



**MISSOURI DEPARTMENT OF CORRECTIONS
TRAINING ACADEMY
LESSON PLAN**

COURSE TITLE:	Institutional Basic Training
CLASS TITLE:	Restraints
MODULE TITLE:	Restraints

PROGRAM OVERVIEW

This training module will provide participants with a basic knowledge of the use of restraints in a correctional environment. Staff will examine the use of force issues that surround the use of restraints and practice the application of restraints as outlined by the agency.

PARAMETERS

Date: July 2006

Credit Hours: 4

Target Audience: New Institutional Staff

Number of Participants: 24

Required Training Space: Large Classroom

PERFORMANCE OBJECTIVES	EVALUATION TECHNIQUE
<p><i>At the conclusion of this lesson, participants will:</i></p> <ol style="list-style-type: none">Given MDOC restraints, demonstrate application techniques, according to agency guidelinesGiven a restraint situation, employ relative positioning techniques as outlined by the instructor	<p><i>Evaluation techniques utilized by the trainer(s) to determine if the performance objectives have been met.</i></p> <ol style="list-style-type: none">Trainer observationsParticipant's feedbackWritten Test

INSTRUCTIONAL STRATEGIES

Lecture, Case study, demonstration

REFERENCE(S)

The following books and / or materials were used as a basis for this lesson plan. The instructor should be familiar with the material in these reference documents to effectively present this module.

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1. IS20-2.3 Mechanical Restraints

4. IS20-4.2 Offender Transportation

2. IS20-2.4 Security Equipment

5.

3. IS20-3.1 Use of Force guidelines

6.

Prerequisite Training/Certification: Basic Use of Force

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Curriculum Content Approved by:

Date Approved

Curriculum Design Approved by:

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Design Notes:

Original Date: September 1998

Patrick McArthur

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Fred Cain

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Randy Badgett – New content on stacking.

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ANTICIPATORY SET

First and foremost, remember that any handcuffing or restraining device is **temporary**. Permanent control, from your standpoint, does not begin until a cell door is shut behind the offender.

Ask Participants: What kinds of incidents would it be necessary or mandatory to put restraints on an offender?

Possible Responses: Offenders fighting, to prevent them from harming themselves or another offender, taking the offender on a court trip or hospital trip, taking an offender from the Administrative Segregation unit to the Institutional hospital or to the Investigators office.

Ask Participants: What concerns or considerations should you have when applying restraints?

Possible Responses: Use of force, location of application, situation, etc.

There are many things to consider when applying restraints and from your responses, I get the feeling that some of the offenders will be willing to be handcuffed but some won't. Using this statement as a guide, you can divide offenders who are being restrained into three categories:

- **Yes People**
- **Maybe People, and**
- **No People.**

Ask Participants: What in your words would be a "Yes Person"?

Possible Responses: They are cooperative. You can get them to do what you want by words alone. They can be handcuffed in a voluntary free-standing position.

Ask Participants: What in your words would be a "Maybe Person"?

Possible Responses: They are undecided. They may comply because they're not sure whether you have the upper hand, but they're likely to be "passively uncooperative," slow to respond to commands, looking for an escape route, asking you to repeat your instructions, and may tentatively pull away.



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Ask Participants: What in your words would be a “No Person”?

Possible Responses: They are actively uncooperative. They may run, repeatedly jerk away when you try to control them, or they may attempt to assault you.

The majority of offenders that you deal with will be cooperative and have no intention or desire to harm you. However, because we do have some “no people” in our agency, we need to always be on the alert for situations that may pose a danger. While this program is focused on restraints, it doesn’t mean that you shouldn’t consider what you’ve learned in the other training modules. All of these programs tie together and it’s important that you keep them in mind as you move through the training process.

Restraints are a common tool that we use on a daily basis and the majority of the time they are used without incident. However, there are some foundational rules that you need to follow for use of restraints to be effective. In this module we’ll examine these rules, using the following performance objectives as a guide:

1. Given MDOC restraints, demonstrate application techniques, according to agency guidelines.
2. Given a restraint situation, employ relative positioning techniques as outlined by the instructor.

INSTRUCTIONAL INPUT

Knowing when to apply restraints is as important as knowing how to apply them. As mentioned a moment ago, there are situations that warrant the use of restraints and during those times **any employee may use available handcuffs, waist chains, leg irons or plastic strips without prior approval on any offender who must be immediately restrained or subdued because of that offenders’ violent behavior.** However, policy is very clear about using restraints in a manner that is inappropriate and **under no circumstances shall mechanical restraints be used as:**

- **A method of punishment;**
- **To cause undue physical discomfort;**
- **To inflict severe physical pain; or**
- **To restrict blood circulation or breathing.**



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Remember that if you intentionally use restraints in these ways not only are you violating policy but you are also violating the law and the agency will hold you accountable for your actions.

This training program and other classes that you will receive from the Academy will stress the importance of professionalism, searches, following policy and procedure and the proper application of restraints. While these are all important, something that is sometimes overlooked is the use of communication as a factor to the application of restraints.

Ask Participants: Why do you think it is necessary to give simple, clear verbal instructions to the offender, or may even be necessary to repeat the instructions to the offender that is about to be handcuffed?

Possible Responses: It lets the offender know exactly what you want him to do. It shows that you are not going to get impatient. Someone who is under the influence of drugs or alcohol or a person whose first language is not English, may take awhile to comprehend what you want.

Some of the instructions that you will be giving the offender are actually tactical techniques for your safety. Orders like; "Place your hands behind your back." "Lean forward at the waist." "Look to your (left/right) away from me," will provide you with tactical advantages and can significantly reduce the offender's threat potential to you. It makes you less vulnerable to his/her attack and more capable to control his/her actions.

There are all kinds of tactical advantages a staff member should use for his/her safety, even what may be considered a small thing. An example of this would be when you initially take control of an offender. Ideally, you would want to take control of the offender's strong side first but how can you tell which side is their strong side? A small tactic for making yourself aware of the offender's strong side would be to see if he/she is wearing a wristwatch because in most cases his/her strong side will be opposite his/her watch side. This is a simple tactic that you can use to create a tactical advantage and as we explore this module we will note tactical advantages and disadvantages. However, we need to start with the basics of restraints.

There are a couple of different ways to apply restraints to an offender and you need to not only know what they are but also how to apply them. However, before we jump into the application of restraints we need to discuss what restraints are and how to take care of them.



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Restraining Devices

Note to Trainer:

Introduce the types of restraining devices, showing them to the class and explaining that you'll go into them in detail as the class proceeds.

Types of restraining devices:

- Handcuffs
- Waist Chain
- Ankle Cuffs (leg Irons)
- Restraint Chair
- Disposable Plastic Strips (Flex cuffs)
- Leather Restraint
- Handcuff Retainer
- Handcuff cover (Black box)
- Spit Net
- Security Bench
- Leg Brace restraint
- Crutch Restraint

Use of Restraints

Inspection Procedures

Before you use a restraint, you must ensure that it works properly. You do not want to find yourself in a situation where you are trying to restrain an offender with a pair of broken handcuffs. You must inspect the restraints, both visually and operationally and know what to do if you find a restraint that is not working properly.

Perform an operational check of the restraint. For the handcuffs, this is done by locking and unlocking them - while performing this check you also want to look for the following:

- Damage
- Missing parts
- Cleanliness
- Tears (soft restraints)
- Proper assembly
- Proper assembly of buckles and snaps (soft restraints)

Handcuff inspections/maintenance should be conducted often and while this should be done by an assigned security officer or locksmith, you can't always depend on others to do it for you. You are the one that the restraint will fail on so it is in your best interest to make sure they work properly. The most common mechanical failures with handcuffs usually result from one of three situations.

1. First, an officer may experience difficulty in unlocking handcuffs with his key. The key could possibly have been damaged while removing the handcuffs from a prior time or even a defect from the factory. The



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officer should try another key before assuming that the handcuffs are broken.

2. The second problem might be that the single bar on the cuffs may not want to rotate smoothly through the ratchets. They could just need to be cleaned and oiled or it may be that this particular brand just isn't as smooth as others.
3. The third problem that you could encounter is that the double bars have been slightly forced together which prevents the single bar from rotating smoothly between them. When inspecting the handcuffs check to see that they move freely and if the single bar stops or will not swing freely, check the double bar for damage. One quick way to correct this is to use the single bar of the opposite cuff to gently pry the double bars open slightly at the point of friction.

Now that you have inspected them and know they work, you're ready to use them. The restraint situation that you face will dictate the application method that you'll be using. Let's start with the basic and work from there.

Now that you have inspected them and know they work, you're ready to use them. The restraint situation that you face will dictate the application method that you'll be using. Let's start with the basics and work from there.

The first thing you want to do is search the offender. While I'm not going to go into searching (that's another class) I am going to make a very important point and I can't stress this enough. **EVERY TIME YOU PLACE RESTRAINTS ON AN OFFENDER YOU NEED TO SEARCH THEM.** Normally an offender who is going on an outcount will undergo an unclothed search but at the very least they should be frisk searched. Again, they should be searched every time they are placed in restraints. It **doesn't matter if they were searched by someone else** 5-minutes before, you still need to search them. It **doesn't matter if the offender complains.** It isn't an insult to the quality of the search that was performed by another staff member, **searching them is for your protection**, plain and simple. **You are the one transporting the offender. You are the one they may escape from. You are the one that could be killed. Search the offender.**

Now, on to the application of restraints. In this case full restraints may occur within the facility to move an offender from one area to another or to aid in controlling an offender who is violent. Restraints may also be used during the transportation of an offender while they are on an outcount. Based on the situation, the use of the restraints may vary.

Note to Trainer:

Ask for student volunteer to act as offender as you model the technique for applying restraints.



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Procedure to Apply Full Restraints without Restraint Cover

First we are going to look at the application of full restraints for offenders who are being moved within the facility.

Step 1. Explain the Need for Restraints

First tell the offender what you are going to do such as; "You have an appointment with medical and I need to escort you there. To do this I am required to place you into restraints for the escort. Please follow my directions and it will help speed this process up so we can get you out of these restraints as soon as possible."

Step 2. Waist Chain

After you have told the offender what is going to occur, you need to begin applying restraints starting with the waist chain. The waist chain should be used in conjunction with handcuffs, if the waist chain does not have wrist restraints. Before we discuss the differences between these two chains, I want to point out the ends of the chains.

As you can see one end of the chain has a standard sized link or a clip and the other end of the chain has an enlarged (often rectangular) link that will enable you to thread the smaller loop through it. This will allow you to adjust the size of the chain around the offender's waist and also allow you to secure it in place with a padlock.

While the chain itself is virtually the same, some waist chains have wrist-restraints attached to them rather than requiring the use of separate handcuffs. These are also called a Crutch Restraint.

Note to Trainer:

Ask for second student volunteer to act as offender as you model the technique for applying a waist chain that has wrist restraints attached to them.

Waist chains that have wrist restraints attached to them (Crutch restraint):

Waist chain should be placed through available belt loops and secured in the front with a padlock. If there are no belt loops available, place the chain around the waist of the offender and secure it so that it will not fall down past the offender's waist. This can be adjusted as you feed the small end link through the large end link and secure it in the front with a padlock.



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Wrist restraints will then be applied around each wrist and fastened securely. The handcuff key hole should be pointing up the arm.

Wrist restraints should be deadlocked by depressing the double-locking mechanism, usually located on the edge of the handcuff near the base of the double bar. Before deadlocking the handcuffs check the tightness of the handcuffs on the offender's wrist.

Note to Trainer:

This is done to avoid over-tightening of the handcuffs and or injury to the offender's wrists. Some popular training programs instruct staff to use the "tip of the index and or little finger" **however**, caution should be used as this may or may not be appropriate depending on how big or small **your** fingers are. Here is how this works once the cuffs are applied use the tip of finger (index or little) and you should be able to slip the tip of your finger under the cuffs. Tighten or loosen until the handcuff strap comes in contact with your finger which is between the handcuff and the offender's wrist. This should prevent over-tightening. The staff member will still have to use his/her own judgment as to whether this is tight enough to prevent the offender from escaping out of the handcuffs. **Model this technique.**

Waist chains that do not have wrist restraints attached to them.

If the chain does not have wrist restraints, place the chain around the offender's waist feeding the end loop of the chain through the enlarged loop. Then handcuffs should be placed through the large end loop of the chain.

Note to Trainer:

Advise participants of the dangers of not paying attention to the offender when applying restraints at this point. If the waist chain is taken by the offender it can become a dangerous weapon.

Step 3. Apply Handcuffs

Once you have placed the handcuff through the end loop of the chain you need to apply them to the offender in the following manner:

- The offender should extend his/her hands in front of him/her.
- The handcuffs should be placed around each wrist and fastened securely. The handcuff key hole should be pointing up the arm.

Ask Participants: Why would you want to have the key hole up the arm?

Desired Response: It is less accessible to the offender.

- Before deadlocking the handcuffs check the tightness of the handcuffs on the offender's wrists.



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Note to Trainer:

Again explain about adjusting for the correct tightness and **modeling this technique and then checking for understanding.**

- The next step is to deadlock the restraints. If the restraints are not deadlocked they could be tightened accidentally or intentionally by the offender.

Ask Participants: If the offender accidentally and/or intentionally forced the restraints down tight what problems could come from this?

Possible Answers: The offender could do nerve damage, cut off blood flow, or injure his hands in general. The offender could claim the staff person did it causing liability issues.

- The handcuffs should be deadlocked by depressing the double-locking mechanism, usually located on the edge of the handcuff near the base of the double bar.

The bottom-line is it is your duty (the person who applies the restraints) to insure that the handcuffs are not overly tight and that they are deadlocked. If an offender complains that the handcuffs are too tight you should give prompt attention to his complaints. However, always use good judgment and or seek a supervisor's advice about loosening the cuffs. The offender could have tried to turn his wrist within the cuff and got it pinched or he could be just telling a lie to get you to open the handcuffs. The staff member will then recheck the restraints to ensure they are securely locked so they will not tighten or loosen.

- Once you have the waist chain and handcuffs secured, you need to apply the leg restraints.

Step 4. Leg Restraints (Leg Irons)

Note to Trainer:

Again explain about adjusting for the correct tightness and **modeling this technique and then checking for understanding.**

- The offender should face away from the staff member when standing or the offender should sit in a chair and raise his/her feet off the floor to the level of the chair seat.
- Place leg irons around each ankle double bar in the back and then deadlock. Leg irons should have the key hole pointing down the leg, toward the feet.



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Ask Participants: Why would you want to have the key hole down the leg?

Desired Response: It is less accessible to the offender.

- Recheck restraints to make sure they are not too loose or too tight.

Ask Participants: What if the leg restraints aren't big enough to go around the offender's leg?

Desired Response: You can use chains.

- If chains are used, a single loop should be placed around each ankle securely and a padlock used to secure each loop.
- Approximately one foot of chain should be left between the ankles to permit walking.

This completes the method for securing an offender in full restraints within the facility, but talking to you and letting you see how it's done is different than actually letting you practice the technique but before we do that lets cover some important safety rules and guidelines for this particular training session.

- No horseplay will be tolerated.
- Practice only the technique being taught.
- Jewelry (not worn, watch, bracelets, etc.)
- No equipment on the floor at any time.
- Ask your partner about any pre-existing injuries.
- **DO NOT** strike the wrist of your partner with the handcuff. If done incorrectly this can cause an injury.
- Primary concern in the classroom is **SAFETY**.
- If your partner is applying restraints to you, offer only **Passive Resistance**. Anything else impedes the learning process and could result in an injury.
- Techniques practiced slowly and remember that speed comes with practice.



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Now let's start practicing.

GUIDED PRACTICE

Directions: I am going to break you into groups of three and I want you to assume one of the following roles:

- Offender to be put into restraints.
- Officer to assist – holds restraints and controls offender's movement.
- Officer who applies restraints.

Once in your groups and after I tell you to begin, I want you to practice applying restraints as I've demonstrated. Once you have completed your turn, rotate so that another member of your team can practice. There will be an instructor moving from group to group to make sure that you are applying the restraints correctly. Please don't hesitate to ask them questions. Continue to practice until I stop you and not just because you've done it once.

Note to Trainers:

Remind offenders that they are to be compliant. Have trainer check each student. Make sure restraints are deadlocked and they are not so tight as to restrict blood circulation.

Processing Questions:

Ask Participants: How should the key holes on the handcuffs be positioned and why?

Possible Response: Up the arm because it is more difficult for the offender to reach.

Ask Participants: Leg irons should be applied from what position?

Ask Participants: From the rear with the key holes down, toward the feet.

Now that you've had an opportunity to practice applying restraints for offender movement in the facility, we need to practice applying restraints for offender movement outside the facility. This process is called stacking and it is used throughout the agency for all transports which require restraints.

INSTRUCTIONAL INPUT

This is how the "stacking method" works:



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- Apply the handcuffs so the offender's arms are folded in front of mid-section, palms facing downwards, Left forearm above the Right forearm. The handcuffs should be placed around each wrist single bar facing towards the offender and fastened securely. The handcuff key hole on the left arm should be pointing up the arm and dead locked the key hole on the right arm should be pointing down the arm and dead locked. Ensure that handcuffs are of correct tightness and double locked. (Use tip of finger spacing test.)

Note to Trainer:

Remind participants to be sure to check that the handcuff is properly secured, and not overly tight or loose. A good point of reference to determine if the handcuff is correctly adjusted should be that you can slide your little finger between the handcuff and the offender's wrist without forcing your finger into the space yet making contact with both the offender's wrist and the handcuff. Once the handcuffs are in place the restraint cover should be applied followed by the waist chain. To assist staff in applying the waist chain, have them stand in zone 2 grasp the D ring of the waist chain in their left hand and the other end of the chain in their right hand. Have the offender lean forward and this will allow the officer to put the chain over the offender, have the offender to stand back up. This allows the officer not to move around the offender to apply the waist chain.

- Place the large swivel link of waist chain through restraint cover slot. Waist chain is then placed around offender's waist through belt loops, if applicable.
- Once waist chain is around offender's waist, thread the end of waist chain through the large swivel link.
- Draw waist chain tight enough that offender can still touch their nose with index finger of top hand.
- Padlock the last link of waist chain to the portion of chain to the offender's waist (side of the body, not at the Cover or in the middle of the back) to eliminate unnecessary slack.

Note to Trainer

Demonstrate the proper method of application using a volunteer to play the role of the offender. Be sure to check for understanding during the trainer's demonstration.

Ask Participants: What advantages can the stacking method offer over the traditional restraint application method that you practiced earlier?

Possible Response: Increased safety and security, reduced offender movement, etc.

This method of restraint application is not without some controversy. However, this method has been extensively evaluated and it not only increases the security needed for transportation of offenders, it is also a very



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humane method of restraint. After the handcuffs, waist chain and handcuff cover have been applied you need to secure the offenders legs with leg restraints in the same manner that you practiced before. Speaking of practice, that's exactly what you need to do. Practice the stacking method of applying restraints.

GUIDED PRACTICE

Note to Trainer:

Break participants into dyads or triads either through a creative method or by letting them select their own partner(s), and provide each team with a full set of restraints. For the sake of time allow participants to stay in the same group. This activity should take approximately 30 minutes to complete however, practice should continue if it appears that participants require additional time.

Now that you are in teams, I want you to apply the restraints in the same manner that we have discussed, rotating the responsibility of officer, observer and offender. Instructors will move from team to team as you complete this activity, to ensure that proper application methods are being utilized. Please don't hesitate to ask them questions. Continue to practice until I stop you and not just because you've done it once.

Ask Participants: When using the stacking method, in what order should the restraints be placed on an offender?

Desired Response: Handcuffs, restraint cover, waist chain and leg restraints.

Ask Participants: Why is this order and the procedure used important?

Possible Response: It has been determined that this is the safest and most secure means to use restraints.

What we've been practicing is both the basic and stacking method of placing an offender in full restraints. While these methods will be common, they aren't the only methods that are available and alternate methods may be needed if applicable. In this next section we'll examine some alternative methods of restraint application and provide you an opportunity to practice tactical handcuffing.

INSTRUCTIONAL INPUT

Before we get into tactical handcuffing, I want to introduce you to some of the alternate methods of restraint application and when and why they may occur. First let's look at the disposable restraint, commonly referred to as "flex cuffs".



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Disposable Plastic Strips (Flex-Cuffs)

Ask Participants: Give me an example of when you would use Flex Cuffs (disposable plastic strips)?

Possible Responses: There are not enough handcuffs to go around. Maybe during a fire or during a natural disaster like an earthquake when a large number of offenders have to be restrained quickly and moved to a safer location. Safety and security concerns would still be top priority.

Note to Trainer:

Model the use of the flex-cuff only if you have an approved cutter available.

These restraints may be used in place of handcuffs during an emergency when metal restraints are not available. However, since they are “strips” they need to be applied differently.

If possible, always use two plastic strips placing them around offender’s wrist and fastening it tight enough so it can’t be slipped over the hand. A second strip should be slipped through the first restraint and fastened around the second wrist. If you are unable to use two strips, the offender’s hands should be crossed at the wrist in an X shape and the plastic strip should be placed around the crossed section. Once the hands are restrained the legs can be placed in restraints by using three plastic strips. Put one around each ankle and one through both strips. A caution here, if you apply disposable restraints be prepared to remove them using only an approved cutter. No knives or scissors!

Note to Trainer:

Tell participants that the above techniques and other restraint options using Flex-Cuffs are shown in their student manual as a reference at the end of the restraint section.

Leg Brace

While the use of plastic restraints along with standard restraints, are the most common tools that you’ll be using I do want to mention the use of a leg brace. The leg brace is just as it implies, a brace normally made of metal, which goes on the offender’s leg. The brace is designed to go on either leg and is placed under the offender’s clothing so that they cannot tamper with it. The brace has leather or Velcro straps securing it both around the thigh and the calf. When seated the brace will allow the offender to bend their leg, however, when the offender stands a small metal bracket slides down the brace, locking it in a straight position, preventing the offender from bending their leg.

Note to Trainer:



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Model how the leg brace will work and check for understanding.

While this is an effective tool, it is normally used when transporting offenders on airlines or sometimes in courtrooms and is something that you will probably not be using. However, it does demonstrate the need to consider special restraints or at least restraint options, when transporting offenders. While you may not be transporting offenders on airplanes, you will run into unusual situations when transporting. This may happen more often than you think and you need to consider them before coming face-to-face with the situation.

Offenders in Casts, Medical Braces, Wheelchairs or with Prosthetics

There are some common situations that can occur when transporting offenders, they are:

- offenders who are in casts,
- offenders who are in braces,
- offenders who are in wheelchairs or
- offenders who have a prosthetic limb.

Ask Participants: What problems could a cast, brace, wheelchair or a prosthetic limb pose during searches?

Desired Response: Could provide areas to hide contraband.

Ask Participants: What problems could a cast, brace, wheelchair or a prosthetic limb pose when applying restraints?

Possible Response: May be difficult to place standard restraints over or around them.

Searching and restraining an offender when they are in a cast or brace is challenging but there are ways to meet these challenges. First, regardless of the type of obstacle you encounter you need to remember to conduct a search.

Pat search as best as possible. If you have concerns, have medical staff remove the brace/cast or examine it for tampering. You can also use a metal detector on the cast. If at all possible, the wheelchair and the offender should be search separately. This will enable you to better search the seat of the wheelchair and other areas that may be obstructed when the offender is in the seat.



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Once you have completed the search to the best of your ability you will need to restrain the offender. Use plastic restraints and go around the cast/brace. As a medical option you can use a "crutch restraint".

Note to Trainer:

Have a crutch restraint available for demonstration

If the individual has a prosthetic device, have the individual remove the prosthetic for searching or have medical staff remove the prosthetic. Then secure the prosthetic in the vehicle during transport. **If the offender is in a wheel chair remember that the restraints are to be placed on the offender and not on the wheelchair.** Restraints should be applied as you would to any offender. If at all possible, a handicapped accessible vehicle will be utilized to transport offenders in a wheelchair.

Other Restraint Options

Beyond the use of restraints for transports, restraints are also used for offenders who are out of control and need to be restrained to prohibit injuring themselves or others. Fortunately, there are some options available to the facilities.

Leather Restraints

Leather restraints are available throughout the agency but they shall only be used upon authorization of the superintendent or assistant superintendent, when immediately available, for those offenders whose behavior is out of control to the point of harming themselves or others. When not immediately available, such restraints shall be authorized by the highest ranking officer available.

If indicated, a response team is to be utilized and the process videotaped. These restraints may be substituted for metal restraints, because they will cause less injury to the offender, should they struggle. However, if an offender is restrained for two hours and continued use appears to be needed, the superintendent shall be contacted for a decision to continue or discontinue the use of restraints.

Four-point Restraint

If leather restraints are used, they should be applied using the following four-point method:

- The offender should be placed face down on the bed. The following alternatives may be used:



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- A leather restraint should be placed around each wrist and fastened securely. The wrist restraints should be fastened to the bed above the offender's head at the eleven o'clock and one o'clock positions with the elbows slightly bent.
- A leather restraint should be placed around each ankle and fastened securely. The restrains should be fastened to the bottom of the bed at the five o'clock and seven o'clock positions with the knees slightly bent.
- A padded helmet may be placed on the offender's head to provide protection against head banging.

NOTE TO TRAINER:

Use of leather restraints is the preferable method. However, metal restraints may be used in place of leather restraints when leather restraints are not available or when leather restraints will not contain the offender.

An option to leather restraints and one that is often preferred is the restraint chair.

Restraint Chair

Note to Trainer:

Show restraint chair and model it use.

First, just as with leather restraints, the restraint chair shall be used only with authorization of the superintendent or assistant superintendent for those offenders whose behavior is out of control to the point of harming themselves or others. If indicated, the response team is to be utilized and the process videotaped.

The restraint chair is equipped with a foot pedal and latch at the rear base of the chair. To move or roll the chair, depress the foot pedal and push the latch down. This action will raise the chair frame and expose the rollers to the floor for easy transport. Prior to placing an offender in the chair, depress the foot pedal and release the latch by pulling up on the latch. This action will lower the chair frame, and the weight of the offender will keep the chair stationary.

The restraint chair is equipped with restraint straps that will hold the offender immobile securing the offender with a waist strap to secure the offenders waist area; 2 shoulder straps which cross the offenders upper torso from both sides and an ankle strap to secure both ankles. The chair may also be equipped with an unattached nylon strap to be used for added safety to secure the ankle strap to the chair, between the offender's ankles.

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Another piece of equipment that may be used is a helmet with the face shield darkened. This padded helmet that is placed on the offenders head serves several safety purposes including:

- Protection for the offenders head.
- Deters offender from spitting on staff.
- Deters offender from biting staff.
- Sight deprivation, which makes it safer for staff and it tends to refocus the offenders anger and calms him down

When the determination is made to use the restraint chair, it should be moved immediately to the incident area. All straps should be inspected, unhooked, fully extended, and hanging free and ready for use. As with any equipment to be utilized, all moving parts, straps, or locking devices should be inspected before use.

These are the different restraint options that are available to the staff of our agency and for the most part, these restraints will be applied to offenders who are compliant. However, this isn't true in every case and you will need to know how to apply restraints in a more "tactical manner". Before we look at the application method we need to examine when it is appropriate.

Offender fighting or out of control

There are **three general reasons to place an offender in restraints** when the offender is out of control.

Ask Participants: What do you think they might be?

Desired Response:

1. To protect the staff members.
2. To protect the out of control person from himself/herself.
3. To protect others.

While restraining the offender gives the staff member greater control and self-protection, it also affords protection to the offender. We are under an obligation to protect the offender, even from themselves. An example would be if they were suicidal or emotionally disturbed. If staff failed to restrain the offender and he/she harmed someone or destroyed property and this was done at a time when the staff should have had this offender under control, the staff member and / or the Department could be liable for any injuries and/or property damage.

We have just been discussing offenders who were fighting or out of control which might require forcefully restraining the offender. When you apply



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restraints and force is used you need to make sure that it meets our agency's policies and the laws on which they are based.

GUIDED PRACTICE *(Optional)*

While you have already had a use of force class, this is a critical issue and we need to make sure that you know how to apply this information. Therefore I'm going to give you a short exercise to help re-enforce it.

Directions: In your groups read the following situation and then respond to the question that follows. Be sure to justify your answers and be prepared to have your spokesperson report out in 10 minutes.

Situational Exercise #1

Directions: In your groups read the following situation and then respond to the question that follows. Be sure to justify your answers and be prepared to have your spokesperson report out in 10 minutes.

During a count an offender who in his cell with the door closed and locked, refuses to stand for count continuing to sit on his bunk. The officer instructs the offender to stand and the offender replies; "You can see me, I don't need to be standing." The officer then gives the offender a second and third order along with the warning if you don't stand I am going to pepper spray you.

The offender ignores the orders and the officer sprays pepper spray through the cells bars, hitting the offender in the face. The officer then opens the cell door and steps into the cell. The offender instantly jumps up and begins fanning his face with his hands. The officer applies handcuffs after grabbing the offender's wrists and forcing them one at a time, behind the offender's back. He then escorts the offender to the Administrative Segregation unit and notifies medical of the use of force. The officer tells his supervisor he had to use force to enforce the rules.

Was this an appropriate use of force? Why or why not?

Was this an appropriate use of force?

1. **This is not an appropriate use of force.**

Why?

1. The cell door was closed and locked. The offender was no personal threat.
2. The offender didn't impede the count. He was no serious security threat.
3. The offender offered only passive resistance. The response the staff used was excessive for the resistance offered by the offender. Had the offender offered an aggressive response or resistance to staff that might have justified using pepper spray, but he had not.



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4. Handcuffs were used to escort the offender to the Administrative Segregation unit and that is OK, but it is the staff's response to the offender that escalated the situation to cuffing the offender and taking him to the Administrative Segregation unit.
5. There are numerous other disciplinary actions that would be available and appropriate, including writing a Conduct Violation.

Good. Now let's look at one that's a little bit different.

Situational exercise # 2

Directions: In your groups read the following situation and then respond to the question that follows. Be sure to justify your answers and be prepared to have your spokesperson report out in 10 minutes.

An offender holds up the serving line in the Dining Room yelling at the Food Service Cook, "What's this crap, I ain't eating this." The offender is in the doorway of the Dining Room and refuses to move, which causes the serving line to back up and other offenders to get angry.

A Correctional Officer talks to the offender and tries to get him to get a tray and/or move aside and let the other offenders go ahead. The offender refuses and wants to argue with both the Corrections Officer and the Cook as the other offenders become more agitated. The Correctional Officer attempts to escort the offender from the doorway but when he places his hand on the offender's arm the offender jerks away and takes a combative stance. The Correctional Officer responds by applying pepper sprays to the offender and then places the offender in handcuffs. He is then escorted to the Administrative Segregation unit where medical is notified to see him for the use of force.

Was this an appropriate use of force? Why or why not?

Was this an appropriate use of force?

- **Yes, this was appropriate.**

Why?

- In this case the necessary force to restrain and remove the offender from the doorway would be appropriate due to the immediate security need. *Keep in mind that a linkage MUST occur between rule enforcement and immediate security need.* You also need to determine how your reactions will affect the situation. In a dining room area pepper spray may not be a good choice because of cross-contamination.

Ask Participants: What does the application of restraints have to do with use of force?



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Possible Answers: It relates to resistance level of the offender and it was necessary to use force to apply them.

Ask Participants: How can the situation affect your decision to apply restraints?

Possible Responses: You need to evaluate the situation and determine if the restraints can be applied without force or assistance. You also need to determine if the application of restraints is the appropriate course of action.

While these can sometimes be clear-cut decisions, this may not always be the case. It is the supervisors and administrations responsibility to impart that knowledge and to monitor the situational responses. It is your responsibility to use good judgment and to follow Department directives and policies. Now that you've had a chance to think about using restraints as part of a use of force situation, let's discuss the skills required to apply the restraints in a tactical situation.

INSTRUCTIONAL INPUT

Tactical Handcuffing - Unarmed Control

Handcuffing is one of the most commonly used tactical skills in the correctional setting. Yet it is seldom practiced or remedially trained until the Correctional Officer completes formal training.

Ask Participants: Why do you think this is true?

Possible Response: Because they are thought of as simple to use and they are considered a common tool.

This tool provides the most effective form of unarmed control available. Unfortunately, injuries to staff and offenders occur during the application of restraints, especially if it is used during an emergency situation when resistance occurs. To compensate for this, your ability to use handcuffing techniques must be versatile enough to be successfully applied as the offender's level of resistance changes (either increasing or decreasing). Part of this is the training that occurs prior to facing your first situation and the other is preparing your restraints for use.

Loading the handcuffs

The term "loading the handcuff" simply means to allow the single bar of each handcuff to travel through the double bars to the point where only three to five teeth restrict the single bar. By doing this, you shorten the distance that



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it takes the single bar to revolve in order to catch. When your handcuffs are properly loaded it should take only moderate pressure on the single bar to make it function through the catch, causing them to almost spring around the wrist when being applied. Once your handcuffs are loaded, place them in your case so that both double and single bars point in the same direction.

Note to Trainer: Model technique.

Ask Participants: Does it matter whether the keyholes are out or in?

Correct Response: No, what really matters is that you are able to successfully remove the handcuffs from the case with your strong hand, the same way each time.

Of course it's always more convenient to take the handcuffs off if the keyholes are toward the officer. However, during resistive encounters safety must always win out over convenience! When you encounter a situation where handcuffs are to be applied, loaded cuffs will help expedite the restraint process, especially if used in the following manner:

Cuff hand position

- Draw the cuffs and position them with both keyholes facing forward with the single bars down.

Note to Trainer:

This is only if the situation allows for it. Remember that while this is more secure, it doesn't mean that you should stop during an emergency to adjust the cuffs. A second set of cuffs can be applied later with the keyholes in the correct direction, and then the first pair can be removed.

- Grip the chain between the cuffs by wrapping all your fingers around it while making a fist, palm toward you.

Once you have the cuffs set you are ready to apply them tactically. Tactical handcuffing has a certain sequence and should start with verbal commands.

Note to Trainer:

Model the tactical handcuffing and check for understanding as you move through each step.

Step One — Verbal Commands

- Inform the offender he/she is going to be handcuffed.
- Order offender to turn and face away from the officer.
- Direct the offender into a wide stance.



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- Tell them to extend their arms straight out from their sides, shoulder high - have them point their thumbs up.
- Tell them to rotate their hands so you can see the front and backs.
- Have them lean forward at the waist.
- Have them turn their head to the right/left. (Looking away from the you)
- Have them slowly bring their hands behind their back.
- Tell them not to move.

At this time the officer will approach the offender (if the officer is left handed he will approach from the left rear side, right handed from the right rear side).

Step Two — Hand Grip

- Grip the back hand (hand closest to the officer) with your palm, finger pointing down, and wrap them into offender's palm.

NOTE TO TRAINER:

This is done with your weak or support hand

Slowly pull the arm straight and twist your fingers inward until the subject's wrist lock - then stop.

Step Three — Close Handcuffs

- Place the outside cuff single bar against the top of the subject's wrist and push down with a snapping action to cause the single bar to encircle the wrist and lock. **DO NOT STRIKE WRIST WITH THE CUFF, THIS COULD CAUSE AN INJURY.**
- Complete the second single bar with the index finger of the hand gripping the subject's hand.
- At this time give the verbal command to straighten up and maintain a reverse wrist lock control for escort position.

Note to Trainer:

Explain to participants that if the offender is out of control and has been forced to the floor, once the restraints are placed on the offender, they should be gotten up as soon as possible to prevent Positional Asphyxia.

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Step Four — Removing the Handcuffs

The final step of tactical handcuffing is the removal of the handcuffs. Don't be complaisant, thinking that since you are taking them off the danger is past. Staff should always be aware of the possibility that the offender could be waiting for this opportunity to assault you.

Place the offender in a position that restricts movement - feet spread wide, lean forward.

Position yourself in a manner that will allow you to defend yourself should the offender become violent. Place your foot against the offender's foot to allow for additional balance. This positioning will vary based on the hand that is being un-cuffed.

Grip the back of the hand (starting with the offender's weak hand) with your palm, finger pointing down, and wrap them into offender palm.

NOTE TO TRAINER:

This is done with your weak or support hand.

- Slowly pull the arm straight and twist your fingers inward until the subject's wrist lock - then stop.
- Unlock the handcuff of the hand in which you are in control.
- After the handcuff has been removed from this hand, use the same technique to remove the handcuff from the remaining hand. Take caution as this is usually the most dangerous point.
- Once the final cuff has been removed, move backwards away from the offender.

We've given you the techniques used to tactically handcuff, now we want you to apply those techniques.

GUIDED PRACTICE

Note to Trainer:

Break participants into dyads or triads either through a creative method or by letting them select their own partner(s), and provide each team with a set of handcuffs. For the sake of time allow participants to stay in the same group. This activity should take approximately 20 minutes to complete, however, practice should continue if it appears that participants require additional time.



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Now that you are in teams, I want you to apply the restraints in the same manner that we have discussed, rotating the responsibility of officer, observer and offender. Instructors will move from team to team as you complete this activity, to ensure that proper application methods are being utilized. Please don't hesitate to ask them questions. Continue to practice until I stop you and not just because you've done it once.

Ask Participants: Why is it important to give the offender verbal commands?

Possible Response: It allows the offender to become more compliant.

Ask Participants: What does it mean to "load the cuffs"?

Desired Response: The term "loading the handcuff" simply means to allow the single bar of each handcuff to travel through the double bars to the point where only three to five teeth restrict the single bar. By doing this, you shorten the distance that it takes the single bar to revolve in order to catch.

Ask Participants: When you "close the handcuffs" what should you be doing?

Desired Response: Place the outside cuff single bar against the top of the subject's wrist and push down with a snapping action to cause the single bar to encircle the wrist and lock. Taking care not strike wrist with the cuff which could cause an injury. Complete the second single bar with the index finger of the hand gripping the subject's hand. Then give the verbal command to straighten up and maintain a reverse wrist lock control for escort position.

In the majority of the restraint applications (with the exception of an offender who is out of control) the driving purpose of placing the offender in restraints was to move them from one location to another and even an offender who is out of control may still need to be moved. How are you going to do this safely? You are going to use the Relative Positioning technique that we are now going to cover.

INSTRUCTIONAL INPUT

Relative Positioning

Relative Positioning as it applies to escorting offenders is how the staff member locates themselves around the offender during movement.

When escorting offenders you need to always consider:

- where you are in relation to the offender you are escorting



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- where you are in relation to other offenders in the area
- and when transporting an offender into the community, where you and the offender are in relation to individuals in the public.

This technique can be used by the officer to create a safe offender contact when interviewing, restraining, or escorting and is based on the concept that there are four (4) zones of contact around the offender.

Note to Trainer:

Show view of the offender and the zone areas.

Zone (0) Zero - Directly In Front of the Offender

This is the area directly in front of the offender.

Note to Trainer:

Instructor should demonstrate this position and the danger! Utilize another instructor or student.

This is the most dangerous position for attack. We all realize that an officer must at times operate in this area but time spent in this zone should be kept to a minimum.

Zone (1) One - 45 Degrees Left or Right

This is the area that the officer is approximately 45 degrees in front of the offender's right or left side depending on his/her primary (*strong*) side.

Note to Trainer:

Instructor should demonstrate this position.

This is also known as the interview position. The officer should be well-balanced with their primary side slightly to the rear, their hands should be up and ready but should appear casual. The officer in this position should try to stay four to six feet away from the offender to allow for reaction time.

Zone (2) Two - Back-up or escorting officers

In this position the officers can be directly to the side of the offender or slightly to the rear, depending upon the number of back-up staff. Zone 2 occurs on both sides of the offender.

Note to Trainer:

When the staff is directly to the offender's side the officer is still in the offender's peripheral vision and will not have the element of surprise.



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In Zone 2 when the officer is slightly to the rear, this affords a good position for handcuffing and/or escorting.

Note to Trainer:

Instructor should demonstrate this position.

Zone (3) Three - Rear Position

In this position the officer would be directly behind the offender, 4 to 6 feet away. This is the safest controlling position.

Note to Trainer:

Instructor should demonstrate this position. Staff must always remember that when escorting an offender in restraints they are responsible for offender's safety!

Ask Participants: How can these escort positions change based on whether the escorting officer is armed verses being unarmed?

Possible Response: An armed officer should **always** avoid entering Zone 0 and should avoid Zone 1 if at all possible. This position should be restricted to staff who are unarmed.

Before you practice this technique, I want to discuss actually escorting an offender. You need to consider how you move the offender through doors, down hallways, up and down stairs and into and out of elevators. These may seem simple but they can turn into challenging and sometime dangerous situations.

Let's look at a couple of common areas that you'll encounter when escorting an offender.

- **Doorway**

Ask Participants: How would you move an offender through a doorway?

Desired Response: When escorting an offender through a door, always position yourself where you open the door and will not find yourself trapped or in area where you can easily be struck. Make sure that you are always ready to defend yourself.

Note to Trainer:

Demonstrate this technique.

- **Elevator**



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Ask Participants: How would you move an offender into or out of an elevator?

Desired Response: When escorting an offender into or out of an elevator, always position yourself where you have contact with offender with your support hand.

Note to Trainer:

Demonstrate this technique. Remember to always be in physical contact when entering or exiting elevators to ensure that the officer is not separated from the offender. This may sound simple but unfortunately staff and offenders have been separated this way and the offender rides the elevator alone.

- **Stairwell/Corridor**

Ask Participants: How would you move an offender down a long corridor or stairwell?

Desired Response: When escorting an offender down a long corridor or stairwell, offender contact is a must and you must keep this offender as close to the wall as possible to allow for quick control, using the wall for tactical advantage.

Note to Trainer:

Demonstrate this technique.

Basic Safety Tips When Escorting:

- Avoid getting behind heavy barred doors.
- For safety, have offender in handcuffs.
- Do not walk too close to bars or cells.
- Use foot to close doors.
- Give simple, verbal, direct commands.
- Do not hold the offender by restraints.

To truly become skilled in the use of this technique it will take practice and it's to your benefit that you become proficient in this technique, which means you need to practice.

GUIDED PRACTICE

NOTE TO TRAINER: Demonstrate proper techniques utilizing another instructor or student. Check for understanding prior to the practice

Break students into groups of two. (One escorting officer and one offender.) Have the escorting officer apply practice cuffs from the Zone 2 position and



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closely supervise officer escorting offender down a corridor or stairwell if available. Make sure that each participant has an opportunity to provide an escort. Allow 5 minutes for practice.

NOTE TO TRAINER: Instructor should have the viewing students critique the escorting officer's techniques listing proper and improper procedures. During escorting there can be no horseplay to ensure no accidents occur.

Ask Participants: What disadvantages do you have in the zones?

Possible Responses:

- Zone 0: Directly in the offenders striking and kicking area for Zone 0;
- Zone 1: In the offenders peripheral vision the element of surprise will be lost;
- Zone 2: Lack of eye contact reduces reaction time;
- Zone 3: Defensive tactics techniques for control of hand and wrist are not as easily applied.

Ask Participants: What advantages do you have in zones?

Possible Responses:

- Zone 0: Zone 0 has little advantages; however, it may become necessary to enter this zone to apply restraints or equipment;
- Zone 1: This is usually the primary officer zone and has the advantage of using his communication skills to de-escalate the situation;
- Zone 2: The advantages of Zone 2 are the approach for defensive tactics or applying tactical cuffing;
- Zone 3: In applying any type of defensive tactics (element of surprise) because the officer is positioned behind the offender.

Ask participant in role of offender: From your position what advantage or disadvantage do you see from each of the zones?

Possible Response: Should reflect the same comments as the zone officers

EVALUATION/CLOSURE

Ask Participants: Give me situations where you would use restraints.

Possible Responses: When moving an offender inside the facility according to post-orders; when transporting an offender; and when an offender assaults another person.

Ask Participants: How long can an offender be restrained in the institution?



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Possible Responses: Up to two hours. Authorization for continuation must come from the superintendent, assistant superintendent or above, and beyond two hours they must have medical evaluate the restraints.

Ask Participants: Does the keyhole on the handcuffs go up or down the arms when applying them **without the handcuff cover?**

Possible Responses: Up the arms, down the legs.

Ask Participants: Does the keyhole on the leg restraints go up or down the leg?

Possible Responses: Down the leg, toward the feet.

Ask Participants: Why would you want to deadlock restraints?

Possible Responses: To limit handcuff adjustment.

Remain aware that restraints can be a humiliating and sometimes deadly experience. I want to make sure that you understand that the effort, professionalism and quality you put into your job will have a direct affect on your safety. Always be aware that the offender you are escorting can be dangerous. Always observe those around you for possible dangers. Always search the offender when you place them in restraints. It **doesn't matter if they were searched by someone else** 5-minutes before, you still need to search them. It **doesn't matter if the offender complains**. It isn't an insult to the quality of the search that was performed by another staff member, **searching them is for your protection**, plain and simple. **Search the offender.**

Always follow the restraint protocol that we discussed today. Use the techniques and then double check them. If someone else places restraints on an offender that you are going to escort, check the restraints. Expect them to do the same thing to an offender that you placed in restraints. This is nothing personal. It's a matter of safety and security. **You are the one transporting the offender. You are the one they may escape from. You are the one that could be killed.**

During this program we explored the different restraints that are used by our agency and the different methods that are used to apply them. We did this through the following performance objectives:

- Given Mo. Dept. of Corrections restraints, demonstrate application techniques, according to Agency guidelines.



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- Given a restraint situation, employ relative positioning techniques as outlined by the Instructor.

During the past four hours you were given a chance to use several types of restraints. You have learned when restraints can be used. You have learned that restraints can provide only limited control over an offender. You must still keep the offender under constant supervision. For the most part the applications of restraints have been applied to a non-resistive offender. This course will provide you with the basic ground work to advance to power cuffing in defensive tactics and working with non-compliant offenders.

To finish this training module I want you to all turn to the back of this manual section and read the **Basic Procedures for the Use of Physical Restraints**. These tips will help you to focus on a safe and secure future.

- **Basic Procedures for the Use of Physical Restraints**
- When using physical restraints always apply the following guidelines:
- Never use more restraint than what is necessary in the situation.
- Never restrain out of anger or desire to punish.
- Never attempt to restrain an offender during an explosive outburst which does not immediately threaten the personal safety of staff or offender unless you are certain you will gain control.
- If time and circumstances allow, remove your jewelry and other potentially harmful apparel, such as watches or large, sharp belt buckles, before you attempt to restrain an out of control offender.
- Three to five is the ideal number of staff to be used in the physical restraint of a normal adult sized offender.
- One person should be responsible for making decisions. When decisions are made, carry them out with a minimum of delay.
- Know what you are about to do. Talk to other staff to minimize confusion.
- Don't argue or discuss differences of opinion during the restraining process - settle differences of opinion at other times.
- Talk to offender and call them by name. Tell him/her you are providing control until her/she can control themselves.
- Be firm with offender, but not evasive.
- Isolate offender, if possible.
- If possible, always approach offender from side or behind. Two to five persons approaching from different directions are best. This keeps offender's attention divided.



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- Put offender face down on floor - it is very difficult for offender to hurt him/her self or others in this position.
- Don't grab offender by neck or throat - cutting off breath will increase struggle and may injure him/her.
- Watch for bites, kicks, pinches. Don't put yourself into a position to be injured.
- If offender has a weapon of any sort (knife, ashtray, etc.) use a pillow, mattress or blanket to protect you. Always keep an object (chair, table, etc.) between you and weapon.
- Divert attention of offender armed with weapon - throw a pillowcase, towel or other soft, floppy object at their face.
- Use assisting measures to protect other offenders and staff.

