



# **KING CITY POLICE DEPARTMENT**

**PROUD TO PROTECT. AN HONOR TO SERVE.**

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## **Electronic Control Devices (ECD)**

### **Statement of Purpose:**

This course will establish and ensure strict adherence to proper training, deployment, reporting and follow-up of the TASER (ECD) system.

### **I. Introduction 0700-0800 (1 hour)**

#### **A. Welcome**

1. Course Goals
2. KCPD Use of Force Policy/TASER Policy
  - The ECD is considered an intermediate level force option similar to that of an impact weapon. When reasonable and appropriate the ECD should be used prior to an impact weapon as there is a lower risk of injury with the ECD compared to an impact weapon.
  - Not for use on a subject who is passively resisting
3. ECD Warnings, Instructions, and Information: Law Enforcement
4. TASER International Liability Waivers (Every student must read and sign)
5. Identify all TASER parts (Have power point slide on screen)
6. Brief overview of how ECD functions
7. Falls, Fires and Drowning
8. TASER Safety Rules
9. ECD test requires pass rate of 90%
10. TASER International in its entirety

### **II. Power Point Presentation 0800-1030 (2.5 hours)**

- A. Use TASER International latest power point version in its entirety

### **III. Technology**

- A. Electricity
- B. Volts vs. Amps
- C. Neuro Muscular Incapacitation (NMI)
- D. Evolution of the TASER
- E. Stun vs. NMI
- F. Blunt Pulse vs. Shaped Pulse

**IV. Medical and Safety**

- A. Cardiac
- B. Preferred Target Zones
- C. Breathing
- D. Physiologic or Metabolic Effects
- E. Higher Risk Populations
- F. Independent Conclusions
- G. Probes

**V. Legal and Case Law**

- A. Beaver vs. Federal Way
- B. 9<sup>th</sup> Circuit Decision: Bryan v McPherson
- C. Considerations to Avoid Excessive Force Liability
- D. AB 392 & SB 230
  - a. Use of Force
  - b. Training Policies.
- E. PC835a
  - a) Use of Force

**VI. TASER ECD**

- A. Electrical
- B. Trigger Operation
- C. Digital Pulse Controller
- D. CID Display
- E. Illumination Button
- F. DPM Cautions
- G. ECD Important Tips
- H. Spark Test
- I. TASER ECD Data port
- J. Download
- K. ECD Download Maintenance
- L. ECD Maintenance and Care

**VII. TASER Cartridges**

- A. XP 25 Foot (Green Blast Doors)
- B. Cartridge Inspection
- C. Probe Spread
- D. Wires
- E. Cartridge Safety

## **VIII. Tactical Considerations**

- A. Flammability
- B. Probe Placement
- C. Causes of Limited Effectiveness
- D. Jail Video
- E. Falls
- F. Deployment Distance Considerations
- G. Controlling/Handcuffing Under Power
- H. Avoid Extended, Repeated or Prolonged Applications
- I. TASER Cam Use Video
  - 1. This video depicts an incident where repeated applications would be considered out of KCPD policy as well as current case law.
- J. Suicidal Subjects
- K. Drive Stun
- L. Animals

## **IX. Policy Considerations**

- A. Holster Pros and Cons
- B. Procedure: Dept Holsters to be worn on opposite side of duty belt relative to Firearm
- C. Spark test
- D. Precautions
- E. Use of ECD
- F. Tactics
- G. Minimize Repeated Exposures
- H. Medical Treatment/Probe Removal
- I. Reporting Procedures
- J. Evidence

## **X. Downloads and Forms 1030-1045 (15 min)**

- a. Demonstrate how to plug TASER into Computer for Download
- b. Demonstrate how to Generate and Print Weapon Summary
- c. Demonstrate how to view video
- d. Demonstrate how burn video for evidence
- e. Demonstrate how to plug TASER in for recharging
- f. Duty Station Log
- g. Report Writing ARS Template

## **XI. Duty Belts 1045-1100 (15 min)**

- A. Select ECD holster and adjust duty belts

## **XII. Lunch 1100- 1200 (1 hour)**

- A. Break down tables/Roll chairs to hallway

### **XIII. TASER Familiarization and Manipulation 1200-1215 (15 min)**

- A. Safety Briefing
- B. Issue ECDs to class participants
- C. Function illumination button with safety on, manipulate safety, spark test, five second discharge, three second discharge.
- D. Issue each student two empty cartridges for tactical re-load training
- E. Five second deployment with empty cartridge, safety on, tactical re-load second cartridge, five-second cycle with second cartridge. (Repeat several times)

### **XIV. Muscle Memory 1215-1245 (30 min)**

- A. Muscle Memory Exercises
  - a. Brief class participants on the need to draw and re-holster their issued equipment on a daily basis. This daily exercise will help to build muscle memory and avoid weapon confusion. The class participants will be adding an additional use of force option (ECD) to their belts and will have to re-position their tools on their duty belts so they need to reprogram their muscle memory to be efficient in their arrest and control tactics and to avoid any weapon confusion related issues.
- B. Identify differences between drawing ECD and firearm.
  - 1. ECD is bright yellow. Firearm is black.
  - 2. ECD is carried on the opposite side of duty belt relative to the firearm
  - 3. The weight of the ECD is much lighter than that of a firearm.
  - 4. The standard grip for the ECD is one hand while the standard grip for the firearm is two handed. Class participants will be trained to hold their secondary hand up to defend themselves or close to their body to keep their secondary hand from covering the camera.
  - 5. The ECD has a safety while the firearm does not.
  - 6. The ECD has a laser sighting system while the firearm does not.
  - 7. The preferred target zone for an ECD discharge is the lower abdominal/thigh area while the firearm is center mass.
- C. Class participants will wear all issued use of force equipment with the exception of their handguns which will be replaced by plastic training guns (red guns) for these drills. Class participants will be issued two empty cartridges for muscle memory and tactical reloading drills

#### **Muscle Memory**

Have class participants draw and re-holster their ECD several times

Have class participants draw and re-holster their ASP several times

Have class participants draw and re-holster their OC several times

Have class participants draw and re-holster their handcuffs several times

### **Basic Transition Drill**

Have class participants transition between each tool on their belt with the exception of their firearm. When re-holstering for transition all equipment should be completely secured prior to transition. Start out slow and gradually increase speed (remember smooth is fast).

This can be achieved when instructors call out various force options and participants will draw the specific force option called out by the instructor.

Instructors will impose stress during each position drill by running towards class participants upon the command of threat.

### **Position Drill**

On the command of threat, class participants will draw their ECD and point it in the preferred target zone of the instructor.

Have class participants draw and re-holster their ECD several times from the kneeling position.

Have class participants draw and re-holster their ECD several times from the prone position.

Have class participants draw and re-holster their ECD several times while laying on their back.

Lastly, mix up the positions and continue to have the class participants draw and re-holster from different positions.

Instructors will impose stress during each position drill by running towards class participants upon the command of threat.

### **Lethal to Less Lethal Transition Drill**

While red gun is out and pointed at target, the class participant will holster his/ her red gun completely (including all straps/bails) then draw ECD, turn safety off, acquire target, practice giving verbal commands, then continue to stay on target – or paint the target with the laser on the target well past the five second cycle. When the instructor says the target is “10-15”, only then does the Operator holster his/her TASER.

The lethal to less lethal transition drill was created to focus on the following training points:

(1) No weapon confusion – holster the lethal weapon completely and if possible – never go back to that weapon – depending on the threat and availability of Lethal Cover Officer.

(2) Verbal Commands, including a “TASER” (for sympathetic fire warning) and to make the operator remember he/she should be the only person communicating with the suspect to avoid confusion.

(3) Notify supervisor per policy and ask them to respond.

(4) Call for medical staff, to begin any first aid.

## **XV. Target Qualification 1245-1345 (1 hour)**

- A. Set up Targets for Qualification target- 1 student per target- 1 instructor per target
- B. Have students learn how to take air cartridges out of packaging
- C. Each student will discharge 2 air cartridges- 1 vertical- 1 horizontal
- D. Demonstrate evidence collection during target practice

## **XVI. TASER Overdependence 1345-1400 (15 min)**

- TASER Mentality/ TASER Overdependence
  - PORAC Article written by Ron Martinelli who is a Use of Force Expert, a TASER Instructor and a Forensic Analyst.
  - Martinelli defines TASER Mentality or “TM” as a conscious or unconscious over-reliance on the TASER to defend, control or generate compliance of an encountered subject absent those factors or circumstances that would lead a “reasonable officer” to believe that the subject posed a threat by active resistance or violent behavior.
  - Martinelli states that TM, to a certain extent, exists in every agency that utilizes the ECD as a force option.
  - Martinelli states that the involved officer may present symptoms including, but not limited to:
    - Lack of self confidence in officer safety;
    - Display of an emotional rather than a studied response to resistance;
    - Lack of training or experience in communication skills;
    - Lack of confidence, competency or proficiency in Arrest & Control Tactics;
    - Indications of unreasonable feelings of “time compression” including impatience (e.g. failure to wait for back up);
    - Indications or evidence of an overreliance on a TASER, despite readily available alternate methods to generate compliance or control;
    - Evidence that officer did not submit to TASER influence during TASER training.
  - When TASER International and law enforcement agency TASER instructors discuss how the TASER works and how it is intended to save lives while not inuring people, what the TASER Mentality Prone Officer actually hears and processes instead is a perceptual set of “now I don’t need to talk to or put my hands on anyone anymore. All I have to do is just “tase” them into compliance.

- The ultimate results of the faulty perceptual set of “TM” prone officers are evident. These officers tend to spend little time utilizing their tactical communication skills to generate compliance by non-compliant subjects. Instead, they consider their TASER as a tool that will more expeditiously solve their problems with initially non-compliant, belligerent or posturing subjects. This problem is exacerbated in young officers who sometimes
- lack interpersonal communication and appropriate subject non-compliance stress response skills.
- “TM” prone officers lacking in situational awareness and verbal, officer safety , and/ or Arrest & Control Tactics skills use their TASER prematurely as an “equalizer” when other non-forceful compliance alternatives are readily available. In such circumstances, the TM Prone Officer’s use of TASER force may be analyzed as both unreasonable and excessive per Graham v. Connor.

**XVII. Overall review 30 min 1500-1530 (30 min)**

**XVIII. Conclusion and Test 1530-1600 (30 min)**

A. TASER International Test (Current Version)