

<p align="center">BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION</p> <p align="center">LESSON PLAN</p>		
<p>COURSE TITLE: UOF FIP III</p> <p>LESSON TITLE: Baton Refresher</p>		
<p>New or Revised Course: Revised [] New [X] Revised</p> <p>Prepared By: Ofc. K. Soukaseum Ofc. T. Ryckman Det. D. McFadden Sgt. C. Icenroad Academic Director Approval: Date: 6/17/2021</p>		
PARAMETERS	Lesson hours: 1 hour Class size: 36 students Space needs: Gym or Classroom	<input type="checkbox"/> Entry-level <input checked="" type="checkbox"/> Continuing Education <input type="checkbox"/> Other
<p>STUDENT/COURSE PREREQUISITES/QUALIFICATIONS (if any)</p>		
<p>LESSON HISTORY (previous versions, titles if applicable)</p> <p>Material pulled from 2019 IST – Use of Force & Fair and Impartial Policing Integration - Baton/Espantoon Refresher</p>		
<p>PERFORMANCE OBJECTIVES</p> <ol style="list-style-type: none"> 1. Given a Baton scenario, students will be able to demonstrate the techniques for retaining/securing and delivering strikes with BPD-approved impact weapons to the satisfaction of the facilitator. 2. Through facilitated discussion and a performance evaluation, students will articulate and demonstrate how the agency’s use of force policies apply to the use of non-firearms weapons to the satisfaction of the facilitator. 	<p>ASSESSMENT TECHNIQUE</p> <ol style="list-style-type: none"> 1. Students will be assessed in the gymnasium (via a rubric) and working with a partner while a facilitator is watching 2. Students will be evaluated performing strikes on the training dummy to the appropriate targets 	

<ol style="list-style-type: none"> 3. Given a baton and performance evaluation, students will be able to identify the vital body points and bone edges that constitute “target” areas for an approved impact weapon according to the satisfaction of the facilitator. 4. Given a training dummy and through facilitated discussion, students will identify the areas of the body that are considered deadly force targets to the satisfaction of the facilitator. 	<ol style="list-style-type: none"> 3. Students will be assessed while performing retention techniques 4. Students will point out the deadly force targets during class
<p style="text-align: center;">COURSE DESCRIPTION</p> <p>Baton Refresher practical for sworn personnel.</p>	
<p style="text-align: center;">MPCTC OBJECTIVES (if applicable)</p> <p><i>(Include all terminal objectives. Include supporting objectives if they help elaborate what needs to be covered in the lesson. Ensure that all terminal objectives mentioned here are also added to the “Facilitator Notes” column where they are addressed in the lesson.)</i></p> <ol style="list-style-type: none"> 1. 10.16... Students will be able to demonstrate the techniques for retaining/securing and delivering strikes with BPD-approved impact weapons to the satisfaction of the facilitator. 2. 10.02... Students will be able to explain how the agency’s use of force policies apply to the use of non-firearms weapons to the satisfaction of the facilitator. 3. 10.16.1... Students will be able to identify the vital body points and bone edges that constitute “target” areas for an approved impact weapon according to the satisfaction of the facilitator. 4. 10.16.2... Students will be able to identify the areas of the body that are considered deadly force. 	
<p style="text-align: center;">INSTRUCTOR MATERIALS</p> <p>Safety Plan Assessment Rubric (Appendix A) Baton Trauma Zone Poster (Appendix B)</p>	

<p style="text-align: center;">TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED</p> <ul style="list-style-type: none"> - Rubber-tire Striking mannequin - Batons - Strike bags
<p style="text-align: center;">STUDENT HANDOUTS</p> <p>2 sets of 36 copies of Grading Rubrics – Appendix A (<i>or enough for the total number of students per class</i>) – each student should have 2 rubrics</p>
<p style="text-align: center;">METHODS/TECHNIQUES</p> <p>Lecture Facilitated Discussion Practical Application Demonstration</p>
<p style="text-align: center;">REFERENCES</p> <ul style="list-style-type: none"> • Monadnock Inc. Expandable Baton Manual(2010) • Baltimore Police Department Training Bulletin Guidelines: Espantoon Volume 12(December 12, 1987) Reviewed/Revised-August 2002 • Policy 1111, Batons • Policy 1115, Use of Force
<p style="text-align: center;">GENERAL COMMENTS</p> <p>This class shall be administered by an MPCTC certified Defense Tactics Instructor who has a firm knowledge of existing departmental policies relating to uses of force.</p>

Lesson Plan Checklist (Part 1)

Format	Yes	No	N/A
1. All sections and boxes are completed.	X		
2. Performance objectives are properly worded and included in content.	X		
3. Assessment techniques are aligned with performance objectives.	X		
4. Copies of handouts and other instructional aids (if any) are included.	X		
5. References are appropriate and up-to-date.	X		
6. Instructions to facilitators are in the right-hand column.	X		
7. Content is in the left-hand column.	X		
8. Timing of instructional content and activities is specified.	X		
9. Instructional content and PowerPoint slides are consistent & properly aligned.	X		
10. Student engagement/adult learning techniques are included.	X		
a. Instructional content is not primarily lecture-based.	X		
b. Questions are posed regularly to engage students and ensure material is understood.	X		
c. Case studies, role-playing scenarios, and small group discussions are included where appropriate.	X		
11. Videos are incorporated.		X	
a. Video introductions set forth the basis for showing the video and key points are highlighted in advance for students.			X
b. Videos underscore relevant training concepts.			X
c. Videos do not contain crude or offensive language or actions that are gratuitous or unnecessary.			X
d. Videos portray individuals of diverse demographics in a positive light.			X
12. Meaningful review/closure is included.	X		
a. Important points are summarized at the end of lesson plan.	X		
b. Assessments are provided to test knowledge of concepts.	X		

Lesson Plan Checklist (Part 2)

Integration	Yes	No	N/A
13. Does the lesson incorporate BPD technology?		X	
14. Does the lesson plan integrate BPD policies?	X		
15. Does the lesson reinforce BPD mission, vision, and values?	X		
16. Does the lesson reinforce the Critical Decision Making Model?	X		
17. Does the lesson reinforce peer intervention (EPIC)?		X	
18. Does the lesson incorporate community policing principles?		X	
19. Does the lesson incorporate problem solving practices?		X	
20. Does the lesson incorporate procedural justice principles?		X	
21. Does the lesson incorporate fair & impartial policing principles?		X	
22. Does the lesson reinforce de-escalation?	X		
23. Does the lesson reinforce using most effective, least intrusive options?	X		
24. Does the lesson have external partners involved in the development of training?		X	
25. Does the lesson have external partners in the delivery of training?		X	
Subject Matter Expert: Officer Khamla Soukaseum, Det. Dean McFadden, Officer Travis Ryckman	Date:		
Curriculum Specialist: Civilian, Danalee Potter	Date:		
Reviewing Supervisor: Sgt. Christopher Icenroad, Sgt. Shawn Parlett	Date:		
Reviewing Commander: Lt. Jodi McFadden	Date:		

COURSE TITLE: Use of Force Fair and Impartial Policing III

LESSON TITLE: Baton Refresher

PRESENTATION GUIDE	FACILITATOR NOTES
<p>I. ANTICIPATORY SET</p> <p>SAY: Welcome to the Baton Refresher Course. As we talked about in UOF/FIP 2019, we will be conducting a Baton refresher class every 2yrs.</p> <p>My name is...and I have been with the department for ...years</p> <p>These refresher courses are essential for ensuring all members remain proficient in securing and retaining the baton, delivering strikes, issuing strong verbal commands, and acting in compliance with BPD use of force policy.</p> <p>SAY: During today’s class, you will be utilizing the Baton to demonstrate your ability to master the following objectives:</p> <ol style="list-style-type: none">1. Students will be able to demonstrate the techniques for retaining/securing and delivering strikes with BPD-approved impact weapons.2. Students will articulate and demonstrate how the agency’s use of force policies apply to the use of non-firearms weapons.3. Students will be able to identify the vital body points and bone edges that constitute “target” areas for an approved impact weapon according.4. Students will identify the areas of the body that are considered deadly force targets.	<p>Time: 5 minutes</p> <p><i>Facilitators should introduce themselves and briefly explain what the lesson is about and why it is important.</i></p> <p><i>Facilitators should begin by clearly explaining what students will learn in the lesson, and how.</i></p>

<p>ASK: What are the three impact weapons officers are authorized to use in the Baltimore Police Department?</p> <p>SAY: Three Impact Weapons are authorized for use by the Baltimore Police Department:</p> <ol style="list-style-type: none"> 1. The Espantoon <ol style="list-style-type: none"> a. 22 to 25 inches in length b. Striking end is 1 ½ to 1 ¾ in diameter; grip end is 1 3/8 inches in diameter c. Can be used once trained with Expandable Baton 2. The Expandable Baton <ol style="list-style-type: none"> a. Metal auto-lock baton; generally 22inches in length b. Must carry the expandable baton or the Espantoon while in uniform 3. The 42” Crowd Control Straight Baton <ol style="list-style-type: none"> a. Only used for crowd control situations b. More reach c. More intimidating 	<p>DESIRED RESPONSE:</p> <ol style="list-style-type: none"> 1. The Espantoon 2. The Expandable Baton 3. The Crowd Control Baton
<p>II. INSTRUCTIONAL INPUT (CONTENT)</p> <p>ASK: According to Policy 1111, when can an impact weapon be used?</p> <p>ASK: What do we know about the Baton?</p>	<p>Time: 45 minutes</p> <p>DESIRED RESPONSE: Impact weapons may be used when subjects display active aggression or aggravated aggression</p> <p>DESIRED RESPONSE: The baton is an intermediate weapon that falls between weaponless defense and the firearm.</p>

SAY: It's important to understand that the baton is a weapon. We do not use impact weapons to strike someone who is passively resisting.

Be mindful of departmental policies (Policy 1115, Use Of Force and Policy 1111, Batons) during any and all encounters.

ASK: How do we define a passive resistor?

SAY: You are correct. Keep in mind that Per Use of Force Policy 1115 this refers to someone going limp. Baton strikes are NOT for non-compliance.

ASK: How do we define Active aggression?

SAY: You are correct. If a suspect is lunging towards an officer, taking a fighting stance, striking the officer with hands, fists, kicks or any instrument that may be perceived as a knife or stick, they are being actively aggressive.

However, per Use of Force Policy 1115, neither passive nor active resistance, including fleeing, pulling away, bracing, or tensing, constitute active aggression.

Additionally, BPD elevates the groin area to a red (Deadly Force) target above the Monadnock target recommendation.

ASK: What are the target areas officers should target when someone is being actively aggressive?

DESIRED RESPONSE:

A subject who is not physically cooperating with officers' attempts to restrain them, but they are not assaulting the officer or trying to escape.

DESIRED RESPONSE:

A subject's attempt to attack or an actual attack of an officer.
Exhibiting aggressive behavior.

DESIRED RESPONSE:

The arms and legs

<p>SAY: The arms and legs are easy to target because they are difficult to defend against and effective for pain compliance</p> <p>ASK: What areas should officers avoid when striking an actively aggressive subject?</p> <p>SAY: If someone were to be struck in any of these restricted areas, it could result in serious injury or death.</p> <p>Additionally, an officer is NOT permitted to use a Baton against any of these areas unless deadly force is warranted because a baton can easily crush a person's trachea or larynx if pressure is applied to the throat</p> <p>ASK: What is the correct definition of a serious physical injury?</p> <p>SAY: You are correct. Serious physical injury includes a brain injury, with or without unconsciousness, gunshot wounds, cardiac arrhythmia, difficulty breathing, cardiac or respiratory arrest, broken bones, dislocations, torn ligaments or tendons, or significant bleeding. This list is not exhaustive and is intended only to provide representative examples for guidance.</p> <p>ASK: What is the correct way to carry a Baton?</p> <p>SAY: Remember, the Baton is carried this way because officers are trained to reach across their body to cross draw the baton out of the holder.</p>	<p>DESIRED RESPONSE: Head, Neck, Spine, Throat, Groin, Kidneys, and Knees or other joints.</p> <p>DESIRED RESPONSE: When there is disfigurement or substantial disruption or harm to one or more body parts, organs, or systems.</p> <p>DESIRED RESPONSE: The Baton is carried in the holder on the opposite side of the duty belt from the firearm.</p> <p><i>The facilitator should demonstrate this technique</i></p>
---	---

Baton Striking Basics and Grip Techniques

SAY: We are now going to review the Baton Striking basics and grip techniques. I will demonstrate these steps first and then ask you to practice doing them.

SAY: I'm going to demonstrate this twice. First, in slow motion and then again, at normal speed.

Baton Striking Basics and Grips are completed as follows:

First, Baton strikes are executed with officer's strong hand – so, make sure you're using your dominant hand.

Next, place your non-striking hand up and in front of your body to defend against potential threats

Your Baton should ALWAYS be in the crook of your strong arm prior to striking because all strikes are delivered from this position.

Next, grip the Baton with your strong hand in the middle of the grip end to prevent baton from flying out of your hand.

Don't forget that strikes are always executed in a diagonal motion, like you're slashing something. As you strike, step in with the lead foot to generate power.

Additionally, remember to follow through with your strikes to allow the baton to come across the body in a horizontal plane to prepare for the next potential strike while stepping back and creating distance.

SAFETY NOTE: The facilitator may choose to review all three expandable baton withdraw methods. However, for the purposes of this lesson, direct students to only employ the two-handed expansion. This is where the dominant hand firmly grips the handle of the baton and depresses the release button with the thumb while the weak hand pulls on the tip of the baton until it is fully extended.

The facilitator should demonstrate the method step by step as directions are explained, first in a slow-motion demonstration and then normal-speed

Finally, assess, and give verbal commands before and after each strike.

SAY: Ok, let me show you again, but at normal speed.

SAY: Now, it's your turn to practice. Using your Baton and the tire dummy, please demonstrate the Baton striking basics and grip. I'll give you a few moments to practice, and then I will come back around to score formally assess your technique.

SAY: OK, now let's assess your ability to correctly execute the Baton Striking Basics and Grip.

Baton Retention Techniques:

SAY: The next technique we will discuss are the Baton Retention techniques.

ASK: Who can recall what the 3 basic rules are when attempting to secure your Baton?

SAY: You are correct. Now, watch as I demonstrate this step-by-step. As I showed you before, first I demonstrate this slowly, then again at normal speed.

NOTE: Repeat the demonstration a second time at normal speed.

The facilitator should utilize the Management by Walking Around (MBWA) strategy to observe and provide feedback to the officers as they practice using the Baton. Ensure that students are on task and professional during all practice sessions.

After 3-5 minutes of practice

Students will be split into even lines in front of the tire mannequins. Each student will conduct at minimum 5 strikes.

Students will be tested striking the tire mannequin on a pass/fail rubric. The facilitator should complete (Appendix A)

DESIRED RESPONSE:

1. Secure the Baton
2. Change your position (if needed) so that you have can exert the maximum leverage against the suspect.
3. Be prepared for the next attack

The facilitator should demonstrate the method step by step as directions are explained, first in a

<p>First, I secure the baton.</p> <p>Then, I make sure to place myself in an advantageous position that allows the greatest opportunity to exert maximum leverage against the suspect.</p> <p>Finally, I prepare for the next potential attack immediately!</p> <p>SAY: Ok, let me show you again, but at normal speed.</p> <p>SAY: It is very important that techniques be done in one fluid motion to prevent the loss of momentum and advantage against the suspect.</p> <p>SAY: Now, it's your turn. Using your Baton and the tire dummy, please demonstrate the Baton retention techniques. I'll give you a few moments to practice, and then I will come back around to formally assess your techniques.</p> <p>SAY: OK, now let's assess your ability to correctly execute the Baton retention technique.</p> <p>Striking Awareness</p> <p>SAY: Now that you've been formally assessed, let's review some additional topics. The first is Striking Awareness.</p>	<p><i>slow-motion demonstration and then normal-speed</i></p> <p>NOTE: Repeat the demonstration a second time at normal speed.</p> <p><i>The facilitator should utilize the Management by Walking Around (MBWA) strategy to observe and provide feedback to the officers as they practice using the Baton.</i></p> <p><i>After 3-5 minutes of practice</i></p> <p><i>Students will be split into even lines in front of the tire mannequins. Each student will conduct at minimum 5 strikes.</i></p> <p><i>Students will be tested striking the tire mannequin on a pass/fail rubric. The facilitator should complete (Appendix A)</i></p>
--	---

Remember, if you hit someone in the head with a baton – even if unintentionally – you can kill the person or cause serious physical injury.

ASK: What Level of Force is a strike to the head?

SAY: Correct. Any strikes to the head – even accidental ones – constitute Level 3 uses of force and require a SIRT investigation.

Baton strikes must be executed with this in mind, with special attention to shoulder strikes due to their propensity to cause an unintentional head or neck strike.

Retention Techniques

SAY: Let's go back to Retention Techniques for a bit.

ASK: What is your first priority if a subject tries to grab your Baton?

SAY: Correct. You need to get that Baton back in your control, and then move to a position of advantage and reassess the situation.

When a subject attempts to grab your Baton, release from a one-handed grasp and assume a two-handed grip to the front end (right and left hand). The baton is held in the low defense position.

Then, the officer's weak hand slides toward the suspect's hand from underneath.

Step forward with the strong foot while the handle of the baton is brought up toward the suspect's head as a distraction (the weak hand is a pivot point).

As a continuous motion, move the baton slightly upward and then in a circular motion downward, low, and back.

DESIRED RESPONSE:
Level 3

DESIRED RESPONSE:
To secure the baton

The facilitator should demonstrate the method

The facilitator should demonstrate the method

<p>SAY: This move is made with the entire body, not just the arms. The baton should make one large circular motion.</p> <p>This technique will unbalance the suspect and force the release.</p> <p>Now, release from a two-handed grasp to the middle of the baton.</p> <p>While holding the baton with two hands, make a quick, sharp tug on the butt end with your strong hand as you lower your weight.</p> <p>SAY: This will distract and break the suspect's balance.</p> <p>Next, immediately circle the front end of the baton toward the suspect's center. The top end is then pushed toward the suspect as the bottom is drawn away.</p> <p>At the same time, step back with your strong foot and lower your weight. The baton will move in a circular motion during this technique.</p> <p>ASK: Does anyone need the retention techniques demonstrated again?</p> <p>ASK: Does anyone have any questions regarding Retention Techniques?</p> <p>ASK: How is Baton proficiency obtained?</p> <p>SAY: That's correct. It's important to remember to take the time to review and practice the Baton skills and techniques in order maintain</p> <p>Proper form is required during practice sessions to ensure that the techniques are effective when applied on the street.</p>	<p><i>The facilitator should demonstrate the method</i></p> <p><i>If needed, the facilitator should repeat the explanation and demonstration of Retention Techniques.</i></p> <p><i>The facilitator should answer any questions posed by the students.</i></p> <p>DESIRED RESPONSE: Baton proficiency is attained through repetition</p>
--	---

<p>SAY: Officers are expected to practice on their own to retain the skills learned in class. Because violent confrontations are fast and unpredictable, officers must be able to respond quickly and effectively.</p> <p>The officer must be proficient to use any combination of skills learned. An understanding of the rules governing Use of Force (Policy 1115) will also protect the officer before, during and after the incident.</p>	
<p>III. REVIEW/EVALUATION/CLOSURE</p> <p>SAY: As we wrap up today's class, I want to take a moment to remind everyone that retention techniques are utilized ONLY when a subject attempts to take your baton. You should be aware of your surroundings at all times and keep your distance from aggressive subjects</p> <p>ASK: What is the level of a suspect's action when baton strikes are appropriate?</p> <p>ASK: When striking with a Baton, what target areas are identified as deadly force?</p> <p>ASK: What level of reporting are Baton strikes?</p> <p>SAY: As we conclude today's Baton refresher, I want to remind everyone that any use of force must precede by an analysis, to the greatest extent possible, applying the principles of the sanctity of life, critical decision-making, and de-escalation. EACH baton strike is a separate use of force and must be justified.</p> <p>ASK: How does critical decision making, the CDMM, apply to using the baton?</p>	<p>Time: 5 minutes</p> <p>DESIRED RESPONSE: The suspect should be displaying active aggression.</p> <p>DESIRED RESPONSE: Neck, head, spine, kidneys, and throat.</p> <p>DESIRED RESPONSE: Level 3</p> <p>DESIRED RESPONSE: It's really the same as it would be for any other use of force. It's a matter of gathering information, assessing the situation, considering what police actions and powers</p>

<p>ASK: What questions or comments do you have for me?</p>	<p>might be applicable, and identifying what options are available.</p> <p>As for what police actions and powers are applicable, that brings up de-escalation whenever possible, along with the necessary, reasonable, and proportional criteria for use of force that we reviewed this morning.</p> <p>And remember that using the CDMM is continuous, including re-assessing the situation as it evolves, and acting accordingly. This explains why we say “each strike must be justified.”</p> <p>The facilitator should take time to answer any questions posed by the students and/or address concerns.</p>
---	--

APPENDIX A – RUBRIC IN-SERVICE USE OF FORCE TRAINING

STUDENT'S NAME: _____ SEQ# _____

ESPANTOON: YES / NO DATE: _____ INSTRUCTOR: _____

PERFORMANCE OBJECTIVES:

1. 10.01 Describe the various levels of force that are authorized for police to apply to any person
2. 10.02... Students will be able to explain how the agency's use of force policies apply to the use of non-firearms weapons to the satisfaction of the facilitator.
3. Controlling suspect during passive/active resistance situation
4. Using hands/batons on pressure point areas to control subject
5. Articulate de-escalation, critical thinking and duty to intercede
6. Understanding of policy definitions including the terms reasonable, necessary, and proportional force
7. Demonstrate the use of verbal warnings and allowance of time

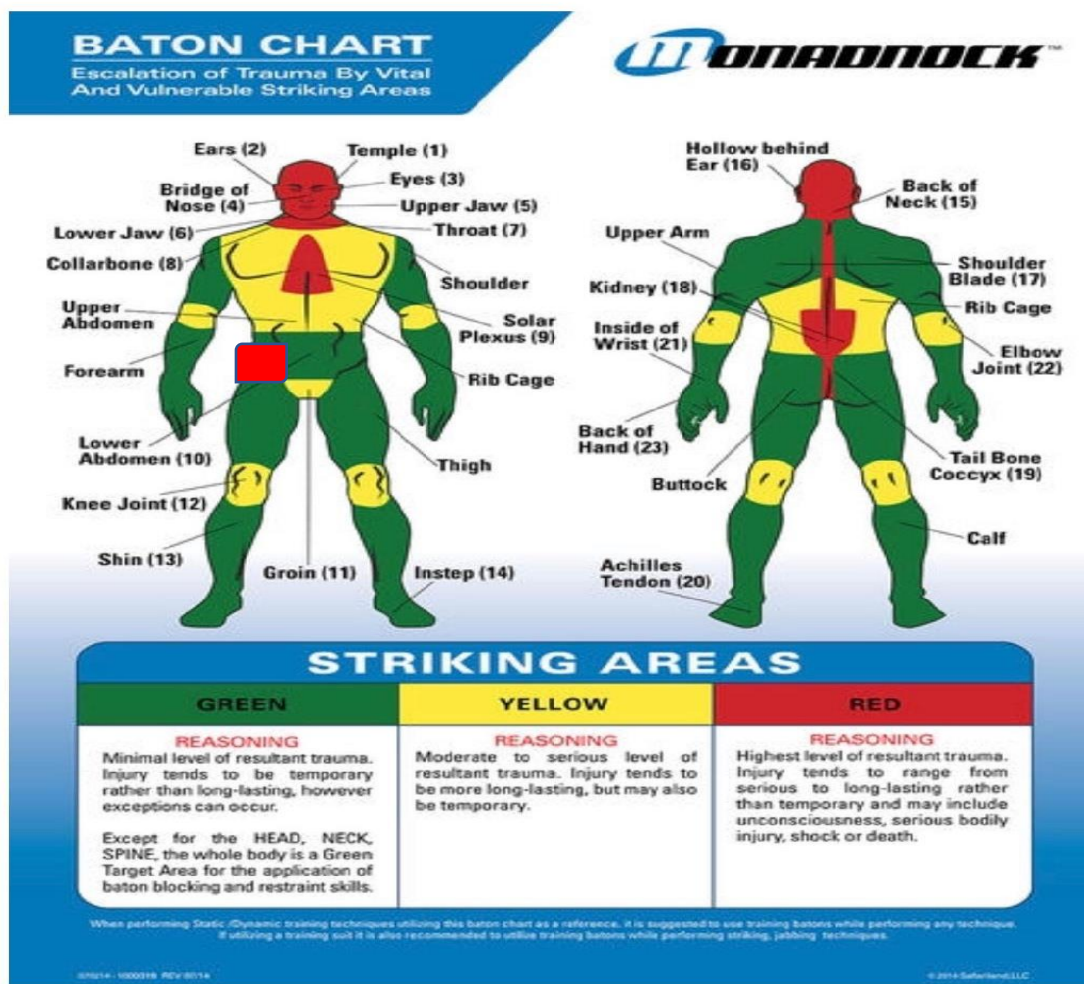
THE BELOW LISTED BENCHMARKS ARE GUIDES FOR PASS/FAIL

<i>SKILL/TECHNIQUE</i>	PASS or FAIL	COMMENT
Firm grip/Support hand up		
Baton placement and support hand position		
Uses body to generate power		
Considers level of resistance and appropriate striking		
Issues verbal commands before and after each strike		
Only delivers follow-up strikes when necessary		
Fluid movement/Speed of technique		

APPENDIX B – POSTER

Baton Trauma Zone Chart

MODEL: 5010 | SKU: 1000321 | PART: 5010



Note that BPD elevates the groin area to a red (Deadly Force) target above the Monadnock target recommendation (see chart above).