	Greenwood, CA	Contractor

to be immaterial how a particular tactic was effected, rather, the outcome of a successful result was being sought. If, for example, the objective was to effect an escape, the mere fact that the subject escaped would define a successful outcome without regard to the methodology which was used to produce that outcome. A second point of view was more "technique oriented". The thinking here was that the ability to effect the proper technique was the more appropriate criterion than the outcome, because the use of the outcome criterion might tend to promote excessive force. Moreover, it was thought that the use of proper technique was primarily what the training was all about. It should be noted that the "technique oriented" strategy won out as being the more sensible and relevant criterion for evaluating performance.

The use of assessment teams from the Basic Training Academies was a novel concept proposed at the earlier meetings. Assessment teams would consist of defensive tactics instructors from neighboring academies who would join together periodically for the purpose of evaluating the performance of trainees upon the standardized defensive tactics examination. The advantages of using personnel from neighboring academies, in conjunction with in-house personnel, were explored in detail at these early meetings. Obviously, the reliance upon outside personnel would pose certain practical administrative problems and was scrutinized closely for that reason. However, there was strong agreement that the joining together of defensive tactics instructors into assessment teams would provide a more reliable, universal, and meaningful basis for evaluating trainee performance than to structure the evaluation methodology along in-house lines only. After considerable discussion, this general concept was adopted.

There was considerable concern regarding the degree of resistance to be employed in the defensive tactics examination. On one hand, some of the workshop participants felt that an examination which was "technique oriented" only would be too lenient and would promote the practice of qualifying personnel who are actually incapable of performing the tactics in a real field situation. If substantial resistance by the subject in the defensive tactics examination were to be a reality, it would necessarily provide certain substantial risks to the safety of both the individual acting as the subject as well as the trainee being evaluated. Considerable discussion was focused upon the possibility of utilizing protective devices to make the use of moderate to high resistance a practicality in the examination. After considerable discussion and debate on

this point, the concept of substantial resistance was abandoned because of insurmountable safety problems.

Finally, the earlier workshops considered the possible use of a wrestling scenario as a criterion measure in a criterion-related validation study. This was thought to be desirable, because the previously cited job analysis report indicated that wrestling is a frequent job requirement for police officers. The use of a wrestling scenario might have provided a useful criterion for validating certain abstract measures of strength. However, the concept was abandoned because of the risks and impracticalities attendant thereto.

A third workshop was held with 14 defensive tactics instructors, academy administrative personnel, the MLEOTC staff, and the contractors on June 18, 1980. Table 3, on the following page, lists the workshop participants.

During this meeting, the proceedings of the previous meetings were reviewed with the participants and everyone was brought up-to-date on developments. Dr. Parsons presented a videotape to the group that depicted the first draft of the defensive tactics examination. This draft was based upon suggestions offered at the initial meetings. A group discussion followed wherein some modifications of the first draft were made. Each participant was also provided with a questionnaire to be completed and returned to the MLEOTC. This questionnaire solicited information concerning each training academy's method of defensive tactics instruction, as well as the facilities and equipment required to conduct a meaningful course of instruction.

Table 3.
Workshop Participants: June 18, 1980

Name/Title	Department	School	Capacity
Bailey, Dave	--	West Shore Comm. College	Defensive Tactics Instructor
Fallis, James	--	Lake Superior State College	Defensive Tactics Instructor
Foss, Merle, Dr.	University of Mich.	--	Exercise Physiologist (project subcontractor)
Gross, C. D., Sgt.	Michigan State Police	Michigan State Police	Defensive Tactics Instructor
Harken, R., D/Sgt.	--	Delta Col. Criminal Justice Training Center	Defensive Tactics Instructor
Hendershot, T., D/Sgt.	--	Grand Valley State College	Defensive Tactics Instructor
Kelly, Tom	--	West Shore Comm. College	Academy Coordinator
Locke, David, Lt.	--	Southern Michigan Law Enforcement Training Center	Defensive Tactics Instructor
Marlette, Paul, Sgt.	--	Kalamazoo Reg. Recruit Acad.	Defensive Tactics Instructor
Morrone, Jerry, Dep.	--	Wayne Co. Sheriff Police Training Academy	Defensive Tactics Instructor
Morse, Dennis, Officer	Lansing Police Dept.	Mid-Mich. Law Enforce. Ctr.	Defensive Tactics Instructor
Nash, William	MLEOTC, R & D	--	Supervisor, Employment Standards Unit
Olson, Michael, Trooper	--	Kellogg Community College	Defensive Tactics Instructor
Parsons, Robert, Dr.	Ferris State College	--	Coordinator, Def. Tactics Instr.
Pepper, George, Sgt.	--	Grand Valley State College	Defensive Tactics Instructor
Rienhart, Ron, Sgt.	--	Kalamazoo Reg. Recruit Acad.	Defensive Tactics Instructor
Robinson, D., Officer	Detroit Police Dept.	Detroit Metro Police Academy	Defensive Tactics Instructor
Rothenberger, Dale	MLEOTC, R & D	--	Supervisor, Standards Research
Studer, Roger	MLEOTC, Operations	--	Supervisor, In-Service Training
Wollack, Stephen	Wollack & Associates	Greenwood, CA	Contractor

A meeting was conducted on July 30, 1980 at which the following personnel were present:

Table 4.
Defensive Tactics Workshop: July 30, 1980

Name	School
Bailey, Dave	West Shore Community College
Bernathy, Patrick	Flint Police Academy
Fallis, James	Lake Superior State College
Gross, Charles	Michigan State Police Training Academy
Harken, Robert	Delta College Criminal Justice Training Center
Morrone, Jerry	Wayne County Sheriff Police Training Academy
Morse, Dennis	Mid-Michigan Law Enforcement Center
Olson, Michael	Kellogg Community College
Parsons, Robert, Dr.	Ferris State College
Pepper, George	Grand Valley State College
Robinson, Deborah	Detroit Metropolitan Police Academy

At this meeting, a videotape developed by Dr. Parsons was shown which depicted the defensive tactics and techniques which were previously agreed upon. This was followed by a discussion among the workshop participants concerning the details of test administration. Such issues included: (1) should a student demonstrate mastery of all techniques taught or a sampling of techniques within a major instructional group; (2) procedures for retesting a student if he/she initially fails, and (3) how the assessment team should be selected and administered. The meeting concluded with the instructors suggesting that a workshop be held in the near future so that agreement could be achieved through a "hands-on" session.

On August 7, 1980, the following personnel attended the next workshop:

Table 5.
Defensive Tactics Workshop: August 7, 1980

Name	School
Bailey, Dave	West Shore Community College
Bernathy, Patrick	Flint Police Regional Training Academy
Fallis, James	Lake Superior State College
Gross, Charles	Michigan State Police Training Academy
Morse, Dennis	Mid-Michigan Law Enforcement Center
Olson, Michael	Kellogg Community College
Parsons, Robert, Dr.	Ferris State College
Pepper, George	Grand Valley State College
Robinson, Deborah	Detroit Metropolitan Police Academy
Zboyniewicz, Mark	Kalamazoo Regional Recruit Academy

The six defensive tactics instructors included in the group performed each of the techniques called for in the second draft of the examination, and made whatever refinements and modifications to the basic structure of the test which they deemed to be necessary. Specific techniques were identified which the instructors felt should be used as criteria to assess student performance. Other aspects of the test such as terminology and instructions to be given to the students were also discussed at this workshop. The "hands-on" portion of the workshop was videotaped by the MLEOTC staff to assist Dr. Parsons in developing the finalized form of the examination.

Pilot Tests

Using the refined test developed as a result of the meetings and workshops with various defensive tactics instructors, two pilot tests were conducted. The first test was conducted on October 1, 1980 at the Flint Police Academy where a basic training class of 37 students participated in the evaluation of the defensive tactics examination. The students had previously been provided with an illustrated instructional manual and a videotaped program depicting the required defensive tactics techniques. They also received approximately 20 hours of "hands-on" instruction in the particular techniques to be assessed. At the time of the pilot test, the students were paired by weight so that no individuals serving as the "model" (resisting or attacking subject) weighed less than 164 pounds, which is the average weight of resisting subjects as determined by the job analysis. Each student was assigned randomly to one of four test groups; each group having to perform a particular set of techniques (e.g., holds and releases, blocking and evasion techniques, etc.). A three member assessment team consisting of the Flint Police Academy defensive tactics instructor and two instructors from other Regional Training Academies evaluated both student performance and test administration procedures. The pilot test sought to determine the degree of concordance or agreement among the raters; the adequacy of the administrative process in the testing model (i.e., orientation of students, number of separate rooms required to facilitate student flow, retest procedures, special equipment requirements, etc.), and so forth. At the conclusion of the testing, the students were asked to provide an assessment of the examination. This information was passed along to the Flint Police Academy defensive tactics instructor who in turn related the suggested modifications to the research project staff.

A second pilot test was conducted at the Mid-Michigan Police Academy on November 7, 1980 and involved 23 trainees. The purpose of this pilot test was basically the same as described in the first pilot test. The assessment team consisted of the same three members used in the Flint tryout to insure the reliability of the evaluation of the two academies.

The Defensive Tactics Examination

Based upon the information gathered from the workshops and the pilot tests, the contractor developed the following work products: (1) a student manual complete with sequential photographs and narrative descriptions; (2) a narrated videotape that depicts, in continuous action, each technique included in the defensive tactics examination, and (3) a manual that describes the procedures for administering the defensive tactics examination. The specifics of the examination are spelled out in detail in these instructional materials.

APPENDIX

PHYSICAL AND DEFENSIVE TACTICS ADMINISTRATIVE MANUAL

PHYSICAL AND DEFENSIVE TACTICS

ADMINISTRATIVE MANUAL



MICHIGAN LAW ENFORCEMENT OFFICERS TRAINING COUNCIL

Employment Standards Section

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LESLIE VAN BEVEREN

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This effort would not have been possible without the cooperation and contributions of Michigan's law enforcement agencies and management and labor organizations. The many hours of participation in the validation effort will guarantee that the standards are directly linked to the police officer job.

On behalf of the Training Council, I want to thank the Michigan law enforcement community for their contribution to this significant step forward for our profession.

Sincerely,

William Lucas

William Lucas
Chairman



PREFACE

This manual is intended to assist administrators and instructors to implement the MLEOTC defensive tactics module. Unlike the student Defensive Tactics Manual, this manual provides the background to development of the present program and the mechanics necessary for successful implementation. Careful use of the information provided herein should allow you to use this defensive tactics instructional program with success. This manual also outlines the policy of the Training Council with regard to the conduct of the mandated defensive tactics component of the basic training program.

PATRICK JUDGE, Chief
Employment Standards Section
Michigan Law Enforcement Officers
Training Council

I. INTRODUCTION

This Administrative Manual is intended for use in conjunction with the Defensive Tactics Manual (Student Manual) and the Defensive Tactics video-tape. The Michigan Law Enforcement Officers Training Council developed this package of training aids in an effort to standardize defensive tactics instruction and testing and, most importantly, to promote comprehension and retention on the part of the student.

This Manual addresses the background to the development of this package and the mechanics necessary for maximum benefits from use of this total instructional program. This Manual is organized in the following manner:

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II. BACKGROUND AND PROJECT HISTORY

This MLEOTC Defensive Tactics Program is the product of over three years of concentrated study of the physical demands of the patrol officer's job in Michigan. The research commenced in 1978 with a study of the physical aspects of the patrol officer position. This study was a systematic investigation into the patrol officer's job to determine physical skill requirements. This type of study, called a job analysis, is necessary in order to establish proper pre-employment selection standards, as well as, training achievement measures.

Based upon this research, it was determined that law enforcement personnel, on the average, confront an incident requiring physical skills once every fifth workshift, or approximately 42 times per year per officer. About two-thirds of those incidents are of a critical nature, in that substantial public risks were involved had the officer not been able to handle the situation satisfactorily.

The physical skills required of law enforcement officers included both athletic skills, as well as, defensive skills. The Employment Standards Section of the MLEOTC decided to implement two sets of standards with regard to the physical abilities of future police officers. The first phase is a set of minimum physical performance standards (athletic skills) which are directly related to the police officer's job performance. These tests will be administered to each police recruit during the candidate screening process. A candidate failing to perform these physical tasks; i.e., running, jumping, dragging, pulling, pushing, climbing, etc., at the established cutoff norm or higher will be barred from placement in the Michigan police profession. Candidates successfully passing this preliminary screening process on minimal athletic performance along with the remaining requirements of the mandatory police training act (P.A. 203 of 1965, as amended) will be allowed to enter an established Michigan basic police training academy to undergo the MLEOTC Basic Police Training curriculum.

An integral portion of the MLEOTC training curriculum is the newly revised defensive tactics training program. This defensive tactics curriculum is the second phase of physical screening required for all Michigan police applicants. Each police candidate must undergo and successfully complete a practical examination at the end of their PT-DT portion of the Basic Police Training Program. During this examination, the candidate must demonstrate that he/she has successfully mastered all of the defensive and/or offensive skills taught in the police academy. Failure to do so is deemed to be a critical deficiency, in that the candidate may be unable to defend himself/herself or others and, therefore, would constitute a danger to public safety if certified. A candidate failing this examination shall be considered to have failed the Defensive Tactics portion of the Basic Police Training Program.

The development of the Defensive Tactics Curriculum itself has taken more than a year. The process started with the formation of the MLEOTC Defensive Tactics Advisory Committee. This committee was comprised of 20 defensive tactics training instructors active in the basic and advanced police training programs in Michigan.

The members of this advisory committee along with Dr. Stephen Wollack, Project Consultant; Dr. Merle Foss and Dr. Robert Parsons, Project Assistants; and members of the MLEOTC Employment Standards Section, Mr. Patrick Judge, Mr. Bill Nash and Mr. Dale Rothenberger; met on numerous occasions throughout 1979 and 1980. The objective of these meetings was to establish a unified core curriculum in the area of police defensive tactics to be utilized universally throughout the state of Michigan.

The advisory committee began its task by establishing the six major areas that the state curriculum should cover. These areas were identified as:

1. Subject Approach and Stance
2. Blocking and Evasive Techniques
3. Defensive Holds
4. Take-Down Techniques
5. Offensive Techniques
6. Holds and Releases

Following the establishment of the parameters of the defensive tactics curriculum, the committee moved painstakingly through the establishment of the techniques to be taught in each category. Each technique adopted had to receive almost unanimous approval of the committee as a whole. Once the curriculum was adopted in principle, Dr. Robert Parsons, Project Assistant, was assigned the task of developing a prototype videotape of the techniques proposed to be included in the new curriculum. The prototype curriculum was developed and reviewed by the committee as a whole in June 1980. Based upon the day long review session, several clarifications and/or modifications were agreed upon by the committee.

A second videotape prototype of the curriculum was developed by Dr. Parsons, reflecting the changes agreed to and was reviewed by the committee in July 1980. Additionally, a defensive tactics clinic was held at the Michigan State Police Training Academy in August 1980. During this clinic, the Advisory Committee literally "went to the mats" and worked out the fine details of each technique to be included in the state's mandated defensive tactics curriculum. Each of the techniques agreed to was videotaped at the clinic in order to insure accuracy in the development of the training manual and final video training tape.

Following the second review session and the defensive tactics clinic, Dr. Parsons developed the first draft of the defensive tactics training manual and videotape which accompanies it. The manual was published in September 1980, and along with the 27-minute training tape was piloted in the Flint Police Academy and the Mid-Michigan Police Academy. The manuals and tape were used by both students and instructors alike during the PT-DT portions of each of the two academies mentioned above. At the end of both academies, a team of three evaluators (one in-house instructor and two members of the Advisory Committee) tested each student on their application of the various techniques. Based upon the use of the manual and training tape; the numerous comments of the students being trained under this system; and an in-depth review of both the manual and all of the techniques therein, a finalized defensive tactics curriculum, training manual and video training tape were agreed upon.

To be certain, the newly established MLEOTC Defensive Tactics Training Manual and Videotape Training Film are the products of a truly exhaustive research effort of over a year in duration. Specialists in physiology, psychometrics, research and design, job task analysis, and defensive tactics instruction all had a part in the design and implementation of this training program. You are, therefore, encouraged to make extensive use of all the instructional aids provided to enhance the learning of each of your students.

III. FACILITIES AND EQUIPMENT REQUIRED FOR DEFENSIVE TACTICS INSTRUCTION

The defensive tactics program is one facet of a two-part program (physical training and defensive tactics training) which is required to be taught by certified MLEOTC instructors in each Basic Police Training academy. The following is a list of the minimal equipment and/or facilities which are needed and/or strongly recommended to complete the instruction properly:

1. One good-sized gymnasium or workout area.
2. Adequately-sized and clean male and female locker and shower facilities immediately adjacent to the training area(s).
3. Access to a running track no less than 1/20 mile.
4. Various instruments and/or facilities to aid students in development of body strength and coordination. Some examples might be:
 - a. Jump Ropes
 - b. Climbing Ropes
 - c. Medicine Ball
 - d. Weight Lifting Room
 - e. Swimming Pool
5. One good-sized combative room (wrestling facilities are excellent), with fully padded floors and sidewalls.
6. Various striking dummies and heavy and light punching bags.
7. One-half inch cassette videotape deck player and TV to allow students to independently and collectively utilize the video training tape.
8. Numerous sets of 16 oz. boxing gloves and head gear (optional).

It is strongly suggested that the school establish a uniform policy about PT-DT attire which is similar in color; i.e., all blue sweat pants with a school T-shirt, etc. This has been found to aid in group cohesiveness during somewhat rigorous physical workouts. Additionally, it should be mandatory that all female students wear bras and male students wear athletic supporters with hard cups. Both male and female students should be required to use a mouthpiece when any of the active role-playing scenarios or boxing activities are held.

All police recruits should have undergone an extensive medical examination just prior to entering the PT-DT program at the academy. The results of this examination should be known to the academy coordinator and the PT-DT instructors. Special note should be made of any unusual physical conditions of students; i.e., knee injury requiring knee brace, etc.

IV. METHODS OF INSTRUCTION

It is generally recommended that the PT-DT program be team taught by at least two instructors. Normally, one instructor will specialize in providing the physical training and one in the defensive tactics area.

Because of the strong physical demands of the defensive tactics training program, it is recommended that the physical training program start at least 2-4 weeks prior to the defensive tactics portion of the curriculum. Additionally, the students, at the inception of the police academy, should be encouraged to begin their own conditioning program prior to the organized PT program required by the academy.

School coordinators are well-advised to provide the goals and objectives of the Physical Training Program to prospective police recruits prior to their arrival at the academy if at all possible. This task could be readily accomplished via a small handout describing the demands and projected schedule of the physical and defensive tactics training programs while at the academy.

The MLEOTC requires that each PT-DT instructor be certified and thoroughly familiar with the defensive tactics training program, the training manual, and the video training tape.

The Council staff recommends that an ideal instructor-to-student ratio for the PT-DT classes be 1:15 or 1:20. Further, the staff suggests that the maximum ratio not exceed 1:35.

The academy coordinator has many options in the scheduling of the PT-DT classes. However, past experience by Council staff strongly suggests that spreading the PT-DT curriculum over the majority of the training academy, (i.e., 3 days/week for ten weeks) is far superior to attempting to concentrate the curriculum into one or two weeks. This is particularly so because (1) physical conditioning is a lengthy process, and (2) concentrating the physical activity in a one or two-week period tends to cause excessive stress on the body; a situation which usually will result in more injuries to class participants.

Each student in the defensive tactics class should receive his/her own defensive tactics manual prior to the DT training activity. Students should be required to read each section of the manual prior to formal instruction being given in that skill area. Learning should be easily facilitated by the following process:

1. Prior reading of the material to be covered in class by the student.
2. Formal classroom demonstration of each defensive/offensive maneuver.
3. Question and answer sessions in the classroom.
4. Extensive practice of each technique shown.

5. Practice by the student(s) outside of the classroom.

- *6. Student access on an individual and group basis to the videotape training module designed to accompany the training manual.

The order of techniques taught is left to the professional judgment of the defensive tactics instructor(s). That is, one instructor might start out with holds and releases while another might start out with stressing body balance, subject approaches and offensive techniques. As long as the techniques are thoroughly taught, which one an instructor begins with is of little consequence.

Finally, throughout the instructional and practice sessions, particularly "one-on-one" drills involving takedowns, holds and releases, etc., each student while showing constraint must nevertheless be able to demonstrate power and a balanced position while performing the technique(s). Two of the critical areas found in the pilot-testing of this program were: (1) many students failed to show ample power in demonstrating the technique for the testing board; and (2) students often attempted to perform techniques from an unbalanced rather than a balanced position.

*During the pilot-testing of both the student training manual and the videotape program, it was found that students made extensive use of the videotape training material if provisions were made for their individual access to it.

V. ADMINISTRATIVE PROCEDURES FOR FINAL TESTING

A final comprehensive examination shall be held when each recruit class completes the Defensive Tactics Training Program in the academy. This examination shall be practical in composition and shall conform to the following guidelines:

1. The final examination shall be given by a board of review consisting of defensive tactics instructors from the school whose students are being tested.*
2. Each student to be tested shall be paired with another student as a partner for demonstration purposes. No student being tested shall have a partner of less than 160 lbs. (This approximates the size of the average person the officer encounters who might offer resistance.) See the model pairing chart based on a 20-person recruit school, Appendix A.
3. It is recommended that the examination process utilize at least three large rooms; one used as the initial holding area for all students, the second utilized as the testing room (equipped with mats, well lighted, etc.) and the third as the final holding room. (See Appendix B for flow chart of process.)
4. Each student will be summoned from the first holding room with their model and tested separately. There should be no chance to discuss the test with other students having gone through it. Once the test is completed, the student will be directed to the second holding room for any debriefing desired by the school staff or to be summoned later to act as a model for another student.
5. Each student shall be required to successfully demonstrate at least one of each of the various techniques taught in the academy (as outlined in the Practical Examination Format in Appendix C).
6. A technique shall be judged successful when a majority of the evaluators indicate the student's performance was a pass. A student must pass 100% of the items on the examination to achieve a passing score (see scoring sheet in Appendix C).
7. During the examination process, a student may be asked by one or more of the evaluators to perform one or more of the techniques over for the board. This repeat shall be at the request of the evaluation board members for the purpose of clarifying or sharpening a technique not previously demonstrated adequately and shall not be considered a re-test.

8. If a student fails one or more items on the first exam, they will wait until the end of the test process and then be re-tested on the failed items using a new model.
9. If a student fails the second examination, they should be considered to have failed the final examination.

*The primary defensive tactics instructor shall have the option to request outside evaluator(s) (i.e., defensive tactics instructors from another MLEOTC basic training academy) to assist him/her in assessing the performance of students during the final examination. The request must be made through the academy coordinator who will in turn contact MLEOTC for administrative assistance in scheduling the outside evaluators.

APPENDIX A

PAIRING MODEL FOR DEFENSIVE TACTICS FINAL EXAMINATION (Based on a class of 20 students)

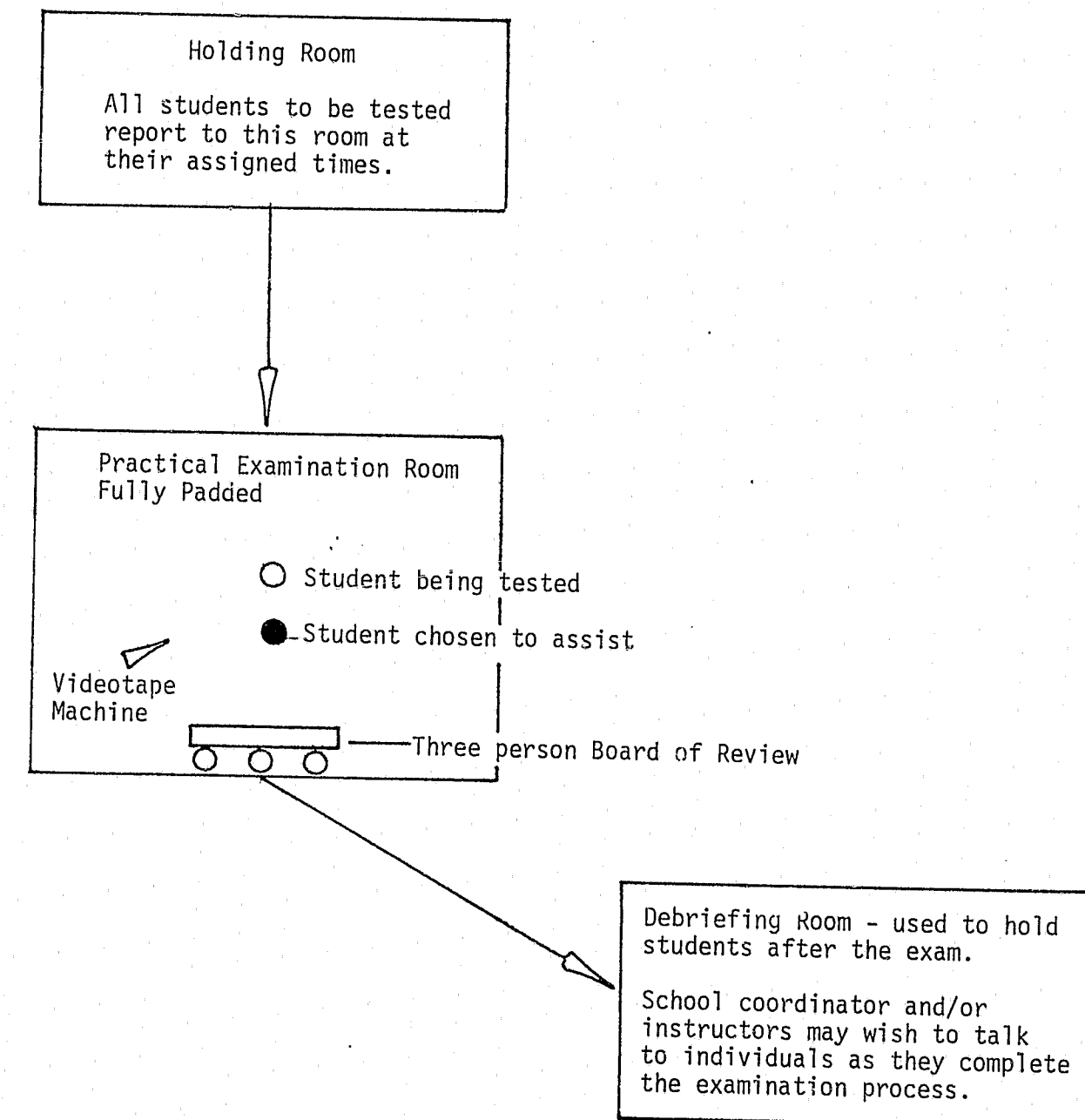
Decision that no one would have an opponent less than the weight approximating the normal resisting subject.

Student	Weight	Pairing - (Based upon 20 students)
# 1	110	# 9 160
2	113	10 161
3	118	11 163
4	120	12 168
5	127	13 172
6	130	14 175
7	135	15 178
8	143	16 185
<hr/>		
9	160	10 161
10	161	11 163
11	163	12 168
12	168	13 172
13	172	14 175
14	175	15 178
15	178	16 185
16	185	17 192
17	192	18 195
18	195	19 207
19	207	20 220
20	220	19 207

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APPENDIX B

MODEL FOR DEFENSIVE TACTICS TESTING FLOW



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APPENDIX C

FINAL PRACTICAL EXAMINATION FORMAT FOR
THE DEFENSIVE TACTICS PROGRAM

Each student shall:

1. Demonstrate as taught the proper approach position that a police officer should use on the street.
2. Demonstrate as taught one (1) blocking technique against a kicking attack launched by an opponent.
3. Demonstrate as taught one (1) blocking technique against a punching attack launched by an opponent.
4. Name and demonstrate one of the two submission holds taught in the class.
5. Name and demonstrate one of the two control holds taught in the class.
6. Name and demonstrate one of the two come along holds taught in the class.
7. Demonstrate two (2) of the (4) takedown techniques taught in the class.
8. Demonstrate the following offensive strikes as taught in the class.
 - a. one form of an elbow strike
 - b. the basic 1-2 punching combination
 - c. two of the foot strikes
9. Demonstrate one (1) release from a single arm grab.
10. Demonstrate one (1) release from a two arm grab.
11. Demonstrate one (1) release from a front choke (close).
12. Demonstrate one (1) release from a rear choke (close).
13. Demonstrate one (1) release from a rear bear hug over the arms.
14. Demonstrate one (1) release from a headlock.

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MICHIGAN LAW ENFORCEMENT OFFICERS TRAINING COUNCIL

Defensive Tactics Evaluation Form

(School)	(Date)
(Evaluator)	(Student's Name)

(Techniques)	(Evaluation - Circle One)
1. Demonstration of proper subject approach position for a police officer.....	Pass Fail
2. Demonstration of blocking techniques against punching and kicking attacks.	
Technique Demonstrated (check one)	
Against Punching Attack <input type="checkbox"/> High block inside-out	
Against Kicking Attack <input type="checkbox"/> High block outside-in.....	Pass Fail
<input type="checkbox"/> Low block inside-out	
<input type="checkbox"/> Low block outside-in.....	Pass Fail
Comments:	

3. Demonstration of <u>one</u> submission hold as taught.	
<input type="checkbox"/> Carotid control hold	
<input type="checkbox"/> Bent arm choke.....	Pass Fail
Comments:	

4. Demonstration of <u>one</u> control hold as taught.	
<input type="checkbox"/> Bar hammerlock hold	
<input type="checkbox"/> Hammerlock with choke hold.....	Pass Fail
Comments:	

5. Demonstration of <u>one</u> come along hold.	
<input type="checkbox"/> Gooseneck hold	
<input type="checkbox"/> Outside in wristlock to gooseneck.....	Pass Fail
Comments:	

6. Demonstration of <u>two</u> takedown techniques as taught.	
<input type="checkbox"/> Inside-out wrist T.D. to cuff position	
<input type="checkbox"/> Outside-in wrist T.D. to cuff position.....	Pass Fail
<input type="checkbox"/> Outside leg sweep takedown to cuff position	
<input type="checkbox"/> Rear take down to kneeling cuff position.....	Pass Fail
Comments:	

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7. Demonstration of each of the following offensive striking techniques as taught.

A. Elbow strike (1)

___ Roundhouse ___ Uppercut ___ Reverse..... Pass Fail

B. Basic 1-2 punching combination (1)..... Pass Fail

C. Foot strikes (1)

___ Front kick Pass Fail

___ Round kick Pass Fail

___ Side kick Pass Fail

Comments:

8. Demonstration of one release from a single arm grab as taught.

___ Simple twistout ___ Reverse leverage move..... Pass Fail

Comments:

9. Demonstration of one release from a two arm grab as taught.

___ Two arm grab release ___ Reverse leverage move..... Pass Fail

Comments:

10. Demonstration of one release from a front choke (close) as taught.

___ Knee strike ___ Finger press to throat
___ Palm heel release..... Pass Fail

Comments:

11. Demonstration of one release from a rear choke (close) as taught.

___ Chin tuck/elbow strike ___ Hip throw..... Pass Fail

Comments:

12. Demonstration of one release from a rear bearhug over the arms as taught.

___ Drop and release ___ Groin strike..... Pass Fail

Comments:

13. Demonstration of one release from a headlock as taught.

___ Horsebite ___ Groin strike ___ Rear head hold release..... Pass Fail

Comments:

Overall evaluation of student..... Pass Fail

Additional Comments:

END