

Restraint Procedures



Within

Detainee Operations

(b)(6)-L

Technical Learning Objective

Action

Results

Conditions

In a simulated environment, the student will be able to demonstrate the correct use of a defibrillator on a mannequin. The student will be able to demonstrate the correct use of a resuscitator on a mannequin. The student will be able to demonstrate the correct use of a stethoscope on a mannequin. The student will be able to demonstrate the correct use of a pulse oximeter on a mannequin. The student will be able to demonstrate the correct use of a blood pressure cuff on a mannequin.

The student will be able to perform a physical assessment on a mannequin. The student will be able to identify abnormal findings. The student will be able to document findings. The student will be able to communicate findings. The student will be able to provide patient education. The student will be able to follow safety procedures. The student will be able to work as a team member.

DOD 009430

Enabling Learning Objective A

Action:

Apply hand/leg restraints using the front and rear method.



Condition:

Given hand/leg restraints with key and a detainee (role played).

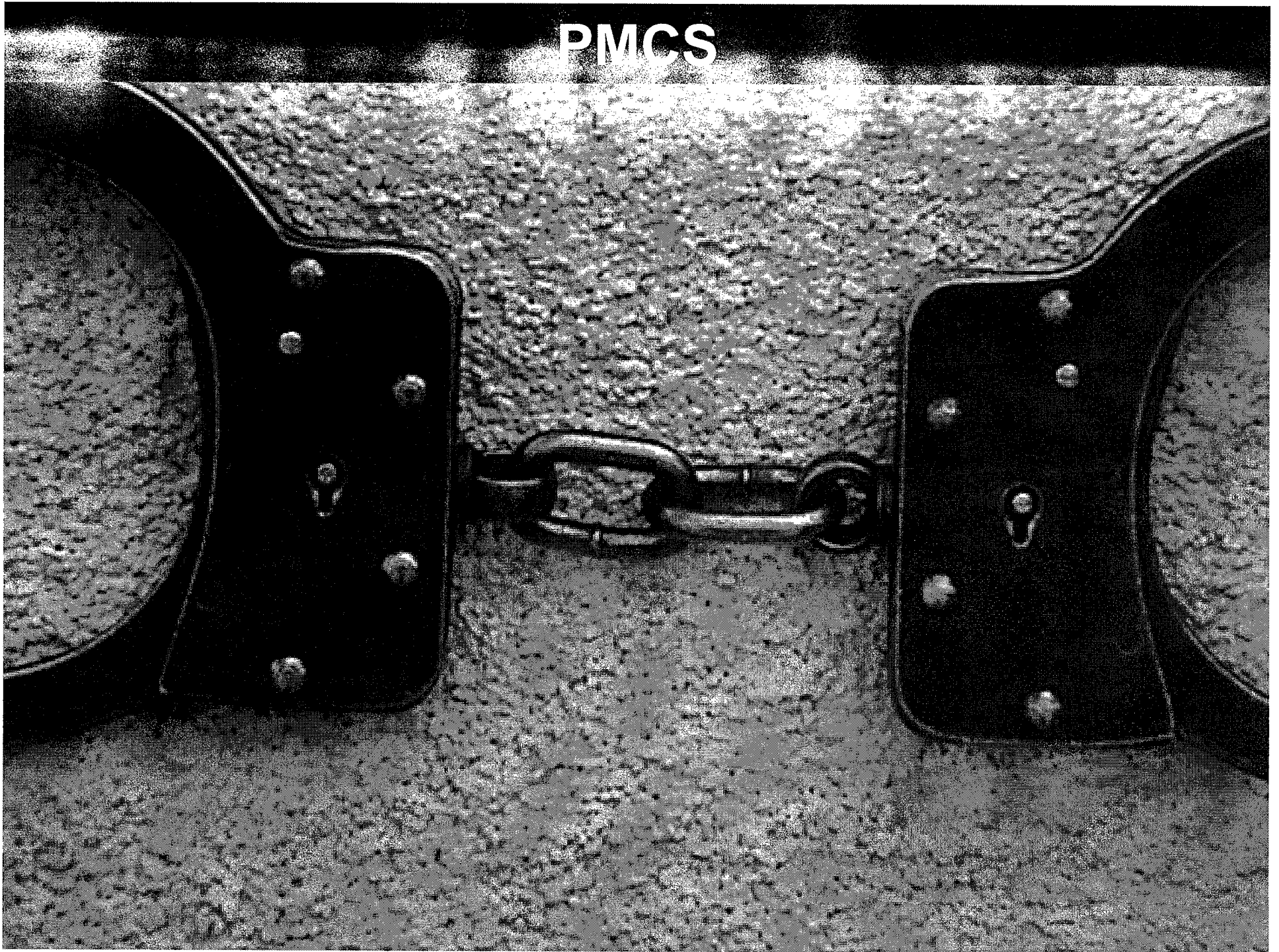
Standard:

Correctly apply hand/leg restraints in sequence.



**Apply
Handcuffs to
the Front**

PMCS



PMCS

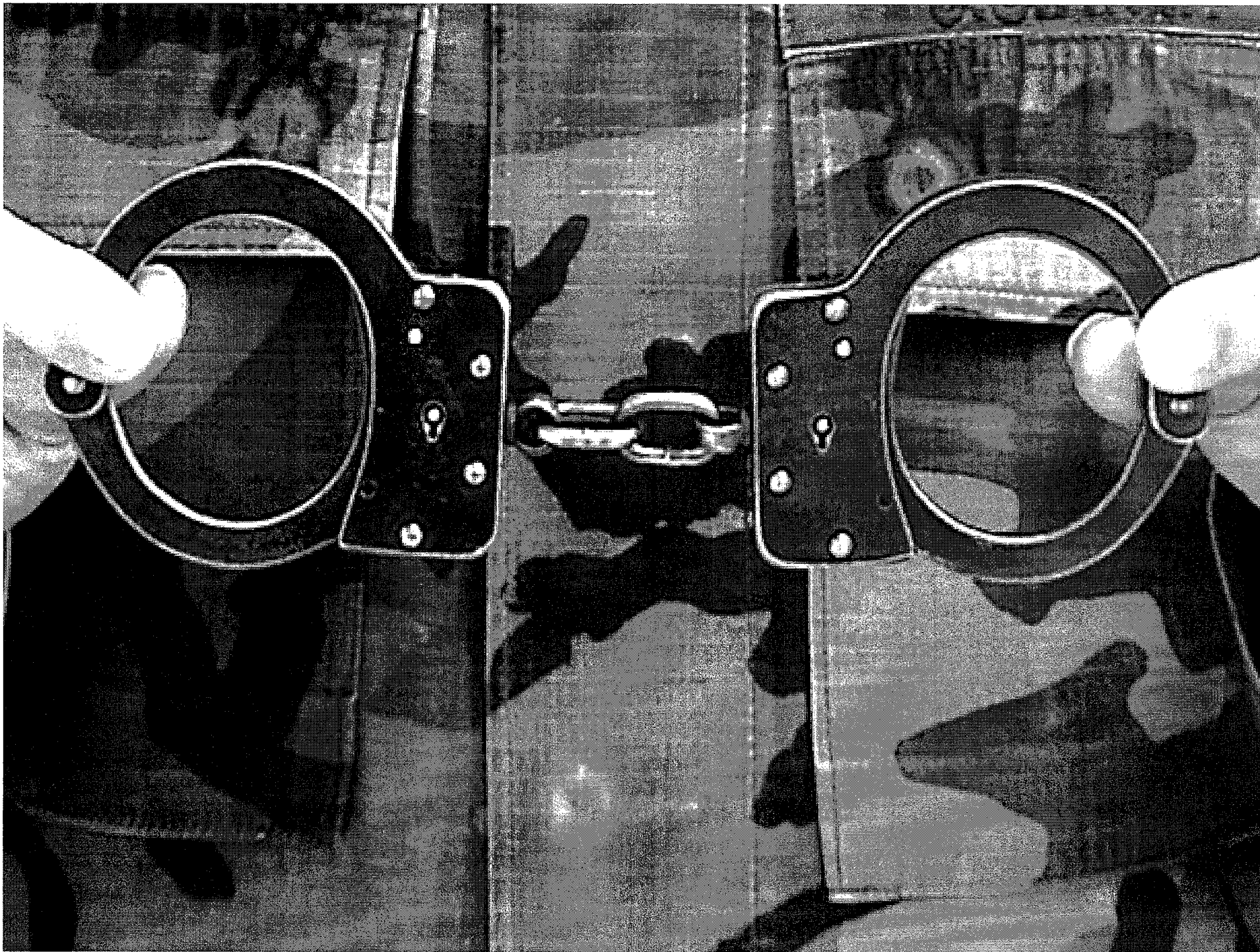


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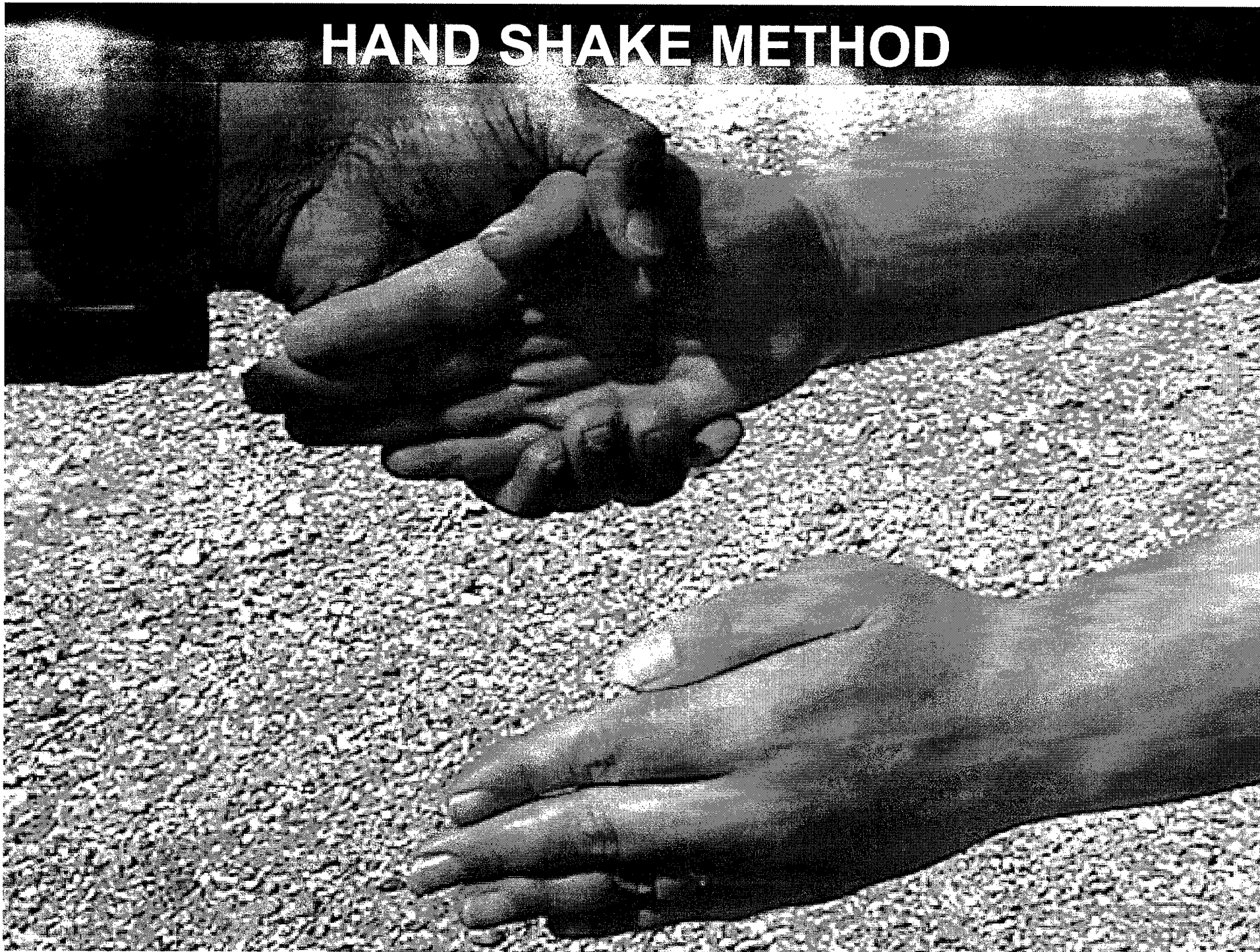


(b)(6)-2

POSITION THE DETAINEE



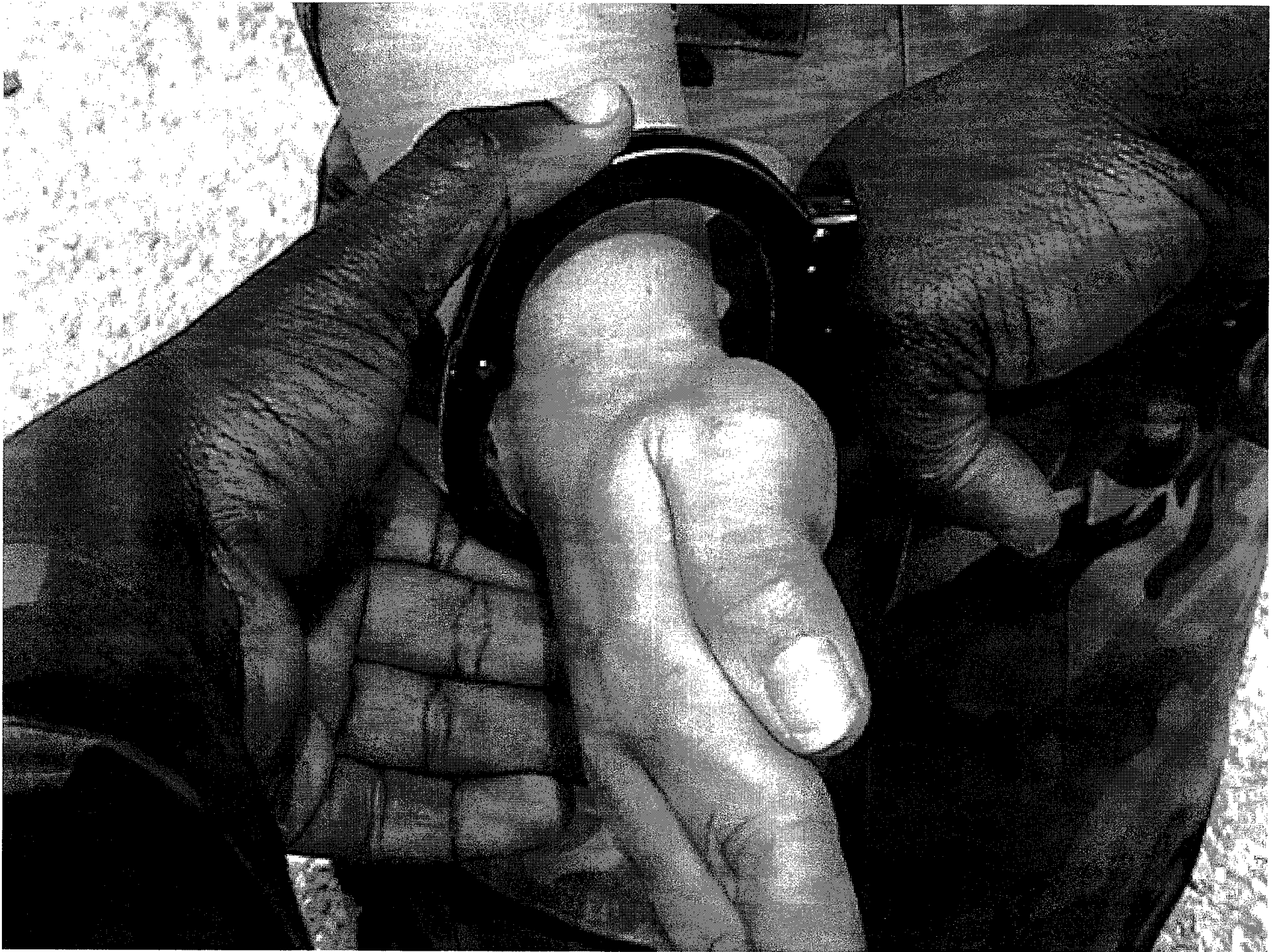
HAND SHAKE METHOD









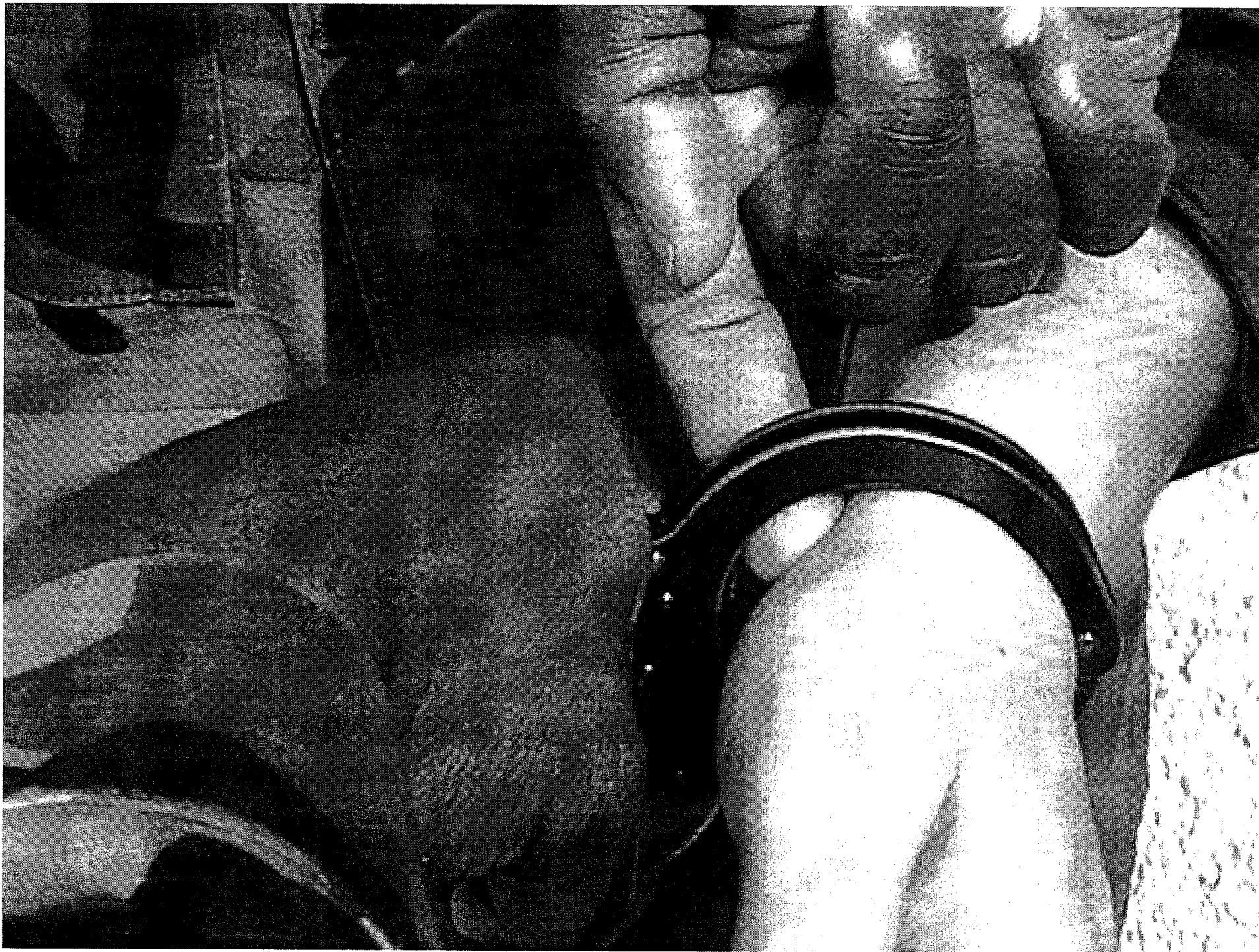


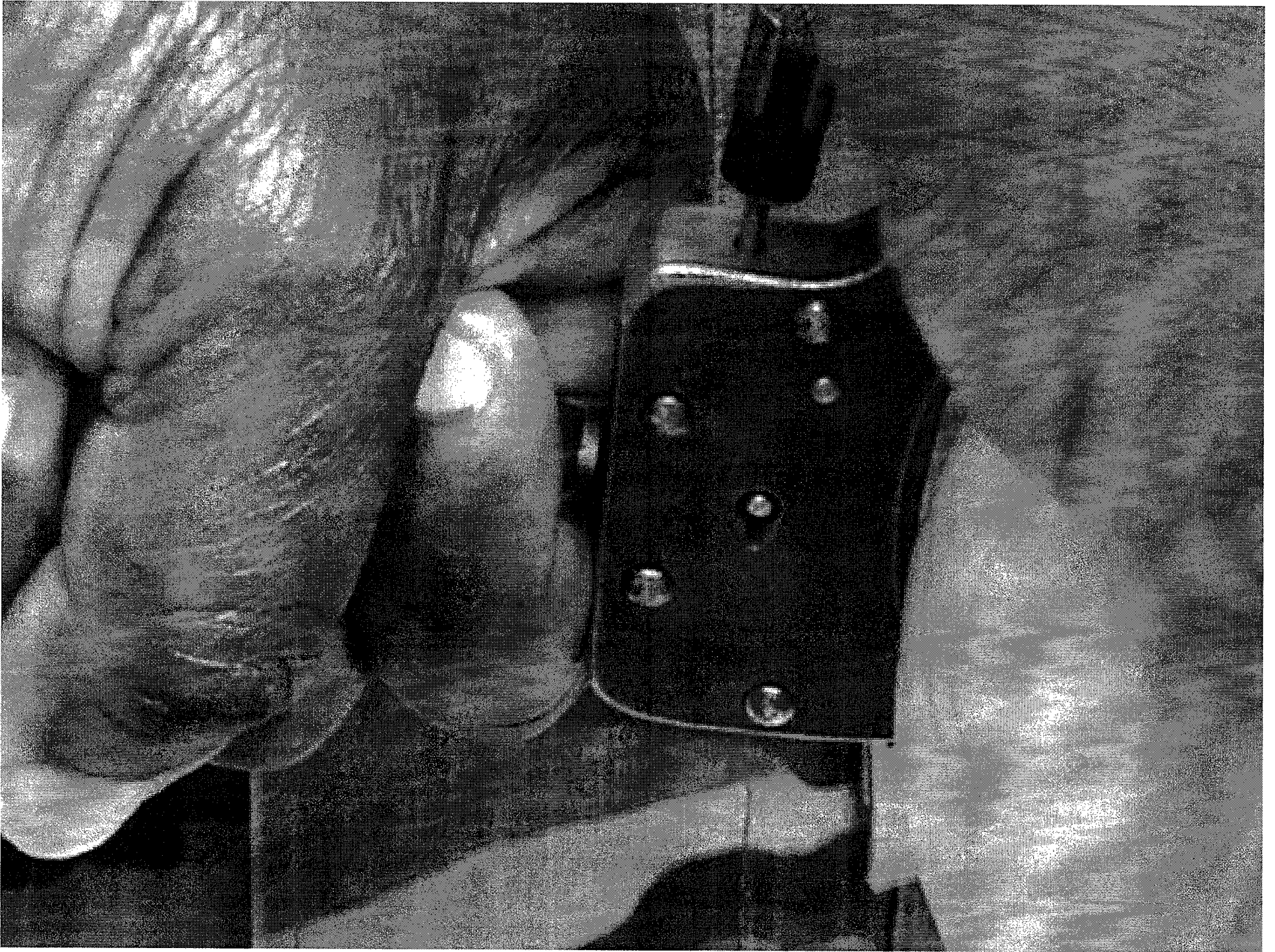
HAND SHAKE METHOD

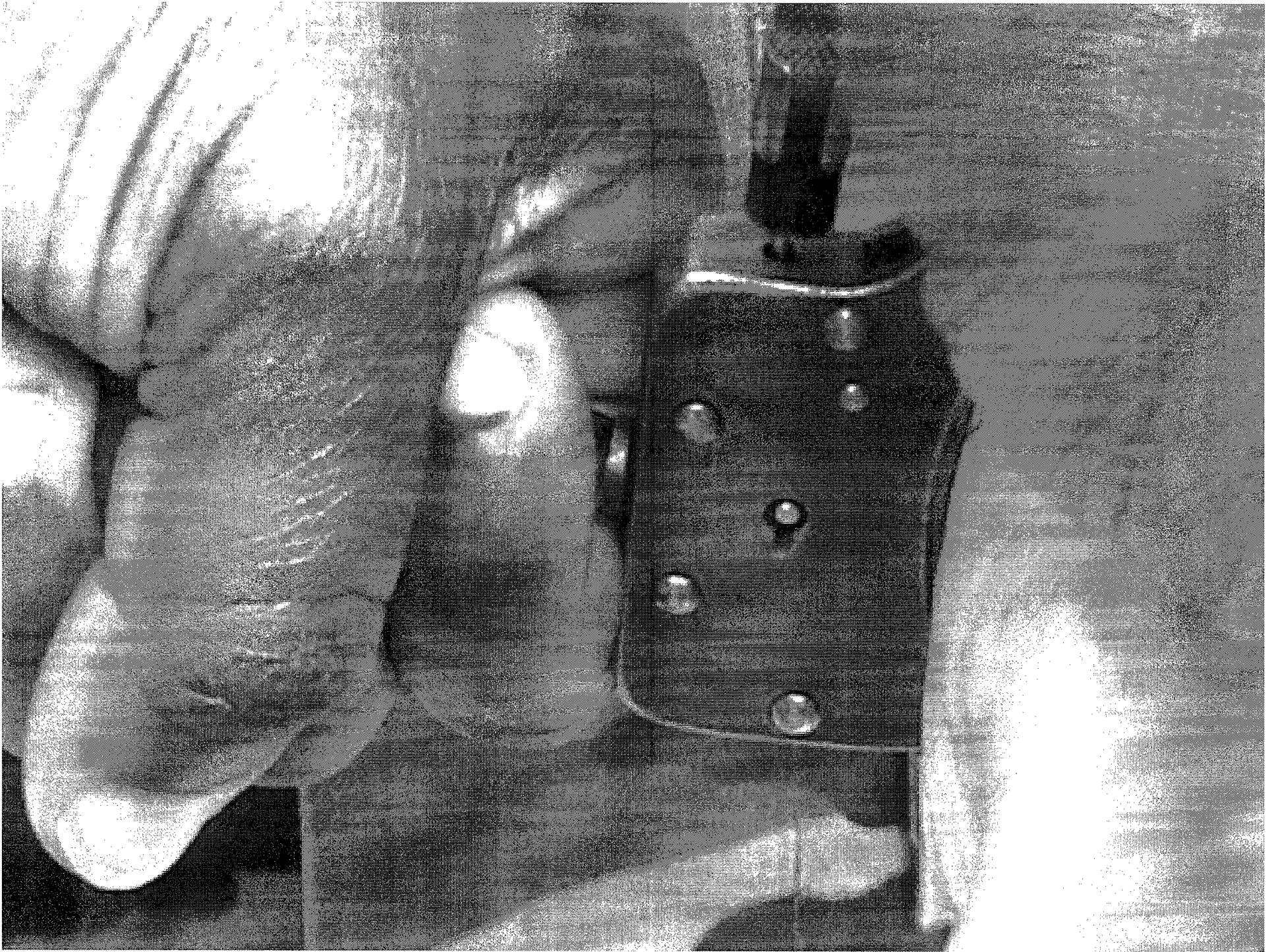


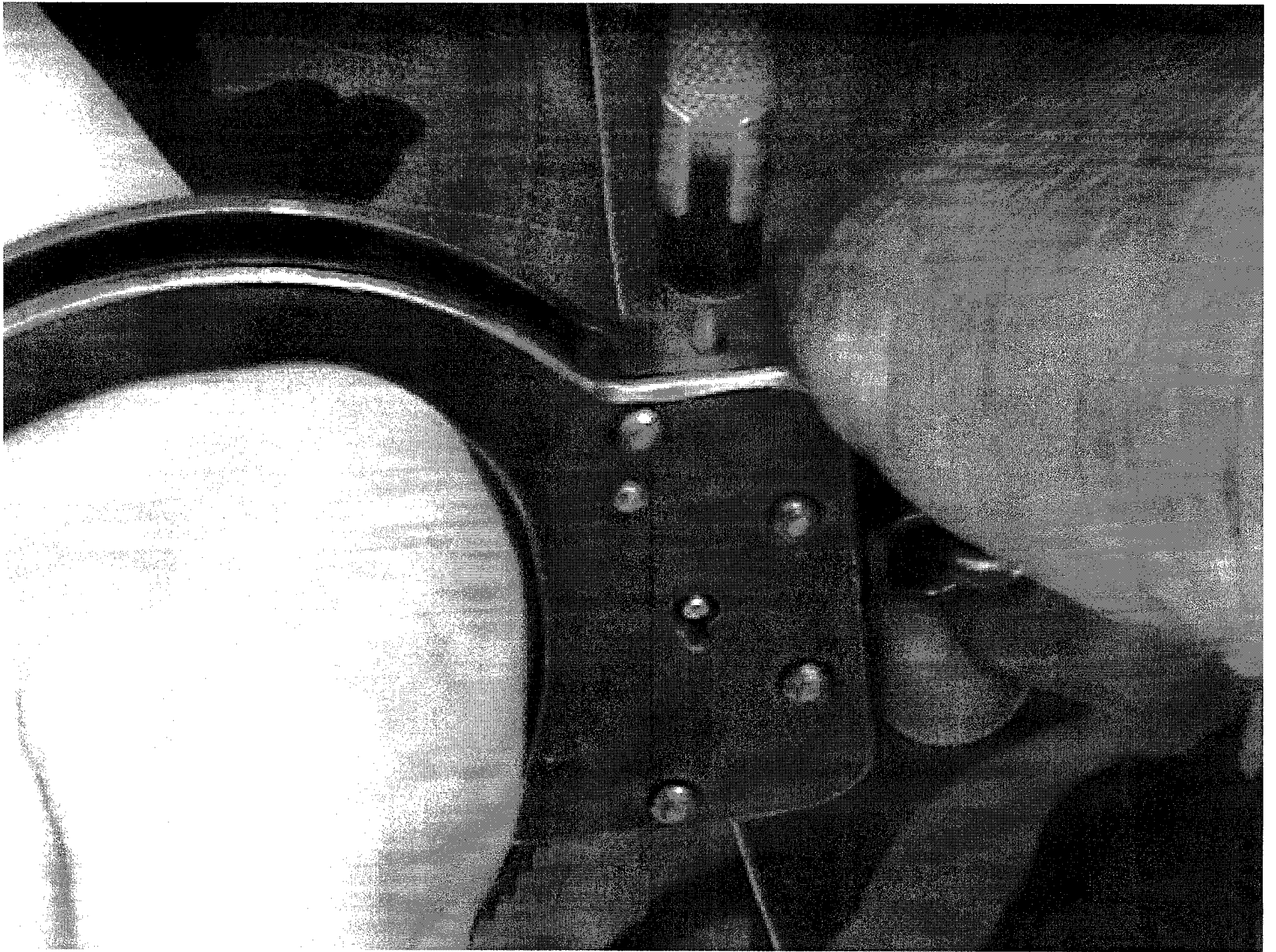


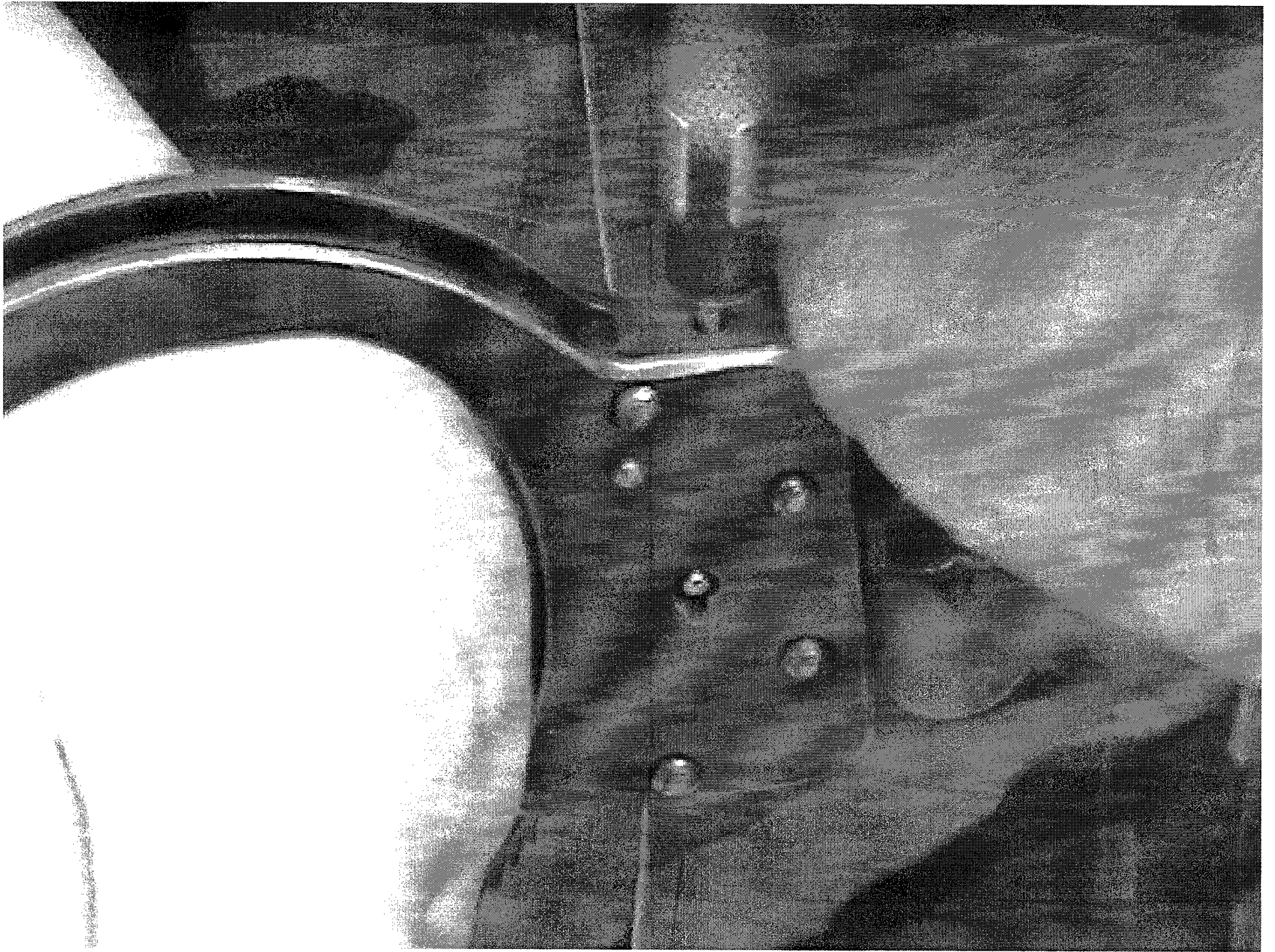








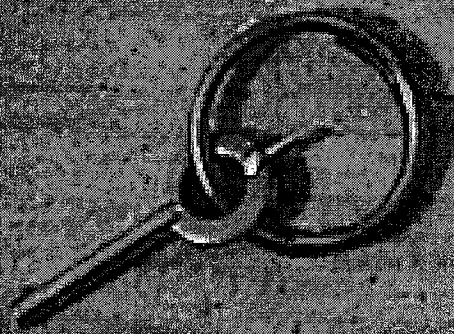








QUESTIONS





**Apply
Handcuffs to
the Rear**



PMCS



PMCS



PMCS



POSITION the DETAINEE



HAND SHAKE METHOD







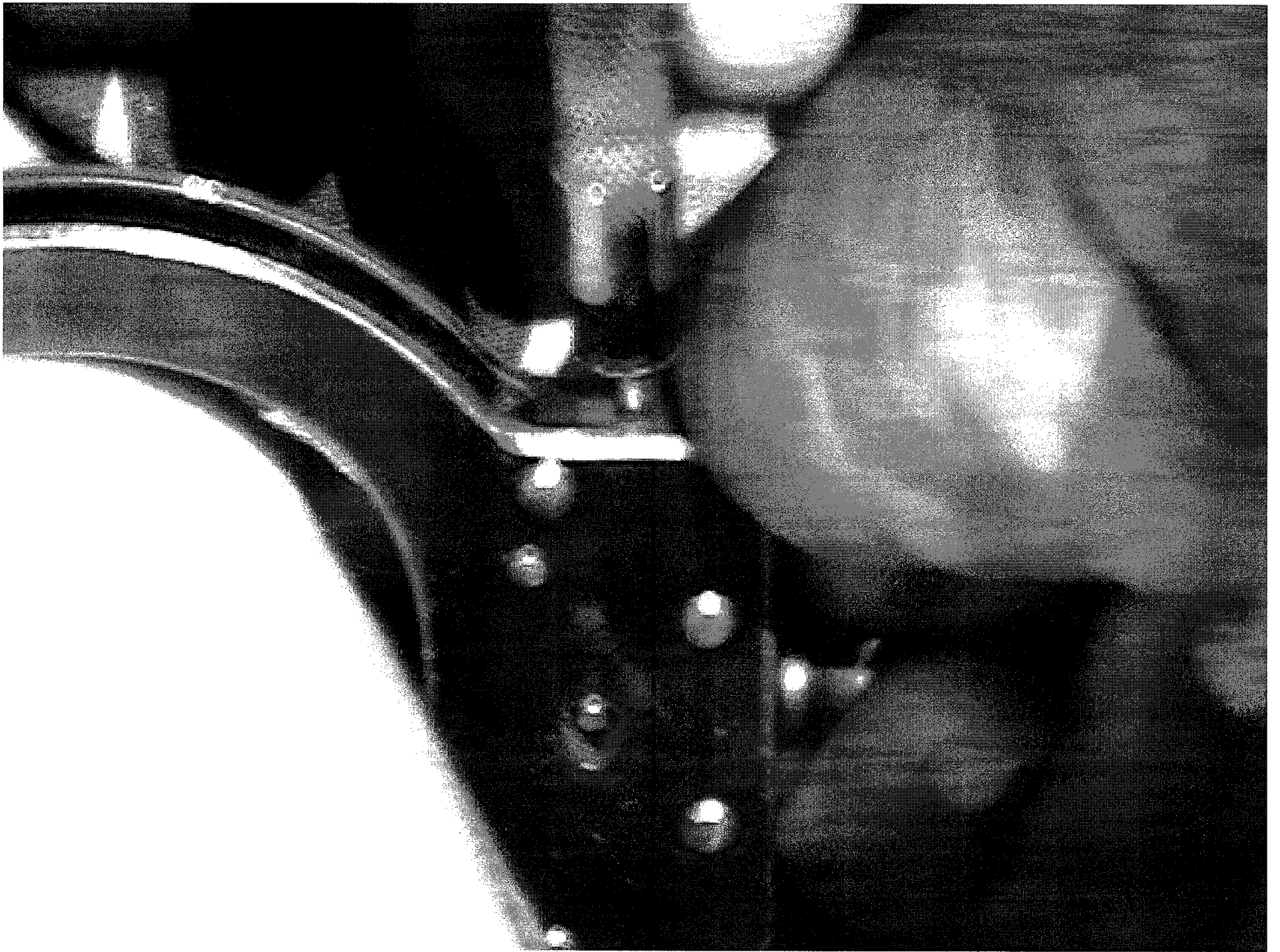
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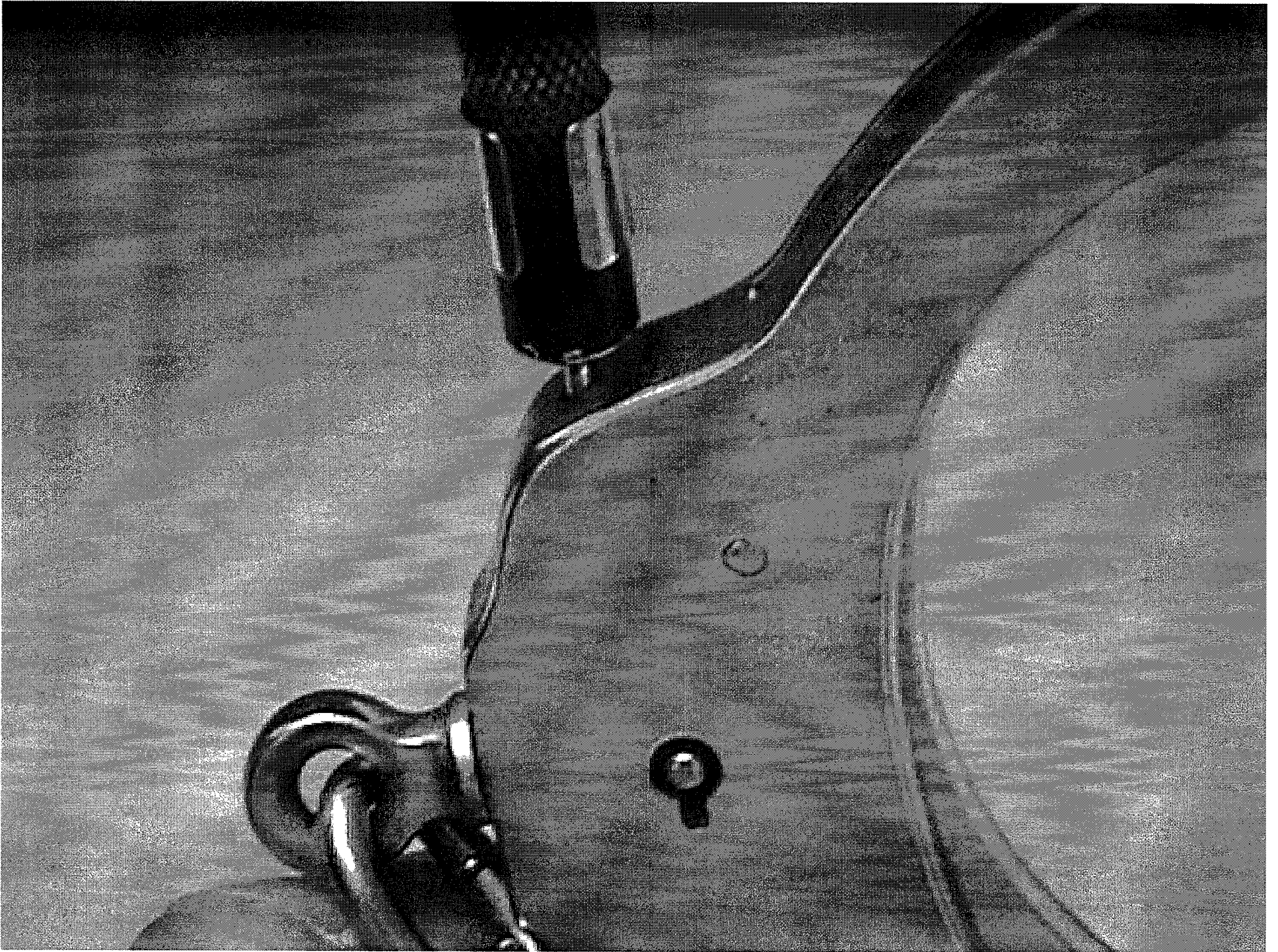
QUESTIONS

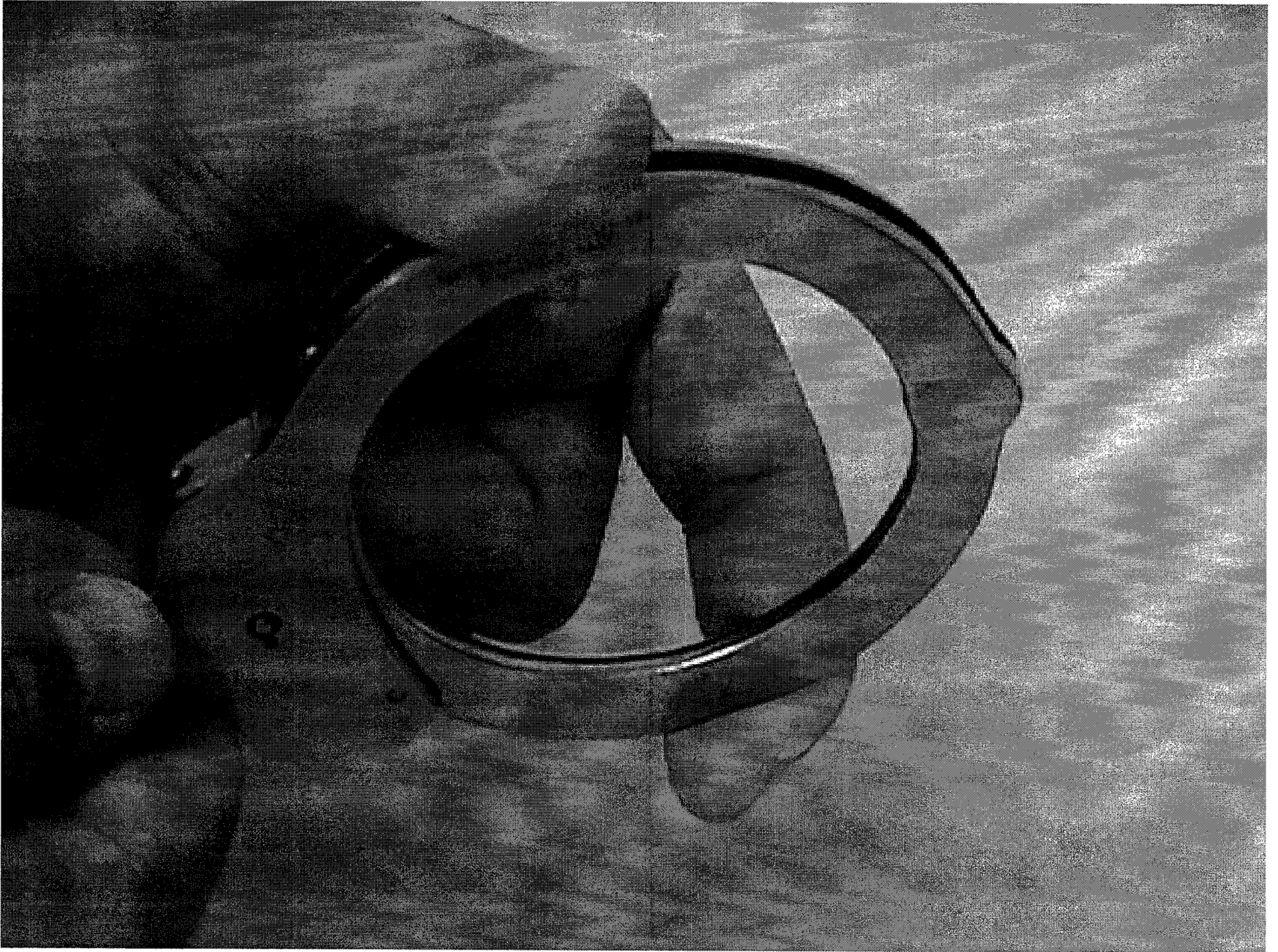


Apply Leg Restraints to a Detainee

PMCS







POSITION THE DETAINEE



SQUAT & GRAB ANKLE



GRAB ANKLE 1ST

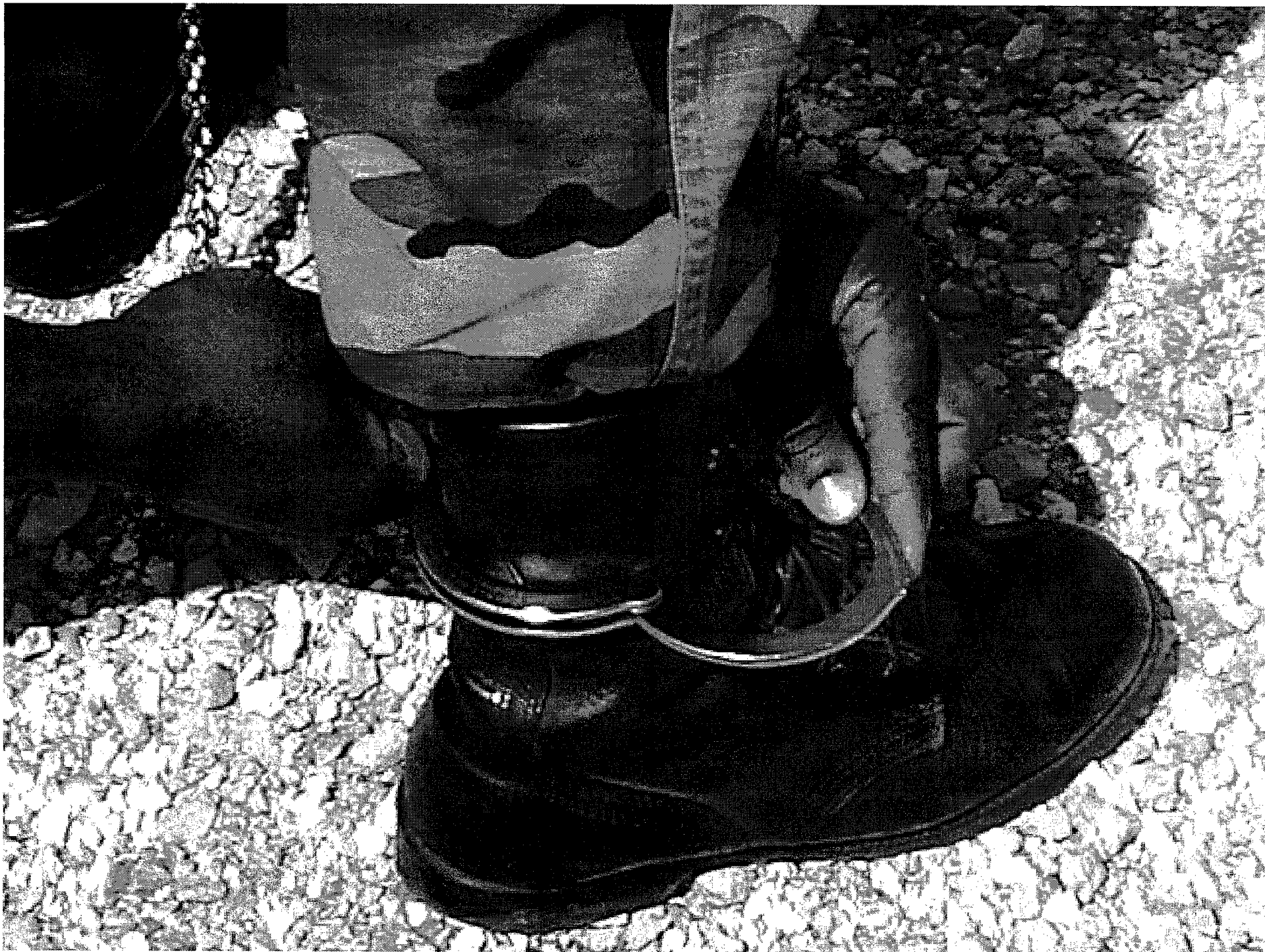






GRAB ANKLE 1ST





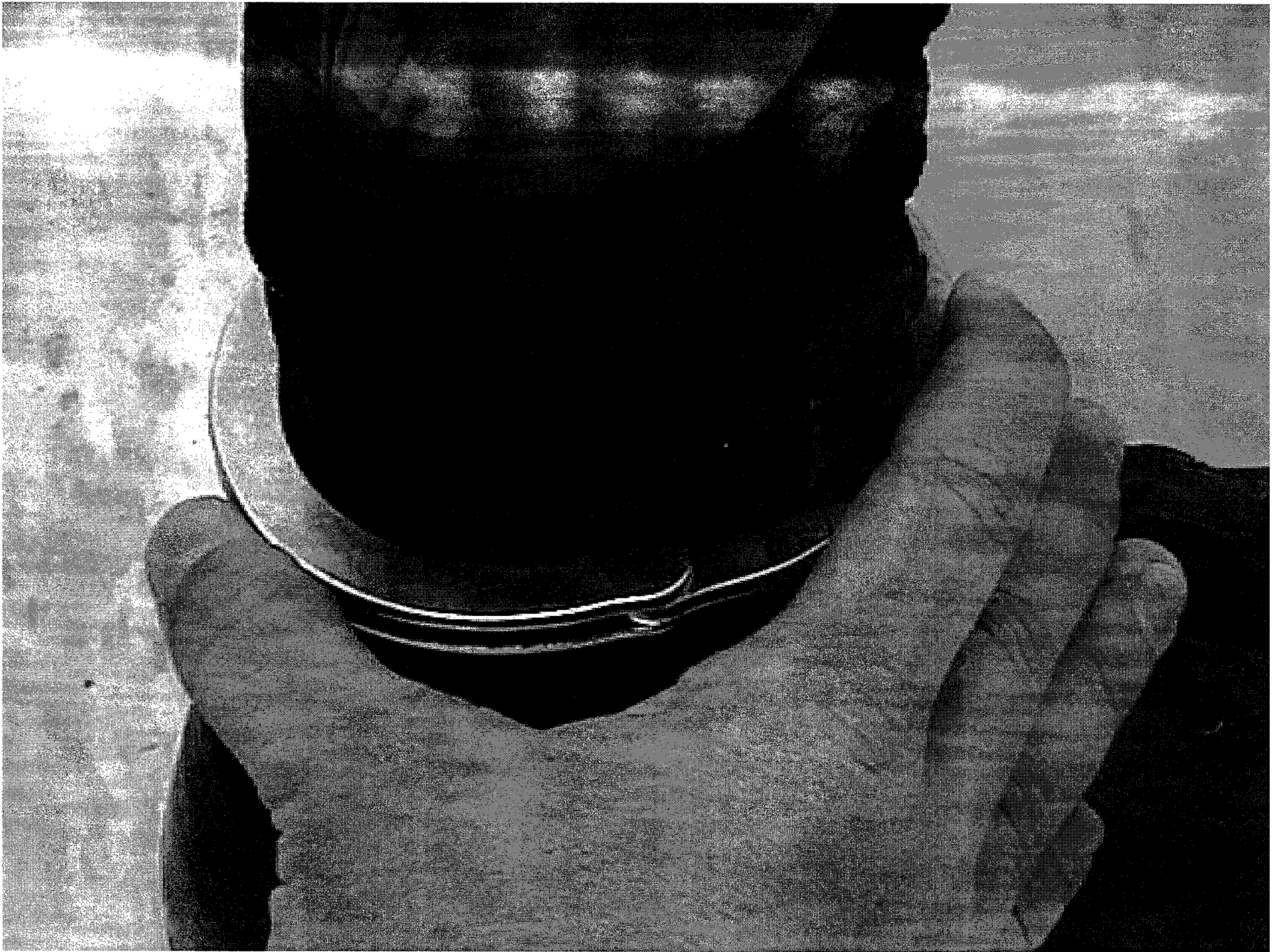


















QUESTIONS



Restraint Procedures

Within

Detainee Operations

Summary

Restraint Procedures within Detainee Operations
CD 250 / Version 2004
11 Jun 2004

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
	31E-POI	2004	Detainee Operations

Task(s) Taught(*) or Supported	<u>Task Number</u>	<u>Task Title</u>
	191-381-1331 (*)	<u>INDIVIDUAL</u> Restrain an Internee

Reinforced Task(s)	<u>Task Number</u>	<u>Task Title</u>

Academic Hours	The academic hours required to teach this lesson are as follows:	
		<u>Mobilization Hours/Methods</u>
		1 hr 40 mins / Conference / Discussion 30 mins / Demonstration / Practical Exercise (Performance)
Test	0 hrs	
Test Review	0 hrs	
	Total Hours:	4 hrs 20 mins

Test Lesson Number	<u>Hours</u>	<u>Lesson No.</u>
	Testing (to include test review)	N/A

Prerequisite Lesson(s)	<u>Lesson Number</u>	<u>Lesson Title</u>
	CD 202	Introduction to Detention Operations
	CD 252	Use of Force within Detainee Operations

Clearance Access Security Level: Unclassified
 Requirements: There are no clearance or access requirements for the lesson.

Foreign Disclosure Restrictions FD7. This product/publication has been reviewed by the product developers in coordination with the Fort Leonard Wood, Missouri 65473 foreign disclosure authority. This product is NOT releasable to students from foreign countries.

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
AR 190-47	The Army Corrections System.	05 Apr 2004	para 12-10
STP 19-95C1-SM	MOS 95C, Corrections Specialist, Skill Level 1, Soldier's Manual	30 Sep 2003	
STP 19-95C24-SM-TG	MOS 95C, Corrections Specialist, Skill Levels 2/3/4, Soldier's Manual and Trainer's Guide		

Student Study Read STP 19-95C24-SM-TG.

Assignments

Instructor Requirements

One primary instructor and six assistant instructors..

Additional Support Personnel Requirements

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

Equipment Required for Instruction

<u>Id Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
None					

* Before Id indicates a TADSS

Materials Required

Instructor Materials:
NOTE: Based on available qualified instructors, facilities and equipment, the instructor may use computer-assisted powerpoints with projection screen or VGTs (Vu-graphs) with overhead projector.

Twenty ratchet style handcuffs w/key, and twenty leg restraints w/key.

Student Materials:
STP 19-95C1-SM, pen/pencil, and notebook.

Classroom, Training Area, and Range Requirements

Ammunition Requirements

<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
None					

Instructional Guidance

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

NOTE: All Detainees are to be treated humanely, with dignity and respect, at all times.

Proponent Lesson Plan Approvals

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
(b)(6)-2	MSG	SR Corrections Technical Advisor	11 Jun 2004

SECTION II. INTRODUCTION

Method of Instruction: <u>Conference / Discussion</u>
Instructor to Student Ratio is: _____
Time of Instruction: <u>5 mins</u>
Media: <u>-None-</u>

Motivator

NOTE: Show Slide # 1 (Restraint Procedures within Detainee Operations)

The installation/theater commander may delegate his authority to use individual restraining devices such as handcuffs, restraining straps, leg restraints, etc., within the detainee camp. Authority for applying these devices and the specific circumstances under which they may be used should specified in the local SOP.

NOTE: Slide # 2 (TLO)

NOTE: Instructors are required to incorporate Contemporary Operating Environment (COE) issues and reinforce VALUES in this lesson to include scenarios and practical exercises. There are key variables that can be expected in virtually every conflict that serve as building blocks for the operational environment (OE). They are interrelated and sometimes overlap, and serve collectively as the foundation for understanding COE. Information can come from CALL (Center for Lessons Learned) <http://call.army.mil> or any media source including newspaper/magazine articles, television/radio information, law enforcement/field training circulars, etc. and should be current and relevant to the training. Do not violate any copyright or reproduction laws.

The eleven variables are:

1. Physical environment
2. Nature and stability of the state
3. Military capabilities
4. Technology
5. Information
6. External organizations
7. Social demographics
8. Regional Relationships
9. National will
10. Time
11. Economics

Terminal Learning Objective

NOTE: Inform the students of the following Terminal Learning Objective requirements.

At the completion of this lesson, you [the student] will:

Action:	Restrain a detainee.
Conditions:	In a classroom environment given a situation with a detainee (role played) that is required to be placed in restraints, a set of handcuffs, and set of leg restraints, 1 assistant staff member, a medic, and access to the camp SOP.

Standards:	You must perform all the steps in sequence to correctly select and apply the appropriate restraining device while observing all safety procedures.
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Safety Requirements

Safety briefings will be conducted prior to training with emphasis on weather conditions, existing and predicted; munitions, including the handling and transporting of blank ammunition and pyrotechnics; and safety while working around and with machinery, vehicles, and tools. Other topics include hot and cold weather injury prevention and treatment, animal and insect bites, poisonous plants, and fire prevention. All injuries/incidents will be reported to the instructor on site and processed IAW course policies and procedures.

Comply with:

- a. AR 385-10, The Army Safety Program, 29 February 2000.
- b. AR 385-55, Prevention of Motor Vehicle Accidents, 12 March 1987.
- c. TRADOC Regulation 385-2, 27 January 2000.
- d. FM 100-14, Risk Management, 23 April 1998.
- e. FM 101-5, Staff Organization and Operations, 31 May 1997.

NOTE: This is an example of a safety briefing. Safety briefings are dependent on the location of training/training event and this is not to be considered an all-inclusive safety briefing.

- 1. **Electrical storms:** (when appropriate) To take precautions against anyone being hit by lightning, we have a dispersal area that is located on this range at (give location) (instructors will complete this at their specific outside location). When directed to disperse, you will move directly to the dispersal area, ground your rifle and Kevlar and place your poncho over yourself after lying flat on the ground. In addition, be sure to avoid flagpoles, wires, Kevlar, and meters that contain electrical charges.
- 2. **Snakebites:** (when appropriate) As you know, the areas in which snakes are generally found during hot weather are cool, damp places such as rotten logs, creek banks, and under roots. In training areas they may be found in fighting supported positions and bunkers. Always observe an area very closely prior to training. In the event that a snake of any type bites you, report it to range personnel, the instructor, or your drill sergeant. Under no circumstances should anyone try to handle a snake.
- 3. **Heat casualties:** (when appropriate). When you are active the body becomes overheated and the perspiration, which is created, cannot evaporate and cool the body because of the high humidity. You become a possible casualty from the heat as the body temperature rises above the normal temperature. The symptoms that this can create are: cool, moist or hot, dry skin; profuse sweating; headaches; dizziness; weakness; rapid pulse; or severe cramps in the abdomen or legs. Instructors, range personnel, drill sergeants, and company cadre are familiar with first aid treatments and casualty evacuation procedures for further medical attention. During hot weather, drink water at a rate of not more than 1.5 quarts per hour and not more than 12 quarts per day. Use the buddy system and watch your buddies for signs of heat illness.
- 4. **Cold weather injuries:** (when appropriate) Range OIC will ensure that warm-ups are properly utilized. Ten-minute breaks will be scheduled for each 50-minute block of instruction. During conference sessions, individuals should be allowed to move their feet, hands, etc., in order to

maintain circulation. Supervisors at every level will ensure that their subordinates are adequately protected during cold weather. Range OIC will coordinate with company personnel to rotate Soldiers into warm-up tents when inclement weather conditions dictate the need for this to preserve troop health.

5. **Weapons Handling:** Do not fire blank ammunition at individuals within a distance of 25 meters. Ensure blank adapters are installed on weapons before ammunition is issued. Blank adapters will be installed on weapons at all times. When utilizing MILES equipment, never look directly into the laser engagement transmitter.
6. **Classroom Instruction:** Inform students of the procedures and exits in the classroom in the event of an emergency and/or fire.
7. If in need of a MEDEVAC helicopter, immediately contact the MEDEVAC Operations Center telephonically, either by calling through the Range Control Switchboard or by radio. If emergency care is needed, all medical support for units training outside the cantonment area should contact the local 911 for emergency care.
8. Be responsible for security of weapons.
9. Ensure proper use of pyrotechnics and blank ammunition.

NOTE: Ensure all students have been given the safety brief. Have those arriving late due to appointments and sick call read the briefing.

**Risk
Assessment
Level**

Low

**Environmental
Considerations**

NOTE: It is the responsibility of all soldiers and DA civilians to protect the environment from damage.

Caring for the environment begins with the Army's vision of environmental responsibility. The following vision statement describes what the Army expects of all Soldiers and leaders:

Vision Statement: *"The Army will integrate environmental values into its mission in order to sustain readiness, improve the Soldier's quality of life, strengthen community relationships, and provide sound stewardship of resources."*

Taking care of the environment protects health, safety, and natural resources. For example, when fuel spills on the ground, it soaks into the soil, poisons plants, and eventually enters streams and lakes that supply drinking water. (See *FM 3-100.4* for more information.)

Caring for the environment also supports the Army mission. Costly environmental cleanups detract from Army readiness. During war, many wise tactical, medical, or operations-security (OPSEC) practices are also good environmental practices. Handling fuels safely, maintaining vehicles, disposing of solid waste/hazardous waste (HW), and managing and turning in ammunition properly are sound environmental and tactical considerations that carry over from training into combat operations.

Many practices that damage the environment waste time and do not lead to success in combat. One example occurred during the Gulf War when Iraqi Soldiers set fire to Kuwaiti oil fields and poured millions of gallons of crude oil into the Persian Gulf. The Iraqi Army deliberately damaged environmental resources and wasted valuable time and effort on activities that did not stop the allies' advance.

Remember, environmental stewardship does not prevent the Army from fighting and winning wars—it supports the Army mission.

Training will be conducted in the proper designated areas only. This ensures natural and environmental resources are maintained properly for continued training realism. All spills of hazardous property and POL products will be reported to the appropriate environmental office. The activity responsible for the spill will contain the spill to reduce further environmental and training area degradation. Equipment will be operated to conform to environmental operating permits. Live foliage will not be used as camouflage material. Improper disposal of trash and refuse, inadequate cleanup of training areas pollutes ground water resources, and may result in a potential health or safety hazard.

References: Field Manual 3-100.4/MCRP 4-11B, Environmental Considerations in Military Operations, dated 15 June 2000; w/change #1 dated 11 May 2001.

Training Circular 3-34.489, The Soldier and the Environment, dated 8 May 2000; with change number 1, dated 26 October 2001.

Evaluation

**Instructional
Lead-In**

In controlling or moving an unruly detainee, sufficient staff should be used to overcome the individual's resistance without the necessity of strong-arm tactics associated with one-on-one confrontation. In those instances where a male or female detainee becomes violent and unruly, the detainee may be restrained and reasonable minimum amount of physical force may be utilized to accomplish these tasks.

SECTION III. PRESENTATION

NOTE: Inform the students of the Enabling Learning Objective requirements.

A. ENABLING LEARNING OBJECTIVE

ACTION:	Apply hand/leg restraints using the front and rear method.
CONDITIONS:	Given hand/leg restraints with key and a detainee (role played).
STANDARDS:	Correctly apply hand/leg restraints in sequence.

1. Learning Step / Activity 1. Apply the handcuffs with detainee's hands in front of him.

Method of Instruction: Conference / Discussion

Time of Instruction: 10 mins

Media: -None-

NOTE: Show Slide # 3 (ELO A)

NOTE: Show Slide # 4 Thru #26 (Apply Handcuffs to the Front)

a. In a detainee camp handcuffs are the most often used type of restraining device. Always remember that they are temporary and the individual handcuffed is not completely helpless.

COMMENT: Always conduct a check of the handcuffs and leg restraints to ensure that they are operable. Do this by closing the cuffs. Double lock them by pushing in the double-locking device with the top of the key, squeeze each cuff to ensure the double lock is engaged. Then unlock the cuffs.

COMMENT: When it becomes necessary to restrain unruly detainees, request medical personnel, if available, to check the detainee. It is not necessary for medical personnel to check detainees who are wearing handcuffs and leg restraints for escort purposes. Your camp sop will specify.

b. Apply the handcuffs with detainee's hands in front of him.

(1) Stand to the front of the detainee. If the detainee is uncooperative, be sure that at least one other staff member is present when applying or removing handcuffs.

(2) Direct the detainee to extend both arms to the front approximately waist high, elbows extended and locked, palms facing each other with his fingers extended and joined.

(3) With your right hand, grasp the hand restraint by the chain, so that the keyholes are facing out towards you and the double locks are oriented to the up position.

(4) With your left hand grasp the detainee's right hand using the handshake method. With your right hand, apply handcuff to the detainee's right wrist so the double locks are oriented to the up position and the keyhole is facing you.

(5) Tighten cuffs with your left hand being careful not to cut off circulation (check tightness by inserting a fingertip of your left hand between the detainee's wrist and handcuffs).

(6) With your left hand, firmly grip the chain in order to maintain control of the handcuff.

(7) Grasp the detainee's left hand, using the handshake method, with your right hand. Using your left hand, apply the handcuff to the left wrist of the detainee so that the double lock is up and the keyhole is facing you.

(8) Tighten cuffs with your right hand being careful not to cut off circulation (check tightness by inserting a fingertip of your right hand between the detainee's wrist and handcuffs).

(9) Being careful not to cut off the detainee's circulation, tighten the handcuffs. Without letting go of the chain with your right hand check the tightness by inserting one fingertip between the detainee's wrists and the handcuffs.

(10) With your right hand double-lock both handcuffs by using the tip of the handcuff key.

(11) With your right hand check double-lock by squeezing the handcuffs, then let go of the chain with your left hand.

NOTE: Conduct a check on learning and summarize the learning activity.

2. Learning Step / Activity 2. Demonstrate hand cuffs -front

Method of Instruction: Demonstration

Time of Instruction: 15 mins

Media: -None-

NOTE: Instructor demonstrates applying the handcuffs to a (role player) demonstrator (an assistant instructor) with his arms in front of him.

NOTE: Conduct a check on learning and summarize the learning activity.

3. Learning Step / Activity 3. Apply the handcuffs with detainee's hands placed behind him.

Method of Instruction: Conference / Discussion

Time of Instruction: 10 mins

Media: -None-

NOTE: Show Slide # 27 Thru #43 (Apply Handcuffs to the Rear)

a. Apply handcuffs to a detainee with their hands placed behind him.

(1) Stand to the rear of the detainee.

(2) Direct him to place his left hand behind his back with the palm facing out with his fingers extended and joined.

(3) Using the handshake method, grasp the detainee's left hand with your left hand. Apply the handcuff with your right hand so that the double locks are oriented to the up position and the keyhole is facing you.

(4) Tighten cuffs with your left hand being careful not to cut off circulation (check tightness by inserting a fingertip of your left hand between the detainee's wrist and handcuffs).

(5) With your left hand, firmly grip the chain in order to maintain control of the handcuff.

(6) While maintaining control of the handcuff chain with your left hand direct the detainee to place his right hand behind his back with the palm facing out and his fingers extended and joined.

(7) Grasp the detainee's right hand, using the handshake method, with your right hand. Using your left hand, apply the handcuff to the right wrist of the detainee so that the double locks are oriented to the up position and the keyhole is facing you.

(8) Tighten cuffs with your right hand being careful not to cut off circulation (check tightness by inserting a fingertip of your right hand between the detainee's wrist and handcuffs).

(9) With your right hand double-lock both handcuffs by using the tip of the handcuff key.

(10) With your right hand check double-lock by squeezing the handcuffs, then let go of the chain with your left hand.

NOTE: Conduct a check on learning and summarize the learning activity.

4. Learning Step / Activity 4. Demonstrate hand cuffs-rear

Method of Instruction: Demonstration
Time of Instruction: 15 mins
Media: -None-

NOTE: Instructor demonstrates applying the handcuffs to a (role player) demonstrator (an assisting instructor) with his hands behind him.

NOTE: Conduct a check on learning and summarize the learning activity.

5. Learning Step / Activity 5. Practical Exercise #1 Apply Handcuffs

Method of Instruction: Practical Exercise (Performance)
Time of Instruction: 1 hr
Media: -None-

Apply Handcuffs.

NOTE: Conduct a check on learning and summarize the learning activity.

6. Learning Step / Activity 6. Apply leg restraints to a detainee.

Method of Instruction: Conference / Discussion

Time of Instruction: 30 mins

Media: -None-

NOTE: Show Slide # 44 Thru #63 (Apply Leg Restraints to a Detainee)

a. Apply leg restraints to a detainee.

COMMENT: For compliant, docile detainees, handcuffs will always be placed on a detainee to the front prior to applying leg restraints.

(1) Stand behind the detainee and direct the detainee to stand with his feet spread approximately shoulder width apart. If the detainee will not cooperate, place the detainee face down on the floor to apply the leg restraints. Have at least one other staff member present. Use minimum force to overcome the detainee.

(2) Crouch behind the detainee (DO NOT place your knees on the ground); ensure to keep your balance.

(3) Grasp one of the detainee's ankles with a free hand (this will prevent the staff member from being kicked by the detainee).

(4) Place the leg restraint above the ankle so that the keyhole is up and the double locks are facing you.

(5) Tighten the leg restraint without cutting off the detainee's circulation. (It may be necessary to turn down the boot tops if worn, to make room for the leg restraints.)

(6) Ensure that you have positive control of the chain between the leg restraints to keep control of the detainee.

(7) Apply and tighten the other leg restraint in the same way.

COMMENT: DO NOT release the chain until the restraints are double locked and checked for your safety.

(8) Check to be sure the leg restraints are not too tight. Then, double lock them.

(9) Check the double lock by squeezing the restraints.

NOTE: Conduct a check on learning and summarize the learning activity.

7. Learning Step / Activity 7. Demonstrate application of leg restraints

Method of Instruction: Conference / Discussion

Time of Instruction: 30 mins

Media: -None-

NOTE: Instructor will demonstrate how to apply the leg restraints to a an assistant instructor.

NOTE: Conduct a check on learning and summarize the learning activity.

8. Learning Step / Activity 8. Practical Exercise #2 Apply Leg Restraints

Method of Instruction: Practical Exercise (Performance)

Time of Instruction: 1 hr

Media: -None-

Conduct practical exercise.

NOTE: Conduct a check on learning and summarize the learning activity.

CHECK ON LEARNING: Conduct a check on learning and summarize the ELO.

SECTION IV. SUMMARY

Method of Instruction: <u>Conference / Discussion</u>
Instructor to Student Ratio is: _____
Time of Instruction: <u>5 mins</u>
Media: <u>-None-</u>

Check on Learning

Determine if students have learned the material presented by:

- a. Soliciting student questions and explanations.
- b. Asking questions and getting answers from the students.
- c. Providing immediate feedback in context to the material presented and correcting student misunderstandings.

Review / Summarize Lesson

NOTE: Show Slide #64 (Summary)

RETAIN ATTENTION: When your supervisor directs you to apply restraints to a detainee you know should now how to check them to make sure the work properly. You should know how to apply the different devices. If you don't, you will have bigger problems with trying to control the detainee. It will be too late to learn how when it comes time to apply them in a real life situation.

SUMMARY: We have seen, discussed, and conducted practical exercises on applying restraining devices. We've covered the method of applying the devices. Also discussed was the amount of caution used when applying these devices.

CLOSING STATEMENT: Remember, a restraining device is nothing more than a job aid in getting a detainee to carry out your will. Just like any other job aid, it is most effective when applied properly. But job aids can also become dangerous, if used improperly. While working as a detainee camp staff member, you could be called upon at any time to apply or assist in applying restraining devices.

SECTION V. STUDENT EVALUATION

**Testing
Requirements**

None

**Feedback
Requirements**

NOTE: Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions. Provide remedial training as needed.

Appendix A - Viewgraph Masters (N/A)

Appendix B - Test(s) and Test Solution(s) (N/A)

Appendix C - Practical Exercises and Solutions

PRACTICAL EXERCISE(S)/SOLUTION(S) FOR LESSON 1: CD 250 version 2004

PRACTICAL EXERCISE SHEET 1

Title Apply Hand Irons to a Detainee

Lesson Number / Title CD 250 version 2004 / Restraint Procedures within Detainee Operations

Introduction

Motivator

Terminal Learning Objective **NOTE:** The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.

At the completion of this lesson, you [the student] will:

Action:	Restrain a detainee.
Conditions:	In a classroom environment given a situation with a detainee (role played) that is required to be placed in restraints, a set of handcuffs, and set of leg restraints, 1 assistant staff member, a medic, and access to the camp SOP.
Standards:	You must perform all the steps in sequence to correctly select and apply the appropriate restraining device while observing all safety procedures.

Safety Requirements

Risk Assessment Low

Environmental Considerations

Evaluation

Instructional Lead-In

Resource Requirements **Instructor Materials:**
None.

Student Materials:
STP 19-95C1-SM

Special Instructions **INSTRUCTIONS TO THE STUDENTS**

Given a situation with a person (role playing) as a detainee that is required to be placed in handcuffs and a set of handcuffs with key. You must perform all the

necessary steps to correctly apply the handcuffs while observing all safety procedures.

Procedures

PRACTICAL EXERCISE #1

USE OF RESTRAINING DEVICES

APPLY HANDUFFS TO A DETAINEE

THE STUDENT:	PASS	FAIL
1. Apply handcuffs to a detainee with his hands in front.		
a. Check handcuffs to make sure they work properly.		
b. Stand in front of the detainee and direct the detainee to extend both arms to the front locking the elbows with the palms facing each other fingers extended and joined.		
c. With the left hand, grasp the detainee's right hand. Using the right hand applies the handcuff on the detainee so that the double lock is up and the keyhole is facing out.		
d. Move the left hand to the chain and grasps the detainee's left hand with the right. Using the left hand to apply the handcuff so that the double lock is up and the keyhole is facing out.		
e. Check each handcuff by inserting the tip of a finger between the detainee's wrist and the handcuff to make sure it is not too tight.		
f. Double lock both handcuffs, and check the double locks by squeezing the handcuffs.		
2. Apply handcuffs to a detainee with his hands behind him.		
a. Check handcuffs to make sure they work properly.		
b. Stand behind the detainee and direct the detainee to place his left hand behind his back with the palm facing out with his fingers extended and joined.		

c. Using the handshake method, grasp the detainee's left hand with the left hand. Apply the handcuff with the right hand so that the double lock is up and the keyhole is facing out.		
d. Direct the detainee to place his right hand behind his back with the palm facing out with his fingers extended and joined.		
e. Grasp the detainee's right hand with your right hand. With the left hand, apply the handcuff with the double lock up and the keyhole facing out.		
f. Check each handcuff by inserting the tip of a finger between the detainee's wrist and the handcuff to make sure it is not too tight.		
g. Double lock both handcuffs, and check the double locks by squeezing the handcuffs.		

**Feedback
Requirements**

**SOLUTION FOR
PRACTICAL EXERCISE SHEET 1**

1. Applied hand irons to an internee with his arms in front.
 - a. Checked hand irons to make sure they worked properly.
 - b. Stood in front of the internee and directed the internee to extend both arms to the front locking the elbows with the palms facing each other.
 - c. With the left hand, grasped the internee's right hand. Using the right hand applied the hand iron on the internee so that the double lock was up and the keyhole was facing you.
 - d. Moved the left hand to the chain and grasped the internee's left hand with your right. Used your left hand to apply the hand iron so that the double lock is up and the keyhole was facing you.
 - e. Checked each hand iron by inserting the tip of your finger between the internee's wrist and the hand iron to make sure it was not to tight.
 - f. Double locked both hand irons, and checked the double locks by squeezing the hand irons.

2. Applied hand irons to an internee with his hands behind him.
 - a. Checked hand irons to make sure they worked properly.
 - b. Stood behind the internee and directed the internee to place his left hand behind his back with the palm facing out.
 - c. Using the handshake method, grasped the internee's left hand with your left hand. Applied the hand iron with your right hand so that the double lock was up and the keyhole was facing you.
 - d. Maintained control of the hand irons with your left hand.
 - e. Directed the internee to place his right hand behind his back with the palm facing out.
 - f. Grasped the internee's right hand with your right hand. With your left hand, applied the hand iron with the double lock up and the keyhole facing you.
 - g. Checked each hand iron by inserting the tip of your finger between the internee's wrist and the hand iron to make sure it was not to tight.
 - h. Double locked both hand irons, and checked the double locks by squeezing the hand irons.

PRACTICAL EXERCISE SHEET 2

Title

Apply Leg Irons to a Detainee

Lesson Number / Title

CD 250 version 2004 / Restraint Procedures within Detainee Operations

Introduction

Motivator

Terminal Learning Objective

NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.

At the completion of this lesson, you [the student] will:

Action:	Restrain a detainee.
Conditions:	In a classroom environment given a situation with a detainee (role played) that is required to be placed in restraints, a set of handcuffs, and set of leg restraints, 1 assistant staff member, a medic, and access to the camp SOP.
Standards:	You must perform all the steps in sequence to correctly select and apply the appropriate restraining device while observing all safety procedures.

Safety Requirements

Risk Assessment Low

Environmental Considerations

Evaluation

Instructional Lead-In

Resource Requirements **Instructor Materials:**
None.

Student Materials:
STP 19-95C1-SM.

Special Instructions

INSTRUCTIONS TO THE STUDENTS

Given a situation with a person (role playing) as a detainee that is required to be placed in leg restraints and a set of leg restraints with key. You must perform all the necessary steps to correctly apply the leg restraints while observing all safety procedures.

Procedures

Feedback Requirements

**SOLUTION FOR
PRACTICAL EXERCISE SHEET 2**

PRACTICAL EXERCISE #2

USE OF RESTRAINING DEVICES

APPLY LEG RESTRAINTS TO A DETAINEE

INSTRUCTIONS TO THE STUDENTS

Given a situation with a person (role playing) as a detainee that is required to be placed in leg restraints and a set of leg restraints with key. You must perform all the necessary steps to correctly apply the leg restraints while observing all safety procedures.

THE STUDENT:	PASS	FAIL
1. Check leg restraints to make sure they work properly.		
2. Stand behind the detainee and directs the detainee to stand with his feet approximately shoulder width apart. Crouch behind the detainee while maintaining your balance.		
3. Grasp one of the detainee's ankles, maintaining control of the leg restraints.		
4. Apply the leg restraint above the ankle so that the keyhole is up and the double lock is facing you. (It may be necessary to turn down the boot tops to apply the leg restraints.)		
5. Tighten the leg restraint with out cutting off the detainee's circulation.		
6. Grasp the chain between the leg restraints and apply the other leg restraint in the same manner as the first one.		
7. Check each leg restraint by inserting the tip of a finger between the detainee's leg and the leg restraint to make sure it is not to tight.		
8. Double lock both leg restraints, and check the double locks by squeezing the leg restraints.		

EVALUATOR COMMENTS:

Appendix D - Student Handouts (N/A)