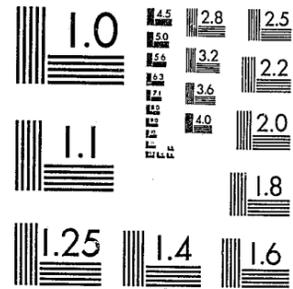


National Criminal Justice Reference Service



This microfiche was produced from documents received for inclusion in the NCJRS data base. Since NCJRS cannot exercise control over the physical condition of the documents submitted, the individual frame quality will vary. The resolution chart on this frame may be used to evaluate the document quality.



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

Microfilming procedures used to create this fiche comply with the standards set forth in 41CFR 101-11.504.

Points of view or opinions stated in this document are those of the author(s) and do not represent the official position or policies of the U. S. Department of Justice.

National Institute of Justice
United States Department of Justice
Washington, D. C. 20531

6-1-83

40521



U.S. Department of Justice
National Institute of Justice

40521

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated in this document are those of the authors and do not necessarily represent the official position or policies of the National Institute of Justice.

Permission to reproduce this copyrighted material has been granted by

Michigan Law Enforcement
Officers Training Council

to the National Criminal Justice Reference Service (NCJRS).

Further reproduction outside of the NCJRS system requires permission of the copyright owner.

ABOUT THE COVER

COVER PHOTO: Depicts Mr. Robert Allemier, 4th degree black belt in Tae Kwon-Do, blocking a pistol with a palm heel block and delivering a round-house kick to the mid-section of his assistant, Mr. Arthur Monroe, a 1st degree black belt in Tae Kwon-Do.

READABILITY LEVEL OF THIS MANUAL

NOTE: The readability level of this instructor guide is at the college freshman level, based upon the *S.M.O.G. Readability Grading System*.

Reference: McCloughlin, G. Harry. *S.M.O.G. Grading — New Readability Formula*, Journal of Reading, XII, 8, pp. 639-646.

NCJRS

APR 7 1977

ACQUISITIONS

COPYRIGHT 1977
MLEOTC

ALL RIGHTS RESERVED

THIS BOOK OR ANY PART THEREOF MAY NOT BE REPRODUCED IN ANY FORM
WITHOUT THE WRITTEN PERMISSION OF THE
MICHIGAN LAW ENFORCEMENT OFFICERS TRAINING COUNCIL.

FIRST PUBLICATION 1977

THE DEVELOPMENT AND PUBLICATION OF THIS MANUAL BY THE MICHIGAN LAW
ENFORCEMENT OFFICERS TRAINING COUNCIL WAS MADE POSSIBLE THROUGH A FEDERAL
GRANT FROM MICHIGAN'S OFFICE OF CRIMINAL JUSTICE PROGRAMS.

GRANT NO. CN-122-66-4A76

PRINTED BY THE STATE OF MICHIGAN

PREFACE

The intent of Advanced Police Training (APT) is to provide participating officers with the functional and operational level of knowledge required for them to expand upon the information and skills developed while in attendance at a Basic Recruit Training Academy, in combination with those on-the-job experiences they have acquired through having been employed as a law enforcement officer for a minimum of one (1) year. Each officer in attendance at these programs is recognized as bringing with him or her a unique set of experiences vitally important to the success of this program.

Additionally, the APT curricula and instructional materials are structured to meet the needs of the state as a whole, rather than those of any one department or agency; while at the same time they maintain enough versatility and flexibility to provide for program variations in special areas identified as being of a regional concern or necessity.

Also, to maintain program credibility, MLEOTC provides for the continuous update of the APT curricula and supportive materials relative to changes in the field, new techniques and methodologies, and identified changes in the needs of law enforcement agencies and personnel throughout the State of Michigan.

Finally, the APT curriculum is so structured as to correlate closely with the Basic Recruit Training Program and, like that program, it is closely monitored through a comprehensive evaluation system. Services are also provided to APT instructors in the area of instructional materials, and guidance is provided to the participating training academies relative to gearing up for and conducting these programs.

However, the key to success for this, or any other, program is the instructor. To assist you toward this end you should familiarize yourself not only with the defensive tactics manual but also the instructor guide.

ACKNOWLEDGEMENTS

The Michigan Law Enforcement Officers Training Council would like to acknowledge the valuable assistance of the following individuals, without whom this publication would not have been possible.

SECRETARIAL STAFF

Anka Davis
Cindy Killila
Ruth Lawrence
Sue Noonan
Michigan Law Enforcement Officers Training Council
7426 N. Canal Road, Lansing, Michigan 48913

We also extend our thanks and appreciation to the numerous individuals and agencies throughout Michigan and the United States who so generously contributed their time and cooperation to the development of this manual.

CONTENT CONSULTANT

The consultant responsible for the content and primary direction of this manual was:

Mr. Robert S. Allemier
4th Degree Black Belt, Tae Kwon-Do
American Tae Kwon-Do Association
Owner and Chief Instructor, Lansing Karate School
3228 N. East Street, Lansing, Michigan 48906
(517)484-5335

Mr. Allemier, a 4th degree black belt in Korean karate and National Law Enforcement Liaison Director for the 75,000 member American Tae Kwon-Do Association, also holds a 1st degree black belt in Judo and has studied several other styles of the martial arts and self-defense methods.

He has instructed Special Forces Rangers and Green Berets for the United States Government, has received a special tribute from the Michigan Legislature for his work with law enforcement personnel and has previously served as a consultant for the Michigan Department of Corrections.

MODELS

Mr. Robert S. Allemier
4th Degree Black Belt, Tae Kwon-Do
American Tae Kwon-Do Association

Mr. Arthur Monroe
1st Degree Black Belt, Tae Kwon-Do
American Tae Kwon-Do Association

TABLE OF CONTENTS

Item	Page	Item	Page
About the Cover	ii	19 Workout Apparel	6
Reability Level of this Manual	iii	a. Regular	6
Copyright Page	iv	b. Special	6
Preface	v	20 Protective Equipment	7
Acknowledgements	vi	a. Mandatory	7
List of Figures	viii	b. Optional	7
List of Charts	ix	21 Training Aids	7
1 Introduction	1	a. Improvised	7
2 Deadly Force Statement	1	b. Purchased	8
3 Provisions of Public Act 203 As Amended	2	22 Attendance	8
4 Definitions	3	23 Rules while in Attendance	8
5 Instructor Certification	4	24 Accidents/Injuries	9
6 Instructor Identification Card	4	25 Incident Report	9
7 Basic Recruit School	4	26 Student Data Sheet	9
8 Instructor Responsibilities	4	27 Student Evaluation	9
9 Instructor Evaluation	4	28 Testing and Grading	9
10 Instructor Seminars	4	a. Part I: Physical Conditioning	9
11 Student Manual	4	b. Part II: Written Examination	10
12 Program Locations	5	c. Part III: Performance Evaluation	10
13 Acceptable Program Format	5	29 Answer Sheet	10
14 Program Evaluation	5	30 Student Exam Record	10
15 Student Prerequisites	5	31 Diplomas	10
16 Women In Class	5	32 Special Issues	10
17 Facilities	5	33 Supplements	11
a. Classroom Area Requirements	5	34 Class Schedule	11
b. Workout Area Requirements	5	35 Class Outline	11
18 Supplies	6	36 Appendix	13
a. Classroom	6	37 Supplements	57
b. Workout Area	6		

LIST OF FIGURES

Figure	Page
1. Suggested Positioning of Students and Instructor for Exercises	5
2. Suggested Positioning of Students and Instructor for Practice Sessions	6
3. Procedure for the Rotation of Students During Practice Sessions	6

LIST OF CHARTS

Chart	Page
1. The Three General Target Areas of the Body	40
2. Target/Vital Areas (Side View — Entire Body)	40
3. Target/Vital Areas (Back View — Entire Body)	41
4. Target/Vital Areas (Front View — Entire Body)	41
5. Target/Vital Areas (Side View, Left — Upper Half of Body)	42
6. Target/Vital Areas (Side View, Right — Upper Half of Body)	42

INTRODUCTION

The Defensive Tactics Program you are about to teach has been developed after months of evaluation and research.

The techniques shown are basic and easy to learn but must be practiced by the students after they leave the program if they are to be of any lasting value.

As the Instructor for this course, you will determine the success or failure of the program through your teaching methods and rapport with the class.

If you take a lazy or indifferent approach, your students will respond in kind. Conversely, if you come on too strong, you run the risk of losing credibility.

Therefore, you must become familiar with all of the material in the instructor guide and student manual and base your method of instruction for the classroom and gymnasium on the guidelines you received in the Defensive Tactics Instructor School.

In conclusion, we again point out that the success or failure of this program lies with you, the instructor. We also want to stress that you may call upon the Council or the content consultant for this program, at any time during a course, if you feel some form of assistance is needed to bring a program you are teaching to a successful conclusion.

DEADLY FORCE

There may be a time when the amount of force necessary to effect an arrest, save a citizen, or protect yourself, will be "that force used to take a life".

Should this degree of force become necessary in the performance of your duties, you must be aware that the use of your hands, feet, baton, or other non-firearms weapons to effect this ultimate force, is governed by the same principles stated in your department's "Firearms Usage Regulations".

With this in mind, it is essential that you familiarize yourself with your departmental policies and procedures on the use of lethal force and apply them to the techniques shown in this manual.

PROVISIONS OF ACT NO. 203, AS AMENDED

BY ACT NO. 220, P.A. 1968, ACT NO. 187, P.A. 1970, AND ACT NO. 31, P.A. 1971,
MICHIGAN LAW ENFORCEMENT OFFICERS TRAINING COUNCIL ACT OF 1965

The Act provides for the creation of the Law Enforcement Officers Training Council for carrying out the intent of the Act. The Council consists of 11 members selected as follows: (a) The Attorney General or his designated representative; (b) The Director of State Police or his designated representative; (c) Three members appointed to the Council by the Governor from a list of six active members submitted by the Michigan Association of Chiefs of Police; (d) Three members appointed to the Council by the Governor from a list of six active law enforcement officials submitted by the Michigan Sheriffs' Association; (e) One member appointed to the Council by the Governor from a list of three names submitted by the Fraternal Order of Police; (f) One member appointed to the Council by the Governor from a list of three names submitted by the Metropolitan Club; (g) One member appointed to the Council by the Governor from a list of three names submitted by the Detroit Police Officers' Association.

All members of the Council shall hold office for a term of three years, except that of the members first appointed from nominees submitted by the Michigan Association of Chiefs of Police and the nominees submitted by the Michigan Sheriffs' Association — one shall be appointed for three years, one for two years, and one for one year. The Council shall designate from among its membership a Chairman and Vice-Chairman who shall serve for one-year terms and who may be re-elected to these positions. Council members serve without compensation, but are entitled to actual expenses for attending meetings in the performance of their duties.

The Council is charged with preparing and publishing minimum employment standards for police officer recruitment, selection, appointment, and training within the State. The Executive Secretary of the Council is responsible for placing into execution the policies established by the Council.

DEFINITIONS

ACT — Public Act No. 203, 1965, as amended by Act No. 220, P.A. 1968, Act No. 187, P.A. 1970, and Act No. 31, P.A. 1971.

BASIC RECRUIT SCHOOLS — Those schools complying with the Minimum Basic Police Training Curriculum of the Training Council.

CERTIFIED INSTRUCTOR — An individual certified by MLEOTC as being competent to instruct certain topics in a Training Council approved school.

COMMUNITY — Any city, county, township, village, or corporation having full law enforcement powers.

COUNCIL — Means the Michigan Law Enforcement Officers Training Council.

DIPLOMA — A document issued to an individual upon successful completion of a Council approved program.

EXECUTIVE SECRETARY — Means the executive secretary of the Council.

FACILITIES AND EQUIPMENT — The structures, furnishings, and training aids utilized at a certified training school.

HOSTING AGENCY — The principal agency which assumes administrative duties pertaining to the operation of a training school.

ADVANCED POLICE TRAINING — Training, in addition to basic police training, designed to upgrade and enhance the individual's ability to perform in specific areas, i.e., legal, interpersonal communication, and defensive tactics.

INSTRUCTIONAL HOUR — Fifty (50) minutes of instruction time and ten (10) minutes break time, totalling one actual hour.

INSTRUCTOR GUIDELINES MANUAL — A manual published by the Michigan Law Enforcement Officers Training Council which lists course training objectives and suggested lesson outlines for the Advanced Police Training curriculum.

LOCAL ADVISORY COMMITTEE — Police officials of a regional area of the State whose collective desire is to further the cause of professional law enforcement training.

LOCAL TRAINING ACADEMY — Any location utilized for training purposes which has been certified by MLEOTC, and

which serves the needs of police agencies only in a local area. Such academies operate without financial support from MLEOTC.

MLEOTC — Michigan Law Enforcement Officers Training Council.

MINIMUM BASIC POLICE TRAINING CURRICULUM — The course of training prescribed by the Training Council.

MINIMUM EMPLOYMENT STANDARDS — The policies established by the Training Council relative to the employment and training of law enforcement officers as required by Act No. 203, P.A. of Michigan, 1965, and as amended by Act No. 220, P.A. 1968, Act No. 187, P.A. 1970, and Act No. 31, P.A. 1971.

POLICE INSTRUCTOR — An instructor certified by MLEOTC to instruct in Council approved training programs.

POLICE OFFICER OR LAW ENFORCEMENT OFFICER — A member of a police force or other organization of a city, county, township, village, or of the State, regularly employed as such and who is responsible for the prevention and detection of crime and the enforcement of the general criminal laws of this State, but shall not include any person serving as such solely by virtue of his occupying any other office or position.

REGIONAL TRAINING ACADEMY — Any location utilized for training purposes which has been certified by MLEOTC, and which serves the needs of police agencies throughout the State. Such academies will be eligible to receive financial support from MLEOTC secured funds.

SCHOOL — A training process which includes the Advanced Police Training curriculum of MLEOTC. By way of clarification, an academy may conduct a number of schools within a year.

SCHOOL COORDINATOR — An individual selected by the local advisory committee who is responsible for the planning, organization, and conduct of Council approved programs as prescribed by MLEOTC.

STUDENT/TRAINEE — A police officer as defined in Public Act 203, 1965, who has had at least one (1) year of experience.

INSTRUCTOR CERTIFICATION

Instructors for Advanced Police Training Defensive Tactics Schools will be selected on the basis of their knowledge and qualifications relative to the program to be conducted, *in addition* to having successfully completed the Defensive Tactics Instructor School.

Process for Instructor Certification

The school coordinator will select the instructor(s) and have them complete three (3) copies of the Application for Instructor Certification. Instructors shall request certification only for those subject areas within their competence. *An applicant's competency in any area of instruction will be determined by his or her response to questions in Sections I, II, and III of the Application for Instructor Certification.* The applicant will then return all copies of the application to the school coordinator for the coordinator's signature. All three copies are then forwarded to the Council. The Council will return two copies, one for the school and one for the certified instructor. Once an instructor is certified, the process need not be repeated for additional teaching assignments unless MLEOTC requests recertification. This form should also be used whenever an instructor's qualifications change. Check the additional information box and fill in the new information. MLEOTC reserves the right to substitute better qualified instructors when available.

The defensive tactics instructor school diplomas and instructor certification applications shall be controlled by the Council and remain the property of the Council.

The Council may recall any instructor school diploma or may revoke instructor certification upon due cause as determined by the Council.

Refer to the Appendix of this guide for sample copies of the Application for Instructor Certification and the Defensive Tactics Instructor Certificate.

INSTRUCTOR IDENTIFICATION CARD

All defensive tactics instructors will be issued a numbered instructor identification card which will serve as proof of certification, and will also be used to record all defensive tactics programs the instructor has taught and any supplemental training received.

Refer to the Appendix of this guide for a sample copy of the Instructor Identification Card.

BASIC RECRUIT SCHOOL

In the event this program is incorporated into the Basic Recruit School curriculum, *only* those individuals certified as instructors for *this* program will be authorized to instruct. There will be no exceptions to this policy.

INSTRUCTOR RESPONSIBILITIES

The defensive tactics instructor is responsible for maintaining class discipline and control, conducting the actual program, monitoring attendance, evaluating and grading the student, seeing that the instructor evaluations are completed, and, in general, carrying out all of the provisions of the instructor guidelines.

INSTRUCTOR EVALUATION

In order to continually improve and update MLEOTC sponsored program instruction, certain types of informational feedback from the student are necessary; the most important being the area of the instructor and his or her presentation.

To this end, students will be required to complete a written evaluation of the instructor(s) participating in their particular program. The evaluation will cover:

- Instructor preparation
- Knowledge of subject matter
- Presentation
- Response to student questions
- Emphasis of main points
- Time allotted for notetaking
- Summary of material
- Class control and discipline
- Other (to be identified by students, MLEOTC, or school staff)

Refer to the Appendix of this guide for a sample copy of the Instructor Evaluation.

INSTRUCTOR SEMINARS

Instructor seminars will be conducted to maintain instructor certification.

STUDENT MANUAL

The instructor is responsible for seeing that all students have a copy of the Defensive Tactics Student Manual prior to the start of any program.

This manual contains all of the program content for the course and shall be used by the instructor as the primary informational and instructional source.

These manuals, along with the Instructor Guidelines, may be obtained from the Council at the following address:

Raymond L. Walters
Curriculum Section
MLEOTC
7426 N. Canal Road
Lansing, MI 48913
(517) 373-2826

PROGRAM LOCATIONS

As long as the instructor is certified and *all* MLEOTC policies are adhered to, this program may be conducted at *any* facility with graduating students receiving certificates from the Council.

ACCEPTABLE PROGRAM FORMAT

The Defensive Tactics Program is intended to be taught according to the class schedule and lesson plans provided.

It may, however, be taught in two-hour time blocks, twice a week, or in other variations that *do not* fall below the two-hour, twice-a-week format.

If there are any questions regarding this policy, please contact the Council for clarification.

PROGRAM EVALUATION

Each program will be evaluated upon its completion by the student, with the evaluations forwarded to the Council.

Refer to the Appendix of this guide for a copy of the Program Evaluation.

STUDENT PREREQUISITES

All students attending this program should be in good physical condition with *no* limiting health or physical factors.

If there are any doubts as to a student's health prior to entering the program, they should obtain a physical examination for clearance.

Students with limiting health or physical problems, which become apparent *during* the program, should be dropped from the program after consultation with their department head and the academy coordinator.

It should be pointed out to attending students and their departments that MLEOTC, the academy, academy coordinator, and instructor(s) do not assume any responsibility for complications arising from pre-existing medical or physical ailments or conditions.

WOMEN IN CLASS

This program is designed for both male and female law enforcement personnel, with the understanding that women can provide valuable input to the program during the training process.

Active solicitation for female participants to this program should be made, with all such students being treated, tested, and graded in the *exact same* manner as male students.

There will be no sexual discrimination either for or against any student, male or female, in this program.

FACILITIES

A — Classroom Area Requirements

1. Located away from heavy student traffic.
2. Quiet.
3. Sufficient to handle the class size but not so large as to make the students feel lost in the room.
4. Adequate lighting.
5. Comfortable seating.
6. Chalkboard.
7. Provisions for both lecture and audio visual materials.

NOTE: A 10-minute break should be provided for approximately every hour of classroom instruction.

B — Workout Area Requirements

The most desirable type of workout area for this program is a gymnasium, however, since no mats or similar equipment are required, any building or room with a minimum floor space of 25' by 50' will be sufficient.

Wood, tile, cement, or carpeted floors are also acceptable, and there should be either adequate ventilation or air conditioning to keep the workout area comfortable during even the most strenuous workout.

Following are suggested arrangements for the placement of students during the exercise program and practice sessions.

NOTE: The desired class size is thirty students, but if it falls above or below this number there should always be an *even* number of students for the total so that everyone will have a partner. This will avoid the necessity of having to rotate students due to having one extra student.

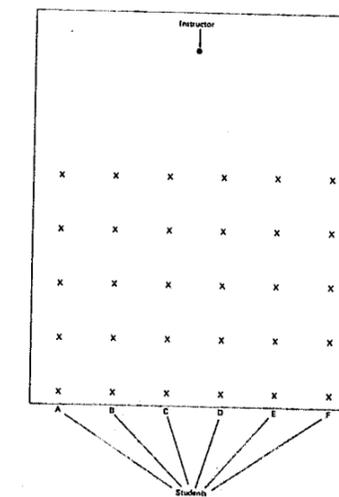


Figure 1
Suggested positioning of students and instructor for exercises.

During the practice session, as shown in figure 2 below, students in row A would practice with the students in row B *directly* across from them. The same holds true for rows C and D.

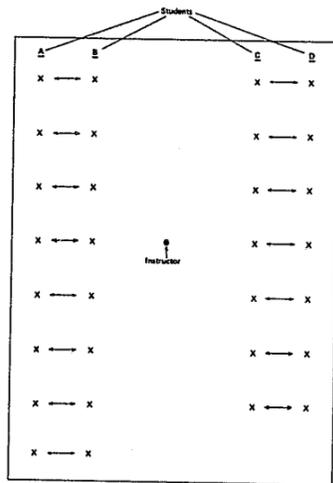


Figure 2
Suggested positioning of students and instructor for practice sessions.

In order to give each student the opportunity to work with all other students, they should be rotated frequently according to figure 3 shown below.

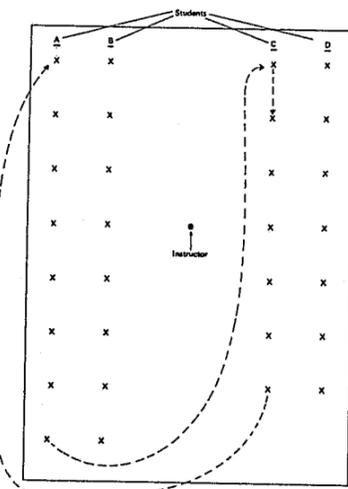


Figure 3
Procedure for rotation of students during practice sessions.

Rows B and D always remain stationary, with the last person in row C moving to the head of row A. The last person in row A moves to the head of row C, with the remainder of the students in rows A and C moving down one to accommodate this rotation.

Periodically, rows A & B and C & D can change places so that as the *rotation* continues, all students will have had the opportunity to practice with every other student giving them experience in working with those of a different sex, greater or lesser height, body weight, etc.

NOTE: Five-minute rest periods should be provided every one-half hour during actual workout periods. Also, facilities should be provided for the students to shower after the practice sessions, if at all possible.

SUPPLIES

Classroom

Provision of the classroom supplies and materials for this program is the responsibility of the school coordinator

At a minimum, the students should have:

- Defensive Tactics Manual.
- Pen and/or pencil.
- A two inch, 3-ring binder.
- 3-hole punched paper, plain *and* lined.

Workout Area

- Two (2) heavy duty (75 pounds) striking/punching bags.

NOTE: The student must bring a standard nightstick or baton to the class; will be required to wear his or her departmental uniform on the final day of class; and is responsible for providing his or her workout apparel.

WORKOUT APPAREL

Regular

No special workout apparel is necessary for this program, however, the student (male or female) should, at a minimum, have the following:

1. Loose fitting slacks or shorts.
2. Sweatshirt or other loose fitting but *durable* upper garment.
3. Gym shoes and sweatsocks.
4. Gym bag.
5. Towel.
6. Lock (combination or key).
7. Headband to hold on glasses (if glasses are worn).
8. And any grooming aids desired by the student for use after a workout.

Special

If the student wishes, he or she may utilize any of the following:

1. Sweatsuit or warmup suit.
2. Karate or Judo Gi.
3. Sweat bands (head and wrist).
4. Or any other similar apparel.

NOTE: Any of the above apparel, is suitable for working out at home, or at the student's agency, if facilities are available, upon completion of this program.

PROTECTIVE EQUIPMENT

Mandatory

In order to participate safely in this program, all *male* students *must* have a *groin* protector to avoid accidental injuries.

Female students, *if they desire*, may utilize similar protective equipment.

Optional

The following equipment is optional for those who may already have it or want to gain experience in its use.

1. Shin and instep pads.
2. Knee pads.
3. Elbow and arm pads.
4. Protective head gear.
5. Boxing or punching bag gloves, or martial arts protective hand and foot gear.
6. Mouth/teeth protector.

There will be only minimal contact during this program, and only the male groin protector is required.

No other equipment is necessary.

NOTE: Students shall not wear any type of jewelry (finger rings, watches, earrings, etc.) during the physical activity part of the program as it may become damaged or injure the wearer or other students during the practice sessions.

TRAINING AIDS

There is no special equipment required for participation in this program other than that listed in the "Protective Equipment" section.

However, the student may wish to utilize the following improvised or purchasable equipment to assist his or her physical conditioning and training at home, or at their respective agencies, upon completion of this program.

IMPROVISED EQUIPMENT

LEG RAISE/STRETCHER (see narrative): For use in stretching the leg muscles when the student must work alone. An excellent device for this purpose and inexpensive to put together. Estimated cost \$5.00

MIRROR (see narrative): For use in observing stances and techniques when working alone. Any large household mirror may be used, or mirror tiles may be purchased and fastened to a wall. Estimated cost \$12.00

STRIKING BOARD (see narrative): Used for focusing hand and foot techniques and for strengthening the hands and feet for striking. Estimated cost \$14.00

BALANCE RAIL (see narrative): Used for stretching the leg, thigh, and groin muscles. Estimated cost \$10.00

EXERCISE BOARD (see narrative): Used for sit-ups and other exercises intended to stretch the abdominal muscles. Estimated cost \$12.00

TRAINING AIDS NARRATIVE

Leg Raise/Stretcher

This device is used to develop flexibility and strength in the groin, thighs, and calves. It consists of a wood screw fastened to an overhead beam, with a pulley secured to the eye of the wood screw.

A rope is passed over the pulley with one end fastened to a belt, which has had the buckle cut off and the ends tied together, to form a loop large enough for your foot to pass through.

The student places the leather loop around one ankle and, while maintaining his or her balance on the other foot, pulls on the free end of the rope, raising the leg as high as possible *both* to the front and side.

Maintain this position for at least 30 seconds but no more than 60 seconds, and do ten (10) repetitions for each position, each side.

Mirror

Utilizing a mirror during practice sessions will enable you to see yourself as others see you, and will assist you in spotting and correcting errors in your balance and technique.

You can utilize a large household mirror, or 24 large mirror tiles mounted together on a wall, to give you a 6' by 6' reflective surface.

The positioning of the mirror is not critical and need only be placed so that you can see your reflection in it.

Striking Board

Obtain a 1" thick piece of plywood approximately 18" by 18".

Cover one side with a 2" thick layer of foam or laytex rubber and cover this with a piece of canvas or denim.

Mount this device on a wall or post, at chest level, and use it to focus punches, toughen your hands, and to develop speed and coordination when punching or kicking.

Balance Rail

This device is intended to assist the student in developing flexibility and strength in the calf, thigh, groin, and back muscles.

It consists of a six-foot length of stair rail and three stair rail mounting brackets, and is fastened to the wall at stomach level (horizontal to the floor). It is used primarily for stretching exercises.

An example of one exercise using the balance rail follows:

Face the rail (about 3 feet out) and place one foot on it (at the ankle) while maintaining your balance on the other foot. Bend forward from the waist and attempt to touch the toes of the foot on the rail while, at the same time, touching your forehead to

your knee. Repeat for both sides of the body and as many times as desired.

Exercise Board

Also known as a slant board, this device is intended to develop strength and flexibility in the waist, stomach, chest, and back.

Use any hard surface that is approximately the length and width of an ironing board and can be elevated at one end.

Lay on your back with your feet elevated (your head at the low end), place your hands behind your neck (fingers interlaced), and sit up, attempting to touch your forehead to your knees. Repeat as many times as desired.

The student may wish to design other types of improvised training aids as the need arises or may obtain additional ideas from Martial Arts magazines available at local newsstands. For suggestions aimed at specific training problems, the student may contact the Council at the address shown below or Mr. Robert Allemier, the content consultant for this manual.

Raymond L. Walters
Curriculum Section, MLEOTC
7426 N. Canal Road, Lansing, MI 48913
(517) 373-2826

Mr. Robert S. Allemier
Lansing Karate School
3228 N. East Street, Lansing, MI 48906
(517) 484-5335 — (517) 485-444

PURCHASED EQUIPMENT

BARBELLS/WEIGHTS: For use in general body conditioning and muscle development. Estimated cost \$50.00 to \$100.00.

PUNCHING BAG: To develop speed with hand techniques. Estimated cost \$20.00 to \$40.00.

KARATE STRIKING & KICKING BAG: For assistance in working on full contact kicks and punches, in addition to techniques involving the elbows, etc. Estimated cost \$35.00 to \$150.00.

EXERCISERS: There are a number of spring or elastic exercisers that may be utilized in strengthening the fingers, hands, arms, chest, and legs. Estimated cost \$2.50 to \$50.00.

Summary

As indicated, there are a number of training aids that may be beneficial to the student for his or her physical conditioning and training after the completion of this program.

Depending upon the student's ability, dedication, and "space available" at home or work, one or all of the items listed can be of major assistance in any exercise program you may wish to follow.

Before investing time or money in any of these items, however, two things must be considered:

1. Can you use them?
2. Will you use them?

Only if the answer to both of these questions is yes should you proceed.

ATTENDANCE

Absenteeism shall not exceed 10% of the total number of curriculum hours offered by an academy. Excused absences may be made up at the discretion of the instructor and school coordinator. All absences shall be reported immediately to the trainee's organization. An accurate attendance record shall be maintained by the instructor on the form provided.

Refer to the Appendix of this guide for a sample copy of the Attendance Sheet.

RULES WHILE IN ATTENDANCE

The following rules and regulations will be in effect at a Council approved Defensive Tactics School.

Courtesy:

- A. Instructors will be addressed by their respective ranks or titles, such as: "Chief", "Sgt.", "Mr.", etc.
- B. Trainees shall maintain decorum while in the classroom and gym and shall treat instructors with respect at all times.

Propriety and Punctuality:

- A. Trainees will be seated and prepared to receive instruction and take notes at the time the class is scheduled to commence. Continued tardiness will be reflected in the trainee's final evaluation.
- B. Absences due to sickness or emergencies shall be reported to the school coordinator at the beginning of each school day.
- C. Each instructional hour will provide for a 10-minute break after which class will resume.
- D. Commuters shall park their cars in designated areas only.
- E. Dress for the classroom portion of the program is casual, except for the last day, when the student is required to wear his or her departmental uniform.
- F. Personal hygiene and appearance shall not be neglected.
- G. Trainees are required to maintain classroom and gym cleanliness and may be assigned to maintenance details as classroom or gym monitor to insure the orderliness of these areas.
 1. No food or drink will be brought into the classroom or gym.
 2. Smoking in the classroom or gym during the program is prohibited.
 3. Use of the school telephone will be limited to official department business and calls of an urgent nature.

4. Any form of gambling or possession of alcoholic beverages is prohibited during class hours, including breaks and lunch periods.
5. Live-in trainee conduct will be above reproach. Any conduct unbecoming a law enforcement officer can be cause for dismissal from the school.
6. In addition to the above restrictions, all trainees will be expected to abide by the rules and regulations of their respective agencies while attending a Council approved school.
7. Trainee conduct, disorder, or neglect prejudicial to good order, efficiency, or discipline, whether or not specifically stated in these rules and regulations, is prohibited and can be cause for dismissal from the school.

The school coordinator and/or instructor may desire to ADD additional rules and regulations beneficial to the school operation. The Training Council will be advised by the school coordinator of both violations of and additions to these rules and regulations.

ACCIDENTS/INJURIES

All accidents and/or injuries will be reported to MLEOTC in writing, without exception and regardless of the severity, within seventy-two (72) hours of the incident.

Serious accidents and/or injuries will be reported immediately by telephone.

Refer to the Appendix of this guide for a sample copy of the Defensive Tactics Accident Report Form.

INCIDENT REPORT

To assist the Council in maintaining a defensive tactics program that meets the needs of the officer on the street, we need the cooperation of all those attending this program in reporting to us incidents in which they have encountered martial arts weapons and techniques used against them, and/or situations in which they have used the training received in this program.

To this end, the instructor should provide two (2) or three (3) copies of the Defensive Tactics Incident Report Form to all students attending his or her class.

Refer to the Appendix of this guide for a sample copy of the Defensive Tactics Incident Report Form.

STUDENT DATA SHEET

This sheet is intended to provide you, the instructor, with basic background information on the students in your class relative to their expertise and experience in the area of self-defense training.

At the conclusion of the program, you should complete the bottom portion of the sheet and return the entire sheet to MLEOTC along with the tests, student exam

records, student and instructor evaluations, attendance sheets, and any other pertinent material.

Refer to the Appendix of this guide for a sample copy of the Student Data Sheet.

STUDENT EVALUATION

In addition to administering a 3-part student examination, you will be required to summarize the student's involvement in the program.

Include class participation, attitude, willingness to learn, improvement during the program, and any other factors you feel are important.

Refer to the Appendix of this guide for a sample copy of the Student Evaluation.

TESTING AND GRADING

The examination for this program will be in three (3) parts.

- Part I Physical Conditioning
- Part II Written Examination
- Part III Performance Evaluation

Although the student will be graded on a pass or fail basis for each of these parts, numerical grades will be assigned to each.

These will be used to determine if the student attains a level of 70% which is the *minimum* allowed for a *passing* score. The student *must* pass all three parts of the examination to successfully complete the program.

The total numerical score for all three parts of the exam will then be used to determine the top two students in each program.

The top two students in each program will receive a letter from MLEOTC indicating their status, with a copy being sent to their department.

Although the instructor has the primary responsibility for conducting this program and grading the students, the academy coordinator must also sign the test results to indicate that he or she is in agreement with those results.

In event of a disagreement between the instructor and the academy coordinator as to whether or not a student has passed or failed the program, the Council will make the final determination.

Part I — Physical Conditioning

In this portion of the examination, students must demonstrate their ability to perform at a minimal level of physical conditioning, this level being geared to the warm-up exercises.

When the student has demonstrated in class that he or she can perform a particular exercise at the required number of repetitions, the instructor will so indicate on a check-off list.

These exercises *do not* have to be completed on the same day, *nor* do they have to be done in one continuous session.

The student must be able to do eleven (11) of the sixteen (16) exercises to obtain the minimum passing grade of 70% for this portion of the exam.

Refer to the Appendix of this guide for a sample copy of Part I (Physical Conditioning) of the student examination.

NOTE: Each exercise has a numerical point value of [6.3].

Part II — Written Examination

In this part of the examination, students must demonstrate, in writing, their ability to comprehend the material presented by correctly answering questions relating to key points covered in the gym, classroom, and in the Defensive Tactics Manual.

There are a total of seventy-four (74) questions in this part of the examination, each having a numerical point value of [1.4]. The student must correctly answer fifty (50) of these seventy-four (74) questions in order to attain the minimum passing grade of 70%.

Refer to the Appendix of this guide for a sample copy of Part II (Written Examination) of the student test.

Part III — Performance Evaluation

In this, the third and final portion of the examination, students will be required to demonstrate that they know, and can apply in a practical exercise, the techniques they have been taught.

PROCEDURE

1. This portion of the exam will take place in the afternoon of the last day of class.
2. Students will wear their departmental uniform for testing.
3. They will be paired up as closely as possible, according to height and weight.
4. Two at a time, each student will demonstrate five (5) techniques. All techniques MUST include a block *and* at least one counter.
5. During testing, the two students will face each other. When both are ready, one will throw a kick or punch, and the other will block and counter.
They will then reverse, with the student who attacked, now blocking and countering and vice versa.
This will continue until each has demonstrated five (5) techniques.
6. Scoring will be by the instructor(s), who will assign a numerical score of from 1 to 10 for each student's *overall* performance of the five (5) techniques.
Where there is more than one person scoring the student, the score will be the *average* of the combined scores.
7. This final score will be multiplied by 10 to arrive at the percentage value. As in the first two parts of the

examination, the student must attain a minimum of 70% to pass.

EXAMPLE

Instructor's scores 8, 8.5, 9 (3 Instructors/Judges).
Total 25.5 points
divided by 3 = 8.5 points
times 10 = 85%

Refer to the Appendix of this guide for a sample copy of Part III (Performance Evaluation) of the Student Examination.

ANSWER SHEET

Refer to the Appendix of this guide for a sample copy of the Answer Sheet to Part II, Written Examination.

STUDENT EXAM RECORD

This form is used to record student scores for all three (3) parts of the examination and is to be returned to the Council at the end of the program. The academy coordinator and/or defensive tactics instructor may retain the actual examinations for their own files.

Refer to the Appendix of this guide for a sample copy of the Student Exam Record.

DIPLOMAS

Diplomas of achievement from MLEOTC will be issued to all participants who successfully complete the Advanced Police Training requirements at Council approved schools.

These diplomas shall be controlled by and remain the property of the Council. Diplomas may be recalled upon due cause, as determined by the Council.

Refer to the Appendix of this guide for a sample copy of the student diploma.

SPECIAL ISSUES

During the course of this program, questions and/or issues may be raised that are not covered in the Defensive Tactics Manual or Instructor Guidelines.

We request that you identify these questions and/or issues, along with your responses to them, on the "Special Issues Sheet", and return this completed form to the Council (one item per sheet).

We will then research these issues, formulate a response, and send "supplements" for each to all instructors so that in future programs there will be a uniformity of instruction for these areas.

Refer to the Appendix of this guide for a sample copy of the Special Issues Sheet.

SUPPLEMENTS

See Special Issues.

CLASS SCHEDULE

In order to cover all of the material included in this program, it is recommended that you follow, as closely as possible, the class schedule provided. Any significant variation must be approved by MLEOTC.

Refer to the Appendix of this guide for a sample copy of the Class Schedule.

CLASS OUTLINE

This outline is a supplement to the class schedule and is intended to assist the instructor in program planning.

Refer to the Appendix of this guide for a sample copy of the Class Outline.

APPENDIX

APPENDIX TABLE OF CONTENTS

Item	Page
I Application for Instructor Certification	15
II Defensive tactics Instructor Certificate	17
III Instructor Identification Card	19
IV Instructor Evaluation Form	21
V Program Evaluation Form	23
VI Attendance Sheet	24
VII Accident Report Form	25
VIII Incident Report Form	26
IX Student Data Sheet	27
X Student Evaluation Form	28
XI Examination	29
Part I: Physical Conditioning	29
Part II: Written Examination	31
Part III: Performance Evaluation	37
XII Answer Sheet	39
XIII Student Exam Record	44
XIV Student Diploma	45
XV Special Issues Sheet	46
XVI Class Schedule	47
XVII Class Outline	51
XVIII Supplements	57

(Check One)

APPLICATION FOR INSTRUCTOR CERTIFICATION

Original Application

Additional Information

Return original and two copies (2) to
the school coordinator.

Name:	Last	first	middle	Today's date
Permanent Address (Street or route no., city, zip code)			County	Date of birth

I. GENERAL EDUCATION

Institution	Location (City, State)	No. Years Attended	Was Degree Obtained	If Not, Qtr. Or Semester Hours	Major Course of Study

II. OCCUPATIONAL EXPERIENCE

Present Employing Agency (Give address & county)	Position or Title	Years of Service from to no.	Explain Nature of Work:

Previous positions relevant to this application:

Instructor Training Schools Attended (ie, schools dealing with general techniques of instruction)

School Name or Course Title	Agency Offering Course	Course Length (Hours)	Date Completed

III. SPECIAL RELEVANT QUALIFICATIONS

Other Training Not Documented Above But Which Is Law Enforcement Related

School Name or Course Title	Agency Offering Course	Course Length (Hours)	Date Completed

Experience (In specific areas in which certification is requested):

- BASIC (Signature of regional academy coordinator required)
- ADVANCED (Signature of regional academy coordinator required)
- SPECIALIZED (Signature of regional academy coordinator required)
- DEPARTMENTAL IN-SERVICE (Signature of agency head required)

Academy Coordinator

Agency Head

IV. SUBJECT AREAS

Check the subject areas in which you desire certification. The necessary qualifications for each area are listed below. Compliance with these qualifications must be documented on the front.

- Criminal Law
 - Constitutional Law
 - Law of Arrest
 - Detention & Custody
 - Admissions & Confessions
 - Search & Seizure
 - Court Functions
 - Law of Evidence
 - Substantive Criminal Law
- Criminal Investigation
 - Investigative Methods
 - Crime Scene Search
 - Collection & Preservation of Evidence
 - Fingerprinting & Latent Print Search
 - Interview & Interrogation
 - Mock Crime Scene
 - Narcotics & Dangerous Drugs
 - Vice Investigation
- Police Field Procedures
 - Patrol Techniques
 - Blockade & Roadblock Procedure
 - Domestic Complaints
 - Field Notetaking & Report Writing
 - Mechanics of Arrest & Detention
 - Police Communications
 - Stopping Vehicles & Occupant Control
- Stolen Motor Vehicles
- Traffic Law Enforcement
 - Motor Vehicle Law
 - Motor Vehicle Accident Investigation
 - Techniques & Methods of Traffic Law Enforcement
 - D.U.I.L. Enforcement
 - Traffic Direction & Control
- Driver Licensing
- Police Community Relations
 - History & Philosophy
 - Police Courtesy & Ethics
 - Human Relations
- Social Problems
 - Handling Abnormal Persons
 - State & Regional Social Services
- Juvenile Offenders
- Civil Disorders
- Emergency Preparedness — Disaster Control
- State Liquor Law Enforcement
- Jurisdiction of Federal Law Enforcement Agencies
- Michigan Corrections, Parole, & Probation System
- Physical Training
- Defensive Tactics
- Firearms
- Police First Aid
- Other (specify):

V. QUALIFICATIONS FOR CERTIFICATION IN THE RESPECTIVE SUBJECT AREAS

- CRIMINAL LAW: L.L.B. or J.D. degree.
- CRIMINAL INVESTIGATION: Experience in an *investigative* position.
- FIELD PROCEDURES: Three years patrol experience or relevant education/training.
- STOLEN VEHICLES: Experience with FBI, NATB, or three years police patrol.
- TRAFFIC ENFORCEMENT: Three years patrol experience with traffic responsibility or relevant education/training.
- DRIVER LICENSING: Experience with Dept. of State or three years police patrol with included licensing responsibility or relevant education/training.
- POLICE COMMUNITY RELATIONS: Law enf. administrative position, or relevant education/training.
- SOCIAL PROBLEMS: Special relevant experience or education/training.
- JUVENILE OFFENDERS: Experience in juvenile casework.
- CIVIL DISORDERS: Training in control of civil disorders.
- EMERGENCY PREPAREDNESS — DISASTER CONTROL: Position with responsibility for emergency planning.
- LIQUOR LAW ENFORCEMENT: Experience with MLCC or experience as designated liquor enf. officer.
- JURISDICTION OF FEDERAL LAW ENFORCEMENT AGENCIES: Experience with a federal agency.
- CORRECTIONS: Experience as probation officer or with the Department of Corrections.
- PHYSICAL TRAINING: Education/training in physical education instruction.
- DEFENSIVE TACTICS: Both law enforcement experience and training or experience in instructing defensive tactics.
- FIREARMS: Both law enforcement experience and training in firearms instruction.
- FIRST AID: Red Cross First Aid Instructor's Certificate or medical education.

VI. FOR USE BY M.L.E.O.T.C.

Approved for Executive Secretary
M.L.E.O.T.C.

Date



**MICHIGAN
LAW ENFORCEMENT OFFICERS TRAINING COUNCIL
Michigan Department of State Police**

Certification Date

Number

This is to certify that:

First Middle Last
*has successfully completed an MLEOTC Defensive
Tactics Instructor School and is certified to teach this
program at any Regional Training Academy.*

MLEOTC

Date

Chief Instructor

Date

CERTIFICATION MAINTENANCE RECORD

Program Attended	Date	Approved

The certification listed above is void unless official MLEOTC endorsement is showing in approved column.

INSTRUCTOR PLEDGE

I do hereby pledge, as an MLEOTC Defensive Tactics Instructor, that I will uphold the rules and regulations governing this program and will do my utmost to bring honor and esteem to this program and a sense of responsibility to those I instruct.

NOTICE

In the event this card should be lost or stolen, report loss immediately to MLEOTC.

Student Signature _____

PROGRAM INSTRUCTION RECORD

Program and Location Taught	Date	Approved

The information recorded above is void unless official MLEOTC endorsement is showing in approved column.

MLEOTC
ADVANCED POLICE TRAINING
DEFENSIVE TACTICS PROGRAM
INSTRUCTOR EVALUATION

THIS FORM IS TO BE COMPLETED BY THE STUDENT

DO NOT PLACE YOUR NAME ON THIS SHEET

In order to continually improve and update MLEOTC sponsored program instruction, certain types of informational feedback from the student are necessary; the most important being the area of the instructor and his or her presentation.

To this end, we request that you respond to the following questions. You may elaborate on any of your answers and/or make any comments you feel appropriate.

NOTE: For areas which do not apply to the instructor — write N/A

Instructor _____ Date of evaluation _____

School code _____ Dates school conducted _____

1. Instructor preparation.

Excellent Good Average Poor Inadequate

Comments _____

2. Knowledge of subject matter.

Excellent Good Average Poor Inadequate

Comments _____

3. Presentation

Excellent Good Average Poor Inadequate

Comments _____

4. Response to student questions.

Excellent Good Average Poor Inadequate

Comments _____

5. Emphasis on main points.

Excellent Good Average Poor Inadequate

Comments _____

6. Time allotted for notetaking.

Excellent Good Average Poor Inadequate

Comments _____

7. Summary of material.

Excellent Good Average Poor Inadequate

Comments _____

8. Class control and discipline.

Excellent Good Average Poor Inadequate

Comments _____

9. Other. (To be identified by student, MLEOTC, or school staff) _____

Excellent Good Average Poor Inadequate

Comments _____

DEFENSIVE TACTICS PROGRAM

PROGRAM EVALUATION

(TO BE COMPLETED BY THE STUDENT)

School Code: _____

Dates School Conducted: _____ to _____

STUDENTS: A Defensive Tactics Program, by nature, is often the hardest to evaluate. It will be of immense value to us if, upon completion of this program, you would list in three or four paragraphs your overall impression of the program, its value to you, its strong and weak points, suggestions for improvement, if any, and any other comments you might wish to make.

MLEOTC

EVALUATION: _____

STUDENTS: DO NOT WRITE BELOW THIS LINE

MLEOTC Comments/Summary: _____

By _____

Date _____

MLEOTC
ADVANCED POLICE TRAINING
DEFENSIVE TACTICS PROGRAM
STUDENT ATTENDANCE SHEET

School code: _____

Date _____

PLEASE PRINT

	STUDENT'S NAME	RANK/TITLE	AGENCY
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

MLEOTC
ADVANCED POLICE TRAINING
DEFENSIVE TACTICS
ACCIDENT REPORT FORM

School Code: _____

Dates Program Conducted: _____ To _____

Date of Accident/Injury _____ Time _____

Location _____

- Person(s) Involved (name, rank, title, etc.)
1. _____
 2. _____
 3. _____
 4. _____

Type of Accident/Injury _____

Circumstances of Accident/Injury (attach additional sheets, if necessary) _____

Other _____

Instructor's Signature _____ Date _____

Academy Coordinator's Signature _____ Date _____

MLEOTC Comments and follow-up _____

MLEOTC Signature _____ Date _____

MLEOTC
ADVANCED POLICE TRAINING
DEFENSIVE TACTICS
INCIDENT REPORT

To assist us in the process of maintaining a defensive tactics program that meets the needs of the officer on the street, we would like to ask your cooperation in reporting to us incidents in which: (1) you encounter martial arts techniques or weapons used against you; or (2) situations in which you used the training you received in the MLEOTC Defensive Tactics Program.

Name: _____ Date: _____
Last First Initial

Department: _____ Department Telephone: _____

Department Address: _____ Sex: _____

Defensive Tactics School Attended: _____ Date(s): _____

Incident Reported: _____

Injuries Resulting: _____

Disposition: _____

Comments: _____

Return this form to: Raymond L. Walters
Curriculum Section
MLEOTC
7426 North Canal Road
Lansing, MI 48913
(517) 373-2826

NOTE: Please include all pertinent information, such as time and location of incident, surroundings, number of individuals involved, and their height, weight, etc., and any other relevant data. Attach additional sheets if necessary.

MLEOTC
ADVANCED POLICE TRAINING
DEFENSIVE TACTICS PROGRAM
STUDENT DATA SHEET

1. School Code: _____

2. Dates School Conducted: _____ To _____

3. Name: _____ 4. Sex: _____

5. Department: _____ 6. County: _____ 7. Rank/Title: _____

8. In the space allocated below, summarize your background in the field of self-defense. Include departmental training participation in the martial arts, or similar programs, amount of time devoted, awards, rank or degree of expertise, and style.

(STUDENTS — DO NOT WRITE BELOW THIS LINE)

9. Pass _____ Fail _____

10. Final numerical score _____

11. Class standing _____ of _____

12. Instructor _____

13. Coordinator _____

14. Comments: _____

Signature of Individual Completing this Report _____ Date _____

School Code: _____ Dates School Conducted: _____ To _____

Student: _____
Last First Middle

Department/Agency: _____

REQUIRED EXERCISE	REQUIRED REPETITIONS	REPETITIONS COMPLETED	INSTRUCTOR INITIALS
1. Jumping Jacks: Regular	100		_____
2. Stomach and Side Rotation	10		_____
3. Sit-ups: Regular	15		_____
4. Push-ups: Regular	15		_____
5. Sit-ups: Clam	15		_____
6. Leg Raises: Standing	10		_____
7. Stepping and Punching	15		_____
8. Punching: From a Horse Stance	15		_____
9. Leg Raises: Prone	10		_____
10. Down Block	10		_____
11. High Block	10		_____
12. Side Block	10		_____
13. Front Kick	10		_____
14. Crescent Kick	10		_____
15. Stretching with Partner: Front and Side	3		_____
16. Running in Place	90 sec.		_____

Student Grade: Pass Fail Numerical Score: _____

Comments: _____

Instructor: _____ Date: _____

Coordinator: _____ Date: _____

Student's Name _____
Last First Initial

MLEOTC
 ADVANCED POLICE TRAINING
DEFENSIVE TACTICS PROGRAM
 STUDENT EXAMINATION
 PART II — WRITTEN EXAMINATION
 TO BE COMPLETED BY THE STUDENT

INSTRUCTIONS: In this portion of the examination, you must demonstrate, in writing, your ability to comprehend the material presented by correctly answering questions relating to key points covered in the gym, classroom, and in the Defensive Tactics Manual.

There is a total of seventy-four (74) questions in this part of the examination, each having a numerical point value of (1.4). You must correctly answer fifty (50) of these seventy-four (74) questions in order to attain the minimum passing grade of 70% for this portion of the exam.

A. Name the five (5) key elements in the development of physical power.

1. _____
2. _____
3. _____
4. _____
5. _____

B. Name three (3) types of blocks.

1. _____
2. _____
3. _____

C. Name five (5) hand techniques.

1. _____
2. _____
3. _____
4. _____
5. _____

D. Name the five (5) principal divisions of the human body.

1. _____
2. _____
3. _____
4. _____
5. _____

E. Name three (3) types of kicks.

1. _____
2. _____
3. _____

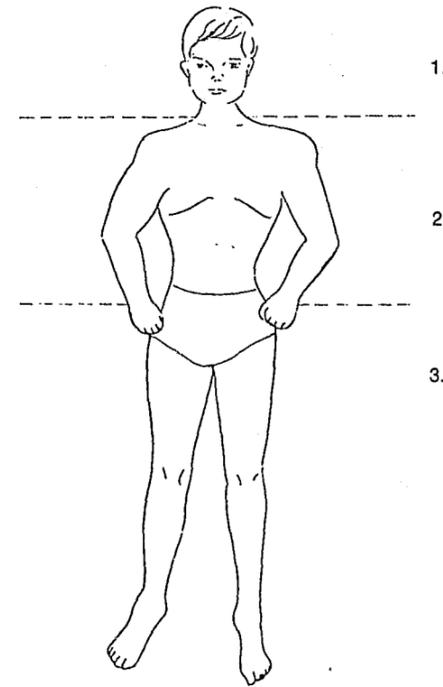
F. Name three (3) foot or leg techniques.

1. _____
2. _____
3. _____

G. Provide the required information on the following six (6) charts.

Chart No. 1

Correctly label the three general target areas of the human body, as given in the Defensive Tactics Manual.

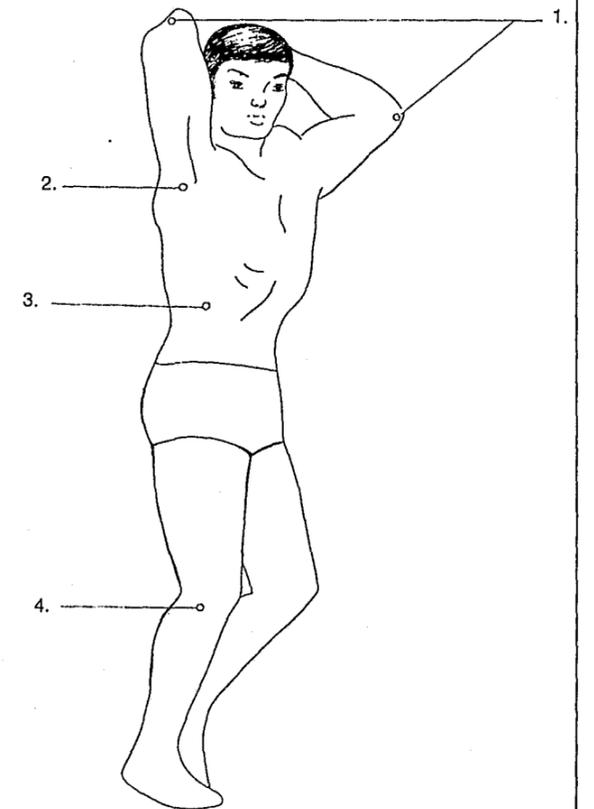


1. _____
2. _____
3. _____

Number correct _____

Chart No. 2

Correctly label the numbered areas as given in the Defensive Tactics Manual.

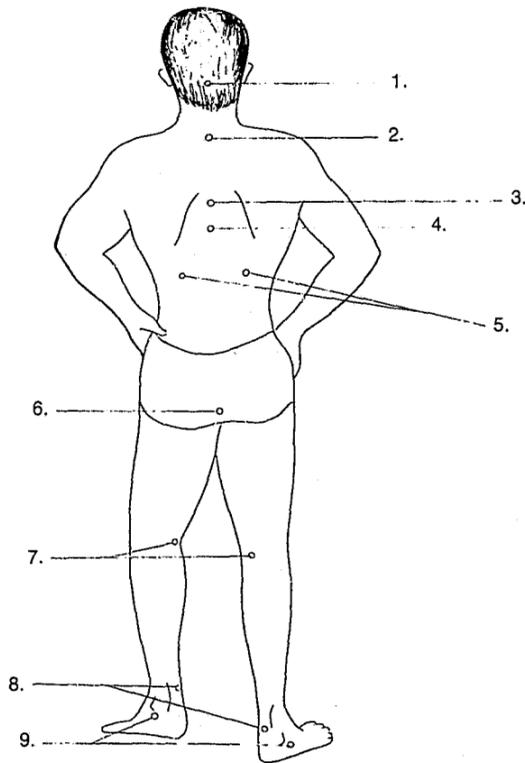


1. _____
2. _____
3. _____
4. _____

Number correct _____

Chart No. 3

Correctly label the numbered areas as given in the Defensive Tactics Manual.

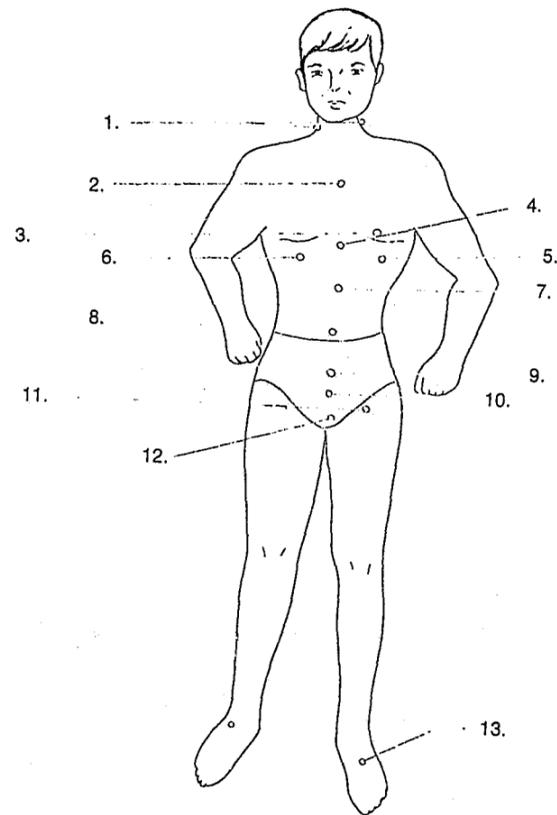


1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Number correct _____

Chart No. 4

Correctly label the numbered areas as given in the Defensive Tactics Manual.

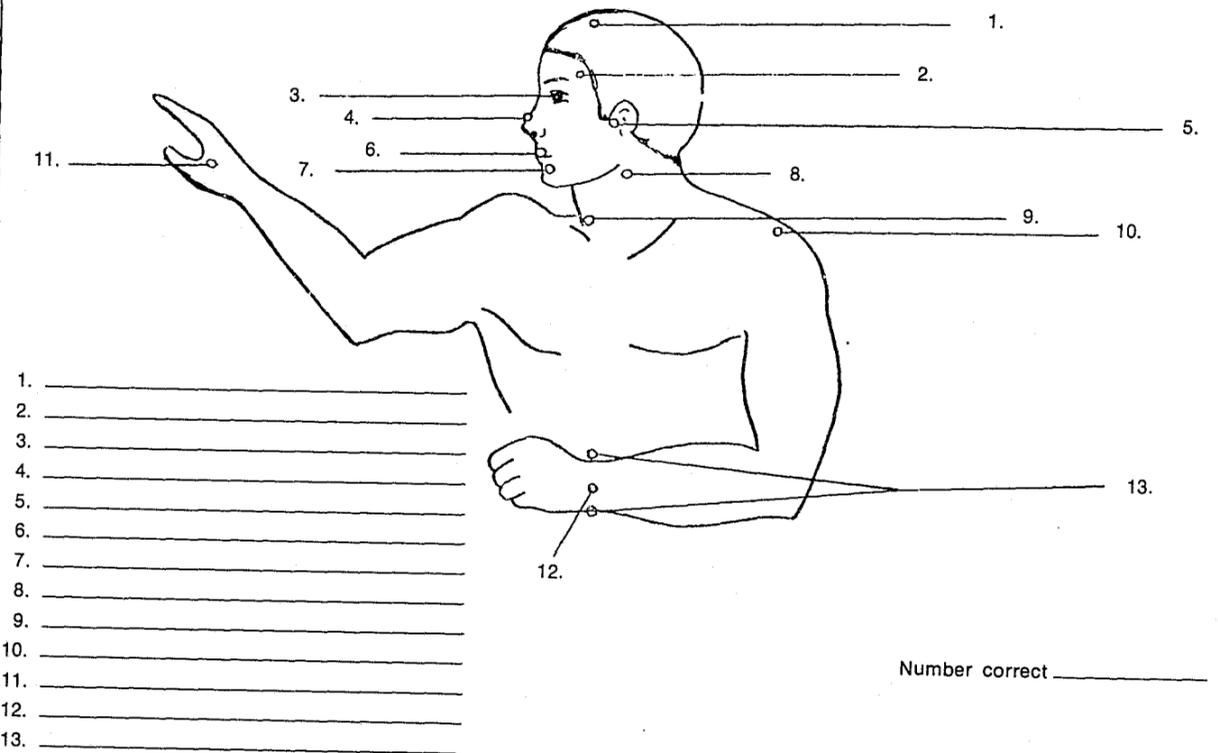


1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

Number correct _____

Chart No. 5

Correctly label the numbered areas as given in the Defensive Tactics Manual.

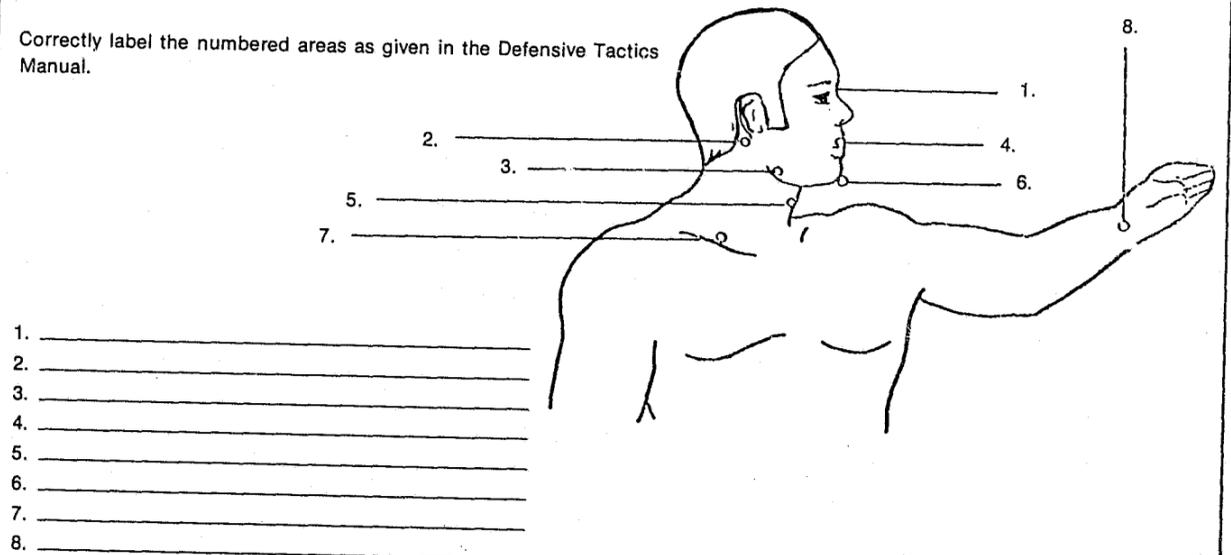


1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

Number correct _____

Chart No. 6

Correctly label the numbered areas as given in the Defensive Tactics Manual.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Number correct _____

School code: _____ Dates school conducted: _____ To _____

Student: _____
Last First Middle

Department/Agency: _____

Student grade: Pass Fail Numerical score _____

Comments: _____

Instructor _____ Date _____

Coordinator _____ Date _____

Student's Name _____
Last First Initial

MLEOTC
 ADVANCED POLICE TRAINING
DEFENSIVE TACTICS PROGRAM
 STUDENT EXAMINATION

PART III — PERFORMANCE EVALUATION
 TO BE FILLED IN BY THE INSTRUCTOR

INSTRUCTIONS: In this, the third and final portion of the examination, the student will be required to demonstrate that he or she knows, and can apply in practical exercise, the techniques he or she has been taught.

Procedure

1. This portion of the exam will take place in the afternoon of the last day of class.
2. Students will wear their departmental uniform for this testing.
3. Students will be paired up as closely as possible according to height and weight.
4. Two at a time, the students will demonstrate five (5) techniques of their own choice from each side of the body, for a total of ten (10) techniques. All techniques must include a block *and* at least one counter.
5. During the testing, the two students will face each other. When both are ready, one will throw a kick or punch at the other, who will block and counter.
 They will then reverse, with the student who attacked now blocking and countering and vice versa.
 This will continue until each has demonstrated five (5) techniques.
6. The students will then be divided into groups of five (5), at which time they will be required to defend themselves against simultaneous attacks by the other four (4) members of their group.
 The instructor(s) and/or judge(s), at their option, may state the type of group attack situations they want the students to defend against.
7. Scoring will be by the instructor(s) and/or judge(s) who will assign a numerical score of from 1 to 10 for each student's *overall* performance of the five (5) techniques.
 Where there is more than one person scoring the student, the score will be the *average* of the combined scores.
8. This final score will be multiplied by 10 to arrive at the percentage value. As in the first two parts of the examination, the student must attain a minimum of 70% to pass.

Example

Instructor's scores 8, 8.5, 9 (3 Instructors/Judges).

Total			25.5 points
divided by 3	=		8.5 points
times 10	=		85%

School Code: _____ Dates school conducted: _____ to _____

Student: _____
Last First Middle

Department/Agency: _____

Judge's Score(s)

Judge(s)

	1	2	3	4	5	6
Score(s)						

Total score

Average score

Average score times ten (10)

Student Grade: Pass Fail Numerical score _____

Comments: _____

Instructor _____ Date _____

Coordinator _____ Date _____

MLEOTC
 ADVANCED POLICE TRAINING
DEFENSIVE TACTICS PROGRAM
ANSWER SHEET

(Instructors, please maintain the integrity of this sheet)

Part I: Physical Conditioning

No answer sheet is required for this portion of the exam.

Part II: Written Examination

A. Name the five (5) key elements in the development of physical power.

1. Reaction Force
2. Concentration of Force
3. Equilibrium/Balance
4. Breath Control
5. Speed

B. Name three (3) types of blocks.

1. High Block
2. Down/Low Block
3. Side Block

* Not limited to these three.

C. Name five (5) hand techniques.

1. Punch
2. Knife Hand
3. Ridge Hand
4. Spear Hand
5. Palm Heel

* Not limited to these five.

D. Name the five (5) principal divisions of the human body.

1. Head
2. Neck
3. Chest
4. Abdomen
5. The four (4) extremities

E. Name three (3) types of kicks.

1. Front Kick
2. Side Kick
3. Crescent Kick

* Not limited to these three.

F. Name three (3) foot or leg techniques.

1. Foot Sweep
2. Round House Kick
3. Knee to Groin

* Not limited to these three.

G. See the following six (6) charts.

Chart No. 1

The three general target areas of the human body.

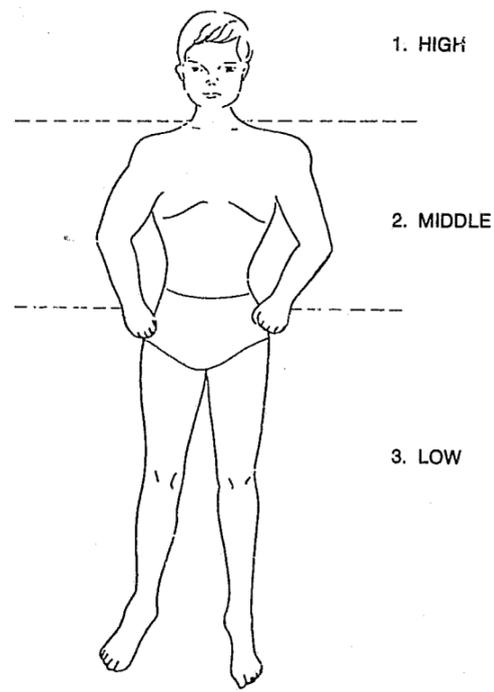
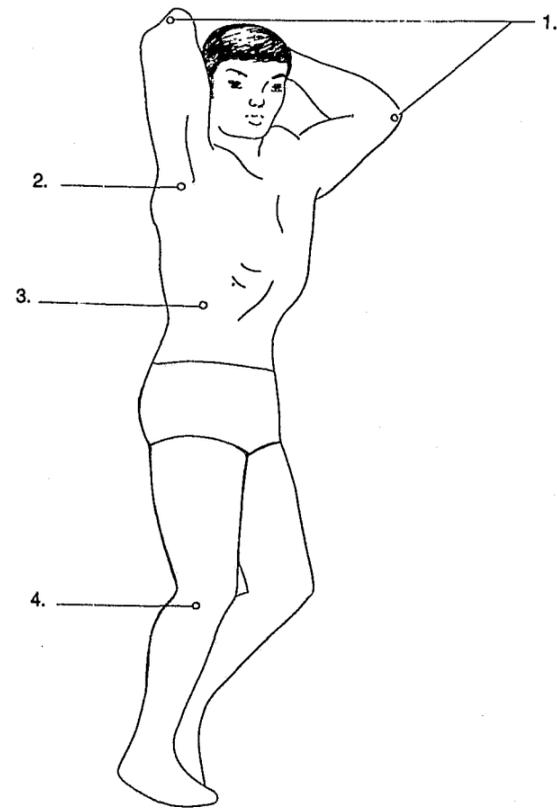


Chart No. 2

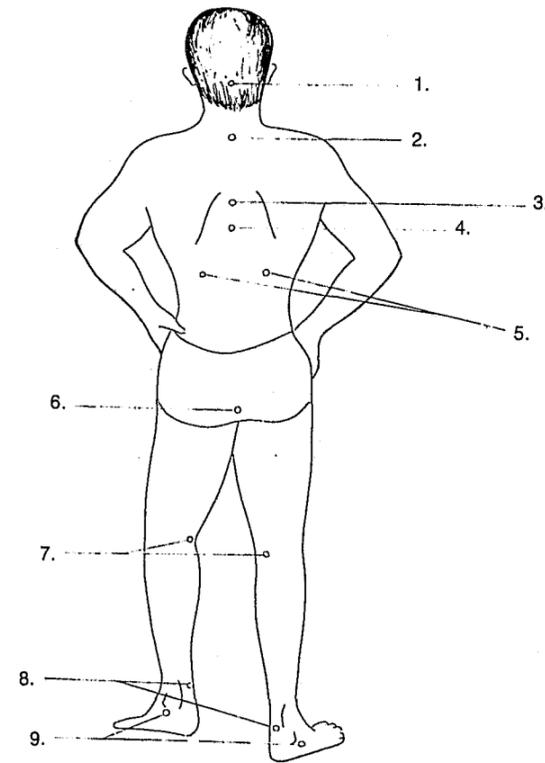
Target/Vital Areas.



- 1. Elbow joint
- 2. Armpit
- 3. Floating ribs
- 4. Knee joint

Chart No. 3

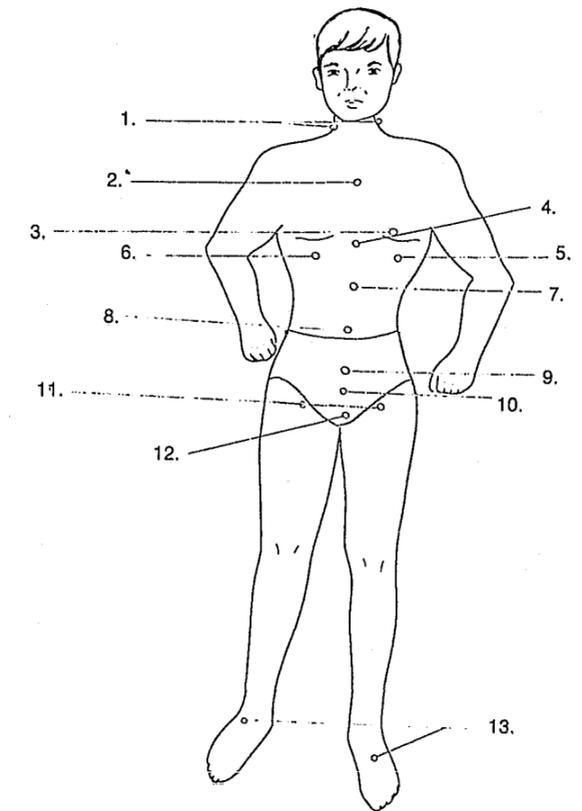
Target/Vital Areas



- 1. Back of head
- 2. Back of neck
- 3. Upper back
- 4. Small of back
- 5. Kidneys
- 6. Tail Bone
- 7. Back of knees
- 8. Achilles tendon
- 9. Ankle joint

Chart No. 4

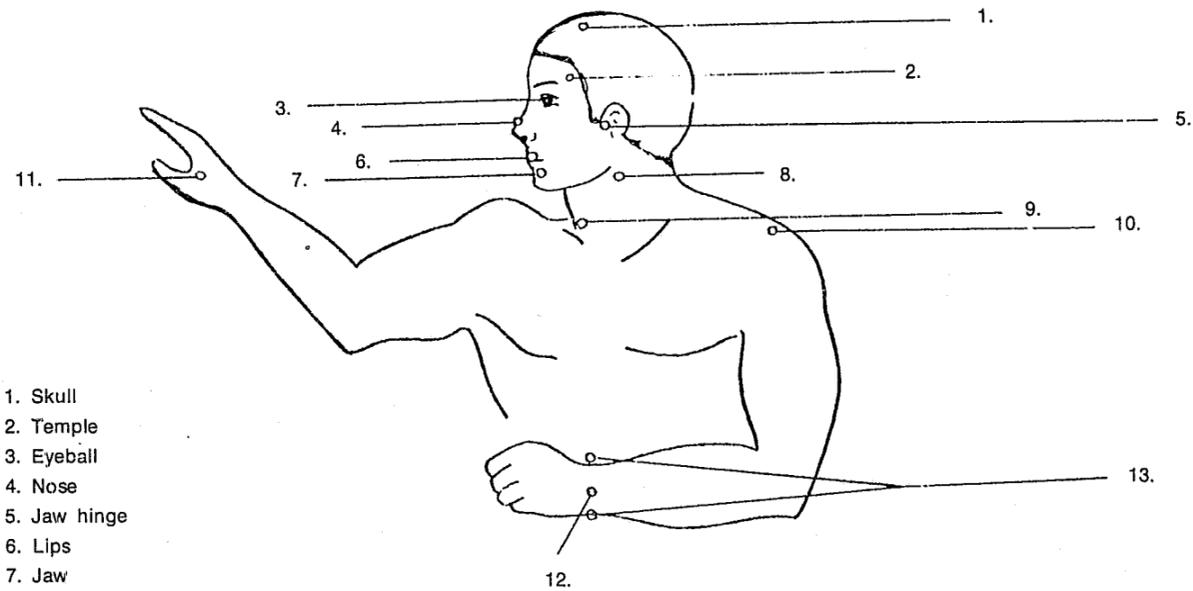
Target/Vital Areas.



- 1. Neck artery
- 2. Sternum
- 3. Heart
- 4. Solar plexus
- 5. Spleen
- 6. Liver
- 7. Stomach or abdomen
- 8. Belly Button
- 9. Lower abdomen
- 10. Pubic region
- 11. Groin
- 12. Scrotum
- 13. Instep

Chart No. 5

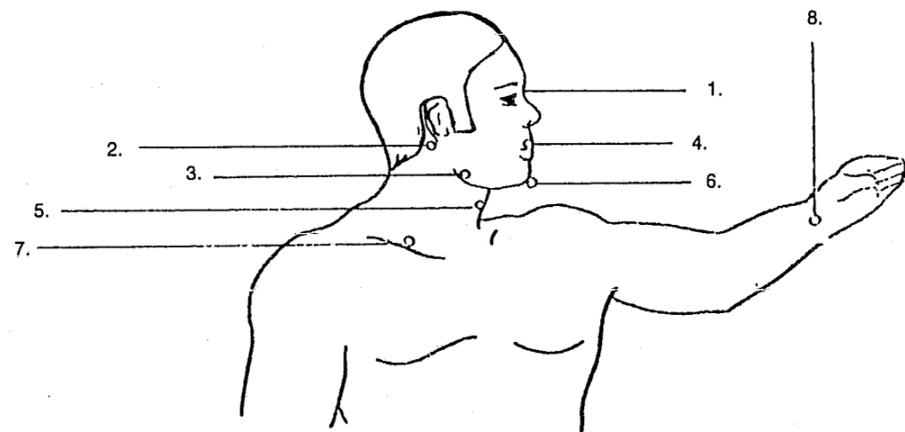
Target/Vital Areas.



- 1. Skull
- 2. Temple
- 3. Eyeball
- 4. Nose
- 5. Jaw hinge
- 6. Lips
- 7. Jaw
- 8. Upper neck
- 9. Windpipe
- 10. Shoulder joint
- 11. Ball of thumb
- 12. Back wrist artery
- 13. Wrist joint

Chart No. 6

Target/Vital Areas.



- 1. Bridge of nose
- 2. Neck artery
- 3. Side of jaw
- 4. Area between upper lip and base of nose
- 5. Adam's apple
- 6. Point of chin
- 7. Collar bone
- 8. Underwrist artery

Part III: Performance Evaluation

No answer sheet is required for this portion of the exam.

MLEOTC
 ADVANCED POLICE TRAINING
DEFENSIVE TACTICS PROGRAM

STUDENT EXAM RECORD
 (To be filled in by the instructor)

School Code: _____ Dates School Conducted: _____ to _____

(ENTER THE NUMERICAL SCORE IN THE APPROPRIATE PASS OR FAIL COLUMN)

	Student Name			Part I		Part II		Part III		Final Grade	
	Last	First	Initial	Pass	Fail	Pass	Fail	Pass	Fail	Pass	Fail
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											

Instructor _____ Date _____

Coordinator _____ Date _____

FRANK KELLEY
Attorney General

WILLIAM G. MILLIKEN
Governor

GEORGE L. HALVERSON
Director of State Police

State of Michigan
DEPARTMENT OF STATE POLICE
MICHIGAN LAW ENFORCEMENT OFFICERS
TRAINING COUNCIL

Hereby awards the

Defensive Tactics
Advanced Police Officer Certificate

to

for having successfully completed the Defensive Tactics Program
developed and certified by the Council

on

Walter G. ...
Council Chairman

Beale ...
Council Executive Secretary

MLEOTC
ADVANCED POLICE TRAINING
DEFENSIVE TACTICS PROGRAM
SPECIAL ISSUES SHEET

Instructions: During the course of this program, questions and/or issues may be raised that are not covered in the manual or instructor guide.

We request that you identify these questions and/or issues in the space provided below, along with your responses to them and return this form to the Council. (One item per sheet).

We will then research these issues, formulate a response, and send "Supplements" for each to all instructors, so that in future programs there will be a uniformity of instruction for these areas.

Topic raised: _____

Response given: _____

Send to:
R.L. Walters
Curriculum Section
MLEOTC
7426 N. Canal Road
Lansing, Michigan 48913

MLEOTC
ADVANCED POLICE TRAINING
DEFENSIVE TACTICS PROGRAM
CLASS SCHEDULE

MONDAY

* 8:00 — 9:00	Orientation and registration	60 minutes
9:00 — 9:15	Break	15 minutes
* 9:15 — 10:15	— Deadly force — Theory and philosophy — Vital areas	60 minutes
10:15 — 10:30	Break	15 minutes
* 10:30 — 11:30	Attacking and blocking tools	60 minutes
11:30 — 12:30	Lunch	60 minutes
† 12:30 — 12:45	Dress for gym	15 minutes
† 12:45 — 1:00	Free time for individual warm-up	15 minutes
† 1:00 — 2:00	Basic techniques	60 minutes
2:00 — 2:15	Break	15 minutes
† 2:15 — 3:15	Basic techniques	60 minutes
3:15 — 3:30	Break	15 minutes
† 3:30 — 4:30	Basic techniques	60 minutes
4:30 — 4:45	Review	15 minutes
† 4:45 — 5:00	Shower and dress	15 minutes

NOTE: INSTRUCTORS SHOULD BEGIN EVALUATING STUDENTS FOR THE PART-ONE PHYSICAL PERFORMANCE PORTION OF THE EXAMINATION.

TUESDAY

† 8:00 — 8:15	Dress for gym	15 minutes
† 8:15 — 8:30	Free time for individual warm-up	15 minutes
† 8:30 — 10:00	Basic techniques	90 minutes
10:00 — 10:15	Break	15 minutes
† 10:15 — 11:15	One-step fighting (pre-arranged)	60 minutes
† 11:15 — 11:30	Dress for lunch	15 minutes
11:30 — 12:30	Lunch	60 minutes
† 12:30 — 12:45	Dress for gym	15 minutes
† 12:45 — 1:00	Free time for individual warm-up	15 minutes
† 1:00 — 1:30	Warm-up exercises	30 minutes
† 1:30 — 2:00	One-step fighting (pre-arranged)	30 minutes
2:00 — 2:15	Break	15 minutes
† 2:15 — 3:15	— One-step fighting (pre-arranged) — Foot-sweeps	60 minutes
3:15 — 3:30	Break	15 minutes
† 3:30 — 4:00	Foot-sweeps	30 minutes
† 4:00 — 4:45	Notebook review	45 minutes
† 4:45 — 5:00	Shower and dress	15 minutes

NOTE: INSTRUCTORS SHOULD CONTINUE EVALUATING STUDENTS FOR THE PART-ONE PHYSICAL PERFORMANCE PORTION OF THE EXAMINATION.

* Classroom activity
† Gym activity

WEDNESDAY

† 8:00 — 8:15	Dress for gym	15 minutes
† 8:15 — 8:30	Free time for individual warm-up	15 minutes
† 8:30 — 10:00	— Warm-up exercises — Gym review	90 minutes
10:00 — 10:15	Break	15 minutes
† 10:15 — 11:15	Demonstrate techniques on bag	60 minutes
† 11:15 — 11:30	Dress for lunch	15 minutes
11:30 — 12:30	Lunch	60 minutes
† 12:30 — 12:45	Dress for gym	15 minutes
† 12:45 — 1:00	Free time for individual warm-up	15 minutes
† 1:00 — 2:00	— Warm-up exercises — One-step fighting (pre-arranged)	60 minutes
2:00 — 2:15	Break	15 minutes
† 2:15 — 3:15	Two-step fighting (pre-arranged)	60 minutes
3:15 — 3:30	Break	15 minutes
† 3:30 — 4:45	Circle fighting (5 on 1)	75 minutes
† 4:45 — 5:00	Shower and dress	15 minutes

NOTE: INSTRUCTORS SHOULD CONTINUE EVALUATING STUDENTS FOR THE PART-ONE PHYSICAL PERFORMANCE PORTION OF THE EXAMINATION.

THURSDAY

† 8:00 — 8:15	Dress for gym	15 minutes
† 8:15 — 8:30	Free time for individual warm-up	15 minutes
† 8:30 — 10:00	— Warm-up exercises — Class review — Demonstrate techniques on bag	90 minutes
10:00 — 10:15	Break	15 minutes
† 10:15 — 11:15	— Two-step fighting (pre-arranged) — Three-step fighting (pre-arranged)	60 minutes
† 11:15 — 11:30	Dress for lunch	15 minutes
11:30 — 12:30	Lunch	60 minutes
† 12:30 — 12:45	Dress for gym	15 minutes
† 12:45 — 1:00	Free time for individual warm-up	15 minutes
† 1:00 — 2:00	Three-step fighting (pre-arranged)	60 minutes
2:00 — 2:15	Break	15 minutes
† 2:15 — 3:15	Baton techniques	60 minutes
3:15 — 3:30	Break	15 minutes
† 3:30 — 4:45	Baton techniques	75 minutes
† 4:45 — 5:00	Shower and dress	15 minutes

NOTE: INSTRUCTORS SHOULD FINISH EVALUATING STUDENTS FOR THE PART-ONE PHYSICAL PERFORMANCE PORTION OF THE EXAMINATION.

* Classroom activity
† Gym activity

FRIDAY

* 8:00 — 9:00	Review of class material.....	60 minutes
9:00 — 9:15	Break	15 minutes
* 9:15 — 10:15	TEST: Written	60 minutes
10:15 — 10:30	Break	15 minutes
† 10:30 — 11:30	Review of gym techniques.....	60 minutes
11:30 — 12:30	Lunch	60 minutes
* 12:30 — 1:30	Question and answer period.....	60 minutes
1:30 — 1:45	Break	15 minutes
* 1:45 — 5:00	TEST: Performance.....	195 minutes

* Classroom activity

† Gym activity

NOTE: PART TWO OF THE EXAMINATION: THE WRITTEN TEST, IS GIVEN IN THE MORNING.

PART THREE OF THE EXAMINATION: THE PERFORMANCE TEST, IS GIVEN IN THE AFTERNOON.

MLEOTC
 ADVANCED POLICE TRAINING
DEFENSIVE TACTICS PROGRAM
CLASS OUTLINE
 A
 SUPPLEMENT
 TO THE
 CLASS SCHEDULE

MONDAY

- 8:00 — 9:00 Introduce all those who will be involved in conducting the program.
Explain what will be covered during the coming week.
Have the students fill out any and all required forms; samples of all MLEOTC forms can be found in the appendix of the instructor guide.
- 9:00 — 9:15 BREAK
- 9:15 — 10:15 Cover the use of deadly force and restrictions on its applications; relate this to hand-to-hand combat situations. Refer to the deadly force statement in the student manual and the instructor guide:
Discuss the theory and philosophy behind this course, the techniques shown, and the method of instruction utilized. Refer to the theory and philosophy section of the student manual.
Cover the vital areas of the human body, its structural weaknesses, and nerve and pressure points. Refer to the anatomy charts in the student manual.
- 10:15 — 10:30 BREAK
- 10:30 — 11:30 Cover in detail the various parts of the body that can be used as attacking and blocking tools. Refer to the portion of the student manual that deals with attacking and blocking tools.
- 11:30 — 12:30 LUNCH
- 12:30 — 12:45 Students should dress for gym activity at this time.
- 12:45 — 1:00 Free time for individual warm-up. Students may run laps, stretch out, play basketball, etc., during this period.
- 1:00 — 2:00 This part of the program combines the warm-up exercises with an introduction to the basic techniques the students will be expected to learn. Refer to the exercise program portion of the student manual for the warm-up exercises to be utilized.
- 2:00 — 2:15 BREAK
- 2:15 — 3:15 This part of the program continues the introduction to, and practice of, the basic techniques the students will be expected to learn, i.e., stances, blocks, kicks, punches, and strikes. Refer to the exercise program portion of the student manual.
- 3:15 — 3:30 BREAK
- 3:30 — 4:30 This part of the program — the introduction to, and practice of, the basic techniques the students will be expected to learn, i.e., stances, blocks, kicks, punches, and strikes, concludes for today. Refer to the exercise program portion of the student manual.
- 4:30 — 4:45 Review briefly what has been covered in class and in the gym. This is primarily intended as a period to respond to any student questions regarding the first day's activities.
- 4:45 — 5:00 Class is officially over at this time. Students may shower, dress, and leave.

TUESDAY

- 8:00 — 8:15 Students should dress for gym activity at this time.
- 8:15 — 8:30 Free-time for individual warm-up. Students may run laps, stretch out, play basketball, etc., during this period.
- 8:30 — 10:00 This part of the program consists of the warm-up exercises and a continuation and review of the basic techniques covered yesterday afternoon. Refer to the exercise program portion of the student manual.
- 10:00 — 10:15 BREAK
- 10:15 — 11:15 One-step or pre-arranged fighting. Start out with three or four basic techniques and counters, such as: (1) using a high block followed by two punches; (2) evading and following up with a round kick; and (3) evading and following up with a side kick *and* a round kick. Refer to the photo section of the student manual for a selection of techniques to draw from.
- 11:15 — 11:30 Class is officially over for the morning. Students may shower, dress, and leave for lunch.
- 11:30 — 12:30 LUNCH
- 12:30 — 12:45 Students should dress for gym activity at this time.
- 12:45 — 1:00 Free time for individual warm-up. Students may run laps, stretch out, play basketball, etc., during this period.
- 1:00 — 1:30 Warm-up exercises. Refer to the exercise program portion of the student manual.
- 1:30 — 2:00 Continue one-step or pre-arranged fighting, add to the techniques shown in the morning. Refer to the photo section of the student manual for a selection of techniques to draw from.
- 2:00 — 2:15 BREAK
- 2:15 — 3:15 Continue one-step or pre-arranged fighting with the addition of new techniques, including footsweeps and take-downs. Refer to the photo section of the student manual for a selection of techniques to draw from.
- 3:15 — 3:30 BREAK
- 3:30 — 4:00 Continue working on footsweeps. Refer to the student manual for a selection of techniques to draw from.
- 4:00 — 4:45 Notebook review. Use this time to examine the notes students have made on the material so far presented and to answer any questions students may have.
- 4:45 — 5:00 Class is officially over at this time. Students may shower, dress, and leave.

WEDNESDAY

- 8:00 — 8:15 Students should dress for gym activity at this time.
- 8:15 — 8:30 Free time for individual warm-up. Students may run laps, stretch out, play basketball, etc., during this period.
- 8:30 — 10:00 This portion of the program combines the warm-up exercises with a general review of all material covered in gym to this point. Refer to the exercise program portion and the photo section of the student manual.
- 10:00 — 10:15 BREAK
- 10:15 — 11:15 Form the students into lines of equal length behind each striking bag. One at a time, have them demonstrate a punch, strike, or kick, etc., on the bag and then go to the end of the line. Repeat this sequence until everyone has had the opportunity to work several techniques with *both* sides of their body. Stress balance, speed, coordination, and power in the correct delivery of these techniques.
- 11:15 — 11:30 Class is officially over for the morning. Students may shower, dress, and leave for lunch.
- 11:30 — 12:30 LUNCH
- 12:30 — 12:45 Students should dress for gym activity at this time.
- 12:45 — 1:00 Free time for individual warm-up. Students may run laps, stretch out, play basketball, etc., during this period.
- 1:00 — 2:00 This portion of the program combines the warm-up exercises with one-step or pre-arranged fighting. Refer to the exercise program portion of the student manual and, if necessary, the photo section.
- 2:00 — 2:15 BREAK
- 2:15 — 3:15 Two-step or pre-arranged fighting. Refer to the photo section of the student manual for a selection of techniques to draw from.
- 3:15 — 3:30 BREAK
- 3:30 — 4:45 Circle fighting or five-on-one situations. Divide the class into groups of six, then form the groups into circles with one student in the center of each circle. The individual in the center must defend against attacks from the five forming the circle. Each individual of each group must take the center position twice.
- 4:45 — 5:00 Class is officially over at this time. Students may shower, dress, and leave.

THURSDAY

- 8:00 — 8:15 Students should dress for gym activity at this time.
- 8:15 — 8:30 Free time for individual warm-up. Students may run laps, stretch out, play basketball, etc., during this period.
- 8:30 — 10:00 Conduct warm-up exercises. Refer to the exercise program portion of the student manual. Review gym techniques and material that has been presented to date and answer any questions the students may have.
- As yesterday morning, form the students into lines of equal length behind the striking bags and, one at a time, have them demonstrate a punch, strike, kick, etc., on the bag and then go to the end of the line. Repeat this sequence until everyone has had the opportunity to work several techniques with both sides of the body. Stress balance, speed, coordination, and power in the correct delivery of these techniques.
- 10:00 — 10:15 BREAK
- 10:15 — 11:15 Two-step and three-step or pre-arranged fighting. Refer to the photo section of the student manual for a selection of techniques to draw from.
- 11:15 — 11:30 Class is officially over for the morning. Students may shower, dress, and leave for lunch.
- 11:30 — 12:30 LUNCH
- 12:30 — 12:45 Students should dress for gym activity at this time.
- 12:45 — 1:00 Free time for individual warm-up. Students may run laps, stretch out, play basketball, etc., during this period.
- 1:00 — 2:00 Continue with three-step or pre-arranged fighting. Refer to photo section of the student manual for a selection of techniques to draw from.
- 2:00 — 2:15 BREAK
- 2:15 — 3:15 This portion of the program is devoted to baton techniques. All students should have been instructed to have a baton available for today. Refer to the photo section of the manual for a selection of techniques to draw from.
- 3:15 — 3:30 BREAK
- 3:30 — 4:45 Continue instruction in baton techniques. As an option, you may wish to have the students demonstrate techniques on the striking bags. Refer to the photo section of the student manual for a selection of techniques to draw from.
- 4:45 — 5:00 Class is officially over at this time. Students may shower, dress, and leave.

FRIDAY

- 8:00 — 9:00 Review all of the material that was presented in the classroom; particularly the anatomy charts. Answer any questions the students may have.
- 9:00 — 9:15 BREAK
- 9:15 — 10:15 Administer part two of the three-part examination for this course. Part two is a written exam and deals with theory and philosophy, attacking and blocking tools, and the anatomy charts. This is a closed book examination; no notes or other assistance is allowed.
- 10:15 — 10:30 BREAK
- 10:30 — 11:30 Review the techniques that have been presented during the gym portion of the program and answer any questions the students may have. Remind them that the student manual is a good review source.
- 11:30 — 12:30 LUNCH
- 12:30 — 1:30 Question and answer period for a final review before the part three performance test.
- 1:30 — 1:45 BREAK
- 1:45 — 4:15 Administer part three of the three-part examination for this course. Part three is a performance test in which the student, during one, two, and three-step or pre-arranged fighting, demonstrates five techniques from each side of the body *and* demonstrates his or her proficiency against a group of opponents in a three, four, or five-on-one situation. Students must be in full uniform dress for the testing.
- NOTE: In this three, four, or five-on-one situation, the judges will place the student in the situation they want him or her and, at a given signal the student will attempt to neutralize their opponents.**
- 4:15 — 4:45 This portion of the program is devoted to a general summary and any type of graduation ceremony (if desired), in addition to closing or concluding remarks by the instructor, academy coordinator, etc.
- 4:45 — 5:00 All students should pitch in at this time to police the area. When the clean-up has been finished, the class is officially over and the students may leave.

SUPPLEMENTS

This section is for supplements to the Instructor Guidelines, based on material generated from the Special Issues Sheets.