Basic Firearms Instructor Course

Version 1.4
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Massachusetts
Municipal Police Training Committee

Versions
February 26, 2008 1.0
March 5, 2008 1.1
May 2008 1.2
Nov. 26, 2009 1.3
Sept. 28, 2010 1.4

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This manual would not have been accomplished in the time frame I had set with out the dedication and passion for firearms training by the above Authors & Committee. To them I owe a great deal of thanks for keeping me on track and motivated. I apologies for traffic each time we met in Waltham.

To all my Firearms Instructors," Thank You" for your dedication to training and your positive words of encouragement.

"We Train to Fight"
&
"We Fight to Train"

Remember we want to

" Bleed more in Training and NOT on the Street"

Bill Leanos
MPTC Firearms Coordinator

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Instructors will read and review with students the range safety rules. After completion students will sign and hand in to instructors the first range day.

Range Rules

Safety rules, Procedures and Regulations
Are expected to be followed by all shooters

SAFETY IS EVERYONE'S RESPONSIBILITY!

1. Keep weapon pointed in a safe direction at all times.

2. Do not handle any weapons while anyone is downrange.

3. Never draw the weapon with your finger on the trigger.

4. Never bend over on the firing line until the line has been declared "safe".

5. Obey all commands from Range Master

6. Never holster any weapon with the hammer in the single-action mode or with your finger on the trigger. This applies to double action weapon only

7. Dry fire is only performed under the guidance of the firearms instructors. DO NOT dry fire unless instructed to do so.

8. **"The finger remains off of the trigger and outside the trigger guard** until the weapon is on target and that the officer has determined the use of deadly force is imminent" (i.e. Trigger Finger Management).

9. Unsafe acts or unsafe behavior on the range will not be tolerated.

Do not take live ammunition into the cleaning area.

I have and reviewed and understand all of the above Range rules. I will comply with these rules and conduct myself as a professional and responsible police officer.
Signature:_____Date:_____

Four Cardinal Safety Rules

Are general rules that apply to all firearms in all situations. These four rules are the building blocks of firearms safety.

1. **Treat all weapons as loaded weapons.** Everyday an innocent person is seriously hurt by a reportedly "unloaded weapon".

2. **Never point any weapon at anything you are not intending to shoot.** Firearms are lethal tools that destroy people and things.

3. **Keep your finger off the trigger until you are ready to shoot.**

4. **Know your target and what is beyond it.** Be aware of those areas and individuals beyond the target area. Target Identification is especially important in reduced light situations.

There are safety rules, procedures and regulations that Are expected to be followed by all shooters throughout firearms training.

These rules include:

10. Keep weapon pointed in a safe direction at all times.

11. Do not handle any weapons while anyone is downrange.

12. Never draw the weapon with your finger on the trigger.

13. Never bend over on the firing line until the line has been declared "safe".

14. Obey all commands from Range Master

15. Never holster any weapon cocked in the single-action mode.

16. Dry fire is only performed under the guidance of the firearms instructors. DO NOT dry fire unless instructed to do so.

17. **"The finger remains off of the trigger and outside the trigger guard** until the weapon is on target and that the officer has determined the use of deadly force is imminent" (i.e., Trigger Finger Management).

18. Unsafe acts or unsafe behavior on the range will not be tolerated.

    a. Do not take live ammunition into the cleaning area.

SAFETY IS EVERYONE'S

RESPONSIBILITY!

Range Training Safety Rules

Range commands and common terms.

1. **Ready Pistol Position** – a relaxed controlled position. The shooter will be facing the target area with the weapon held firmly with a two-handed grip; the barrel is pointed downrange from a hip level position.

2. **Cease Fire…Cease Fire! –** Command to immediately stop shooting. Relay the "cease fire" command, come to "ready pistol" and await further instructions.

3. **Prepare Magazines -** Place ammunition into your MAGAZINE according to instructions.

4. **Load your Weapon! -** Insert a prepared magazine into the weapon magazine well, tap on the magazine bottom and tug on the magazine floor plate.

5. **Make Street Ready-** Work the action of your weapon, causing a cartridge to be fed into the chamber. Decock (if appropriate).

6. **Administrative Unload -** Release the magazine into your non-shooting hand. Place this magazine in your pocket. Perform a Clearing Procedure.

7. **Press Check /Pressure Check -** Carefully retract the slide of the weapon rearward, visually inspecting to ensure that a live round has been chambered.

    a. **NOTE:** Press checks are **ONLY** performed upon initial loading of the weapon, **NEVER IN CONJUNCTION WITH ANY OF THE RELOADS**.

Safety:

- Safety remains the #1 objective when designing or conducting advanced firearms exercises.
- The course design should minimize potential safety problems.
- This can usually be achieved by having two or more instructors review the exercise from the shooters' perspective**.**

When conducting a qualification or training course:

1. **SAFETY** is the most important characteristic to be satisfied.
2. It is recommended that the instructor have as few shooters participate in a high stress training course as possible to **ensure safety**
3. Second benefits of less shooters
   - Provide the instructor the opportunity to observe the shooters
   - On a more personal level and evaluate their performance.
4. Range rules must be the first topic addressed.
   - The rules must be verbalized
   - Copy of the rules should be distributed to the shooters
   - Clearly displayed on the range.

"Safety is the foundation of any firearms training program and should be a continual thread that runs throughout all aspects of the officer's career," both on and off duty.

As law enforcement trainers, we are responsible:

- creating and **maintaining a safe training environment.** Years ago this was a relatively simple concept. Today, however, is quite different. Over the years, training has continued to evolve and progress.

As agencies continue to endorse and adopt these progressive training philosophies and technologies,

- We the trainers must be prepared to conduct them in the **safest manner possible.**
- We must also realize that when the levels of training increase, so does the risk for potential injury.
- We must **continue to enforce familiar safety rules**, but more importantly,
- We must **learn to anticipate potential safety problems** associated with the more demanding types of training requested by agencies and law enforcement officers.
- Practical, realistic training can be conducted safely, but it requires attention to detail and increased vigilance to ensure that safety remains our #1 priority.

Four cardinal rules of firearms safety.

- Treat every weapon as if it were loaded; make no exceptions!
- Never point a weapon at anything you do not intend to destroy - Forever!
- Keep your finger off of the trigger until you decide to shoot.
- The trigger finger should stay off the trigger until you are on target and have determined that the use of deadly force is imminent.

Overview range rules and procedures:

- Muzzle integrity/laser rule
- Trigger finger management / Indexing
- De-cocking procedures while moving or returning to the holster
- Designated weapon handling areas

Following commands Safety rules should not stand alone. For example:

- Keeping the muzzle in a safe direction.

  If not actively engaging a threat, learning to keep the finger off the trigger and outside the trigger guard along the frame of the weapon. De-cocking, etc.

Metal Plate Targets Three Golden Rules :

- Never shoot at distance less than 10 yds
- Do not shoot targets with holes, dents or cracks.
- Stagger targets, never set targets next to each other - put one in front or behind (90 degrees - lead splatter).

Conduct Safety Briefing:

- Prior to all live-fire exercises:
- Safety rules and procedures
- Safe weapons handling and familiarization of weapons that will be used, i.e., shotgun, patrol rifle etc.
- Course description

Mandatory walk-through for all new courses of fire:

- Especially advanced/stress courses
- Conduct student question and answer period
- Optional live fire demonstration

During the early years of firearms training, neither eye nor ear protection was required, provided or encouraged on the range. Currently, both types are required on the firing line. Lead poisoning threatens the physical well being of shooters and instructors on firearms ranges. Through administrative controls and exercising precautions, agencies can reduce exposure of employees and their families to health risk such as lead poisoning and eye or ear trauma.

Range safety and personal safety equipment

1. Gunshot Trauma / First Aid Kit in a location that can be found easily by all and identified prior to the start of all firearms training. EMT's or paramedics should be identified prior to start of training.

2. Automatic Electronic Defibrillators (i.e., AED's If available, also found easily)

3. Range Injury Action Plan is intended for use in emergencies (i.e., accidental shooting, heart attack, personal injury). Communications to be used for injury action plan. Weather a radio or phone

4. Weapons Clearing Area Designated; An area, weather a clearing station or area on somewhere on the range. They are intended for the proper loading and unloading of weapons while on the range.

Preventing Eye Injury:

- Occupational Safety and Health Act (OSHA) requires eye protection in any hazardous environment, such as a firearms range, that must meet the American National Standards Institute's (ANSI)

- Plastic eye protectors - personal corrective glass, side panels, EYE PROTECTION MANDATORY. Eye protection worn while cleaning all weapons.

Hearing Protection:

- How Noise Levels Produced by Firearms Discharges Effect Hearing.
- Section 1910.95 of the Code of Federal Regulations states that repeated exposure to sound levels over 95 decibels or more during a 4 hour period can slightly, but permanently damage hearing.
- This impairment is accumulative; as the frequency of exposure continues the level of nerve damage to the Cochlea (the delicate sensory cells of the inner ear) increases and becomes permanent.
- When a firearm discharges, it creates peak sound pressures of 144 decibels or more.

    1. .22 Caliber-produces 144 decibels

    2. Calibers of 38 Special, 9mm, 40 S&W, 45 ACP, and .357 Magnums produce sound levels between 150 to 168 decibels.

    3. 12 Gauge Shotgun-produces 170 decibels

Minimum Hearing Protection Requirements

- The Occupational Safety and Health Act (OSHA) define adequate hearing protection in the Code of Federal Regulations, Section 1910.95. Section 1910.95 states that:

- Hearing protection must reduce all noise levels of 85 decibels or more, to a safe level of less than 85 decibels.

- Hearing protection must block continuous noises of an 8 hour duration and reduce these continuous noise levels from 90 decibels or greater, to a level lower than 85 decibels.

- The Code of Federal Regulations, Section 1910.95 also states that any employee exposed to continuous of impulsive noise levels from 80 decibels (continuous) to 130 decibels (impulsive) will submit to an annual Audiometric test, provided by the employer, to determine hearing loss, and or extent of hearing loss.

Lead Safety

Introduction

Potentially dangerous exposures to lead can occur in both indoor and outdoor police firing ranges. Range instructors and range cleaners are at greatest risk. This alert provides guidance for those who work in, use and maintain indoor firing ranges, to protect them from the hazards of lead.

How does lead affect the body?

Adults can be exposed to lead by breathing in lead dust or fumes or by ingesting lead dust. There are many symptoms or signs that suggest a problem with lead, but they can also be symptoms of other illnesses. It is also possible to have lead poisoning without noticing any symptoms. Therefore, if you work around lead, you should regularly see a doctor for blood testing, whether or not you are experiencing the following symptoms:

Early Signs and Symptoms of Lead Poisoning

- Fatigue Headache
- Uneasy Stomach
- Poor Appetite
- Sleeplessness
- Metallic Taste
- Irritability
- Nervousness
- Reproductive Problems

Later Signs and Symptoms

- Memory Problems
- Nausea
- Weight Loss
- Weak Wrists/Ankles
- Constipation
- Kidney Problems
- Aches/Pain in Stomach Muscle
- Joint Pains

What are the sources of lead exposure at a firing range?

- In conventional ammunition,
  - Both the primer and the core of the bullet contain lead.
- Exposure to lead dust occurs
  - During loading of ammunition,
  - Target shooting, gun cleaning
  - Firing range maintenance.
- Inadequate or poorly designed ventilation,
- Improper range cleaning procedures,
- Eating drinking and smoking in an area where lead is used
- Lack of proper hygiene

All of the above can contribute to high lead exposures. Lead exposure can occur in both indoor and out door ranges. If an outdoor range is used the exposures are reduced.

You can take it home with you!

High levels of lead dust in ranges that are not properly designed, ventilated, or maintained can settle on:

- Bodies, Clothes, Shoes of shooters and other range occupants.
- The dust can then be carried to their cars and homes, where it can be a hazard to their families.
- Young children are more sensitive to the effects of

Do law enforcement personnel become lead-poisoned?

The following are examples of the many cases of over-exposure to lead at law enforcement firing ranges that have been documented in Massachusetts and elsewhere.

1. The ventilation in a new firing range was blowing contaminated air toward the shooters. The maximum air lead levels exceeded twice the limit set by the U.S. Occupational Safety and Health Administration (OSHA).

2. Air lead concentrations of police firearm instructors at an outdoor range were measured. **When copper-jacketed ammunition was used, the lead levels were well below the OSHA** limit; when non-jacketed bullets were used, the lead exposure was 4 times the OSHA limit.

3. Blood lead levels and air lead concentrations were measured at an outdoor police firing range. When non-jacketed bullets were used, air concentrations were 9-10 times the OSHA limit. Range instructors had blood lead levels up to more than twice the recommended limit. After jacketed ammunition was introduced, both air and blood lead levels came down to safe levels.

4. The blood leads of police trainees using an indoor range were measured before and after a4-week period. Blood leads increased from an average of 7 mcg/dl (micrograms per deciliter) to over 40 mcg/dl. The National Institute of Occupational Safety and Health (NIOSH) recommends that blood lead levels remain below 25mcg/dl. Air lead exposures were up to 60times the OSHA limit.

5. Three firearms instructors of a state corrections department had blood lead levels over 40 mcg/dl. Investigation revealed that shooting over an approximately 2-hour period resulted in air lead concentrations of 2–4 times the OSHA limit. Significant amounts of lead-contaminated dust were found in several range locations.

How can I minimize lead contamination at a firing range?

The best way to prevent lead exposures at firing ranges is to use ammunition that is free of lead components.

- Some ammunition is made with copper or nylon jackets that eliminate the hazard from the lead core of the bullet by enclosing the lead.
- However, to fully eliminate the lead hazard, the primer must also be lead-free.
- There is now ammunition on the market that is completely "lead-free" and has a non-lead core and a non-lead primer.

When <u>conventional ammunition is used</u>, the following precautions must be taken:

1. Ventilation/Engineering Controls:

- Provide an effective exhaust ventilation system:

- Airflow pattern that takes contaminated air from the breathing zone of the shooter and moves it down the firing range where it is effectively removed.
- Poorly-designed ventilation systems and ranges with too many obstructions can be ineffective and cause re-circulation of contaminated air to the area behind the firing line.
- Periodically measure the airflow to be sure that the ventilation system is operating as designed.
- Range instructors usually have the highest exposures to lead.

2. Backstops / Indoor Ranges

- Install escalator backstops, granulated rubber traps and their variations, which minimize dust levels and are easy to clean.
- Avoid the use of angled backstops with sand traps, which can generate a large amount of airborne lead dust and require frequent cleaning.

3. Housekeeping

- Ranges should be cleaned daily or after each use to minimize the buildup of lead.
- To clean the range, use an industrial grade vacuum cleaner equipped with a high-efficiency (HEPA) filter. HEPA filters trap fine particles of lead. Lead dust is not trapped effectively by other types of vacuum filters .**NEVER DRY SWEEP RANGES.**
- Wet methods, using any household detergent, can also be used to minimize lead dust.
- Even countertops, gun cleaning trays and target rails can be contaminated with lead.
- Proper cleaning or disposal of contaminated mops and cloths must be considered.
- Proper personal protective equipment such as respirators and protective clothing is needed for range cleaners.

4. Training

- Shooters, instructors and maintenance staff must all be trained in the hazards of lead and the precautions needed to protect themselves.
- Training should be given before employees are exposed to lead, and then annually. Information that may be useful in training is available in the appendixes of the OSHA Lead Standard

5. Personal Protective Equipment

- During range cleaning, a HEPA (N100)-filtered respirator, disposable protective clothing and shoe coverings are recommended.
- There respirator must be properly fitted and a medical screening for respirator uses should be done

6. Personal Hygiene

- Showers, washing facilities and changing rooms should be provided and used.
- Hands and faces must be washed after shooting.
- Range instructors and range cleaners should shower and wash their hair at the end of their shift.
- The changing room should have separate lockers for contaminated protective clothing and street clothes.
- Contaminated clothing and shoes should be properly disposed of or cleaned.
- Any lead-contaminated clothing should be washed separate from other laundry items.
- Eating, drinking and smoking must be prohibited in any area that could be contaminated with lead.

How can I tell how much lead I am exposed to?

Blood Lead and Medical Monitoring

- Police officers and others who are frequently exposed to lead must have periodic medical exams and blood lead and other medical testing.
- At a minimum, range instructors and range cleaners should have their blood tested once every 6months or after qualification periods or periods of high exposures.
- One National Institute of Occupational Safety and Health (NIOSH) document recommends that blood testing be done on every person who works in or uses the range more than 3 hours per month.
- NIOSH recommends that blood lead levels be kept below 25 micrograms per deciliter (mcg/dl).

The Division of Occupational Safety is currently making blood lead testing available free of charge to range instructors and range cleaners.

Who regulates lead exposure in police department firing ranges in Massachusetts?

While private sector employees are covered by OSHA Standards, public sector employees in Massachusetts are not. The Division of Occupational Safety, in accordance with MGL Chapter 149 section 6, is charged with inspecting workplaces in Massachusetts and determining what procedures and practices are required to protect workers. As a matter of policy, our office references OSHA regulations, as well as other consensus standards, when we determine whether proper procedures are being followed to protect workers. **Our office recommends that the OSHA Lead Standard for general industry (29 CFR 1910.1025) be followed as a minimum**. By following the OSHA standard you will be considered to be in compliance with Chapter 149, section 6.

Blood Lead Testing Available through Division of Occupational Safety

As part of its initiative to reduce lead exposure at Massachusetts police Departments, the Division of Occupational Safety is offering blood lead tests

FREE of Charge to <u>firing range instructors</u> and firing range maintenance personnel.

Who & Where

1. A licensed physician or other healthcare provider acting under the direct supervision of a licensed physician must order the blood lead test.
2. The order must include the employee's name as well as the employer's name and address on the physician's letterhead.
3. Once the order is obtained, you may set up an appointment and bring this order to the DOS laboratory to have your blood drawn and tested for lead.
4. Alternatively, you may send drawn blood in a green-top tube along with the physician's order directly to the DOS lab for free analysis.
5. Lead results are sent to both the physician and to you.
6. To obtain more details and or to set up an appointment for this service, contact the DOS laboratory at 617-969-7177.

Some individuals may wish to have their blood tested through their primary care physician or through an occupational health service. For a list of health care facilities that have physicians that are board-certified in occupational medicine, contact the DOS lead registry at the same phone number.

Where can I get more information and assistance?

- The OSHA Lead Standard (29 CFR 1910.1025)
  www.osha.gov

- The National Institute for Occupational Safety and Health (NIOSH)
  www.cdc.gov/niosh.

- The Division of Occupational Safety www.mass.gov/dos

- The **Division of Occupational Safety** (DOS) offers free on-site consultations. The DOS consultant will provide you with written materials, review the procedures that you will need to implement, provide ventilation testing and air monitoring as needed, and issue a detailed written report. There are no fees for this service, nor are there fines or penalties associated with the initial discovery of non-compliance. However, you will be required to comply with the more critical recommendations made by the consultant.

- For information on environmental lead management for outdoor firing ranges, call or write to: National Shooting Sports Foundation, 11 Mile Hill Rd., Newtown, CT 06470; tel.(203) 426-1320 http://www.rangeinfo.org/; or contact the Massachusetts Department of Environmental Protection's Lead Shot Initiative at (617) 348-4056 or http://www.mass.gov/dep/files/pbshot/pb_shot.htm

Mass. Division of Occupational Safety
Occupational Hygiene/Indoor Air Quality Program
1001 Watertown St., West Newton, MA 02465
Tel: 617-969-7177; Fax: 617-727-4581

Home Safety

Home Safety and Storage Procedures:

- In March of 1997, the White House Issued an Executive Order directing the heads of executive departments and agencies to develop and implement a policy requiring a safety lock device to be issued with every government issued handgun. Like ballistic vests, they only work when used.....use it.
- Firearms Safety At Home - The importance of establishing and maintaining safe weapon practices cannot be overstated. Weapons should be secured and the ammunition should be stored separately.
- Establish your priorities and follow regular procedures. You should consider:

Children

- **Most kids at one time or another have toy guns, and play "soldier, cowboys, or cops".**
- **When they play, nobody gets seriously hurt.**
- **In addition, kids watch T.V., and usually have access to all kinds of video games with shooting and explosions etc.**
- **There should be no misconception about what a real firearm will do.**

Storage Options

- Duty requirements
- Home/self defense
- **Weapons security vs. reaction time**
- **Liability/negligence.....The more accessible your firearms are, the more liable you become if your firearm is used wrongfully.**

Educate the family

- Safe handling of firearms.
- DO NOT touch firearms without supervision.
- Do not use the weapon as a conversation piece.
- Securing (Storing) your weapon...The main objective for securing a weapon is to deny unwanted access, e.g., neighbors, children, their playmates, burglars etc.
- Lock-up and security options:

  Drawer

  Cabinet

  Trigger locks

  Handcuffs (flex cuffs)

  Safe/locking gun box

MGL CH. 140, Sec. 131L

Chapter 140: Section 131L. Weapons stored or kept by owner; inoperable by any person other than owner or lawfully authorized user; punishment

"Section 131L. (a) It shall be unlawful to store or keep any firearm, rifle or shotgun including, but not limited to, large capacity weapons, or machine gun in any place unless such weapon is secured in a locked container or equipped with a tamper-resistant mechanical lock or other safety device, properly engaged so as to render such weapon inoperable by any person other than the owner or other lawfully authorized user. For purposes of this section, such weapon shall not be deemed stored or kept if carried by or under the control of the owner or other lawfully authorized user."

"(b) A violation of this section shall be punished, in the case of a firearm, rifle or shotgun that is not a large capacity weapon, by a fine of not less than $500 nor more than $5,000 or by imprisonment for not more than one year, or by both such fine and imprisonment, and in the case of a large capacity weapon or machine gun, by a fine of not less than $1,000 nor more than $10,000 or by imprisonment for not less than one year nor more than ten years, or by both such fine and imprisonment."

Range Safety Equipment:

- Communications gear
- Standard telephone.
- Cell phone.
- Police radio.
- Gunshot Trauma/First aid kit and instructors qualified in their use.
- Eye wash Station
- Emergency procedures and rehearsals.
- Medical evacuation location.
- Landing zones.
- Safe environment during emergencies.
- Eye and ear protection (types, proper wear).
- Holsters and equipment.
- Covered trigger guard.
- Security/retention devices.
- Suitable range, targets and back-stop area for type of ammunition being used.

Ammunition:

Duty vs. training ammunition.

Regular inspection / annual replacement of duty ammo.

Use correct type of ammunition (Caliber and type).

Corroded or damaged ammunition considered unsafe.

Be careful of penetrating oil on ammunition, i.e., WD-40. Primers may be affected.

FIREARMS INSTRUCTOR TRAINING PROGRAM

INSTRUCTOR DEVELOPMENT SEGMENT

Prepared by Stephen A. Taranto, Jr., J.D., Training Officer, Waltham Police Department, Waltham, MA. (Suggested time allotment for instruction 4-8 hours – depending on depth of lesson plan development segment)

TRAINING

Training is the process of teaching specific skills, knowledge and abilities to individuals or groups. One of your primary tasks as a trainer is to communicate with your target audience in such a manner that they will understand and be able to apply the learning points in "real life" situations. Training is a communication-based activity. Good training is useful training. The better you communicate, the better the training, and it is the receiver who determines the effectiveness of the communication. Good communication results in good understanding, and this in turn will improve retention. The better the learning points are retained the better the "real life" performance.

The purposes of training are:

- Professional development
- To meet legal requirements
- To introduce new techniques, strategies, or equipment

TARGET AUDIENCE

Your presentation must be on your audience. Instructors should always keep in mind their target audience while developing, preparing, and delivering a presentation. Target audiences differ, even with the same presentation topic, and for this reason you must tailor your delivery to fit the audience. Factors such as experience, skill level, and familiarity with the subject may effect how an instructor delivers a specific topic. Remember, "It's about the audience … not the instructor!"

GENERAL TRAINING RULES

TRAINING IS PRACTICAL – Participants should be able to do something with the information you give them in a training program. This can be accomplishing a physical skill or it might only be obtaining new information.

THE 80/20 RULE – You may think participants need to know 80% as much as you know about a topic, but this isn't usually true. A great amount of what you know is the theory behind what you teach. The participants usually need to know approximately 20% of your knowledge to learn or perform effectively. Recognizing this can prevent you from trying to "over instruct" a participant. This does however show that you as an instructor need to fully understand the subject you are instructing (see credibility).
TRAINING IS RESULTS ORIENTATED – Similar to training being practical, the success of training should also be measurable. This is easily seen in firearms training where a score is achieved to pass a course. Depending on the topic and your governing body, there are several ways to measure training. Some ways are; practical exercises, demonstrations, written tests, or oral presentations.

TRAINING MUST BE FOCUSED – Training presentations should be specific to the identified topic. Nothing is worse than a training presentation that gets so far off course that there isn't enough time to accomplish the objectives, or the learning points are lightly touched upon rather than fully explored. Rehearsing your presentation is key to preventing this from occurring.

INSTRUCTOR COMMUNICATION BASICS

CLUES TO GOOD SPEAKING TECHNIQUES –

- Know what you want to say (know the material)
- Be truthful (if you don't know, say so, and then find out)
- Look at all of the people you're talking to
- Use simple language (never use words you're not sure of)
- Smile
- Speak clearly and change volume
- Speak slowly and purposely use pauses
- Summarize if need be
- Don't hide (move around the room if appropriate)
- Be yourself (learn to laugh at yourself)
- Use your reference material (look at your notes, please)
- Be aware of your stances and Posture
- Watch out for distracting habits
- Be mindful of your personal hygiene and grooming
- Dress appropriate
- Be polite
- Insure everyone can hear you
- Ask for questions (if need be, sincerely insist on them)

CLUES TO GOOD LISTENING TECHNIQUES –

- Keep an open mind
- Try to find the value in what is said (put yourself in the speakers position)
- Look for the meaning not the details
- Acknowledge when appropriate
- Look at the person speaking
- Don't interrupt unless necessary
- Develop polite, but firm ways to keep the presentation focused ("I'll be glad to talk with you after class about that.")

CLARITY

The key to training is communication. If you cannot communicate clearly, it will be practically impossible to teach. Three reasons why an instructor fails to clearly communicate are – the English language itself, 'wrong' word selection, and fear.

The English language – was created by the merger of two languages, Anglo-Saxon and Norman French. From these two languages and because it has borrowed liberally from other languages such as Latin and Greek, the English language has a huge vocabulary. With this huge vocabulary it is possible to express with precision a very wide range of nuances if you use the 'right' word. But with so many similar words, it is easy to use the 'wrong' word and blur a meaning or phrase.

'Wrong" word selection – is a common fault of some instructors. Sometimes we feel that certain words may have a 'higher-status' than other words. In an attempt to sound more professional one might choose to use an important-sounding word over a simpler word. Important-sounding words are almost always less vivid and less precise than simple straightforward words.

Fear – of what to say may be a reason why an instructor attempts to use a convoluted word. The only way to overcome this fear is to know your topic and ask yourself 'what do I want to say', and then simply say it. Try to use as few words as possible and use the simplest word to make your point.

It has been said that 'beauty strives simplicity.' If the student thinks something is unclear … then it is. Try to be a clear as possible, use the simplest and smallest word to accomplish the job. The clearer the meaning, the clearer the training.

PRINCIPLES OF ADULT LEARNING

The first thing to know about instructing an adult is an adult must be treated as equals. Adults who make import decisions in life do not like to be "talked down to." Professional respect and courtesy are keystones in instructing. The following principles apply directly to adult learning:

ADULTS LEARN BEST BY DOING – According to a study conducted by the US Department of Health, Education and Welfare, adults tend to retain:

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they see and hear
- 70% of what they say
- 90% of what they see, hear and do

The key to retaining information is participation.

ADULTS HAVE PRIOR EXPERIENCES – try to utilize this in the presentation while continuing to stay focused on the class objectives. Remember to sincerely thank the participant who shares a personal experience or new information. Don't be offended that a participant might know more about a section of your topic than you.

ADULTS ARE USUALLY GOAL ORIENTATED – Adults want direct, positive results from the training. Emphasis should be placed on applying the learning point to "real life" performance.

ADULTS TEND TO SPEAK THEIR MINDS – This relatively frank and open environment can greatly enhance the overall training.

PEOPLE LEARN AT DIFFERENT RATES – Aim your presentation to the "average" learner. Build in repetition and review. Ask for questions and set aside time to assist participants that need special assistance with understanding learning points.

PEOPLE LEARN IN DIFFERENT WAYS – Vary your training methods. Use the "Rule of Three."

ADULTS HAVE PRE-OCCUPATIONS – Life is busy, be sensitive to issues outside the classroom. Be considerate when assigning out-of-class assignments.

ADULTS MAY FEAR CHANGE OR LOOK FORWARD TO THE CHALLENGE – Some adults worry they may not understand or be able to accomplish new ideas or techniques. This may make an adult seem stubborn. This should be addressed early in the presentation to the class in

general. Benefits of the new information should be stressed. Instructor credibility, compassion, and logical clear instruction should help minimize this problem. Other instructors look forward to the challenges of new ideas. Always attempt to demonstrate an interest in all of your students. ADULTS APPRECIATE A LITTLE ENTERTAINMENT – Training should be enjoyable. Try to imagine the presentation from the participants view. This should enlighten you as to where to "spice up" a segment of the material, or add an exercise of some kind.

PROVIDE TIME FOR PRACTICE – Everyone learns better with ample time to practice. Give the participants time to "untie the knot." Be in the practice area and monitor. People learn the best by 'doing' themselves.

"THE RULE OF THREE"

Attempt to present programs with a multidimensional approach. A lecture by itself is less effective than a lecture and demonstration, especially with adults. This can be further improved by adding a practical exercise or a written handout. By using a multidimensional approach you are more apt to meet the learning styles of your audience. This approach also improves content retention.

Some combinations of "The Rule of Three" are:

- Lecture, Handout, and Video
- Lecture, Handout, and Demonstration

- Lecture, Handout, and Practical Exercise
- Lecture, Power Point, and Practical Exercise
- Lecture, Flipchart, and Practical exercise
- Lecture, Demonstration, and Video
- Lecture, Demonstration, and Practical Exercise
- Lecture, Video, and Handout
- Lecture, Video, and Practical Exercise
- Lecture, Practical Exercise, and Examination
- Video, Demonstration, Practical Exercise
- Lecture, Workbook, Video

The above is just a sample of instructional techniques and media combinations that can be assembled. By using "The Rule of Three" the instructor also greatly increases his or her professional appearance.

HANDOUTS / CD's – VIDEOS

Remember to read all handouts and review all video material prior to each class to be sure they are on point, current, and do not conflict with your training or policies. Consider how they are to be distributed. Some agencies require they (and any other 'additional material') be approved.

"THE 'DO' ELEMENT"

You should ask yourself what the participants can "do" that would help absorb the learning points during each presentation. This is easy to see during a physical skills topic, but not that evident during an academic topic. During academic topics the "do" can be "thinking or writing exercises" such as asking a participant what he or she feels about a particular point. It can be dividing the class into teams and asking them to list ideas on a flip chart or hanging board. Activities that go around the room and give attention to each participant is an effective "do element" (be prepared to keep the exercise on-target during this type of participation exercise). What is the "do element" in the topic you teach?

SAFETY

Never assume that participants are aware of the safety precautions during any portion of the Cognitive, Associative, or Automatic Learning Phases (Static, Fluid, or Dynamic Training.) When conducting dynamic training, instructors must insure that realism does not override safety concerns.

QUESTIONS AND FEEDBACK

Frequently stop and ask for questions. Sincerely ask for questions and remind the participants that no question is a useless one. State that their

question might help a fellow classmate or two. Occasionally ask the class questions pertaining to the presentation. This is a good way to get feedback from the class to see if you are meeting course objectives. The best questions to ask are either direct single-scope questions that have only one answer (ie; What is the first thing you should do..., What is the last thing that needs to be completed when …), or list-type questions (ie; What precautions should be used when …, What techniques can you do to enhance …) Another way to get feedback from the class is to study the faces of the participants. If the participants look confused … ask them. Asking questions is also another technique to use in self-critiquing.

PROFESSIONALISM

Remember the first rule of communication: All Human Behavior Communicates. A professional instructor is always aware of the impression he or she is making upon the participants. You must continuously self-monitor how you appear to the participants. Proper language, use of examples, humor, personal attire, and courtesy are all elements of the professional instructor. I have always gone by this rule: "If you think it might not be appropriate, or could be interpreted the wrong way, don't use or say it." Reputation and credibility makes or breaks an instructor.

CREDIBILITY

Even great information may be dismissed if you are not seen as a credible source of information. Instructor credibility has to be earned from your participants. Three factors that are important to credibility are:

EXPERTISE – You must know your subject matter thoroughly. This does not mean that you will, or should, know all there is to know about the subject. But learn as much as you can. Be as "up to date" as possible. It is your obligation to keep up with the subject or subjects you present. Your expertise is shown through your delivery of a logical, and sequential presentation of the subject material. Be prepared. Good organization of the learning points makes it easier for participants to follow, and will make you feel more comfortable and confident in your role as an instructor. Be truthful and accurate about your credentials.

DYNAMISM – Your presentation should demonstrate some enthusiasm for your subject. If you appear bored with your topic how do you expect the participants to be interested in it? Participants are more likely to pay attention, thus learn and retain more when information is conveyed in a stimulating fashion. Although the substance of the training information is paramount, the way the information is delivered is extremely important. Voice and word choice, mannerisms, and movement are all components of dynamism. Dynamism must be stylized to fit you personally. Practice, rehearsal with fellow instructors, and self-critiquing is vital for developing personal dynamism.

SINCERITY – Participants need to feel that you believe in your subject matter. Your presentation should show that you care about the information you are presenting, and that you care about the participants learning the material.

DEMONSTRATIONS

As an instructor all that you do during a class is a form of instruction. Especially when involving a physical skill, students will be more apt to follow what they see you do (30%) compared to what you tell them to do (20%), or what they read for instructions (10%). It is essential that you know how to perform the task you are instructing. Your level of performance of the task must be, at a minimum, the acceptable 'passing' level. It is desirable to be able to perform the task at a level much higher than the 'bare-passing-level.' As an example, when performing a physical skill an instructor should strive to perform the task right-handed and left-handed, from various positions, in extremely slow motion and very quickly, and forward and backwards.

LESSON PLAN DEVELOPMENT

All instruction is based on a set of goals and objectives.

GOALS – Long-term, general scope of the program. They may be a bit vague and difficult to exactly measure, yet they serve as the basis for the objectives.

OBJECTIVES – Specific and main steps which need to be taken in order to achieve the goal. The objectives should include what the participant will be doing, under what conditions, and the acceptable standards of performance. Objectives are always written in the active voice, using verbs such as *define, identify, distinguish, state*, and *perform.*

Objectives should:

- Be specific
- Be measurable (in same fashion you should be able to tell if you achieved the objective)
- *Describe an intended outcome if possible*
- Describe what the participant will be doing to demonstrate the achievement of the objective, if possible
- Include active verbs
- Describe the what, the condition under which they will be doing it, and the acceptable standard(s) of performance.

ORGANIZATION – Forethought and planning is essential in organizing your presentation. I strongly suggest you date your lesson plan. This will enable you to update it and easily distinguish between current and past lesson plans. Below is list of information vital for lesson plan development:

- Know how much time you have to present the training material. Use this to divide the program effectively.
- Within the introduction develop a "learning motive", a "Grabber". Have participants "buy into" the presentation (know your audience.)
- Announce any dangers or special cautions needed at the beginning of the presentation.
- Consider a pre-test or "ice breaker" to get the participants thinking about the presentation in a broad sense.
- Consider a demonstration of the entire technique before breaking the steps down.
  Sequence the steps needed to meet objectives.
- Depending on the degree of difficulty for each step, consider each step as a "mini-lesson" itself.

- Tie multi-task steps together with transitions and reminders of what is important to remember.
- Remember to review at the end of each step and group of steps (stay in sequence)
- Develop a strong closing.

FLEXIBILITY – Flexibility is the key to a good presentation. Your lesson plan may have to be modified in order to adapt to the participants or special situations. Learning to be flexible is a must for the professional instructor. As long as you achieve your objectives and you keep the learning steps in a logical order, you will be all right!

SAMPLE LESSON PLAN

TOPIC NAME –

TRAINING GOAL –

TRAINING OBJECTIVES –

WARNINGS OR CAUTIONS –

TOPIC INTRODUCTION –

DEMONSTRATION (if applicable) –

STEP #1 –
Sub-Steps (if applicable) –

STEP #2 –
Sub-Steps (if applicable) –

PRACTICE / PRACTICAL EXERCISE / STEP COMBINATIONS –

REVIEW OF OBJECTIVES AND MAIN LEARNING POINTS –

EVALUATION OR TEST –

RECAP AND CLOSING –

AUTHOR AND LESSON PLAN DATE –

TESTING / EVALUATION OF TRAINING

Can be either written or performance based. Develop the questions from the learning points of your topic. Examples of written tests are multiple choice, fill-in-the-blank, true/false, matching, or essay answers.

When using multiple-choice questions, be sure to use a discriminator for each question. This is a possible answer to the question that seems to be correct, yet is inaccurate. Use a minimum of 3, and maximum of 6 choices per question. When testing by the performance method, be sure that you have clear and concise standards for the evaluation. You must clearly announce and have had those standards demonstrated for the participants.

Review each question of a written examination. This is so all participants leave the training area knowing the correct answers to each question.

STUDENT CRITIQUING

When critiquing participant performance try to follow this simple formula; praise what was done well, correct what was not done well, praise again and reinforce what was done well (Praise, Correct, Praise).

DIFFICULT PARTICIPANTS

Although extremely rare, there are times when you as the instructor must deal with a difficult student. It is your responsibility to the class as a whole to accomplish the training objectives. Remember to always stay respectful and professional throughout the incident. The best way to eliminate distractions in the class is to prevent them from starting. This is best accomplished by reviewing class rules at the beginning of the presentation. For minor distractions you can use proximics effectively by lecturing close to the offender. If that is unsuccessful you can ask for the attention of the class. For major distractions, call for an impromptu break and ask to speak with the offender. Never reprimand in public. Remember you as the instructor are expected to stay respectful and professional.

DOCUMENTATION AND RECORD KEEPING

As a professional instructor it is your responsibility to maintain training records of the presentations you deliver. By developing a system for maintaining records you will be prepared for litigation, find it easier to update and stay current with your material, and reduce preparation time. Some suggestions for record keeping are:

After each class create a package that has a copy of:

- Attendance sheet with names, date, location, and instructor names
- All material passed out during the class
- Test scores and testing material
- Copies of any media presented or a full description thereof
- Class notes
- Description of exercises
- Course Critiques
- Student results
- Photographs
- Visitors
- Check lists

ENDING THE CLASS

Last impressions are lasting impressions." Instructors must give serious consideration as to how they want to end their class. Your class ending is important for many reasons. The class ending can assist in clearing up questions or confusion from your presentation. It aids in content retention. It should motivate your audience and make them feel that their time was well spent. The class ending can give you additional feedback to confirm that the audience has absorbed the learning points. It also leaves an impression about you. I strongly suggest that you personally thank the class for their attention and leave a way for them to contact you in the future.
I suggest that instructors recap the highlights of their presentation. A recap is not a re-teaching of the entire lesson. The recap emphasizes the goals, objectives, and most important components of your topic. A good way to develop a recap is to imagine you had only three minutes to teach your entire class. What you would say is probably just right for your recap.
Ask your audience if they have any questions. If it can be answered directly do so. If it is a question that needs a complicated answer, and it appears that

it is the question of a single participant, speak with this person after the class is dismissed. If possible stay a few minutes after class has ended. It's during this time I have received my best feedback from participants. Remember that "Last impressions are lasting impressions."

Key Elements of a Law Enforcement Firearms Program

Knowledge
Skill
Tactics
Morale
Risk Awareness
Ability to control the situation

Above describes what should be present in any firearms training program. In order to accomplish this, the program must be well defined, carefully designed to achieve the identified needs of the individual department, properly staffed and equipped, effectively presented to students, and intelligently and thoroughly supervised. No agency today regardless of size or budget, can afford to ignore these needs. The threat of legal action resulting in damaging judgments against agencies and their personnel is today, a reality.

Knowledge:

The instructors must have a good basis of knowledge of the fundamentals of marksmanship and the subject being taught. He/ She should be self motivated to seek other environments of training. A

good firearms instructor will always seek out the knowledge when unsure of the question asked of them. They must not feel uneasy if a question arises that he or she does not know. By attending other training environments the instructor will now have a network to communication with and turn to.

Skill:

The instructors should possess some skill with the weapon and the subject they intend to teach. Skills come in all areas, not just shooting, but also the teaching skill. To become proficient, the instructors must become familiar with the material they intend to teach.

Tactics:

The instructors must always look at new tactics and evaluate them. They must research and then evaluate them by performing them prior to teaching. You must be able to perform the tactic in step by step method of instruction, breaking or chunking it down to teach to the slowest student.

Morale:

The instructor should not compromise the program for any student regardless of any rank.

Risk Awareness:

Instructors must realize that with any new tactic or program there is risk to the instructors and their students. A well staffed team with good supervision reduces the risk of injury on the range. Safety is paramount when conducting range drills, class room, or qualification. A good **instructor student ratio** is recommended; 3 to 5 students to 1 instructor depending on the ability of the instructors but more important the ability of the student.

Ability to Control the Situation:

Instructors must control the range when students show up for training. Instructor student ratio will keep control, by a 3, 4, or 5 to one ratio. With a problem shooter one to one is recommended. With good supervision over the range, the firearms instructor can run a safe effective range. Safety must be at the top of every instructors list.

Foundation of Effective Firearms Program:

Integrity
Staffing
Availability
Indoor & Outdoor Ranges
Realistic Assessment of Training Needs
Integrated Training in All Levels of the Force Continuum
Facilities and Budget

Integrity:

Firearms program must maintain its integrity.

All agency personnel who carry firearms must be included in your program. No member of the agency who carries a firearm should be exempt, including all agency heads and the firearms instructors. All personnel should satisfy established departmental and/or state qualification standards. Instructors should approach the task of firearms qualifications with the view that relaxing qualification standards for any individual officer is dishonest. Relaxing qualifications or training endangers the officer, officers with whom he or she works, and most importantly the public.

Staffing:

The most well-intentioned program is doomed to failure unless;

1. Staffed with competent, positively motivated instructors.
2. Staffing goals that are in line with the key elements listed above.
3. A program's success enlists those with the prerequisites necessary to make it work.

Availability:

The range is a training facility first not the exclusive domain of the firearms enthusiasts at the expense of those who need it most. Every effort should be made to make the facilities, supplies and firearms training staff available.

1. Available to remedial training or additional practice by officers, is required for those who want it.
2. Extensive training programs for tactical teams and other specialized units should not be allowed to detract from the training required by all officers

Indoor & Outdoor Ranges:

Indoor and outdoor ranges each have their own utility for law enforcement firearms training.

1. Indoor ranges allow the creation of bright or dim lighting conditions at any time of the day.
   - Indoors Permits firearms training when extreme weather conditions would make outdoor training impractical.
2. Outdoor ranges allow training in a wide range of natural lighting and weather conditions.
   - Outdoors offers flexibility in terms of increased distances.
   - Use of vehicles in training exercises,

- Use of chemical agents, distraction devices, and other munitions which might be impossible on the typical indoor range.

3. Because the officers must prepared to use their firearms in both indoor and out door environments. Agencies will have the greatest flexibility in their training programs with both indoor and outdoor ranges if available to them.

Realistic Assessment of Training needs:

The firearms program must stress practicality.

1. Range exercises conducted should be job related and relevant.
2. They should simulate conditions as they exist on the street, Geographical Location, not the range.
3. Designing an effective training program must take into consideration the field conditions, agency's jurisdiction, local crime patterns, the equipment and other resources available to the agency.
4. Type of training previously conducted.
5. The best basis for design of training exercises is an intelligent analysis of actual shooting incidents and officer-involved confrontations.
6. Data is available in the FBI Uniform Crime Report, "Summary of Law Enforcement Officers Killed and Assaulted."
7. Reports are often available to law enforcement agencies for the asking
8. They are an excellent way to gain insight into the actual conditions of the common officer-involved deadly force confrontations, if an agency does not already have one.

9. Consider developing a standard agency wide report form for use in all incidents involving the use of firearms by agency members. A general review of departmental discharge is preferable to using "officers killed" reports exclusively, for establishing training needs.
10. Because a general review will include situations where officers survived, rather than died.
11. This provides a more realistic assessment of the range of situations and conditions in which deadly force may be encountered, and includes data from confrontations in which the outcome was successful.
12. When reports are completed, they should be forwarded to the firearms training unit for analysis.
13. The purpose is to continually improve the relevance and effectiveness of the firearms training program.
14. Data collected from these reports will show areas that require changes in the training program and policy and procedure,whether from an agency's own shooting incident reports or from those of other agencies. The firearms instructor should build a factual foundation to support the types of courses fired and the expenditure of ammunition and time for training.
15. Without this foundation of statistical data, the program can become the subjective preference of the officer in charge, as well as being completely at the mercy of the competing budgetary and scheduling needs of the agency.
16. Reports on firearms mishaps, negligent or unintentional discharge, and misuse of force should also be compiled and analyzed to improve the training program and departmental policies and procedures.

Integrated Training in all Levels of the Force Continuum:

<u>To be most effective.</u>

1. Training in the use of force must encompass all levels of suspect resistance and appropriate officer response in an integrated way.
2. Officers should be trained in both escalation and de-escalation techniques.

3. There should be continuity of training, rather than conflict and contradiction, between each of these subject areas and the next. Ideally, the firearms instructor should be a more broadly educated "Use of Force Instructor." Cross- trained and competent in each of these related skill areas.

Facilities and Budget

An effective firearms program will require;

1. At minimum, the availability of both a class room and safe range facility.
2. These need not be lavish or elaborate: the quality of the training conducted is paramount.
3. At a minimum the firearm, holsters and related accessories which officers carry must be safe and serviceable.
4. The budget must provide for agency issuance of all ammunition carried on duty in agency issued and authorized firearms, and for periodic replacement of all duty ammunition at reasonable intervals.
5. The budget should also provide for sufficient range safety equipment, training ammunition, targets, and other range supplies.
6. The scheduled time in the classroom and with range to conduct in-service firearms training and qualifications at intervals.

Training Vs Qualification

Qualification **is used by the trainer and firearms staff as a tool:**

1. To determine the student's basic proficiency.
2. Allows the administrator to document such proficiency.
3. The proficiency will be communication between police officers and their administrators that they (the officers) have sound basic marksmanship skills.
4. A qualification course, by its very nature, is intended only to establish minimum standards below which an officer is not considered qualified to carry a firearm.
5. It is a good source of information, documentation, and diagnosis of the individual officer's remedial needs.
6. It will establish feedback on the effectiveness of the training program and the trainer
7. Qualification will test more basic skills (e.g. drawing & firing, reloading, & firing from several standard positions and distances.) in a realistic format.

Training **<u>requires the student to integrate the basic</u> gun handling and marksmanship skills.**

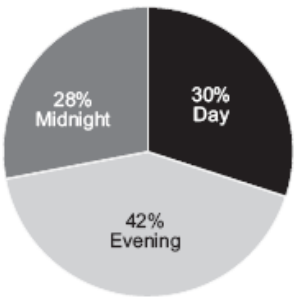
1. Marksmanship into more complex tasks of situational control.
2. Tactical training courses will include more than one fundamental
3. Fundamentals that are necessary in surviving an armed confrontation
4. The following areas should be practiced on a consistent basis.
5. Specific techniques and tactics

6. Tactical training should include exercises that develop the student's ability to deal with:
    - Multiple targets
        - Moving Targets
    - Stress induced shooting
    - Defensive Tactic Transitions
    - Body/hand coordination
    - Target identification
    - Cover / Concealment
    - Center mass
    - Adverse shooting conditions
    - Communicating and coordinating with one or more fellow officers
    - Firing while moving
    - Vehicle stop tactics and techniques
    - With drawing from tactically untenable positions; from positions that are beyond the officers capability to handle successfully.
    - Searching building, outdoors terrain, practice using cover and concealment.

The courts have begun to rule on this issue of job-related and realistic training. Training is a device to which the student will learn and demonstrate tactics through realistic training**. 1237 (D.N.S. 1979)Popow vs City of Margate 476 F Supp**

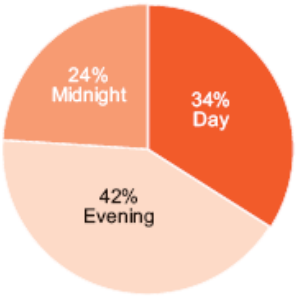
When using or developing a training course,

2. It is very important to identify and define the fundamental that is to be mastered
3. Set goals based on statistics from actual armed confrontations. These statistics can be found on the U.S. Department of Justice Federal Bureau of Investigation, Uniform Crime Report Web Site. (Summaries of Officers Killed
4. www.fbi.gov/usr/killed/2005/killedsummaries.htm)



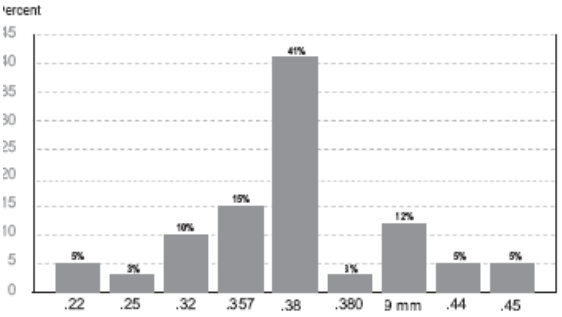
Killed in the Line of Duty
1992 study

In the Line of Fire
1997 study



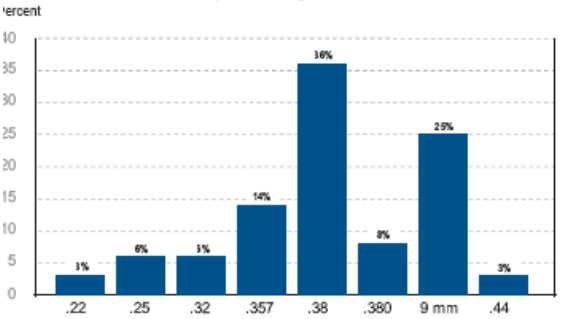
Violent Encounters
2006 study

(A) Handgun Cartridges Used to Kill Victim Officers
Killed in the Line of Duty, 1992 study

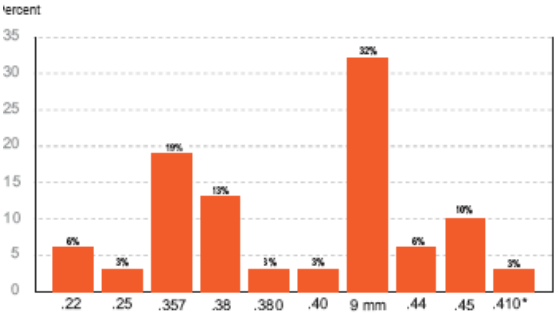


The Graph represents the violent encounters on officers from the Federal Bureau of Investigations; A <u>Study of Felonious assaults on Our Nations Law Enforcement Officers,</u> Criminal Justice Service Information Division.

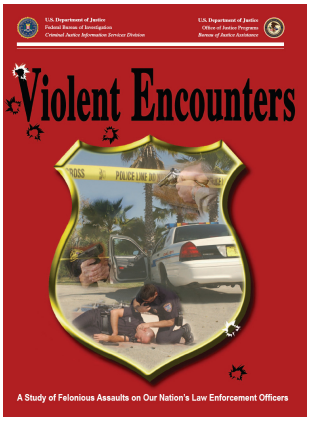
(B) Handgun Cartridge Types Used to Assault Victim Officers
In the Line of Fire, 1997 study



(C) Handgun Cartridge Types Used to Assault Victim Officers
Violent Encounters, 2006 study



Due to rounding, the percentages may not add to 100.0.
*The .410 was designed for use in a shotgun; however, it was used in a single-shot derringer pistol in the incident discussed in this study.



In-Service Firearms
Minimum Training and Qualification

	Qualification	*Training*	*Low Light*
Handgun (Duty, Off-Duty, & Backup)	Annually	Annually	Annually
Patrol Rifle Shotgun	Annually	Annually	Annually
Use of Force	Annually	Annually	Annually

* Training includes Judgmental & Tactical

In- Service Firearms
Suggested Training and Qualification

	Qualification	*Training*	*Low Light*
Handgun (Duty, Off-Duty, & Backup)	Semi-Annually	Semi-Annually	Annually
Patrol Rifle Shotgun	Semi-Annually	Quarterly	Annually
Use of Force	Semi-Annually	Semi-Annually	Semi-Annually

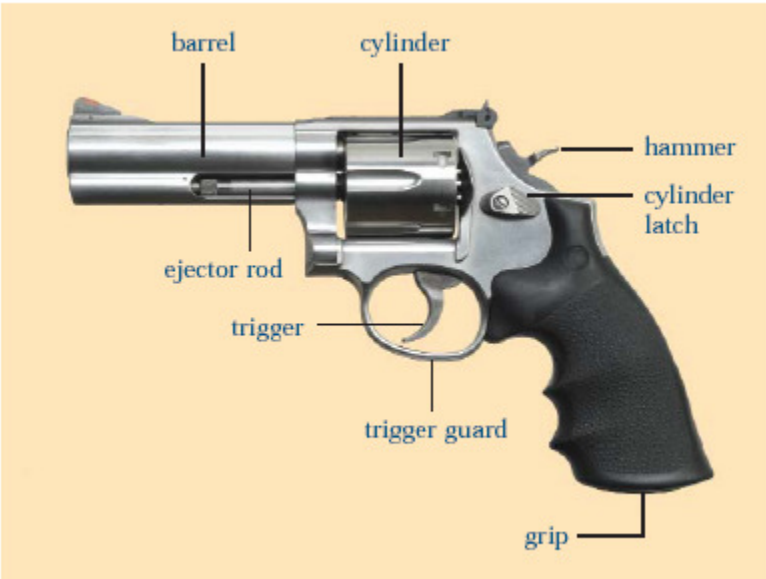
* Training includes Judgmental & Tactical

Nomenclature

- Identify nomenclature of the service weapon
  - Revolver
  - Pistol

Revolver

A firearm, usually a handgun, with cylinder's having several chambers so arranged as to revolve around the cylinder's axis and discharged successively by the same firing mechanism



Administrative Loading & Unloading

Administrative Loading

Most revolvers have some type of cylinder release latch. The photos demonstrates an administrative loading and unloading procedure.

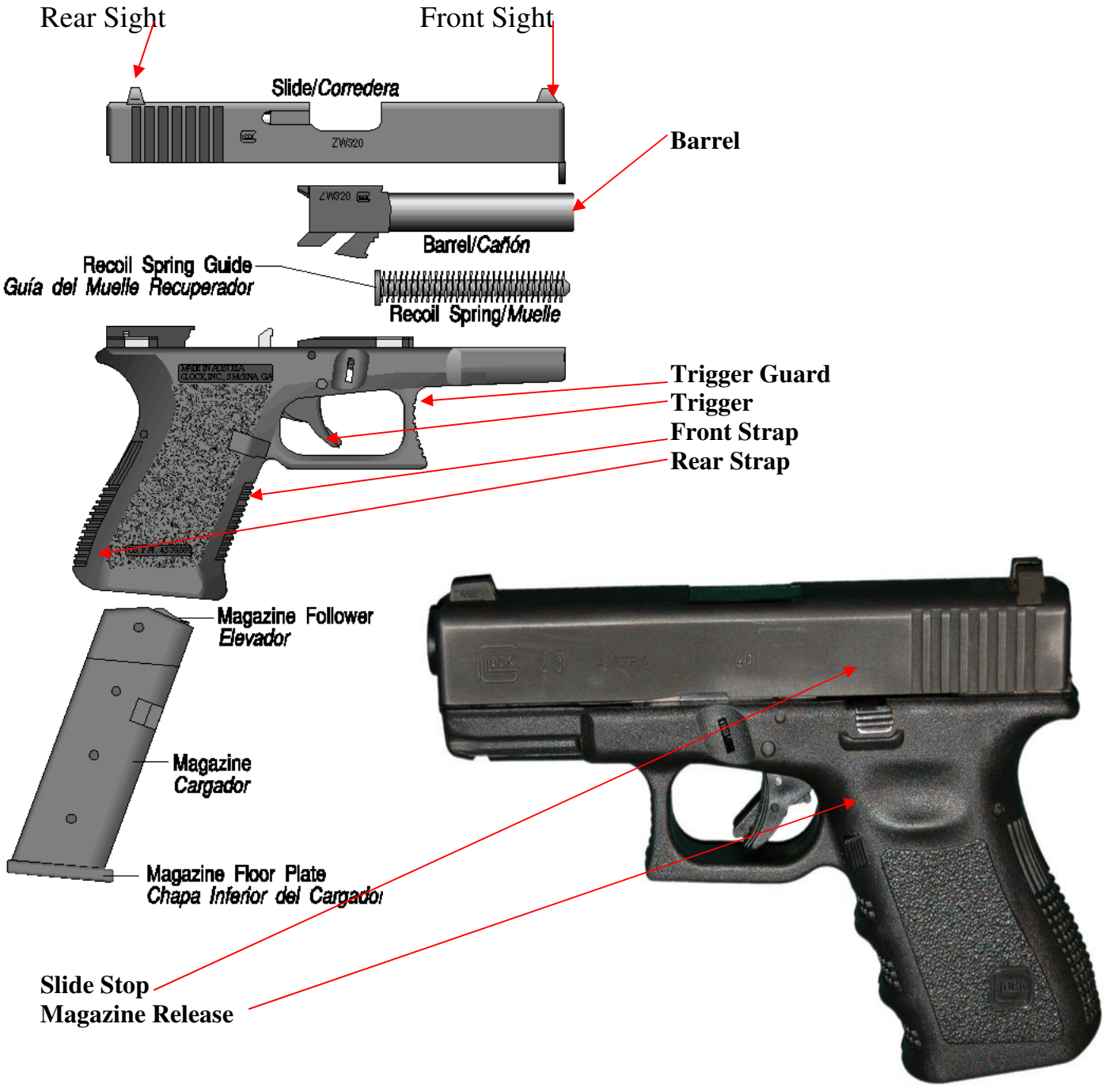
Administrative Unloading

Safety / Decock Lever

Depress down to drop hammer safely from single action to double action. Push up for ready fire position. Some decocking levers are spring assisted back up. depending on the make and model.

Semi-automatic / Autoloader/ Self loader:

A firearm in which the gas pressure and / or the blow back recoil force from a fired round in used to unlock the mechanism, to extract and eject the empty shell casing, and to reload by stripping (or releasing) and feeding another cartridge from the magazine into to the chamber. The trigger must be released and pressed again for each successive shot.



Sight Picture / Sight Alignment

Sight alignment is one component of proper sight picture or proper use of the firearm's sight. The front sights are properly aligned with one another as viewed by the shooter.

Sight Picture is the appearance of a firearms sights to the shooter's eye as aligned against the target. With standard open sight configuration consisting of a post front and a notch rear sight

1. The sights themselves will be aligned so that the top of the front sight is level with the top of the rear sight notch.
2. The sides of the front sight are equidistant from the sides of the rear sight notch.
3. The top of the front sight will rest just under the point on the target which the shooter intends to hit.
4. The shooting eye will be focused on the front sight.

666 - O'Clock Holds

The 6-O'clock hold is impractical for Law Enforcement purposes or self defense shooting, where the subject has no bullseye inscribed on them by which the shooter can tell how low to aim in order to hit the intended point.

- Less than 7 Yards shooter should reference sights
- More than 7 yards shooter must place more emphasis on sights

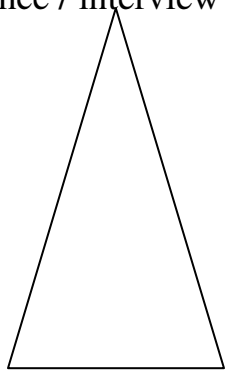
Stance:

There are many shooting positions commonly referred to as stance, shooting platform, or shooting hold. Rather than argue the semantics we need to attend to the practical factors. The fundamental concern is how the human body is configured as a firing platform. The advantage of one stance, position or hold over another is up to the individual shooter. They all have advantages and disadvantages.

"Stance" = Balance + Stability + Mobility

- The ***ISOSCELES*** :

  Body is squared off stance facing the target, feet shoulder width apart, arms straight out in front of the shooter with the elbows locked, resembling and *ISOSCELES TRIANGLE*. This position will allow the shooter more stability and balance and maximum use of soft body armor. A disadvantage to the isosceles is that mobility may be a problem while shooting on the move, and also a good defensive stance / interview stance.



The ***WEAVER***:
A bladed body stance with commonality of training the firearm held in a locked arm position with the off arm bent up supporting the shooting hand. With the deep strong side back the shooter has good balance and good defensive stance for reaction time. A disadvantage to weaver is mobility, and exposing your side to the threat, which has least amount of soft body armor.

- The ***Modified Isosceles (H&K):***

Here we have the best of both worlds when it comes to shooting platforms. Similar to the isosceles, but support side is a half step back. This allows the shooter to shoot on the move and still have a good defensive stance / interview stance. This will still allow maximum amount of soft body armor exposed to the threat. Here we have good balance, mobility and satiability

Grip

The portion of a firearm designed to be grasped by the shooting hand in the normal operation.

- Shooting hand high on the back strap of the firearm.
- The trigger finger should be placed to make the easiest press of the trigger, usually about the first joint.
- Pressure with both hands on the grip must be equal.
- Thumb of the support hand alongside the thumb-piece, over the tip of the strong thumb.
- This is important, especially if the students will later transition to semiautomatics.

- Notice that there is a canter approximately 30 degrees to the support hand. This allows more of the support hand palm to come in contact with firearm. And will allow a better rap of the fingers around the strong hand.

The grip that an officer uses on his/her firearm should make the firearm an extension of his/her arms not a handle or piece of equipment.

Proper grip begins with drawing the firearm. The grip the officer uses to draw the firearm will be the same that they use when shooting. Therefore, the grip must be firm, with the trigger finger along the frame, and the firearm's barrel aimed in a direct line from the shooter's arm without any hand, wrist, arm, or elbow adjustments.

Once the officer has accomplished the proper grip, it should be committed to muscle memory through constant drawing and engaging a target.

If an officer must constantly make an adjustment with the firearm or his/her grip after drawing the firearm, the grip on the firearm may either be too large or too small for the officer. There are products available that can better fit a firearms grip to a shooter's hand than the factory grip. Changing to another size factory grip may also work for revolvers. Altering the firearm's present grip is not recommended unless done by an industry approved armorer.

The Problem Shooter & Remedial Training:

The Problem Shooter & Remedial Training:

No two people learn at the same rate. Some flexibility and certain specific remedial provisions should be built into the program. The marginal or initially weak shooter can receive extra attention without being labeled as a "problem shooter".

The instructor's attitude plays an important part in training. The instructor must remain professional, impartial, objective and fair in dealing with all students. Personal likes and dislikes must be separated from the professional duties and responsibilities. Students should not be discriminated against on the basis of age, sex, race, religion, nationality, agency, equipment used or other factors unrelated to their ability to serve as law enforcement officers. Ideally the instructor should be patient, helpful, encouraging, and understanding, but should balance these qualities with the firmness necessary to maintain control and obtain optimum performance from the trainees.

In the event that friction or personality conflicts between an instructor and a student may threaten to interfere with the training process, or if the process, or progress is slow, consider making effects to discuss and resolve the problem with the student, or to have a different instructor work with the student if possible.

Documentation of Performance Problems and Remedial Efforts

When it becomes apparent that a particular student has a serious problem in training, the instructor must document the difficulties encountered and the efforts directed at correcting them. This documentation may become necessary if the validity of training program or the disqualification of the student is later challenged. If possible, try to have more than one instructor work with a problem student. A second instructor may find a way to solve the student's problem, may eliminate a problem caused by a personality conflict between the student and the original instructor, and will in any event help to document the difficulties and remedial efforts made.

Special Remedial Exercises and Procedures

The first step in remedying a student's poor performance is proper diagnoses and analysis of the nature of the problem. This will require careful observation of the student by the instructor usually one on one. The instructor must understand that every student is an individual, and may require an individual approach to satisfy a learning need. With this in mind, some of the remedial procedures and exercises which have been useful in dealing with the more common firearms training problems including the following:

- In order to correct marksmanship errors, one must first identify these errors.
- Without a doubt, the best way to identify shooter error is to actually watch the shooter.
- when this is not feasible, or when the firearms instructor wishes to confirm his/her opinion as to a particular error
- firearms instructor can employ the technique of **target analysis.**

Target analysis:

The process of interpreting shot placement on the target in terms of the error committed that caused the shots to be fired off-center (or off the aiming point). Target analysis is a tool used to aid in the identification and correction of a shooters marksmanship errors.

i. The firearms instructors will find target analysis very helpful when assisting a shooter that they were not able to personally observe.

ii. When personal observation of the shooter is possible, target analysis can be used to reinforce or confirm the instructor's opinion as to a particular shooter error.

iii. The shooters (students) can use target analysis to analyze their own targets to identify errors, their causes and recommended corrections.

Common marksmanship errors and recommended corrections:

- The group on the target appears to be scattered in the area of 5:00 and 7:00.
    - CAUSE: A common form of anticipation: The shooters are breaking their wrists the instant the weapon goes off, the recoil will pull the weapon up. They are trying to compensate for the recoil by pushing into it. This is one of the most common errors made by new shooters.

        - CORRECTION: It must be re-emphasized to the shooters that they must slow down on the trigger, but keep pressure increasing in such a way that they don't know when the shot goes off. The absence of anticipation will result in a true surprise shot.

- The group on the target appears clustered in the 8:00 to 10:00 area.
    - CAUSE: The shooters are applying sideways pressure on the trigger because they do not have enough finger on the trigger. If the tip of the finger is used to manipulate the trigger, the shooter has a tendency to push the trigger to the left instead of straight to the rear.

        - CORRECTION: Show the shooter the correct position of the finger on the trigger, and emphasize that pressure should come straight back.

- The group on the target appears scattered in the 8:00 to 10:00 area.

    - CAUSE: The shooter's grip pressure of the support hand is not equal to the pressure of the shooting hand.

        - CORRECTION: Tightening support hand grip and more concentration on trigger and sights.

- The group on the target appears clustered in the 3:00 to 4:00 area.

    - CAUSE: The shooters are pulling the trigger sideways and not straight back possibly because they have too much finger on the trigger.

        - CORRECTION: Emphasize proper finger placement on the trigger.

- The group on the target appears scattered in the 6:30 to 8:00 area.

    - CAUSE: The shooter suddenly snaps the trigger in an attempt to capture perfect sight alignment which results in jerking the sights out of alignment throwing the shot low left. Trying to capture the shot at the moment the sights appear to drift into the center of the target is another cause for this error.

- CORRECTION: Emphasize to the shooters that the trigger must be crushed with steady even pressure so the sight alignment is not disturbed as the trigger moves rearward. Reassure the students that perfect sight alignment is not necessary for a good shot and movement should be ignored. Concentrate instead, on good trigger control.

- The group on the target appears scattered in the 11:00 to 1:00 area.
  - CAUSE: The shooters tend to heel the weapon bringing their shots up to about 12:00.
  - CAUSE: The shooters tend to change their focus at the last second from their sights to the target. This causes their sights to rise.
  - CAUSE: The shooters tense up on the grip just as the hammer is falling forward causing the front sight to rise. ("milking" the grip)

- CORRECTION: The shooters must put maximum effort into applying the shooting fundamentals and must apply smooth trigger control and attempt to keep the sights in alignment to the best of their ability and achieve a "surprise shot".

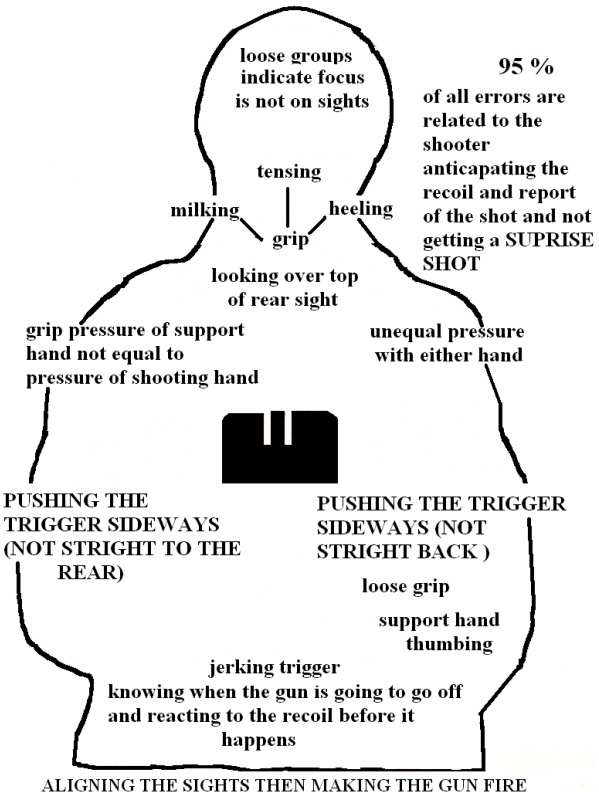
Target Analysis

The target analysis chart is used when the visible mistakes of the shooter (stance, breathing, grip) have been corrected and the shot group is still not centered. Ensure that the shooter is aiming for the same aiming point (center of mass) and is using good sight alignment and good sight picture for each shot. If the result is a loose scattering of shots, the area where most hits occurred indicate the probable cause of the problem.

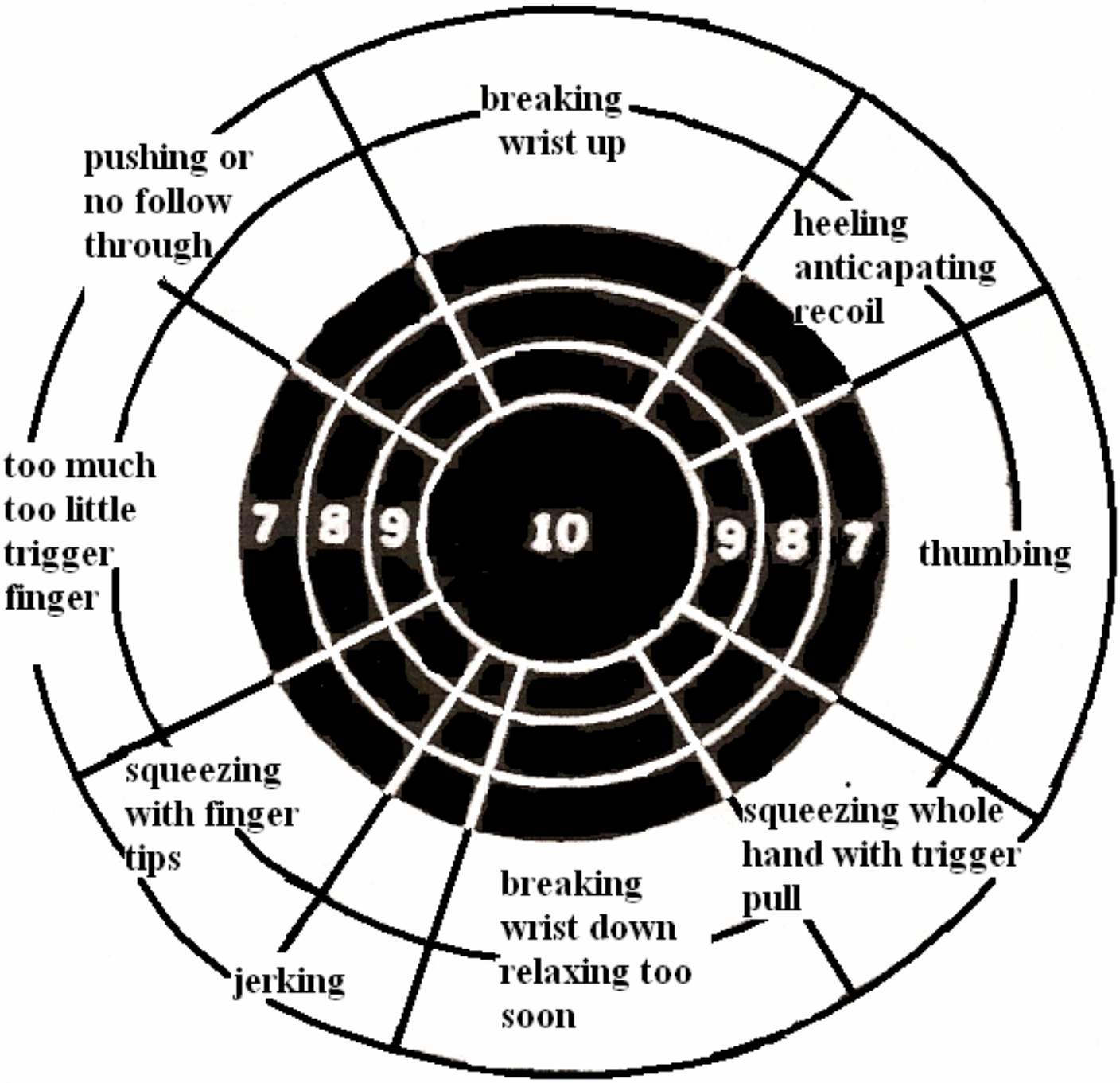
When preparing a shooter to fire a group for analysis, the act of reminding them to fire at the same point each time and concentrating on the front sight will solve many of the problems.

If adjustment indicated by the chart, loose grip, too much trigger finger, or unequal pressure do not produce improvement, the shooter should be required to "CALL EACH SHOT." This is done by having the shooter indicate where each shot struck the target as soon as the shot is fired. The call is based on the sight picture at the time of the shot, without looking at the target. This forces the shooter to keep their eyes open, and watch the sights during discharge. This produces the " SURPRISE SHOT " and eliminates the muscle movement involved when a shooter anticipates the shot.

TARGET ANALYSIS 2 HAND -RIGHT HAND SHOOTER



One hand---Right hand



- There is **no group** at all, the shots are scattered throughout the target.

    - CAUSE: Focusing on the target instead of the sights. If the shooters focus on the target, they are unaware of their sight alignment at the moment the hammer falls.

    - CAUSE: Shooters wearing bifocals looking at sights through the reading portion of glasses may lose the target completely.

    - CAUSE: Inconsistent grip, causing the weapon to recoil differently each time.
    -

    - CORRECTION: Find the best grip for the individual and stress the importance of using the same grip every time. Emphasize the importance of focusing on nothing but the sights. The front sight should be in crisp, clear focus and it should be seen level in the rear sight notch which appears hazy. In doing so the target appears very blurred but is still discernable.

Target Pistol Shot Analysis

Group One ("pie" slice and location identified numerically)
- Shot 1 - high angular
- Shot 2 - low angular: pulling down on your trigger
- Shot 3 - right angular
- Shot 4 - left angular

Group Two ("pie" slice and location identified numerically)
- Shot 5 - high parallel: heeling
- Shot 6 - low parallel: pulling down on trigger; too much thumb
- Shot 7 - right parallel
- Shot 8 - left parallel

Group Three ("pie" slice and location identified numerically)
- Shot 9 - heeling; slack grip; anticipating
- Shot 10 - trigger pushing
- Shot 11 - pulling on trigger; snatching; anticipating
- Shot 12 - snatching; pushing down on trigger; too much little finger and/or thumb

Octant Error Analysis (anywhere within the "pie" slice identified by a letter)

A - Breaking Wrist Up

B - Heeling: Anticipating Recoil

C - Thumbing

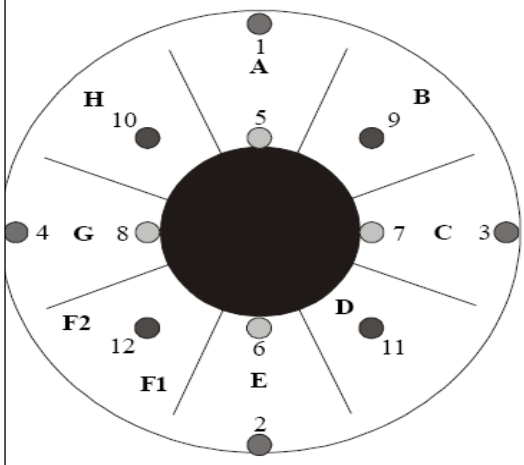
D - Tightening Grip while Pulling up on Trigger

E - Breaking Wrist Down or Drooping Head

F - Jerking (F1) or Tightening Fingers (F2)

G - Trigger Finger not placed Correctly on Trigger

H - Pushing: Anticipating Recoil



This diagram represents a pistol target for a right-handed shooter. For left handed shooters, reverse. Please remember that for shot analysis to be meaningful, you must be grouping your shots to some extent. These pointers are only in relation to your flyers. By finding out why you have an occasional flyer, and by learning more about shooting technique, you can eliminate these problems.

Taken from The UIT Pistol Book by John Chandler and the United States Army Marksmanship Training Unit Manual. Layout copyright of Patrick Haynes and is available at www.TargetShooting.ca

Parallel Errors: These occur when the in-focus sight relationship and alignment is absolutely correct; but, the shot is released when the point of area aim is incorrect on the target. These "High", "Low", "Left" and "Right" errors usually place the shot in the black and cause the least amount of error.

Angular Errors: These cause the maximum amount of error, and when related to another control factor fault, lead to every major error imaginable. Simply put, the sights are out of alignment with each other, even they may be correctly positioned in the aiming area.

Heeling: Pushing with the heel of the hand.

Jerking/Snatching: The sight alignment in the aiming area looks good, so you quickly and aggressively pull on the trigger, instead of building positive pressure until the shot breaks.

Thumbing: applying too much or inconsistent pressure with the thumb.

Little finger / "Pinkie": applying any pressure with the "pinkie".

Remember, it is impossible to shoot correctly unless:
1. Intense concentration is channeled on to the alignment of sights and their in-focus relationship.
2. No distraction is allowed from the aiming mark.
3. The arc of movement in the aiming area is ignored.
4. The head is kept erect; look out of the eyes; no movement is allowed.
5. Trigger release is positive: directly rearward; involuntary. Once initiated, there is no letting off.

Remember: shot control is directly proportional to concentration on sight alignment and in-focus relationship.

MALFUNCTIONS
Overcome & Fight On

The malfunction or stoppage in a defensive weapon during a gunfight can be catastrophic for a police officer. In order to quickly and efficiently put the weapon back into action, the officer must understand what the problem is and how to clear it as rapidly as possible.

A malfunction can arise from a mechanical or operational problem with the weapon which prevents it from operating correctly. The process of putting the weapon back into action is known as "clearing" and is performed by doing an Immediate Action Drill. The goal is to correct the problem and put the weapon back into action as quickly as possible. In the event the officer is unable to resolve the problem, he must instinctively select an alternate weapon to carry on the fight. Some malfunctions can only be repaired by a trained armorer or gunsmith. The typical officer will not be able to clear this type of failure and must instinctively transition or switch to an alternate weapon which can be used to continue the fight.

We can categorize malfunctions as one of four types of failures:

Failure to Feed – In this situation, a fresh cartridge has not fed from the Magazine to the chamber. There are several reasons why this may have occurred. The magazine may not have been properly seated so the slide was unable to pick up the top round. The magazine may also be empty and the

Double feed in a HK MP5. Note how difficult it is to see into the chamber on this type of weapon..

Double feed in a Remington 870 pump shotgun. Note the shell between the carrier and bolt.

slide failed to lock back. The chamber may also be blocked by a cartridge as in a double feed. The shooter's grip may also be inhibiting the motion of the slide.

Failure to Extract

Here the cartridge case is not removed from the chamber. A broken extractor can be at fault as well as impeded slide operation. The case head may have separated from rest of the case so part of it remains lodged in the chamber. A very dirty or scored chamber may have caused the case to stick in the chamber and the extractor hook ripped through the rim. Unfortunately, most of these will require the services of a trained armorer.

Failure to Eject

In this situation, the empty case fails to clear the ejection port and breech area. A broken ejector could be at fault or it could be the shooter's grip causing the hand to rub on the slide which impedes the rearward travel. Another reason can be the shooter limp wristing the weapon. Both these can result in a "stovepipe" jam.

Failure to Fire

When the shooter presses the trigger and nothing happens; we have a failure to fire. Provided none of the other three failures come into play, we generally look at either the ammo or a mechanical problem. The ammo may have a problem due to age or contamination. Mechanical problems can be traced to broken firing pins or a light firing pin strike which failed to ignite the primer. Ammo related problems are best addressed by ejecting the round and chambering a new one.

We can further classify malfunctions based on the ease of clearing them. If the officer is familiar with the operation of his weapon and the types of malfunctions, he/she can identify the problem and resolve it quickly.

TYPE I

A simple malfunction which can be easily cleared with the Tap – Rack – Evaluate technique.

TYPE II

These malfunctions are a little more complex and thus take a few moments longer to clear. The officer will need to know when they have taken the time to remedy the problem and when they need to transition immediately to an alternative weapon.

TYPE III

This is the most disabling and is usually associated with a broken part or part of a case lodged in the chamber. These problems require disassembly and repair by an armorer or gunsmiths thus are not generally fixable in the field. Immediately transition to your alternate weapon.

There are several techniques we can use to clear malfunctions commonly called an Immediate Action Drill.

Type I Malfunctions: (Usually simplest to clear)

Tap – Rack – Evaluate; Hit the base plate of the magazine with the heel of your hand to insure it is firmly seated. Invert the weapon and rack the slide to the rear. Tipping the handgun upside down or the AR to the right will allow gravity to help clear a loose round or case. Cycling the action removes a dud round (if present) and loads a fresh one from the magazine. Tap-Rack-Evaluate will clear the majority of malfunctions and get you back into the fight. The evaluation portion is important because the officer must assess the situation to be sure deadly force is still justified.

Type II Malfunctions (More difficult to clear)

Rip – Rack – Rack – Reload – Reassess technique is useful for this type.

RIP – remove the magazine from the weapon. In the event of a double feed, this may be easier of the action is locked to the rear. Removing the magazine also provides an open direction for a jammed case or round to fall free.

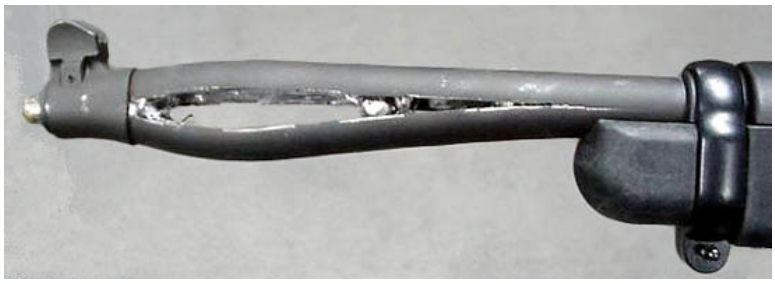
RACK (several times) – with the magazine out, this action is to remove a case or unfired round from the chamber. Working the action several times can dislodge cases and debris that may be causing the malfunction. Visually inspect the chamber and ejection port area to determine if anything remains lodged there. You may need to make a finger sweep of the area to help clear the area.

RELOAD – insert a fresh magazine into the weapon. Since the malfunction may be been induced by a defective magazine, use a new one from your pouch. Only use the previous magazine if you are down to your last one. When reloading the magazine, remember to "Tap & Tug" insure it is firmly and correctly seated.

REASSESS – always evaluate the situation to determine if the application of deadly force is still necessary.

Type III Malfunctions (weapon out of commission)

This type of failure must be identified at once by both the shooter (officer) and the instructor. The officer needs to recognize it as a problem they can not solve so they do not waste time trying to get a weapon to work that is broken beyond their ability to fix it. The officer needs to go immediately to a working weapon and finish the fight. A "squib" round is a cartridge that has been loaded with an insufficient amount of propellant powder or none at all. These are rare but not unheard of. When fired, the result is a softer report and less felt recoil since the round has only a fraction of the power. Depending on the amount (if any) of powder, the bullet may travel on few feet down range.



First round fired in this Ruger PC4 carbine became lodged in the barrel due to a squib round. The shooter failed to note the reduced recoil and lack of muzzle report. After performing an immediate action drill, several more rounds were fired resulting in this catastrophic failure of the weapon.

The danger comes when the bullet fails to leave the barrel. Inexperienced shooters often fail to notice the lack of recoil and gunshot. Since the action did not cycle, they will perform an immediate action drill and probably fire the new round. Best case scenario will be the round travels partially down the barrel before stopping at the first bullet stuck in the

Squib load in a SIG-SAUER pistol where the bullet failed to exit the barrel due to no powder in the round. The bullet got this far by only the power created by the primer detonating.

barrel. This will result in a bulged barrel and make disassembly difficult. Worse case will be the over pressure in the barrel will result in a catastrophic failure of the barrel/slide assembly which can lead to injury of the officer. For this reason, instructors must be alert for the symptoms of a squib round – reduced of recoil, reduced or no report, unburned powder spilling out when the case is ejected and a shooter stating "this one felt different".

The most important thing to remember is if the malfunction can not be cleared immediately, you must transition to an alternative weapon. This may be your service pistol or a back up gun depending on the circumstances. Do NOT waste time attempting to clear a broken weapon in the middle of a gunfight. For departments that prohibit the use of a "back up gun", this severely constrains an officer's ability to defend themselves in a deadly force situation when their primary gun goes south.

Long gun malfunctions are dealt with in the same basic fashion as handguns. The military uses the acronym ***SPORTS*** for their immediate action drills.

Slap upward on the magazine to firmly seat it.
Pull the charging handle all the way to the rear.
Observe ejection of the cartridge. Look check for obstructions.
Release the charging handle – don't ride it down.
Tap the forward assist.
Shoot if necessary.

Certain types of rifles and shotguns may require some adaptations from the technique used with the handgun. For instance, the ejection port is small and chamber area on the AR and SIG family of patrol rifles is difficult to get to. The important thing is for the instructor to be familiar with the weapon system he/she is teaching to the students.

Very few stoppages are due to a mechanical failure of the weapon. Most can be traced back to the shooter or the ammo. Shooter related causes may be improper grip, operation or failure to keep the weapon clean. Many modern handguns can be neglected and still fire reliably. The same can not be said for gas operated semi-auto rifles and shotguns. These need to be cleaned after every range session. A routine inspection of your duty ammo while loading magazines can catch some of the obvious ammo related problems. While the quality control is pretty good, experienced instructors can tell stories about improperly seated primers/bullets and crushed cases. All these are readily identified by taking a few extra seconds as you are loading magazines.

MPTC USE OF FORCE MODEL

LESSON ONE

Learning Objectives

Upon the completion of this Lesson, the officer will:

Understand the basic concept of Tactical Transition.

Understand the concept of Progressive Application of Force.

Understand the basic components of the Totality Triangle.

Understand the terms “Action” and “Actor” in reference to force utilization.

Understand the basic concept of the Confrontation Equation.

Define and apply the terms “Tools”, “Tactics”, and “Timing”.

Understand the basic concepts associated with the MPTC Use of Force Model.

Understand and articulate the following components of the MPTC Use of Force Model:

Subject Action Categories
Threat Perception Categories
Officer Response Categories
Threat Perception Color Code ©
Control Superiority Principle ©
Assessment/Selection Arrows ©
Survival Shadow ©

Lesson One

Force, and its proper utilization, is perhaps the most critical concern of those of us engaged in the law enforcement profession. We must recognize that the fate of our function directly impacts the lives of those we have sworn to serve and secure.

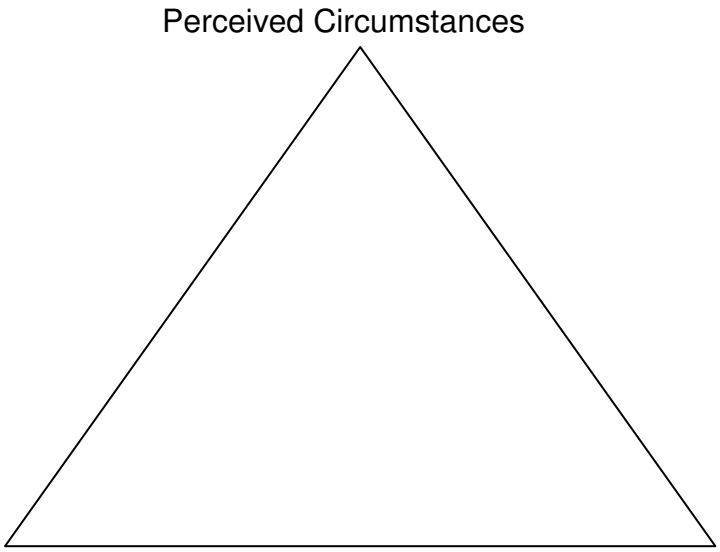
It is in that regard that we have undertaken the task of examining both the process and the products of proper force utilization. This Lesson will center upon the **MPTC Use of Force Model**, in both focus and function. The Model was designed to assist the officer and agency in the overall conceptualization, understanding, and application of proper force in the enforcement effort.

The Model was first developed in 1991, by the author and staff of the Federal Law Enforcement Training Center. This premier instructional facility trains over seventy Federal agencies, including the U.S. Park Police, U. S. Border Patrol, Federal Bureau of Prisons, etc. The Model is now widely used throughout the United States and is additionally offered for use in other countries through courses sponsored by the United Nations.

After a number of years of agency assimilation, case law decisions, and innovations in the design and delivery in use of force training, the Model became even more of a mechanism to move to satisfy its original purpose. The **MPTC Use of Force Model** has become the direct result of this process of evolution. In fact, we have taken the basic traits of the original Model, including its standardization and simplicity, with an enhanced adaptation of critical contemporary components directed toward increased officer safety.

Since Graham v. Connor (1989), 490 U.S. 386 we have learned that criteria supporting "objective reasonableness" can be provided from three essential areas within the confrontational environment; the officer's reasonable perception of the situational threats presented, the officer's reasonable perception of the subject action(s), and the reasonable response that officer initiates in order to gain compliance and control.

These elements are visually presented via the **Totality Triangle** © :

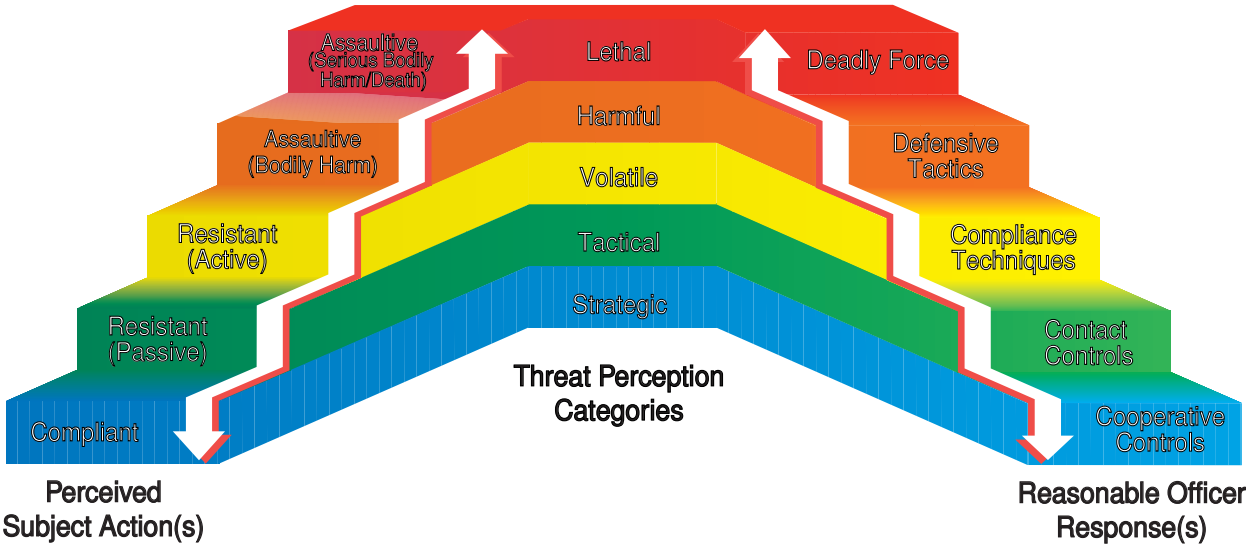


Perceived Circumstances - the reasonable officer's perspective of the situation in reference to the severity of any crime, the existence of an immediate safety threat to the officer or others, and the degree of compliance / non-compliance from the subject. These factors culminate in the identification of Threat Perception on the Use of Force Model.

Perceived Subject Action (s) - the subject action(s) as perceived by the reasonable officer that designate the subject in one or more of the Use of Force Model's compliant / non-compliant categories.

Reasonable Officer Response (s) - the "balanced" response appropriate for the reasonable officer's selection identified within the Use of Force Model's response categories, in order to maintain or gain subject compliance and control.

Each of these elements are integrated in a tri-facet, five tier, color enhanced structure: the **MPTC Use of Force Model**:



Threat Perception / Risk Assessment Categories

As is readily apparent, the proper perception and assessment of threat is the core consideration in the decision-making process toward proper force utilization. It is the functional foundation for the two other major Model categories and integral to their understanding and application.

To enhance this role and its retention, color has been selected as an essential medium for the message. One of the four color enhanced and integrated elements of the Model is the **Threat Perception Color Code** ©.

Threat Perception Color Code ©

As officers begin or continue to function, they will recognize that the core component of performance and safety is their state of mental readiness. The application of this trait is the ability to perceive, assimilate, and adapt to the inherent risks and dangers associated with our occupation is of critical importance.

Research has shown that color improves initial learning, increases understanding, and greatly enhances material retention. The colors that comprise the **Threat Perception Color Code** © (blue, green, yellow, orange, and red) were drawn from the scientifically supported sequencing of the basic light spectrum.

Information has been systematically applied and adapted in its color correlation within the five categories of **Threat Perception** on the **Use of Force Model.**

These five categories and their color correlation include:

Strategic - the broad "mind set" of the officer represented by the blue baseline of the threat perception spectrum. Here the contemporary officer maintains a designed functional foundation centered upon strategies to enhance the status of safety.

Tactical- the second category on the Model is depicted by the color green. Here, the officer perceives an increase in threat potential within the confrontational environment and designed strategies now become tactically deployed.

Volatile - the third category on the Model utilizes the color yellow to indicate an activated degree of alertness and caution due to the dynamic nature of the immediate confrontation.

Many times this category represents the most critical intervening phase within a confrontation.

If the officer assesses the subject's actions properly he may be able to stabilize the degree of non-compliance at a resistant level before it escalates to an actual assault on the officer or others.

Here, a tactical plan of action must be developed and deployed to gain compliance and control. This advanced degree of threat potential should motivate the officer to increase the level of receptiveness more formally away from the actor and more directly toward the actions of the subject and others present.

Harmful - at this category on the Model the color orange denotes an accelerated perception of danger and a more directed focus on officer/citizen safety and defense, due to the subject's assaultive actions.

Lethal - the highest category of threat on the Model correlates to the most intense color in the light spectrum, red. This potentially lethal category of threat is the most infrequent and yet the most crucial for officer/citizen safety, since an assault with the potential for serious bodily harm or death has been initiated.

Perceived Subject Action (s) Categories

This facet of the Model consists of five categories of perceived subject actions, potentially providing the additional foundational focus for an appropriate, "balanced" response of controlling force.

It should be noted that absolute definitions and/or demarcations of human conduct are in reality difficult, if not impossible, to identify with great specificity. However, the

reasonable officer's perception of the subject's action(s) are a necessary portion of the officer's decision-making process toward proper force utilization.

The five categories of subject action include:

Compliant - within the normal realm of interaction, the vast majority of officer/subject encounters are positive and cooperative. The officer maintains or gains compliance to desired directives via options of tradition, time, communication skills, etc.

Resistant (Passive) - in some confrontational contacts, the subject may offer a preliminary level of noncompliance. Here the subject's degree of noncompliance is free of physical or mechanical enhancement, other than sheer unresponsiveness.

Resistant (Active) - at this level, the subject's noncompliance has become more active in scope and intensity. The indifference to control has increased to a level of energy enhanced physical or mechanical defiance.

Assaultive (Bodily Harm) - the officer's attempt to gain lawful compliance has met with active, non-compliance culminating in an actual attack upon the officer or others. Here, the scope and severity of the attack, **would not** support the reasonable officer's assessment of death or serious bodily harm to occur to the officer or others.

Assaultive (Serious Bodily Harm/Death) - this category represents the least encountered, yet most serious risk to officer safety. Here the reasonable officer could conclude that the officer or another**, is** subject to death or great bodily harm as a result of the subject's actions.

Reasonable Officer Response (s) Categories

This facet of the Model consists of the five categories of officer initiated response, "balanced" in regard to the officer's reasonable assessment of risk and subject action.

Cooperative Controls - includes the fundamentals of professional training capitalizing upon the acceptance of authority by the use of a variety of controls including; communication skills, common tactics, body language, etc.

Contact Controls - in this first instance of non-compliance the officer must deploy tactical talents to proportionately gain control and cooperation through "hands on" techniques designed primarily to guide or direct the subject. The primary force component at this level could be transitional tactics, non-pain compliance techniques, etc., under the heading of **Resistant (Passive) Countermeasures**.

Compliance Techniques - tactical procedures at this level now must address the non-compliant subject who has begun to use physical or mechanical energy to enhance non-compliance. The officer deploys "balanced" force to overcome this non-compliance, while remaining increasingly vigilant for more aggressive behavior from the subject. At this stage the force forms could include elements of pain compliance, chemical irritants, joint restraints, etc. under the heading of **Resistant (Active) Countermeasures**.

Defensive Tactics - at this stage in the confrontation, the non-compliant subject now directs an assaultive act toward the officer or others. The officer is justified in taking appropriate steps to immediately cease the assaultive action and to gain compliance and maintain control of the subject. Forms of force could include weapon strikes canine apprehension techniques under the heading of **Assaultive (Bodily Harm) Countermeasures**.

Deadly Force - the officer is now confronted with an assaultive situation that reaches the ultimate degree of danger. Absolute and immediate tactics must be deployed to stop the lethal risk and secure conclusive compliance and control. Force options could include those leading to permanent debilitation or even death, and are identified under the heading of **Assaultive (Serious Bodily Harm/Death) Countermeasures**.

The remaining three color enhanced and integrated elements of the **Use of Force Model** include :

Control Superiority Principle ©

Within each level of the Model, the intensity of the color increases as we move left to right from the **Perceived Subject Action Categories**, through the categories of **Threat Perception**, and to the **Reasonable Officer Response Categories**. In each application, the intensity of the color is always superior at the correlated **Reasonable Officer Response Category**. This visualization of color intensity is used to enhance the understanding and maintain the principle that the Program " as does the law " recognizes that the officer can and must maintain constant, controlled superiority over the subject's degree of non-compliance at a "balanced" level of objectively reasonable force utilization.

Assessment/Selection Arrows

These double headed arrows indicate the dynamic and fluid nature of the officer's processing of information toward proper decision-making during a confrontation. The

principle incorporated into proper compliance and control is that of **Tactical Transition ©**, which includes escalation, stabilization, and/or de-escalation in force applications. The properly trained officer will be conditioned to flow with the circumstances of the specific situation to properly control the confrontation.

The center portion of each of the arrows is presented in white to indicate that each incident must be primarily based on the information currently being presented and not unduly influenced by previous contacts with the subject or the situation, either positive or negative.

Survival Shadow

Each arrow is bordered with the **Survival Shadow** in red. This color enhancement is provided to indicate and maintain the constant retention of lethal risk perception, inherent in any officer/subject confrontation.

The **Use of Force Model** supports the widely accepted premise and practice of **Progressive Application of Force**, which simply implies the process of appropriate selection of force options in response to, the officer's reasonable assessment of risks presented in the confrontation; the level of compliance or degrees of non-compliance from the individual to be controlled; and the officer's proper selection of an objectively reasonable response.

Each officer/subject confrontation should flow in a logical and legal sequence of cause and effect. The officer's **Tactical Transition ©** must be capable of escalation or engagement, stabilization of the situation, or de-escalation or disengagement within the context of the confrontation toward the eventual goal of compliance and control.

Progressive Application of Force encompasses three main elements of action and assessment: **tools**, **tactics**, and **timing.**

Tools include the two broad forms of subject control; mental manipulation (verbal skills, body language, officer presence, etc.) and physical manipulation (weaponless controls, weapons, restraints, etc.).

Tactics encompass the application of these tools into actual strategies deemed necessary and viable in the confrontational setting.

Timing is demonstrated by the degree of actual force deemed necessary; based upon the officer's ongoing assessment of risks, the officer's perceived actions of the subject, and the available options of control; measured in terms of reasonableness.

At this point three tactical issues should be noted.

First, it should be emphasized that the officer's principle strategic focus in the enforcement environment is to continue to promote and practice the **Confrontation**

Equation ©; which by definition is simply the officer remaining in a constant position of recognizable advantage within any confrontation, while the subject stays in a continued position of recognizable disadvantage. One vivid and viable illustration of this tactical equation is the practice of the 2 on 1 advantage ratio of officers to subject, as the rule, rather than the exception.

Secondly, the officer's focus toward the confrontation should be primarily placed upon the "**actions**" of the subject, rather than the important, but secondary attributes of the "**actor**" in the situation. Certainly the "who" involved is of concern (i.e. past actions, previous history of violence, the subject's size/strength, etc.), but primary focus needs to be directed toward "what" is happening at the time - what the subject is **doing**. The officer must guard against being lulled into complacency by past knowledge of the subject, or placing himself in crisis by pre-judging a mode of force utilization based upon previous contact, not present at this point in time.

And third, when placed into a confrontation, the officer must expand his perspective from the common practice of "reaction" into a more strategic confrontational conduct of an action initiated **response**.

This response should be **proactive**, drawn upon the expertise and experience with the actual subject and situations, or other similar participants and incidents. The officer should remain free of the pressure to pre-judge the actions of the subject, and gain the enhanced ability to more properly perceive the **actual** and/or **potential** actions of the subject in question.

Ideally, the officer should practice anticipatory behavior (stress reduction techniques, conflict avoidance/resolution tactics, fear management skills, etc.) to attempt to prevent potential non-compliant confrontations. Or, if a conflict is perceived as inevitable, he should initiate procedures to provide sufficient systems (strategic planning, team tactics, etc.) to maximize the status of safety for himself, others, and the actual subject.

The response must be **active**, in that the controlling tactics the officer initiates will accomplish the re-control of the subject with a high degree of effectiveness and safety to the officer and to others. In this manner, the confrontation can be controlled as efficiently as possible, thus avoiding the selection of higher levels of force utilization with the inherent risks of greater potential injury to the officer, the subject, or others.

And finally, the response must be **reactive**, directing the officer's actions toward a mode of prevention via the tactical application of "Lesson's Learned", or response based research. Most confrontations are not unique or remain isolated in time, their components will re-occur at other times with other subjects. If a safe, successful solution evolves, the officer should follow that course of response in the future. If the solution is not found, the officer should use the past experience as a catalyst to seek a safe, strategic, future solution.

This principled, status of safety, can only be maintained if the officer strategically and systematically anticipates, assesses, and acts within the effective and accepted parameters of the situation. The officer must understand that this process, and its products exist in an environment that is ever changing in definition, direction, and depth.
With additional training, one can see that the Model is relatively simple and systematic, aiding in understanding of proper force utilization during orientation, as well as a capacity for long term development and deployment in confrontational contacts. The generic nature of the Model is adaptable to all agencies and all force related functions.

In summation, the **Use of Force Model** can and should become a mechanism for use in understanding the dynamics of proper force utilization.

Implied principles can and must be transmitted from the classroom to the working environment. We must encourage officers to take this tool, like others, and combine it with field experience and acquired expertise, in order too maximize their professional potential.

Important Definitions:

Force: *Any physical effort used to compel, repel and/or control.*

Non-Lethal Force: *That force which is* **not** *likely or intended to cause serious bodily harm or death.*

Lethal Force: *That force whch is likely or intended to cause serious bodily harm or death.*

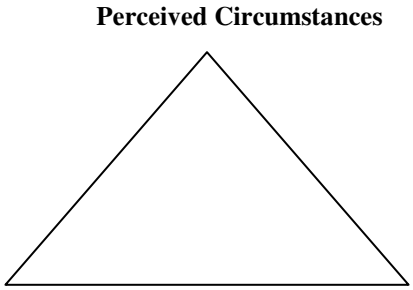
Bodily Harm: *a bodily injury that does* **not** *create a substantial risk of death; causes serious and/or permanent disfigurement; or results in significant loss or impairment of the functioning of any body part.*

Serious Bodily Harm: *a bodily injury that creates a substantial risk of death; causes serious and/or permanent disfigurement; or results in significant loss or impairment of the functioning of any body part.*

The Use Of Force Instructor Manual has been taken in part from the Integrated Force Management TM Instructor Manual. Permission has been granted by Gregory Connor and David Standen that this manual may be used by the Massachusetts Criminal Justice Training Council for the instruction in all MPTC Use of Force-related classes.

MPTC USE OF FORCE

REFERENCE GUIDE



Perceived Subject Action (s) ***Reasonable Officer Response (s)***

The **Totality Triangle ©** depicts the three elements which must be considered in determining whether an application of force was objectively reasonable.

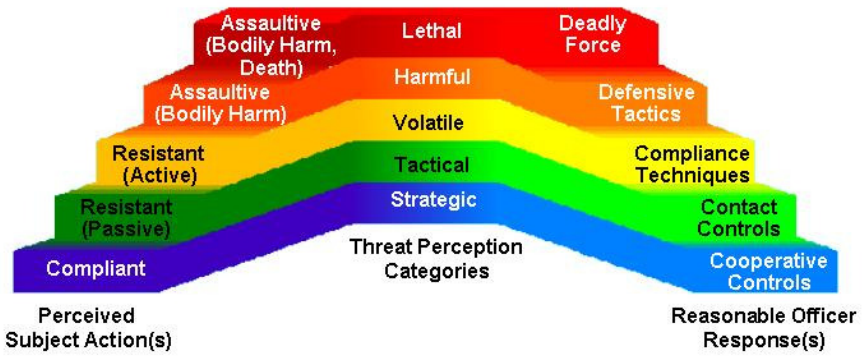
Perceived Circumstances - the officer's perspective of the severity of any crime, the existence of an immediate safety threat to the officer or others, and the degree of compliance / non-compliance from the subject; culminating in its identification on the Use of Force Model.

Perceived Subject Action (s) - the subject action (s) as perceived by the reasonable officer that designate the subject at one or more of the Use of Force Model's compliant / non-compliant categories.

Reasonable Officer Response (s) - the "balanced" response (s) appropriate for the reasonable officer's selection from the Use of Force Model's identified response categories, in order to maintain or gain subject compliance and control.

MPTC

Use of Force Model



The Use of Force Model was developed in 1991 by Dr. Franklin Graves, Federal Law Enforcement Training Center and Professor Gregory J. Connor, University of Illinois Police Training Institute.

Threat Perception Color Code - the tactically applied and color adapted correlation of the Threat Perception Categories on the Use of Force Model.

Control Superiority Principle © - the understanding and visualization method utilized to reinforce the inherent principle of officer force superiority over the subject's degree of compliance / non-compliance.

Assessment / Selection Arrows - the mechanism utilized to indicate the dynamic nature of an officer's decision-making process of Tactical Transition © during the enforcement encounter.

Threat Perception Categories

Strategic - the broad "mind set" of the officer, represented by the blue baseline on the Threat Perception Color Code ©. The contemporary officer must maintain this functional foundation, centered upon strategies designed to enhance the status of safety.

Tactical - the second level on the Use of Force Model, depicted by the color green. Here the officer perceives an increase in threat potential within the confrontational environment and tactical procedures are designated and deployed.

Volatile - the third level on the Use of Force Model utilizing the color yellow to indicate an activated level of alertness and threat potential. Here the officer is confronted with the presence or potential of critical dynamics, including threat intensity and severity within the enforcement encounter.

Harmful - at this level on the Use of Force Model the color orange denotes an accelerated perception of threat directed upon the officer or others. In this regard the officer must deploy initial defensive force in the effort toward eventual subject compliance and control.

Lethal - the highest level on the Use of Force Model correlates to the most intense color in the Threat Perception Color Code ©, red. Although this potentially lethal degree of threat is most infrequent, it remains most crucial for the continuation of officer safety and security.

Perceived Subject Action (s) Categories

Compliant - represents the vast majority of officer / citizen confrontations in the form of cooperation and control. Such cooperation is generally established and maintained via cultural acceptance, verbalization skills, etc.

Resistant (*Passive*) - the preliminary level of citizen non-compliance. Here, the citizen, although non-compliant, offers no physical or mechanical energy enhancement toward the resistant effort.

Resistant (*Active*) - the subject's non-compliance is increased in scope and / or intensity. The subject's non-compliance now includes energy enhanced physical or mechanical defiance.

Assaultive (*Bodily Harm)* - the officer's attempt to gain lawful compliance has culminated in a perceived or actual attack on the officer or others. The officer makes the reasonable assessment that such actions by the subject would not result in the officer's or other's death or serious bodily harm.

Assaultive (*Serious Bodily Harm / Death*) - the officer's attempt to gain lawful compliance has culminated in the perception of an attack or the potential for such an attack on the officer or others. The officer makes the reasonable assessment that such actions by the subject could result in serious bodily harm or death to the officer or others.

Officer Response (s) Categories

Cooperative Controls - include contemporary controls developed to preserve officer safety and security, including: communication skills, restraint applications, etc.

Contact Controls - includes resistant countermeasures designed to guide or direct the non-compliant subject. These "hands on" tactics would include the elbow / wrist grasp, Hand Rotation Position ©, etc.

Compliance Techniques - includes resistant countermeasures designed to counter the subject's enhanced degree of resistance. These tactics could include the Hand Rotation Technique ©, chemical irritants, etc.

Defensive Tactics - includes assaultive countermeasures designed to cease the subject's non-lethal assault on the officer or others, regain control, and assure continued compliance. These tactics could include baton strikes, kicking techniques, etc.

Deadly Force - includes assaultive countermeasures designed to cease an assault which is lethal or could cause great bodily harm on the officer or others. These tactics could include the use of a firearm, lethal strikes, etc.

Most Cited Negligent Training Cases

City of Canton, Ohio v. Harris. 109 S.Ct. 1197 U.S. Ohio, 1989

There are limited circumstances in which allegation of 'failure to train" can be basis for municipal liability under § 1983; not only unconstitutional policies are actionable under the statute. 42 U.S.C.A. § 1983. Inadequacy of police training may serve as basis for § 1983 municipal liability only where failure to train amounts to deliberate indifference to rights of persons with whom police come into contact; only where municipality's failure to train its employees in relevant respect evidences "deliberate indifference" to rights of its inhabitants can such shortcoming be properly thought of as city "policy or custom" that is actionable under § 1983. 42 U.S.C.A. § 1983.

In resolving issue of city's liability for failing to properly train police officers, focus must be on adequacy of training program in relation to tasks particular officers must perform; that particular officer may be unsatisfactorily trained will not alone suffice to fasten liability on city, for officer's shortcomings may have resulted from factors other than faulty training program.

In resolving issue of city's liability for failing to properly train police officers, focus must be on adequacy of training program in relation to tasks particular officers must perform; that particular officer may be unsatisfactorily trained will not alone suffice to fasten liability on city, for officer's shortcomings may have resulted from factors other than faulty training program.

Popow v. City of Margate 476 F. Supp. 1237 D.N.J. 1979

The court held that firearms training received was inadequate for the circumstances officers had to operate under. More especially, the court said that training needs to include the following — shooting at moving targets, night shooting and shooting in residential areas. The training must also include instruction on state law, city regulations or policies on shooting and how they are applied in practice. They also held that firearms training must be given on a continual basis.

Note: above cites / excerpts were taken from the Municipal Police Institute, Inc. Firearms Training Liability Seminar 2004 reference book. Written by Chief Ronald C. Glidden and Attorney John M. Collins.

MPTC Firearms Instructor Program Shotgun Instructor 2 Course:
Basic Firearms Instructor Lesson: Shotgun Instructor
Authors: Todd Bailey, Bert DuVernay & Joseph Picariello
Date Written: January 2009 Date Revised: August 2010
Time Allocation: 8 hours
Target Population: Law Enforcement Officers
Recommended Class Size: Up to 20 students
Course Goal
To teach shotgun instructional skills, nomenclature and operation to prospective police firearms instructors.
Instructor Provided Training Aids & Supplies
Classroom & Range with adequate backstop and room to conduct planned activities
Q targets with optional Good/Bad Guy targets
First Aid Kit
Water
Sanitary Facilities
Communications (radio or cell phone)
Student Equipment Requirements
Operable shotgun with a sling (pump or semi automatic)
250 rounds shotgun ammo (50 slugs, 50 buck shot, 150 birdshot (#8 or #9)
50 rounds pistol ammunition (FMJ OK)
Service Pistol w/minimum of two (2) pistol magazines
Complete Duty Belt
Body Armor
Personal Protective Equipment (eye & hearing)
Student Performance Objectives
● Demonstrate the safe and proper operation of the shotgun
● Identify the basic components of the shotgun and their function
● Demonstrate the basic shooting positions used with the shotgun
● Demonstrate the procedure for administratively down loading the shotgun
● Demonstrate immediate action clearance procedures
● Demonstrate a basic proficiency to qualify to MPTC instructor minimum standards
Testing Procedures
● Minimum score of 90% for all live fire scored drills & qualification
● Minimum score of 80% on all written exams and quizzes
● Demonstrate the ability to teach in front of a class**MPTC Firearms Instructor Program Shotgun Instructor** 3

References

MLEFIAA Firearms Instructor Development Program – Shotgun Instructor. 2007.
MPTC 8 Day Firearms Instructor Program, 2008
MCJTC Firearms Instructor Manual, 2005
Mass. Sheriff's Assn. Education & Training Committee – Firearms Instructor Course
Remington Arms Armorer School Manual
Benelli Armorer Manual
Mossberg 500 / 590 Owner's Manual
Winchester 1200 Defender Owner's Manual
PoliceOne.com
Force Science Research Center
NRA Tactical Shotgun Course
Action Target 3 Gun Course (Shotgun Section)
Shotgunworld.com

INTRODUCTION

The shotgun in the hands of the law enforcement officer is not a new tool however it has been eclipsed by the patrol rifle in recent years. As the police officer recruit demographics have changed from rural applicants with hunting experience to a more urban officer, trainers have seen a decline in familiarity with this tool. This has led to complaints about the recoil, accuracy and ease of operation. Some critics have called for its retirement stating it has become obsolete.

In fact, the shotgun is the most versatile weapon in our inventory. No other weapon is capable of delivering such a wide variety of munitions in so many different situations. The shotgun can be employed to deal with unruly crowds, prison riots and deadly force situations just to name a few. What other weapon is able to deliver distraction devices, OC, tear gas, impact munitions (both single and multiple projectiles), bird shot, buck shot and slug rounds?

Problems associated with the shotgun can generally be traced back to poor or no training. Almost all the shotgun problems you will see will be related to the manipulation of the slide action and/or compensating for the recoil of full power loads. Both can be solved with good training. This is where your abilities as a firearms instructor will help your officers make the best use of this tool. Whether you choose to retain the shotgun with its full capabilities or just limit it to a less than lethal capacity, it belongs in your armory and deserves its fair share of training time.

SAFETY CONSIDERATIONS

Firearms safety is the responsibility of everyone on the range – not just the instructor. Not only is it permissible for anyone to call a “Cease Fire” if they see a safety hazard or issue developing, it is their responsibility to do so.

Cardinal Rules of Firearms Safety

1. All firearms are ALWAYS considered loaded until they have been physically and visually checked. Even then, they will ALWAYS be treated as if they were loaded.

2. Your finger will ALWAYS stay off the trigger until the weapon is on target and the decision to fire has been made. Off target – Off trigger.

3. ALWAYS keep the muzzle of your weapon pointed in a "safe direction". The muzzle of your weapon NEVER points at anything you are not willing to destroy. A "safe direction" is defined as a direction in which should an unintentional discharge occur, the result would NOT be death or personal injury. The *Laser Rule – treat your firearm as if it was a laser and it could destroy everything it points at*.

4. ALWAYS be sure of your target AND what is beyond it.

All personnel on a MPTC range or participating in MPTC training are required to have eye and hearing protection. It is strongly recommended that when shooting weapons which produce a high decibel level report, such as patrol rifles, shooters should use foam ear plugs PLUS over the ear hearing protection. Eye protection shall have side shields.

Purpose

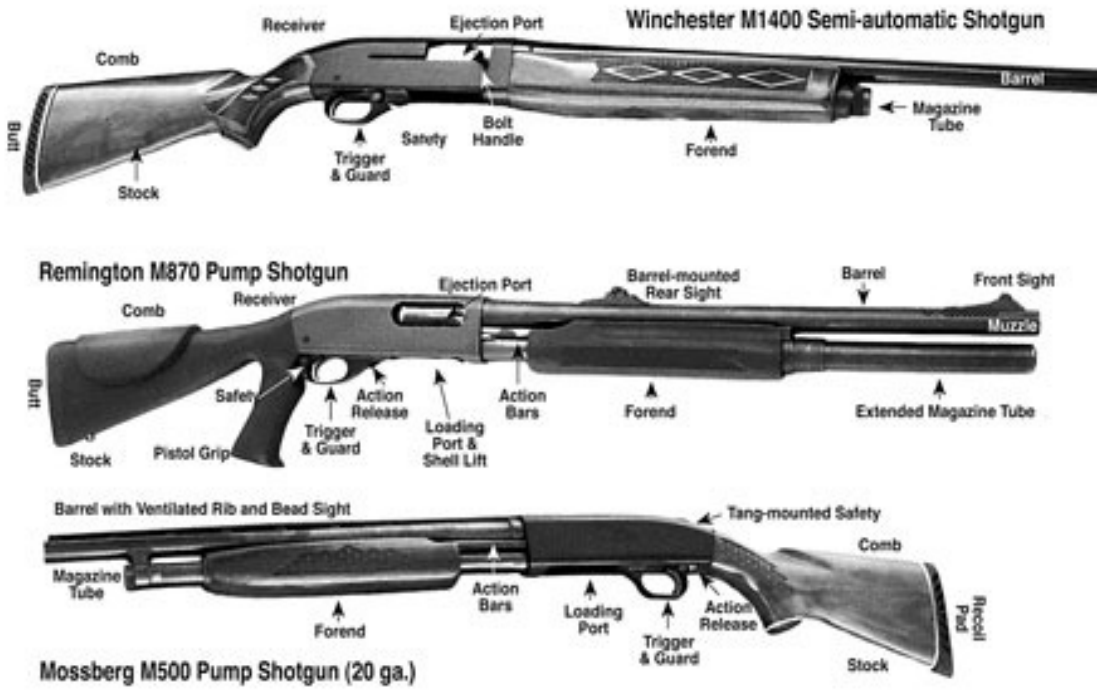
The purpose of the police shotgun is to provide the officer with a versatile, multi-purpose, large bore weapon capable of safely engaging targets beyond the typical range of the police service pistol. Up to the reintroduction of the patrol rifle as a common tool with patrol officers, the 12 gauge shotgun was the primary long gun for American law enforcement. While viewed by some as archaic, the shotgun was capable of delivering devastating damage during close in encounters. In recent years, the shotgun has been eclipsed by the patrol rifle mainly due to the rifle being perceived as less punishing (with recoil) by the average officer.

Many have called for the retirement of the police shotgun. Claims that it is obsolete and unnecessary are incorrect and misleading. Even with departments who have issued patrol rifles to all their officers, the shotgun still has retained its place on the front lines. The police shotgun is arguably the most versatile weapon in our inventory. We can fire single projectiles (slugs), multiple round bursts (buckshot), specialty impact munitions (bean bag rounds), beaching rounds, distraction devices and OC/chemical rounds. We do not have another weapon which can be used in so many different situations.

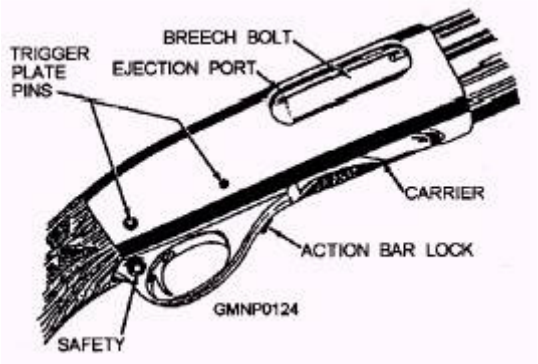
When equipped with rifle or ghost ring sights, the shotgun in the hands of an experienced marksman is capable of delivering accurate fire with slugs out to 80 yards. The large diameter projectile hits with authority and buck shot can deliver multiple hits with one press of the trigger. In communities where the military look of most patrol rifles is viewed as a negative trait, the shotgun portrays a more conventional and socially acceptable image for the municipal law enforcement officer.

The police shotgun is commonly found in semi automatic and pump action versions. There is a great deal of training commonality with the semi auto models and the pump action is virtually indestructible. The fact that it is not unusual to find Remington 870 shotguns in service which are older than the officer holding them speaks volumes to their longevity and reliability.

Nomenclature



Police officers should be familiar with the basic operating components of the police shotgun. You are responsible for knowing the following terms and being able to identify them on a working shotgun or diagram.



Remington 870 Pump & Winchester M-1400 Semi-Auto Shotgun
Illustration courtesy of Remington Arms, Inc. & Gun Digest
Mossberg 500 Pump Shotgun (Model 590 is similar)

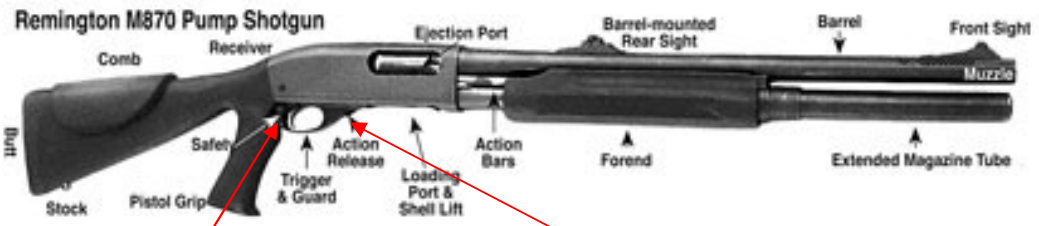
Primary differences between the Remington and Mossberg are the location of the safety and action release. Mossberg's placement of the safety on the upper receiver area makes their shotgun more user friendly for left hand shooters and locating the action release behind the trigger guard means you do not have to shift your grip to operate it. Mossberg's carrier (shell lifter) design makes a double feed less likely. Despite this, the Remington remains the most popular police pump shotgun.

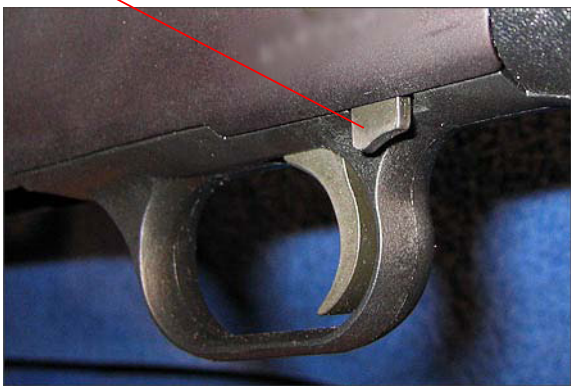
Safety & Action Release

Mossberg 500/590

Safety Action & Release
Remington 870

The Remington and Mossberg pump shotguns represent the greater majority of police shotguns the instructor will encounter. Others which may be encountered infrequently are Winchester and Ithaca and are very similar in operation.





Operation

As with all other firearms, the operation of the shotgun can be generally categorized as:

Feed – Fire – Extract - Eject

Operation – Pump Action

The pump shotgun requires the operator to manually cycle the action which makes it very different from the semiautomatic pistols and rifles police officers are accustomed to using. The majority of problems you (as a shotgun instructor) will encounter on the range with the shotgun will be the result of the shooter failing to properly cycle the action.

The operation of the pump shotgun can be broken down to four steps

PRESS – press the trigger which fires the weapon and unlocks the action. If not firing, PRESS the action release to unlock the action without firing.

BACK – Pull the fore end all the way to the rear. You want to hear metal on metal.

RELEASE – Release the trigger

FORWARD – Push the fore end all the way forward to close the action

Operation – Semi Auto

The operation of the semi auto shotgun is similar to other semi auto weapons and can be generally categorized as –

- The firing cycle begins with the shooter removing the safety and placing their finger on the trigger.
- Press the trigger;
- The round will fire and the action will open, extracting and ejecting the spent round;

• A fresh round is released from the magazine to rest on the shell lifter (carrier);
• As the action closes under the compressed tension of the recoil spring, the shell lifter raises the new round in line with the chamber and the bolt moves forward pushing the round ahead of it into the chamber. • The locking lug(s) engage as the bolt moves completely into battery;
• Releasing the trigger will prepare the weapon for a follow on shot.

There are some differences between the various manufacturers of semi-auto shotguns with respect to operation, terminology, loading and unloading. Semi-auto shotguns have one thing in common – it is possible to "limp wrist" the shotgun causing it to malfunction similar to a semi-auto pistol. Semi-auto shotguns must be held firmly to the shoulder to prevent malfunctions.

Remington 1100 & 11-87

The Remington 1100 and 11-87 are gas operated semi automatic shotguns which have been in production since the early 1960's. These operate similar to other gas operated weapons in that the gas pressure resulting from the burning propellant is scavenged off near the muzzle during the firing cycle. The high pressure gas is directed back via the gas cylinder and piston to the bolt assembly causing it to unlock and move to the rear. This initiates the extraction and ejection of the empty cartridge case. As the bolt returns forward under the compression tension of the action spring, a new round is fed from the magazine into the chamber. The action closes and the lug on the locking block assembly engages the corresponding notch in the receiver.

Benelli M1 (Super 90)

The Benelli is a recoil operated shotgun. When the weapon is fired, the force of the projectile(s) being propelled down the barrel causes an equal and opposite reaction against the bolt face. This causes the bolt to unlock and move to the rear extracting and ejecting the spent cartridge case. The recoil spring tension then causes the bolt to return forward which chambers a fresh round. The advantage of a recoil operated weapon over a gas operated one is they stay cleaner and there is no gas system to adjust. **Loading**

Almost all police shotguns have a tubular magazine located below the barrel. To load the shotgun, the shooter will insert rounds through the magazine loading port located in the bottom of the receiver.

It is very important to push the round completely into the magazine tube so that the rim goes past the shell latch. The shell latch is the device which holds the ammunition in position and allows it to feed properly on to the carrier. If you fail to push the round past the shell latch, it may result in a double feed. This is a condition where a round is trapped between the carrier (shell lifter) and the closed bolt.

If a double feed occurs, it is easily cleared by depressing the action release while forcibly opening the action. This is usually best accomplished by slamming the butt on the ground. The instructor will demonstrate this procedure.

Certain manufacturers have slight differences. H&K and Benelli are the most commonly found shotguns with a different operating method. Loading the

Benelli is simple, but it can only be loaded if the hammer is cocked so that the carrier latch can retain the shells as they're loaded into the magazine. The Benelli has a device identified as the "cartridge drop lever" that protrudes from the lower right side of the receiver just above the trigger guard - see photo below. When the lever and its red dot are exposed, the hammer is cocked. (NOTE: The lever doesn't tell you that there's a shell in the chamber, only that the hammer is cocked.)

After the magazine tube is topped off, to get a round into the chamber, you have two choices. You can drop a shell directly into the chamber or you can hold the bolt back and press upward on the cartridge drop lever, which will then permit a round from the magazine to drop on the shell carrier. Releasing the bolt then chambers the round.

*Benelli Cartridge Drop Lever***MPTC Firearms Instructor Program Shotgun Instructor** 12

Tactical Reload

In past years the shotgun course has stressed shooting until the weapon is dry then "combat loading" individual rounds. This has now been replaced with the more practical protocol of the 'tactical reload". You will replenish the rounds that you shoot as the tactical situation permits. Think of this as "shoot 2, reload 2" and so on. This all begins when we remove the shotgun from the storage mount and rack a round into the chamber. There is now room for one round in the magazine so it should be stressed to top off.

Whenever possible, you should reload behind good cover. If no cover is available, drop to a knee to make yourself a smaller target or continue to move making yourself a more difficult target to hit. Concealment and making yourself a small target is never an acceptable alternative to cover.

Combat Load / Reload

From above

Combat loading refers to the process of loading single rounds in through the ejection port into an empty weapon to bring it back into service in a hurry. You can load across the top or from underneath the bottom of the receiver.

or from underneath

Remember - Combat loading is a technique that should only be used when the shotgun has run dry. In past years, the combat load technique was over used. It created a training scar by developing the habit of shooting the shotgun until it was empty then reloading only one round at a time to deal with an eminent theat. This set the operator up for failure since it essentially turned a repeating shotgun into a single shot weapon. The combat load technique is perfectly acceptable IF your weapon is empty and you need to get it running immediately. The preferable method is not to let the weapon run dry in the first place which is why we stress tactical reloading.

Spare Ammunition

Reloading brings up the topic of extra ammunition. It is safe to presume that your agency issues or stipulates wearing a magazine pouch on your duty belt to hold extra service pistol magazines. This is because it is understood that police officers may encounter deadly force situations which do not end after the capacity of your magazine. With this theory in mind, we have to ask, "Why would any agency arm an officer with a long gun and not provide the means to carry extra ammunition?"

Shotguns have a limited ammunition capacity compared to the patrol rifle. Even with an extended magazine, the capacity will rarely exceed 9 rounds. The photos included here depict several solutions to keeping spare rounds with the shotgun. These rounds can be located on the receiver, butt stock or the sling. If your shotgun is not equipped with a device to hold additional ammo, the officer should consider carrying extra rounds on their person. Position these rounds so they are easily accessible with your free hand. Historically, extra shotgun rounds have been carried in the trunk, duty bag or glove box. Experience has taught us that when the shotgun is needed quickly to deal with a deadly threat, none of these locations are "readily accessible" and the spare ammo is left behind.

Tactical Mode (aka Cruiser Ready (carry)

Condition or Administrative Load)

Most agencies which carry the shotgun in a vehicle store it in a condition where it can be readily put into action. This is normally with a loaded magazine, action closed on an empty chamber and the safety on. Once accessed from the storage location in a tactical situation, the action is cycled to load a round into the chamber. This is called **Tactical Mode** (i.e. the shotgun is ready to be used in a tactical situation. This differs from when the shotgun is removed for an administrative purpose such as shift change or inspection. It is suggested your department policy differentiate between the two situations.

REMEMBER - The safety remains ON until the weapon is up on target and the decision to fire has been made.

The Benelli can be carried in "cruiser ready" condition, with the magazine tube loaded, chamber empty and the hammer uncocked. To do this, you cock the gun and let the bolt go forward to fill the magazine tube. Next, press the trigger, 'firing" the gun. The last shell in the magazine moves backward to lie on the shell carrier beneath the closed bolt. Pulling back and releasing the bolt then chambers a round.

"TRANSPORT MODE" means

Action CLOSED - Magazine LOADED – Chamber EMPTY – Safety ON"

"TACTICAL MODE" means

Round in the chamber and safety on or off as tactical situation dictates

Unloading

As with the patrol rifle, it is necessary for the police officer to know how to unload their shotgun in addition to how to load it. The procedure outlined here will allow you to remove all the ammunition from the weapon without having to cycle all the rounds up into the chamber and ejecting them on to the ground. You will be able to safely unload or download the weapon while maintaining control over your ammunition.

1. With the muzzle pointed in a safe direction, insure the safety is ON;
2. Depress the action lock;
3. Using one hand, block the ejection port
4. Slowly open the action withdrawing the round from the chamber if present. A round will be released from the magazine on to the carrier (shell lifter).
5. When the action is fully to the rear, roll the shotgun on its side so the rounds roll out the ejection port into your hand. *If there was a round in the chamber, you will end up with two rounds in your hand. If the chamber was empty, you will have only one.*
6. From the bottom, push the carrier up.

7a. On Remington shotguns, manipulate the right shell latch to allow the next round in the magazine tube to move to the rear. Repeat until magazine is empty.

7b. On Mossberg shotguns, close the action, manipulate the left shell latch to allow the next round in the magazine tube to move to the rear. Repeat until magazine is empty.

8. Visually and physically confirm the chamber and magazine tube are empty.

Downloading – Pump Shotguns

Not every confrontation with the shotgun requires a round to be fired. As a matter of fact, the overwhelming majority of the time, you will not fire the shotgun and will be left with a shotgun with a chambered round and wish to return it to the cruiser ready condition. There are two methods to download the pump shotgun. Both work equally well and are presented here for you to choose from.

1. With the muzzle pointed in a safe direction, insure the safety is ON;
2. Depress the action lock and open the action slightly;
3. Block the ejection port with your shooting hand and smartly open the action;
4. The chambered round will be pulled out and will come to a rest in the ejection port. The first round in the magazine will be released on to the shell lifter.
5. Roll the shotgun on its side and TWO rounds will roll out the ejection port into your hand.
6. Confirm the chamber is empty and no rounds are on the shell lifter.
7. Slowly close the action insuring no round is chambered.
8. Replace the two rounds into the magazine.
9. Return the weapon to its storage location.

The alternate method which also works well with Winchester pump shotguns –

1. With the muzzle pointed in a safe direction, insure the safety is ON;
2. Place the middle finger of the left hand behind the fore end.
3. Depress the action lock and open the action. The middle finger will limit the travel of the fore end so the chambered round is extracted but the first round in the magazine is NOT released on to the shell lifter.

4. Pick the round off the extractor.
5. Close the action slowly insuring no round is chambered.
6. Replace the round into the magazine.
7. Return the weapon to its storage location.

Fitting the Shotgun to the Shooter

Historically, one of the most influential factors in an officer's poor performance with the police shotgun is due to an improper fit. This is especially true with smaller statured officers regardless of gender. The traditional police shotgun had a standard wood stock fitted with a recoil pad to compensate for the heavy recoil of magnum loads. Officers wearing body armor or a heavy jacket found the length of pull (the distance between the trigger face and the rear of the butt) to be too long to shoot comfortably or well. In the picture below, note how the longer stock dimension puts the

shotgun further forward which in turn pushes the shooter's torso back resulting in a poor cheek weld to the stock and causing the shooter to be off balance. With the arm in this position, it is difficult for it to support the weight of the shotgun causing discomfort to the shooter even before the first round is fired.

There are several remedies for this situation which will make shooting the shotgun a more pleasant experience for the officer – especially if they are a novice shooter or have had poor experiences with the shotgun

in the past. Shortening the standard stock by one inch or changing it out with a “Youth” stock is the easiest for an agency wishing to retain the standard stock configuration. Youth stocks are shorter in length which compensates for the padding of a heavy jacket or body armor. Officers of larger stature can shoot a shotgun fitted with a youth stock much easier and better than the smaller officer trying to work around a standard stock. The photo to the right compares a Remington synthetic stock with the typical 14 inch length of pull and the Hogue over molded “tactical” stock with the same 12 inch length of pull found on youth stocks. Experience has shown that average to large statured shooters are not adversely affected when using a shotgun with a short stock. On the other hand, a smaller statured shooter will always shoot better with the shorter length of pull. If you think you may encounter resistance to equipping department shotguns with “youth” stocks, label them it a “tactical” stock for law enforcement use only.

Several companies now market adjustable stocks for shotguns. These are a little more expensive however they offer greater flexibility between different users. They also permit the overall length of the shotgun to be reduced making stowage easier in the cramped quarters of today’s police cruiser. One of the most popular is based on the M4 collapsible stock. It can be had with 4 or 6 adjustment positions and is easily bolted on to your shotgun.

Another design is similar in appearance but offers a degree of recoil dampening by means of springs and a design which allows the stock to compress under the recoil. This can be a very effective design for a shotgun assigned to a shooter who historically has had recoil related issues. It should be noted that this style will not work well with semi-automatic shotguns as it tends to induce failures to feed similar to 'limp wristing'.

In the end, any of these solutions will improve the fit of the shotgun to the majority of your officers making shotgun training less painful and more productive.

Fundamentals of Shooting the Shotgun

The shotgun has more recoil than the patrol rifle, especially rifles in 5.56mm. While not abusive or uncontrollable, shooters using a proper technique will experience less felt recoil and faster follow up shots than those who do not. In most cases, the reputation of the shotgun being punishing to shoot is a byproduct of poor technique. By applying sound fundamentals,

the shooter will manage the recoil more effectively and achieve better accuracy. There are four basic fundamentals you need to master to shoot the shotgun well – Stance, Grip, Sight Picture and Trigger control.

STANCE – Unless a shooter is extremely muscular and can literally manhandle the shotgun, there is a critical need for a well balanced and supported stance. With the

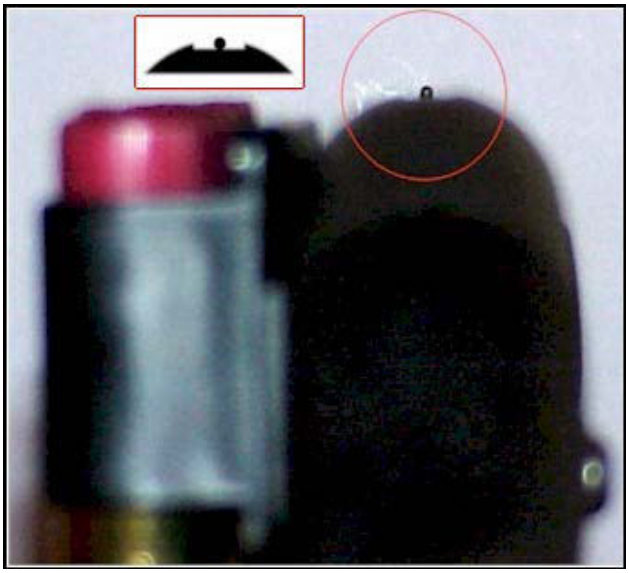
conventional stance, the feet are spread at shoulder width with your forward knee slight flexed and your weight slightly forward which will compensate for the recoil. Right handed shooters will lead with their left foot. Keep the dominant side elbow up pulling the shotgun back into the shoulder. Bring the shotgun sights up to your line of sight. Do not drop your head to the sights.

The “H&K” stance keeps the torso square to the threat so your soft body armor provides maximum protection. Tuck your elbows in to lock the weapon in place. This technique will allow you to move smoothly and be able to engage threats while moving. Use of a shorter stock can allow the shooter to assume a more squared up stance to the target. The M4 style collapsible stock allows the length of pull to be changed which will make handling the shotgun easier for smaller officers.

Over compensating the stance will limit your mobility. The photo at the right shows shooters taking an overly wide stance which is strongly discouraged. While this may provide acceptable recoil control, it is a disadvantage for a combat shooting stance as it severely limits the shooter’s ability to move quickly or to respond to a threat behind and to the left (for right hand shooters).

GRIP – The forward hand supports the front of the weapon and cycles the action on pump shotguns. The rear hand pulls the stock firmly into the shoulder and operates the trigger and safety. The toe of the stock is placed in to the pocket of the shoulder with no gap between the recoil pad and the body. Bring the shotgun up to eye level. This keeps the head erect.

SIGHT PICTURE –

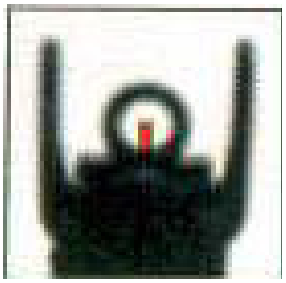


Three types of sights are commonly found on shotguns.

Bead sights feature a single ball centered on the top of the barrel. When sighting, you should see only the bead with none of the supporting base visible. There is no rear sight reference which makes this system fast but less accurate at longer distances.

Conventional Rifle sights use the familiar post and notch system which you are familiar with from your handgun.

Ghost ring sights are similar to the peep or aperture sights you use on the patrol rifle. The difference is the aperture on ghost ring sights is much larger allowing more light to pass through which allows them to be used more effectively in dim light.

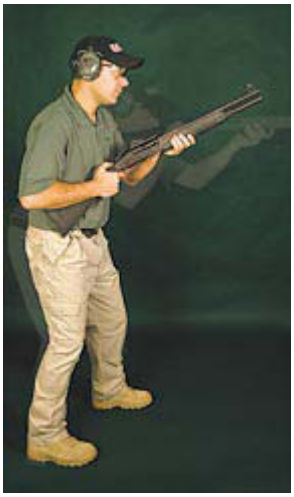


The larger aperture also allows for a faster sight picture. High visibility front sights or tritium inserts make the front sight post easier to see. Center the post in the aperture as shown in the photo. As you focus on the front post, the rear aperture will disappear. With a little practice, this will become the fastest and easiest sight system to use.

TRIGGER CONTROL – The recoil on the shotgun may tend to cause the shooter to jerk the trigger or to flinch. Proper training will demonstrate to the shooter that the recoil is more than manageable and they can concentrate on smoothly pressing the trigger when the sights are properly aligned and the decision to fire has been made.

Shooting the Shotgun

High Ready –



In the high ready position, the shooter is holding the shotgun at chest height with the muzzle up and the trigger finger is straight alongside the receiver with the safety on. The recoil pad / butt should be adjacent to your elbow. The eyes are concentrating on the threat or in the direction of a possible threat and not on the weapon. The High Ready position works best outdoors where you have plenty of room to maneuver. To engage, the shooter pushes the shotgun forward slightly so the recoil pad clears any clothing before bringing it back into the pocket of the shoulder as the muzzle comes down on target. It is common to see shooters catch the rubber recoil pad on their tactical vest or jacket if this is not made part of the movement. The feet, legs and hips should not have to move. The shotgun should come up to eye level. Do not bring the head down to the shotgun. The trigger finger remains indexed on the flat of the receiver until the weapon is on target. If appropriate, the safety may be removed however the trigger finger remains OFF the trigger until the decision to fire has been made.

A disadvantage to this carry technique is if an assailant grabs the muzzle, it is difficult to prevent them from controlling the weapon. This can be countered by the “J” maneuver however this becomes

problematic if you are in a confined area such as a narrow hallway. For this reason alone, the high ready position is not recommended for most law enforcement situations. Low Ready – The low ready position is the preferred ready position because it keeps the muzzle pointed in a safe direction. The butt of the shotgun remains in the shoulder pocket (photo below) and the muzzle is depressed so that it is pointing straight down to approximately 3 feet in front of the shooter's feet. The trigger finger is straight along the receiver of the shotgun and the safety is on. This position presents an unobstructed view of the threat axis. It also allows the shooter to safely move amongst a group of people without the muzzle "lasering" innocent bystanders. To engage, the shooter merely elevates the muzzle to the threat. If the toe of the stock is in the correct position, the weapon should naturally come up to the eye. If you find the shooter needs to bring their eyes down to the shotgun sights, the toe of the stock is not properly positioned in the pocket of the shoulder.

In the event of a gun grab, the officer can lower the butt or drop to the ground which will bring the muzzle up in line with the threat. At that point, it can be fired if necessary.

PROPER USE OF COVER

Proper use of cover is critical to proper deployment of any long gun. These photos show how properly using cover will reduce the amount of your body which can be seen thus making you less of a target. First we want to be sure that the cover we have selected is sufficient to stop incoming rounds. If it will not, it is merely concealment. The shooter should move back from cover to cut down on the angle needed to see around the cover. This can be demonstrated by the "slicing the pie" demo you may have had in the academy. Keeping back from cover not only reduces the amount of our body that can be seen by the threat and it makes us less susceptible to spall and debris that may be projected back from rounds hitting our cover. Examine these pictures and determine how you could make yourself even less of a target. Hint: look at the shooter's arm.

Malfunctions

As with other firearms, malfunctions with the shotgun can be classified in one of four categories - Failure to: feed, fire, extract or eject. Being familiar with the weapon's controls will expedite getting the shotgun up and running again after a malfunction.

Failure to Feed – The shotgun shell cartridges sit in the tubular magazine under spring tension. When the operator cycles the action, the two shell latches operate in succession to release only round on to the shell lifter (carrier). The shell lifter then raises the cartridge in line with the chamber and the bolt pushes it forward. The most common malfunction in the feeding

cycle is a double feed. This occurs when one or more rounds are released on to the carrier with the bolt closed. The tension from the magazine spring jams the rounds against the bottom of the bolt can jam the action. This will not be seen on Mossberg shotguns due to the shell lifter design. Remington has modified the carrier (shell lifter) with the Flexi-tab carrier so that this malfunction can be cleared easily. After putting the safety ON, the operator presses in on the action release button and racks the action open in a normal fashion. If you have a Model 870 that has the old solid carrier, you will need to depress the action release, apply rearward pressure on the fore end while slamming the butt briskly on the ground. The inertia will open the action and allow you to clear any cartridges out of the loading area. Be sure to keep the muzzle pointed in a safe direction as you do this and not to let it point at your body. Do not succumb to the temptation to stick a knife blade or screwdriver up beside the carrier and try to lever the cartridge back into the magazine. You will be prying against the primer and if the round were to go off, it will set off the other rounds in the magazine with horrific results to the shotgun and your hand on the fore end.

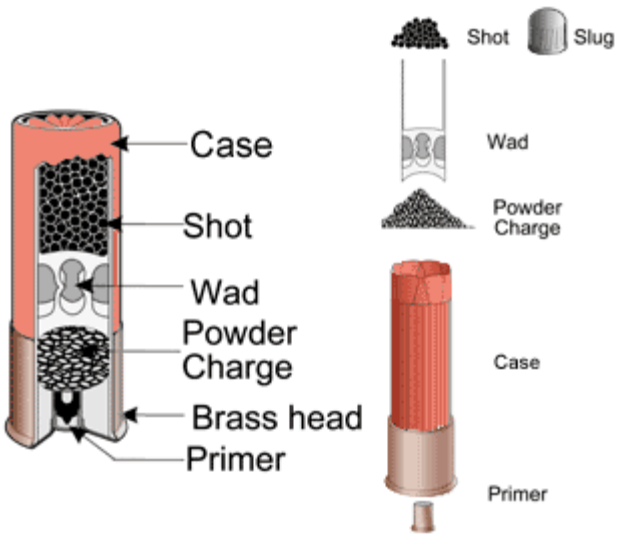
Failure to Fire – This can be traced to faulty ammunition or a mechanical failure such as a broken firing pin. Should the operator have a failure to fire they will cycle the action to eject a possibly faulty round and bring a fresh one up into the chamber. A second failure to fire will probably be indicative of a mechanical problem which will not be

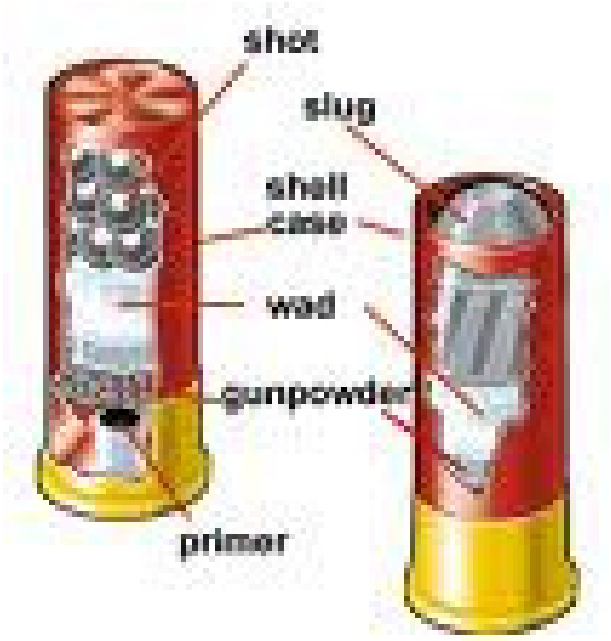
easily remedied. The operator will immediately sling the shotgun (or discard it as necessary) and transition to their service pistol.

Failure to Extract – When the operator experiences difficulties in extracting a fired cartridge case from the chamber, it is normally associated with ammunition or a broken extractor. The symptom will be a cartridge case lodged in the chamber and difficult to remove. The operator should immediately transition to their service pistol. When the situation has been resolved and time permits, the extractor can be examined to see if the hook is in good condition. The stuck case can be tapped out with a cleaning rod from the muzzle end.

Failure to Eject – The ejector is normally a fixed stop which causes the cartridge case to pivot out on the extractor as the bolt is drawn to the rear. A damaged ejector will result in the case being withdrawn by the extractor but not being kicked clear of the ejection port. This is not a problem which will get better so the standard practice is to transition to the service pistol and carry on the fight. The operator may be able to reach a finger into the ejection port and flip out the spent case. This should not be attempted in a tactical situation unless there is no other weapon available.

Ammunition





The usefulness and versatility of the shotgun stems from the wide variety of ammunition which is available. Slugs are a single projectile with a maximum effective range of about 80 yards. The purpose of the slug is to extend the range of the shotgun beyond the effective range of buckshot. Range with slugs is limited by the shooters ability to accurately sight the shotgun and the trajectory of the slug which tends drop off rapidly beyond 75 yards.

Buckshot is a multi projectile load containing eight or nine .33 caliber balls. Extremely effective for close combat to about 10 yards and a maximum effective range is 18 yards. Beyond this distance, the buckshot spreads out wider than the average human torso. The rule of thumb for buckshot fired from an 18 inch cylinder choked barrel is the shot will spread one inch for each yard of distance down range. Officers equipped with shotguns loaded with buckshot need to keep this in mind at all times. Both buckshot and slugs are available in low recoil loads. If you have buckshot available and are up against a threat hiding behind an automobile, it is possible to “skip”

the buckshot under the vehicle with the intent of striking the threat's feet and ankles. Aiming for a point on the ground just in front of the gap between the vehicle and pavement, the shot will ricochet along the pavement at about ankle height. Bird shot is much smaller in size than buck shot. While it is particularly effective for training due to lower recoil and lower cost, it has little tactical value and is generally not used as a duty round. **Short Barreled and Specialty Shotguns**

A law enforcement agency may legally purchase a short barreled shotgun from a manufacturer for official use. As with any other NFA weapon, the proper paperwork should be completed and submitted to the BATFE to keep everything legal.

Legal Note: Federal law regulates the minimum legal length of a shotgun barrel to 18 inches and an overall length of 26 inches or greater. Anything shorter is considered a "short barreled shotgun" (SBS) and must be registered on the National Firearm Registration and Transfer Record (NFRTR) which was established by the National Firearms Act. Massachusetts law prohibits anyone from manufacturing or possessing a "sawed off shotgun". This means no one can legally take a current

shotgun and cut the barrel down shorter than 18 inches or otherwise shorten the shotgun to less than 26 inches in overall length. There is no exception for law enforcement agencies even if you register it with the BATFE on a Form 10. The subtlety of the law here is while it is legal to manufacture a short barreled shotgun on a new receiver, you cannot alter or modify a current shotgun to short barreled configuration – at least here in Massachusetts. It is suggested that you keep this in mind when someone comes up with the bright idea of taking an abandoned shotgun from the property room and turning it into a 12 inch barreled breaching shotgun.

M.G.L. References:

Chap 140, §121 - "Sawed-off shotgun", any weapon made from a shotgun, whether by alteration, modification or otherwise, if such weapon as modified has one or more barrels less than 18 inches in length or as modified has an overall length of less than 26 inches.

Chap 269§10(c) Whoever, except as provided by law, …or whoever owns, possesses or carries on his person, or carries on his person or under his control in a vehicle, a sawed-off shotgun, as defined in said section one hundred and twenty-one of said chapter one hundred and forty, shall be punished by imprisonment in the state prison for life, or for any term of years provided that any sentence imposed under the provisions of this paragraph shall be subject to the minimum requirements of paragraph

MPTC Patrol Rifle

Authors: Steven C. Assad Todd Bailey
Kenneth Gifford Jay Borges

Time Allocation: 3 days Date Written: September 2007

Target Population: MPTC Firearms Instructors Date Revised: 9/28/10

Recommended Class Size: Up to 15 students

Course Goals

- Teach the mission of the patrol rifle.
- Reinforce the need to apply the Four Cardinal Safety Rules of Firearms Safety.
- Teach the basic operation of the patrol rifle.
- Identify the caliber which will best meet our expectations for the patrol rifle.
- Identify the different ammunition types and which will best meet our needs.
- Teach the importance and use of the sling.
- Teach various safe methods of transporting the patrol rifle.
- Teach the importance of movement and cover when employing the patrol rifle
- Qualify the student using the M.P.T.C. Patrol Rifle Qualification Course of Fire.
- Demonstrate field stripping and routine maintenance.
- Discuss Patrol Rifle Policy & Procedure considerations.

Methods of Instruction

- Static
- Fluid
- Dynamic

Instructor Provided Training Aids & Supplies

Classroom & Training Site
Range with adequate backstop and room to conduct planned activities
Q targets with optional Good/Bad Guy targets
First Aid Kit
Water

Sanitary Facilities
Communications (radio or cell phone)

Student Equipment Requirements
Operable patrol rifle with a sling (optics optional but must have iron sights)
1000 rounds rifle ammunition (FMJ OK if bullet weight is the same as your duty ammo)
250 rounds pistol ammunition (FMJ OK)
Minimum of four (4) rifle magazines
Service Pistol w/minimum of three (3) pistol magazines
Complete Duty Belt
Body Armor
Personal Protective Equipment (eye & hearing)
Gun cleaning kit for rifle and handgun

Student Performance Objectives
- State and understand the mission of the patrol rifle
- State the tactical difference between rifle and pistol ammunition
- Describe the proper operation and manipulation of the patrol rifle
- Demonstrate the ability to create and teach a rifle related lesson plan
- Demonstrate Classroom & Range Instructional Techniques
- Understand and describe weapon nomenclature
- Demonstrate dry and live fire application drills
- Demonstrate immediate action clearance procedures
- Demonstrate an overall knowledge of course and subject matter

Testing Procedures
- Minimum score of 90% for all live fire scored drills & qualification while maintaining 100% round accountability.
- Minimum score of 90% on all written exams and quizzes.
- Successfully complete assigned oral presentations
- Successfully run assigned live fire course assignments

References
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Municipal Police Firearms Instructor Manual
Patrol Rifle Instructor by Sgt. Patrick Poirier, NHSP (ret.)
Police Rifle & Tactical Carbine, Center Mass Training Institute, 2003
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Patrol Rifle Instructor, MLEFIAA Firearms Instructor Development Program
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Patrol Rifle Instructor Manual by Chris Baker, Franklin P.D., Jason Brennan, Medway P.D., William Slowe, Needham P.D., Lt. Kenneth Gifford, NBPD (ret.)
Bushmaster M4 / M15 (AR15) Armorer Manual
Ruger Mini 14 Armorer Manual
.223 Ammunition Data Analysis, BATFE, Dec. 2004
M4-A2, U.S. Army Field Manual, 2002
PoliceOne
Force Science Research Center

INTRODUCTION

The Patrol Rifle in the hands of the law enforcement officer is not a new tool, but one that has been employed in many a rural setting where the pistol and shotgun would not be an effective application or response to a threat.

In cities and congested areas, the pistol and shotgun were considered adequate for the likely situations that a law enforcement officer would like come across. A rifle was considered too powerful and over penetration was a concern. We began to look at the rifle for stand off containment and perimeter security. The stand off and containment was obtained due to the increased accuracy that the rifle afforded over the pistol and the shotgun. An officer did not have to close the distance to the threat to successfully engage the threat.

We have found most officers have difficulty hitting the MPTC Q target with regularity using their service pistol at distances further than the 10 yard line. Now, factor in the stress level of a life and death encounter with rapidly evolving circumstances – the actual hit ratio drops even further. Beyond 15 yards the shotgun with multiple round projectile, may yield more hit potential however the recoil and manual operation of the shotgun has historically proved to be an issue with some Officers. If the load is buck shot, beyond 18 yards the shot spread will begin to exceed the width of the torso. This violates the accountability for all rounds down range rule. The slug round provides the logical alternative with longer range, more accuracy and no shot spread. It also has greater penetration which can be considered

both a positive and negative factor when considering its use in urban areas or near thin walled homes. Conversely, the most popular patrol rifle round, the 5.56mm NATO (.223 Remington) will penetrate fewer walls than service pistol rounds or 12 gauge slugs.

The rifle is a superior tool. It allows the officer to either stand off from the threat or, if the situation requires, advance to the threat with the confidence that the tool in their hands can deal with almost any perceived threat. It has the power to deliver lethal terminal ballistics to the threat. It has a larger magazine capacity than our service pistol or shotgun. The longer sight radius makes it potentially a more accurate weapon which lowers the liability to the department. The drawbacks include an additional initial and operating expense to the department and there are additional weapon retention issues which need to be addressed in training.

Historical Background

The Patrol Rifle has been in use since the late 1800's. It was common to see a lever action rifle in the saddle scabbard of the sheriff in the old west. Like his modern counterpart, he carried the rifle to deal with threats to far away for his revolver. During the early part of the 20th century, the rifle began to wane in popularity. There were several incidents which changed this.

- **August 1, 1966**

Charles Joseph Whitman, a student at the University of Texas (Austin) climbed to the top of the campus clock tower and opened fire on the people below. Armed with at least two rifles and a large supply of ammunition, Whitman was able to bring accurate and deadly fire from his elevated and isolated position. His location made conventional police response with their issued revolvers and shotguns next to impossible. Whitman was able to kill 14 and wound 31 before his murderous rampage was suppressed by police and civilians armed with high power rifles which allowed officers to gain entry to the tower and kill the sniper. This is the first documented "active shooter" although the term was not coined until many years later.

- **April 11, 1986**

Bank robbers William Matix and Michael Platt engaged in a gun battle with federal agents in a suburb of Miami. Two FBI agents were killed and five others severely injured before Platt and Matix were stopped permanently. The agents were armed with typical service pistols or revolvers and a 12 gauge shotgun. The bank robbers were heavily armed. Matix was able to get off one round from his 12 ga. shotgun. Platt fired a total of 42 rounds from his Ruger Mini 14 rifle with devastating effect on the agents. This incident was pivotal in many ways including how effective a trained and determined individual armed with a rifle can successfully engage several armed individuals. Law enforcement took notice but the concept of the patrol rifle was still limited to a minority of forward thinking agencies and instructors.

- **February 28, 1997**

Larry Phillips and Emil Matasareanu rob the Bank of America in North Hollywood, CA. Armed with illegally converted full auto rifles, 3300 rounds of ammo and covered with body armor, the two robbers conducted a running gun fight with LAPD officers for about 30 minutes. LAPD officers were forced to commandeer AR15 rifles from a local gun shop since they were only armed with handguns and shotguns loaded with buckshot – neither which was capable of penetrating the robber's body armor. This incident highlighted the need for patrol rifles capable of penetrating body armor. Many departments took notice especially after LAPD began issuing all its supervisors AR15's for their cruisers.

- **April 20, 1999**

Eric Harris and Dylan Klebold killed 13 and wounded 24 people when they went on a shooting spree at the Columbine High School in Littleton, Colorado. Following standard procedure, responding police set up a perimeter, contained the threat and called SWAT. The rest is history and the term Active Shooter was born.

- **Active Shooter**

Experience has shown that individuals who fit the active shooter profile carry multiple firearms with additional magazines giving them the capacity to stay in the fight longer. They may wear body armor and usually employ some of the same tactics that military and police use. They usually have a plan and are goal oriented. This is often illustrated by their use of pre-made bombs and other destructive devices. When law enforcement is faced with the active shooter scenario with only pistols or shotguns, and no training, their chances of success are reduced. The presence of innocent bystanders requires police to use a tool that is capable of delivering accurate and powerful hits on the suspect to neutralize the threat as quickly as possible. The active shooter is not an enigma or an issue law enforcement can relegate to the "what if" category. It is a real and probable situation that we must train and equip our first responding police officers to deal with. The patrol rifle armed police officer is one element to success when dealing with the Active Shooter. A Department with proper training, correct tools and Departmental policy in place will be able to deal with this issue with confidence which comes from being prepared.

In this post 9/11 world, the threat of terrorism in the United States is ever present. Whether from domestic based groups or Al-Qaeda, we have not seen the last of attacks within our borders. Attacks will likely be directed at targets which will result in the most shock value. Suicide attacks by terrorists armed with assault rifles against schools or shopping malls is a highly likely scenario. The police officer armed with a patrol rifle will be the first line of defense.

The Mission of the Patrol Rifle

The Patrol Rifle is a force multiplier. The advantages of the rifle permit a single officer to effectively deal with multiple adversaries without the disadvantages of being only armed with a handgun.

Advantages:

- The Patrol Rifle is capable of delivering controlled fire out to 100 meters with accurate torso hits. The longer sight radius permits more accurate shots when compared with the handgun. Rifle ammunition has a greater range than shotgun slugs or buckshot.
- The Patrol Rifle will defeat soft body armor. Patrol rifles chambered in pistol cartridges will not fulfill this aspect of the Patrol Rifle Mission Statement. The Bank of America robbery in Los Angles shows us what a worst case scenario can look like.
- The Patrol Rifle will deliver incapacitating hits. The FBI's Miami Shootout shows us what one man with a patrol rifle can do. While the rifle was in the wrong hands, we can learn from the results. The hydrostatic shock from a round impacting at 3000 feet per second will result in far more damage than pistol caliber ammunition.

- The Patrol Rifle is a stand off weapon. We teach our officers that distance is their friend. Distance gives you the time to react and decide. The effective range of the rifle means we can position ourselves at distances 3 to 4 times that of what we would with the handgun.
- **Four Cardinal Rules of Firearms Safety**

1. All firearms are always considered loaded until they have been physically and visually checked. Even then, we will always treat them as if they were loaded.
2. Your finger will stay off the trigger until the weapon is on target and the decision to fire has been made. (Off target – Off trigger)
3. Be sure of your target AND what is beyond it.
4. The muzzle of your weapon NEVER points at anything you are not willing to destroy. Our weapon will always be pointed in a safe direction so if an unintentional discharge were to occur, the result would NOT be death or personal injury.

The Laser Rule – treat your firearm as if it was a laser and it could destroy everything it points at.

All personnel on a MPTC range are required to have eye and hearing protection. It is strongly recommended that when shooting patrol rifles, shooters use foam ear plugs PLUS over the ear hearing protection. Eye protection shall have side shields.

Clearing Procedures:

The weapon clearing procedure for a patrol rifle is very similar to that used with any semi-automatic pistol. Since most departments use the semi-auto as their duty weapon, the concept will not be a new one for most officers.

- Point the muzzle in a safe direction.
- Finger remains outside the trigger guard along the receiver.
- Safety is in the ON position.
- Remove the magazine.
- Operate the action to eject a chambered round. Lock the action to the rear.
- Visually and physically inspect the chamber insuring no round is chambered.

As with the pistol, the most important step (other than keeping the muzzle pointed in a safe direction) is to insure the **MAGAZINE is REMOVED BEFORE** the action is cycled. The officer that gets this mixed up will end up with a loaded chamber. This procedure is best demonstrated with dummy rounds showing how **NOT** to do it first. Follow this up with the correct procedure several times to reinforce the concept into their minds.

Basic Operation of the Patrol Rifle

Officers seeking to teach at the instructor level must have a sound working knowledge of their tools. Few things ruin an instructor's credibility more than standing in front of the class and having to refer to the parts of the

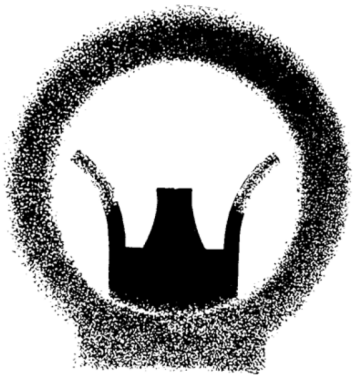
weapon as the "whatchamacallit" and the "thingamabob". While it is not necessary to be an armorer, you must be able to describe the basic operation of the weapon accurately using the correct terms. To do any less is a disservice to your students and your vocation.

Nomenclature:

A. Barrel & Receiver

Front sights:

The most common form of front sight found on modern patrol rifles is a raised post type sight that is similar in design and appearance to those found on the more common service pistols. Like the front sight on pistols, the rifle front sight is centered both vertically and horizontally in the rear sight opening, sight picture. The difference between rifle and pistol front sights is their size. Due to the longer distance between the front and rear sights on rifles (sight radius), the rifle front sight does not have to be as large and will be noticeable thinner in width than that of a pistol. The thinner front sight allows more light to enter the sight picture, resulting in greater accuracy and precision. Because of the thinner front sight, most patrol rifles feature a front sight which is surrounded by some form of protection intended to prevent damage. The two most commonly encountered designs are a raised pair of steel protective "ears"

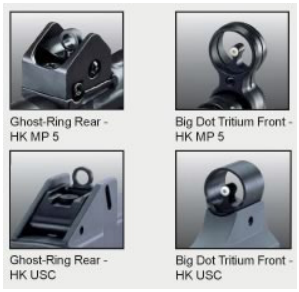


(found on M16 or Ruger Mini-14GB) or a form of steel ring (common to several European designs such as the H&K rifles or Sig 550 series). Front sights are generally of

the fixed/non-adjustable type. However, the M16/AR15 (most common patrol rifle found in law enforcement) features a front sight which is adjustable for elevation changes. Finally, there are now several brands of optional front sights which are designed to be more visible in reduced light. Two common types include sights which feature a contrasting color (vertical white stripe) and/or sights which contain chemicals which glow bright in reduced light (Tritium type night sights).

Sights to include:

M16A1 round post
M16A2 square post



H&K front sight with full ring

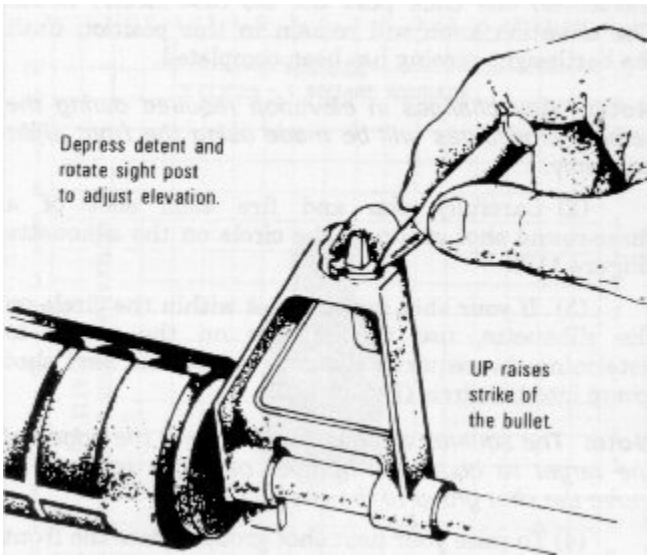
Ruger Mini14GB sightXS white stripe

Trijicon front sight for rifles

AR adjustable front sight:

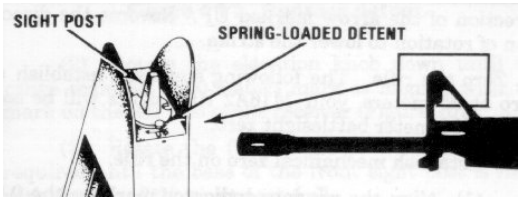
M16 adjustable front sight:

Most rifles feature sighting systems with fixed/non-adjustable front sights. Windage and elevation adjustments are made at the rear sight assembly.



However, the M16/AR15 rifle series feature an elevation adjustable front sight, designed to be adjusted and set once the proper elevation is determined during initial zeroing procedures. Once elevation zero is achieved, the M16 armed officer should avoid making any elevation adjustments at the rear sight as this is counter to the design of the rifle.

Adjustment:



The front sight is a raised post with notched circular shaped base that is screwed into the triangular shaped AR15 front sight assembly/tower. A cylinder shaped device (referred to as the sight detent) is under spring pressure and fits into the notches on the base of the front sight, preventing it from turning. The front sight is adjusted for elevation changes by turning it in the sight assembly – this raises or lowers the sight. To do so, the shooter

has to depress the sight detent in order to move the sight. Sight adjustment tools are available but the most common method of doing so is to use the tip of the standard .223 caliber round. Use the bullet tip to first depress and hold the sight detent downward. Then, begin to apply pressure to the base of the front sight – this will cause it to begin to turn. Once the sight is adjusted properly, ensure that the detent is mated with one of the notches in the base of the front sight.

Rear Sights

Officers may encounter two different types of rear sights when handling a patrol rifle. They are the open style (also called tangent or notch sights) and the circular aperture type (also referred to as peep sights). As with other types of firearms, the rear sight acts as vertical and horizontal reference point for aligning the front sight. Regardless of which type of rear sight is present on the rifle, sighting principles such as "equal height/equal light" and "front sight focus" are the same as with your service pistol. The shooter looks through the rear sight opening and focuses his/her vision on the front sight while aiming at the target. The front sight should be centered both horizontally and vertically in the rear sight opening.

The **open type** rear sight is not generally used on modern rifles. The sight will consist of a rectangular rear blade with centered square opening or notch in which the front sight is placed when aiming. Their design makes these sights look similar in appearance to pistol sights. These sights are usually located somewhere near the mid-point of the rifle, above

the chamber area. Many feel this makes these sights quicker to acquire. However, in some cases accuracy may suffer because of the reduced distance between the front and rear sights (sight radius). Although open type rear sights were the standard on military rifles years ago, they no longer enjoy the popularity they once held. Today, only a few military and law enforcement rifles feature open type rear sights. The AK-47 type rifles have these sights as do the Ruger PC series patrol carbines. Officers that have used Remington shotguns may have seen this type of sight, referred to as rifle sights on some Model 870 shotguns.

The second type, and the most commonly encountered sight, is the circular **aperture** rear sight (sometimes called peep sights). These are found on almost every rifle used for military and law enforcement purposes including the M-16/AR-15, Ruger Mini-14, Sig 550 rifles, Heckler & Koch and many others. Aperture sights generally consist of a steel disc or ring with a centered circular opening that one looks through while sighting – called the sight aperture. The size of the sight aperture can vary from a very small hole to one so large that the sight is actually nothing more than a thin metal ring around a wide circular aperture (called a ghost ring). The different sized apertures allow varying amounts of light to be visible around the front sight. Generally, the smaller apertures are intended for precision shooting while the larger apertures work better for close range and/or reduced light situations where quicker acquisition of the front sight is needed. Because of

this, many rifles feature rear sights that have multiple apertures of different sizes that can be selected by the shooter for the situation encountered.

Because each model of patrol rifle may use a different type of rear sight, the method of adjustment for sighting in each sight cannot be covered in this manual. Some rifles utilize rear sights which only feature windage adjustments while others feature both windage and elevation adjustments. The actual amount of adjustment for one movement of the sight can also vary on a specific brand/model of rifle if shorter barrels are installed. For these reasons, it is highly recommended that the firearms instructor fully read and understand the manual provided with the selected patrol rifle.

M-16/AR-15 specific section

Because of its proliferation in law enforcement, the M-16/AR-15 series rifle sights will be covered in greater detail. The original M-16/AR-15 rifles featured rear sights that were installed within the carry handle and were adjustable for windage only. Elevation adjustments were made at the front sight. In order to make a windage adjustment on these rifles, the shooter would use the tip of a .223 caliber rifle round to depress a detent in order to move the wheel shaped windage drum. Two rear apertures were present, one for 0-300 meters (unmarked) and another for 300-400+ meters (marked with **L**).

In the 1980s, the U.S. military began a series of upgrades which resulted in the M16-A2 rifles (and civilian AR-15A2). The sights on

the M-16A2 were part of the upgrade program. The front sight was changed from a round post (M-16A1) to a square post that was said to provide a more defined front sight picture. The rear sight was changed dramatically and bore little resemblance to its predecessor. It still retained the selectable dual sight apertures but with one aperture now being much larger than on the older A1 rifles. Also immediately noticeable were the two large adjustment drums which made sight adjustments easier. The right side adjustment drum still performed the windage changes. Shooters who did not know better found that the bottom sight drum could be used for elevation adjustments.

It is this ability to adjust elevation at the rear sight that is misunderstood by a majority of shooters. In reality, the A2 rear sight should not be adjusted for elevation ***when zeroing*** – elevation adjustments should still be made at the front sight. The adjustable elevation feature on the A2 rear sight is actually intended to be used as a form of bullet drop compensator. The trajectory and drop of the .223 caliber round over the varying distances was determined by a ballistics program and this information was designed into the elevation adjustment drum settings. The numbers on the drum correspond to the range to the target (ex. 4 = 400 meters, 5 = 500 meters) and the actual raising/lowering of the sight at these settings is designed to compensate for the approximate drop of the round at the specified distance. The theory of the sight (assuming proper zero procedures were used) is that a shooter would be able to aim center mass for targets out to 300 meters once zero was set. If targets are further away, the shooter would estimate the range to the target and would adjust the sight to the appropriate range on the elevation drum. This would allow him/her to

still aim center mass (point of aim/point of impact) instead of having to hold the front sight over the target to compensate for bullet drop at longer ranges.

Zeroing Procedures / Mechanical Zero / Battle-sight Zero

The M-16/AR-15 can be zeroed at various distances based on the decision of the firearms instructor, anywhere from 25 yards out to 300 yards. The decision to zero the rifle at a specific distance should be made only after the instructor considers factors such as the trajectory of the ammunition and the anticipated ranges at which an officer may have to deploy the rifle. Police officers from urban areas may choose to zero their rifles at closer ranges while officers working in areas with flat/open terrain may select a longer range zero. Although the zero distance may vary from agency to agency, the process used to obtain a battle-sight zero for an officer's rifle is the same.

Before attempting to obtain a battle-sight zero, the shooter should check to insure that the sights are set to *mechanical zero*. Mechanical zero is achieved when the AR-15 sights are centered within their range of adjustment. For the firearms instructor running a patrol rifle course, it is easier and quicker to have all shooters begin with their sights set at mechanical zero. Doing this corrects any major errors in the sight adjustments that were made by other shooters who may have been unfamiliar with proper zeroing techniques. If not done, the instructor may soon find that the sights on some rifles were previously "adjusted" by officers who could not resist the urge to turn all the knobs/levers on their rifle. With these "adjusted" rifles, it may be difficult to obtain a zero, especially if the sights had been moved to the extreme limits

of their adjustments. By starting at mechanical zero, the shooter will find that they will have to make fewer adjustments to their sights when obtaining a battle-sight zero. For the instructor, fewer sight adjustments when zeroing results in less time spent on the task and less ammunition used.

To obtain mechanical zero, the circular base of the front sight should be flush with the bottom of the front sight housing. The rear sight elevation drum (A2 models) should be rotated all the way down to the lower **8/3** setting (sight marked **6/3** on short barrels and flat-top rifles). Using the side windage adjustment drum, adjust the rear sight until it is centered in the housing (index mark on the lowered sight aperture should line up with the corresponding index mark on the sight body). The rifle is now at mechanical zero.

Mechanical Zero for Mini-14

The rear sight of the Mini-14 can be set at mechanical zero very easily. Looking downward from above the rifle/rear sight, the shooter can use the side (windage adjustment) to move the rear sight housing. The right side of the rear sight housing should be lined up/even with the right side of the receiver. The rifle shooter can then move the top elevation adjustment downward until the adjustment stops. At that point, the shooter can raise the elevation adjustment up 4-5 clicks of the elevation wheel.

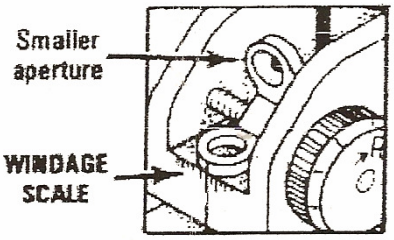
Zeroing Procedure (25 Yards)

The AR-15/M4 style rifle has two adjustable sights- front and rear. Zeroing elevation adjustments are made using the front sight, windage adjustments with the rear.

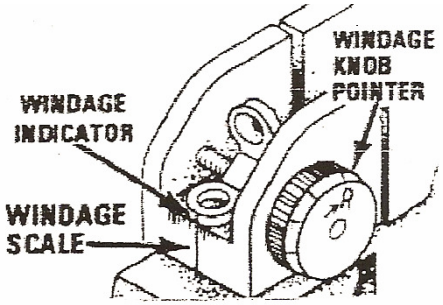
The rear sight has an elevation knob with range indicators from 300 to 800 yards and two apertures for range. One aperture is marked 0-200, and is

used for short range, low light, and moving targets. The unmarked aperture is for rages for 300 to 800 yards, and is used in conjunction with the elevation knob. Each click of elevation will move the shot group up or down approximately ¼ inch at 25 yards, 8 inches at 800 yards.

The rear sight also consists of windage knob on the right side of the sight. Each click of windage knob will move the shot group left or right 1/8 inch at 25 yards, to 4 inches at 800 yards. A windage knob pointer is on the windage knob. The front sight consists of a rotating light post with a spring loaded detent. This detent can be depressed with an adjustment tool or pointed bullet. Each click will move the shot group approximately ¼ inch at



Unmarked aperture.



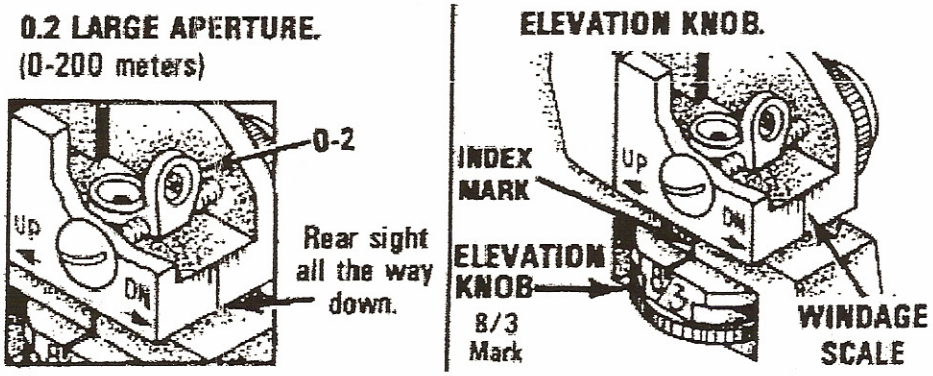
Windage knob.

25 yards, to 8 inches at 800 yards

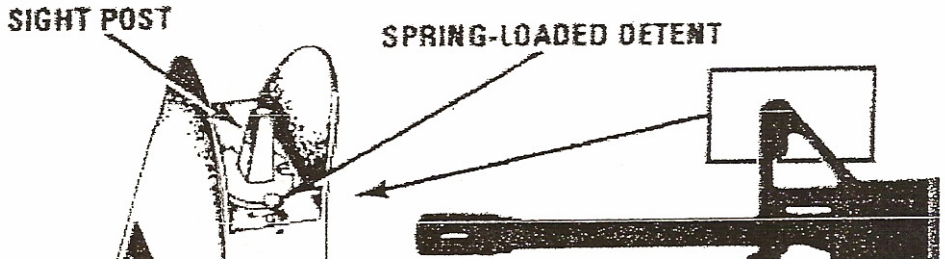
Mechanical Zero:

Align the windage indicator mark on the 0-2 aperture with the center line of the windage scale (the unmarked aperture is up)

Rotating the elevation knob down until the range scale 8/3 (300yards) mark is aligned with the mark on the left side of the receiver. Raise the large aperture (0-200)



After setting the rear sight to mechanical zero, rotate the front sight post up or down until the base is flush with the top of the sight post well



Battle Sight Zero

Carefully aim and fire three shot group, if the group is not centered in the dotted circle adjust your sights

To raise the group, rotate the front sight up (clockwise)

To lower the group, rotate the front sight down (counter clockwise)

To move the group left, rotate the windage knob counter clockwise

To move the group right, rotate the windage knob clockwise

Continue to fire and adjust until you have a tight group in the center of the dotted circle, once this is done the large aperture is zeroed to 200yards and

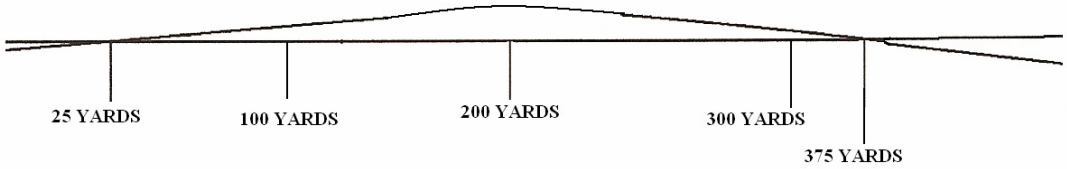
the small aperture is zeroed to all other ranges as indicated on the elevation knob.

A 200 yard zero will give a shot group that falls inside a 6 inch circle centered on the target from 0 to 250 yards. With a center of mass aiming point no sight adjustment is needed.

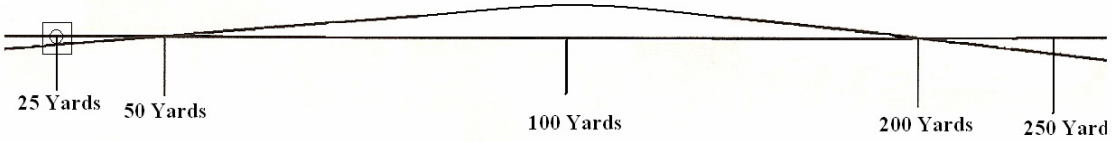
Note – shooters should familiarize themselves with their rifle/carbine manual prior to beginning zero procedures so that they are aware of the actual movement that is made for each turn/click of adjustment on the sights. Most manufacturers determine the sights range of adjustment per click by using a 100 yard range (ex. At 100 yards, one click equals one inch of movement. At 50 yards, one click equals ½ inch of movement of the sight/shot group).

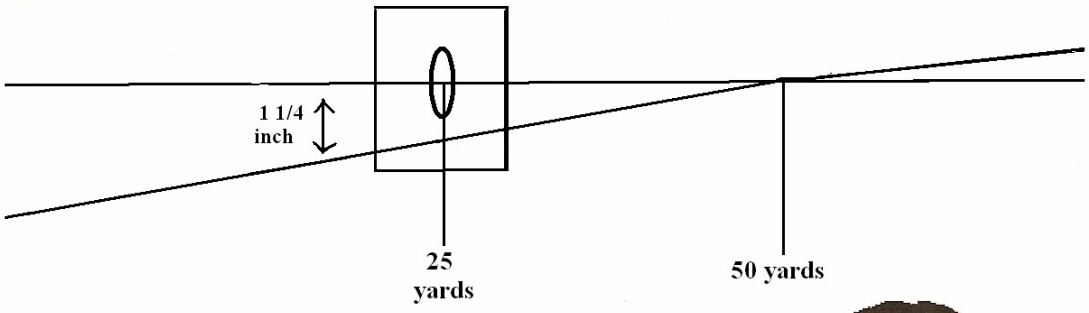
Another method of zeroing patrol rifles is to use the 200 yard zero. At first glance, this would seem like it would be far too long of a distance for use by law enforcement, especially since most police rifle engagements take place at under 50 yards. However, the 200 yard zero procedure has the benefit of an equivalent zero at the close range of 50 yards. This is due to the flat trajectory arc of the .223 Remington round. Using this zero method, the round is only 2 inches above or below the line of sight from the muzzle out to 250 yards. Therefore, a shooter only has to aim center mass for targets at 0-250 yards. Within these distances, the round will not vary more than 2 inches from the point of aim.

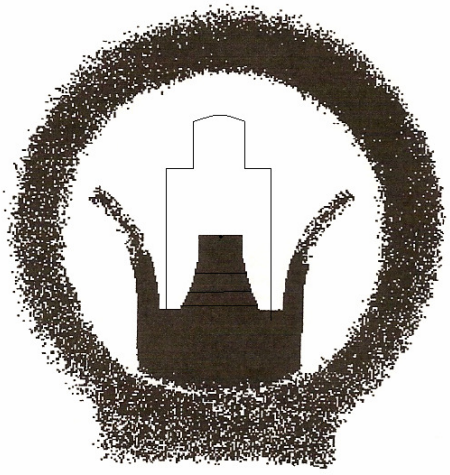
ZEROED A 375 YARDS



ZEROED AT 200 YARDS

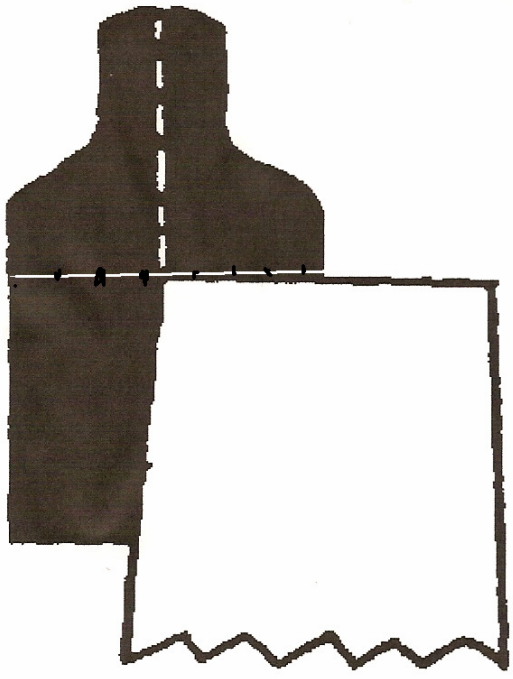






200 Yard Zero

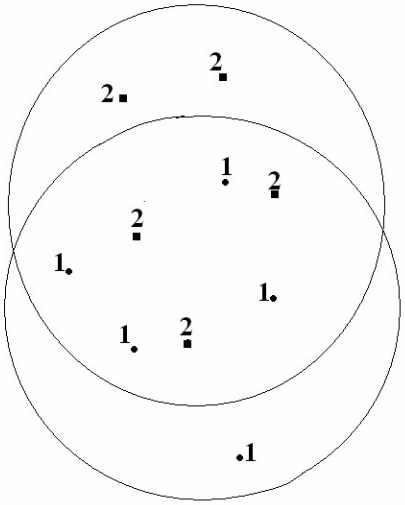
Sight picture using a center of mass aiming point will give hits from 0 to 250 Yards without any further sight adjustment.



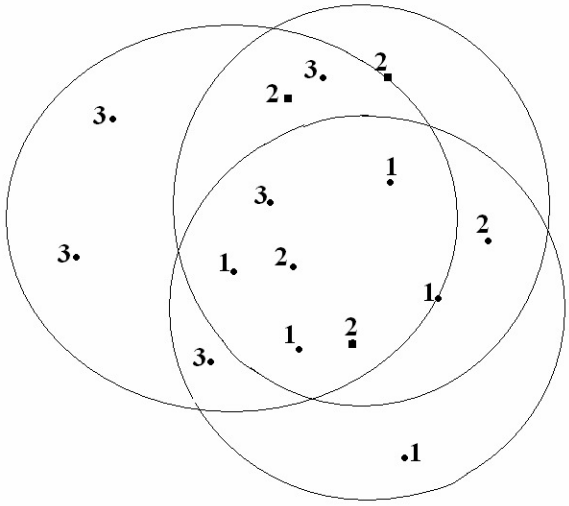
When finding center of mass on small or dimly seen targets, offset the front sight to cover half of target width, then raise sight to target midline. Center sight on target.

4 inch group fired at 100 yards

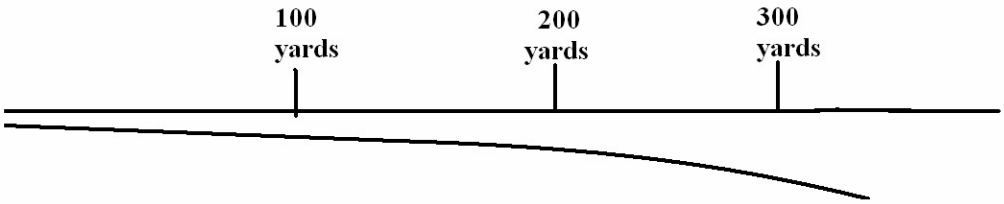
Second group with 1 click (1 inch) elevation



Third group with 2 clicks (1 inch) left windage



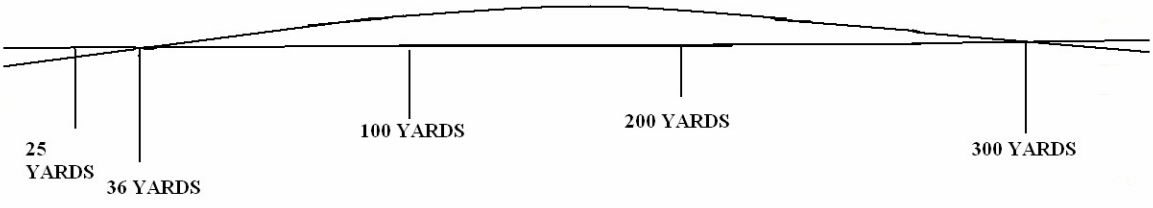
A shot fired with the line of sight and rifle bore parallel would cause the shot to fall away from the line of sight.



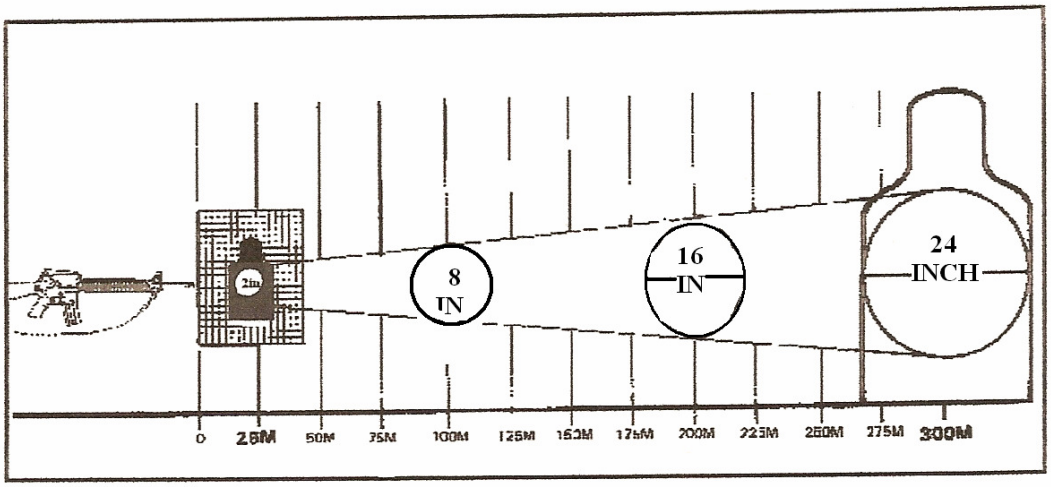
A shot fired,when the sights are adjusted, will cross the line of sights in two places The distance of the first and second intersection are the ZERO for that sight adjustment.

TRAJECTORY CURVE 5.56 mm

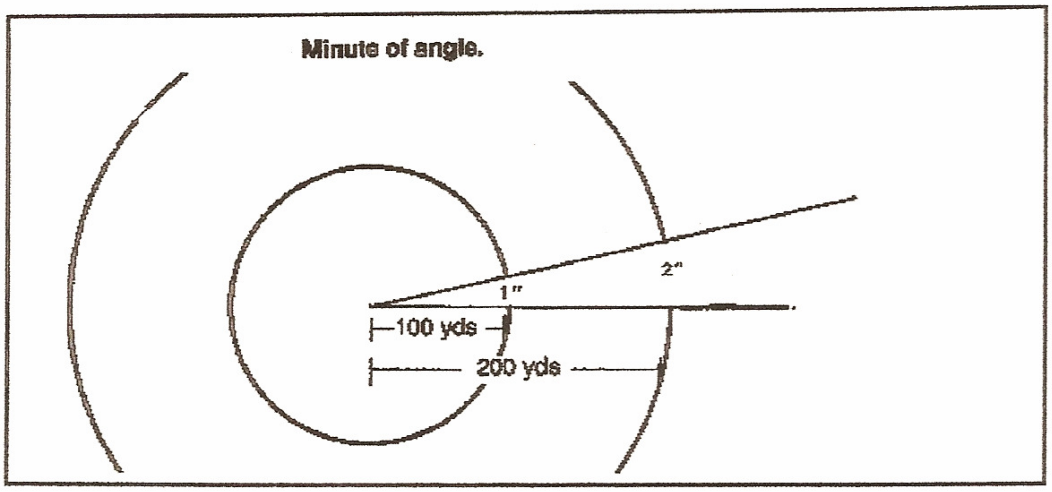
ZEROED AT 300 YARDS



SHOT GROUP



The shot group produced by a rifle at 25 meters will increase as the range increases. A 2 inch group at 25 meters will be a 4 inch group at 50 meters and a 6 inch group at 75 meters.



Minute of angle -- A standard unit of measurment used to indicate movment of the shot group when adjusting rifle sights.A circle is divided into 360 degrees and each degree is divided into a further 60 minutes. A minute of angle is an angle begining at the muzzle that would cover 1 inch at 100 yards. This same angle will produce double the movment at 200 yards, triple the movement at 300 yards, and continue to increase as the range increases.

Change in elevation for one click at various ranges	
When aiming at--	
100 METERS, 1 CLICK= 200 METERS, 1 CLICK= 300 METERS, 1 CLICK= 400 METERS, 1 CLICK= 500 METERS, 1 CLICK=	1.1 INCHES 2.2 INCHES 3.3 INCHES 4.4 INCHES 5.5 INCHES

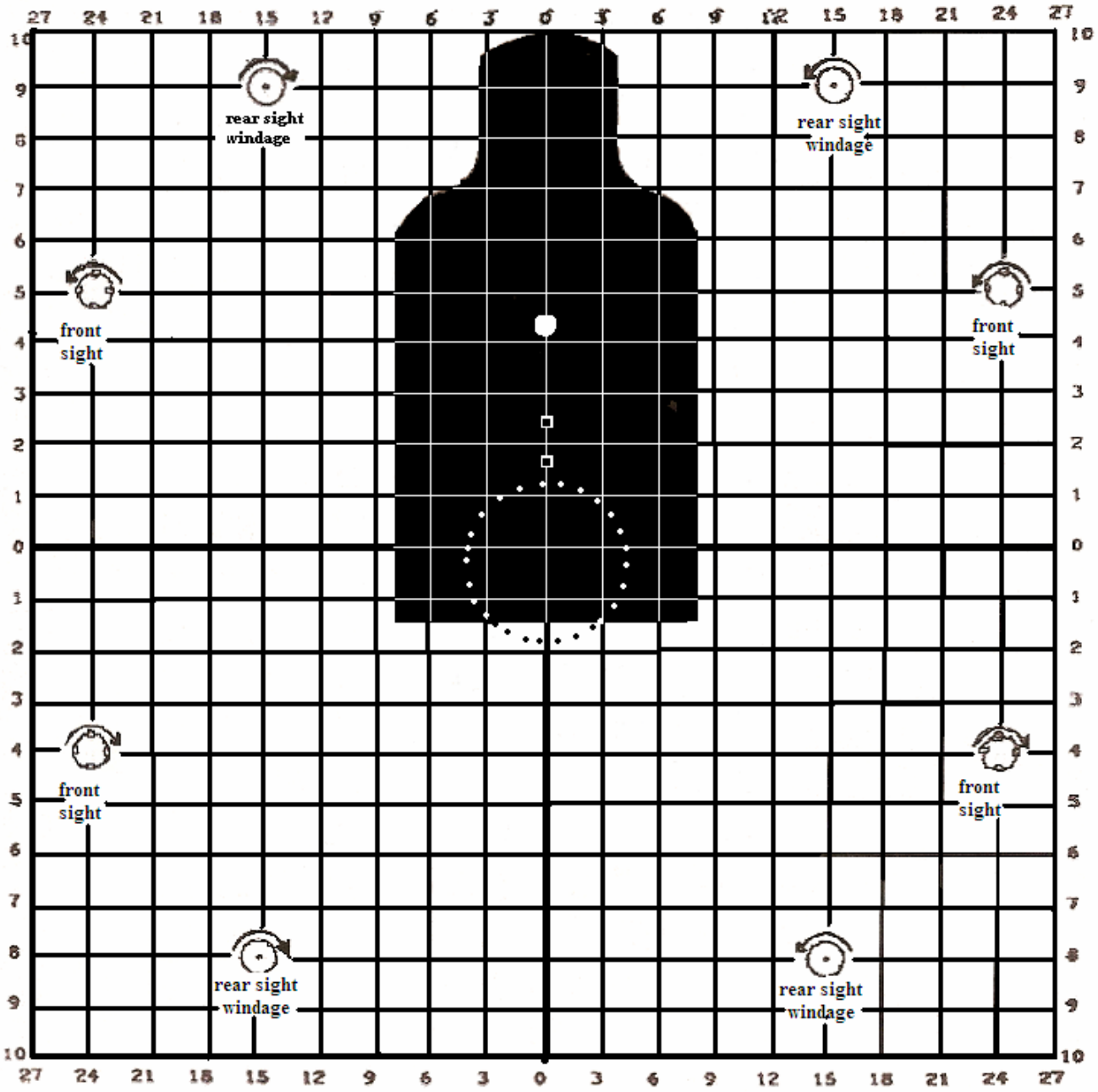
To obtain a 50/200 yard zero, begin by sighting in the rifle using the 25 yard zero method. Once the rifle is zeroed at 25 yards, the shooter need only adjust their sights so that the shot group is raised approximately 1.5 inches below the white square on the zero target (3 grid squares). Once the shot group is raised at the 25 yard point, the shooter can verify or refine the zero by moving out to 50 yards and repeating the zero process. After the shooter gets the rifle to shoot point of aim/point of impact at 50 yards, they can reasonably expect to be zeroed at 200 yards as well. It is highly recommended that the shooter confirm this zero at 200 yards if possible.

Adjustments (A2 style sights)

Front sight (25m)	one notch is 3/8” change in impact
	one notch is 1-3/8” change in impact (100m)
Rear sight (25m)	one click is 1/8” change in impact
	one click is 1/2” change in impact (100m)

25 YARD ZEROING TARGET

200 YARD ZERO



M16A2 elevation knob set to 8/3 setting, use 0-200 (large) aperture. Aim at white dot, (center of mass), but adjust to center of dotted circle for 200 yard zero.

M16A1 use unmarked (front) aperture, aim and adjust as above.

SIG-H&K- AR180 (over bore height of 1 1/2 inches), aim at white dot,(center of mass), but adjust to lower black square for 200 yard zero.

MINI 14 (over bore height of 1 inch), aim at white dot(center of mass), but adjust to upper black square for 200 yard zero.

Barrel:

The most often discussed aspect of patrol rifles is often barrel length. The most commonly found lengths are 20, 18, 16, 14.5 and 11.5 inches. While not a hard and fast rule, rifles with a barrel length of 18 inches or less are often referred to as Carbines. *Bureau of Alcohol, Tobacco, Firearms and Explosives* (BATFE) regulations require any rifle with a barrel length of less than 16 inches to be registered as a "short barreled rifle" under the provisions of the National Firearms Act (NFA).

Disadvantages to a short barrel;

- Loss of ballistic performance
- Larger muzzle flash
- You will experience a loss of up to 400 feet per second in velocity at 100 yards.
- Commensurate loss of terminal bullet performance.

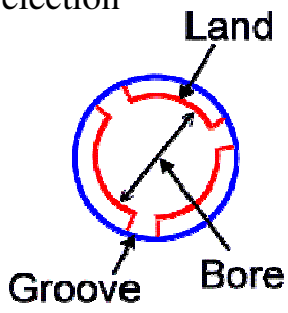
The best compromise is the 16 inch barrel.

Advantages;

- No NFA paperwork
- Barrel is long enough to get an efficient powder burn during the combustion process.
- The 16 inch tube is short enough to make it handy for CQB and storing in our ever smaller cruisers.

Rate of Twist:

Rifling in the barrel is an important factor with respect to bullet weight. More can be found on this in the Caliber and Ammunition Selection Section of this manual.



. Rifling is expressed in a ratio 1 turn per inch of barrel length, such as 1:7, 1:9 or 1:12, meaning the bullet will turn one complete revolution in 7 inches of barrel, 1:9 or 1:12. You will usually see this stamped on Milspec barrels as 1/7, 1/9 or 1/12 and can be found stamped near the muzzle along with the caliber. Ruger Mini-14's have a twist rate of 1:9 and the company claims the while the rifle is stamped .223, the chambers are 5.56 NATO. Milspec AR rifles are chambered for 5.56 NATO and the twist rate will vary with the manufacturer and model. Ammo with a 55 to 62 grain bullet can be effectively used with all twist rates. Bullets lighter than 54 grains should be used in a rifle with the 1:12 twist rate. Using them in a 1:7 barrel will tear the jacket off the bullet and cause considerable loss of accuracy. Bullets heavier than 63 grains should be used in the 1:7 or 1:9 barrels. When used in 1:12 barrels you will see "keyholing" (the bullet striking the target sideways).

Caliber & Ammunition Selection:

The caliber and selection of ammunition is as important as the selection of the rifle itself. Patrol rifles are commonly found in both rifle and pistol calibers. Most common are:

Rifle Calibers	Pistol Calibers
.223 Remington*	9mm
5.56 NATO*	.40 S&W
7.62 x 39mm	.45 ACP
.30 WCF (.30/30)	.357 Magnum
6.8mm SPC	

*Note: 5.56mm NATO and .223 chamber dimensions and ammo specifications are NOT the same.

The choice should be made after the mission statement has been drafted and all factors in how the rifle may be employed or what threats may be encountered have been thoroughly examined.

The pistol calibers are generally chosen because of a perceived need to have rifle ammo that is compatible with the department's service pistol. Unfortunately, the pistol ammo is only marginally more effective out of the rifle's longer barrel. FBI penetration tests between the various pistol caliber rounds fired from a patrol rifle demonstrated that there is a definite likelihood of excessive penetration through interior walls when using pistol calibers. The ability of the round to stop an individual posing a deadly threat was no greater than when fired from the shorter handgun barrel.

While the 7.62x39mm and .30-30 round are more effective than pistol calibers, they pose several drawbacks which make them less suitable for law enforcement use. Both tend to over penetrate interior walls. The choice of 7.62x39mm rifles that are suitable for law enforcement are extremely

limited. The Ruger Mini-30 is the only one that meets many of our requirements. The Kalashnikov designed AK is normally associated with this caliber. While extremely reliable, it is not desirable as a patrol rifle due to the limited amount of support accessories such as vehicle mounts and because of the perceived association with terrorist groups.

Lever action rifles are commonly used by rural law enforcement agencies in the western states and are often found in .30-30. It is reliable and has stood the test of time. In fact, it was our first patrol rifle when it rode in the saddle scabbard of Sheriff's and Marshall's during the late 1800's. While an effective round, the lever action rifle is not our best choice since it is difficult to reload quickly and clear if a malfunction occurs.

The ideal choice for the patrol rifle is a semi automatic rifle chambered in 5.56mm or .223 Remington. For the purposes of this paragraph, we will consider them the same round. The 5.56 / .223 perform well in the law enforcement role. While only a 22 caliber bullet, it travels at velocities between 2800 and 3300 feet/second. This results in a tissue devastating hydrostatic shock wave which can literally destroy internal organs. While effective against human targets, the 5.56mm / .223 Remington rounds will not penetrate as many interior walls as your service pistol. Due to the high velocity, the bullet tends to shatter and break up after impacting the first wall.

The two most popular (police service) rifles chambered for this round are the Mini-14 and the many variants of the AR-15. Both rifles have an extensive line of after market accessories and have a proven track record. The Mini-14 may be attractive to those departments that find the AR-15 to "military" looking.

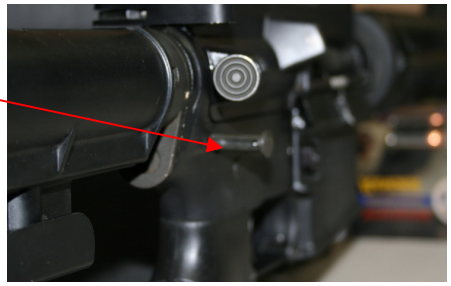
Users need to be aware that 5.56mm military ammo is loaded to higher pressure specifications than the .223. The chamber dimensions of the .223 are slightly different in the lead or throat of the chamber. This can result in problems if the higher pressure 5.56mm NATO ammo is fired in it. A quick rule of thumb is you can fire .223 ammo in a rifle chambered for 5.56mm NATO however you may see problems if you try and fire the hotter NATO ammo in a commercial .223 chamber. The bottom line is – know your rifle and use only the correct ammo to prevent problems.

Field Stripping

Stripping the patrol rifle down to the basic assembly components, describe how the mechanism works and correctly reassemble his/her weapon. A detailed armorer's knowledge is NOT required.

The *Field Stripping Function* is performed with a **CLEAR and SAFE WEAPON**

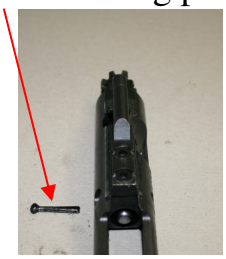
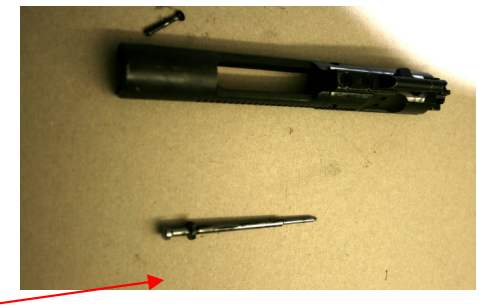
Step 1 Push break down pin out:



- Step 2 Break upper receiver from lower pivoting on front take down pin:

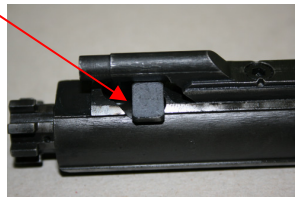
- Step 3 Slide charging handle and bolt carrier assembly out :

- Step 4 Remove Firing Pin Retaining pin from bolt assembly:

- Step 5 Remove Firing Pin

- Step 6 Remove out **Bolt Cam Pin**, give it a ¼ (90degree) turn.



- Pull the bolt out of the carrier assembly.


Maintenance

A poorly maintained weapon is a hazard to the officer, other officers and the public, therefore, is not acceptable. Basic maintenance is the responsibility of the individual officer. In departments that do not issue a rifle to the individual, the firearms instructor (in many cases) is tasked with maintaining the department rifles and shotguns assigned to cruisers. The majority of our patrol rifles are gas operated and are affected more by poor maintenance than our service pistols. There are officers who never clean their service pistol. Not only is this practice unacceptable, it is dangerous. Gas operated rifles that are shot and put away dirty will likely not function properly 2 months later. Since instructors set the tone for the way their officers handle and care for their weapons, it is imperative that your weapons be clean and set the standard.

Following all safe weapon handling rules, the student instructor shall be able to perform the following on their weapon:

1. Put the weapon on SAFE and clear it of any live ammunition;
2. Demonstrate to the instructor that the weapon is clear of live ammo;
3. Field strip the weapon down to the basic components per the manufacturer's instructions and describe:
    a. Each major component and what it does.
    b. Cleaning procedure and areas of concern on that weapon.
    c. Lubrication points and procedure
4. Correctly reassemble the weapon and perform a function check with dummy ammo supplied by the instructor.

5. Bolt assembly

a. Charging Handle

b. Bolt Lock/Release

6. Magazine Release

7. Safety/Selector Switch

a. Mode of fire selections

Full auto

Burst

A. Stock Assembly

Trigger Group

Pistol Grip

Stock Types

Fixed

Folding

Collapsible

Butt Plate

Sling Swivels

Picatinney Rail (optional)

B. Magazines:

1. Components

a. Body

b. Follower

c. Spring

d. Floor Plate

2. A minimum of 2 should be carried

Common to all rifles (except those firing case less ammunition), regardless of gas or recoil operation, is the four phase cycle operation;

Feeding

Firing

Extraction

Ejection

It is easiest to remember that the weapon must FEED before it can fire and FIRE before it can EXTRACT, and extract before it can EJECT. Later in the manual you will see that the weapons dysfunctions will be classified into one of these categories as well.

Basic Rifle Function Check

- Performed anytime the weapon is reassembled
- Performed on a safe and unloaded firearm or with dummy ammo
- With action closed, bolt in battery and weapon on SAFE – pull the trigger. The hammer should NOT fall. (Safety mechanism check)
- With an unloaded semi auto rifle, pull the trigger to drop the hammer. Do not release the trigger. Pull the bolt to the rear and release. The hammer should remain cocked and not follow the bolt forward. (Disconnector and/or sear engagement check)
- Perform the above check again and slowly release the trigger. Watch for a distinct metallic “click” as the trigger sear resets.

UNLOADING

1. Safety ON – Muzzle pointed in a safe direction. ***("Safety On")***
2. Remove magazine ***("Magazines Out")***
3. Bolt to the rear removing round from chamber if necessary
4. Lock bolt to the rear ***("Working parts to the rear")***
5. Visually and physically inspect chamber to insure no cartridge remains in the chamber ***("Look & Feel, Look & Feel")***
6. Recover the ejected round if necessary

FIRING POSITIONS:

As every recruit learns at the academy, the basic elements of marksmanship are grip, stance, sight alignment, sight picture and follow through. When shooting the long gun, our stance is more of a variable than with the handgun. The long gun is heavier thus is a two handed weapon. The classic shooting stance will not be the most effective technique for tactical shooters.

Important considerations include our placement of elbows and the weak hand, strong side elbow, butt stock to shoulder placement and stock weld for eye relief. Keep the support hand clear of the magazine or magazine well on the AR platform. When all the factors are correctly done, the rifle will become an extension of your body and will naturally point to the target. Assume the ready position, relax, close your eyes and bring the weapon up to the shooting position. Open your eyes. If you have done everything correctly, the front sight should be lined up on the target.

Primary Firing Positions:

Offhand

Probably the most often used, this offers the shooter the best balance between mobility and stability of all positions. The shooter's torso is square to the target to maximize the protection offered by their body armor. The knees are flexed with the weight forward as the shooter leans into the shot. This position permits the shooter to pivot 180 degrees on their feet or through 90 degrees at the waist. Keep the elbows in to the torso to provide additional stability. The offhand position can be both static (standing) or dynamic (on the move).

From low ready to up on target

Seven factors that effect the efficiency of your firing platform;

1. Weak Hand / Elbow Placement;
    a. Keep weak hand clear of the magazine well (Holding magazine well is the weakest part of the rifle, it's where the break down pin is located.)
    b. Elbow tucked in

2. Strong Hand Placement
    a. With AR type system, strong hand grips the grip portion. Trigger finger rests along the receiver until required manipulating the trigger.

3. Strong Elbow
    a. Down and tucked into the body
    b. Provides added support to weapon

4. Butt Stock / Shoulder Placement
    a. Weapon is positioned high on the shoulder
    b. Toe of the butt makes contact high on the shoulder
    c. This encourages shooter to keep head high

5. Stock Weld / Cheek Weld
    a. Eye Relief is maintained with the stock weld
    b. Stock weld is where your face is placed on the stock for the eye to perceive the sights

6. Breathing
    a. Don't forget to Breathe- Shoot – Scan – Breathe

7. Relaxed Body
    a. The rifle becomes an extension of the body. It is necessary to adjust the position of the rifle until the rifle points naturally at the target
    b. Bring your rifle up to the ready position, close your eyes, relax, and open your eyes.

c. With proper sight alignment, the position of the front sight will indicate your. Natural Point of aim and proper sight picture.

Prone




This the most stable of all the unsupported shooting positions. When done correctly it can be as steady as shooting from a bench rest. This position is used when accuracy is paramount over mobility. It is used when shooting from behind or around low cover. It does take more time to get into and a drawback is the shooters inability to move as quickly as other positions. The shooter's ability to pivot their torso is severely limited.

Lie down with your body pointing 10 to 20 degrees to the right of the target. Keep your shoulders square with your spine & your weight on the left side of your body. Your left leg is straight while drawing your right leg up, as if you were going to crawl. Left hand should be as far forward as you can go & should cradle the rifle. Right elbow should be slightly out from your body & resting on the ground. Try to keep your head as level with the ground as possible. Snug the rifle into the pocket of your shoulder & establish a good cheek or spot weld.

When using a sling, the rifle is now totally supported by your slung up arm, which has direct support from the ground, keep your magazine and/or vertical fore grip (broom handle) off the ground, your body will be

supported by the ground. With a sling and correct body position you can neutralize the body's unsteadying affects on shooting.

Rollover Prone

This position can be used to shoot from under cover such as vehicles or from an area where an opening won't allow standard prone to be acceptable. With iron sight AR type weapons the line of sight and muzzle are approximately 2 ½ inches apart.

In the picture you can see if the officer were to use standard prone, the muzzle would be above the opening in the wall. By rolling to his side he can now be effective with his sights and muzzle.

Kneeling

The kneeling position allows the shooter to get lower to take advantage of lower cover while still permitting the torso to pivot to engage targets to the side. There are three (3) variations of the kneeling position.

- **Brace Kneeling**

This is the classic kneeling position where the support elbow rests against the side of the leg. An alternative is to rest the tricep on the knee. Avoid bone to bone contact, elbow to knee, this is not stable and tends to roll. With the right handed shooter, the right knee goes to the ground.

- **Speed Kneeling**

Similar to the classic kneeling position except the arms do not make any contact with the leg for support. The shooter drops straight down to the kneeling position maintaining the offhand/standing aspect with the upper torso and arms. Keep an active toe to speed movement.

- **<u>California Kneeling</u>**

Shooter drops to the ground resting on both knees. There is no support between the arms and legs. The shooter can also lay back to lower their profile when shooting over cover from this position

Secondary Shooting Positions

Squatting

As the name implies this position is assumed by squatting down. It is more stable than Standing but not as stable as the other positions. This is because while the arms are supported directly by the legs, the body has only two relatively narrow contact points with the ground: the feet. Never the less it is a good idea to familiarize yourself with this position for those situations where the ground has undesirable qualities that make a more stable position unattractive. So use it in swamps or extremely rocky places.

This position also called Rice Paddy Squat, most of us here in the Western Hemisphere find this position difficult to get in and out of and uncomfortable at best. Ironically, most people in the Eastern Hemisphere spend much of their life in this position.

Use a sling for this position;

Squat down with your body facing slightly to the right of the target (approximately 20 to 30 degrees). Keep your feet about shoulder width apart and your knees extending slightly outward. If you have the mobility, place your left & right triceps on the respective knees. Your body should be inclined slightly forward. How much depends upon your body and the

rifle being shot, as leaning too far back will put you off balance when the rifle recoils. But generally it should be a slight incline to establish your balance at some point between (not forward of or in back of) your feet

Ideally the slung arm will support the weight of the rifle without any assistance from the muscles. Then it is just a matter of observing the basics until you let the shot go.

Sitting

Cross Leg:

Sit down with your body pointing slightly to the right, for a right handed shooter (about 30 degrees). Extend your legs and keep them slightly bent. Cross your left leg over your right leg. Your right foot should act as a stop to keep your left leg from sliding. Place your left and right elbows just behind each respective knee cap on the inside of the thigh. Your left hand should be just forward of the chamber of the rifle. Again photo describes the position as a right handed shooter. If you are a left handed shooter position would be opposite.

Cross Ankle:

Sit down with your body pointing slightly to the right of the target (about 30 degrees). Cross your left leg over your right leg at the ankles and tuck them underneath you. Place your left & right elbows just behind each respective knee cap on the inside of the thigh. Your left hand should be just forward of the chamber of the rifle.

Open Leg

Sit down with your body pointing slightly to the right, for a right handed shooter (about 30 degrees). Extend your legs, heels should dig in if possible, and elbows are supported inside of the thigh muscles just below the knee joint.

In all of the above variations raise the rifle, establish a good spot or cheek weld, snug it into the pocket of your shoulder and observe the fundamentals.

All the above photos are represented from the right handed shooter prospective.

Operating Functions of the Patrol Rifle:

There are four basic types of malfunctions or stoppages that the shooter must be familiar with.

- ***Failure to feed:***
  - The cartridge has not transitioned from the magazine to the chamber.
- ***Failure to fire:***
  - The cartridge did not fire either due to faulty ammunition or because the firing mechanism failed to operate correctly.
- ***Failure to extract:***
  - The cartridge remains in the chamber after the action has cycled.
- ***Failure to eject:***
  - The cartridge remains in the receiver after being extracted from the chamber.

Stoppages are classified as Phase I, II or III stoppages. You may also hear them referred to as Type I, II or III stoppages.

When a stoppage occurs, the shooter will address it with an "**Immediate Action Procedure".** This is a standard drill taught to shooters which will quickly clear the problem and bring the weapon back into action. The fundamentals are the same for the rifle as we use for the semi-auto pistol.

Immediate Action Procedures:

Phase I Stoppage:

The Phase I Stoppage is most commonly identified with the click of the firing pin striking an empty chamber when the shooter presses the trigger. The protocol for clearing this malfunction is Tap – Rack – Evaluate TAP – hit the bottom of the magazine to insure it is properly seated in the rifle. This may be the result of the shooter failing to properly insert it to begin with. If the magazine is not properly seated, the bolt will not strip the top round out and you will get a click instead of a bang. To prevent this, the shooter must always check the magazine after inserting it. Whether you call it TAP/TUG or PUSH/PULL, the concept is the same. Insert the magazine firmly and check to insure it is seated by trying to pull it out. RACK – cycle the action to rear and let it return forward under the tension of the recoil spring. Once the magazine is correctly seated, cycling the action should bring a round up into the chamber and put the rifle back in service. EVALUATE – reassess the situation to determine if the need for deadly force still exists. Fire if necessary or continue to cover the threat.

<u>Phase II Stoppage</u>:

The Phase II Stoppage is generally more complex. The double feed is a typical example of this where more than one cartridge is trying to be chambered at the same time. This is easily identified by looking at the action. The bolt will be partially open and you will see the two rounds jammed there.

If this malfunction occurs **<u>the shooter will immediately transition to their service pistol and address the threat</u>.**

When the tactical situation permits, the shooter will:

- **Look** into the ejection port and identify the stoppage

STRIP the magazine from the weapon. If you do not do this first, the next step may be difficult.

- **LOCK** the action to the rear. In many cases this alone will cause the double feed to clear and drop free via gravity.

- **SHAKE** the rifle vigorously from side to side *(4 o'clock to 8 o'clock)* to help dislodge the jam.

4 O'clock TO 8 O'clock

- **SWEEP** the rounds from the action with your fingers if shaking does not dislodge them.

- **RELOAD** a fresh magazine. Do not use the old one as the root cause may be a problem with it.
- **RELEASE** the bolt to chamber a round.
- **RE-EVALUATE** the tactical situation and proceed as necessary.

Phase III Stoppage:

The Phase III Stoppage is typified by a broken part in the firing mechanism which prevents the rifle from operating properly. This is not a problem that is going to be quickly solved by the user. Immediately transition to the service pistol and deal with the threat as required. Since your rifle is out of commission, reassess your ability to engage in the current

tactical situation. A strategic withdrawal may be the best course of action at this point.

Anytime a malfunction can not be immediately cleared – transition to the handgun.

SLINGS

All long arms (the patrol rifle and shotgun) must be equipped with a proper sling to be a complete package. Just as the holster provides the means to safely control our handgun while we use both hands, the sling does the same for the long gun. If your rifle or shotgun is not equipped with a sling, what do you do with the long gun if you must transition to the hand gun? If you need both hands to affect an arrest or maneuver over a fence, what do you do with the long gun? The sling allows us to retain control of the long gun while going hands on.

A wide variety of sling types have emerged on the market in recent years. The simple 2 point or "hasty" sling which has been popular for decades has given way to new designs claiming to be more modern or tactical. In most cases, these designs are more suited for an officer assigned to a SWAT unit or similar duties. Slings generally will fall into one of three categories – 1, 2 or 3 Point systems.

The One Point or Single Point sling normally attaches to the long gun in the vicinity of the pistol grip or back of the receiver. It permits the rifle to be carried low and is easily slung to the rear when you need to climb or go hands on. A serious drawback is the muzzle hangs down and is susceptible to damage or getting debris in it if the shooter kneels.

Two and three point systems allow the rifle to be carried in the front of the body. When released, the rifle will rest muzzle down tight against the user. The rifle is easily accessible if needed again. The drawback is the sling is more complex and requires training time to become proficient with. That seems to be a quantity we are always short of. The cost may also be three times that of the simple Jiffy Sling.

The instructor should be mindful that under stress, the fine motor skills required to manipulate the straps and buckles of the sling may be non-existent. These slings are generally designed to be used by one person. Problems may be encountered when we expect every officer in the department to be able to sling the rifle over their bulky jacket, duty gear and other uniform items. For this reason, the simple two point or "hasty" sling is recommended for those rifles which may be used by a wide variety of officers. Any long gun training must include proper use of the sling, movement and transition to the service pistol.

An excellent rule of thumb is whenever using a sling, the weapon should go over the shoulder opposite the holster. This will keep the handgun and your draw free of obstructions if you need to transition to the pistol. The sling type should also cause the rifle or shotgun to come to a rest in the muzzle down position when hanging from the sling. This keeps us in line with the Cardinal Safety Rule which states we do not allow the muzzle to cross anything we don't intend to shoot.

TRANSPORTING:

Your Policy & Procedure will have to state how the rifle will be transported, unloaded, cruiser ready, or some other method, your circumstances will dictate the policy. Cruiser Ready or Transport Condition is the recommended method of carry.

Another factor your Patrol Rifle Policy & Procedure will need to address is how the rifle will be stored and transported in the cruiser. If your department has chosen to retain both a shotgun and a rifle in the cruiser, you will need to decide which one is going to be stored where.

Your options are much the same as with the shotgun. The rifle can be secured in passenger compartment in racks either vertically between the front seats or horizontally over the officer's head. The advantage is the weapon will be easily accessible. Some administrators feel the community may accept the idea, putting the public in fear and could also be an invitation to theft in some areas.

The other alternative is to secure the weapon in the trunk. Several options are available here. You can use a locking mount/rack similar to that used in the passenger compartment which can be mounted on the trunk lid, under the rear deck or in the trunk cavity itself. The lock mechanism can be activated manually via a key or electronically via a solenoid switch. The weapon is exposed to condensation and dirt which could be a draw back.

There are several different manufacturers on the market today and most are willing to let you test their product. Research by the firearms instructor needs to be done to see what will be the best for their department and community.

What ever system you use, training and familiarizing your officers with the operation of the storage unit is a must. Removing the rifle (or shotgun) quickly and smoothly is crucial to a complete training program.

This is no different than requiring an officer to draw their service pistol from their duty holster during training. If your rifle is stored in a drawer or vault type container, the officer should be required to inspect the weapon at the beginning of every shift, Departmental Policy and Procedure will dictate. This will insure the weapon is in good order and refreshes the muscle memory to access the weapon.

Carry Conditions:

There are four conditions of carry for the rifle;

- **Safe**
- **Transport**
- **Tactical**
- **Firing**

Safe Condition

Another and even more overlooked training element is returning the weapon to the storage location. Typically if we think we will need the rifle, we do not hesitate to remove it. The officer will cycle a round up into the chamber and start the long wait for the situation to be resolved. Most of the time, the incident will end with little or no fanfare requiring us to return the weapon back to the cruiser in a safe condition.

This will require the officer to safely remove the round from the chamber, return it to the magazine and insure the chamber is empty with the safety on before returning it to the storage location. Officers should be trained to perform this task without ejecting rounds on to the ground or

fumbling with it in front of the public. Proficiency in handling the rifle will generally yield in greater safety.

The following procedure was developed to work with the AR and Mini-14 type rifles:

- **AR Type**
    - With the rifle pointed in a safe direction and the safety ON
    - Remove the loaded magazine and place it in your pocket
    - Place your left palm under the magazine well with your finger tips holding the ejection port cover almost closed
        - With your right hand, draw the operating handle slowly to the rear

            The cartridge will be extracted from the chamber and instead of

            being ejected out the ejection port, will be dropped into the palm of

            your left hand
        - Simultaneously, use your left thumb to depress the bolt lock and lock the bolt to the rear
        - Visually and physically check the weapon is unloaded;

Mini-14 Type

- With the rifle pointed in a safe direction and the safety ON
- Remove the loaded magazine and place it in your pocket
- Place all four fingers on your left hand under the magazine well with your thumb over the bolt

- With your right hand, draw the bolt slowly to the rear

  The cartridge will be extracted from the chamber and your left

  thumb will knock it down into your left four fingers
- Simultaneously, use your left thumb to depress the bolt lock (which will be located under your thumb) and lock the bolt to the rear
- Visually and physically check the weapon is unloaded;

Transport Condition:

This condition is typically used when a weapon is stored in police cruiser. Departmental Policy and Procedure will dictate here. Again there are a number of different types of locking devises used today. Research should be done to determine what will fit your Department and situation. Which ever one you choose training should be done to ensure officer's become familiar with them.

From **Safe and Empty** weapon;

- **Safety ON**
- Release the bolt forward on an **EMPTY CHAMBER**
- Insert a magazine **loaded two down** from the maximum number of rounds, two rounds down ensures proper seating and locking of the magazine

Tactical Condition

When a weapon is stored in a cruiser in the transport condition; officers will take the weapon from the locking devise to deploy it, the first thing that should be done is to cycle the action. This will place the weapon in the Tactical condition, round chambered **SAFETY ON.** This condition can be accomplished from the safe condition also.

From a Clear and Safe Weapon;

- **Safety ON**
- Insert magazine
- Close the action, chambering a round

From Transport Condition;

- **Safety ON**
- Magazine seated
- Cycle weapon to chamber round

Firing Condition

From Tactical Condition;

- **SAFETY OFF**

Safe weapon handling is extremely important. In communities that feel the police do not need "military style" weapons, poor weapon handling can create negative publicity.