

**Idaho POST Academy
Handgun Instructor Course
2017**

COURSE INTRODUCTION

The handgun instructor program currently used by the Idaho POST Academy was originally developed by a team of firearms instructors from Idaho. As techniques and principles of instruction have changed, updated changes were made to the program and curriculum. This manual was developed in an effort to standardize the firearms course of instruction at both the academy and instructor level.

We have added some techniques and teaching principles that are widely taught, and approved, in other state academies as well as well known shooting schools including the National Rifle Association. Although this manual may appear different in structure and organization than the 2007 POST Instructor Manual, the foundational content is the same.

We believe that the only way to improve our skills as instructors is to continue to be good students. We must push ourselves to learn everything we can about the subject we teach. Only then can we make educated and valid decisions about what we should keep, change or throw out.

We would like to express sincere thanks to the dedicated firearms instructors of the State of Idaho who spent considerable time and effort developing the manual in 1997: Cal Edwards, Victor Cortez, Ron Dickman, Jerry Hubbs, Richard Linderer, Curtis Root, Steve Ryan, George Sinclair and Bob Williams.

Finally, we would like to thank the current Master Instructors, a very dedicated core group of firearms instructors who have helped implement changes, improve the program and update the curriculum: Clint Goss, Allen Hall, Brenda LaMott, Cal Edwards, Wayne Winder, Dustin Cook, Scott Dye, James Love, Michael Chamberlin, Steve Harris, Pat Sullivan, and Paul Olsen.

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ACKNOWLEDGEMENTS

We claim no domain over the information in this manual. Although minor revisions and technique modifications will continue to be made to better suit our officers' needs, this document is the result of years of experience by "a lot of folks smarter than us who figured this stuff out!"; those who survived gunfights and learned from their successes as well as their mistakes. Those lessons have been passed on so we may learn from them. We are always striving to keep the techniques of pistol manipulation as simple as possible. If there are two ways to do a task, we try to select the easiest way that will work all the time. When we began our revisions we were determined to teach and train with techniques that work. We also saw no need to re-invent the wheel. This manual is a reflection of those two premises.

The information in this manual comes from many credible sources. The following lists only a few:

- Idaho Firearms Instructors
- Washington State Criminal Justice Training Commission Training Academy
- Alaska State Troopers
- Col. Jeff Cooper, Gunsite, The American Pistol Institute
- Clint Smith, International Training Consultants
- National Rifle Association
- Roger M. Enoka, Ph.D., University of Arizona
- IALEFI (International Association of Law Enforcement Firearms Instructors)
- ASLET (American Society of Law Enforcement Trainers)
- Federal Bureau of Investigations

Please direct any questions or comments about this handout to the POST Academy. 208-884-7250

SAFETY

The Four GENERAL SAFETY RULES

No mechanical device has a will of its own, and guns never “go off” unless somebody causes them to do so. Guns are safe, people are dangerous. The wound delivered by a bullet can easily be fatal. This means that you should not expect the luxury of learning from experience. Your first mistake may very well be your last. Whether in your home, on the range, or while responding to a “hot” call, failing to follow these safety rules invites disaster.

Memorize the four principal rules of firearm safety, treat them with absolute seriousness and commit them to your conscious and subconscious. If you always follow these rules, you should never have a mishap with a gun.

1. ALL GUNS ARE ALWAYS LOADED

Do not pretend this is true, be deadly serious about it. There is no such thing as an “accidental” discharge, only **NEGLIGENT** discharges. If this rule is faithfully followed, we’ll never again hear that sheep like bleat, “but I didn’t know it was loaded”. It is always the shooter’s responsibility to keep the gun fully loaded.

2. NEVER LET THE MUZZLE COVER ANYTHING YOU ARE NOT WILLING TO DESTROY

This rule is continuously and conspicuously violated - especially with handguns - due to their short length. It is also commonly violated when multiple officers are moving around each other. It is excused at times because, “It’s not loaded!” (See Firearms Safety Rule #1 above) You must consciously control the muzzle of your firearm at all times.

3. KEEP YOUR FINGER OFF THE TRIGGER UNTIL YOUR SIGHTS ARE ON THE TARGET AND YOU HAVE MADE THE DECISION TO FIRE

Translates to “On target, on trigger”. We issue commands and challenges from the low ready or guard position only. We are pointed in only when we have made the decision to shoot, therefore our finger is on the trigger. This is a training shift, but well supported. (See articles by Dr. Enoka and on Trigger Indexing section)

Moving from the low ready or guard position to the pointed in position has been proven to be as fast as pointing the weapon at someone. There is no

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reason to fire an unaligned firearm. This is the most commonly violated of all the four safety rules, and is the most important. This rule will help to prevent a tragedy if you take a little “mental vacation” and violate any of the other safety rules.

TRIGGER FINGER PLACEMENT

Several years ago, Dr. Roger Enoka, from the University of Arizona concluded from studies that there were three circumstances which would cause a person to discharge a firearm if his finger were on the trigger, despite the best efforts of the person not to press the trigger. These events cause a person to flex their muscles as their body moves toward the fetal position, the critical portion being the clinching of the hands.

- Postural Instability - If a person loses their balance, slips or falls, the instinctive reaction is for the hands to grasp and close as the person attempts to regain balance.
- Overflow Effect - As a person grasps something in one hand and squeezes (with up to 100 pounds of force), the opposite hand will also close and squeeze with as much as 20% of the force of the grasping hand (20 pounds - in burst strength).
- Startle Response - If a person is startled by a sudden and unexpected action (noise, movement, etc.), the muscles contract suddenly and briefly. Again, the critical concern is the clinching of the hands.

4. BE SURE OF THE TARGET, AS WELL AS THE SURROUNDINGS AND BEYOND

Targets on a square range are easily recognizable. The street is not so easy. We must not only limit our fire within deadly force statutes as well as departmental policy, but at times not fire due to the proximity of innocents to our assailant(s).

(The source of these rules is Col. Jeff Cooper of the American Pistol Institute, Paulden, Arizona.)

We must be aware of the area between the assailant and ourselves, and that area behind our assailant, due to the possibility of a miss or over-penetrating hit (particularly with rifles or shotguns). The area behind us is also of concern due to the 62% probability of multiple assailants. We must, of course, limit our fire to clearly identifiable targets, not merely sounds or motion.

These four safety rules suffice. Memorize them and make them part of your character. These rules apply to all uses of a firearm. They apply equally to the range, the

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street, and stalking game animals. There can be no exceptions to these rules. Following ALL Four of these safety rules will prevent ANY unintentional discharge.

WHERE THE PISTOL SHOULD BE

Unless you are cleaning or otherwise performing maintenance on your pistol, it should ONLY be in one of the following four places:



Fig. 1.1 Stored

1. **STORED** - The firearm may be secured in a holster, gun case, or cabinet/safe.

2. **LOW READY OR GUARD** – The firearm is held in a proper firing grip (including sight alignment) in a Weaver or Isosceles Stance. The trigger finger is straight along the frame (OFF the trigger) because the sights are off the target and/or the shooter is not yet ready to fire (see Firearms Safety Rule #3). Proper isometric tension is maintained. Your vision is downrange focused on the target. This is your “hunting” mode. The muzzle is depressed low enough to have full view of your adversary. The pistol is decocked or the safety is on (depending on the pistol).



Fig 1.2 Guard

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Fig. 1.3 Pointed In

- 3. POINTED IN** – The same grip and stance as in GUARD (#2 above), except you are engaging a specific target. Therefore the sights are on the target (where you want your hits to be) and your eyes are focused on the front sight. Your finger is on the trigger with the “slack” taken out, and you are an instant away from or are actively engaged in delivering hits onto your target.

- 4. CONTINUITY OF FIRE** - Any non-firing act associated with servicing the pistol to keep it in a fight, or put it back into a fight ready status (e.g.: speed loads, tactical loads, run-dry drills or clearing malfunctions). Care must be taken to avoid violating the safety rules. Muzzle control must be maintained and no fingers will enter the trigger guard.



Fig 1.4 Continuity of Fire

WHERE THE PISTOL SHOULD NEVER BE

If there are a limited number of places where the pistol is permitted to be, there are also some specific places where it is NOT PERMITTED to be.



Fig. 1.5 Dangling

- 1. DANGLING** - This occurs whenever you relax with a pistol in either one or both hands and don't do anything with it that even closely resembles any of the four options listed above in WHERE THE PISTOL SHOULD BE. If you are not actively engaged in anything requiring the pistol to be in your hands, PUT IT AWAY!

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2. **BRANDISHING** – This occurs when a shooter uses sloppy or unprofessional handling of the firearm. Typically, the firearm is used as a pointer. Remember, your fingers are for pointing! (see Firearms Safety Rule #2).



Fig. 1.6 Brandishing



Fig. 1.7 Hollywood Ready

3. **HOLLYWOOD READY** – This position was developed by some Hollywood cameraman so a close-up could be made of the hero (or bad guy) holding his pistol up next to his face. There are no good reasons to ever have a pistol held in one or two hands up near your face, but there are lots of bad ones. Held this way, the pistol blocks a large part of your peripheral vision beyond the pistol. And if properly executed, the Hollywood Ready requires that you have at least one finger on the trigger! This can lead to some disastrous results should you trip or be startled.

4. **UNSECURED** - A pistol (or any firearm) should never be left unattended or out in the open, unsecured, for any reason. Responsible gun ownership and handling dictates proper and reasonable safeguards and security measures be adhered to at all times



Fig. 1.8 Unsecured

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RANGE PROCEDURES

1. Keep your pistol holstered, except when on the firing line.
2. **We run a “HOT” range.** Pistols will be in a fully loaded condition at all times (see Firearms Safety Rule #1), unless the command to “UNLOAD AND PREPARE FOR DRY PRACTICE” has been given by the Rangemaster.
3. Stand firm on the line. Plant your feet, and look at the target you will be engaging.
4. Do not turn around with your pistol in your hand. Holster first, then turn around. When talking with an instructor on the line, continue to face downrange, or turn your head to listen to the instructor. Remember, muzzle control must be maintained.
5. Never let the pistol dangle in either one or both hands.
6. Keep the muzzle downrange at all times. When loading and unloading the pistol, there seems to be a stronger tendency to wave the muzzle cross range.
7. Keep your finger outside of the trigger guard and along the side of the frame when you are in motion. Even for one step! (see Firearms Safety Rule #3). There is an exception to this rule to be discussed later.
8. If you must remove your pistol from the holster for maintenance when off the firing line, contact a range officer for direction to the “fiddle table”. When using the “fiddle table”, face the table, present your pistol, perform the necessary maintenance, holster and secure your holster before turning away from the table.
9. Whenever the pistol is in the holster, even if only for a moment while you bend over to pick up something, **ALL RETENTION DEVICES MUST BE SECURED.** Good habits are being developed here. **AUTOMATICALLY SECURE THE PISTOL IN THE HOLSTER EVERY TIME IT GOES INTO THE HOLSTER.**
10. Magazines may be loaded/unloaded (quietly!), cleaned or in any other way manipulated, at any time, anywhere on the range, on or behind the firing line. They can be loaded into or removed from the pistol anywhere as long as the pistol remains secured in the holster. Of course, during the training, you will be expected to always have your fullest magazine in the pistol. We will talk more about administrative reloads and when they can be done.

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11. Nothing may be picked up off of the range until the line has been declared safe and the command is given. All items must be recovered in a safe and tactical manner.
12. Safety equipment will include a billed cap, eye protection, ear protection and should include a ballistic vest.
13. Instructors will strive to maintain safe student/instructor ratios. (NRA guidelines: 1 instructor/5 students)
14. Instructors will announce to the class when they are going down range for whatever reason. The class will then repeat, "Instructor down range." This will ensure that everyone is aware of someone down range.

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RANGE COMMANDS

1. **MAKE READY** - Protect your eyes and ears, load your pistol, check that all magazines are loaded and in their appropriate pouches. In short, PREPARE FOR A FIRING DRILL.
2. **UNLOAD and PREPARE for NON-FIRING PRACTICE** - Plant your feet, pick a target, clear the chamber of a live round by racking the slide and letting the round fall to the ground. Seat a new magazine loaded with **dummy rounds** in the magazine well in preparation for a non-firing drill. Press check to confirm the status of the firearm.
3. **DRAW to GUARD** (Guard Position) - Properly present the pistol from the holster, maintaining a proper stance and grip, trigger finger straight along the frame, isometric tension in the hands and arms. **THIS IS A FIGHTING POSITION.** Do not relax into a “two-handed dangle”.
4. **FIRE** - (Go, Up, Shoot, Now, a whistle blast, etc.) This is a command to Fire or otherwise begin the drill. This command will normally follow a preparatory command, but may come at ANY time while on the firing line. (Hint - Ammo management is your responsibility!)
5. **CEASE FIRE!** - Immediately stop whatever you are doing and holster your pistol. This command can be given by anyone, anytime an unsafe condition occurs and continuing to fire would be hazardous.
6. **STANDBY** - A preparatory command usually given immediately before a Fire command. This is to let the shooters know that a fire command will follow and allow the Rangemaster to confirm that everyone is ready for the drill.
7. **STAND EASY** - Given to let the shooters know that there will be a short delay before the Fire command, usually to permit other shooters to complete preparations for the drill. Shooters should remain at Guard if they are there, or go to Guard if they are Pointed In. This is NOT permission to relax from Guard. It is not an invitation to leave the firing line.
8. **CLEAR FOR THE BREAK** - The last command given at the conclusion of a range session (i.e.; before lunch and at the end of the day). This means to put your pistol in the condition you want it to be in when you leave the range. It may be fully loaded to return to duty or leave the range complex, or unloaded and cleared so it may be cleaned. Usually it is your choice.

CAUTION: All firearms must be cleared on the range before cleaning or maintenance is done in any cleaning area. NO live ammunition is permitted in the cleaning areas.

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REDUCTION OF RISK DUE TO LEAD INGESTION

Lead is a heavy metal and toxic substance. There are many metals used by the human body in day to day metabolism. Lead is not one of them.

For our purpose, with firearms use, exposure to lead comes from the following forms: combustion of lead azide or lead styphnate in primers, exposure of the projectile base to hot gases, friction of the projectile and barrel, and impact of the bullet with the target and backstop.

The most common way for this lead to enter the human body is through inhalation and ingestion. Aside from the inhalation of lead from the air in the range environment, lead may be ingested and spread around other environments (e.g. your home, vehicle, clothing, food, etc.) if hands are not cleaned and hair and clothes not washed before further contamination occurs.

Due to the toxic nature of lead, any over-exposure can lead to poisoning. Short-term over-exposure in high doses can lead to brain dysfunction, leading to seizures, coma, and death by cardio-respiratory arrest.

Long-term over-exposure may lead to the damage of blood forming, nervous, digestive, and reproductive systems. Common symptoms are:

- loss of memory and difficulty in concentration
- fatigue
- irritability and aggressiveness
- loss of sexual interest
- insomnia
- depression
- headaches
- neurological symptoms, such as muscle twitching
- encephalopathy (major brain & CNS dysfunction)
- elevated blood pressure
- digestive difficulties and abdominal pain
- weight loss
- joint pain, particularly in long bone joints
- kidney and/or liver damage
- in women; menstrual irregularity and decreased fertility
- potential birth defects to an unborn fetus
- sore or bleeding gums
- hyperactivity

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PREVENTION:

The largest contributor to high lead levels in shooters is inhalation due to poor ventilation of indoor ranges. When possible do not shoot on indoor ranges. When shooting indoors, you should ensure adequate ventilation (no smoke should hang in the shooting area), avoid going downrange, wear a mask or respirator along with other protective gear. If possible, shoot fully encased bullets and use lead free primers.

In any range environment, indoor or outdoor, exposure may be limited if you follow these guidelines:

- wash hands, forearms, and faces with soap upon leaving the range and before eating, smoking, or putting anything in your mouth
- wear a hat and glasses while shooting
- wash your hair before going to bed, also thoroughly clean facial hair
- don't eat, drink, or smoke in range environments
- blow your nose after leaving the range
- wash clothing worn on the range before contaminating others
- when picking up brass, don't put empty cases in your mouth or use your hat as a storage container

These same range procedures should be followed if a firearm is cleaned after leaving the range.

While we want and expect you to train in the gear you will wear on the street, you should be careful to clean it after use on the range. Shoes worn on the range will carry lead into your home. They should be cleaned or not worn inside. Shower when you get home, or before, in your department's locker room.

Remember, the people who are especially susceptible to the effects of lead ingestion are pregnant women (and the fetus they are carrying) and small children. Pregnant women should never be allowed in a range and should not be exposed to high levels of lead. If your spouse or friend is pregnant, take every precaution to prevent exposing them to high levels of lead.

We realize that all of this seems like a lot of trouble, however, a generation ago, only the wimps wore hearing protection on the range. Due to that attitude, there are a lot of retired cops running around answering phones that aren't ringing. Protect yourself. You're one of the good guys, and we have to win the fights. We also want to have a long, enjoyable life.

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CLASSROOM SAFETY

1. Examine each firearm used in instruction.
2. If possible, use inert training weapons (Red or Blue guns).
3. **NO AMMUNITION ALLOWED** in classroom.
4. Dummy Rounds will be inspected and counted coming in to the classroom and leaving the classroom.
5. Teach students to monitor each other in safety practices.
6. Practice all safety rules.

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FUNDAMENTALS OF MARKSMANSHIP

Marksmanship is a learned skill requiring dedication and attention to every detail. Just as with any other skill, the natural abilities some people possess enable them to excel past the level of others. However, the purpose of this section is to make each shooter the best that they can be. It is not expected that all shooters will be equal in their ability. The knowledge of the material presented here does not suffice. It must be practiced and performed each time you shoot or engage in dry practice.

Given the practical aspects of combat shooting, it is often argued that the training of police officers should deal exclusively with combat style shooting. On the surface, this argument appears sound. However, a closer examination of the benefits derived from both target and combat shooting reveal a very real need of both training styles.

Training the police officer in shooting skills is done with one purpose in mind – the officer’s survival in an armed confrontation. This survival hinges upon the individual’s ability to deliver an incapacitating wound to the adversary as quickly as possible. The bullet’s ability to incapacitate is related to many things: bullet size, weight, velocity, expansion, penetration, and most importantly, where the bullet strikes. Failure to strike a vital area will not, in most cases, incapacitate a human being. Even a vital area hit may not immediately incapacitate a person. If the bullet is not delivered to the proper areas of the human body, it will not have the desired effect of stopping the hostile activity. The only shot guaranteed to stop a person instantly is the shot that severs the brain stem, or destroys the brain. Even if the person were to survive for any length of time after such damage, the brain would have no way of sending signals to the rest of the body.

The problem with attempting a brain-stem shot is that it requires precise shot placement. This also holds true situations where the available target is only a part of the anatomy. For instance if the adversary is behind cover or wearing body armor. In an armed confrontation, if the law enforcement officer takes the time to take a precision shot, they can lose that confrontation by allowing the adversary the time to launch a successful attack. It now becomes apparent that the officer’s survival requires the proper mix of speed and accuracy. Accuracy without speed and speed without accuracy both yield the same result – you lose!

As speed and accuracy are equally important, any reasonable training program must begin by teaching the student how to hit the target. Once that has been accomplished the training focus shifts to speed, teaching the student to deliver sufficiently accurate fire to accomplish this goal in as little time as possible.

From the purist point of view, accuracy is best instilled in the student via bull’s eye shooting, particularly one hand bull’s eye shooting. While from the practical

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standpoint, one handed shooting will probably not be used on the streets, the greater degree of difficulty when only one hand is used requires absolute concentration and refinement of shooting fundamentals. Shooting, like any other form of fighting, must start by learning the fundamentals. The fundamentals form the foundation to build on whether you are training empty hand, knife, stick or guns. In fact, many of the fundamentals of gun fighting are common with the fundamentals of other force options. Therefore the trend for firearms instructors today is to have a broader background of force options under their belt. This facilitates the more modern and effective approach to use of force training of blending the various force options and capitalizing on the commonalities to form a total defense training system.

For firearms instructors, bullseye shooting has several advantages. It keeps the shooting skill level honed, thereby ensuring that the instructors can properly take “sight-in” shots on the service weapons they inspect. If the instructor cannot guarantee that a weapon is sighted in correctly, the person to whom the weapon is issued is in jeopardy. Also, full time instructors may often be perceived by the student as being insulated in the training environment, having “lost touch with the real world”. In such instances, the instructor’s credibility may lie in the ability to shoot well under varied circumstances. As an instructor, shooting proficiency well above normal standards is mandatory. We should avoid lending any truth to the saying: “Those that can, do – Those that can’t teach”. The continual quest for shooting and overall tactics improvement should be inherent in every instructor.

Making the accurate shot is simply a matter of properly aligning the sights on the target, and then making the weapon discharge without disturbing that alignment. As simple as that may sound, we can all attest to the fact that precision shot placement is anything but simple. Even with the most consistently performing handgun and ammunition, precision shooting can be a physically and emotionally exhausting challenge. The reason for this is quite simple. No matter how accurate the given combination of firearms and ammunition, the platform from which the bullet will be launched is the human body. The metabolic processes of the human body make it a very unstable launching pad by definition. This is further complicated by the frailties of the human mind itself, allowing us to anticipate recoil, subconsciously shift the focus of the eye, or reflexively relax during critical times. Only frequent repetitive training will keep the shooter’s fundamentals tuned to peak levels. Although practice may not make absolutely perfect performance, practice will certainly make everyone a better shot. It is a well-known fact in psychomotor skill development that practice leads to performance. The more we practice, the better we perform and the longer we will retain the practiced skill.

Fundamentals of Marksmanship covered in this section include: Proper **grip** of the pistol, both one and two handed; **Stance**, including foot position, body position, arm, and head position; Use of **sights**; **breathing**; **trigger control** and **follow-through**; and trigger finger placement.

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Grip: A proper grip provides the shooter with the maximum degree of control while applying straight to the rear pressure on the trigger and not disturbing sight alignment. A proper grip must be uniformly applied every time the pistol is held or fired, being consistent from shot to shot. The shooting hand must reach around the stock far enough to allow the trigger finger to be inserted through the trigger guard, contacting the trigger at an appropriate location for the pistol being used.

Fig 2.1 Grip

One handed Grip

The shooter should hold the pistol in the weapon hand and tighten the grip until a tremor is noticed. Release a small amount of grip pressure until the pistol feels solid and steady.

Hand size and shape of the pistol and grips will alter the grip from individual to individual. The hand should be positioned so that the tang is tight against the web between the thumb and index finger.



Fig. 2.2 Two-handed Grip



Two Handed Firing Grip - To assist the shooter in obtaining greater control and accuracy, a two-handed firing grip is preferred. It must be remembered that the proper one-handed firing grip must be retained and that the support hand is for additional support and recoil control. The shooter should extend the shooting arm and lock the wrist. The front sight, rear sight, wrist bone, and elbow should be aligned. The elbow should be locked if possible. If the elbow is unlocked it increases the likelihood of a "limp wrist" induced malfunction.

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Fig. 2.2a Two-handed Grip

Grasp the outside of the weapon hand with the support hand. You should attempt to fill as much of the space left on the grip of the pistol with the heel of the support hand. Place the support hand fingers directly over the top of the weapon hand fingers. The index finger of the support hand should touch the underside of the trigger guard. Knuckles will stack on top of knuckles



Fig. 2.2b Two-handed Grip



The shooter must ensure that the thumbs of both hands are on the same side of the pistol, so that they are comfortably located near one another. The thumbs should not be crossed or in any other way produce sideways pressure on the pistol. The thumbs should merely hang there and should not be flexed.

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Fig. 2.2c Two-handed Grip



The shooter must ensure that the rearward pressure of the support hand is in line with the pistol and the strong handgrip (fore and aft). Undue lateral pressure with the support hand on the strong hand will have an adverse effect on accuracy.

Fig 2.2d Two-handed Grip



Approximately 60% of the “squeezing” power of the grip is supplied by the support hand. The weapon hand supplies the remaining pressure. This will assist in allowing the trigger finger to operate independently from the weapon hand.

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Stance: The firing stance should produce a solid platform. It should be acquired quickly and consistently. The shooter should be balanced. A good stance assists the shooter in fast recovery from recoil, enabling the shooter to fire shots in rapid succession.

In combat shooting the perfect stance is rarely acquired. The shooter must adapt the body to the task at hand. If cover or concealment is available, the shooter is encouraged to utilize it which may put them in varying to unusual positions. The primary principles of stance should apply when possible.

There are two universally accepted shooting stances. They are Weaver and Isosceles. This manual will point out the strong and weak points of both stances. As firearms instructors we should be versed in both and encourage the use of the stance that works best for each individual student. As long as the student does them properly, given the information on each, they should be able to decide which stance is most comfortable and functional for them. Of course, as discussed earlier, the bottom line is that they can hit what they aim at, absorb recoil quickly, stay balanced and be able to move.

Weaver



Isosceles



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Fig. 2.3 **Weaver Stance**

The weaver stance has been, and still is a very popular stance. Proponents of the stance would say that it promotes good balance, recoil recovery, and rapid fire on multiple targets. This stance should be comfortable and would ideally be the same stance as that used for the field interview, use of the baton, or OC Spray.



Fig. 2.3a Stance

Foot position - Feet are placed at approximately shoulder width, with the toes at an angle to the target. Strong foot is slightly farther back from the target than the support foot. Note -Precise angle is not critical, although it should not exceed 45 degrees. The shooter should determine what angle is personally most comfortable and stable.

Body position - The body should be facing the same direction as the toes, and the shoulders should be in line with the toes. It is critical that the shoulders not be allowed to square up with the target. The shoulders should be aligned with the hips and the feet, with the strong side foot slightly back from the target. Squaring the shoulders to the target is time consuming, and does not permit the shooter to maintain a straight line from the front sight up the strong arm and into the dominant eye.

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Fig. 2.3b Stance



Arm position –

Strong arm- The strong arm can be extended fully with the strong elbow either locked or slightly bent. Again, locking the elbow is preferable due to malfunction prevention. It must be remembered that the shooting wrist must be kept locked tight throughout the shooting sequence.

Support arm - The shooter pushes toward the target with the strong arm, and pulls back toward the body with the support arm in an isometric-type exercise. This creates a very firm and steady shooting platform and is the part of the stance providing the recoil control. The shooter must ensure that the support elbow is pointing straight down toward the ground while pulling back, helping to produce a straight back isometric pull. If the elbow is pointing out to the support side of the shooter, the pressure will be to the rear and to the side, adversely affecting accuracy.



Fig 2.4 *Isosceles Stance*

True Isosceles stance begins with the shooter squared up to the target. The knees should be slightly bent to assist in stabilizing the stance. The gun is held up to eye level with both arms extended and elbows locked.

The weight of the shooter's body is slightly shifted on to the balls of the feet. However, the heels remain in contact with the ground. The head is well forward over the toes.

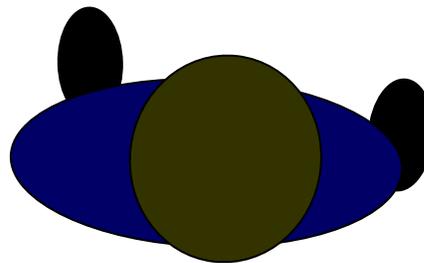
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Fig 2.4b

Elbows are firmly locked and the gun is held up to eye level in front of the dominant eye.

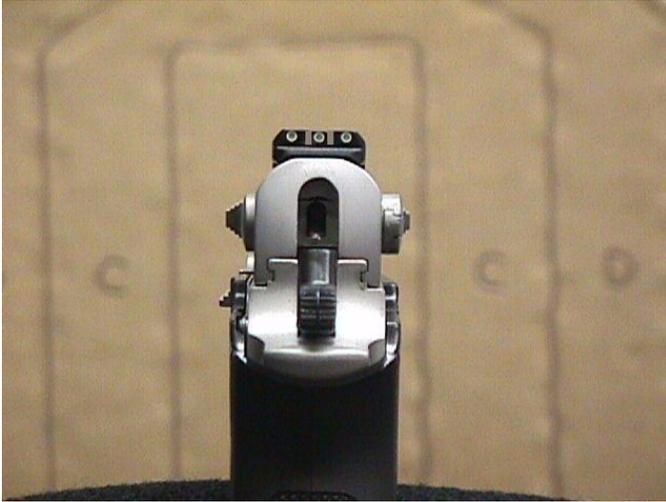
The feet can be side by side or the strong side foot slightly to the rear, (4"- 6"), of the support foot. This modified foot position extends the support arm slightly more than the strong arm assisting the shooter in achieving the proper grip on the weapon.



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Sight Alignment: The importance of sight alignment cannot be overemphasized in shooting. While many do not choose to separate sight alignment from sight picture as a shooting fundamental, doing so may give the shooter a better grasp of the two most common types of sighting errors that occur.

Fig. 2.5 Proper Sight Alignment

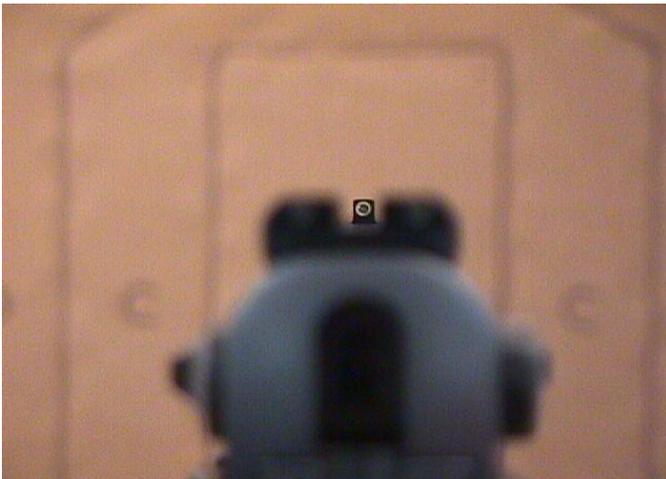


aiming and firing cycle.

Use of sights:

Sight alignment is the relationship of the front and rear sight to each other. Correct sight alignment occurs when the top of the front sight is level with the top of the rear sight. The rear sight and front sight are aligned with equal light on both sides of the front sight, between the rear sight shoulders. Sometimes called “light bars and level”. Sight alignment is a simple thing that most shooters do incorrectly, usually because of a failure to continually concentrate during the

Fig. 2.6 Proper Sight Alignment/ Front Sight Focus



The human eye is very much like a camera in its functioning. It can be focused on only one point in space. Anything in front of or behind that focus point will be at least slightly out of focus. When shooting, the eye is attempting to focus on three things simultaneously:

1. The front sight.
2. The rear sight.
3. The Target

This is physically impossible, so the shooter must make a choice from among the three. The natural

tendency is to focus on the target. After all, we want to see what we are shooting at. To do so can be fatal to the accurate shot. To ensure that the sights remain perfectly aligned throughout the act of shooting, the eye must be focused on the front sight. If the eye is allowed to focus on any other point the shooter risks a catastrophic miss due to what is termed as angular shift error.

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Angular or lateral shift error is defined as that error in shot placement occurring because of misalignment of the sights. Angular shift error is an error that is directly proportional to the distance of the shot. If you double the distance to the target, you will double the amount of the error.

The mathematics of the angular shift error are really quite simple. Let us first take a four inch revolver. The sight radius of a weapon is the distance between its front and rear sights. On a four inch revolver, the sight radius is approximately six inches. Now let us miss-align front and rear sights by just one tenth of an inch. This means that by the time the bullet travels the distance between the front and rear sights (in this case six inches), the bullet will already be one tenth of an inch off course. By the time the bullet has traveled a mere twenty five yards (75 feet), we realize that the bullet would miss the firing point by a full fifteen inches. As the standard police silhouette is only fifteen inches wide in the K4 and K5 area, the significance of angular shift error is obvious.

There are two types of errors possible in sight alignment:

Lateral error occurs when the sights are perfectly level, but are not properly aligned. It causes the shot to hit right or left of the desired point of impact. This may be caused by a slight movement of the body parallel to the line of fire.

Fig. 2.7 Lateral Error



Fig. 2.7 Angular Error



Angular error occurs when the sights are not level. If the sights are properly aligned, but the front sight is lower than the top of the rear sight, the resulting shot will be too low.

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Fig 2.8 Angular Error

If the sights are properly aligned but the front sight is higher than the rear sight, the resulting shot will be too high.

Note: All police service weapons should be zeroed in for point of aim, point of impact at a known distance. (Usually 25 yards) Moving closer or even out to the 50 yard line makes an insignificant difference in the point of impact. (About an inch drop from 50 yards)



Focus: The shooter must avoid the tendency to look away from the front sight to focus on the target when shooting at longer distances. The tendency to do so is sometimes subconscious and the shooter often does not realize that he is not focused on the front sight during critical time periods. Blinking or flinching as the shot breaks can also create angular shift error.

Precision shot placement, even in some combat situations, requires focus on the front sight of the weapon to ensure proper sight alignment. However, in many combat scenarios involving close distance, (7 yards and in), the shooter can focus less on the front sight and more on the adversary. In these cases the shooter is “looking through the sights” which appear as a ghost image in his secondary vision. To register a center mass hit at these close distances requires only that the front sight post in the shooter’s secondary vision be placed on the adversary, allowing early detection of threatening movements or attack. Alignment of the sights is not necessary because at close instances, the angular shift error occurring from misalignment of the sights is not enough to miss the vital area of a human being.

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Fig. 2.10 Proper Sight Picture



Sight picture is the relationship of sight alignment to the target. The sight picture consists of the properly aligned sights, placed on the desired area of the target. Correct sight picture generally includes proper sight alignment superimposed on the center of mass of the target, which is a smaller area within the whole target.

As previously discussed, all police service weapons should be zeroed in for point of aim, point of impact at a known distance (commonly 25 yards). Avoid using shooting tricks such as a six o'clock hold to sight in service weapons, as doing so will lead to major problems when shooting at different size targets at different distances.

In striving to attain perfect sight picture, it becomes very apparent to the shooter that he/she cannot hold perfectly still. The sights will constantly move in, around and throughout the point of aim. The area covered by the sights in this movement is called the arc of movement (wobble area) and is caused by the inability of the human body to hold perfectly still. As the shooter's body is most stable during respiratory pause, it stands to reason that the arc of movement will be smallest during this period of time. This is referred to as minimum arc of movement.

Probably one of the most difficult tasks facing the new shooter is learning to live with this arc of movement. While strict training and practice can reduce the size of the arc of movement, it will never be completely eliminated. The best the shooter can hope for is to minimize the arc of movement by taking advantage of the respiratory pause. Many new shooters will attempt to "snatch" or "steal" the perfect shot by slapping the trigger just as the sights pass through the intended aiming point. The resultant angular shift error caused by the disruption of sight alignment is usually catastrophic.

To avoid the deadly sin of angular shift error, the shooter must discipline themselves to accept their arc of movement, such as it may be. Once the shooter falls into the established pattern for the arc of movement, the point of aim should coincide with the center of the wobble area. Trigger pressure is then smoothly applied to make the shot break while the shooter is still holding minimum arc of movement. If the shot breaks when the sights are actually aligned somewhere other than the intended aiming point, the shot will still strike the target within the confines of the area covered by the arc of movement. The error resulting from the arc of movement of the weapon is referred to as parallel shift error.

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An exercise to be used to test the student's ability to obtain consistent sight alignment is as follows:

Block a pistol on a table or stand so that it is completely stationary. The muzzle should be pointed in a safe direction at a wall 15 feet away. Place a blank piece of paper on the wall in front of the muzzle. The student's partner holds a one-inch diameter bull's-eye on a stick against the paper. The bull's-eye has a pinhole in the center. The "shooter's" placement is about one arm's length back from the pistol, not touching it. The "shooter" obtains a correct sight alignment on the blank paper, and directs his partner to move the paper bull's-eye until he has a correct sight picture. When the sight alignment is correct, the partner marks the position of that sight picture through the pinhole. This sequence should be repeated three times to provide a triangle of three marks on the paper. The smaller the triangle, the better and more consistent the sight picture.

In addition to learning where to focus the shooter's eye in the sight picture, we must also determine which eye to use. A shooter must determine which eye is the dominant eye. The three options are the left eye, the right eye, and eyes with equal strength. If a shooter has a same side dominance, (right hand, right eye, or left and left) he should use that dominant eye and keep both eyes open to shoot. If a shooter is cross dominant (right hand-left eye, and vice versa) he should shoot with both eyes open, and, keeping the head erect, simply turn his head to place his dominant eye in line with the sights. If a shooter does not have a dominant eye, then he must either close or dim one eye to avoid having his eyes fight for control while focusing on the front sight. Do not over analyze the dominant eye principle. The bottom line is that the shooter find a way to focus on the front sight of the gun. The ideal is with both eyes open but if the shooter is unable to do that they must discover which eye is dominant and use that eye. If they are right handed and left eye dominant, or cross eye dominant, it is far better to encourage them to shoot with both eyes open or even with only the dominant eye rather than changing their shooting hand to match their eye dominance as has been done on occasion, usually with poor results.

The actual error of shot placement caused by the arc of movement can be very minimal if the fundamental of grip, sight alignment, trigger control and breathing are being practiced.

Breathing - In stress shooting situations there is seldom time to concentrate on breath control. Generally, normal breathing in sudden short-range confrontations will not affect accuracy significantly.

The object of proper breath control is to enable the shooter to hold his/her breath long enough to fire without disturbing his/her ability to maintain proper sight alignment. To be effective, breath control must be applied systematically and uniformly. Shooters should take a deep breath, then, exhale normally, and shoot during the respiratory pause.

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Don't breathe until the shot breaks, and the follow through is complete. The shooter should be able to fire a minimum of three shots, and preferably, with practice and conditioning, fire up to six shots before taking another breath.

The most important rule of breathing is that you must not shoot and breathe at the same time. If the shooter must breathe before making a shot, then he/she should do so. Oxygen deprivation manifests itself in blurred vision, muscle tremors, and the mental pressure to fire the shot regardless of how far the sights are off just to "get it over with."

Trigger Control – Next to sight alignment, trigger control is probably the single most important of the shooting fundamentals. Any shooter who masters sight alignment and trigger control is well on the way to being an excellent shot.

We will discuss both single and double action triggers and the most accepted techniques to control each. Principles common to both double and single action trigger control are summarized as follows:

1. Trigger pressure applied straight back into the shooting arm.
2. Pressure to the trigger applied evenly, smoothly, and continually so as not to disturb sight alignment.
3. Pressure is applied to the trigger only, not to the grip or frame of the gun.
4. The trigger finger must not be interfered with by the gun or supporting hand.
5. Trigger pressure should be applied in such a fashion that the shot breaks before physical and mental fatigue set in, leading to anticipation.

There are two methods of shooting double action: The stroke method and the pull-squeeze method. The stroke method is the most desirable for combat training.

Stroke method: The stroke method is a continuous, ever increasing firm pressure applied to the trigger until the shot is fired. This method permits accurate shooting in the least amount of time.

Pull-squeeze: (Staging) This method can only be employed if the shooter is very familiar with the trigger of his/her pistol. The shooter pulls the trigger until the trigger stages just prior to the hammer falling. Pressure is further applied to the trigger in a slower even more controlled manner until the surprise discharge of the pistol. The pull-squeeze method requires considerable practice to preclude firing inadvertent shots.

The pull-squeeze method is for PPC style shooting, when there is little time pressure and the distances are great. A situation seldom found in field shootings. It is essential that the shooter **NOT** adopt the pull-squeeze method for range work, and try to use the stroke method for fights.

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Double Action Trigger Manipulation - In both methods of shooting double action, more correctly referred to as trigger-cocking, the shooter must insure that the trigger finger contacts the trigger at or near the first joint of the firing hand finger. This joint is referred to as the "power crease" of that finger. The right side of the trigger should be touching the "power crease" while the left side of the trigger will be on the pad of the fingertip, closer to the tip of that finger (in a right handed shooting grip).

This is beneficial because the trigger pull in double action shooting is approximately three times that of a single-action shot. Depending on the pistol, the pressure required to fire the pistol varies from 5 to 14 pounds. Proper finger placement minimizes the unwanted movement of 12 pounds of pressure placed on a three pound pistol at the critical time of discharge.

Fig. 2.11 Power Crease



Fig. 2.12 Trigger Finger Placement



Single Action Trigger Manipulation - When using a single action semi-automatic pistol, the trigger manipulation is easier, due to the consistent trigger weight and length of travel. The trigger finger will be placed on the trigger at the center of the pad of the fingertip, on the center of the trigger.

Fig. 2.13 Trigger Press



Press- The shooter must insure that the trigger is pressed directly and steadily to the rear of the pistol, with no sideways application of force. As if the shooter is "pulling the front sight through the rear sight by straight back pressure on the trigger."

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Surprise-Break - The most important aspect of trigger control is the surprise break of the shot. The hammer should fall as a response to pressure added to the trigger. The shooter must not know the instant of ignition. If the shooter attempts to “catch” a good sight picture by snapping the trigger as the sights move past the aiming point, the shot will be inaccurate. This is referred to as a pre-ignition push, and usually results in a shot low on or below the target.

The fall of the hammer must be a surprise whether the shot is to be taken in 10 seconds or 1/2 of a second. A “Compressed surprise break” refers to a shortened time span between beginning to press the trigger and the hammer fall.

Fig. 2.14 Trigger Finger follow-through



Follow through - Many shooters, especially those in training, will fire the pistol, allow it to go into recoil, and either holster or immediately look for the hit on the target.

It is common for the shooter to move the pistol while it is being fired, causing an inaccurate shot. A complete follow through consists of three distinct steps: 1) the front sight is the last thing in sharp focus when the pistol discharges, 2) the front sight is the first thing back into the shooter's focus immediately after the shot is fired, 3) the shooter smoothly releases the trigger to pick up the sear for the next shot.

Trigger reset – Trigger reset is a critical element of trigger control. As stated above, after the shot breaks, the shooter then releases the trigger to pick up the sear for the next shot. The shooter should practice releasing only to the point that the audible and physical reset is heard or felt. The trigger cycle can then be repeated for the next shot. Releasing only to the reset shortens the complete trigger cycle greatly in most guns. It also trains the shooter to stay on the trigger in multiple shots. This practice will do wonders in reducing

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or eliminating preignition flinch and trigger “jerks” that cause the bullet to impact low left in right handed shooters and low right in left handed shooters. In short, trigger reset will lead to a smoother trigger cycle and therefore more accurate shots on target.

Single Action or Glock Action

Trigger reset is a critical element of single action shooting.



CONCLUSION: The fundamentals as discussed here are essential to good shooting. It is interesting to note that of all the fundamentals discussed, six are static, and one is dynamic. Trigger control is the only fundamental wherein the shooter wants to apply an external force to the weapon, a force sufficient enough to move the trigger. The other fundamentals seek to prevent or minimize weapon movement. Putting all the fundamentals to work is no easy task, but a systematic program of dry firing the weapon can hone all fundamentals except follow through without ever shooting a live round. By dry firing the weapon under conditions where the shooter can focus sharply on the front sight as trigger pressure is applied, the shooter can determine if the sights stay perfectly aligned until the hammer falls. If the weapon moves, the shooter can adjust the application of the fundamentals to remedy the problem. Practice is the key to acquiring and maintaining any psychomotor skill. Shooting is a perishable skill. Practice leads to performance.

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RITUAL DRY PRACTICE

BY BILL BURRIS

Every year thousands of guns are fired unintentionally with results which vary from embarrassing to tragic. These incidents occur with people possessing every conceivable level of firearms experience, from the individual who has never touched a gun before right up to and including instructors. Too many people have paid for this foolishness with their lives.

Here's an example: Mr. "Joe Typical" obtains a new gun or holster. He decides he would like to practice his quick draw, or squeeze the trigger a few times with an "empty" gun. Joe removes the ammunition, setting it on the table and gets started. Joe's first "target" is a photo of a favorite relative on the wall. After a while, Joe craves more action. The television is ready-made for this "combat training". Joe draws down on every bad guy appearing on his screen, and a few good guys as well (you can never be too sure). Soon Joe discovers the ultimate live action target, "Puff" the cat, who obligingly runs through the room providing an irresistible quick reaction test of skill.

After a few minutes, Joe's attention is drawn to the pretty lady on his television screen. Joe's resident lady enters the room and reminds him of several other tasks awaiting his attention, all of which have nothing to do with guns or television. Now Joe is shifting into gear to handle the competing demands in his life, when suddenly, Godzilla appears on the screen. Joe, wishing to do his bit to curb foreign imports, draws down on the Mesozoic miscreant. There's only time to do it once right, between the old snake eyes – BANG!

As the smoke clears, Joe goes through seconds of disbelief. Did the gun really fire? Impossible! But there is the evidence, a dark screen, a hole, and a numb but growing realization that this has really happened. The worst part isn't that Joe will be embarrassed when people find out, nor is it that his insurance won't pay for the television. No, the really terrible part, the part that will tear at his guts every day for the rest of his life, comes when he discovers who was standing behind the wall that he shot through.

Variations of this basic theme are repeated constantly. In one law enforcement agency I know of, two officers have shot their spouses during firearms handling at home; fortunately both recovered. Another officer in that agency shot a friend during a firearms demonstration. Two sergeants have shot themselves in the hand while inside the precinct. Inanimate casualties include several televisions and one bedroom mirror.

The list is from just one medium size agency in a period of a few years. If you are around people with firearms, you have heard of similar incidents, and for every one you've heard about, several more have been "kept quiet", because no one was injured, and the whole thing was just too embarrassing to discuss. What has happened in almost every case is this; a gun that started out being unloaded is reloaded unconsciously by the

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person handling it. Then, before the person has made a mental shift, he squeezes the trigger one more time with terrible results.

There is a procedure to follow which will eliminate unintentional discharges when used in conjunction with the four primary firearms safety rules.

These rules are:

- 1. All guns are always loaded**
- 2. Never let the muzzle cover anything you are not willing to destroy**
- 3. Keep your finger off the trigger until your sights are on the target and you have made the decision to fire**
- 4. Be sure of the target as well as the surroundings and beyond**

The procedure is called “Ritual Dry Fire Practice” and involves taking several extra steps whenever you perform practice or maintenance with no intention of actually shooting the gun.

Step One: Select the Proper Time and Place

The proper time is when you are alone. Anyone around you during your practice serves only one purpose, that of unintended victim should you have a weapon discharge. One exception to the “be alone” rule is if someone is actually involved in the practice with you. There should be no distractions. No television, telephone, eating, or conversations with people who drop in on you. If you are interrupted during a practice session, practice stops immediately, and when the distraction leaves, you start over from step one.

The proper place is one which affords a safe backstop to point your gun at. This must be something which will stop your bullet if you fire one. Your backstop might be a woodpile, sandbags, or other object which doesn't pose a threat of ricochet. Whatever you select or construct for this purpose must be capable of stopping the type of ammunition your gun fires.

Step Two: Remove All Live Ammunition from Your Training Area

This means all live ammunition, including that in your gun, on your person, and in your vicinity. If you are in a room, remove the ammunition from that room. If you are outdoors, remove the ammunition far enough away that it will take conscious effort to retrieve it before you will be able to reload the gun.

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Step Three: Go into “Practice Mode”

This is where the “ritual” occurs. We want to make a positive mental shift to the realization that we are operating in a set of altered circumstances wherein it is permissible to do things we would not normally do, such as squeeze the trigger when we don’t actually intend to shoot the gun.

We say to ourselves, out loud, “This is practice time, I’m going to practice now”. We repeat this statement three times in order to be mentally focused on what we are about to do.

Step Four: Perform Practice

At this time we practice whatever we need. It might be pistol presentation (draw), sight alignment/picture, or compressed surprise breaks (trigger squeeze). Usually we practice a combination of skills or maintenance procedures.

Step Five: When Practice is Over, Go into “Reality Mode”

This is the traditionally dangerous time, when the gun is reloaded, and a shot is fired. To avoid this, we conduct a second ritual to shift our mind firmly back to the reality that when the trigger is next squeezed, a bullet will destroy whatever the gun is pointed at. We say to ourselves, out loud, “Practice is over, this is real”. This is repeated three times.

Step Six: Put the Gun into the Condition You Normally Keep it (Loaded)

This keeps us in compliance with safety rule one. If you are concerned about loaded firearms around the house, you should be. Guns are inherently dangerous, and should not be left unattended. Children are likely to find them and proceed to experiment. Children can load firearms, as well as obtain ammunition from their friends’ homes. They don’t intend to shoot the gun, but often children do. It’s not whether the gun is loaded, but whether it is accessible that you should be concerned about. When you are not in direct control of your firearm, it should be secured in such a manner that children cannot get it into a firing mode. Lock the gun in a safe, a gun case, or place a locking mechanism on it. This is your responsibility whether a child (or irresponsible adult) is invited into your home or not. Should one of these individuals obtain your unsecured firearm, you may be very unpleasantly surprised at your potential civil liabilities when someone is injured or killed with your gun.

Step Seven: Put the Gun Away Immediately

Place the gun in the appropriate storage area, or holster if you are going to work. Try not to handle the gun again for at least an hour after Ritual Dry Fire Practice.

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When you next touch it, you want all vestiges of “Practice Mode” to be gone from your thinking process.

These seven steps will assure that you do not have an accidental or negligent discharge while handling your firearms. They are well worth your time and effort.

PISTOL MANIPULATION

SIX STEP PRESENTATION



GRIP – Obtain a proper firing grip on the pistol in the holster and defeat ALL retention devices of the holster. The support hand moves to the abdomen or slightly higher on the chest. **BOTH HANDS MOVE TOGETHER.** Sight alignment begins here. If you don’t get a proper firing grip, don’t continue with the presentation until you do.

Note: With the Safariland SSIII holster, this step is critical. A proper grip in the holster eliminates the need to press the weapon down and to the rear to allow the ejection port lock to release. This creates slower presentation times. This is a very subtle push and when overdone can cause the weapon to hang up in the holster. It is also important that the strong side elbow be in-line to the grip, or angled inward toward the body. If the elbow is canted outward, it can cause the pistol to bind in the holster when drawing.

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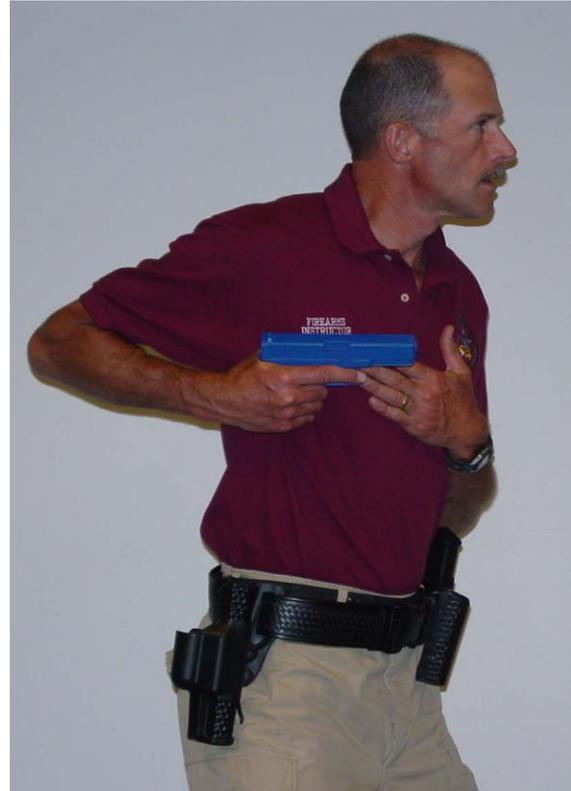


EAR – Draw the pistol so the muzzle clears the holster but remains pointed right down.

movement for this step is done with a slight rotation of the shoulder and bending the elbow. The finger is straight and positioned high along the slide.

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ROCK & LOCK- The muzzle levels with the sights aligned in your hand and locking of your wrist. Your trigger finger just enters the trigger guard of DA pistols & Glocks. With SA pistols (Colt 1911 type) your trigger finger is straight along the frame and the safety is OFF. The shooter should be ready to engage if need be. The pistol should NOT rock down toward the holster, rather remain high along the chest, canting the pistol slightly outward so that the slide will not become tangled in clothing if you need to shoot from this position. The muzzle should be horizontal, pointed at the upper center of mass of the target, and the front sight, rear sight, wrist bones and elbow of the strong hand/arm should be in a straight line. DO NOT lower the shoulder or forearm

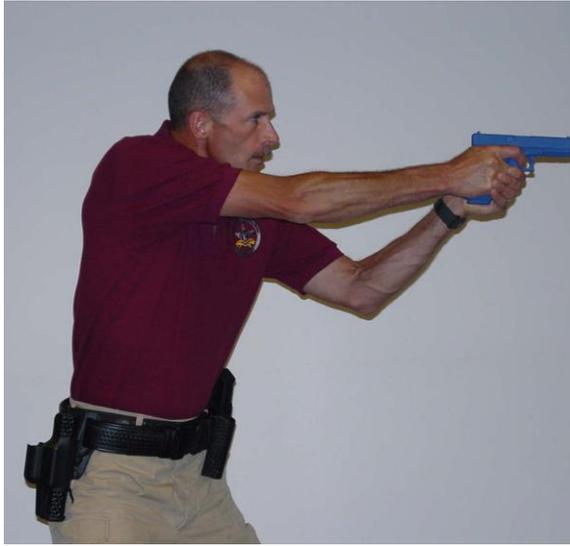


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SMACK- This is the start of a two handed firing grip. The support hand slides under the pistol, so the second knuckle of the support hand index finger just touches (indexes on) the bottom of the trigger guard. That's all the movement there is during step 4. Think of it as the weapon hand peeling the support hand off of the chest. This acquires the two handed shooting grip without the chance of muzzling the support hand or fingers.

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LOOK- Push the pistol **STRAIGHT** toward the target with the strong hand, resisting with the support hand, rubbing your elbows against your side until they pull away.

Begin to take the “slack” out of the trigger with the trigger finger.



The head must remain upright, bringing the pistol’s sights up to the line of sight. **DO NOT TILT THE HEAD DOWN OR SQUAT OR HUNCH THE SHOULDERS.**

Fig. 3.7b Look

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Fig. 3.7c Look

As soon as the front sight interrupts the line of sight from the dominant eye to the target, the focus shifts to the front sight, verifying a “Flash Sight Picture”. You must smoothly manipulate the trigger to achieve a “Compressed Surprise Break” *AND* focus on front sight both before and after the shot breaks.



GUARD - As soon as you deliver your shots, depress the muzzle and “come down and look around”, shift your focus downrange and look left and right, breaking your tunnel vision. Your trigger finger goes straight along the frame of ALL pistols, de-cock or safety ON as appropriate for your pistol. Maintain sight alignment and isometric tension at guard, this is a fighting stance/position.

NOTE: ALL non-firing manipulations of the pistol will begin and end in the GUARD position. That is the last place the pistol should be prior to returning it to the holster. That is your “Insurance” that both you and the pistol are ready for the next encounter. Be sure a round is in the chamber, a full magazine is in the pistol, all other ammunition you have on your person is stored appropriately, and you have assessed the situation and are in complete control of the area within your immediate field of view. This is where the complete safety scan is accomplished. From the pointed in position we go to the following:

- The hunt or below eye level
- The guard or low ready

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360 degree scan (safety circle can accomplish this but is not necessary).

SAFETY CIRCLE – POSITION SUL

The Safety Circle, as it is referred to in law enforcement training, originated from the Position Sul as created by Max Joseph. Sul translated means south, indicating that the muzzle is pointed to the ground. As the excerpt below describes, he designed the position to deal with muzzle control issues in crowds. Law enforcement trainers quickly adapted the carry for much the same reason. **The “Safety Circle” was never intended to replace the “guard” or “low ready” position (emphasis added).** It was not intended to be used to cover bad guys. **Its intended use is to provide a safe direction for the muzzle when officers are moving in and around people (emphasis added).** It therefore can be a part of the complete safety scan, but does not need to be.

Excerpt taken from article in American Handgunner on the Position Sul. Written by noted author and firearms trainer, Clint Smith.

On May 20, 2003 I talked to Mr. Max Joseph in regards to the position SUL. Mr. Joseph outlined several points of interest:

- 1. He and Alan Brosnan of "TEES" developed the concept of SUL in 1997.*
- 2. SUL is Portuguese for "South" or in this application, "down" or "muzzle down."*
- 3. Many of their clients speak Spanish or Portuguese.*
- 4. It is a simple command to stage, set or reset the muzzle direction.*
- 5. It was developed for personnel armed mostly with handguns. It's a handgun position primarily -- minor modifications are necessary with long guns -- but they still use the term SUL.*
- 6. It is designed for transient movement of personnel in, and around, each other in team concepts.*
- 7. It is applicable in close confines to keep muzzles off of themselves and other team members.*
- 8. It is also used to maintain domination of unfriendly, but not necessarily violent, groups of people. As an example: if shooter ONE was holding an area of responsibility and shooter TWO needed to pass in front of shooter ONE, shooter ONE could lower or tuck the muzzle into a position where, during this action, shooter TWO was not covered by shooter ONE's muzzle.*
- 9. It could -- and should be practiced -- but is not intended, needed or required for regular static range work.*

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10. SUL applied properly, is not intended to, or does it cover, the person holding the gun or those around them. And, to clarify things, SUL, as used by my "gun camp junkies" that day in class, was done incorrectly. They were indeed pointing the muzzles of their respective handguns at their feet, legs and groin area.

Respectfully,

Clint Smith

Clint also received the following from Mr. Alan Brosnan, an associate of Max Joseph's:

Greetings from Brazil,

Position SUL, is not a classic "gun ready" position, but rather a "gun safety" position. It was primarily designed for the Brazilian officers as they poured out of their SUVs on missions in the slums. Their muzzle control was atrocious, and since Max and I were in the SUVs, it did not take much brain power for us to create a solution to this evident problem -- be it right or wrong for many of the US instructors and critics. I think most of them thought it was a substitute for a classic "gun-ready" (position 3) position and that is where the confusion came in.

The position has taken off very big among the law enforcement and military we teach in the US. After they understand the concept, it's hard for them to disagree with it, especially since it affects safety - predominately their own!

Stay safe,

Alan Brosnan

The position itself is simply to bring the weapon in to your center, at, or just above belt level. The weapon is held flat against your body and over the back of your support hand. The muzzle should be pointed straight down to the ground, between your feet. Your strong side thumb should be touching your support side thumb. The thumbs should not break contact from your standard grip position, to the safety circle, and back to standard grip. (See photo)

HOLSTER: Holstering the pistol from the "Guard" position involves reversing the steps. The sequence of movement is: Guard, Smack, Rock & Lock, Clear, Grip. Maintain a firing grip on the pistol until it is fully seated in the holster. Secure ALL retention devices, one handed and without looking at the holster. Keep your vision downrange, constantly evaluating the situation. Be ready for the possibility that additional assailants may appear at any time and you may need to POINT IN or go to GUARD again quickly. DO NOT RELAX or "UNPLUG" FROM THE FIGHT thinking you are done simply because you are holstering. It just means that you "had your turn". It would be a shame if you got another turn and you missed it simply because you weren't paying attention.

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Non-Firing Manipulations of the Firearm: ALL non-firing manipulations of the pistol will be done from the GUARD position (on the firing line), or with the pistol secured in the holster.

There are three (3) constants, which generally apply to all non-firing manipulations of any firearm. Two of these are universal. The third only applies to particular firearms (those equipped with a mechanical safety and/or de-cocking lever). The three constants are:

1. Muzzle pointed in a safe direction (see Firearms Safety Rule #2).
2. Finger OFF the trigger (see Firearms Safety Rule #3).
3. Safety on and/or hammer de-cocked.

NOTE: SINGLE ACTION AUTO PISTOL SHOOTERS: (Colt, Springfield, Browning) if the shooter is utilizing a single action pistol (which has a mechanical safety), the shooters thumb **MUST** be on top of the safety at all times. The only exception to this rule is when the shooter is actually in the act of re-applying the safety on the way to the Guard Position. Once the safety is back on, the shooters thumb will be placed back on top of the safety and remain there.

Loading and Unloading:

Press Check - Maintain a firing grip with the strong hand. With the fingers of your support hand, grasp the slide from underneath and behind the muzzle, along the sides. Push the slide far enough out of battery to LOOK into the chamber and FEEL in the chamber through the ejection port with your trigger finger.



Fig. 4.1 Press Check

Double action semi-auto pistols with exposed hammers are more easily press checked if thumb cocked first (using the support hand thumb), as they will usually wind up fully cocked as a result of the press check. The pistol should then be de-cocked using the de-cocking lever

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Fig. 4.1a Press Check



Fig. 4.1b Press Check

After confirming the status of the chamber, the slide is released allowing the recoil spring to push the slide back into battery.

NEVER PRESS CHECK BY PUTTING THE SUPPORT HAND THUMB INTO THE TRIGGER GUARD Only the trigger finger goes in there, and then only when the sights are on the target (*see Firearms Safety Rule #3!*)



Fig. 4.1c Press Check

To complete the press check, the shooter also confirms the status of the magazine in the pistol and any additional ammunition carried. The Press Check should be performed *ANYTIME* the shooter is uncertain of, or wishes to confirm, the status of the pistol.

The Press Check is always done from the GUARD position. After the Press Check is completed, the shooter returns to the GUARD Position, running the de-cocking lever or putting the safety ON, if appropriate for that pistol. In all cases, the trigger finger never enters the trigger guard (*see Firearms Safety Rule #3!*).

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Loading - (chambering a round) ‘Press check’ the pistol to see if loading is necessary. Insert and seat a full magazine. Run the slide vigorously -”rack and circle back”- to charge the chamber. Press check again to confirm the chamber is charged, then de-cock or apply the thumb safety (as appropriate for your pistol). Note in the photos below that an overhand grip is used to “rack” or manipulate the slide. Not the thumb and finger “slingshot” version.

‘Tac load’ a full magazine into the pistol; or holster, then remove the magazine from the pistol and add a round to replace the one that charged the chamber, then seat the magazine back in the pistol. **DO NOT OMIT THIS LAST STEP**, you want the pistol fully loaded at all times.



Fig. 4.2 Grasping the slide (The following sequence of photographs depicts proper grasp of the slide and follow-through.)

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Fig. 4.3 After running the slide, reacquire a two-handed firing grip

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Tac Loading - A “Tac-Load” (Tactical Load) replenishes the ammunition supply in the pistol while saving the partial magazine for possible later use. This reloading is performed during a lull in a fight, preferably from behind cover or at least concealment, with the pistol at the GUARD position. It is imperative **to KEEP YOUR EYES ON THE TARGET AREA** at all times during the magazine exchange.

A fresh magazine is acquired from the magazine pouch. The partially empty magazine is removed using the middle finger and ring finger of the support hand, and the full magazine is inserted and seated in the normal manner.



Fig. 4.4 Properly indexed Magazine



Fig. 4.5 “Flat to Flat and Back to Back”



Fig. 4.6 Insert Magazine



Fig. 4.7 Briskly seat the magazine

There are two options available for storing the partial magazine. One is to place the partial magazine back in the magazine pouch. The other option is to place the partial magazine in a pocket. Both options have advantages and disadvantages.

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Option One- Returning the partial magazine to the magazine pouch.

Here the shooter removes a magazine from the magazine pouch. Preferably, the full magazine is taken from the pouch the shooter goes to last in a speed loading situation. The shooter then performs the tac load described previously and places the partial magazine into the open magazine pouch slot.

The advantage to this option is the magazines are in the same place the shooter is used to going to in a speed load situation, especially under the stress of a gunfight. If done correctly, the partial magazine is not in the primary pouch, but is still in the magazine pouch.

This option does not work well for shooters who remove the partial magazine from the gun first, store it, and then retrieve a full magazine to complete the loading. Shooters who tac load in this manner may want to use Option Two.

Option Two- Placing the partial magazine into a pocket, but not the magazine pouch.

The partial magazine is saved and placed somewhere the officer can easily retrieve it, but not in the magazine pouch, since it is not fully loaded. The partially loaded magazine should be placed in the **same pocket, or location, every time**. Shooters should consider their on duty attire **AND** their off duty attire when selecting which pocket to use this technique with.

This will reduce confusion on which magazine is fullest, yet keep possession of all available ammunition for use in the event the officer must reload again, by speed loading or tac-loading, or if a Type 3 malfunction must be cleared.

If the shooter is carrying only one spare magazine, the partially expended magazine should be placed in the magazine pouch.

Another acceptable tac load is done by first removing the magazine from the weapon and storing it. Then a full magazine is drawn from the mag pouch and inserted into the gun. This method eliminates the step of having two magazines in the hand at one time that can lead to one being dropped or mistakenly putting the half full one back in the gun. The elimination of this fine motor skill is even more important with the larger double stack magazines carried today.

NOTE: Instructors need to train students in both tac loading skill sets- fine motor and gross motor tac loads. Additionally, they must train students in both options for

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storing the magazine. The shooters may choose which one they prefer, but instructors must ensure they practice the techniques correctly.

Additionally, instructors **must** incorporate drills which reinforces students retrieving the partial magazines from their choice of storage location. Instructors **must** also make sure the placement of the partial magazine is such that it won't get lost during movements related to a gunfight- not range training. **DO NOT** let students place the magazine in unrealistic places such as a waist band, or a dump pouch, as they are not realistic options in both duty and off duty situations and attire.

If you let students place the magazine in unrealistic positions, you are setting them up to fail. If you train them correctly and they choose to ignore you, provide remedial training. Then, document the remedial training attempts and the facts of the situation.

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Fig. 4.12 Slide locked to rear “Empty chamber”

Reach for a fresh magazine with your support hand as you turn the pistol in your strong hand. Press the magazine release button only after you have touched the fresh magazine and know you have a replacement. The partial magazine is released and allowed to fall free and is not saved for future use. The pistol will not be de-cocked or have the thumb safety engaged prior to this step. The pistol should remain at the level of your collar bone.

Speed loads- The method by which you quickly replenish the ammunition in the pistol. This is necessary when actively shooting and the ammunition status becomes uncertain (or empty) and you need to reload to continue fighting.

Speed loads are done in a four count movement.



Fig. 4.13 Acquire fresh magazine and turn the pistol to release magazine



Fig. 4.14 Release of magazine

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Bring the fresh magazine up to the pistol, and place the flat of the back of the magazine to the flat of the back of the magazine well. The index finger of the support hand **MUST** be aligned with the front of the magazine and **MUST** be touching the top cartridge in the magazine.



Fig. 4.15 Insert magazine Flat to Flat

Briskly seat the magazine using the heel of the support hand, re-acquire the firing grip, the target, and the front sight. **KEEP YOUR EYES ON THE TARGET AREA AT ALL TIMES** during the loading sequence.

Charge the weapon by manually manipulating the slide, not by depressing the slide stop lever.



Fig. 4.16 Briskly seat the magazine

Unloading or clearing the weapon:

- Remove the magazine and stow it someplace on your person. Not in your hand. This can be done administratively from the holster or from the guard position.
- With a strong overhand motion rack the slide vigorously at least three times to eject the live round.
- Lock the slide to the rear to show a clear chamber and no magazine.

CAUTION: DO NOT ATTEMPT TO CATCH THE CHAMBERED ROUND IN YOUR SUPPORT HAND. It is possible for the cartridge to shift during manual extraction and allow the primer to strike the ejector and detonate. If this should occur, severe injury to your support hand is very likely. This type of unintentional discharge has occurred in other agencies and forced medical retirement of police officers.

Slide Manipulation - During its normal cycle of operation when fired, the slide of the auto-pistol cycles very violently. It is expected to do so. Therefore, to ensure reliable operation, the slide must be manipulated as vigorously and violently as possible when

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charging or clearing the chamber. The goal is to duplicate normal operation as closely as possible.

Hold the pistol in a normal firing grip with the strong hand and grasp the top of the slide with the support hand, thumb toward the rear of the pistol. Make sure you do not cover the ejection port with your hand. Briskly and forcefully run the slide to the rear with the support hand letting the slide slip or “tear away” from your hand as it hits the rear limit of its travel.

Allow your support hand to hit your strong shoulder (or nearly so). This will make sure your hand does not help the slide go forward into battery. Emphasize circling your support hand behind and below the pistol (“rack and circle back”) as you re-acquire a proper two-handed firing grip.



Running the slide gently or “riding” or helping the slide forward into battery often causes malfunctions, may pinch your fingers in the ejection port, and increases the likelihood you will move your support hand in front of the muzzle as you re-acquire a two-handed firing grip (see Firearms Safety Rule #2).

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Unload and Prepare for Non-Firing Practice - For purposes of “NON-FIRING PRACTICE”, (**ON THE RANGE**), the weapon will be empty and the magazine will either be empty or loaded with **dummy rounds only**.

Note: GLOCK shooters will have to “press check” the pistol to reset the firing pin to “dry fire”. (An option is to remove the magazine and cycle the slide to cock the pistol for repeated shots.)

Caution: Only dummy rounds should be used for this purpose.

SHOOTING POSITIONS

Speed Kneeling: A rapidly assumed, low profile position, with a multitude of uses. It allows the shooter to assume an unexpected height at any distance to the target. It allows the shooter to conform to lower items of cover. Because it is not a supported position, the shooter may track a moving target, or change to other targets quickly. Most importantly, it allows the shooter to change the flight path of the projectile, should the shooter have to engage a target in front of innocent bystanders.

Moving to the speed kneeling position is a two count process. On the ONE count, the shooter completes the Grip, Clear, Rock & Lock, and Smack steps of the Weapon Retention Presentation. On the TWO count, the shooter steps with the support side foot, forward and across toward the target. Simultaneously the shooter completes the presentation and lowers the strong side knee to the ground. The feet and knee should be positioned in a manner to provide a solid support platform. From the waist up, the shooter should be in their shooting stance, as if shooting from standing. As in any kneeling position, the strong side toe should be curled up to facilitate rapid movement from the position. The majority of the shooter's body weight will be borne by the strong knee. Proper position of the arms with respect to the shooters stance of choice must again be stressed to produce accurate hits.

All weapon manipulation, speed loads, tac loads, etc. can be accomplished while in the kneeling position.

Recovery from this position is accomplished by transferring the body weight to the support leg and carefully



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standing in to your shooting stance while maintaining a guard. The safety scan should be done prior to standing up and again before going to holster.

Braced Kneeling: A low profile, supported position which helps stabilize the handgun to increase accuracy at longer distances. It is a slower position to get into than Speed Kneeling, and restricts a shooter's ability to track a moving target. However, weapon stability is greatly enhanced.

Moving into this braced position is the same as for the Speed Kneeling position. Except that the strong side buttock comes to rest on the strong side lower leg and heel. The toe should remain curled up, on the strong side foot, to allow the shooter to move quickly if necessary. The strong side foot and leg support the majority of the shooter's upper body weight. The support side arm, and the pistol itself are supported by the off-side knee and lower leg. The support side arm and leg should be perpendicular to the ground, providing direct support from the ground to the handgun. The flat of the arm, above the elbow must be placed against the flat of the knee to insure a stable position. Placing the tip of the elbow on the kneecap makes a round surface on a round surface, which defeats the purpose of the more stable position. The shooter must keep the isometric power in the arms when shooting, or the accuracy of the shots will diminish. Recovery and weapon manipulation is the same as with the Speed Kneeling position.



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Double Kneeling: A rapidly assumed, low profile position with many uses. It allows the shooter all of the benefits of the speed or quick kneeling position, and allows the shooter greater variation in body height. The Double Kneel can be more stable, as the shooter has four points of contact with the ground, rather than three.

Moving into the double kneeling position is a two count process. On count ONE, the shooter performs the Grip, Clear, Rock & Lock, and Smack steps of the Weapon Retention Presentation. On the TWO count, the shooter leans back slightly, and cants his hips forward. This is critical to allow a controlled lowering onto both knees. Simultaneously the shooter completes the presentation while lowering onto both knees. The upper body remains in the preferred shooting stance. The isometric power must be kept in the arms to maximize hit potential. The shooter will have both knees and both feet on the ground.

The shooter's height may be altered by putting the buttocks on the heels, or using the leg muscles to support the body at the desired height. Because of the more stable shooting base, the shooter can lean left, right, forward and back in order to adapt to available cover.

Recovery from this position should be in a guard position, from the waist up. The shooter should put the support side foot on the ground, lean forward, transferring body weight to the support leg and stand up as in recovery from the speed or braced kneeling positions.



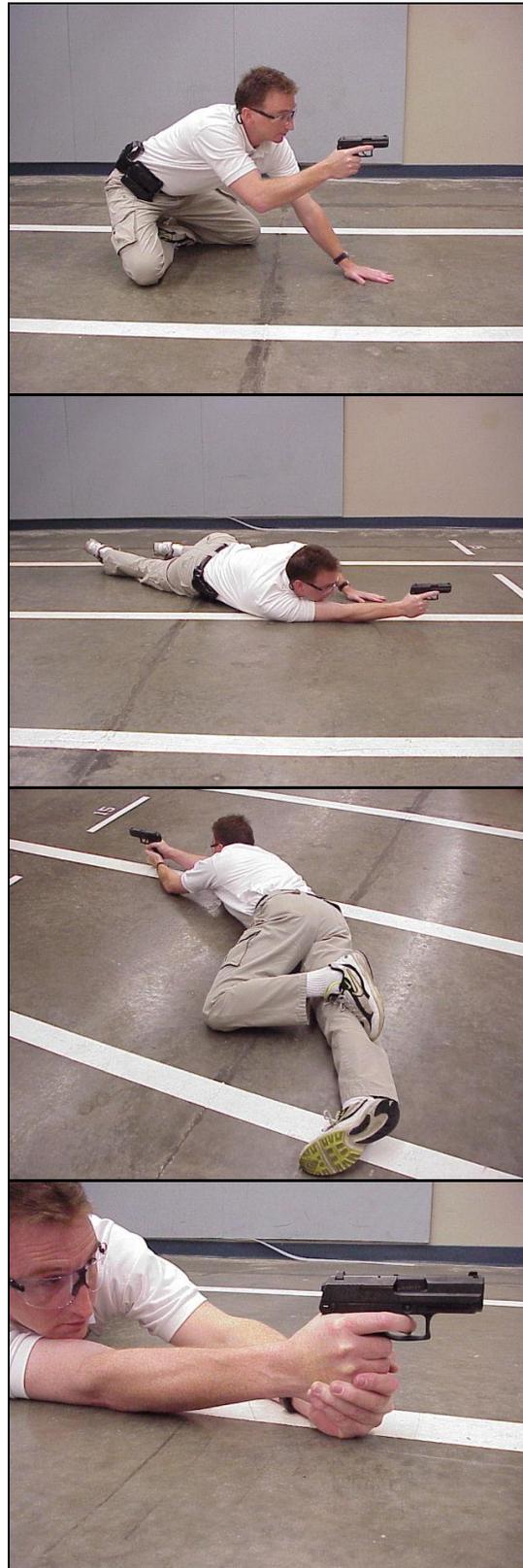
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Roll-Over Prone: This is a tremendously stable platform which most people can use very effectively and takes about two seconds to get into position. The position begins with the shooter standing in the weaver position.

Moving into the rollover prone position is a two count process. On count ONE, the shooter assumes the "Double Kneeling" position. On Count TWO the support hand will lower toward the ground for support, the shooter will fully extend their body with the strong arm ending up flat against the ground placing the sights on the target. The support hand goes into position on the weapon in a normal grip with proper isometric tension. The shooter will simultaneously bend their support-side leg at the knee and place the ankle behind their strong side knee which rotates the diaphragm off the ground to reduce the effects of breathing. Their body should be at approximately a 45 degree angle to the target.

All weapon manipulations and reloading should be done while in the prone position.

Recovery from the position is accomplished by reversing the steps. The shooter will return to the "Double Kneeling" while maintaining Guard, then complete the recovery in the same manner as from either of the kneeling positions. Deep safety scans should be completed at each stage of their return to the standing position.



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In Line Prone: This prone shooting position is an alternative to roll-over prone. The shooter will descend into the position the same as the roll over prone. In this position the body is in line with the target. The feet are spread apart with the heels and instep of each foot flat on the ground for stability. The arms are locked out in an isosceles position. Ideally the shooter can rest his support hand on the ground and still find the sights. If not, the shooter will have to bend the arms at the elbow and bring the gun up to eye level. Standing from this position is the same as above with consideration given to scanning at all stages of standing.



25 -50 Yard (Distance) Shooting - All shooters are reminded that there are no "tricks" to achieving accurate hits at longer distances. The phrase "as fast as you can, but as slow as you must" applies, in full, at any distance. Common errors at the greater distances usually involve poorer trigger manipulation, weakening of the isometric push-pull, and taking much too long to present the pistol. Also, there is a strong tendency to look at the target at the moment of ignition.

Simply put, all the basics must be adhered to, and errors must be minimized. Small errors at the firing line add up to major errors at distance, due to the divergence of the line of sight and flight path of the projectile. Shooters are also reminded to shoot or breathe, but not to do both simultaneously in order to get more accurate hits.

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MALFUNCTION CLEARANCE DRILLS

A malfunction is an interruption in the cycle of operation of a semi-automatic pistol that can be cleared with an immediate action drill. If tools or the skills of an armorer are needed to clear the interruption, you have a jam.

TYPE I - Fail to Fire: This type of malfunction most commonly occurs because the shooter failed to fully seat the magazine. This results in the slide not stripping a round off the top of the magazine and closing on an empty chamber. This can also occur from defective ammunition, a broken firing pin, or the slide not going fully into battery (because the pistol is dirty and/or the shooter ran the slide gently when charging the chamber).

This malfunction identifies itself by producing a loud “CLICK” instead of a significantly louder “BANG!” If that doesn’t clue the shooter in, the lack of recoil should! ANYTIME THE PISTOL PRODUCES THESE SYMPTOMS THE SHOOTER SHOULD IMMEDIATELY

TAP - briskly strike the bottom of the magazine with the open palm of the support hand to seat it fully.

RACK & CANT - “rack/cant and circle back”, to clear the chamber and to chamber a fresh round.

ASSESS – mental decision to fire/not fire the pistol, or otherwise finish the fight or drill.



Tap



Rack & Cant

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Assess

S&W's with a slide mounted de-cocking lever, P-35 BROWNING's, and BERETTA's:

Due to the drawbar disconnects in these pistols, a de-cocking lever in the down position can be misinterpreted as a misfire. Anytime you press the trigger, and feel “mush” with these pistols, raise your strong hand thumb high on the pistol, toward the slide, as you TAP-RACK-ASSESS. This will ensure that the de-cocking lever is in the up position.

TYPE 2 - FAILURE TO EJECT- This malfunction commonly results from the shooter “limp wristing” the pistol, in other words, not locking the wrist on the strong side and permitting too much muzzle flip (rise) during recoil. That causes the slide to not complete its full rearward travel during recoil. This results in the spent shell extracting but not to ejecting out of the slide. A dirty pistol, damaged extractor or ejector, or magazine with damaged feed lips can also contribute to this malfunction.

A Type 2 malfunction is identified by the spent shell (or occasionally a live round) sticking out of the ejection port, trapped between the barrel hood and the breech face of the slide. This will usually block the front sight from view. Occasionally, the spent shell will be trapped horizontally inside the ejection port (“buried stovepipe”) (See Type 3 malfunctions below).



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To clear a Type 2 malfunction:

Wipe the Brass- Briskly wipe the brass from the ejection port, without running the slide and circle back with your support hand and establish a two handed firing grip.



Over 90% of Type 2 malfunctions will have a fresh round chambering. If you run the slide in that situation, you can easily induce a Type 3 (double feed) malfunction. If your pistol does not have a fresh round chambering, and wiping the brass causes the slide to close on an empty chamber, a “TAP-RACK-ASSESS” will get the pistol back into serviceable condition and the fight.

Note: SIG SAUER’s ONLY. Wipe brass from the ejection port as you run the slide to chamber a fresh round. SIG’s rarely stovepipe with a fresh round going into the chamber due to the location of the ejector.

TYPE 3 - Double Feed- (“FEEDWAY MALFUNCTION”, “BURIED STOVEPIPE”)
This malfunction occurs when the slide tries to strip a live round from the top of the magazine to chamber it and there is a spent shell (or live round) still in the chamber. The new round runs into the back of whatever is still in the chamber and everything comes to a screeching halt. This is commonly caused by chipped or broken extractors, damaged magazines (feed lips not securely holding the rounds in the correct alignment during the firing cycle), and/or dirty pistol. This can also be caused by ‘limp wristing’ the pistol.

The pistol will look fairly normal with just a casual glance with this malfunction. The front sight will normally be visible, but the slide will be back out of battery by as much as the length of a live round. Brass will be visible in the ejection port.

There are four steps that must be accomplished to correctly and successfully clear this malfunction: (1) Identify it, (2) clear everything out of the pistol, (3) reload the pistol and charge the chamber, and (4) finish the fight. To clear the TYPE 3 malfunction;

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LOOK- and **FEEL** to identify the malfunction. Tilt the muzzle upward to **LOOK** into the ejection port and **FEEL** with the trigger finger that the slide is back out of battery. (Normally, if the trigger finger is raised up onto the slide when it is in battery, you should feel the ejection port).



LOCK - the slide to the rear to ease pressure on the top round in the magazine, if it is necessary for your pistol.

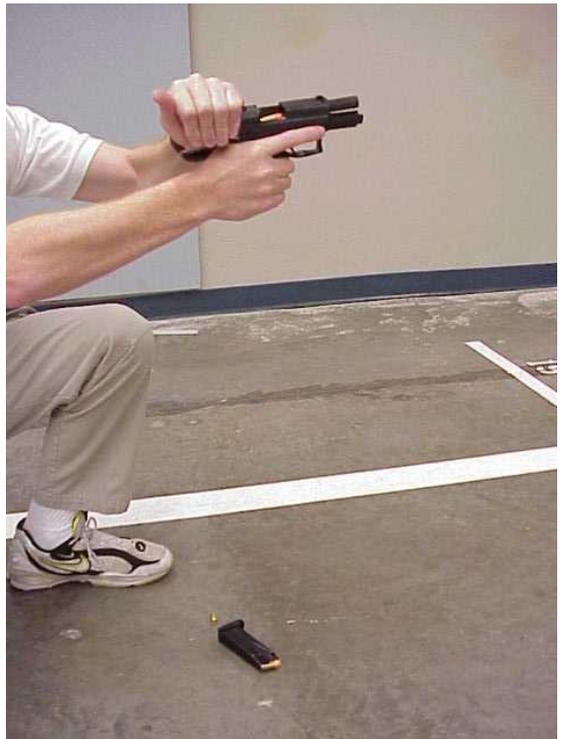


STRIP (or Rip) the magazine out of the magazine well.



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RACK (rack, rack) - the slide vigorously 2 or 3 times to clear the chamber. Be careful not to cover the ejection port with your hand, this is the escape route for brass. Cant the pistol slightly to the right to assist clearance.

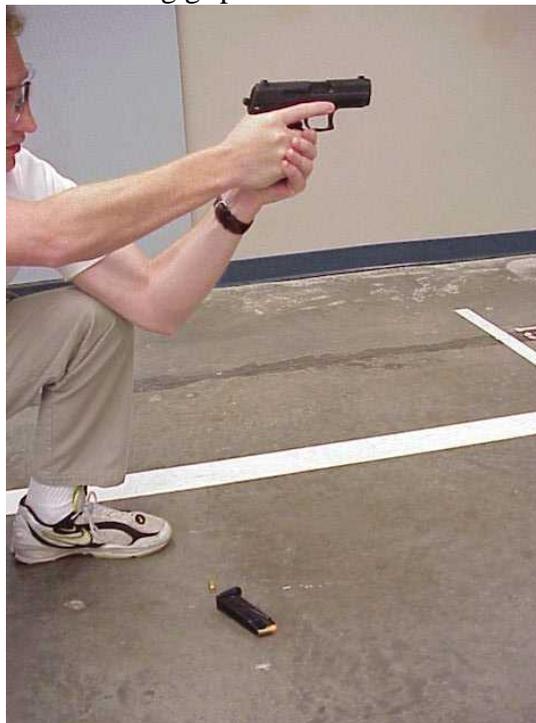


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INSERT (Tap) - and seat a fresh magazine. Properly holding the magazine will greatly facilitate and speed up this step!

RACK (and Circle Back) – operate the slide vigorously to charge the chamber and circle back to re-acquire a proper two handed firing grip.

ASSESS – mental decision to fire/not fire the pistol, or otherwise finish the fight or drill.



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The value of this malfunction clearance drill lies in its ability to clear all three of the above malfunctions. If you are in a situation where the available light will not let you see the pistol, and it will not fire, a complete TYPE 3 malfunction clearance drill will usually clear the malfunction and the pistol can be put back into the fight.

Alternate methods of clearing Type 3 malfunctions are out there and may serve well to shortcut the standard six-step clearance. However, the standard clearance procedure should be taught to all students as it is the only one that works on all guns all of the time. These will be discussed and demonstrated in class:

Modified six-step (skip the lock step)
The rack till clear
The chop

FAILURE TO GO INTO BATTERY: This occurs when the slide does not travel all the way forward when cycling. This can result from running the slide too gently when charging the chamber, a dirty pistol, and/or “limp wristing” the pistol during recoil. Treat this as a TYPE I malfunction; “TAP- RACK-ASSESS”. If a round will not chamber on its own, DO NOT FORCE THAT ROUND INTO THE CHAMBER. An oversized round or any obstruction in the chamber or barrel may prevent that round from fully chambering with only the pressure of the recoil spring. If you push on the slide in an attempt to force the slide into battery, you will most likely turn a malfunction into a “JAM” requiring tools to get it back out. It would be a very bad thing indeed, should this happen in a gunfight.

FIRING PIN STOP SLIPPING DOWN: (Colt/Browning family, and Glocks) This is a very uncommon malfunction. It results when the plate that holds the firing pin assembly (firing pin stop) slips down and prevents the slide from going into battery. If this occurs, pull the slide back with the support hand, use the thumb of the strong hand to push the firing pin stop back into place. Continue the fight, but be prepared for the firing pin stop to slip again, as the problem causing the malfunction has not yet been corrected. It will most likely require the services of an armorer.

AMMUNITION MALFUNCTIONS

SQUIB LOADS: This is the slang term for a cartridge that fired, but had insufficient power to clear the bullet from the barrel. The bullet becomes lodged in the barrel. A subsequent shot may force the “Squib” out with the second round, or it may stack up behind the “Squib”. If this condition goes undetected, the barrel can rupture with subsequent shots. The problem may be recognized by reduced recoil and reduced noise. If this occurs in a gunfight, you may not notice the indicators over other distractions. If

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you do, shooting the “Squib” out might be your only option if you don’t have a second gun. If this occurs on the range in training and you catch it, DO NOT shoot again until the barrel has been cleared (and confirmed by the Rangemaster). “Squibs” frequently will not fully cycle the slide, causing a Type 1, 2, or 3 malfunction.

FAIL to FIRE: (Failed or Missing Primers) This is uncommon with reputable manufacturers “Factory New” ammunition. Primer failure is one cause of Type 1 malfunctions and is cleared as such. A round of ammunition missing a primer that is loaded in a pistol is an indication of carelessness and an unconscionable act of negligence.

BARREL OBSTRUCTIONS: Aside from “Squibs”, this condition usually results from dropping the firearm or the barrel getting shoved into the ground, dirt, snow, etc. This is more easily accomplished with long guns, but can occur with handguns. If detected, obstructions should be cleared before firing, for the same reasons described above.

INSPECTION IS PREVENTION: Most ammunition related malfunctions can be prevented by not allowing bad ammunition to be loaded into the pistol in the first place.

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PISTOL FIGHTING – TACTICAL HANDGUN

(GUNFIGHTING, NOT TARGET SHOOTING.....How to FIGHT With A Pistol!)

Anyone who has been involved in a law enforcement or self-defense gunfight will tell you that it didn't last very long, usually only a matter of seconds. Everything being taught during this course is geared toward giving you the tools necessary to beat a lethal adversary.

Fundamentals of marksmanship provide the officer with the foundation to build on. We then move on to tactical handgun training principles and techniques. When mastered, these principles will provide you with a great deal of confidence in your ability to prevail in a lethal "short term, interpersonal confrontation".

There are many "systems" of gun fighting on the market today. Rather than prescribing to any one fighting system or school we at Idaho POST believe that we can best serve and train our officers by providing them with a current blend of combat shooting techniques that are basic, effective and practiced. We are the "Good Guys", we have to WIN-- because it really sucks when we don't.

Of the many shooting systems out there our curriculum comes closest to the principles of the Modern Technique of Pistol Fighting as developed and taught by the late and great Colonel Jeff Cooper.

There are five components to the "Modern Technique" of Pistol Fighting. They are listed below with a brief synopsis and explained in greater detail in the following pages.

1. **Weaver Stance-** The Weaver Stance is the only stance taught in the Modern Technique schools for reasons already discussed in this manual when we addressed the two shooting stances. We at Idaho POST recognize that both the **Weaver and Isosceles** are acceptable stationary shooting stances. But, rather than requiring all students to shoot from one particular stance we require they shoot one of the two stances correctly. I believe that the important point to remember here is that we need to be able to hit what we aim at. Also that in most dynamic encounters stance is less important than movement, effective use of cover and being able to shoot from unusual positions. I would add that a comfortable and effective shooting stance may also be influenced by something as diverse as body type and practical force training experience by the shooter. With

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this in mind, our emphasis is on doing one of the stances correctly, though all drills should begin with the shooter in a bladed fighting stance.

2. **Weapon Retention Presentation-** 6-step method for very quickly and smoothly getting the pistol from the holster to pointed-in on target, culminating in a proper stance. This method also allows for fast, controlled shooting in an arm's length confrontation.
3. **Compressed Surprise Break-** Finger placement and trigger manipulation. The trigger is pressed smoothly and quickly straight back until the trigger "breaks" and the pistol fires. The instant of "ignition" is a complete "surprise" to the shooter. All this occurs quickly, compressing the time it takes to fire the pistol. Hence the "Compressed Surprise Break."
4. **Flash Sight Picture-** Aim the pistol with your body ("Weaver or Isosceles Stance)-Confirm correct sight alignment with a quick look ("flash") at the front sight immediately prior to pressing the trigger.
5. **Heavy Duty Handgun-** Shoot as powerful a handgun as YOU can (within policy constraints).

STANCE: This was discussed earlier in marksmanship fundamentals.

WEAPON RETENTION PRESENTATION: The 6-PART WEAPON RETENTION PRESENTATION we teach at the Idaho POST Academy is a slightly modified version of the 5-Part Presentation developed at Gunsite by Col. Jeff Cooper and his training staff many years ago. The basic 5 step process is an extremely efficient method of getting the pistol out of the holster and pointed in on a target very quickly while developing and maintaining a proper stance and grip. However, for Law Enforcement applications it provides no safety measures if an officer needs to draw his pistol in very close proximity to an assailant (e.g.: arm's length or closer).

The 6-PART WEAPON RETENTION PRESENTATION was developed at the Department of Energy's Central Training Academy in Albuquerque, New Mexico. D.O.E. requires their Security Officers to physically touch the I.D. badge of each person they challenge and/or pass through the entrance to any nuclear facility. Because of this requirement for close proximity (arm's length or closer) to potential assailants, a rapid presentation from which the officer could safely fire at a close assailant and maintain both recoil control and retention of the pistol was needed. It was derived, by simply adding a "rock-and-lock" step to the presentation. It has been refined over the years and has culminated in the presentation method described below; and which has been used

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quite successfully in Law Enforcement shootings in agencies throughout the United States.

Maximum speed and efficiency is achieved when only the hands and arms move and eliminating all excess or wasted motion. Avoid ducking or dipping the head, hunching the shoulders, or squatting. All movement must be SMOOTH, not necessarily fast.

The following list of the key “Words” indicate each step, a detailed explanation will follow.

1. Grip
2. Clear
3. Rock and Lock
4. Smack
5. Look
6. Guard



GRIP - Obtain a proper firing grip on the pistol in the holster and defeat ALL retention devices of the holster. The support hand moves to the abdomen or slightly higher on the chest. **BOTH HANDS MOVE TOGETHER.** Sight alignment occurs here. If you don't get a proper firing grip, don't continue with the presentation until you do.

Fig. 3.3a Grip



Fig. 3.3a Grip

Note: With the Safariland SSIII holster, this step is critical. A proper grip in the holster eliminates the need to press the weapon down and to the rear to allow the ejection port

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lock to release. This creates slower presentation times. This is a very subtle push and when overdone can cause the weapon to hang up in the holster.



CLEAR - Draw the pistol so the muzzle just clears the holster but remains pointed straight down.

The movement for this step is done with a slight rotation of the shoulder and bending of the elbow. The finger is straight and positioned high along the slide.

Fig. 3.4 Clear

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ROCK & LOCK- The muzzle levels with the sights aligned in your hand and lock your wrist. Your trigger finger just enters the trigger guard of DA pistols & Glocks. With SA pistols (Colt 1911 type) your trigger finger is straight along the frame and the safety is OFF. The shooter should be ready to engage if need be. The pistol should NOT rock down toward the holster, rather remain high along the chest, canting the pistol slightly outboard so that the slide will not become tangled in clothing if you need to shoot from this position. The muzzle should be horizontal, pointed at the upper center of mass of the target, and the front sight, rear sight, wrist bones and elbow of the strong hand/arm should be in a straight line. DO NOT lower the shoulder or forearm



Fig. 3.5 Rock & Lock

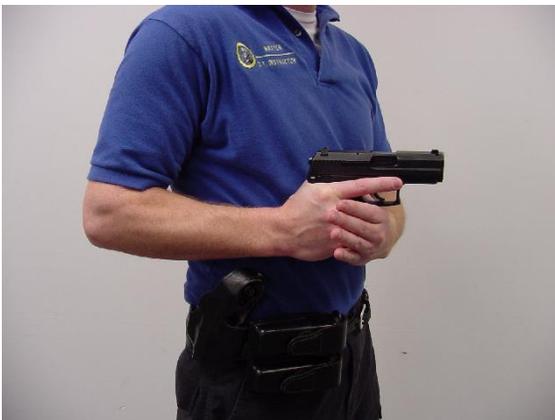


Fig. 3.6 Smack

SMACK- This is the start of a two handed firing grip. The support hand slides under the pistol, so the second knuckle of the support hand index finger just touches (indexes on) the bottom of the trigger guard. That's all the movement there is during step 4. Think of it as the weapon hand peeling the support hand off of the chest. This acquires the two handed shooting grip without the chance of muzzling the support hand or fingers.

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Fig. 3.7a Look

LOOK- Push the pistol **STRAIGHT** toward the target with the strong hand, resisting with the support hand, rubbing your elbows against your side until they pull away.

Begin to take the “slack” out of the trigger with the trigger finger.



Fig. 3.7b Look

The head must remain upright, bringing the pistol's sights up to the line of sight. **DO NOT TILT THE HEAD DOWN OR SQUAT OR HUNCH THE SHOULDERS.**



Fig. 3.7c Look

As soon as the front sight interrupts the line of sight from the dominant eye to the target, the focus shifts to the front sight, verifying a “Flash Sight Picture”. You must smoothly manipulate the trigger to achieve a “Compressed Surprise Break” **AND** focus on front sight both before and after the shot breaks.

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Fig. 3.8 Guard

GUARD - As soon as you deliver your shots, depress the muzzle and “come down and look around”, shift your focus downrange and look left and right, breaking your tunnel vision. Your trigger finger goes straight along the frame of ALL pistols, de-cock or safety ON as appropriate for your pistol. Maintain sight alignment and isometric tension at guard, this is a fighting stance/position.

NOTE: ALL non-firing manipulations of the pistol will begin and end in the GUARD position. That is the last place the pistol should be prior to returning it to the holster. That is your “Insurance” that both you and the pistol are ready for the next encounter. Be sure a round is in the chamber, a full magazine is in the pistol, all other ammunition you have on your person is stored appropriately, and you have assessed the situation and are in complete control of the area within your immediate field of view. This is where the complete safety scan is accomplished. From the pointed in position we go to the following:

- The hunt or below eye level

- The guard or low ready

- 360 degree scan (safety circle can accomplish this but is not necessary)

HOLSTER: Holstering the pistol from the “Guard” position involves reversing the steps. The sequence of movement is: Guard, Smack, Rock & Lock, Clear, Grip. Maintain a firing grip on the pistol until it is fully seated in the holster. Secure ALL retention devices, one handed and without looking at the holster. Keep your vision downrange, constantly evaluating the situation. Be ready for the possibility that additional assailants may appear at any time and you may need to POINT IN or go to GUARD again quickly. DO NOT RELAX or “UNPLUG” FROM THE FIGHT thinking you are done simply because you are holstering. It just means that you “had your turn”. It would be a shame if you got another turn and you missed it simply because you weren’t paying attention.

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COMPRESSED SURPRISE BREAK: This refers to the manner in which the trigger is pressed. If you have the luxury of time, as target shooters do, you would merely add pressure to the trigger until it finally disengaged the sear from the hammer or firing pin. The hammer would fall moving the firing pin forward and firing the pistol. This “break” the instant the firing mechanism is activated or released, must be a “surprise” to the shooter. If the shooter thinks he knows or anticipates the instant the pistol is going to fire, two things are likely to occur.

First- The shooter may assist the pistol to fire by suddenly adding extra pressure on the trigger with the trigger finger just prior to and during the discharge (tugging the trigger the last little bit), **and/or**

Second- He may also subconsciously push the pistol away from him at the instant of discharge.

Either or both of these actions are often referred to as “**pre-ignition push**” and will cause the muzzle of the pistol to dip or jerk downward as the pistol fires. The result is low hits on target, well below the point of aim, and can be complete misses (low) if the target is not close. ANY MOVEMENT of the pistol while the bullet is traveling down the barrel will affect its point of impact. Many shooters don’t realize that they can actually move the pistol during the few milliseconds the bullet is traveling inside the barrel.

Accuracy requires aligning the sights with the target and holding the pistol stationary while pressing the trigger and allowing the pistol to fire. Proper stance, grip, and presentation are the first part of acquiring accuracy. If all three are done properly, proper trigger manipulation is still required for rapid and accurate shooting. This brings us to the concept of the “Compressed Surprise Break”. The ‘Surprise Break’ occurs when the shooter smoothly presses the trigger, increasing pressure until the pistol fires, with no conscious thought of when that will happen. The term “Compressed” refers to the time over which the trigger manipulation occurs. During a gunfight, we do not have the luxury of time that a target shooter enjoys.

To master the “Compressed Surprise Break” the shooter must have a firing grip on the pistol, which exceeds the pressure required to press the trigger. The motion of the trigger finger must be isolated from the rest of the strong hand and must be straight back. Any lateral movement or pressure from the trigger finger can “push” the muzzle in that direction at the instant the pistol fires, causing the hits to miss the intended point of aim in the same direction. Any error from poor trigger manipulation will be magnified as distance to the target increases. Poor or improper trigger manipulation is the most common cause of marksmanship errors. Mastering good, proper, and consistent trigger manipulation requires a thorough understanding of these concepts and principles.

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FLASH SIGHT PICTURE: It was proven in tests by military pilots during WWII that the eye has the ability to see and recognize a known object in as little as a hundredth (1/100) of a second. This attribute permits the concept of “Flash Sight Picture”.

The term “Flash” refers to focusing on the FRONT SIGHT for only the briefest amount of time necessary to confirm it is the front sight and that it is properly aligned on the target. Remember, the eye can only focus on one object at a time. The shooter is presented with three objects (in different planes) on which to focus; the target, front sight, and rear sight. Given these options, the front sight is the time proven choice.

Once the pistol is pointed in on target, sight alignment has already been achieved through a proper presentation and the “Weaver” stance. The shooter looks at the target where the hits are to go and brings the pistol between the target and his dominant eye, interrupting the line of sight. Sight alignment must now be confirmed before the final firing stroke can be completed. This is accomplished by shifting the focus from the target to the FRONT SIGHT, just for an instant, which confirms the pistol is on target. The pistol has been aimed with the body and confirmed with a “Flash Sight Picture”.

NOTE: Failure to focus on the front sight at the instant the trigger is pressed is one of the two most common causes of marksmanship errors, resulting in erratic hits on the target.

HEAVY-DUTY HANDGUN: This concept is simple. Shoot the most powerful pistol that you can CONTROL. Don’t be macho and go for the biggest gun you can find, it won’t do you any good if you can’t hit your target. A hit with a .22 is better than any number of misses with a .44 magnum! Obviously, officers are limited to only Department authorized makes, models, and calibers of both on-duty and off-duty pistols.

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TACTICAL HANDGUN TRAINING TECHNIQUES

Historically, firearms training provided to law enforcement personnel has always been directed at providing the officer with the skills necessary to survive an armed confrontation via deadly force. Until recently, most such training utilized the traditional police combat courses such as the Practical Pistol Course (PPC), the Tactical Revolver Course (TRC), the Handgun Qualification Course (HQC), and the Pistol Qualification Course (PQC), to name but a few. “Qualification” courses now number in the thousands. Most of these “Combat Qualification” courses were designed to instill in the trainee the fundamentals of combat shooting, while at the same time allowing large numbers of trainees to participate in the course of fire on the same firing line. The courses were therefore put together as a compromise between pure combat or survival techniques and safety guidelines to allow for multiple qualifications on a single line. The courses actually did provide excellent training in the following areas:

1. Proper use of prone, barricade, kneeling, and standing positions of fire.
2. Instruction and skill development in drawing the weapon from the secure holstered position and quickly employing the weapon.
3. Reloading properly from behind good cover.
4. Fundamentals of marksmanship, as a large number of these courses required substantial shooting from the 50 and 25 yard lines.

These courses accomplished the above objectives adequately, but completely ignored certain realities of a tactical setting. Some of the aspects ignored are listed below:

1. Movement of the trainee while in the tactical mode, i.e., moving with weapon in hand.
2. Multiple subject scenarios requiring relative threat assessment on the part of the shooter and sequence engagement.
3. Variation in cover and concealment available during course of fire.
4. Dueling scenarios, pitting shooters off against each other on identical courses of fire rather than allowing a certain amount of time for course of fire.
5. Vehicle use in practical shooting scenarios, i.e., use of vehicle as cover, positioning of vehicle for proper deployment, exiting vehicle in tactical mode with side arms and long guns.
6. Obstruction of target by cover or innocent bystanders and placement of target at different angles and heights to the trainee.
7. Tactical movement techniques when working with other shooters.

As the frequency of armed encounters for law enforcement personnel continues to escalate at alarming rates, many agencies are recognizing the need to modify their firearms programs to incorporate more of the tactics that will actually be used by the

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officer on the street. The increased use of such “combat” courses of fire must, by necessity, be accomplished by increased instructor presence during the running of such courses and a corresponding decrease in the number of trainees that may be trained at the same time.

The implementation of the tactical combat courses usually decreases the number of rounds fired during the training session. Because only one or two trainees may participate at one time, there is considerably more down time for the trainees as they await their turn.

A word of warning for proper training of law enforcement personnel in combat courses of fire is in order. Proper tactics must be emphasized, not the speed with which targets are successfully engaged. While speed is important and may be a goal, it is more important to emphasize sound tactics and smooth performance. As the proper technique is practiced, speed will come. We cannot sacrifice sound tactics for speed.

Combat courses of fire are designed to place the trainee in a wide variety of combat scenarios which will require movement, proper use of cover and concealment, relative threat assessment, combat and tactical reloads, shooting techniques such as double tap and standard response (failure drills), as well as speed in drawing and weapon manipulation. Shoulder mounted weapons should also be incorporated into these courses of fire.

Some courses of fire are designed to train or test the officer’s tactical movement techniques when they find themselves in a high threat situation. The weapon or weapons at the officer’s disposal will be ready for instant deployment. In starting these courses the officer is generally required to begin with the weapon in the carry or transport condition. This may vary depending on the weapon. For example, the handgun will be fully loaded with one in the chamber. Safeties or decockers will be engaged. For the shotgun and patrol rifle the condition may be “cruiser ready”. This should be with a loaded magazine, clear chamber and mechanical safety engaged. In most cases the bolt and firing pin will be in the forward/fired position. Movement with any of these weapons should always be done with the mechanical safety engaged. This requires training on safety manipulation and close scrutiny by instructors to ensure that the rule is being followed. Indexing the trigger finger during movement is another must that should be watched closely by instructors.

During these courses the trainees are often required to engage multiple targets at varying distances. Muzzle awareness is a mandatory part of the training and is stressed so that trainees will retain that awareness in tactical settings. Proper use of available cover/concealment is mandatory, and at times becomes a factor in judging the trainees performance only if tactical integrity is maintained throughout the course of fire.

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Some combat courses are designed to provide training in the mechanics of the “quick draw” and first shot on target. These courses are often called “reaction” or “dueling” courses as the trainee is competing against another trainee. This training simulates the worst case scenario of the “bad guy” having the drop on the officer and the officer’s only choice is to draw and fire. Officer lateral movement should always be a component of a reaction time drill to emphasis getting off line of the attack, whatever the attack is. Instructors should ensure that the officer begins the drill with all security snaps in place and in a fighting stance with hands above belt level or even in the surrender position. Emphasis must also be placed on good hits on the target. Quick draws do nothing for us if we don’t hit our adversary.

Regardless of the particular goal of any combat course of fire, the instructor/trainee ratio must remain high for safety reasons. Preferably one to one. On rare occasions the ratio may be one to two but this may depend on the environment and level of the class. Usually no more than two shooters should be allowed to participate at one time, in the interest of safety.

Upon the completion of the combat course the trainee should be given a place and time to put the weapon in the condition they choose. Fully loaded if there is still training to be done or cleared if applicable.

Steel targets are always a good option for combat style courses. They give instant hit recognition and can therefore make “good” hits a requirement before moving to the next stage of the course. This makes a fun drill for the shooter and usually generates good enthusiasm. Caution must be taken to protect the shooter from splash back and ricochets. Standard range safety attire of a vest, hat and eyewear is a must. Most steel targets should not be engaged any closer than 7 yards.

Imagination is the only limitation in designing combat courses to suit the individual needs of the agency. Shooting from unusual positions, various forms of cover, from the patrol car as a shooting platform, are but a few of the options. It is important to bear in mind that the purpose of the course is to enhance the survival techniques of the trainee, not to just beat the clock. All too often the trainee becomes obsessed with improving their time rather than their tactics. For this reason courses should include tactics such as a malfunction clearance, combat load or tactical reload. Penalty points can be assessed if the tactic is not done or is done incorrectly.

If the combat course is to serve as a qualification (test) for the agency there must be training that teaches to the qualification course. A qualification course just serves as a record that the trainee successfully passed or can actually do the techniques that have been taught.

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MENTAL CONDITIONING FOR COMBAT

No amount of mechanical training or range work will be sufficient in a lethal confrontation if the officer is not mentally prepared for the occasion. Apart from a miracle, the lack of mental preparedness will result in failure.

Col. Jeff Cooper has written an excellent essay on the subject titled, “Mental Conditioning for Combat”, which normally accompanies this handout. However, one of the most important lessons to be learned from the reading is found in a simple system of “Color Codes” which outline four levels of awareness. He believes that being aware is more important than being prepared. No matter how well prepared or armed an officer is, he cannot defend himself if he is unaware that he is in danger. The four color codes and their meanings are:

White- A non-combative state of mind, which means you are UNALERT and UNAWARE of what is going on around you. If attacked in CONDITION WHITE, you would be completely surprised and would most likely die; unless your assailant was inept, which they frequently are. We would all like to live in this state of mind and the majority of the population does. The fact is, however, that the world is not a friendly place. A COP should never be in this state of mind, ever.

Yellow- A state of RELAXED or GENERAL ALERTNESS. You are looking around and AWARE of all that is going on around you. Everyone should be in Condition Yellow for their own peace of mind. Certainly every Police Officer who is on-duty and anyone who is armed should be in condition YELLOW. We can maintain this state of awareness comfortably and indefinitely, without undue nervous strain. This is not a state of paranoia.

Orange- A state of alarm, SPECIFIC ALERT. Something or someone has aroused your suspicion; you have a specific tactical situation in mind and are thinking combatively. You cannot remain in Condition Orange indefinitely, but certainly for several hours if necessary. It has been said that it is comforting to be armed at such times, but it is not always possible.

Red- This is your FIGHTING mode, that of defensive combat. You are engaged in battle, but not necessarily using force. If you are holding someone at gunpoint (at GUARD), you had better be in CONDITION RED. You are in full control of all your assets and faculties.

Note: Being AWARE can often avoid the need to use force to resolve a conflict.

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STOPPING LETHAL ASSAILANTS WITH PISTOL FIRE

Pistols are weapons of marginal power by their very nature. Even the most powerful pistol authorized for duty use has only a small fraction of the power of a long gun. If you are going to a known high threat level situation, you are wise to take a shotgun or carbine. Pistols are carried constantly, as a matter of convenience, in lieu of a more powerful long gun for defense against an unexpected attack.

Natural Body Armors- The human body has three areas, which are stronger, or more heavily “fortified”. These three “Natural Body Armor’s” protect vital systems: the SKULL protects the brain (computer); the CHEST (ribs and sternum) protects the heart, lungs, and great vessels (boiler room - energy source); and the PELVIS protects the reproductive system and is the pivotal area of mobility (movement - transportation).

Minimum Standard Response- The minimum response to a deadly threat is a controlled pair of hits to the upper chest of the assailant. The objective is to disrupt the function of the felon’s heart and lungs, the energy source of the body, and thereby stop his or her aggressive behavior. This minimum standard response may be insufficient to stop some assailants for a variety of reasons (e.g.: ballistic vest, drugs, determination etc.).

The first two shots to the body should always be as fast as you can go, but as slow as you have to, to guarantee good hits.

Fail to Stop Drill- After hitting a deadly assailant with a pair to the upper chest, you should immediately scan up to the suspect’s head. If the head is still there, you can assume that the body shots are not stopping the threat, so you should deliver a single shot to the suspect’s head IF YOU HAVE A HIGH PROBABILITY OF HITTING IT. This is Plan “B”, or more appropriately referred to as a “Fail-to-Stop” drill. Remember, the head is a difficult target to hit due to its small size and ability to turn rapidly.

The objective here is to disrupt the felon’s brain, the body’s “computer” with one hit to the eye-nose area of the head. This shot will almost certainly stop the fight immediately IF MADE, but will only waste time and endanger bystanders IF MISSED. Given these concerns, you should not attempt a head shot beyond about five (5) yards in a lethal confrontation unless you are confident in making the shot presented.

The first two shots to the body should always be as fast as you can go, but as slow as you have to, to guarantee good hits. The follow-up head shot should also meet the same speed parameters, but must be more carefully read due to the smaller target area. The head shot should follow the body shots in the cadence: ‘front sight, press; front sight, press; front sight, C-A-R-E-F-U-L press.

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ABC Drill- If the body shots did not stop the suspect, a single head shot was ineffective/missed or not taken (due to distance or circumstances), and the suspect is still a lethal threat, you should then immediately deliver a controlled pair of hits to the subject's pelvis. The objective in hitting and breaking the pelvis is to rob the subject of the ability to move. This is Plan "C".

Even this might not stop a determined adversary's attack. You must be prepared to continue pressing your counterattack by delivering a steady stream of hits to the subject's three "Natural Body Armors" discussed above (heart-lungs/sternum & ribs, brain/skull- ONLY IF POSSIBLE, pelvis) until the subject stops the lethal attack.

On the range, this sequence is called the 'ABC Drill'.

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WEAPON RETENTION SHOOTING

All firearms approved for use by law enforcement and corrections are required to have some sort of appropriate mechanical or optical sights for use in aiming the firearm. Prudence and common sense requires the use of the sights when shooting any firearm. If you do not AIM the firearm, you cannot be sure where the bullet will go when fired. As Jeff Cooper has said, “if you aim at *nothing*, you will hit it!” There is an exception; unsighted fire.

WEAPON RETENTION SHOOTING- If a lethal adversary is so close that a proper presentation would literally hand your pistol to him, then another method of delivering accurate fire would seem necessary. The best solution is to shoot from step 3 of the 6-Part Weapon Retention Presentation (The “Rock & Lock” position). This is why the “Weapon Retention Presentation” was developed. This method of shooting (without using the sights) is only at close range.

Using this technique requires only a minor change to the presentation.

At Step 1 “GRIP”, the support hand/arm is raised as a BLOCK (which also ensures it is clear of the muzzle). The presentation progresses normally to Step 3 where two shots are fired from “Rock & Lock. These first two shots are “aimed”, but aimed with the shooter’s body.



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After firing the minimum standard response, the shooter takes a long step back with the strong side foot.



The presentation is completed by circling the support hand behind the pistol to acquire a proper firing grip, assess, return to a normal stance, and reacquire front sight.

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MULTIPLE ASSAILANTS

The nature of police work demands that we provide multiple assailant training for our students, and that it be conducted with some frequency. It is a commonly repeated belief that the officer will find potential other multiple assailants in at least 45% of their shootings. This fact alone dictates that the officer must be trained to look for, and when necessary, successfully stop other threats.

Multiple assailant training can be accomplished very inexpensively and simply. Even though there are some standard drills that are included at the end of this block of training, we must not let ‘rote’ solutions become the standard. The essence of all of our multiple assailant training must be based on the idea that *the threat drives the response*. This means that officers must evaluate any given situation on the basis of at least the following three criteria:

1. **Proximity** - This is where we consider how close the offender is to us, or at what angle they are to us. Opponents located to our side may have an advantage since we have to pivot to engage them. In face to face confrontations; generally speaking, the closer the individual, the more dangerous. In the film “Surviving Edged Weapons,” it was demonstrated that an adult male can cover 21 feet in 1.5 seconds. Instructors need to remind shooters that they are only required to deliver a controlled pair in 3 seconds at 21 feet. Distance is critical in the decision process.

2. **Weapon type** - Whether the assailant has a knife, a handgun, or a rifle may be vital points to consider. All other items being the same, these weapons (and others that we can imagine) have different useful ranges. There may also be differences in potential lethality. The criminal armed with a submachine gun may be much more dangerous than his partner armed with a revolver, although they may be ballistically equivalent.

3. **Opponent capability** - Is the assailant a 13 year old with a knife, or is he/she a trained adult knife fighter? While one should never underestimate the threat of an individual armed with an edged weapon, these are clearly different threats. Is one of your opponents in a screaming rage, and another in a classic fighting stance?

All of the above issues need to be considered by the officer(s). The trainer needs to provide alternate scenarios to officers. This can be accomplished by the use of portable target stands, where not all targets are the same distance. It can also be done by telling the trainee how the “offenders” are armed. The only limitations here are range safety, realism, and the trainer’s imagination.

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Multiple Assailant Drills: Three targets, 10 yards from the shooter, 1 yard apart. All drills start with the pistol holstered.

“El Presidente”-180 degree pivot, draw and place a pair of hits on each target, tac reload, and place another pair of hits on each target. A total of four hits per target.

“Demi-Presidente”-180 degree pivot, draw and place a pair of hits on each target, tac reload, and place one head shot on each target. A total of 3 hits per target.

“Tactical Presidente”-Shooter faces targets. On start command, fire one body shot/hit on the target with the highest threat level to the shooter, one body shot/hit on the target with the next highest level of threat to the shooter, a pair of hits on the last target, then a single head shot on the first two targets. A total of two hits per target.

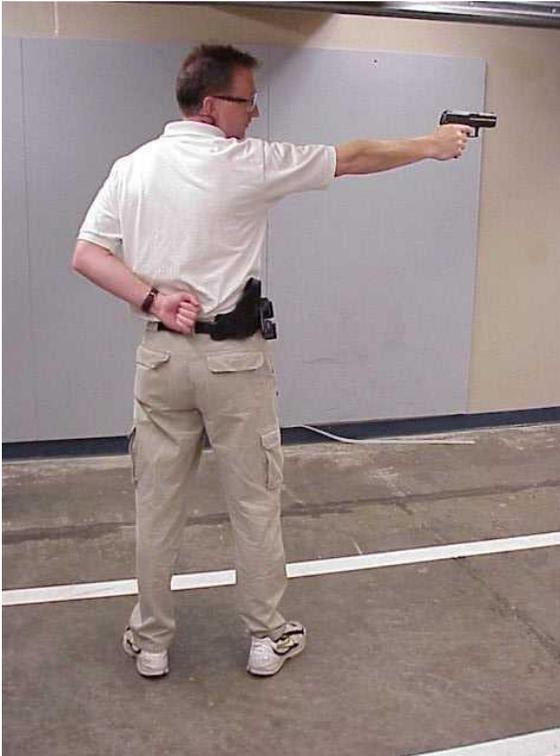
“Nevada Sweep” –Also known as “Boarding House Rules”. Each threat gets firsts before anyone gets seconds. Shooter faces targets. On directional command shoots one on each target starting from the direction given and sweeping across and back. Each target will end up with two center mass hits.

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ONE HANDED PRESENTATION AND SHOOTING

This is a particularly important area from the standpoint of the injured officer. Instructors teach one handed shooting and weapon manipulation to enable the disabled officer to draw and accurately employ his/her handgun. The techniques discussed in this section are 'sterile' and in that respect are of limited value. In addition to teaching officers how to conduct presentations from a standing position, it is useful (time permitting) to do them from seated or prone positions, or from standing positions without moving the legs.

Trainees need to feel confident in their shooting skills regardless of what physical injuries they may sustain. Furthermore, one handed/disabled officer shooting is an excellent way to develop the will to survive 'no matter what.' Anything that enhances this feeling of 'winning against all odds' is valuable to our students.



1. ***Strong side presentation*** - In order to maintain continuity of training, it is important to describe this to the student as a modification of the six step weapon retention presentation. It is easier to teach it this way than to create a new one altogether.

Grip - As usual, both hands move together. However, the support hand moves to the support side upper chest. Many shooters grasp their body armor at

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the neck at this time. This approximates the way we 'guard' an injured hand or arm. It also gets rid of the tendency to treat this as a precision drill and put the support arm in our pocket, or behind our back.

Clear / Rock and Lock - Nothing different

Smack - This is skipped since the support arm is out of action.

Look - At this step the strong arm is pushed forward in the normal fashion, but the shooter steps forward at the same time with the strong foot. The strong foot is comfortably pointed in the direction of the target, and the shooter has pivoted on the support foot. The shooting stance is the reverse of the shooters normal Modified Weaver Stance. At longer distances, the shooter should rely on bone support and stand with the legs straight and resist the urge to lean into the gun. A strong forward lean may be preferable when up close and shooting fast to control recoil. Canting of the firearm is discouraged. Pre-ignition push is the cause of most shooting errors and will cause the shooter to shoot right or left of the intended target. If a shooter suffers from pre-ignition push and does not cant the firearm, shots will be low but not off center.

Guard - Same as normal, except that the de-cocker is operated with the thumb on the opposite side. If this is difficult for the shooter, it is acceptable to let them carefully switch the thumb to the other side of the pistol and de-cock.

2. ***Support side presentation*** - Unlike the strong side presentation, this requires a completely different approach. The objective is to rapidly produce the handgun in a safe manner and to use optimal body mechanics to achieve recoil control. There are a number of acceptable ways to do a presentation with the support arm. The method that is traditionally taught is described immediately below, followed by a good alternative.

Grip - As usual, both hands move together. However, the strong hand moves to the strong side upper chest. Many shooters grasp their body armor at the neck at this time. The shooter needs to pivot the strong side elbow away from the body to grasp the pistol. This approximates the way we 'guard' an injured hand or arm. It also fights the tendency to treat this as a precision drill and put arm in our pocket, or behind our back. The shooter reaches across the body with the support hand to undo the retention devices, taking care to push backward slightly if using an SSIII holster. Next the gun is partly lifted out of the holster and turned around (magazine well facing front). While turning the gun, care must be taken not to drop it, point it in an unsafe direction, or to damage the front sight. Once that is done, the grip is re-established in the normal way.

Grip - The shooter lifts the gun free of the holster.

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Rock and Lock / Smack - are omitted in this presentation.

Look - At this step the shooter begins moving the gun towards the target while keeping the magazine baseplate pointed towards the sky. This keeps the muzzle pointed downrange. The shooter should be in their normal shooting stance with the firearm in the support hand. Only after the support arm begins to reach full extension, is the pistol rotated so that the magazine baseplate is facing the ground in the normal firing position.

Guard - Same as normal, except that the de-cocker is operated with the thumb on the opposite side. If this is difficult for the shooter, it is acceptable to let them carefully switch the thumb to the other side of the pistol and de-cock.

3. ***Alternate support side presentation*** - This method goes a long way towards speeding up the presentation and reducing the likelihood of dropping the gun or damaging the front sight. It is easily taught to beginning students, and mirrors some of the same movements performed when reloading the handgun one handed.

Grip - As usual, both hands move together. However, the strong hand moves to the strong side upper chest. Many shooters grasp their body armor at the neck at this time. The shooter needs to pivot the strong side elbow away from the body to grasp the pistol. This approximates the way we 'guard' an injured hand or arm. The shooter then reaches across the body to undo the retention devices taking care to push backward slightly if using an SSIII holster.

Clear - Shooter lifts the gun out of the holster, keeping the muzzle pointed down. The gun is brought in front of the shooter as the legs are bent, taking care not to cover any part of the shooters body or anyone else with the muzzle. (In other words, 'trace' around your feet with the muzzle.) The gun is placed between the shooter's bent knees (actually, just above the knee so the muscles can 'grab' the slide). The shooter lets go and re-grasps in the normal fashion. (Up to now, the gun has been 'upside down' in his/her hand.

Look - At this step the shooter begins moving the gun towards the target while keeping the magazine baseplate pointed towards the sky. This keeps the muzzle pointed downrange. Only after the support arm begins to reach full extension, is the pistol rotated so that the magazine baseplate is facing the ground in the normal firing position. As far as the stance and grip go, they are identical to the support side one handed presentation.

Guard - Same as normal, except that the de-cocker is operated with the thumb on the opposite side. If this is difficult for the shooter, it is acceptable to let them carefully switch the thumb to the other side of the pistol and de-cock.

4. ***Continuity of fire drills with a Pistol, one handed:***

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(This falls into two major categories, strong hand/ one hand or offside hand/one hand.)

a. When shooting with the offside hand only, the pistol must be made safe (safety on, or de-cocked as necessary, and finger out of the trigger guard). Press the magazine catch with the trigger finger, allowing it to fall free. Roll the pistol inverted and clamp it between the knees. If the magazine did not fall free, now is the time to pull it from the well. Obtain a full magazine and snap it into the well. Re-square the firing grip, and track back into the target area. If at all possible, keep your eyes on the target area at all times during this continuity of fire drill, and perform this drill behind cover.



b. When shooting one hand/strong hand, the above procedure may be used, or, a simpler technique is to holster the pistol and exchange magazines while the pistol is holstered.

c. If the chamber needs to be recharged when operating one handed with either hand, simply use the rear sight assembly to hook the gun belt, the heel of your shoe, or any nearby object to run the slide. If the slide has locked open, manipulate the slide lock lever to release the slide.

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MOVING TARGETS

Since the 1979 decision in *Popow vs. City of Margate*, courts have held that a failure to train officers in moving targets is unacceptable. The issue that hasn't be conclusively resolved is: what exactly is adequate? That is good news for firearms trainers, though. This means that instructors are free to use their imagination, within the constraints of the safety and the range facility available.

Moving target training can be accomplished fairly inexpensively in a number of ways, including the two below:

1. Purchase a remote-controlled, battery powered toy truck. Attach a target to the antenna, or fashion a rod protruding from the roof or bed as a mounting point. And remember that you don't have to use a 'Brussels' target. You might choose a full size paper plate. If officers know that the truck won't be replaced if it gets shot, they may be more careful as they shoot.
2. Set up one pole on each side of the range. The poles may be permanently installed, or as easily set up on metal stands weighted down with sandbags. Between the poles is strung a wire that pulleys hang from. The pulleys carry the target clips and they are attached to a cord that can be pulled from behind the line (around the pole on one side). The speed of the moving target may be varied by the person operating the cord.

Care must be taken in both of the above situations to ensure that any lateral limits are observed. It is easy to see how the shooter could get excited and shoot too far to one side or the other.

Don't let these examples limit you. Consider how clay targets and a thrower could be used for shotgun training. The issue isn't: How perfectly realistic is the training? The issue is: Did you conduct moving target training, and did you document it?

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SHOOTING AND MOVING

Pivots:

- a. Right
- b. Left
- c. 180's

Directional Commands:

- a. Right
- b. Left
- c. Forward
- d. Back

Shooting on the Move:

USE OF COVER AND CONCEALMENT

The use of cover and/or concealment are among the most misunderstood concepts that face law enforcement shooters. Cover is considered 'protection from fire.' Therefore what is cover under some circumstances is not, at other times. If an officer is facing a man armed with a .380 pistol, a cinder block wall may provide cover. If, on the other hand, the man is armed with a .308 rifle, the wall will not meet the definition of cover. In extreme cases, you may be behind cover and still visible (think of the 'bullet proof' glass at the drive in teller's window at the bank.)

Police officers equipped with 'portable cover' (body armor) need to be mindful of its limitations. Body armor issued to many officers is rated at threat level II. This means that armor will stop most slower moving handgun bullets, but may not stop certain higher velocity ammunition (types of 9mm rounds fired from submachineguns, fully jacketed .44 magnum bullets, etc.). It will certainly not stop rifle ammunition, with the exception of some types of .22 rimfire bullets. And of course, the body armor does no good at all if the person is hit below the waist or above the chest.

It is important to think of possible cover in advance. In addition to what has been mentioned already, these might (depending on the threat) include:

- a concrete (not cinder block) wall
- vehicle engine block
- building corner
- fire hydrants
- street curb
- thick trees

Concealment means 'protection from view.' It is critical to remind students that concealment can be misleading, insofar as it offers no protection. We have a tendency to feel that we cannot be harmed if we cannot be seen. And worse yet, officers sometime

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make the mistake of thinking that if they can't see in, then nobody can see out. An example of this problem is when police approach a 'stop and rob' in daylight. The light on the windows prevents us from seeing inside, but doesn't keep anyone from looking out. The same thing happens in commercial buildings where some offices and entrances are shrouded in tinted or reflective glass. Possible additional concealment might include:

- tall grass and bushes
- vehicle door
- interior door of a house
- shadows
- crowds
- dim light / darkness
-

As officers are introduced to shooting from positions of cover, or concealment, it is important to make it clear that just using a "barricade" (edge of wall, tree, etc.) to support your handgun may not constitute tactical use of cover. The officer must decide whether it is best to use the wall for support to get an accurate shot, or to consider an alternative. Remember that when shooting from cover or concealment, we have two objectives: 1) minimum **amount** of body exposure, and 2) minimum **time** of exposure.

One alternative is to use a position that is similar to a 'Quick Peek.' This is a shooting technique that relies on the officer's ability to get an accurate shot in a short time. Advantages of this method are that it 1) reduces the amount of time the body is exposed, 2) it reduces the amount of body mass that is exposed, and 3) avoids placing the muzzle of the gun up near the cover (where it could be grabbed).

With this method, the student gets fully behind cover. There are two differences: One is that the officer is a number of feet back from the cover, so that the handgun is already pointing toward the potential target. When he/she decides to shoot, a lean or sway of the body is all that is necessary to bring the gun into action. Another is that the officer 'crowds' the edge of the cover so that he/she is almost exposed, but isn't.

When it comes time to look or to shoot, all the officer has to do is sway to the side. The gun is already in position. If there is a target, no delay is needed. If there is no target, the officer sways back behind cover. This technique requires practice ahead of time. Foot positioning, if standing; and foot and knee positioning, if kneeling are important. For most officers, this is easier to do if the 'sway' is both backward and sideways. Don't exaggerate the sway to the degree that balance is lost. With practice, this can be accomplished on both the strong and support side. It also works with long guns.

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“Slice the Pie”

This involves searching an area by degrees without returning to cover. Slowly move from cover, visually search a small “slice” of the area and when confident visually search another “slice”. This technique eliminates the need to search the same area twice; once the ground is “taken”, it is “held” while the search continues. It is especially valuable in static searches of rooms, around solid objects, etc. It allows maximum use of cover balanced with a stable fighting platform.

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DECISION MAKING TRAINING

Law enforcement shooting instruction has changed dramatically in the last decade. Higher capacity handguns, better leather gear, and more tactically appropriate training have given officers a greater likelihood of surviving armed confrontations. Court decisions make it clear that officers need to be trained not to shoot under certain conditions. Judgmental shooting systems like F.A.T.S. train officers to exercise judgment. Case Law indicates that we must take this training to the range. It is important not to give the impression that every time an officer draws a gun, he/she will fire. Likewise it is important to train officers not to shoot suspects that don't pose a deadly threat, even after the officer has shot another deadly suspect.

There are a number of ways that instructors can reinforce for students the importance of thinking before shooting.

1. **Challenge training** - This time honored technique has the Rangemaster say "challenge" during a string of firing drills. Regardless of the course of fire, the students' response is to go to the guard (or stay at the guard) and begin yelling appropriate commands at the 'criminal.' In the past, it was enough for them to yell "Stop, police" one time. Now we recommend that they command the "suspect" to comply until the Rangemaster indicates that they have yielded. Therefore an instructor might hear repetitions of, "Stop, police - put the gun down. Put the gun down, now." Etc., etc.
2. **Decision making drills** - In this type of training, the instructor substitutes different sounds or words for traditional range commands. These words might come in sequences that are unfamiliar to the trainee, and require conscious thought before firing or not. These drills can reinforce for the officer that just because the shooter on his left or right has fired, he/she doesn't do so unless they are sure that a firing command has been given. One type of these drills is described below.

The "Three target / Three command" drill requires the shooter to make decisions simultaneously about which target to shoot, where to shoot the target, and when to challenge. To do this the range needs to have three targets per shooter. The advantage of this is that separate groups of three are not required for each shooter, and this drill also meets some needs for multiple target training. There does need to be one extra target to the left of the leftmost shooter, and one extra target to right of the rightmost shooter.

The instructor tells the line that there will be only three firing commands. For example, they might be the words green, head, and go. When they hear the word green, a pair is fired on the torso of the left target. With the word head, they fire into the hips of the right hand target. On the word go, they fire into the head of the middle target. When they hear the whistle, they will challenge all three. When they hear the whistle twice in a

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row, they will know that the subjects have complied. A way to vary the above drill is to give your commands quietly to only certain sections of the line.

If you walk up behind shooter three, and whisper 'head' to him/her; then only that shooter should be firing. If you speak more loudly, some more trainees will hear the command(s), but not all. At any rate, there will be officers who don't hear the firing command, and do not fire at all. This is to emphasize that police only shoot when they have a legitimate target, and have decided to shoot. Not out of reflex.

The important thing to remember about this type of training is that its format is completely up to the instructor. How many targets, what sort of firing commands, and so forth are all variable. It is enjoyable for students, and rapidly reinforces the point that officers must think before we shoot.

DIM LIGHT SHOOTING

1. Harries Flashlight Technique
2. Neck Index
3. FBI Technique
4. Partner Shoots
5. Muzzle Flash
6. Silhouette



Harries Flashlight Technique

Harries Flashlight Technique

Effective technique that utilizes isometric tension to create a stable shooting platform. The flashlight hand is under the weapon arm and is activated by the middle or index finger. The flashlight can be moved to the rear to highlight sights, but this lessens the stability. This technique allows the flashlight and weapon to move together.

Neck Index

Instructor demonstrates.

Students then try the technique with blue guns and their own flashlights.

Pros–

Compliments standard interview hold on light.

Works from ice pick grip that most officers use.

Little muscle fatigue as it rests on shoulder or neck.

Can light up pistol sites for officer

Cons-

One handed shooting.

Puts light close to officer's center so tactics and discipline are important.

Tends to align beam with gun

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FBI Flashlight Technique

FBI Flashlight Technique

Very effective method when shooting around “man-sized” cover. Requires unsupported weapon manipulation. Very little illumination of the weapon’s sights.

Partner Shoots

One officer illuminates while the partner shoots.

Muzzle Flash

The muzzle flash of the preceding round provides the illumination for each succeeding shot. Serious concerns with this technique since the situation may dramatically change after the first shot and the muzzle flash probably won’t illuminate the target.

Silhouette

Raise the weapon until the sights are visible against a skyline, building, or other light colored background, then lower.

FIREARMS LIABILITY

THE HISTORY OF LAW ENFORCEMENT LIABILITY

Historically, police officers were not sued by citizens for such things as false arrest and excessive use of force. Even suits for use of deadly force were relatively rare. Society believed that police were the dividing line between anarchy and an orderly society. Society also believed that police were by and large, honest and truthful. Today, however, society has a different perspective on the police. Several factors have caused this change.

- Supreme Court decisions in the mid-sixties and seventies increased civil rights and civil rights awareness.
- Police officers were elevated to the status of professionals which generated higher salaries and benefits, but also created police responsibility to a measurable standard of conduct.
- Significant cases reached nationwide public attention involving police abuse of authority as in, for example, the Rodney King vs. L.A.P.D. case. Public perception of police became increasingly more skeptical.
- The public has become aware of its ability to press legal claims against the police and more significantly, against the deep pockets of the municipalities the police represent.
- Lawyers have become more aware of police misconduct and the types of litigation that can be brought against police officers.

As a result, we now live in a litigation prone society. This means that, more than ever, officers are responsible for their actions. In deadly force situations, failure to use good judgment and/or failure to apply adequate skills will end up in litigation for both the officer and his department.

It is therefore of paramount importance that officers know the law, know their restrictions under the law, and are properly trained and skilled in the use of their firearms.

IDAHO LAWS AND THE USE OF DEADLY FORCE

- A. Idaho Code: 19-610:** An officer may use reasonable and necessary force to overcome resistance when effecting an arrest with a warrant or with probable cause. Guidelines to the use of any force:
1. Remain emotionally disengaged: Stay Objective!
 2. Be aware of your ability to inflict pain and injury: Use Only Minimal Force Necessary!
 3. Once all resistance stops, use of force stops: Never Punish Anyone!
- B. Idaho Code: 18-4011:** Justifiable homicide by an officer: "Homicide is justifiable when committed by public officers and by those acting by their command in their aid and assistance, either:

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1. "In obedience to any judgment of a competent court" (This refers to capital punishment, i.e. execution, in a correctional facility).

2. "When reasonably necessary to overcome actual resistance to the execution of some legal process, or in the discharge of any other legal duty including suppression of riot or keeping and preserving the peace. Use of deadly force shall not be justified in overcoming actual resistance unless the officer has probable cause to believe that the resistance poses a threat of death or serious physical injury to the officer or to other persons;" Deadly force is limited to situations in which the officer has probable cause to believe that the resistance poses a threat of death or serious physical injury to the officer or other persons." This probable cause should consist of three aspects, all of which the officer should be able to articulate:

ABILITY: The assailant has a weapon capable of inflicting death.

OPPORTUNITY: The assailant is within striking distance with that weapon.

JEOPARDY: The assailant demonstrates intent to use the weapon and places someone in actual jeopardy.

3. "When reasonably necessary in preventing rescue or escape or in retaking inmates who have been rescued or have escaped from any jail, or when reasonably necessary in order to prevent the escape of any person charged with or suspected of having committed a felony, provided the officer has probable cause to believe that the inmate, or persons assisting his escape, or the person suspected of or charged with commission of a felony poses a threat of death or serious physical injury to the officer or other persons."

Fleeing Felons must threaten someone's life using the same parameters of "ability, opportunity, and jeopardy" as listed above before deadly force is justified! The U.S. Supreme Court in 1985 in Tennessee vs. Garner ruled that the use of deadly force by law enforcement officers to prevent the escape of an apparently unarmed suspected felon violated the Fourth Amendment of the Constitution. This bright line ruling resulted in modification of Idaho Codes in 1986 to limit justifiable homicide. As a Result:

- Deadly force is not justified against fleeing unarmed felons!
- Deadly force is never justified to protect property!
- Deadly force is never justified to protect evidence!

C. Idaho Code: 18-706: Unnecessary assaults by Officers: "Every Officer who, under color of authority, without lawful necessity, assaults or beats any person, is

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punishable by fine not exceeding \$5,000 and imprisonment in the county jail not exceeding one (1) year."

FEDERAL LAWS AND THE USE OF FORCE

The United States Department of Justice typically uses the provision below to criminally prosecute local officers accused of violating persons' federal civil rights.

A. Title 18, U.S.C. Section 242: Deprivation of rights under color of law: "Whoever under color of law, statute, ordinance, regulation, or custom, willingly subjects any inhabitant of any state to the deprivation of any rights, privileges, or immunities secured or protected by the Constitution or laws of the United States, or to different punishments, pains or penalties on account of such inhabitant being an alien, or by reason of his color, or race ... and if bodily injury results; shall be fined not more than \$1,000 or imprisoned not more than ten years, or both; and if death results shall be subject to imprisonment for any term of years or for life."

THE USE OF DEADLY FORCE AND LIABILITY

Negligence is defined as the failure to meet a recognized standard of conduct with resultant injuries to any person. For liability to arise it must be shown that:

- A duty was owed by the government entity to the person.
- There was a breach of that duty.
- As a result of the breach, injuries happened to the person.

Negligence with regards to firearms would pertain to shoot/don't shoot judgment, and with the performance skills of gun handling and marksmanship. Wrong judgment in a shooting would be a breach of duty, as well as would be shooting the wrong person due to inaccuracy, or due to "accidental discharge".

Consequences of Negligence

Improper use of any force, especially deadly force, can result in any or all of the following:

1. Departmental Discipline: Training, re-training, reprimand, suspension (with or without pay), demotion, transfer, or termination.
2. Civil Lawsuit: Tort claims against the department, departmental jurisdiction, and individual officer. Vicarious Liability may extend to supervisor, trainers, Chief of Police, etc. Suit may be filed on a State Court or Federal Court level. May result in large monetary settlements paid by the officer personally!

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3. Criminal Sanctions: Arrest on criminal charges ranging from accidental manslaughter to negligent homicide to second or first degree murder! May result in fines, and/or imprisonment.

REDUCING LIABILITY RISKS FOR THE OFFICER

Reducing legal liability: a checklist for use of deadly force

- 1. Know the laws of your jurisdiction and follow them!**
- 2. Know and follow your departmental policies!**
- 3. Remember that you are ultimately responsible for every bullet you fire! Misses are not acceptable! Accidental hits are not acceptable! Know who and what are behind your target before you shoot! Use extreme care when innocent bystanders are in the area.**
- 4. Practice your skills. Do not rely on anyone else to make you a better shot. If you can't hit your target on the street, DON'T FIRE!**
- 5. Never fire warning shots!**
- 6. Never shoot at or from a moving vehicle, misses are inevitable! (See Department Policy)**
- 7. Only shoot after you have determined that your shooting is justified and necessary to stop the subject!**
- 8. If you do shoot, carefully document the circumstances as soon as possible!**
- 9. Carefully observe all safety rules whenever handling any firearm!**

LIABILITY AND THE FIREARMS INSTRUCTOR

Negligent Failure to Train

Liability arises when police agencies fail to properly and adequately train employees originally and fail to maintain that acceptable standard of training throughout their career.

In the Supreme Court case, *City of Canton v. Harris*, 489 U.S. 378 (1989), the court established that municipalities which fail to apply the standard of training are showing deliberate indifference to the constitutional rights of the persons whom the police come into contact with. Training must continue at all levels of Law Enforcement after the initial POST requirement. Adequate documentation and record keeping on each officer and his training are a necessity. The frequency and content of firearms training and record keeping is the responsibility of the instructor. Failure on the part of administration to allow adequate training does not eliminate the instructor's liability unless he can document his recommendations and requests for adequate training. **If you didn't ask, you are liable!**

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Negligent Training

Liability arises when there is failure to teach accepted standards, or in teaching improper, outdated, or inappropriate techniques.

Negligent Entrustment

Liability arises when an officer is entrusted with a firearm without proper training and without proper certification of that officer's skills with that weapon. The temptation to fill slots in the duty roster cannot be allowed to shortcut the firearms training. Officers should not be allowed to carry a firearm until they have completed an introductory training course and have attained the agency required skill level. No exceptions!

Negligent Retention

Liability occurs when an officer, unable to maintain department skill levels, is retained and is allowed to carry a firearm. Falling below accepted performance standards should require immediate remedial training, with the officer relieved of duty until that training is completed and the standards are met. Failure after remedial training would deny that officer use of firearms. NO EXCEPTIONS!

Vicarious Liability

Firearms instructors are often named in lawsuits in which students of the instructor are accused of negligent use of firearms. The suits allege that the instructor failed to teach the student proper procedures. The student may be found innocent, but the instructor found negligent. Proper documentation of all training sessions and classes are important to prove what was taught.

Liability from Within

Increasing numbers of departments and firearms instructors are being sued by officers or their survivors for any of the following:

1. Failure to enforce safe range practices.
2. Failure to supervise on the range.
3. Failure to train frequently.
4. Failure to provide functional equipment.
5. Failure to train in dim light.
6. Failure to train with multiple targets
7. Failure to train with moving targets.

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REDUCING LIABILITY RISKS FOR THE INSTRUCTOR

Ethics

The instructor should actively seek the best training for his department with his uppermost concern being the wellbeing of the officers and the citizens of the community. Poor or inadequate firearms training may result in the injury or death of an officer or innocent citizen. Honesty requires that each qualification be graded fairly and reported accurately with appropriate action taken immediately in the event of failure to meet required standards. Partiality must not be permitted.

Consistency

Each officer must receive the same instruction from the introductory training to the maintenance training. Lesson plans are essential to insure that nothing is overlooked. Additionally, qualification scores should be determined uniformly by all training personnel involved and should be applied consistently throughout all qualifications.

Documentation

It is imperative that records be kept of all training and qualification sessions. This documentation should include, but not be limited to, content of training, names of those attending, dates, times, locations, weather conditions (if pertinent), and qualification scores. Additional documentation should be kept of:

1. All recommendations forwarded to department heads.
2. All unintentional discharges.
3. All remedial training.
4. All work performed on issued weapons including annual cleaning and maintenance checks.
5. All disciplinary actions taken on the range or pertaining to firearms.
6. All conclusions reached by shooting boards.
7. Any irregularities and consequent actions taken.

LIABILITY AND THE OFF DUTY OFFICER

The court has ruled that there is a distinct difference between shootings involving an on-duty officer versus shootings involving an off-duty officer. Distinctions in training must then be addressed. The following aspects must be considered:

- Department policy about off-duty involvement.
- Qualification and training with off-duty weapon.
- Training with off-duty clothing, holster, etc.

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Inherent hazards of off-duty actions

1. No back-up!
2. No communications!
3. Lack of identification as an officer to citizens and to responding police!
4. No protective body armor!
5. Limited number of extra rounds!
6. Likelihood of the presence of family members!

USE OF FORCE

Scope of Issue

1. 95% of all police/citizen encounters will be without any use of force.
2. Only 5% of all encounters will involve some use of force.
 - a. 85 % of those encounters come at the conclusion of:
 - (1) vehicle pursuit.
 - (2) foot pursuit.
 - b. Risk of adrenaline.
3. What are potential risks to officers?
 - a. Injury or loss of life if you are under reactive.
 - b. Criminal liability if you over react.
 - (1) **18-703** - Illegal Arrests and Seizures: Misdemeanor, 6 months/\$300 fine.
 - (2) **18-704** - Inhuman Treatment of Prisoners: 5K fine, removal from office.

IDAHO CODE

18-4011: JUSTIFIABLE HOMICIDE BY OFFICER: Homicide is justifiable when committed by public officers and those acting by their command in their aid and assistance, either:

1. In obedience to any judgment of a competent court; or
2. When reasonably necessary in overcoming actual resistance to the execution of some legal process, or in the discharge of any legal duty including suppression of riot or keeping and preserving the peace. Use of deadly force shall not be justified in overcoming actual resistance unless the of officer has probable cause to believe that the resistance poses a threat of death or serious physical injury to the officer or to other persons; (or)
3. When reasonably necessary in preventing rescue or escape or in retaking inmates who have been rescued or have escaped from any jail, or when reasonably necessary in order to prevent the escape of any person charged with or suspected of having committed a felony, provided the officer has probable cause to believe that the inmate, or persons assisting his escape, or the person suspected

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of or charged with (the) commission of a felony poses a threat of death or serious physical injury to the officer or other persons.

18-4012: EXCUSABLE HOMICIDE: Homicide is excusable in the following cases:

1. When committed by accident and misfortune in doing any lawful act by lawful means, with usual and ordinary caution, and without any unlawful intent.
2. When committed by accident and misfortune, in the heat of passion, upon any sudden and sufficient provocation, or upon a sudden combat when no undue advantage is taken nor any dangerous weapon used, and when the killing is not done in a cruel or unusual manner.

19-618: RECAPTURE AFTER ESCAPE: If a person arrested escape(s) or is rescued, the person from whose custody he escaped or was rescued, may immediately pursue and retake him at any time and in any place within the state.

19-619: BREAKING DOORS AND WINDOWS FOR RECAPTURE: To retake the person escaping or rescued, the person pursuing may break open an outer or inner door or window of a dwelling-house, if, after notice of his intention, he is refused admittance.

19-610: WHAT FORCE MAY BE USED: When the arrest is being made by an officer under the authority of a warrant or when the arrest is being made without a warrant but is supported by probable cause to believe that the person has committed an offense, after information of the intention to make the arrest, if the person to be arrested either flees or forcibly resists, the officer may use all reasonable and necessary means to effect the arrest and will be justified in using deadly force under conditions set out in section 18-4011, Idaho Code.

19-611: BREAKING DOORS AND WINDOWS: To make an arrest, if the offense is a felony, a private person, if any public offense, a peace officer, may break open the door or window of the house in which the person to be arrested is, or in which there is reasonable ground for believing him to be, after having demanded admittance and explained the purpose for which admittance is desired.

19-612: FORCE FOR PURPOSE OF LIBERATION: Any person who has lawfully entered a house for the purpose of making an arrest, may break open the door or window thereof if detained therein, when necessary for the purpose of liberating himself, and an officer may do the same when necessary for the purpose of liberating a person who, acting in his aid, lawfully entered for the purpose of making an arrest, and is detained therein.

19-601: ARREST DEFINED: An arrest is taking a person into custody in a case and in the manner authorized by law. An arrest may be made by a peace officer or by a private person.

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19-602: ARREST, HOW MADE: An arrest is made by an actual restraint of the person of the defendant, or by his submission to the custody of an officer. The defendant must not be subjected to any more restraint than is necessary for his arrest and detention.

19-603: WHEN PEACE OFFICER MAY ARREST: A peace officer may make an arrest in obedience to a warrant delivered to him, or may, without a warrant, arrest a person:

1. For a public offense committed or attempted in his presence.
2. When a person arrested has committed a felony, although not in his presence.
3. When a felony has in fact been committed and he has reasonable cause for believing the person arrested to have committed it.
4. On a charge made, upon a reasonable cause, of the commission of a felony by the party arrested.
5. At night, when there is reasonable cause to believe that he has committed a felony.
6. When at the scene of a domestic disturbance there is reasonable cause to believe, based upon physical evidence observed by the officer or statements made in the presence of the officer upon immediate response to a report of a commission of such a crime, that the person arrested has committed an assault or battery.
7. When there is reasonable cause to believe, based upon physical evidence observed by the officer or statements made in the presence of the officer upon immediate response to a report of a commission of a crime aboard an aircraft, that the person arrested has committed such a crime.

18-703: ILLEGAL ARRESTS AND SEIZURES: Every public officer, or person pretending to be a public officer, who, under the pretense or color of any process or other legal authority, arrests any person or detains him against his will, or seizes or levies upon any property, or dispossesses any one of any lands or tenements, without a regular process or other lawful authority therefore, is guilty of a misdemeanor.

18-704: INHUMAN TREATMENT OF PRISONERS: Every officer who is guilty of willful inhumanity or oppression toward any prisoner under his care or in his custody is punishable by fine not exceeding \$5,000, and removal from office.

18-705: RESISTING AND OBSTRUCTING OFFICERS: Every person who willfully resists, delays or obstructs any public officer, in the discharge, or attempt to discharge, of any duty of his office or who knowingly gives false report to a peace officer, when no other punishment is prescribed is punishable by fine not exceeding one thousand dollars (\$1,000); and imprisonment in the county jail not exceeding one (1) year.

18-706: UNNECESSARY ASSAULTS BY OFFICERS: Every public officer who, under color of authority, without lawful necessity, assaults or beats any person, is

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punishable by fine not exceeding \$5,000 and imprisonment in the county jail not exceeding one year.

18-707: REFUSING ASSISTANCE TO OFFICERS: Every male person above eighteen (18) years of age who neglects or refuses to join the posse comitatus or power of the county, by neglecting or refusing to aid and assist in taking or arresting any person against whom there may be issued any process, or by neglecting to aid and assist in retaking any person who, after being arrested or confined, may have escaped from such arrest or imprisonment; or by neglecting or refusing to aid and assist in preventing any breach of the peace, or in commission of any criminal offense, being thereto lawfully required by any sheriff, deputy sheriff, coroner, constable, judge or other officer concerned in the administration of justice punishable by fine of not less than fifty dollars (\$50.00) nor more than \$1,000.

18-3307: CIVIL LIABILITY FOR INJURY BY FIREARM: Any party maimed or wounded by the discharge of any firearm aforesaid or the heirs or representatives of any person who may be killed by such discharge, may have an action against the party offending for damages, which shall be found by a jury, and such damages, when found may in the discretion of the court before which such action is brought, be doubled.

18-3312: INJURING ANOTHER BY CARELESS HANDLING AND DISCHARGE OF FIREARMS: Any person who handles, uses or operates any firearm in a careless, reckless or negligent manner, or without due caution and circumspection, whereby the same is fired or discharged and maims, wounds or injures any other person or persons, is guilty of a misdemeanor, and upon conviction thereof shall be punished by a fine of not more than one thousand dollars (\$1,000), or by imprisonment in the county jail for not more than six (6) months, or by both such fine and imprisonment.

18-3301: DEADLY WEAPON - POSSESSION WITH INTENT TO ASSAULT: Every person having upon him any deadly weapon with intent to assault another is guilty of a misdemeanor.

19-201: LAWFUL RESISTANCE: Lawful resistance to the commission of a public offense may be made:

1. By the party about to be injured.
2. By other parties.

19-202: RESISTANCE BY THREATENED PARTY: Resistance sufficient to prevent the offense may be made by the party about to be injured:

1. To prevent an offense against his person, or his family, or some member thereof.
2. To prevent an illegal attempt by force to take or injure property in his lawful possession.

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19-202: A LEGAL JEOPARDY IN CASES OF SELF-DEFENSE AND DEFENSE OF OTHER THREATENED PARTIES: No person in this state shall be placed in legal jeopardy of any kind whatsoever for protecting himself or his family by reasonable means necessary, or when coming to the aid of another whom he reasonably believes to be in imminent danger of or the victim of aggravated assault, robbery, rape, murder or other heinous crime.

19-203: RESISTANCE BY OTHER PARTIES: Any other person, in aid or defense of the person about to be injured, may make resistance sufficient to prevent the offense.

19-204: PREVENTION OF OFFENSES BY OFFICERS OF JUSTICE: Public offenses may be prevented by the intervention of the officers of justice:

1. By repairing security to keep the peace.
2. By forming a police in cities and towns, and by requiring their attendance in exposed places.
3. By suppressing riots.

CIVIL RIGHTS ACTS: TITLE 42 7 1983

"EVERY PERSON WHO UNDER THE COLOR OR ANY STATUS, ORDINANCE, REGULATION, CUSTOM, OR USAGE OF ANY STATE OR TERRITORY, SUBJECTS, OR CAUSES TO BE SUBJECTED, ANY CITIZEN OF THE UNITED STATES OR OTHER PERSON WITHIN THE JURISDICTION THERE OF TO THE DEPRIVATION OF ANY RIGHTS, PRIVILEGES OR IMMUNITIES SECURED BY THE CONSTITUTION AND LAWS, SHALL BE LIABLE TO THE PARTY INJURED IN ANY ACTION AT LAW, SUIT IN EQUITY, OR OTHER PROPER PROCEEDING FOR REDRESS." IN AN EFFORT TO DETERMINE WHETHER THE FORCE USED BY THE OFFICER WAS EXCESSIVE, THE COURTS MUST CONSIDER THE FOLLOWING BRIEF SET OF ISSUES:

1. THE NEED FOR THE APPLICATION OF THE FORCE.
2. THE RELATIONSHIP, BETWEEN THE AMOUNT OF FORCE THAT WAS USED AND THE NEED FOR USING THE FORCE.
3. THE EXTENT OF THE INJURY INFLICTED.
4. THE NATURE OF THE OFFENSE.
5. THE BEHAVIOR OF THE SUBJECT AGAINST WHOM THE FORCE WAS USED.
6. THE ACTIONS OF ANY THIRD PARTIES WHO MAY HAVE BEEN PRESENT.
7. THE PHYSICAL ODDS AGAINST THE OFFICER.
8. THE FEASIBILITY OR AVAILABILITY OF ALTERNATIVE ACTIONS.
9. WHETHER THE FORCE WAS APPLIED IN A GOOD FAITH EFFORT TO MAINTAIN OR RESTORE DISCIPLINE OR WHETHER IT WAS APPLIED

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MALICIOUSLY OR SADISTICALLY FOR THE VERY PURPOSE OF
CAUSING
HARM.

OLD STANDARD
THE POLICE OFFICERS CONDUCT HAD TO "SHOCK" THE CONSCIENCE.
(JOHNSON VS. GLICK)

NEW STANDARD
THE OFFICER'S CONDUCT MUST BE "REASONABLE" BASED ON THE
"TOTALITY OF
THE CIRCUMSTANCES AT THE TIME OF THE EVENT. (GRAHAM VS.
CONNOR)

OFFICER PERCEPTION AND RESPONSE

Level I

1. Reasonable Officer's Perception: Contact is Compliant - Cooperative. Within the normal realm of law enforcement, the vast majority of police/citizen encounters are positive and cooperative.
2. Enforcement Elective: Fundamental procedures supportive of the initiation and continuation of compliance and cooperation.
3. Reasonable Officer's Response: Verbal Commands. This level relies on the professional officer's wide variety of communication skills, capitalizing upon the general populations' acceptance of authority.

Level II

1. Reasonable Officer's Perception: Contact is passive resistant. In some confrontational contacts, the subject may offer a preliminary level of noncompliance. The subject's resistance is primarily passive, with the subject offering no physical enhancement toward the effort other than sheer unresponsiveness.
2. Enforcement Elective: Level I & II - This level includes options centered around the gaining of control via procedures that are primarily psychologically manipulative, rather than physically manipulative.
3. Reasonable Officer's Response: Contact controls. In this First stage of noncompliance, the officer must deploy tactical talents to assert control and gain cooperation.

Level III

1. Reasonable Officer's Perception: Contact is actively resistant. At this level, the subject's resistance has become more active in scope and intensity. The indifference to control has increased to a level of enhanced physical defiance.

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2. Enforcement Elective: Level I, II & III - Due to the introduction of a physical component to the subject's non-compliance, the officer now must call upon the tactics of encounter and possibly the deployment of supportive force.
3. Reasonable Officer's Response: Compliance techniques. The officer must deploy sufficient force to overcome the subject's active resistance, remaining vigilant for signs of more aggressive behavior from the subject.

Level IV

1. Reasonable Officer's Perception: Contact is assaultive (bodily harm). In this case, the officer's attempt to gain lawful compliance has met with active, hostile resistance culminating in an attack upon the officer.
2. Enforcement Elective: Level I, II, III, & IV: Due to the combative nature of the confrontation, the officer must now deploy tactical procedures centering upon active, force-enhanced counter-measures.
3. Reasonable Officer's Response: Defensive tactics - Confronted with the subject's assaultive act(s), the officer is justified in taking appropriate steps to immediately cease the assaultive action and gain and maintain control of the subject once compliance is achieved.

Level V

1. Reasonable Officer's Perception: Contact is assaultive (serious bodily harm/death). This category represents the least-encountered but most serious threat to officer safety. Here the officer can draw a reasonable conclusion that he is subject to death or great bodily harm as a result of the attack.
2. Enforcement Elective: Level I, II, III, IV & V. At this level, tactical options are directed toward officer survival and self-preservation.
3. Reasonable Officer's Response: Deadly force. Facing an assaultive situation that reaches the ultimate degree of danger, the officer must deploy absolute and immediate tactics to stop the lethal threat and secure conclusive compliance and control.

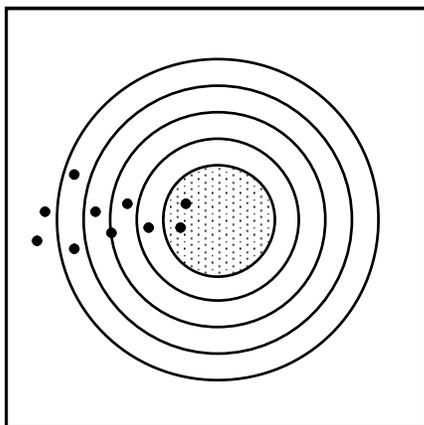
CONCLUSION

In our current litigious society, most deadly force confrontations will end up in civil court. Liability for the department and for officers is great even when they act reasonably.

That liability becomes immense in the event of carelessness or lack of good judgment. Additionally, liability increases as one climbs the ladder of authority within the agency, as such, increasing the liability risk for firearms instructors. Instructors are caught in the dilemma of trying to provide frequent, quality training while meeting budgetary restraints imposed by administrators. **This difficulty may be overcome only by diligence and documentation.**

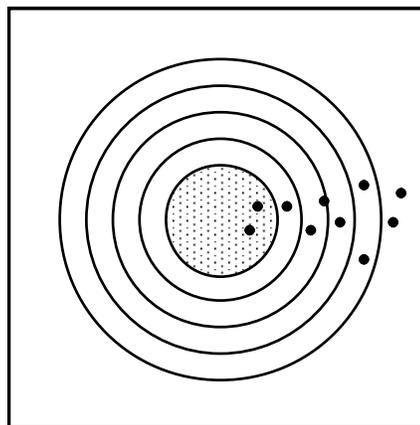
TARGET ANALYSIS

READING A TARGET



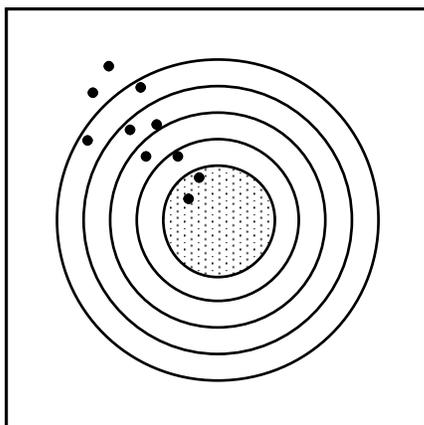
Left of Center

Caused by placing trigger finger too far through trigger guard. With finger too far into guard, the tendency is to squeeze the trigger at an angle.



Right of Center

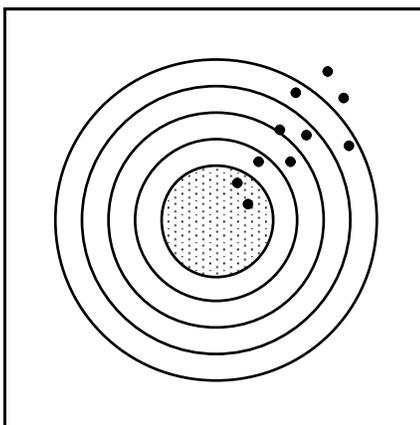
Caused by pushing against the frame with the thumb as the shot is fired.



Upper Left

Caused by anticipation of recoil and poor follow-through; the shooter enhances the recoil.

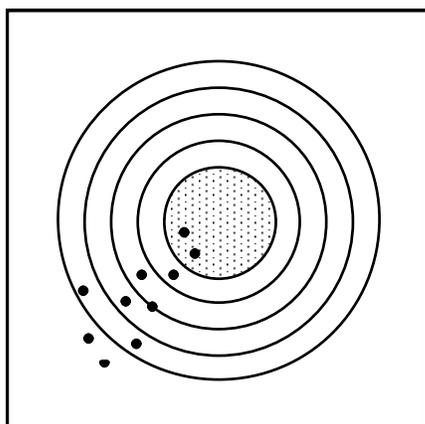
Caused by moving the trigger finger forward too quickly after the shot.



Upper Right

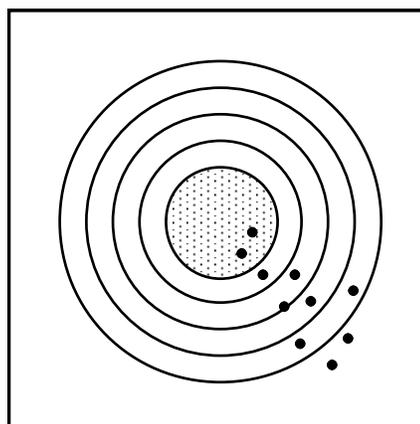
Caused by anticipating recoil and pushing with the heel of the hand.

READING A TARGET



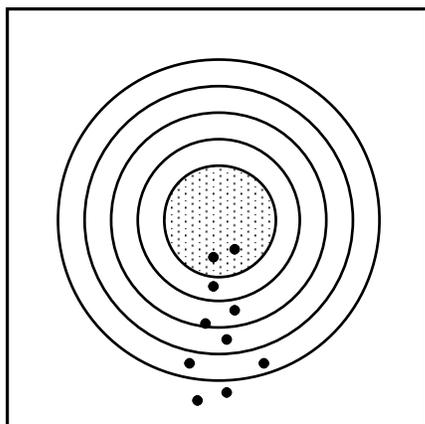
Lower Left

Caused by jerking the trigger.
The cure is to concentrate on
trigger release.



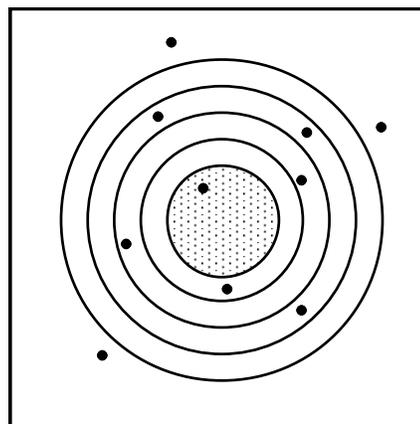
Lower Right

Caused by squeezing or milking
the grip as the shot is fired,
allowing the barrel to drop low
right.



Bottom

Caused by breaking wrist in
anticipation of recoil, or relaxing
the grip as the weapon is fired.



Random

Caused by inconsistency of grip,
change of aim-point with each
shot, and/or focus on the target
instead of front sights.

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TRIGGER MANIPULATION DRILLS

MUDGETT TRIGGER DRILL:

The purpose of this drill is to allow the shooter to feel proper trigger press and sear re-set. The shooter will see the results of front sight focus and proper trigger manipulation. At five yards, there should be only one hole in the target.

The student shooter points in at the target with their trigger finger off the trigger, with a hard focus on the front sight. The coach stands on the strong side of the student and places their own finger on the trigger. **IMPORTANT** The coach must also put his/her own thumb over the web of the student's hand to create counter-pressure, so as not to disturb the student's sight picture. The coach slowly presses the trigger until the shot breaks, maintaining rearward pressure after the shot, then slowly re-sets the sear. The student should feel and hear the sear re-set.

After 4-6 reps, the student places their own finger on the trigger. The coach repeats the drill, putting his/her finger on top of the students, the coach applying all the pressure until the shot breaks.

This is done "dry" first, then with live fire.

BALL-POINT PEN TRIGGER DRILL:

The purpose of this drill is to allow unlimited safe dry practice of trigger manipulation, by demonstrating through touch and sound the correct trigger press and sear re-set.

Hold a standard click-type ball-point pen in the weapon hand. The point of the pen faces the shooter, the "clicker" top is outward. Place the trigger finger on the clicker top and slowly press until the pen clicks, which simulates the sear release. Maintain rearward pressure, then slowly release until the pen clicks. This simulates the sear re-set. Repeat as often as needed.

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SHOOTER- vs- SHOOTER

“SHOOTER vs. SHOOTER” STEEL TARGET ELIMINATION DRILL: This course will end with a steel shoot-off. We find that the self-induced stress of a steel reactive target with a shooter-vs.-shooter scoring is the closest we can come to simulating the physiological and psychological stresses of a shooting confrontation. We end this course with this drill both as a fun event, and an opportunity for the range staff to observe the student’s performance shooting under pressure, so as to evaluate the student’s absorption of the course material.

The object of the foregoing exercises is the acquisition of the optimum balance of speed and accuracy. If the shooter completes these exercises with a perfect score, he has a time cushion and should attempt to pick up speed. If, on the other hand, he cannot make the recommended times, he must slow himself down until he is achieving 90% hits at the closer ranges. If you are printing all “Xs”, you are shooting slower than you should. If you are printing less than 90%, you are beating yourself to the draw.

The essence of successful practice is concentration on each individual stroke. Going out to the range and expending ammunition is not only costly but unproductive. Successful marksmanship, at any level, with any pistol, implies total, exclusive concentration upon the task at hand during the time interval necessary to carry it out.

Instructing the Female Shooter

Presented by Kristin MacKechnie

Introduction

- Police officer for the City of Renton for five years
- Member of Renton Firearms Committee for four years
- Firearms Instructor for Basic Law Enforcement Academy for nine months

Performance Objective

As an instructor you will be able to effectively instruct the female shooter.

Course Overview

- The differences of the male and female brain
- The differences of body and grip strength
- Discuss different guns and the effects on the female shooter
- Liability issues
- Special equipment for the female shooter
- Shooting a handgun from the female perspective

Differences of the Male and Female Brain

1. Men are different than women. The sexes are different because their brains are different. The brain is built differently in men and in women; it processes information in a different way, which results in different perceptions, priorities and behaviors. The information given below is based on the average female and the average male.
2. The main functions of the left side of the brain are logic, reasoning, and rational thinking.
3. The right side of the brain is responsible for abstract ideas, communication, relationship, and holistic (concerned with the wholes rather than with analysis or dissection into parts) approaches to solutions.
4. Men tend to have stronger left-hemisphere brain functions than women.
5. Men use the left side of their brain almost exclusively for verbal abilities, and for processing detailed information and then putting that information into order.
6. Women tend to have stronger right-hemisphere brain functions than men.

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7. Women excel at skills related to the right hemisphere of the brain, such as verbal fluency and comprehension. They tend to talk better and learn foreign languages more easily than men. They are also better at expressing their feelings in words, and more likely to do so than men.
8. However women can use both sides of the brain more easily than men. The corpus callosum (mass of white transverse fibers connecting the two sides, basically a bundle of nerve fibers) of the brain is as much as 40% larger in women than men. Because of this, women have more pathways for interactions between the left and right hemispheres.
9. The biggest difference between females and males is spatial ability, which is being able to picture things, their shape, position, geography and proportion accurately in the mind's eye. Males dominate in this area.
10. Men can "see" the abstract relationships better, such as reading a map, playing baseball (they perceive the spatial relationship between the ball to bat), or packing the car because of the ability to arrange three-dimensional objects in a space. This is a right brained function, however men's brains are more specialized, and their brain focuses on only one area in the right hemisphere when dealing with spatial abilities.
11. A woman's spatial skills are controlled by both sides of the brain, so when dealing with a spatial skill, her brain is using both the left and right hemispheres. Basically the female is trying to do two things at once with the two sides of her brain and her spatial ability suffers. (See Chart)

The Differences of Body and Grip Strength

1. A woman's upper body has less strength than a man's, even if their degree of physical fitness is comparable. On average, women are 10% shorter and 20% less muscular. Women possess only 40-60% of the upper-body strength, and 70-75% of the lower-body strength of men, so the female upper-body strength is about half that of a male's.
2. Men are 40% muscle, 15% fat on average. Women are 23% muscle, 25% fat on average. Since men have more muscle mass than women, they are obviously stronger.
3. Men typically have a taller, wider frame that supports more muscle, as well as broad shoulders that provide a greater leverage advantage.
4. Women have smaller hands and weaker thumbs. A man's grip is much stronger than a female's grip (see chart).

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5. A man's thumb can be as much as twenty times stronger than a female's.

Handguns and the Effects on the Female Shooter

1. Females have smaller hands and weaker grips; these are considerations to take into account when choosing the caliber and size of gun the female will be shooting.
2. Some guns have molded finger grips and others are straight grips, thus some might fit better in their hand than others.
3. The pounds of trigger pull vary from gun to gun and must be taken into account. If she can't pull the trigger then that's a major problem.
4. Make sure the female shooter can shoot the gun one handed as well.
5. If a female is having a problem shooting a higher caliber gun, a smaller gun isn't always the solution (i.e. weight of gun versus caliber)
6. The female shooter must take an aggressive stance and have a firm grip on the gun (no limp wristing).

Liability Issues

1. Brown vs. FBI
2. Life vs. Cost of a different gun

Special Equipment for Female Shooter

1. Glock grip reduction by Robar
2. Slim line pistol stocks by Robar
3. Drop down holsters and spacer kits
4. Sure Fire 6Z flashlight
5. Compensated barrels

Shooting a Handgun From the Female Perspective

Practical portion – live fire drills

THE PROBLEM SHOOTER

TROUBLE SHOOTING PROBLEM SHOOTERS

Be flexible. Techniques are not cast in stone.

CHECK THE STANCE

Feet about shoulder width apart.
Barricade position.
Check hands to barricade.
Stay behind the barricade.
Don't hunker down.
Bring weapon up to eye level, don't drop the head down.

CHECK THE GRIP

High on the back strap.
Nothing pushing on the sides.
Firm but not too tight.
Check grip with support hand.
Keep finger off front of the trigger guard.
Keep thumb from behind slide.

CHECK THE TRIGGER FINGER

Should be on first pad near the first joint. **BE FLEXIBLE.**
Be sure trigger finger does not wrap around so far as to hit the frame.
Be sure trigger is being pulled straight to the rear.

CHECK SIGHT ALIGNMENT

Straight across the top equal amount of light on each side of front post. Make sure they are lining up the sights and not the dots.

CHECK SIGHT PICTURE

Check to see that sight alignment is properly placed on the target in the right location.
May have to allow for improperly placed sights.
Some may adjust, other will not.

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CHECK RESPIRATIONS (breathing)

Respiratory pause. (Only in some cases)

CHECK TRIGGER CONTROL

One of the most important fundamentals of shooting.

Anticipation is probably biggest problem.

During anticipation students have a tendency to:

Jerk the trigger

Snatch at the trigger

Hammer the trigger

Milk the grip or squeeze grip and trigger at the same time

Heel the grip

Jerk the trigger and push with the heel of the hand at the same time

Prep the trigger, especially on single action shooting

Avoid trigger slap

CHECK FOLLOW THROUGH

That short pause on the trigger as the hammer falls.

Must let the bullet out of the barrel, especially at the longer distances.

SMOKE, FIRE AND RECOIL (mask the problems)

These are the reasons shooters sometimes can't see their mistakes.

These are also reasons it is hard for instructors to see the problems.

THINGS TO WATCH FOR

Watch the hammer (if the gun has one) as it comes smoothly to the rear and then gently falls forward. This will only work in double action mode. You should be able to watch it make the whole trip, not just part of the way and then disappear.

DUMMY ROUNDS are an excellent aid for both instructor and shooter. Watch the front sight closely as the round is fired. See if it dips slightly as the gun goes off (anticipation). Watch the finger on the trigger as it is activated. Watch for smooth pressure or a jerking movement. If the shooter is watching the sights when the weapon is discharged, then they should be able to tell you where the sights were when the gun went off. If not maybe they were closing their eyes prior to pulling the trigger.

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BUZZ WORDS AND PHRASES

Squeeze the trigger (not the grip)

Press the trigger

Continuous pressure front to rear

Never stop in the middle of the trigger pull. (Do not double stage the trigger.)

Press the trigger all the way through with one continuous motion

Prep the trigger and then pressure

Let the bullet out of the barrel (follow through)

HELP FOR TROUBLE SHOOTERS

Dry fire

Ball and dummy. Start with a lot of dummies and an occasional bullet, then go to occasional dummies.

Even shaky shooters never shake off target. Shaking is no excuse. Grip over the shooters shooting hand with your own (GUN SHOULD BE EMPTY) and let them feel what proper trigger control feels like. (You dry fire the gun in their hand.) Start shooting close with small targets.

They need to know that shooting is a head game, and the sooner they get the right information in their head the easier it will be.

CARE AND CLEANING

CARE, CLEANING, AND FUNCTIONING OF FIREARMS

OBJECTIVE

Deliver knowledge to the instructor which will enable him to convey that knowledge to his students in the proper function, care, and cleaning of his firearm.

CARE AND CLEANING

Equipment and supplies

1. 6 inch brass or aluminum rod
2. Patch tip: eye type or plug type
3. Appropriate Bore and Chamber brushes:
 - a. one inch for bore
 - b. two inch for chamber
4. Tooth brush
5. Stainless wire brush
6. Brass wire brush
7. Gun Oil
8. Quality Solvent (optional)
9. Quality flat blade screw driver: Craftsman 1/8" (#42589-WF-1/8)
10. Cotton swabs
11. Lint free shop towel

Additional Items which may be useful

1. Various dental picks
2. Wipe away gun cleaning cloth
3. Lewis brand Lead Remover
4. Several large erasers: (Not abrasive, Pink Pearl)
5. Toothpicks
6. Brass welding rod: (one end flattened for picking)
7. One inch nylon bottle Brush
8. Tools recommended by the Firearms Manufacturer (May be specific jobs which requires a specific tool from the manufacturer. Some of these tools may be purchased from other companies and others could be adapted from your own tool chest. Still, some jobs need specifically made tools.)

Lube and Maintenance of the Automatic Pistol

1. Hood
2. Top of barrel at muzzle

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- One drop on each rail
- One drop on each side of hammer
- One drop on Recoil Guide
- One drop on Manual Safety

With a "slightly" oiled rag, wipe:

Magazine outside, Firing Pin, Barrel Bushing, Slide Stop, Outside of Frame, Inside of Bore.

Cleaning of Bore: should be done with brass or fiber brush. The use of abrasive material on moving parts is not advised. A very good oil/solvent is called "Break free".

The time for cleaning of a weapon depends on the amount of shooting and dry firing that is done. If a gun is functioned each week it should be cleaned at least once a month. The lock work at least every six months.

Note: Clean weapon after each shoot: (magazines too!)

Note: Give the gun a drink of oil, don't dip it in oil!

CLEANING THE REVOLVER

Think Safety

1. Unload your firearm
2. Place the ammunition in another room

Set out all of your cleaning equipment in one place

Cleaning

1. Remove the front side plate screw
2. Remove the yoke and cylinder from frame
3. Replace side plate screw into frame

The cylinder

1. Using the cylinder brush, turn it clockwise in and out of charge hole until it is free of debris.
2. Using a pink eraser, rub the outside of the cylinder, cleaning powder and lead from cylinder flutes.
3. Using Q-tips and toothpicks, clean powder and other debris from the stop notches.
4. Wipe the cylinder and yoke clean of debris.
5. Using a tooth brush, clean the ratchet area
 - a. top of ratchet
 - b. bottom of ratchet
 - c. cylinder area where ratchet sits and rests
6. Wipe cylinder and yoke clean again.
7. Remove the yoke from cylinder and set cylinder aside.

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8. Cleaning the Yoke:
 - a. Use a toothbrush and brass pick to remove debris,
 - b. May use "brass" wire brush if needed.
9. Wipe clean and set aside.

Cleaning the Frame

1. Using a shop rag, wipe the frame completely.
2. Using picks and toothbrush, clean away fowling.
3. Lead fowling will need to be picked from the area around the barrel and frame.
4. Rewipe the frame and check your progress.
5. Repeat process until clean.
6. Wipe muzzle area clean of fowling.
7. Wipe the gun with shop rag and check for cleanliness.

Use of Cleaning Solvent

1. Remove cylinder and yoke from frame.
2. Using the rod and bore brush, apply solvent to brush then draw brush through bore at least ten (10) times.
3. Using a patch tip and patch on rod, draw patch through bore to clean out debris.
4. Use the Lewis Lead Remover, if necessary.
5. Repeat the same process in cylinder charge holes with a chamber brush and patch.
6. Wipe away remaining solvent with clean shop rag and inspect gun. Repeat process in areas needed.
7. See section on Lubricating gun.

Lubricating and re-assemble of Gun

1. Remove Yoke from Cylinder.
2. Place oil on barrel of Yoke and some on the extractor rod area on Cylinder.
3. Insert Yoke back into Cylinder.
4. Insert Yoke **and** Cylinder back into Frame of gun. Tighten the front side plate screw and check other two screws for tightness.
5. Cock hammer back and put four to five drops of oil into lock work.
6. Work the action of the revolver to distribute oil.
7. Wipe off excess oil with clean shop rag.
8. Using Jag tip and oily patch, run through each Cylinder charge hole and barrel.
(Prevents rust, on Stainless guns too.)
9. Wipe entire gun with "slightly" oiled cloth.
10. Wipe entire gun with soft dry cloth.

Revolver inspection

1. Think Safety: Make sure ammunition is out of area.

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2. Write down the Make, Model and serial number of your gun.
3. Check the overall general appearance of the gun.
4. Inspect the barrel
 - a. For bulges, rust or pitting.
 - b. Lead build-up.
 - c. Cracked or split forcing cone.

Hammer: Cock the hammer and check for push-off

- a. Push on hammer and thumb
- b. "Should not" go into frame
- c. Also, check firing pin assembly

Trigger should be no wider than trigger guard.

Cylinder:

- a. Check charge holes for defects
- b. Extractor Rod:
 - (1) Is it straight?
 - (2) Is it tight?
- c. Does the Cylinder spin freely on Yoke?

Frame: Check the frame for cracks:

- a. Around the barrel area.
- b. Around the breech face.

Firing Pin:

- a. Is it free and not missing?
- b. Does it protrude through the frame when trigger is held to rear?

Hammer Nose bushing:

- a. Check for looseness.
- b. Has it moved back into the frame?
- c. Are there any burrs around firing pin hole?

Main Spring Screw: The screw on the Smith & Wesson gun, on front of butt of gun, should be "Tight". It should not be backed out any little bit.

Thumb Latch and Thumb Piece: Is the screw tight?

Cylinder stop: With no finger on the trigger, can the cylinder be rotated out of stop notches? If so, have the stop refit or replaced.

Timing:

- a. Does cylinder index into stop notch before hammer falls?
- b. Does cylinder pass by stop notch when trigger is pressed quickly?

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Sights:

- a. Are sights bent or banged up?
- b. If adjustable, is the rear sight firm?

General Appearance:

- a. Weapon should be clean.
- b. If not, wipe it down with oily rag.

AUTO PISTOL NOMENCLATURE

Main Groups

1. Slide Group
2. Frame Group
3. Magazine Group

Individual Parts by Groups

1. Slide Group

- a. Front and rear sight
- b. Safety (if weapon has one)
- c. Firing Pin and Spring
- d. Firing Pin Safety (if weapon has one)
- e. Extractor
- f. Barrel:
 - (1) Chamber, Locking Lugs
 - (2) Link: (if weapon has one)
- g. Bushing (if weapon has one)
- h. Recoil Spring, Guide and Plunger
- i. Ejection Port
- j. Slide Rails

2. Frame Group:

- a. Safety: (if weapon has one)
- b. Decocking lever: (if weapon has one)
- c. Magazine release
- d. Magazine well
- e. Slide stop and/or release
- f. Hammer: (if weapon has one)--(discuss Glock and S & W Sigma)
- g. Trigger and guard
- h. Disassembly lever (if weapon has one)
- i. Ejector
- j. Disconnecter (if weapon has one)
- k. Frame rails
 1. Grip safety (if weapon has one)
- m. Grips

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3. Magazine Group:
 - a. Body
 - b. Follower: (plastic or metal)
 - c. Spring
 - d. Floor plate: (if weapon has one)
 - e. Base
 - f. Magazine lip

FUNCTION OF SEMI-AUTO PISTOLS

A. Safeties

1. Number one safety is the Gun Handler
2. Hammer/Sear engagement safeties
3. Roller (Hammer Block) type safeties
4. Firing Pin safeties
5. Miscellaneous safeties

B. Firing Sequence of Semi-Auto Pistol

1. Trigger activation of hammer:
 - a. Single action pistols
 - b. Double action pistols
 - c. Striker type
2. Activation of Firing Pin:
 - a. Release of firing pin safety
 - b. Inertia: (energy)
 - (1) by hammer
 - (2) by spring
 - (3) return spring compression
 - c. Strikes primer
 - d. Firing pin spring is compressed
 - e. Returns firing pin to rest position
3. Cartridge Fires:
 - a. Burning powder creates gasses
 - b. Bullet is forced into and through barrel
 - c. Reaction (Newton's law)
4. Slide Group Function:
 - a. Frame held firm by shooter
 - b. Recoil pushes against breech face forcing slide forward
 - c. Barrel is cammed/linked down releasing from locking lugs
 - d. Recoil spring is compressed
 - e. Extractor pulls spent case from chamber

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- f. Slide's rearward travel engages disconnecter
- g. Disconnecter pushes trigger bar assembly from sear
- h. Hammer or striker is in process of being cocked
- i. Spent case strikes ejector as slide tracks rearward
- j. Ejector forces spent case from extractor. This forces spent case from port
- k. Slide's rearward travel is arrested by frame
- l. Magazine follower acts:
 - (1) pushes loaded cartridge to top of magazine
 - (2) activates slide stop/release as magazine is empty
- m. Recoil spring pushes slide forward
- n. Fresh cartridge is stripped from magazine and the feeding process begins:
 - (1) cartridge nose strikes barrel ramp
 - (2) rim of cartridge slides under hook of extractor
- o. Extractor is ready to extract cartridge
- p. Slide closes to battery condition:
 - (1) Barrel cams up engaging locking lugs
 - (2) Disconnecter returns to fire position
 - (3) Trigger bar and/or sear is able to engage hammer
 - (4) Weapon is ready to fire

Disassembly of Weapon: (Field Stripping)

- 1. Instructor will inspect student's firearms:
 - a. Check overall condition and Function
 - b. Check for safety
- 2. Instructor will demonstrate and verbalize each step of disassembly: (field stripping)
 - a. Remove magazine
 - b. Lock slide to rear
 - c. Remove slide from frame
 - d. Remove barrel from slide
 - e. Magazine disassembly
- 3. Instructor will demonstrate and verbalize each step of reassembly:
- 4. Students will disassemble and reassemble a firearm: (This step to be repeated until all students understand and are comfortable with the procedure.)
- 5. Instructors should check to see if "all" firearms have been reassembled properly.

Cleaning and Care: (Semi-Auto Pistol)

- 1. Field Strip the firearm: Wipe each disassembled group down to remove as much "grunge" as possible.

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2. Important area to clean:

a. Barrel: Clean the;

- (1) Feed ramp
- (2) Chamber
- (3) Bore
- (4) Then inspect and set aside

b. Slide

- (1) Clean breech face and extractor
- (2) Clean slide rail
- (3) Clean complete port area of slide
- (4) Clean locking lug area
- (5) Inspect the following on the slide:

3. Extractor hook area

4. Firing Pin not broken and moves freely

- a. No cracks in slide
- b. sights firm and not dinged up

c. Frame

- (1) Wipe frame clean
- (2) Clean area around and in magazine well
- (3) Check hammer area of frame for cleanliness
- (4) Clean area that houses recoil spring
- (5) Clean frame rails
- (6) Inspect frame: (for cleanliness and cracks)

d. Magazine:

(1) Disassemble the magazine:

- i. Compress magazine spring and hold with pin
- ii. remove follower and release spring carefully
- iii. depress plunger in floor plate
- iv. slide off base of magazine (maintain control of magazine spring)
- v. release spring pressure, remove follower and spring.

(2) Clean all parts of magazine

(3) Reassemble the magazine

Lubrication of Semi-Auto Pistol (Lubricate parts as they are reassembled)

1. Slide Group:

- a. Barrel muzzle
- b. Barrel locking lugs
- c. Barrel hood
- d. Barrel link/cam area
- e. Front and rear of rails
- f. Bottom of slide where hammer rides

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- g. Recoil spring and guide
- 2. Frame:
 - a. Each side of the hammer
 - b. one drop to front cocking notch of hammer
 - c. Frame rails (one drop to each front and rear)
 - d. Slide stop/release pin
- 3. Assembled firearm:
 - a. Work action of firearm to distribute oil
 - b. Wipe off excess oil
 - c. "Do not" wipe weapon free of oil
- 4. Magazine: "DO NOT OIL"

ACTION TYPES

The instructor should attempt to locate the most commonly found and/or used firearms in:

Revolver

Semi-Auto Pistols:

- 1. Recoil operated
- 2. Gas operated

Pump-Action Guns:

- 1. Shotguns
- 2. Rifles
- 3. Delayed Blow Back

Lever Action

Single Shot

Break open type:

- 1. Shotguns
- 2. Rifles
- 3. Pistols

Bolt Action:

- 1. Rifles
- 2. Shotguns

Semi-Auto Long guns:

- 1. Rifles
- 2. Shotguns

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YEARLY INSPECTIONS: (FOR DEPARTMENT ARMORER)

A. Inspect "every" carried firearm:

1. For any needed work
2. Safety

B. Record all data on "every" weapon:

1. Make
2. Model
3. Serial number (etc)

C. Check all ammunition

D. Rotate ammunition

E. Record "any" repairs done on any firearm.

FUNCTIONAL AUTHORITY:

A. The Departmental Armorer:

1. Should have complete Authority to remove any weapon from service:
 - a. Unauthorized Firearms(s)
 - b. Altered Firearm(s)
 - c. Unsafe Firearm(s)
2. Maintain complete repair record for all Firearms
3. Inspect "every" firearm at least once a year

B. Roll-Call Firearm Inspections:

1. For Cleanliness
2. Authorized Ammunition
3. Defective or altered weapons
4. Backup guns:
 - a. For cleanliness
 - b. Authorized ammunition
 - c. Defective or altered weapons

SURVIVAL

SURVIVAL AWARENESS

SURVIVAL EXERCISE

Reaction to being shot:

Action will always beat reaction.

Know yourself: People don't always react the way they believe they will.

Guns don't knock people down: Every action has an equal and opposite reaction. To knock a human down, the gun would have to knock the shooter down. We have been trained by television.

SURVIVAL

Mental attitude: The will to survive. Officers must be convinced that they are the masters of their own fate

Vests:

Surviving a shooting: If you are aware that you have been shot, the odds of survival are 80%. If you are shot and make it to the hospital, your odds of survival are 90%.

The human body can take a tremendous amount of trauma and not die. The body is very resilient.

Know your area:

Knowledge of assailant:

Dispatch Information:

Tactical retreat:

REPORT WRITING ASSIGNMENT

Please write a paragraph on your personal beliefs on each of the following questions.

These questions can be hand written on this page. All the questions are focused on officer survival:

1. Are people born with instinctive fighting skills? If so, explain.
2. Do people have a survival instinct? If so what is it?

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3. If you believe there is an instinct for survival, do you believe it can be improved? If so, how?

TACTICS

A. Mental conditioning - Officers without mental conditioning vs. officers with mental conditioning:

Mental 15% - 75%

Skill 15% - 15%

Physical 5% - 5%

Luck 75% - 5%

Basketball story - 100 people. 50 people were given balls and told to shoot it through the hoop, no instructions given. 50 people never touched the ball, but were given expert instruction. These people went through the movements of shooting baskets and watching the basketball go through the hoop. At the end of one week, the people who never touched the ball shot better, than those who had been shooting all week.

B. Survival Triangle

1. Tactics - cover and concealment, control suspects actions, control of your own actions, backup, retreat.

2. Shooting skills - Your ability to fire rapidly from various positions and cover points with accuracy will increase the odds of survival.

3. Mental & Physical conditioning - Your physical condition will increase your odds for survival if you are shot. Your body will deal with the trauma better, and your recovery time will be decreased. You are also more likely to outlast a suspect during a physical confrontation. For an officer to react in time, he must have already thought through certain situations and made his decision in advance in what **way** he will respond. An officer who is not mentally prepared has a much greater chance of losing a confrontation.

The **survival triangle**

THREAT AWARENESS LEVELS

A. Condition Green or White

The condition we would all like to live in, a totally relaxed state of mind. We are unarmed and we are in familiar surroundings. No person present is a conceivable threat.

B. Condition Yellow

State of alertness. You are on duty, you are armed, and you maintain a 360 degree surveillance for any threat. Yellow is a state of relaxed awareness. A police officer can maintain yellow indefinitely. The officer understands that all people within arm's reach are not always friendly.

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C. Condition Orange

A state of alarm. A fight is likely. We have a specific tactical situation in mind and we have considered provocation that may arise which will substantiate our use of force. We are careful not to overreact but we are thinking combatively. A carefully placed shot is 3 seconds away. Think tactical deployment. Pick points of cover, concealment and movement.

D. Condition Red

Defensive combat

E. Condition Black

A state of confusion. The blood leaves the brain and goes to the body for physical strength. The mind is programmed to stop thinking and react. An uncontrolled shot is on its way. Tunnel vision is the natural consequence.

OFFICERS KILLED SUMMARY

A. Approximately 160 police officers are killed each year.

B. The Fatal Five - Top five situations that lead to officer fatalities are:

1. Arrest situations
2. Disturbance calls (i.e.) robberies in progress, burglaries in progress and family disputes
3. Traffic pursuits and stops
4. Investigating suspicious persons
5. Ambush situations

C. Fifty percent of the officers that have been shot in the last ten years were within touching distance of the suspect.

D. The average time response in a shooting is 2.6 seconds.

E. 40 of the officers killed involved more than one suspect.

F. The officers own weapon was used on him 15% of the time.

G. 60% of officers killed were in dim or low light situations.

H. Average of 2.8 shots fired per gun fight.

I. There are two absolutes in police work

1. You're a "cop".
2. People kill cops without just provocation while they are performing their duty.

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CONTACT AND COVER OFFICERS

- A. Contact officer conducts all the business of the encounter:
1. Records suspect or incident information
 2. Performs pat - downs and searches of suspects and vehicles
 3. Issues all citations
 4. Handcuffs all arrestees
 5. Recovers evidence or contraband
 6. Handles routine radio communications
- B. Cover officer devotes full attention to the suspect(s) through a position of surveillance and control:
1. Discourages hostile acts by suspects
 2. Discourages escape
 3. Alerts Contact Officer to any attempts to hide, discard or destroy evidence
 4. Intervenes with force if necessary to protect Contact Officer
 5. Resists distraction
 6. Constitutes an unspoken Force Presence
- C. Ideal positioning for a cover officer accommodates
1. Personal cover, if available
 2. Unobstructed view of contact officer and suspect(s)
 3. Safe backgrounds for shooting
 4. Peripheral view of surrounding area
 5. Control of likeliest escape route(s)

REALITY AND THE POLICE USE-OF-FORCE

It's time to look at reality. Often, when a police officer has to subdue a resisting criminal, he must chase him, knock him down, and handcuff him. Let's compare this to the time-honored sport of football, where the players are also chased and knocked to the ground.

A. Physical conditioning: The average football player is a tremendous athlete. Most train year round with strength, flexibility, and cardiovascular training. On the other hand, most violent criminals do not exercise. Most do not even work, other than stealing from those who do. While there are exceptions, most are not prepared for physical conflicts.

B. Medical readiness: Before being allowed to take the field and be knocked down, the football player must undergo a complete physical examination by a doctor. On the other hand, most criminals only see a doctor when another criminal shoots or stabs them or as they drive off after stealing the doctor's car.

C. Safety equipment: Football players wear state-of-the-art helmets, padding, and other protective equipment. Fleeing and/or violent criminals wear none of these.

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D. Environment: Football players play on an extremely controlled, grassy surface especially designed for the safe play of the game. It has boundaries and is free of obstructions. When subduing criminals, there are no boundaries. The surfaces range from stairways, to fields, to glass-littered alleys, to living room floors. Often these areas are cluttered with everything from tables, to cars, to broken-down appliances.

E. Medical support. Trainers, doctors, and life squads line the playing field to immediately respond to any unusual occurrence, and they are never delayed by sniper fire or rocks and bottles. Police officers must often wait several minutes for medical help to arrive if a criminal or officer is injured.

F. Referees. There are referees present at a ball game to make sure that everyone plays the game within the boundaries of the rules and regulations. When police officers are combating a resisting criminal, there are no rules FOR THE RESISTING CRIMINAL.

G. Sobriety. Football players are not allowed to play when they are so intoxicated from alcohol or other drugs that any exertion is a danger to them. Studies have shown that a criminal is most likely to be under the influence of alcohol and/or drugs when he resists.

H. Infractions. When a football player is grabbed for a tackle, he does not turn around and try to punch, stab, or shoot the opposing player. It is not uncommon for police officers to be assaulted in such a fashion when an officer catches up to a fleeing criminal.

I. Lighting. Nighttime football games are played under incredibly bright stadium lights. Police officers often must combat criminals with little or no light whatsoever.

J. Time out. If a football player is winded or temporarily unable to continue to play, he just calls for a time out and the team regroups. A police officer struggling with a violent criminal gets no breaks, no time outs, and no second chance.

K. Conclusion. Even with all the aforementioned safety details followed, football players are injured, maimed for life, and even killed on the playing field. It's accepted as an unfortunate consequence of competition. Police officers operate under conditions that football players wouldn't even consider. They engage in confrontations that are much more violent than any football game, and if a violent criminal gets injured, the perception is that the officer did something wrong.

It's time for the public and governing bodies to make a decision. Do they want to insure the safety of the public or the unrealistic pampering of the criminal element? It is just plain ludicrous to expect police officers to not put a scratch on criminals who are violently assaulting them. To do so is to ask for the impossible. The fact that a physical confrontation can cause injuries and sometimes death is not a choice, it's not an option, it's just the way it is. If it was a choice, football players would never be injured, crippled, or killed.

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Police officers don't force criminals to choose a criminal lifestyle, but they are given the task of protecting citizens from the carnage a criminal lifestyle produces. The criminals have made their choice. It's time for society to make theirs.

Samuel Faulkner and Charles Humes are defensive tactics trainers who respectively head Subject Control System in London Ohio, and Police Institute of Tactical Training in Toledo. (Reprinted for the Calibre Press Street Survival Seminar from The Tactical Edge Magazine.)

METHODS OF INSTRUCTION

FIREARMS TRAINING LESSON PLANS

FIREARMS TRAINING LESSON PLANS

The lesson Plan is like a road map. It shows you where to go and how to get there. Although you may take a side street during your trip, the Lesson Plan will help keep you on the main road.

The main idea is to get started and finish in a time frame, and be able to cover all the material you intended to cover during the presentation.

Reasons for a lesson plan

1. Ensure a logical order:
Crawl, then walk, then run.
2. Prevent Omissions:
Cover all material intended to be covered.
3. Standardize the Material:
Should be essentially the same each time.
4. Prove what was taught:
Although not absolute, will show subject matter included.
5. Substitute instructors:
Someone qualified can fill in when you are absent.
6. Maintain a progress check:
Shows where you are during your presentation.
7. Inform superiors:
Shows what subject matter is being covered.

Principles of outlines

The true road map of a Lesson Plan - There are three types of outlines:

1. Complete sentence outline: (The Real Lesson Plan)
 - a. It is comprehensive,
 - b. It provides all relevant information,
 - c. It minimizes potential liability,

Example Question: Can you prove that your students were instructed on unloading guns prior to cleaning? If it is not in your outline, does it exist?

2. Short Phrase Outline:
 - a. Is much quicker, but less reliable as a planning tool than the complete sentence outline.
 - b. It does not force you to develop your thoughts fully.
3. Single word outline:

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- a. It is the easiest to prepare.
- b. It is the least preferred because it does not make you go far enough into the planning process.

Note: The more you present your lesson plan, the easier it gets to use the single word. Also, the more you know the material.

Note: The complete sentence outline is the one used to make the lesson plan. However, it is not the one used for the actual instruction, the other two are used. Too much reading is the tendency with the complete sentence outline.

C. Where does the information come from?

1. Experience
2. Observation
3. Discussion
4. Research
5. Schools

D. Three parts of a lesson plan

1. Introduction: Tell what you are going to tell them.
 - a. Gain Attention.
 - b. Motivate.
 - c. Create Interest.
 - d. Tell them what...why they are here.
2. Presentation: Tell them
 - a. Maintain momentum,
 - b. Logical sequence progressing from simple to complex.
 - c. Sell benefits, not features:
(Examples:)
(1) Stainless steel if a feature: the benefit is easier to maintain.
(2) Adjustable rear sight is a feature: the benefit is we can adjust.
3. Summary: Tell them what you have told them.
 - a. Paraphrase or list points and ideas.
 - b. Re-emphasize the motive.
 - c. No new information.
 - d. Confirmation: Confirm that the presentation is firmly established with a quiz, test, exam, discussion, performance evaluation.

E. Lesson plan cover sheet

1. Agency and Title,
2. Time required,
3. Objectives,
4. Equipment required,
5. Author and Date,
6. Reference,
7. Decision Date(s).

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Objectives of lesson plan

1. Performance: What the student will be able to do.
2. Criteria: Standard of Pass/Fail performance. (Example) Minimum score of 85% on Short Course.
3. Conditions: Conditions imposed on performance.

When should lesson plan be revised?

1. After two or three classes.
2. After receiving same question from successive classes. (Maybe you didn't teach it, or didn't explain it.)
3. When new material or facts become available.
4. At least once each year. (Good phrase for court--"Within the last year")

Word phrases to avoid

1. An understanding of ---
2. Full appreciation of ---
3. Know who to ---

Words to use

1. Will be able to---
2. Write ---
3. Shoot ---
4. Run ---
5. Identify ---
6. State ---

Remember

1. "Tell them what you are going to tell them"
2. "Tell them"
3. "Tell them what you told them"

The lesson plan is 90% Preparation 10% Presentation

TEACHING TECHNIQUES

SELF INTRODUCTION

You may be highly qualified to teach on a specific topic, but your students will admit to your qualifications "only" if they perceive them. You must present your qualifications in a way that you will be perceived as credible.

Credibility

Three dimensions must be considered in developing credibility:

a. **Competence:** This shows the student that the trainer knows what he is talking about. This can be affected positively with statements about your experience, education, and/or training.

b. **Character:** This shows the student that the instructor is reliable, honest, and sincere. Statements about why the instructor is involved with the topic, why the instructor is teaching, and/or how the instructor is going to help the students all affect this dimension positively. This is also affected by whether or not the instructor is a role model for the topic.

c. **Dynamism:** This shows that the instructor is active, energetic, and enthusiastic about the topic. Typically the expectation is that a person will be involved in the topic area at work. A person is perceived as dynamic when he is involved with the topic outside of work.

Note: Works with employer, works with other agencies, clubs, community, etc.

The instructor should work at the beginning and during the session to maintain or enhance his credibility.

- a. You should always introduce yourself or have someone prepare to introduce you.
- b. Tell the students why you are talking about the subject.
- c. Tell the students about any special expertise you have that relates to the topic.
- d. Do not admit to limited knowledge easily.
- e. Maintain a competent and relaxed style.
- f. Take the training situation seriously.

THE VALUE OF A SINGLE IDEA

The most effective learning occurs when all instruction and activity is directed to one central idea. If we wish a student to understand and master the fundamentals of marksmanship, we do not mix the fundamentals with cover and concealment factors.

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CIRCUIT OVERLOAD

One lesson generally contains more suggestions than can be used in an allotted time period.

Remember: The instructor is entitled to the selection and use of all available materials, but too many examples or too many concepts, at one time, can confuse and tire class members.

TO BE EFFECTIVE, AN INSTRUCTOR MUST HAVE

1. Knowledge of the subject,
2. How to apply the subject,
3. An open mind,
4. Self-control,
5. Patience, (speed is as fast as the slowest student)
6. Enthusiasm.

FUNDAMENTALS OF INSTRUCTION

What mode are you in? I--Me or They--Them (They--Them) Is why we are here! !
Talking about yourself and how great you are and all the great things you have done is NOT conducive to getting the students interested in why they are here!

THE PREPARATION STEPS

Self

Gain knowledge constantly

- a. Read all you can on subject--be aware if you use the phrase: "May have to explain"
- b. Association with others in same profession.
- c. Observation: Go see, look at others doing the same topic that you are doing.

Develop Skill to the highest degree possible

- a. Practice
 - (1) Actual: What is it you are teaching? Shooting, Reloading, Drawing.
 - (2) Classroom: Speaking--Writing. Make sure communications are understood!
 - (3) Think attitude: Can it be seen and heard by students?

Material

Must know (vs) need to know (vs) nice to know

Keep it simple (KISS system)

- a. Say it,

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b. Explain it. Examples: squeeze the trigger stroke the trigger

Repetition

a. Hey target, what do you think?

b. Tell them again

Open mind: everyone does not understand the same way.

Instruction takes three forms:

a. Telling

b. Showing

c. Doing (what you say and demonstrate, they have to do)

Instruction techniques of material:

a. Lecture: (I vs. Me): one way communication, more information, less time, class size not important.

b. Demonstrate: (hear and see) combination of telling and showing.

c. Performance--practical application: student participation.

d. Role playing--dramatization: be realistic, stay on top. Accidents happen all the time, need tactical training, but need safety and control at all times.

Facilities

Classroom management: The physical classroom: Flexibility

a. Tables and Chairs

b. Classroom access

c. Requirements for visual presentation

The Students: Mind can only absorb what the tail can endure

a. Sitting in classroom too long,

b. Standing on firing line too long

Pay special attention:

a. Seating

b. Projector placement

c. Lectern height and placement

d. Ceiling height

e. Instructor position (s): Make all students can hear and see.

Lighting control-

a. Enough light for note taking

b. Enough light for eye contact

c. Dark for projected visuals

Ventilation:

a. Air movement (hot vs. cold)

b. Prefer a bit cool rather than warm

Isolation:

a. From main traffic

b. From high noise

c. Communication policy: Messages for students

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"WHAT TECHNIQUES DO I NEED TO BE A GOOD INSTRUCTOR?"

Effective Speaking for Police Firearms Instructor

Be natural, warm, and human. Have a backyard chat with students. Be what you are!

Stage Fright

To have some fear is natural. Be positive. Consider this to be an opportunity and challenge.

1. Be prepared with knowledge
2. Be prepared with material
3. Practice--Practice--Practice: Example for you and students:
 - Master: Moves around the 10 ring
 - Expert: Moves around the 9 ring
 - Sharpshooter: Moves around the 8 and 7 rings

Before the Actual Speech or Presentation

1. Know who will be there: (Audience Analysis)
2. Rehearse out loud
3. Do not staple your text: use paper clips
4. Maintain possession of your text

Speech Checklist

1. Use orator print: (larger size)
2. Triple space
3. Use ample margins (notes, reminders, do-dads)
4. Write short sentences
5. Keep paragraphs short
6. Add parenthetical help (pause, smile, eye contact, use aid, tell joke, etc.)

During the Presentation

1. Use personal introduction: 20-30 Seconds, Tell who you are, what you are going to do, Do it!
2. Keep your message and ideas clear
3. Use lots of gestures
4. Use eye contact often
5. Review with conclusion

The Voice

1. Articulation: Practice clarity. (Don't slur or mumble)
2. Pronunciation
3. Grammar: (**DO NOT SWEAR**), Just because you deal with it every day, it is easy to take with you to the class, Keep it clean.
4. Rate of Speech: Not too fast or slow, stay in middle
5. Pauses: Let ideas settle in

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6. Inflection of voice: Even, melody
7. Forceful speech

Suggestions for speech improvement

1. Use a tape recorder
2. Read aloud: Have a reading session, have other instructors critique each other, (be constructive)
3. Use video tape
4. Solicit criticism: Use other instructors who are qualified to critique and tell you.
5. Evaluate yourself honestly

The Body

1. Eye contact with audience: **This is a MUST!**
2. Facial expressions: Are you deadpan?
3. Dress: Neat and/or regulation (No shorts, open toed shoes, sleeveless shirts)
4. Posture: Erect
5. Movement: With moderation, Assurance. (runner or pacer)
6. Gestures: Helps to explain your feelings

The Mind Set

1. Sincerity
2. Confidence
3. Enthusiasm
4. Humor: (Caution): Try, if fail, Abandon. Don't use Religion, Nationality, Feelings, issues, etc. Don't Offend!

The Three B's of Public Speaking

1. Begin
2. Be brief
3. Be gone

(An old saying):

1. Stand up to be seen
2. Speak up to be heard
3. Shut up to be appreciated

EIGHT FUNDAMENTAL REQUIREMENTS FOR TRAINING PEOPLE

Desire. People must want to learn.

1. People will not learn something simply because someone says they must.
2. They learn best when they have a strong motivation to acquire a particular skill or increase a particular knowledge.
3. The desire to learn must be created by emphasizing the importance of knowledge or skill to be learned.

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Need. People learn only what they feel they need to learn.

1. Materials presented in a training program should provide an immediate aid to learning.
2. Try to use this idea: "This is what you do. This is how you do it. This is why you do it."

People learn by doing.

1. Provide immediate and repeated opportunities to practice or use what is taught.
2. Hands-on training with a skilled instructor is excellent.

Situations presented in training courses must be realistic.

1. Use actual situations as the basis for discussion.

Previous experience affects a person's ability to learn.

1. If new knowledge doesn't fit in with what people already know or think they know, they may reject it.
2. Training materials should convince people that the methods taught are the best.

People learn best in a relaxed, informal, comfortable environment.

1. Provide opportunities for fun and fellowship.
2. Encourage discussion and questions. Try to avoid arguments.

**Use a variety of training approaches and methods. -Change the pace often.
People want guidance and help, not grades or criticism.**

BASIC TEACHING PRINCIPLES

Some of the principles of good teaching are more important than others for the instructor. It is important because instructors are primarily concerned with teaching skills. In order to do a good job of instructing, you must understand how to apply these teaching principles to the subjects being taught.

Relate the known to the unknown

To learn is to move from the unknown to the known. Relating new material to what is known makes the learning process easier. When explaining new knowledge or skills, begin with the known or at least relate parts of the material to the known.

Examples: Compare a shooter's standing position (unknown) to that of a boxing stance (known). Point a finger (known) at a moving clay target before pointing a shotgun (unknown).

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Progress from Simple to Complex

Remember that students must learn the simple skills before attempting more difficult ones. Beginning with the basics allows students to learn more quickly, to increase the possibility of early success and to build confidence in their ability.

Examples: In shotgun shooting, first learn to hit simple straightaway targets flying the same direction each time (simple), as opposed to mixed target angles (complex). Beginning rifle or pistol shooters learn basic shooting skills from a stable bench-rest position (simple) that controls movement, before moving on to a more unstable position (complex).

Break a Whole Skill Down into its Components and Teach One Part at a Time

Feed your students one piece of information at a time and be sure they digest it, before moving on to the next piece. This should be done in a sequential manner, placing each part in place until the whole skill can be performed.

Examples: In the skill of shotgun shooting, its "parts" are the fundamentals- 1) stance, 2) gun ready position, 3) swing to target, 4) trigger pull and 5) follow through. Even they are broken down into their respective parts for teaching. The same is true for rifle and pistol. Proper positioning of the shotgun stock to the face and shoulder must be learned before attempting live firing.

Some Students Learn More Quickly Than Others

The instructor must evaluate each student to gauge the type and amount of instruction required. Age, mental maturity, level of physical development, attention span, interest and many other factors affect the rate of learning.

Examples: Some young people may not yet have developed sufficient strength to hold a shotgun. A youngsters' attention spans tend to be shorter than adults.

Basic Shooting Skills Must Be Learned Before Applying Them to a Specific Sport or Activity

This principle combines and reinforces the foregoing principles. In their enthusiasm, students, and even instructors, often start with learning the specific skills required to participate in a sport rather than focusing on the fundamentals, the basic skills. This is a serious error in the learning process and one that leads to frustrations and often failure. Be sure your students have a reasonable mastery of the basic skills before attempting to apply them to such activity as hunting or competitions.

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Examples: Basic shotgunning skills in place before applying them in trap from the 16 yard line, a test of advanced skills. Basic rifle skills in place before using them to hunt big or small game. Basic pistol skills in place before attempting timed or rapid fire competition.

Developing Skills Requires Continued Opportunities for Instruction, Practice and Encouragement

By far, the best way to learn is to perform a skill again and again. If the shooter is to reach his full potential he must refine his skills through advanced training and study. A good coach with a positive attitude can greatly enhance the process. You, the instructor, should encourage, compliment and inspire the trainee.

TEACHING METHODS

How you present your subject is as important as what you present. It makes the difference between whether it is just taught or actually learned. Many times instructors have vast knowledge about their subject, but without the ability to communicate it, that knowledge is useless.

Just because an individual is a good shooter is no guarantee that he will be a good instructor.

There are many ways of teaching a subject, and each has its own characteristics, strengths and weaknesses. You, the instructor, must be aware of and make the best use of these teaching methods. Before you choose a teaching method, consider these aspects of your course: purpose of material covered ability of instructor knowledge and skill of student, size of group time available facilities, and equipment available. Now you're ready to select a teaching method or methods you feel comfortable with. Before you choose a teaching method, consider the following aspects of your course:

- Purpose of the material to be covered
- Your ability as an instructor
- The knowledge, skills, and abilities of your students
- Class size
- Time available to teach the material

Actual Experience

In most cases, learning by doing is considered the ideal. This type of teaching is done in an apprentice program. For instance, the potential machinist learns to run a lathe by doing just that-under competent instruction. With this method, shooting is taught by having the student shoot. However, many skills cannot be taught this way. In teaching beginning swimmers, the instructor does not throw the student into the pool and allow him to sink or swim. Basic instruction comes first. In shooting, to ensure safety and success, an instructor will give considerable instruction to the student before the first shot

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is fired. The preliminary instruction also increases the possibility of success for the student.

Simulated Experience

This method involves going through the motions without actually performing the skill. For instance, dry-firing is a simulated experience. The student goes through all the fundamentals of getting off a shot-but without ammunition. It should come as close to reality as possible. When the student is ready, the simulated experience should be immediately followed by the actual shooting experience when possible, and it should come as close to reality as possible.

Role Playing

"Play acting" is an excellent method of teaching. Many situations can be dramatized by the students in the classroom. Having students role play safely showing several friends guns in a home is a good example situation. You are limited only by your imagination.

While this is a good way to show the class what should be done, those who are actually participating get much more from the role playing than those who observe it. Allow as many students as possible to take roles.

Demonstration

Demonstration is less effective than the first three methods because it draws further away from actual student participation. However, with a large group, demonstrations can be very effective. The instructor must make this presentation work. Involve as many senses as possible. There are many small parts on a gun, for instance, which cannot be seen from more than a few feet away. Take great care to be sure the student does not have to depend on his eyes for small details. Passing the gun parts around the class reinforces the demonstration.

When giving a demonstration, the instructor explains as he or another individual demonstrates. Words, however, have to substitute for that part of the demonstration that is not easily seen.

For instance, in activating the slide action release on a pump-action shotgun, the movement is almost imperceptible and the thumb obscures the action release almost completely to be effective, the instructor must also describe this process accurately. Demonstration shows the student "how" and explanation gives him a basis for comparison when he is called on to perform. He is more likely to learn from this combined method than from an explanation or demonstration done separately.

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Exhibit

An exhibit is generally a static display without either motion or explanation. In essence, it depends entirely on the viewer to understand via his eyes-there is no one to explain.

However, as soon as an instructor walks into the exhibit and starts using one of the display objects, the effectiveness is greatly increased. The minimum requirement for exhibit materials is that they be labeled carefully.

An exhibit, with an instructor standing by can turn the informal time before and after a class into a productive learning period. This is especially true when the exhibit materials are closely associated with the subject at hand. In many cases, students will ask questions under these informal circumstances when they will not in a formal class.

Words-Oral and Written

The least effective of all teaching methods is the use of words alone. At the same time, there are times when just verbal or written material is the only means of communication available.

The talking presentation is the most difficult of all to do well. Most firearms instructors are not accomplished public speakers and are more comfortable when they have something to do in addition to talking. The best speakers are almost always in motion. Their voice inflections and body movements add emphasis and color to the presentation. Remember, the short presentation is the most difficult, simply because it takes quite a refining process to cut away the time-consuming extra words and still get the idea across.

When a talk must be made, off-the-cuff ability cannot be trusted. Following a lesson plan is the best way to cover all the points in proper sequence within the time limit. Even if you write your entire presentation, underscore key words and phrases to give the presentation without actually reading it. Remember, a presentation limited to talking is the most difficult teaching method.

Teachable Moment

The "teachable moment" is one of the most valuable teaching methods available to the instructor. It is simply those situations that arise unexpectedly that can be utilized by the instructor to teach a point out of the written outline. A good example is when a student in a shotgun class happens to fire a "bloop", a shot shell which through error was reloaded with no powder. When it is fired, the shot usually travels 15 to 20 yards through the air with only the primer firing. The teachable moment here is to show the students that chances are extremely high that the wad is still in the barrel. A good instructor will show the students the wad, demonstrate how to get it out and explain what

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the outcome could be if the wad were not removed. These moments occur in practically all classes. A good instructor should be constantly alert to use the teachable moment.

Buzz Groups

This is a method for the quick exchange of ideas. Large classes are divided into small groups that meet for a brief period. They consider a problem and arrive at a solution that they offer later to the entire group.

Brainstorming

This is a way to present solutions to problems or to obtain ideas during small group discussions. Similar to buzz groups, brainstorming participants learn from each other.

The rules for brainstorming, however, state that no value judgment can be placed on an idea. Good or bad, all are acceptable.

TRAINING AIDS

Anything an instructor can show to students to help them better understand the subject is a visual aid. Some types include: films and filmstrips, still pictures, charts, flannel boards, chalk boards, mechanical devices, records or tapes. Visual aids are used to:

- attract attention
- arouse interest
- make more learning possible in less time
- clarify spoken explanations
- give unity to an idea
- aid in retention

PRESENTING THE LESSON

These are some worthwhile tips to help you make the presentation of your lessons more interesting, worthwhile, and fun for both you and your class.

Prepare your presentation

1. Study and follow the appropriate course outline and lesson plans. Highlight the key points and note any additional comments or reminders.
2. Read the "Instructor's Reference Text" (student handbook) to be familiar with its contents and format, making notes in the space provided.
3. Expect to find a broad base of experience in the shooting sports represented in the class which will produce a wide range of questions and discussion.
4. Read supportive material in addition to the basic materials.

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Practice presenting your lesson

1. Rehearse your presentation until you have it well in your mind. Some instructors like to use a tape recorder so they can evaluate themselves.
2. Write in your lesson outline the time allotted for major points. This will help you stay within the time limits.
3. Try to be ready for extemporaneous speaking, with an occasional look at your lesson outline. Do not memorize or read it word-for-word.
4. When you are well prepared, you will feel more at ease during the presentation. Also, it helps to take a few deep breaths before you begin.

Personalize your lesson

1. Let each student feel you are talking to him or her. Look at the class as individuals, not as a group. If you are nervous, find a friendly face in the audience and direct your remarks to that person for the first few minutes.
2. Watch the group's reaction as you go along. Be sure you are maintaining their interest and following the lesson plan and outline.
3. Use thought-provoking questions. This will help stimulate thinking. It will also help you get feedback from students that will tell you whether they understand what you are saying.

Illustrate your lesson's presentation

1. Use a chalkboard or chart to list your main points, or draw diagrams or sketches while you talk. Training aids help make your presentation more interesting and reinforce the learning process. The students can hear and see what is being discussed.
 2. Balance what you say with what you show. Don't let the visual aid be so elaborate that it is distracting.
 3. Show the equipment and materials needed to do what you are talking about.
 4. Show related pamphlets, brochures and manuals.
 5. Illustrate your important points with human interest stories, preferably something that actually happened. But be careful! Don't let the class turn into an "I remember once. . . ." storytelling session. True stories, not necessarily funny, are excellent.
- When interest is waning, an amusing story usually helps.

Pace yourself

1. Take your time. Remember the object is not to see how fast you can go or how much material you can present within the time limit, & **teach!** Give the new material a chance to sink in before moving ahead.
2. Look for the signals. Students, through body language, often communicate whether an instructor is going too fast or too slow. Pay attention to such signals,

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3. Stay within the time limit. Pay attention to your watch and time notes on your outline.
4. Stay on the subject. Don't get sidetracked.

Clinch your lesson presentation

1. Summarize the lesson by restating its main points and their importance.
2. Give your students a chance to ask questions, either during the lesson or at the end.
3. Preview the next lesson. Briefly identify the next lesson and any special requirements or information the class may need.

LEADING A DISCUSSION

A group discussion is a planned conversation between three or more people on a selected topic with a trained discussion leader. The purpose is to express opinions and gain information on the topic and learn from the other group members.

Use Group Discussion:

- To share ideas and broaden viewpoints.
- To stimulate interest in problems.
- To help participants express their ideas.
- To identify and explore a problem.
- To create an informal atmosphere.
- To get opinions from persons who hesitate to speak

Ground rules for participants in a discussion

1. Be an active part of the group.
2. Work to solve common problems.
3. Discuss completely, but do not argue.
4. Contribute ideas related to the subject.
5. Ask questions to clarify ideas.
6. Be clear and brief-no speeches.
7. Listen and learn.
8. Respect other students and their opinions. Learn to take criticism and-live through,
"...But I disagree with you."
9. Write down good ideas.
10. Adhere to the time limit.

Prepare for the discussion

1. Arrange seats in a circle, semicircle, U, or hollow square so that each person in the group can see every other person.
2. Make the room as comfortable as possible. Check the ventilation and lighting.

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3. Keep the class small. If you have a large class, break into smaller groups. This encourages more participation.
4. Have paper and pencil ready to record main points.
5. Announce time frame. Start discussion on time. Close on time.
6. Go over Ground Rules for a Discussion

Leading the discussion

1. Clarify the Learning Objectives. Explain the objectives so they mean something to each student.
2. Help the group feel at ease. See that everyone knows everybody else.
3. Develop a sensitivity to the desires of others to speak. it shouldn't be necessary for students to raise their hands to get attention. Let the person talking remain seated. More people will participate and those talking will feel more at ease.
4. Be careful of the person who tries to monopolize the discussion. Interrupt the "speech maker" tactfully and lead the discussion to another person.
5. Don't be surprised when students express "unusual" ideas. They just might work!
6. Direct rather than dominate the discussion by easing yourself into the background when the group gets into the swing of it.
7. Keep the discussion general so that it is of interest to all.
8. Keep the discussion on track. If it gets sidetracked, bring it back to the main subject by suggesting there are some more important points which need to be covered in the limited time.
9. If you feel that some important point is being neglected, mention it.
10. Summarize periodically. Stop occasionally to review the points that have been made.
11. Stick to the time limit. if there doesn't seem to be sufficient time to cover the subject, mention this in your training session evaluation, and correct it before the next session.
12. Keep spirits high. Encourage ease and informality. Let everyone have a good time.
Don't let the discussion drag or bore.
13. Permit friendly disagreement, but on the point under discussion, not between personalities.
14. Quickly summarize the conclusions so that everyone will realize the important facts brought out in that discussion.

Points to remember

1. Prepare for the discussion.
2. Get the group to feel at ease.
3. Give everyone a chance to talk.
4. Keep the group on track.
5. Summarize periodically,

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HOW TO TEACH A SKILL

Two restrictions of teaching are: (1) None can teach more than he knows; (2) That none can teach faster than the scholar can learn. (Ralph Waldo Emerson)

There are five basic steps in teaching a skill:

1. **Preparation.** The first step in teaching a skill is to obtain the necessary equipment and supplies in sufficient quantity so that the skill can be demonstrated, taught and practiced.
2. **Explanation.** The explanation serves two purposes:
 - a. to introduce the subject by giving some background about its usefulness and application;
 - b. to describe the subject in detail, technical enough to be complete but not confusing.The explanation should create a desire to become proficient in the skill. Unusual facts or illustrations arouse interest and create an appreciation of the value of learning the skill.
3. **Demonstration.** This is the first step in actual teaching. The demonstration should be done so well and simply that the student will have confidence in his own ability to achieve success. Demonstration of a skill is not the opportunity for the instructor to show his proficiency, but should be used primarily to show the steps in acquiring the skill.
4. **Practice.** Hearing and seeing aren't enough. The learning process actually takes place when students have the opportunity to try the skill themselves under the guidance of an instructor. The coach and pupil technique works well at this point. Nothing can beat the "learn by doing" method. Be sure that the student is realistic in his performance expectations.
5. **Teaching.** People often learn best when they teach others. Whenever possible, each student should have the opportunity to demonstrate and practice teaching others using the coach and pupil technique. Occasionally a summary or review and examination are desirable. The extent to which they are used depends on the type of skill and how well the student has learned.

Time Balance in Teaching a Skill

You can't learn a skill except by doing it; therefore, most of the time must be spent in practice.

The proper time balance is:

- Explanation (hearing) 10% of the time
- Demonstration (seeing) 25% of the time
- Practice (doing) 65% of the time

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Tips on Coaching a Skill

1. Know how the skill is to be performed.
2. Review your own experience in learning it.
3. Keep the instruction personal by working with an individual or small group, and letting them coach each other. (coach/pupil technique).
4. Know your students. Their abilities and personality traits affect their learning the skill.
5. If the learner is not familiar with the skill, go slowly. Insist on accuracy first, then speed (if speed is a factor).
6. Let the student try to do it on his own. Don't interrupt his efforts unless he gets bogged down or goes off track.
7. Students will make mistakes. Remember to correct mistakes tactfully. Never make corrections sarcastically or in front of others.
8. Encourage the students by complimenting their progress, pointing out the completion of each step.
9. Urge students to practice and to teach someone else

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INSTRUCTOR DOCUMENTATION

WHY DOCUMENT

For starters, there may be legal requirements via court cases which require documentation of training. Plus, it's just a good idea to do it. Documentation protects you- as the instructor, your students and your agency. There may be policy requirements which stipulate how you document training.

Additionally, documenting training helps you track the effectiveness of your training program. If you have problem students, how are you going to track their improvement? What training has been provided and what actions are to be taken to continue their improvement? What if your problem student does not improve? Do you have documentation to support disciplinary action, perhaps even termination if the student cannot perform? Without documentation, you will not be able to accurately and fairly provide information to decision makers on what to do with a student who is having problems.

Documentation also will support your remedial training efforts. The old saying holds true- "If it isn't written down, it didn't happen." If you don't have documents outlining your remedial training efforts and a student is fired as a result- what supporting information will you have if they sue to get their job back?

Training documentation also informs other instructors of your efforts. For example, you work with a student on Monday, but you are unavailable on Tuesday so another instructor is going to work with your student. Without documentation, the secondary instructor will have to waste valuable time trying to diagnose the problems with the student instead of being able to see what the documented problems were, and what training had been done to that point. It helps other instructors know what they need to focus on in training.

PROTECT YOUR AGENCY

Documentation supports your training efforts and protects your agency (and you) from negligence claims in court. Tort claims against police agencies for excessive force usually fall in one or more of the following categories-

- Negligent Retention
- Negligent Supervision
- Negligent Assignment
- Failure to Train
- Deliberate Indifference to Training

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PROTECT YOURSELF

Documentation supports your efforts as an instructor. Simply stated, it shows what you did, what you tried to do, and what the outcome was. If there are civil actions against an agency and an officer's training is part of the suit, you can be assured you will be asked about your instructional efforts and what proof of those efforts are documented. If you don't have the documentation, you will have to rely on your memory. We have already talked about memory and what kinds of problems exist there, so documenting training is the best way to protect yourself as an instructor.

Keep your training plans on file, even if you maintain that file at home for yourself. Document any remediation attempts with problem students and what the result was. Your goal here is to protect yourself for negligence claims related to the instruction you provided.

PROTECT YOUR STUDENT

If you have documented the instruction provided, it helps to protect your students by showing what training they have had. If an officer used a specific type of force, or technique, and it's called into question by a plaintiff or defense attorney, documentation will support the training and authority to use that force. It shows what was taught, how it was taught and what the student learned regarding its use.

If a student struggled in any area, documentation will support remedial efforts and will show improvements the student had. Documentation may also show the student did not perform and either needed more remedial training. In some cases, it may also show the student cannot perform and really needs to find another occupation. We do not do the student any favors if they are unsafe, will be a danger to themselves, and the community at large if we keep them on the job when they need to be let go.

POLICY NEEDS

Does your agency have policies related to documenting student training? If not, why? What is your obligation as an instructor to be an instrument of change?

What kinds of things should be in a training policy? For example, are there mandatory training requirements? In Idaho, certified officers are required to get 40 hours of in-service training every two years. How is that documented? **DO NOT** rely on POST to ensure this documentation. Things get lost in the mail all the time and if you don't have back up documents of the training, then what?

Does your agency have annual or semi-annual qualification requirements? What about use of force training beyond firearms and arrest/control tactics? How about Taser

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or OC requirements? Do you review policy and procedures on use of force and reporting requirements?

What happens if you are dealing with a problem student? What policies and procedures do you have if they are not responding to training? How much time do you give them? Is there a suspension of police power if they are not making it? What about termination?

POLICY RECOMMENDATIONS

Develop a policy if you don't have one. If you do have one, check to make sure it's up to date. Develop documentation forms. See the examples handed out during the class.

Require student and instructor documentation, especially use of force training. Specify mandatory remedial training requirements and what documentation will be required. Develop a procedure to notify the chain of command with problems and potential solutions. This puts the responsibility of deciding what to do onto the chain of command. If they choose to take no action, then they are the ones who will answer for negligent retention and negligent training questions in court. Do your part, document.

WHAT TO DOCUMENT

SAFETY PROBLEMS

Using a documentation form, you must report objective facts. Start with safety issues. Examples may be-

- **Negligent Discharge of firearm**
- **Covering others/self with firearm muzzle**
- **Finger on trigger- inappropriately**
- **Failing to follow safety rules**
- **Reckless behavior that harms others/self**
- **Unsafe use of training aids**
- **Horseplay**

Once you document safety issues- if there are any- then you move onto describing objective, factual student performance problems. If a student appears to be failing to follow instruction, then document specific examples. As an example, you explained a particular technique to a student. You demonstrated how to do it and then had the student perform the techniques. Afterward, the student fails to perform the technique properly. First you need to make sure- Did I teach it right? If you did, then you need to look at why the student is failing to perform and document what you see and what they do.

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Is the student ignoring your instruction? Do they have a bad attitude? You might be dealing with a student who has the “Been there, done that” attitude. Sometimes, students and instructors just don’t get along. If there is another instructor available, then you might consider having them work with the student. If not, then it is your responsibility as the instructor to make sure the problem is not with you. If not, then you need to figure out what is going on with the student to give them the best chance to succeed.

When documenting student performance problems, there may be a number of reasons they are not doing well. Do they have any physical limitations? Remember we spent most of this class talking about human performance factors. Are any of those present in your training and your student is working through those issues?

What if they just cannot physically perform due to an injury or other limitation? Do you know what it is? You might not be able to pry too deeply into the nature and cause of the problem. If the student won’t tell you what the issue is, you will have to document what the observable problems are and move on.

What about pregnant students? Do you have agency policy to deal with this in use of force training? Case law allows pregnant women to determine the level of their involvement in training. If they want to participate, you should advise them on the dangers of the planned training. In firearms training, those dangers are lead ingestion and impulse noise danger to the baby.

INJURIES

Your policy should cover what happens to students who are injured when they arrive at training. Depending on the training to be done, they may be able to participate—such as classroom presentations, etc. Allowing them to perform in use of force training may compound their injuries and it would be unwise to allow them to participate.

If the student is injured in training, you will want to determine the extent and nature of the injury. Injuries are usually qualified as “something is not working, that was working when they arrived.” This is not the normal bumps, strains and scratches that occur in force-on-force training. Here we are talking about lacerations, sprains, fractures, tears, pulls, etc. that are more severe injuries.

Document what happened as best as can be determined. As a work comp claim will be filed, you need to collect witness names and statements as well as photos of the location and any injuries (if you can). This documentation is a factual representation of what happened. It will help support the medical attention needed and will also help assess what happened and how to avoid it happening again down the road.

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COACHING/TEACHING EFFORTS

When documenting your teaching efforts, you will want to cover the following items:

- **Specific problem needs specific solution**
- **What was it, what was done about it**
- **What was the student response**
- **Was the problem corrected- if not-**
- **Remedial training recommendation**

REMEDIAL TRAINING EFFORTS

If you work with a student doing remedial training, it is important to document this for your chain of command and future training needs:

- **Clear documentation of the problem and course of action**
- **Results of training efforts**
- **Provide detail for substitute instructor(s)**
- **Track student progress/lack of progress**
- **Recommendations for future training efforts**
- **Avoid predicting future student performance**
 - **They either performed as expected or they didn't**

Detail is the critical key in your documentation. You must provide objective facts on what you saw as the instructor and what your efforts were. You must be able to defend your actions in court with clear, objective facts. For example, if you specifically told a student to keep their finger off the trigger until their sights were on the target and they had decided to shoot, and you demonstrated this, offered correction several times, and yet the student put his finger on the trigger several times inappropriately, then document it. Your documentation may simply read like this-

Deputy A. was told four times not to put his finger on the trigger unless his sights were on the target and he had decided to shoot. I specifically demonstrated where his finger was to rest along the frame of the pistol and had him demonstrate the proper finger position several times to ensure he knew the correct location. After the training and demonstration, I observed Deputy A put his finger on the trigger inappropriately five times. I told him each time he was doing it and reminded him where his trigger finger should be. Deputy A continued to violate this safety rule two more times after correction.

At this point, what would you do? Notice that the example uses specific, objective facts. That is the critical part. You must report what you see impartially. If you need to, bring another instructor over to observe the behavior and lend support to your observations and attempts at correction.

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You should also document problems with safety equipment, course needs, and instructor needs. If you have department issued equipment that does not work as designed, document the problems so your agency decision makers can address them. If they don't know about problems, they cannot fix them. As an instructor, you'll want to shift the liability from yourself, to your agency to fix identified problems.

DEALING WITH THE PROBLEM STUDENT

RAW RECRUIT/PROBATIONARY STUDENT

New students represent unique problems for instructors. Until you start working with the student, you really don't know how much they know. You may be dealing with students who have no law enforcement experience at all, to a lateral transfer officer who may have far more knowledge and experience than you may have.

At this level, it is important to have a good Student/Instructor ratio. This is important for safety reasons, but as you've seen with selective attention, how many students can you realistically watch for problems and provide constructive training at one time?

You should expect problems with your students at this level. Their knowledge, skills and abilities may be low at this point and it is your job to properly teach them what they need. That is the real trick here- you have to TEACH THEM. If you don't teach them, don't expect improvement and their failure may be on you as the instructor.

The desired outcome at this point is improvement. It may not be fast, it may be slow and steady, but that is what you're going to be looking for, steady improvement.

BAD ATTITUDE STUDENT

These students are hard to work with. They generally have to be drug kicking and screaming through training. You might not be able to determine what their problem is, but if you listen, they may give you clue. You might hear statements such as "What difference does it make?" or "I don't care." or "I don't want to be here." Those statements are an opening for you to ask why. Listen to what they say and it might help you determine the root cause of the problem.

Sometimes students don't want to be there because of previous bad experiences with poor instructors. They may be afraid of the training and looking bad in front of their peers. There may be something physically painful that is going to occur, such as a Taser or OC exposure. If you can figure out the problem, hopefully you can figure out the solution.

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There will be times that you can't figure out the problem and you cannot stop the bad attitude student from infecting the rest of the class. At this point you might have to consider removing them from class. You will want to inform their chain of command if you choose to take this option. In any case, you cannot compromise safety when dealing with students and if there is a possibility the bad attitude student will compromise safety, remove them. Deal with the chain of command afterward.

THE BOSS

Sooner or later, you will have your boss on the range or in your training scenario. Newer instructors often times have trouble correcting their boss. It's natural, but it has to be done.

If your boss is a leader and willingly submits to your instruction, problem solved. If not, then you will have to figure out solutions to dealing with correction. Many instructors will announce at the start of training that "There's no rank on the range." Meaning, as the instructor, you are responsible for what happens.

Again, dealing with a boss can be delicate and gentle persuasion may be in order. At the end of the day, are you helping or hurting if you fail to have instructional leadership when dealing with your boss?

THE "BEEN THERE, DONE THAT" STUDENT

This student can be similar to the "Bad attitude" student, with one important difference- **They may have been there and done that.**

This student may have different training and experience than you. A professional will be aware of the fact they are in a different place and will train according to your training objectives, but be willing to hear them out as you may learn from them too.

If they develop an attitude, don't compromise safety. Talk to them about doing it your way in training and perhaps they may learn something too. Be willing to hear them out, but make sure it's on your terms, so you control the pace of the class. If you constantly get interrupted, you may have to consider removing them from class. Document the problems should they arise.

OTHER PROBLEMS

ENVIRONMENTAL

Safety is always the first and foremost consideration in training. When you are talking about weather conditions, you must factor that into your plans. Idaho is a state which can experience extreme weather conditions year round. If the weather will kill you,

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or your students, then train another day, or move the training indoors. Don't take risks with the safety of your students.

In the summer, you might want to consider heat indexes and what the temperature ranges are. How much water will your students need? What about thunderstorms? Wildlife problems, such as snakes or spider bites? Does your team have rain gear?

In the winter, what is the temperature? What are the wind chill factors? Is it snowing? How much snow fell and will there be safe footing on the range? Do you have a means to provide heat for your students? How about water consumption?

It is important for instructors to know these factors, but if the weather is not going to kill you, remember **IF YOU WORK IN IT- TRAIN IN IT**. If you don't train in various conditions, how do you know your equipment and tactics will work in those conditions? Document training and equipment problems during inclement weather. It may help you get equipment or training you need to function in it.

TRAINING EQUIPMENT

Train with all your equipment all the time. Often times there are temptations to allow officers to leave some equipment behind during training. A classic example- SWAT team members in training will often not wear all their tactical equipment, such as helmets or heavy armor. Don't allow students to get away with not wearing all of their appropriate equipment. Unless there are safety considerations, especially when doing defensive tactics training, make your students wear all their duty equipment in training. If you don't, you could be setting them up for failure when it matters most- in the fight.

In defensive tactics training, have students remove watches, rings, knives, jewelry, etc. If it can cut, snag, or scrape, they should take it off if it will not negatively affect the training. Other duty gear may need to be replaced with training equipment that does not function in the same manner as their operational gear, but for safety reasons, this might not be avoidable.

If you get overruled by a supervisor on requiring students to wear all their related duty equipment in training, document it. If a student has a problem in the real world because he/she didn't know how to use something they should have been using in training- they will point the finger at you. If you've been told they don't need to train with a particular piece of equipment, protect yourself and write it down.

USE IT AS DESIGNED

Cops love to find shortcuts to doing things. Sometimes they shortcut their safety retention devices and other related equipment issues. Don't let them do it. If a holster is designed to function a certain way, don't let them cheat by failing to use all the retention

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devices. If they have programmed themselves to use equipment a certain way in training, but a different way on the street, which way are they more likely to use it?

Make them use it correctly. If they refuse to do so, order them as the instructor to do it correctly. If they still refuse- **WRITE IT DOWN**.

Use equipment in adverse conditions. If equipment fails in training you can be assured it will fail when it matters most on the street.

PROBLEM INSTRUCTORS

Could you possibly be the problem? Do you have the right attitude to be teaching? Remember, as an instructor what is our responsibility? It is not always the student's fault they are not learning. Do you have all the knowledge, skills and ability you need to be an effective instructor? No one expects you to be perfect. Just competent. Do you do what it takes?

Mainly, the question is- Are you just running drills? Or, are you teaching?

As an instructor you cannot tolerate any of the following from your fellow instructors, just like you cannot tolerate it in your students:

- **Berating, condescending**
- **Sexual harassment**
- **Racial comments**

If you see this stuff, stop it. If it continues, document it.

INSTRUCTOR DOCUMENTATION

As instructors it is important that you document your training and experience. This is done two ways, a resume and curriculum vitae (CV). A resume is a short one or two page synopsis of your work history. A CV is a very detailed list of your training and experience. There is no limit and it is as detailed as you want it to be. Make sure you have supporting documents for your resume and CV so you can provide proof of your experience should it be asked for.

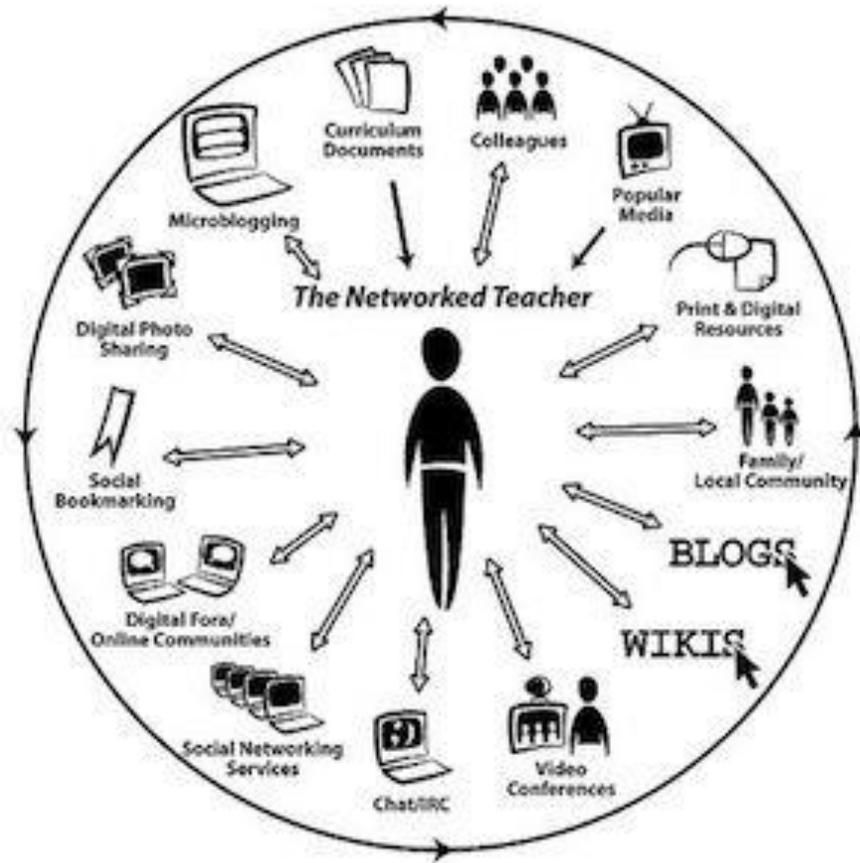
Keep copies of any lesson plans you develop. This also supports your training and experience and will provide proof of what you taught on a subject in any given training environment. Detail how the training will occur. What scenarios you may have and whether the training will be dynamic or static. If you have to make changes on the lesson plan, make notes on the plan and keep it. Attach copies of the lesson plan to your training rosters, but also keep copies in your own training files. Record your instruction on your POST seminar log.

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PERSONAL LEARNING NETWORK

Educators develop a Personal Learning Network, or PLN. This is a series of information sources that help you, as an individual instructor, use to develop your own knowledge, skills, and abilities. The chart helps to illustrate what your PLN could be consist of.

The PLN is not something necessarily written down, but if you chart it, it might help show where you gather your information and network with other instructors. See the chart below for more information and ideas on developing your PLN.



<http://dmlcentral.net/blog/howard-rheingold/professor-alec-couros-connected-teacher>

RANGE RELATED FIRST AID

Introduction

This course is refresher training for students who have had some measure of first aid training either in the academy, or at in-service training. This is not a comprehensive first aid course. This course will refresh first aid concepts. With the exception of the tourniquet, there is no hands-on training application of any of the first aid device in this course.

Objectives

This presentation will review the following topics. The topics cover the more dangerous types of injuries that can occur on a firing range.

- Gunshot wounds
- Lacerations
- Fractures
- Hydration
- Heat and cold injuries
- Carbon Monoxide poisoning

Tourniquets and their application

Practice applying tourniquets, both on the individual student and on other students

Airway and Chest Trauma

Potentially preventable death

Uncontrolled hemorrhage from extremity wounds represents the highest number of preventable combat related injury.

Tension pneumothorax is the second highest, and can be mitigated with proper training and equipment.

Airway obstructions which occur through injury to the face occur about 6% of the time.

Recovery position

This is the position, along the right side of the body, that you can place someone who has been injured.

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Life Threatening Respiratory Conditions

When do these types of events occur? What do they look like? How do you treat them? These are questions for the students to discuss. Ask them questions specific to injuries that can occur on the range. For example:

- Gunshot wounds to the chest
- Falling on sharp objects
- Rib fractures

Open (Sucking) Chest Wound

This is a large, open chest wound greater than 2cm (approximately $\frac{3}{4}$ of an inch) in size. As a result of this injury, the following problems may be noted:

1. Impaired ventilation
2. Chest will rise and fall, but the air exchange is impaired
3. Reduced airflow in and out of the mouth
4. Air will start to flow into the chest cavity causing a simple pneumothorax to develop

Treating a chest wound

Prompt application of an occlusive dressing will help prevent a tension pneumothorax from developing. This is a cover placed over the wound and secured. There are several commercially available chest seals on the market. However, in the absence of a chest seal, other occlusive materials may be used, such as a piece of plastic wrap. Examples of commercially available chest seals are:

1. Halo Chest Seal
2. Hyfin Chest Seal
3. Bolin Chest Seal
4. Asherman Chest Seal

Once the chest seal is in place, cover and secure it.

Monitor for respiratory failure, which is a symptom of a developing tension pneumothorax. This is a fatal condition if left untreated.

Hemorrhage Control

There are a numerous methods to control bleeding in the field. The method you will work with in class is with tourniquets. Other methods used to control bleeding are:

1. Direct pressure
2. Wound packing

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3. Wound dressing
4. Pressure dressings
5. Hemostatic dressings

Blood loss occurs in three forms.

1. First, there is venous bleeding, which is indicated by a darker colored flow of blood that coming out at a steady pace.
2. Arterial bleeding is indicated by typically brighter colored blood and tends to spurt. Arterial blood loss can be very high and rapid.
3. The third type of hemorrhage is capillary bleeding. Blood loss is typically minimal and is seen at an “oozing” pace.

Bleeding is the number one cause of preventable combat related death. Although you are not in combat conditions on a range, your training site may be some distance from emergency medical facilities. Learning how to control bleeding is a critical skill.

Bleeding can be mitigated by use of tourniquets, direct pressure, wound packing, and with hemostatic dressings.

Tourniquets are a major means to control bleeding. However, they must be used correctly in order for them to be effective. When applying a tourniquet, the following protocols should be adhered to:

1. Apply a limb tourniquet over the clothing
2. Place it proximal (close) to the bleeding site
3. When in doubt, place the tourniquet “High and Tight” to the injured limb. This means to move it as high up the limb, as possible, to help control bleeding.
4. If the bleeding continues, additional tourniquets can be applied. Apply them next to the first tourniquet.
5. Tourniquet is applied properly when there is no distal pulse.
6. Remove any slack from the tourniquet before tightening the windlass, or other tensioning device. Any slack in the tourniquet may reduce its effectiveness.
7. Tighten 2-4 turns. A turn is considered about 180 degrees of rotation on the windlass.
8. Do not put the tourniquet over body joints or any equipment.
9. Tourniquets will be painful to the patient. Reassure them, but maintain the tourniquet tension. It may save their life.

Wound packing is a means to apply direct pressure on a wound. This assists in controlling bleeding and clot formation. The wound must be fully and deeply packed, to control bleeding. Once the wound is packed, cover with a pressure bandage and secure it.

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Junctional bleeding is hard to control. These are areas of the body where tourniquets won't work and applying direct pressure is difficult. These areas are:

1. Groin
2. Buttocks
3. Perineum (area between the anus and scrotum, or vulva)
4. Axilla (armpit area)
5. Base of the neck

There are junctional tourniquets, such as the Combat Ready Clamp, Junctional Emergency Treatment Tool, and the SAM Junctional Tourniquet, however, if you do not have these specialized tourniquets, you are going to have to use wound packing and direct pressure to control bleeding in junctional areas.

Fractures

There are two types of fractures. The first type is a "Closed Fracture." This is where there bone has been broken, but the skin has not been penetrated. There may be blood loss, but it will be internal and there will be no visible, external bleeding to control.

The second type of fracture is the "Open Fracture." This is where the bone, or bone fragments, has penetrated the skin. The bone may be protruding from the skin. Bleeding will be occurring.

The General Principles of Treating a Fracture- Use the following principles when treating a fracture:

1. Reassure the casualty
2. Expose the limb, but do not remove boots, or shoes.
3. Locate the fracture site
4. Control bleeding
5. Dress the wound
6. Immobilize the fracture
7. Evacuate the casualty as soon as possible

Heat Related Injuries

Heat injuries can occur when the body temperature rises to unsafe levels. There are several causes for this, especially in hot training environments.

1. Poor food and drink choices contribute because either the casualty is failing to eat and drink adequately, or their food and drink choices are not assisting their bodies deal effectively with the heat.

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2. Students, who are not used to being in hot temperatures, are not acclimatized to the heat. It can take several weeks to become acclimatized and your student might not have had that opportunity. They will not be used to how hot it can get.
3. There may be outlier students who have differing sweat rates. They may also lose electrolytes at different rates as well.
4. The environment itself can be part of the problem. The ambient air temperature may be one thing, but the actual temperature on the range surface may be another.
5. Along with the poor food and drink choices, is poor fluid effectiveness. The fluids the students may be drinking is not properly restoring the water/electrolyte balance and this can cause hyponatremia (explained later in this class).

Regulating the body temperature is critical to maintaining effectiveness. The normal body temp is 98.6 degrees Fahrenheit (F). Approximately 90% of muscle contraction creates additional heat. The ideal resting ambient temperature is 82 degrees F. As the body warms up, core temperatures over 103 degrees F can represent potential organ failure. A 10 degree rise above that can be fatal.

Heat transfer can be caused by many sources. Point out the different heat sources on the slide.

Evaporation is the primary mechanism to help regulate body temperature at temps above 86 degrees F. The evaporative process effectiveness is reduced in high humidity environments. Body armor also increases the effective operating temperature, and also interferes with evaporation.

Dehydration

Dehydration can occur in as little as 30 minutes, depending on conditions. Thirst is not a good indicator of fluid need. Water alone is an ineffective re-hydration fluid.

Indications of dehydration may be heat cramps, which are treated with rest, fluids, and electrolytes.

Heat exhaustion occurs when the body has warmed, but is less than 104 degrees F. This is indicated by an inability to continue the activity they were doing. It may also be marked by fatigue, nausea, headache, vomiting, and the chills. This is also treated with rest, fluids and electrolyte replacement.

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Heat stroke is a medical emergency. This is where the body core temperature has risen above 104 degrees F. This condition is indicated by a change in mental status, uncoordinated movements, irritability, confusion, seizures, and possibly coma. Sweating may occur, but dry skin may also be present.

Treatment for heat stroke is to start rapid cooling and resuscitation. This may include ice water immersion, or ice packs placed around the neck, axilla, and groin. Immediately remove the casualty from the heat and to a cool environment with fans or misting equipment.

Hyponatremia

Hyponatremia occurs when a casualty has been drinking water, but has not replaced the electrolytes the body needs. Both heat exhaustion and hyponatremia have similar symptoms. As a result, sodium levels fall below normal. Both heat exhaustion and hyponatremia require treatment and replacement of electrolytes. Symptoms include:

1. Nausea
2. Vomiting
3. Headache
4. Malaise (general feeling of discomfort)
5. Seizure
6. Unconsciousness

Heat Injury Prevention

There are several things instructors can do to minimize the potential for heat related injuries. These strategies include:

1. Adjust work and rest cycles based on temperature and humidity. Give more breaks if needed.
2. Monitor and insure students are hydrating
3. Have electrolyte fluids available, not just water
4. Estimate fluid needs based on the handout the student is provided
5. Understand the differences between water, sugary sports drinks, and low calorie sports drinks
6. Schedule mandatory hydration breaks
7. Monitor fluid intake amounts

Monitoring hydration can be done through the “WUT” acronym.

1. Weight- if the day-to-day body weight loses in excess of 1% then dehydration is occurring.
2. Urine- if the frequency of urination is reduced and the color is dark (in the morning) then dehydration is occurring.

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3. Thirst- absence of thirst is a poor indicator of hydration while the presence of thirst is a good indication of dehydration.

Cold Weather Injuries

All cold weather injuries are preventable. Factors which affect how cold a person gets are through body heat production (metabolic, exercise, shivering) and through heat loss (convection, conduction, radiation, and evaporation).

Factors which contribute to cold weather injuries. See list on slide 41. One important factor is simply this, if you work in the cold, you must train in it too. This is how you will find out if your equipment is contributing, or relieving causes of cold weather injuries. Poor clothing choices often contribute to these injuries.

The most likely problem instructors will see on the range is hypothermia and varying degrees of frostbite. The causes for hypothermia and frostbite are directly related to the types of clothing, amount of exercise being done, and how often students are getting breaks to warm up. These are issues the instructor can control.

Hypothermia is a medical emergency if the core body temperature drops below 95 degrees F. Remember, your normal body temperature is 98.6 degrees F. so it does not take much of a core temperature drop for it to be dangerous.

Factors which can contribute to rapid body heat loss are winds, wet clothing, and/or the individual is inactive. Cold water immersion is also a factor in hypothermia, but immersion in water is not normally a risk at the range, however, hypothermia could occur in a soaking thunderstorm accompanied by high winds.

See slide 44 for a list of symptoms related to hypothermia.

Treatment for hypothermia can include any of the following:

1. Preventing further exposure to the cold
2. Evacuate immediately if severe hypothermia is present
3. Remove wet clothing
4. Rewarm with body-to-body contact, or in a warmed sleeping bag
5. Warm, sweet liquids if the casualty is conscious
6. Provide CPR if needed

Prevention strategies for hypothermia include:

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1. Eating properly and often
2. Warm non-caffeinated liquids and water
3. Properly worn clothing (layered, worn loosely)
4. Keeping active, but avoid overheating and sweating. Remove clothing layers as needed
5. Staying dry, avoid excessive sweating
6. Warming vehicles, huts, or buildings
7. Taking plenty of rest breaks to warm up
8. Buddy system, instructor checks

Frostbite

Frostbite occurs when the skin is either in danger of freezing, or has frozen. This can occur quickly in the right conditions, such as low temperature, or in windy conditions. Symptoms of frostbite are:

1. Initial redness in the light colored skin, grayish coloration in darker colored skin
2. Tingling, stinging sensations in the skin
3. Skin turns numb, yellowish, waxy, or gray colored
4. Skin feels cold, stiff, “woody”
5. Blistering may develop

When frostbite is determined, there are several things that can be done. In any case, training is over for that student so they can be removed from the cold and minimize further injury.

1. Remove from the cold to prevent further heat loss
2. Remove constricting clothing and jewelry
3. Rewarm the affected area evenly with body heat until the casualty feels pain
 - a. Thawing skin hurts
 - b. Do not rewarm a frostbite injury if it could refreeze during evacuation or if the casualty must walk for medical treatment
4. Do not massage affected parts, or rub with snow
5. Immediately evacuate for medical treatment

Dehydration

Dehydration can occur in cold weather. Treat it like you would dehydration in warm weather, only use warm liquids preferably. Try to avoid caffeinated liquids like coffee and soda. **DO NOT EAT SNOW**- it will cool the body down and increase the likelihood of hypothermia. The body has to use tremendous amounts of metabolic heat to melt the snow. The cost benefit is not worth eating snow. Also, take rest breaks.

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Carbon Monoxide Poisoning

Carbon monoxide is an odorless, colorless gas which displaces oxygen. It is caused by incomplete combustion and inadequate ventilation from engines, stoves, and heaters.

Symptoms of carbon monoxide poisoning- see slide 51 for a complete list.

The treatment of carbon monoxide poisoning includes immediately moving the person to fresh air, seeking medical aid and CPR if needed.

Carbon monoxide poisoning can be prevented by:

1. Ensuring proper ventilation
2. Don't use unvented heaters or engines
3. Ensure engines are regularly serviced
4. Turn off heaters when not needed
5. Never sleep in a vehicle with a running engine
6. Never wrap a poncho/blanket around a vehicle exhaust to collect heat