

# **Wheelchair: Contact & Control™**

## **Train-the-Trainer Lesson Guide**

**Version 1.1**

# **IPICD**

**INSTITUTE FOR THE PREVENTION  
OF IN-CUSTODY DEATHS, INC.**

**John G. Peters, Jr., Ph.D., CTC, CLS  
&  
Officer Michael Coleman**

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**and**  
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Institute for the Prevention of In-Custody Deaths, Inc.  
209 South Stephanie Street  
Suite B249  
Henderson, Nevada 89012  
866.944.4723 (toll-free)  
888.811.2358 (toll-free fax)  
[www.ipicd.com](http://www.ipicd.com)

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## WELCOME

**Welcome** to the Institute for the Prevention of In-Custody Deaths, Inc. (IPICD) *Wheelchair: Contact & Control*<sup>™</sup> Train-the-Trainer program. We are pleased that you have enrolled in this contemporary, research-based, and field-tested program.

During the next two days of instruction more than 19 individual lessons will be covered, along with video, and other skill development psychomotor domain activities. All lesson times are approximate. Because the IPICD staff does not mandate what you will teach, you will be able to select those lessons that will match the needs of your colleagues. At first, you may only teach 3 or 4 lessons including skills, and then during in-service or other update training, other lessons may be selected. You have the flexibility to develop a customized training program to best match your and your agency's needs.

Again, welcome to the IPICD Train-the-Trainer program. If there is anything the instructor(s) for this program, the corporate IPICD staff, or someone else can reasonably do for you, please ask. Have a wonderful and educational experience.

Best wishes,

**Institute for the Prevention of In-custody Deaths, Inc.**

*John*

**John G. Peters, Jr., Ph.D., CLS, CTC**  
President and Chief Learning Officer

*Michael*

**Officer Michael Coleman**  
Peace Officer and Staff Instructor

## PROGRAM GOALS & OBJECTIVES

### PROGRAM GOALS:

- To define the Americans With Disabilities Act,
- To define disability and impairment,
- To define reasonable accommodation,
- To define visible disabilities,
- To define invisible disabilities,
- To define negligent tort principles,
- To define prosthetics,
- To define medical devices and appliances,
- To define wheelchair,
- To define disguised, improvised, and hidden weapons,
- To define wheelchair navigation,
- To define Primary Aide,
- To define Secondary Aide,
- To identify reasonable accommodations,
- To identify wheelchair categories,
- To identify wheelchair environments,
- To identify wheelchair nomenclature,
- To identify disguised, improvised, and hidden weapons,
- To identify and explain wheelchair propulsion methods,
- To identify and explain primary causes of wheelchair user injuries,
- To identify and explain primary causes of wheelchair user falls,
- To identify and explain wheelchair transportation methods,
- To identify and explain wheelchair navigation safety hazards,
- To identify and explain report writing topics,
- To identify, explain, and demonstrate wheelchair navigation techniques,
- To identify, explain, and demonstrate contacting a wheelchair user,
- To explain and demonstrate searching a wheelchair user,
- To explain and demonstrate searching a wheelchair,
- To explain and demonstrate restraining a wheelchair user,
- To explain and demonstrate metallic handcuffing double-locking,
- To explain and demonstrate checking for restraint tightness,
- To explain and demonstrate wheelchair propulsion methods,
- To explain the importance of wearing body isolation equipment,
- To explain what disability inquiries a LEO may ask of a wheelchair user, and
- To explain the importance of disability and wheelchair training for officers.

## **PROGRAM PERFORMANCE OBJECTIVES:**

- Given a Wheelchair: Contract & Control™ lesson guide, a pen, and instruction, the learner will be able to repeat aloud why (s)he should not rely on the information presented for an extended period of time, with a minimum performance level of 100%.
- Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to repeat aloud and explain the first thirteen (13) classroom guidelines, with a minimum performance level of 100%.
- Given a Wheelchair: Contact & Control™ workbook, a pen, and instruction, the learner will be able to demonstrate the classroom guidelines 1 through 13, with a minimum performance level of 100%.
- Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly identify on a multiple-choice test question two demands of the American Public regarding law enforcement officers and governmental entities, with a minimum performance level of 100%.
- Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly identify on a multiple choice test the law that is considered by many to be the second most important civil rights legislation passed by Congress, with a minimum performance level of 100%.
- Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly identify on a multiple-choice test 3 disabilities, with a minimum performance level of 100%.
- Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly identify on a multiple choice three qualifying criteria for being considered disabled as defined by the ADA, with a minimum performance level of 100%.
- Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly identify on a multiple-choice test what United States Supreme Court case that held municipalities have a duty to train employees in core tasks, with a minimum performance level of 100%.
- Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly identify on a multiple-choice test 5 visible disabilities, with a minimum performance level of 100%.
- Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly identify on a multiple-choice test 5 invisible disabilities, with a minimum performance level of 100%.
- Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly identify on a multiple choice test the ADA definition of wheelchair, with a minimum performance level of 100%.

- Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly identify on a multiple-choice test two options a LEO may use to avoid causing injury or indignity to a seized person with disabilities, with a minimum performance level of 100%.
- Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly identify on a multiple choice test the correct term for an artificial limb, with a minimum performance level of 100%.
- Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly identify on a multiple-choice test five medical devices and/or appliances a person may be wearing, with a minimum performance level of 100%.
- Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly label the 9 basic parts of a wheelchair, with a minimum performance level of 100%.
- Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly identify the ADA definition of wheelchair, with a minimum performance level of 100%.
- Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly identify five reasons why an individual who is disabled might be dangerous, with a minimum performance level of 100%.
- Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly identify when a LEO can ask “What is your disability?”, with a minimum performance level of 100%.
- Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly identify what a LEO should do after approaching a wheelchair and wheelchair user, with a minimum performance level of 100%.
- Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly identify why one should not physically lift a motorized wheelchair, with a minimum performance level of 100%.
- Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly identify on a multiple-choice test what questions a LEO should ask a wheelchair user before conducting a pat down or a search, with a minimum performance level of 100%.
- Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly identify on a multiple-choice test what a LEO must have before arresting a wheelchair user, with a minimum performance level of 100%.
- Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will correctly answer a multiple-choice question about what to do when metallic restraints are applied too tightly, with a minimum performance level of 100%.
- Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly identify on a multiple-choice test when an ambulance or special transport vehicle must be called for a disabled person, with a minimum performance level of 100%.

- Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will

be able to correctly identify on a multiple-choice test under what conditions, generally, a wheelchair user should be transported in a patrol vehicle, with a minimum performance level of 100%.

- Given gym clothing, a wheelchair, an opponent, a soft restraint, and instruction, the learner will demonstrate restraining a wheelchair-seated opponent's wrists in the front, with a minimum performance level of 100%.
- Given gym clothing, a wheelchair, an opponent, NIJ-approved metallic handcuffs, a handcuff key, and instruction, the learner will demonstrate handcuffing a wheelchair-seated opponent's wrists in the front, with a minimum performance level of 100%.
- Given training clothing, a wheelchair, an opponent, a soft restraint, and instruction, the learner will demonstrate restraining a wheelchair-seated opponent's wrist behind the back, with a minimum performance level of 100%.
- Given training clothing, a wheelchair, an opponent, NIJ-approved metallic handcuffs, a handcuff key, and instruction the learner will demonstrate handcuffing a wheelchair-seated opponent's wrists behind the back, with a minimum performance level of 100%.
- Given training clothing, a wheelchair, an opponent, NIJ-approved metallic handcuffs, and instruction, the learner will demonstrate the handcuffing of a wheelchair-seated opponent's wrists located behind the back using at least two pair of metallic handcuffs with a minimum performance level of 100%.
- Given training clothing, a wheelchair, an opponent, NIJ-approved metallic handcuffs, a handcuff key, and instruction, the learner will demonstrate double-locking a pair of metallic restraints that have been applied to a wheelchair-seated opponent, with a minimum performance level of 100%.
- Given training clothing, a wheelchair, an opponent, NIJ-approved metallic handcuffs, a handcuff key, and instruction, the learner will demonstrate unlocking a pair of metallic handcuffs that have been applied to a wheelchair-seated opponent, with a minimum performance level of 100%.
- Given gym clothing, a wheelchair, an opponent seated in a wheelchair whose wrists are restrained by a soft restraint, and instruction, the learner will demonstrate checking for restraint tightness, with a minimum performance level of 100%.
- Given gym clothing, a wheelchair, an opponent seated in a wheelchair whose wrists are restrained by metallic handcuffs, and instruction, the learner will demonstrate checking handcuff tightness, with a minimum performance level of 100%.
- Given gym clothing, a wheelchair, an opponent sitting in a manual wheelchair, and instruction, the learner will demonstrate a restraint reasonable accommodation for a wheelchair user, with a minimum performance level of 100%.
- Given gym clothing, a wheelchair, and instruction, the learner will demonstrate how to properly sit in a wheelchair, with a minimum performance level of 100%.
- Given gym clothing, a wheelchair, and instruction, the learner will demonstrate how to grasp the wheelchair hand rims with both hands, with a minimum performance level of 100%.
- Given gym clothing, a wheelchair, and instruction, the learner will demonstrate how to propel forwards using the hand rims, with a minimum performance level of 100%.
- Given gym clothing, a wheelchair, and instruction, the learner will demonstrate how to propel backwards using the hand rims, with a minimum performance level of 100%.

- Given gym clothing, a wheelchair, and instruction, the learner will demonstrate how to propel forward using the wheelchair hand rims and his or her feet, with a minimum performance level of 100%.
- Given gym clothing, a wheelchair, and instruction, the learner will demonstrate how to propel backward using the wheelchair hand rims and his or her feet, with a minimum performance level of 100%.
- Given gym clothing, a wheelchair, and instruction, the learner will demonstrate how to propel through a small cone pattern course using the wheelchair hand rims, with a minimum performance level of 100%.
- Given gym clothing, a wheelchair, and instruction, the learner will demonstrate how to propel through a small cone pattern course using the wheelchair hand rims and his or her feet, with a minimum performance level of 100%.
- Given gym clothing, a wheelchair, an opponent sitting in a manual wheelchair, and instruction, the learner will demonstrate how to push the occupied wheelchair back and forth, with a minimum performance level of 100%.
- Given gym clothing, a wheelchair, an opponent sitting in a manual wheelchair, and instruction, the learner will demonstrate how to push the occupied wheelchair through a small cone pattern course, with a minimum performance level of 100%.
- Given gym clothing, a wheelchair, an opponent sitting in a manual wheelchair, and instruction, the learner will demonstrate how to push an occupied wheelchair into an elevator-like opening with the occupant facing toward the opening, with a minimum performance level of 100%.
- Given gym clothing, a wheelchair, an opponent sitting in a manual wheelchair, and instruction, the learner will demonstrate how to pull the occupied wheelchair into an elevator-like opening with the occupant facing away from the opening, with a minimum performance level of 100%.
- Given gym clothing, a wheelchair, an opponent sitting in a manual wheelchair, and instruction, the learner will demonstrate how to pull the occupied wheelchair up a curb backward, with a minimum performance level of 100%.
- Given gym clothing, a wheelchair, an opponent sitting in a manual wheelchair, and instruction, the learner will demonstrate how to push the occupied wheelchair down a curb forward, with a minimum performance level of 100%.
- Given gym clothing, a wheelchair, an opponent sitting in a manual wheelchair, and instruction, the learner will demonstrate how to push the occupied wheelchair up a ramp, with a minimum performance level of 100%.
- Given gym clothing, a wheelchair, an opponent sitting in a manual wheelchair, and instruction, the learner will demonstrate how to pull the occupied wheelchair down a ramp backwards, with a minimum performance level of 100%.
- Given gym clothing, a wheelchair, an opponent sitting in a manual wheelchair, an aide, and instruction, the learner will demonstrate how to pull and support the occupied wheelchair up a flight of stairs, with a minimum performance level of 100%.
- Given gym clothing, a wheelchair, an opponent sitting in a manual wheelchair, an aide, and instruction, the learner will demonstrate how to descend the occupied wheelchair down a flight of stairs, with a minimum performance level of 100%.



- Given gym clothing, a wheelchair, an opponent sitting in a manual wheelchair, and instruction, the learner will demonstrate how to conduct a consensual contact of the wheelchair occupant, with a minimum performance level of 100%.  
Given gym clothing, a wheelchair, an opponent sitting in a manual wheelchair, and instruction, the learner will demonstrate how to conduct a suspicious person contact of the wheelchair occupant, with a minimum performance level of 100%.
- Given gym clothing, a wheelchair, an opponent sitting in a manual wheelchair, and instruction, the learner will demonstrate how to conduct a consensual pat down of the wheelchair occupant, with a minimum performance level of 100%.
- Given gym clothing, a wheelchair, an opponent sitting in a manual wheelchair, and instruction, the learner will demonstrate how to conduct a suspicion person stop who has a confirmed arrest warrant, with a minimum performance level of 100%.
- Given gym clothing, a wheelchair, an opponent sitting in a manual wheelchair, two hidden weapons or contraband, and instruction, the learner will demonstrate how to search a wheelchair user, with a minimum performance level of 100%.
- Given gym clothing, a wheelchair, an opponent sitting in a manual wheelchair, and instruction, the learner will demonstrate how to properly search a wheelchair, with a minimum performance level of 100%.
- Given gym clothing, a wheelchair, an opponent sitting in a manual wheelchair, and instruction, the learner will demonstrate how to properly restrain a wheelchair user in the front using plastic or nylon restraints, with a minimum performance level of 100%.
- Given gym clothing, a wheelchair, an opponent sitting in a manual wheelchair, and instruction, the learner will demonstrate how to properly double-lock a pair of National Institute of Justice-certified metallic handcuffs, with a minimum performance level of 100%.
- Given gym clothing, a wheelchair, an opponent sitting in a manual wheelchair, and instruction, the learner will demonstrate how to properly load an occupied wheelchair onto a platform lift, with a minimum performance level of 100%.
- Given gym clothing, a wheelchair, an opponent sitting in a manual wheelchair, and instruction, the learner will demonstrate how to properly secure an occupied wheelchair onto a platform lift, with a minimum performance level of 100%.
- Given gym clothing, a wheelchair, an opponent sitting in a manual wheelchair, and instruction, the learner will demonstrate how to properly unload an occupied wheelchair from a platform lift, with a minimum performance level of 100%.
- Given gym clothing, a wheelchair, and instruction, the learner will demonstrate how to sit in a wheelchair for a quick exit, with a minimum performance level of 100%.
- Given gym clothing, a wheelchair, and instruction, the learner will properly demonstrate folding a manual wheelchair for transport, with a minimum performance level of 100%.

## Lesson #1

**Instructor:** IPICD Staff

**Time required:** 20 minutes

**Subject:** Wheelchair: Contact & Control Train-the-Trainer™: Welcome, Disclaimer, Institute, and Staff

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**Student Performance Objective: By the end of the lesson the learner will be able to recall the primary reason for not relying on the information presented forever.**

**SPO #1:** Given a **Wheelchair: Contract & Control™** lesson guide, a pen, and instruction, the learner will be able to recall why (s)he should not rely on the information presented for an extended period of time with a minimum performance level of 100%.

**How will learners be evaluated and what methods will be used to measure competency?**

- 1.1 Learners will be evaluated on SPO#1 by having them repeat aloud that research, scientific research, and evidence-based practices are constantly changing.
- 1.2 Learners will be evaluated on SPO#1 through observation by the instructor. For example, when the instructor asks if learners should rely on the information presented for an unreasonable time, they will verbally explain at least 3 reasons why information may change.

**Anticipatory Set or Mental Readiness: (Describe the introduction to the lesson you will use to get the students involved in the lesson).**

**Anticipatory Set:** 1 minute. Ask the learner, “How many of you want to be known for teaching outdated and/or incorrect information?”

**Instructional Components: (Include type of lesson and major concepts to be covered)**

**NOTES**

**Type of lesson:** Lecture: 20 minutes (will vary depending upon class size)

- 1.3 Welcome to the Institute for the Prevention of In-Custody Deaths, Inc. (IPICD) *Wheelchair: Contract & Control*<sup>TM</sup> two-day Train-the-Trainer program. I am pleased that you have enrolled in this contemporary, research- and experientially-based program.
- 1.4 **DISCLAIMER:** The information contained in this program was current when the presentation was developed. No one should rely on the information contained in this program for an unreasonable period of time, because scientific research, legal opinions, and best practices are constantly evolving. To verify the accuracy of the legal and other information, please contact a professional who is qualified to provide you with answers. To verify the accuracy of other information, please contact the IPICD.
- 1.5 None of the presenters is offering legal, psychiatric, and/or medical advice. For specific issues and questions on one or more of these topics, please seek competent local and qualified professionals.
- 1.6 **MISSION STATEMENT:** The Institute for the Prevention of In-Custody Deaths, Inc., (IPICD) is a clearinghouse, resource center, and training provider dedicated to providing interested parties with objective, timely, accurate, qualitative, and quantitative information, training, and operational guidance for the prevention and management of sudden- and in-custody deaths.
- 1.7 **CONTACT INFORMATION:** The IPICD can be contacted as follows: IPICD, 209 South Stephanie Street, Suite B249, Henderson, Nevada USA 89012; phone (toll-free): 866.944.4723; email: [staff@ipicd.com](mailto:staff@ipicd.com); Website: [www.ipicd.com](http://www.ipicd.com)

## NOTES

- 1.8 WEBSITE: Located on the IPICD Website are many items to assist you and/or your agency.
- 1.9 TRAINING PROGRAMS: The IPICD offers many training programs, in addition to an annual international conference on arrest-related and sudden, in-custody deaths, or its annual symposium on public safety camera-based systems.
- 1.10 ARTICLES: Also on the IPICD Website are several articles that you may find of assistance.
- 1.11 IPICD CENTER for EXCELLENCE in EVENT RECONSTRUCTION: Directed by Charles Wilhite, J.D., Ph.D., CEER was founded in 2015. More information is available about this Center on the Website.
- 1.12 IPICD ONLINE TRAINING CENTER: Various online training programs are available through the IPICD Online Training Center. Visit this Website often as new programs are being developed and will be added as they become available. The Website address is: [www.ipicd.com](http://www.ipicd.com)
- 1.13 IPICD CENTER for DIGITAL STRATEGY: This Center is directed by Jason Peters. Mobile apps and all digital media and online training programs are administered through this Center. Of particular importance is the following address that can be accessed with any digital device: [m.ipicd.com](http://m.ipicd.com) This address will show you and/or your learners the behavioral cues of most Agitated Chaotic Events™, which includes excited delirium.
- 1.14 IPICD STAFF: Dr. John G. Peters, Jr., Ph.D., CTC, CLS serves as president and chief learning officer of the Institute. A former police administrator and officer, he has a very diverse educational background, and is prolific author.

## NOTES

- 1.15 A. David Berman, M.S. serves as vice president of the Institute, and is also a former police officer. He has served as an expert witness, and teaches in a local Pennsylvania police academy.
- 1.16 Charles Wilhite, J.D., Ph.D. was a Captain with a large California sheriff's department, and is a California-licensed attorney. Director of the IPICD CEER, he is an experienced police officer and drug investigator.
- 1.17 Jason W. Peters, A.A.S. is Director of the Center for Digital Strategy. A computer programmer, he has consulted with several organizations and individuals about computer-related issues.
- 1.18 Seth Coleman is co-developer of the exclusive IPICD wheelchair program, and co-author of the text, *Wheelchair Officers' Field Guide*. A Nevada peace officer, Seth has been a presenter for various groups, and volunteers for several charities that focus on people who have Special Needs.
- 1.19 INTRODUCTIONS: Please briefly interview the person sitting next to you, and then when called upon tell us about them.
- 1.20 QUESTIONS: Does anyone have a question about the IPICD, its programs, or how to access information? If not, we will now proceed to Lesson #2: Classroom Guidelines and Introductions.

## Lesson #2

**Instructor:** IPICD Staff

**Time required:** 10-30 minutes

**Subject:** Wheelchair: Contact & Control™: Welcome, Class Rules, and Introductions

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**Student Performance Objective: By the end of the lesson the student will be able to recite, explain, and demonstrate classroom guidelines 1 through 13.**

### NOTES

**SPO #1:** Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to repeat aloud and explain the first thirteen (13) classroom guidelines with a minimum performance level of 100%.

**SPO #2:** Given a Wheelchair: Contact & Control™ workbook, a pen, and instruction, the learner will be able to demonstrate the classroom guidelines 1 through 13 with a minimum performance level of 100%.

**How will learners be evaluated and what methods will be used to measure competency?**

- 2.1 Learners will be evaluated on SPO#1 by having them repeat aloud and in unison each of the first 13 classroom guidelines after it is covered by the instructor.
- 2.2 Learners will be evaluated on SPO#1 through observation by the instructor. For example, if a learner asks the instructor question(s), this demonstrates that (s)he understood the classroom guideline of “asking questions”.

**Anticipatory Set or Mental Readiness: (Describe the introduction to the lesson you will use to get the students involved in the lesson).**

**Anticipatory Set:** 1 minute. Ask the learner, “How many of you want to be removed from this program and sent back to your agency for failing to follow the classroom guidelines?”

**Instructional Components: (Include type of lesson and major concepts to be covered)**

**Type of lesson:** Lecture. 10-30 minutes (will vary depending upon class size)

- 2.3 Welcome to the Institute for the Prevention of In-Custody Deaths, Inc. (IPICD) *Wheelchair: Contact & Control*™ Train-the-Trainer two-day program. I am pleased that you have enrolled in this contemporary, research- and experientially-based program.
- 2.4 During the next two days of instruction, there are a few classroom guidelines that will facilitate your participation in the training program. Failure to comply with these guidelines may result in your being removed from the program and/or premises, and notifying your employer. After the 14 classroom guidelines are reviewed, you will be asked to repeat each one aloud, and ask clarifying questions about each specific guideline.

**2.5 Class Rules**

1. **If you cannot hear or see, please sit closer to the speaker or to the screen.** Some of you may be seated too far away from the speaker and/or the screen. If so, please move closer.
2. **No smoking in the classroom or other non-smoking areas.** You may only smoke in designated smoking areas. You must obey all Academy rules and regulations.
3. **No tardiness.** You must be in class and ready to work at the scheduled start time.
4. **No racial, ethnic, sexist, etc.** remarks, unless they are used in role playing situations, and the class has been informed about the role-playing situation.
5. **No horseplay.** Injuries can occur when people clown around inside or outside the training

**NOTES**

Review satchel material.

- classroom and/or facility. Therefore, no horseplay will be tolerated.
6. **Ask questions.** You have heard that the only “stupid question” is the one that is not asked. It is true. This is an instructor program, so please ask questions about those topics, concepts, issues, etc. that are not clearly understood by you. The training room is the only safe place to make mistakes.
  7. **If you see a dangerous situation, immediately tell someone.** Do not ignore a dangerous or potentially dangerous situation . . . TELL SOMEONE. For example, if you see broken glass, a broken chair, water on the floor, or another type of danger, tell the instructor and warn others who are in the immediate area. Control the area.
  8. **Don't get your blood pressure up about something that you can control.** At times, the presenter or another person may make a statement or claim that does not parallel with what you were previously taught, heard, or understood. Instead of getting frustrated, ask a question about it. Possibly the presenter or other person is misinformed, or the information presented is more current than what you had received in a previous training program.
  9. **Notify an instructor or someone else in the class if you get injured, sick, or if a family emergency arises.** If you think that you may have been injured from a fall or other activity or if you get sick during the program, please immediately notify the presenter or another person. Professional medical attention will be summoned.
  10. **Emergencies.** If a family member is expecting a child, an imminent death in the family, or any other foreseeable crisis, please notify an instructor or another person in the program. Make sure that you call home and provide someone with the local telephone number, and/or your cellular telephone number so you can be reached in a timely manner.



11. **Handle firearms appropriately and safely.** People always get shot with the “unloaded” weapon; therefore, always handle firearms appropriately and safely. This applies to electronic control devices, too. No horseplay will be tolerated.
12. **Bring all material needed to work.** You must bring the program workbook and pen needed to take notes and to complete assignments.
13. **Enjoy coffee, tea, and water.** Only coffee, tea, and water are permitted in the classroom. You are not permitted to bring anything else into the classroom to eat.
14. **Enjoy the program.** Learning should be fun. To that end, you will be treated as a professional and not like an academy recruit.

**Check for Understanding and/or Guided Practice and Independent Practice:** 4 minutes

- 2.6 Require all learners, in unison, to speak aloud each classroom guideline. After they read aloud each classroom guideline, they may ask clarifying questions.
- 2.7 **Independent Practice:** 2 days. Each learner will demonstrate his or her understanding of the classroom guidelines by demonstrating his or her ability to follow each guideline. For example, during the three-day course of instruction, learners will demonstrate “No smoking in the classroom or other non-smoking areas” (Classroom guideline #1), and/or demonstrate they can “Ask Questions” (Classroom guideline #4).
- 2.8 **Closure:** 1 minute. Remind the learners of the importance of obeying the classroom guidelines. Also, remind them these are the Affective Performance Objectives, and that they can be removed from the program for violating one or more of the classroom guidelines. In some cases, it will be the host agency

that will enforce one or more specific classroom guidelines.

**Materials Needed:**

2.9 Each learner will have been provided a lesson guide, pen, zippered bag, and case studies. Here is a list of what each learner has received, and what materials are needed:

- *Wheelchair: Contact & Control*<sup>TM</sup> lesson guide (1 per learner);
- *Wheelchair Officers' Field Guide* (1/learner),
- Laptop computer;
- Digital projector;
- Projector screen;
- IPICD *Wheelchair: Contact & Control*<sup>TM</sup> PowerPoint® presentation (version 1.0);
- Classroom and/or large open area;
- Tables (2 or 3 learners per table depending upon table length);
- Chairs (1 per learner);
- Pen (1 per learner);
- Zippered bag (1 per learner);
- White Board (optional);
- Dry erase marker (black color);
- Standard manual wheelchair;
- Velcro strap for a person's waist;
- Velcro strap for a person's legs;
- Helmet for head protection (optional);
- Pair of plastic gloves per person;
- Pair of handcuffs/plastic ties per team;
- Mobility bag;
- Hanging mobility pouch (optional); and a
- Disguised weapon bag (optional).

**California Career Technical Educational Model Curriculum Standards:**

2.10 The applicable California curriculum standards are located within the "Public Services Industry Sector". For this

**NOTES**

lesson, the following model curriculum standards are applicable:

## **“2.0 Communication**

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts (p. 329).”

“2.4 *Listening and Speaking* (p. 331).”

“(2.5) Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):

- a. Structure ideas and arguments in a coherent, logical fashion.
- b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).
- c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- d. Anticipate and address the listener’s concerns and counterarguments (p. 322).”

“(2.14). Deliver descriptive presentations:

- a. Establish clearly the speaker’s point of view on the subject of the presentation.
- b. Establish clearly the speaker’s relationship with the subject (e.g., dispassionate observation, personal involvement).
- c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details (p. 332).”

## **“4.0 Technology**

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

- 4.1** Understand past, present, and future technological advances as they relate to a chosen pathway.
- 4.2** Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.

- 4.4 Know the various technologies available and the sources for gaining technical skills.
- 4.5 Use technologies to analyze and interpret information (p. 333).”

### **“5.0 Problem Solving and Critical Thinking**

Students understand how to create alternative solutions by using critical and creating thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques.

- 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
- 5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.
- 5.3 Use critical thinking skills to make informed decisions and solve problems (p. 333).”

### **“6.0 Health and Safety**

Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

- 6.0 Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers’ and employees’ responsibilities.
- 6.3 Know how to identify possible hazards in a variety of work environments (p. 333).”

### **“7.0 Responsibility and Flexibility**

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

- 7.0 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
- 7.1 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.2 Understand the need to adapt to varied roles and responsibilities.
- 7.3 Understand that individual actions can affect the larger community (p. 334).”

## References

California State Board of Education. (2006). *California career technical education model curriculum standards—May 2005*. Sacramento, CA: Author.

## NOTES

## Lesson #3

**Instructor:** IPICD Staff

**Time required:** 30 minutes

**Subject:** Wheelchair: Contact & Control™: Observations

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**Student Performance Objective: By the end of the lesson the learner will be able to identify two demands of the American public regarding law enforcement officers and governmental entities with a minimum performance level of 100%.**

**SPO #1:** Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly identify on a multiple-choice test question two demands of the American public regarding law enforcement officers and governmental entities with a minimum performance level of 100%.

**How will learners be evaluated and what methods will be used to measure competency?**

- 3.1 Learners will be evaluated on SPO#1 by having them correctly identify two demands of the American public regarding law enforcement officers and governmental entities on a multiple-choice question.

**Anticipatory Set or Mental Readiness: (Describe the introduction to the lesson you will use to get the students involved in the lesson).**

**Anticipatory Set:** 1 minute. Ask the learner, “Do you believe American law enforcement is viewed more or less favorably in the last 5 years?”

**Instructional Components: (Include type of lesson and major concepts to be covered)**

**Type of lesson:** Lecture. 30 minutes

**NOTES**

## NOTES

- 3.2 **OBSERVATIONS:** We know that lawsuits are inevitable, and that law enforcement officers and agencies will make mistakes. Also, there are “bad” law enforcement officers and governmental administrators.
- 3.3 Most people’s understanding of law enforcement comes from the media. Law enforcement activities have extra high visibility to the public.
- 3.4 **PUBLIC VISIBILITY EXAMPLE:** Please watch the following short video and ask yourself how this may have looked to those people who were standing nearby or saw the incident from an office window.
- 3.5 **OBSERVATIONS cont’d:** Many of the contacts between law enforcement and the public are inherently unpleasant, which has the potential for greater conflict. As a practical matter, injuries can be comparably more serious than most kinds of civil liability. Civil liability is politically volatile. Remember: Force can look awful, yet be totally lawful. Seemingly, more than in the past the public is holding law enforcement accountable for actions taken or not taken.
- 3.6 Public mistrust of law enforcement and governmental entities has grown across the United States and globally. In some situations, a law enforcement officer’s actions may have enhanced such public mistrust (e.g., Mapp v. Ohio; North Charleston shooting; planted drugs; disrespect by law enforcement officers).
- 3.7 The purchase of Smartphones by civilians has enabled them to videotape many high-profile law enforcement officer-suspect-involved events. Many of these events were uploaded to social media, and some later broadcast by mainstream media. Many of these events fueled, deepened, and galvanized the public’s mistrust of law enforcement.

- 3.8 Today, the public is demanding **accountability** of law enforcement officers, and **transparency** from governmental entities.
- 3.9 We know that law enforcement personnel must sometimes use force to capture, contain, control, or restrain people. In some situations, the officer's actions have been alleged to have interfered with the subject's ability to breathe normally and maintain good oxygen.
- 3.10 VIDEO: In addition to civilian cellphone video that we had discussed, there are other types of video that seem to be everywhere. These include, but are not limited to: body-worn cameras; dash cameras; surveillance cameras; etc. Law enforcement behaviors and words will be recorded. Video will help eliminate or confirm law enforcement officers from saying, "I did not do that."
- 3.11 In addition to ethical and moral obligations, cameras and personal observations that record and report law enforcement behaviors, law enforcement officers must act professionally always. They must demonstrate concern for the individual, family members, and friends. If a person tells law enforcement officers that (s)he is experiencing breathing problems, this must be treated as a medical emergency. Reassure the person experiencing the breathing difficulty, and try to keep him or her calm.
- 3.12 QUESTIONS: Are there any questions? Lesson 4 will focus on disability, impairment, and handicap.

## NOTES

Peters & Coleman, p. iii

Peters & Coleman, p. 3



## Lesson #4

**Instructor:** IPICD Staff

**Time required:** 30 minutes

**Subject:** Wheelchair: Contact & Control™: Disability, Impairment, Handicap

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**Anticipatory Set or Mental Readiness: (Describe the introduction to the lesson you will use to get the students involved in the lesson).**

**NOTES**

**Anticipatory Set:** 1 minute. Ask the learner, “Do you believe American law enforcement is viewed more or less favorably in the last 5 years?”

**Instructional Components: (Include type of lesson and major concepts to be covered)**

**Type of lesson:** Lecture. 30 minutes

- 4.1 People who have one or more disabilities have been recorded throughout history and in every society (Barker, 1985).
- 4.2 As early as 1000 B.C. the story of Sampson, a Nazarite who had great strength, had both eyes gouged out by his captors that resulted in blindness (Barker, 1985, p. 354).
- 4.3 In another biblical reference that was written approximately 930 B.C. the writer identified a person who was “crippled” in both feet (Barker, 1985, p. 436)
- 4.4 Between 50 and 70 A.D. Barker (1985) identified people who were also vision impaired (pp. 1464, 1516), crippled (p. 1512), and disabled (pp. 1603, 1874).
- 4.5 History has recorded societies have treated people with disabilities as not being “normal,” and “less than fully human.”

## NOTES

- 4.6 For example, in ancient Greece, people who had disabilities were taken to the woods and abandoned.
- 4.7 During the Spanish Inquisition many were drowned or burned.
- 4.8 People throughout history viewed those individuals with disabilities as not being “normal,” which means the disabled individual did not match the “concept” of what many people believe is “normal” (Davis, p. 1).
- 4.9 QUESTION: In your opinion, what is a normal person?
- 4.10 We still live in a society that often views people with disabilities as not being fully human.
- 4.11 Acceptance is not a problem that is caused by the individual with disabilities, but rather with the how the concept of “normal” is constructed within a society.
- 4.12 None of us is exempt from being compared to what society has constructed as “normal.”
- 4.13 None of our family members is exempt either, especially females whose bodies are often compared to and contrasted against “perfect” models.
- 4.14 A cultural figure that has impacted all of us in this class was “Tiny Tim” who was a crippled character created by Charles Dickens in his work *A Christmas Carol*.
- 4.15 Recall “Tiny Tim” was the son of Mr. and Mrs. Bob Cratchit. Bob Cratchit who worked for a very stingy man named Ebenezer Scrooge.

## NOTES

- 4.16 Another cultural symbol that lasted for years was the *Jerry Lewis Telethon* that was designed to highlight people who were disabled by muscular dystrophy.
- 4.17 “Tiny Tim,” the *Jerry Lewis Telethon*, and similar events became cultural icons for individuals who have disabilities.
- 4.18 What many of us failed to realize that if we decided not to give money to an event such as the *Jerry Lewis Telethon*, we became Scrooge.
- 4.19 Society expects law enforcement officers and agencies to look after and help people who have disabilities.
- 4.20 Those law enforcement agencies that fail to provide training to their officers about how to make contact with people with disabilities become Scrooges.
- 4.21 Those officers who have never received such training or who chose to ignore it are also viewed by society as Scrooges.
- 4.22 Many people within a given society are ignorant about disabilities, and in some cases, do not believe they exist. We will talk more about “invisible disabilities” a bit later.
- 4.22 QUESTION: How much do you know about disabilities?
- 4.23 QUESTION: How many of you have a disability or impairment?
- 4.24 QUESTION: Do you know the difference among a disability, impairment, and handicap?
- 4.25 QUESTION: How many of you know what question you may ask a disabled individual, or how to safely remove a disabled individual from a wheelchair to conduct a pat down or a search?
- 4.26 Before learning about what questions you may ask or how a wheelchair user can be safely searched, let’s look at a couple of important definitions.

## NOTES

- 4.27 Jones (2001) defines *impairment* as “any loss or abnormality of psychological, physiological, or anatomical structure or function” (p. 377).
- 4.28 Regarding the term *handicap*, Jones (2001) defines it as “a disadvantage for a given individual, resulting from an impairment or a disability, that limits or prevents the fulfilment of a role that is normal . . . for that individual” (p. 377). He also noted that the word itself is considered discriminatory because it was derived from “cap in hand,” suggesting the need for begging by individuals with disabilities (p. 378).
- 4.29 *Disability* is defined by Jones (2011) as “any restriction or lack (resulting from an impairment) or ability to perform an activity in the manner or within the range considered normal for a human being” (p. 377).
- 4.30 Jones (2011) points out that what may be considered an “impairment” in one society may not be another one.
- 4.31 You will learn in the next lesson the legal definition of disability according to the Americans with Disabilities Act. This is the only term we shall use, as its definition is what will determine if a person is disabled under this federal law.

Peters & Coleman, p. 5

## Lesson #5

**Instructor:** IPICD Staff

**Time required:** 30 minutes

**Subject:** Wheelchair: Contact & Control™: Disabilities and the Law

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**Student Performance Objective: By the end of the lesson the learner will be able to identify the second most important civil rights legislation passed by Congress with a minimum performance level of 100%.**

**NOTES**

**SPO #1:** Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly identify on a multiple choice test the law that is considered by many to be the second most important civil rights legislation passed by Congress with a minimum performance level of 100%.

**SPO #2:** Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly identify on a multiple-choice test 3 disabilities with a minimum performance level of 100%.

**SPO #3:** Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly identify on a multiple choice test three qualifying criteria for being considered disabled as defined by the ADA, with a minimum performance level of 100%.

**SPO #4:** Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly identify on a multiple-choice test what United States Supreme Court case that said municipalities have a duty to train employees in core tasks, with a minimum performance level of 100%.

**How will learners be evaluated and what methods will be used to measure competency?**

**NOTES**

- 5.1 Learners will be evaluated on SPO#1 by having them identify the second most important civil rights legislation passed by Congress on a multiple-choice question.
- 5.2 Learners will be evaluated on SPO#2 by having them correctly identify 3 disabilities on a multiple-choice question.
- 5.3 Learners will be evaluated on SPO#3 by having them correctly identify 3 qualifying criteria for being considered disabled as defined by the ADA, on a multiple-choice question.
- 5.4 Learners will be evaluated on SPO#4 by having them correctly identify what United States Supreme Court case that held municipalities have a duty to train employees in core tasks, on a multiple-choice question.

Peters & Coleman, p. 8

**Anticipatory Set or Mental Readiness: (Describe the introduction to the lesson you will use to get the students involved in the lesson).**

**Anticipatory Set:** 1 minute. Ask the learner, “How many of you know how Title II of the ADA impact your job?”

**Instructional Components: (Include type of lesson and major concepts to be covered)**

**Type of lesson:** Lecture. 30 minutes

- 5.5 The law is often in front of people’s attitudes, and this is particularly true when it comes to disability law.
- 5.6 In this lesson, several federal laws, court holdings, state negligence elements, and the need for training in law enforcement *core tasks* will be discussed.
- 5.7 I will begin with the **Americans with Disabilities Act of 1990** (ADA), and the **ADA Amendments Act of 2008** (ADAAA), considered by many to be the second most important *civil rights* legislation to be passed by the United States Congress.

Peters & Coleman, p. 5

5.8 The ADA and the ADAAA defines the term *disability* for people as:

- A physical or mental impairment that substantially limits one or more major life activities of such individual;
- A record of such an impairment; or
- Being regarded as having such an impairment (24 U.S.C. §12012(1)).

5.9 If any *one* of these criteria apply to a wheelchair user, (s)he may then be considered as having a disability, and is protected by federal law.

5.10 If (s)he is considered to be *disabled* under federal law, Title II of the ADA makes it illegal for a public entity, such as a law enforcement agency, to exclude the person “from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity” (42 U.S.C. §12132). This may include anyone with special needs, such as epilepsy, hearing or vision impaired, dyslexia, etc.

5.11 **Section 1630.2(h) Physical or Mental Impairment**

- Any physiological disorder, or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special senses organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitor-urinary, hemic and lymphatic, skin, and endocrine; or
- Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

5.12 The terms disability and qualified individual with a disability do not include individuals currently

## NOTES

Peters & Coleman, p. 5

Peters & Coleman, p. 11

engaging in the illegal use of drugs, when the covered entity acts on the basis of such use.

- Drug means a controlled substance, as defined in schedules I through V of Section 202 of the Controlled Substances Act (21 U.S.C 812).
- Illegal use of drugs means the use of drugs, the possession or distribution of which is unlawful under the Controlled Substances Act, as periodically updated by the Food and Drug Administration. This term does not include the use of a drug taken under the supervision of a licensed health care professional, or other uses authorized by the Controlled Substances Act or other provisions of Federal law.

**5.13 The Rehabilitation Act of 1973:**

- Prohibits any organization, such as municipalities and federal agencies, which get funding from the federal government from discriminating against disabled people (Barnes v. Gorman, 2002).

**5.14 State Statutes and Common Law**

5.15 Many states have constitutions similar to the United States constitution, and mirror the civil rights of the federal constitution and amendments.

5.16 In addition to federal statutes that define people with disabilities, state legislatures may have also passed laws that prohibit discriminating against people with disabilities.

5.17 Common law *negligent tort principles* may be applied to those LEOs who injure disabled people.

5.18 Negligence is not a constitutional violation.

5.19 A tort is a civil wrong, and is brought by the moving party (plaintiff) to be compensated for damage (including injuries) that were allegedly suffered by him or her at the hands of the person who caused the damage or the injury (e.g., LEO).

**NOTES**

Peters & Coleman, p. 6

Peters & Coleman, pp. 8-10



- 5.20 Negligence does not involve proof of any kind of deliberate action, and only focuses upon state claims.
- 5.21 A *negligent tort* consists of 4 parts:
- A duty or obligation recognized by law to follow a certain standard of care to protect the plaintiff from unreasonable risk,
  - The breach of that duty,
  - The breach was the proximate cause of the injury, and
  - The person suffered actual damage or loss (Peters, 1989).
- 5.22 **Training in Core Tasks: Canton v. Harris**, 489 U.S. 378 (1989)
- 5.23 The Supreme Court of the United States (SCOTUS) held that municipalities have an affirmative duty to train employees in *core tasks*.
- 5.24 SCOTUS noted that a failure to train amounts to deliberate indifference “. . . when the need for more or different training is so obvious, and the inadequacy so likely to result in the violation of constitutional rights, that the policymakers of the city can reasonably be said to have been deliberately indifferent to the need” (Spector, 2006).
- 5.25 Plaintiff will most likely argue that training LEOs to safely communicate, seize, and transport disabled individuals who are wheelchair users are *core tasks*.
- 5.26 There are many documented events where LEOs were not properly trained on how to safely interact with wheelchair users that resulted in injury and in rare instances death.
- 5.27 **Essential Skills Testing: Griggs v. Duke Power Co.**, 401 U.S. 424 (1971).
- 5.28 The testing of “essential skills” by employers is often misapplied to *City of Canton, Ohio v. Harris* (1989). Referencing the Equal Employment Opportunity Commission (EEOC) *Guidelines and*

## NOTES

Peters & Coleman, p. 7

Peters & Coleman, p. 8

*Employment Testing Procedures* issued August 24, 1966, the SCOTUS quoted:

- *The Commission accordingly interprets 'professionally developed ability tests' to mean a test which fairly measures the knowledge or skills required by the particular job or class of jobs which the applicant seeks . . . These guidelines demand that employers using tests have available data demonstrating that the test is predictive of or significantly correlated with important elements of work behavior which comprise or are relevant to the job or jobs . . . .* (Footnote 9).

5.29 **Training and Policy Failure: Barnes v. Gorman, 536 U.S. 181 (2002)**

## NOTES

Peters & Coleman, pp. 8-10

5.30 In May 1992, Jeffrey Barnes (Mr. Barnes), a paraplegic wheelchair user because of spinal cord injuries, was arrested for trespass after he fought with a bouncer at a nightclub in Kansas City, Missouri.

5.31 Mr. Barnes asked officers if he could use a bathroom to empty his urine bag while they waited for a police transport van to arrive.

5.32 His request was denied. The van arrived but was not equipped to handle a wheelchair.

5.33 Officers removed Mr. Barnes from his wheelchair, placed him on a narrow bench, and then used a seatbelt and Mr. Barnes' belt to hold him on the bench, which was in the rear of the van.

5.34 During transport, Mr. Barnes released the seatbelt because he thought it would place too much pressure on his urine bag.

## NOTES

- 5.35 After the other belt had loosened, Mr. Branes fell to the floor of the van, injuring his shoulder and back.
- 5.36 The van stopped, but its driver could not lift Mr. Barnes, who then fastened him to a support in the van for the duration of the transport.
- 5.37 Mr. Barnes suffered serious medical issues, including, but not limited to, a bladder infection, serious lower back pain, and “uncontrollable spasms in his paralyzed areas—that left him unable to work full time” (Barnes v. Gorman, 2002, p. 2).
- 5.38 Subsequently, Mr. Barnes filed a civil lawsuit against the Kansas City Board of Police Commissioners, the Chief of Police, and Officer Jeffrey Gorman alleging they **had discriminated against him** on the basis of his disability.
- 5.39 He claimed they had violated §202 of the Americans with Disabilities Act, and §504 of the Rehabilitation Act of 1973, because they had **failed to have appropriate policies** for the arrest of a disabled individual such as Mr. Barnes.
- 5.40 A jury awarded Mr. Barnes \$1 million in compensatory damages, and \$1.2 million in punitive damages.
- 5.41 Defendants appealed the award of punitive damages, which resulted in the District Court removing the punitive damages awarded.
- 5.42 On further appeal, the Eighth Circuit reinstated the punitive damages.
- 5.43 On further appeal, the SCOTUS denied the award of punitive damages under §202 of the Americans with Disabilities Act, and §504 of the Rehabilitation Act of 1973, but let stand the \$1 million in compensatory damages.

## Lesson #6

**Instructor:** IPICD Staff

**Time required:** 30 minutes

**Subject:** Wheelchair: Contact & Control™: Visible and Invisible Disabilities

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**Student Performance Objective: By the end of the lesson the learner will be able to identify 5 visible and invisible disabilities, with a minimum performance level of 100%.**

### NOTES

**SPO #1:** Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly identify on a multiple-choice test 5 visible disabilities, with a minimum performance level of 100%.

**SPO #2:** Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly identify on a multiple-choice test 5 invisible disabilities with a minimum performance level of 100%.

**How will learners be evaluated and what methods will be used to measure competency?**

- 6.1 Learners will be evaluated on SPO#1 by having them correctly identify 5 visible disabilities on a multiple-choice question.
- 6.2 Learners will be evaluated on SPO#2 by having them correctly identify 5 invisible disabilities on a multiple-choice question.

**Anticipatory Set or Mental Readiness: (Describe the introduction to the lesson you will use to get the students involved in the lesson).**

**Anticipatory Set:** 1 minute. Ask the learner, “How many of you know how Title II of the ADA impact your job?”

**Instructional Components: (Include type of lesson and major concepts to be covered)**

**Type of lesson:** Lecture. 30 minutes

- 6.3 There are generally two large categories of disabilities:
- Visible and
  - Invisible
- 6.4 The following list of **visible disabilities** is not inclusive, but you will recall seeing people who may have had one or more disabilities within this category.
- 6.5 *Visible disabilities* are often apparent to you and others include, but are not limited to:
- wearing a hearing aid,
  - using a wheelchair or
  - using a cane,
  - wearing a prosthesis,
  - visible amputations,
  - slurred speech, and/or
  - staggering gait or dragging a foot (Stonebrook, 2006).
- 6.6 *Invisible disabilities* are often not immediately apparent to you or to others include, but are not limited to:
- dyslexia,
  - intellectual disabilities,
  - autism,
  - diabetes,
  - epilepsy,
  - visual impairment (e.g., low vision, blind),
  - speech impairment (e.g., mute),
  - hearing impairment (e.g., deaf),
  - certain mental illnesses,
  - chronic illnesses,
  - chronic pain,
  - sleep disorder,
  - asthma,
  - Rheumatoid arthritis,
  - depression,
  - brain injuries, and
  - bipolar disorder.

## NOTES

Peters & Coleman, p. 15

Peters & Coleman, p. 15

Peters & Coleman, p. 16

- 6.7 About **1 of every 10 people** in the United States is estimated to have *invisible disabilities*. Remember: individuals can have both *visible* and *invisible* disabilities.
- 6.8 You may need to make a *reasonable accommodation* for a person with whom you are confronting.
- 6.9 Subject to your agency disability policy, a reasonable accommodation may include, but not be limited to:
- Requesting an American Sign Language interpreter, which your municipality is required to pay the cost for such service.
  - Obtaining a telephone for the deaf (TDD) or text telephone (TT),
  - Obtaining a wheelchair or other mobile assistive device,
  - Providing a cane or walker,
  - Transporting the individual in a special van or ambulance,
  - Providing physical assistance
  - Using hand signals, and/or
  - Asking another person to write down information for the individual.
- 6.10 Attempt to make a reasonable accommodation for individuals who have a disability, per agency policy.

## NOTES

Peters & Coleman, p. 16

Peters & Coleman, p. 11

Peters & Coleman, p. 1

## Lesson #7

**Instructor:** IPICD Staff

**Time required:** 30 minutes

**Subject:** Wheelchair: Contact & Control™: Reasonable Accommodations & Modifications

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**Student Performance Objective: By the end of the lesson the learner will be able to identify two options an LEO may use to avoid causing injury or indignity to a seized person who has disabilities, with a minimum performance level of 100%.**

### NOTES

**SPO #1:** Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly identify on a multiple-choice test two options a LEO may use to avoid causing injury or indignity to a seized person with disabilities, with a minimum performance level of 100%.

**How will learners be evaluated and what methods will be used to measure competency?**

- 7.1 Learners will be evaluated on SPO#1 by having them correctly identify two options an LEO may use to avoid causing injury or indignity to a seized person with disabilities, on a multiple-choice test question.

**Anticipatory Set or Mental Readiness: (Describe the introduction to the lesson you will use to get the students involved in the lesson).**

**Anticipatory Set:** 1 minute. Ask the learner, “What reasonable accommodations or modifications have you been taught by your employer that you can use when interacting with a disabled individual?”

**Instructional Components: (Include type of lesson and major concepts to be covered)**

**Type of lesson:** Lecture. 30 minutes

**7.2 Reasonable accommodation defined by the ADA included:**

- Directions from employers to make modifications or adjustments to a job application process that enabled a qualified applicant with a disability to be considered for the position such qualified applicant desires (Gallaher Bassett Services, Inc., n.d.).
- Directions from employers to make modifications or adjustments to the work environment, or to the manner or circumstances under which the position held or desired is customarily performed (Gallaher Bassett Services, Inc., n.d.).
- Directions from employers to make modifications or adjustments to a covered entity’s employee with a disability to enjoy equal benefits and privileges of employment as are enjoyed by other similarly situated employees without disabilities (Gallaher Bassett Services, Inc., n.d.).

**7.3 Reasonable accommodation and/or modifications for LEOs and governmental entities:**

- Aside from making structural accommodations, such as wheelchair ramps, modified curbs, etc., governmental entities and/or LEOs must make reasonable accommodations and/or modifications when making arrests so that:
- The arrestee does not “suffer greater injury or indignity than other arrestees” (Gohier v. Enright, 1999; Gorman v. Bartch 8<sup>th</sup> Cir., 1998).
- Transportation of arrestees in wheelchairs or interrogations of arrestees who have hearing impairments fall under this category.

**7.4 A reasonable accommodation may involve a:**

- “flexible interactive process”
- Essentially having dialogue with the suspect and/or prisoner to determine what kind(s) of

**NOTES**

Peters & Coleman, p. 11

Peters & Coleman, pp. 12-13



- accommodation(s) or modification(s) to your procedures might be effective and practical.

7.5 **Subject to your agency’s disability policy and training, a reasonable accommodation(s) or modification(s) may include, but are not limited to:**

- Requesting an American Sign Language interpreter [NOTE: Your municipality must pay for such services.]
- Obtaining a telephone for the deaf (TDD) or text telephone (TT),
- Obtaining a wheelchair or other mobile assistive device,
- Providing a cane or a walker,
- Transporting the individual in a special van or ambulance,
- Providing physical assistance,
- Using hand signals,
- Asking another person to write down information for the individual,
- Handcuffing the person in the front
- Using multiple sets of handcuffs to handcuff the person in the rear,
- Using flexible restraints, and/or
- Using no restraints.

7.6 **Remember: At issue is whether you caused the arrested person to suffer greater injury or indignity than other arrestees who were not disabled.**

7.7 **DOCUMENT** what you did or did not do, and **WHY** in your report.

7.8 Consult your local legal counsel or other qualified individual for answers to specific questions you may have about making reasonable accommodations or modifications for seized individuals.

7.9 Lesson 8 focuses on prosthetics.

## Lesson #8

**Instructor:** IPICD Staff                      **Time required:** 30 minutes

**Subject:** Wheelchair: Contact & Control™: Prosthetics

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**Student Performance Objective: By the end of the lesson the learner will be able to correctly identify the correct term for an artificial limb, with a minimum performance level of 100%.**

**SPO #1:** Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly identify on a multiple choice test the correct term for an artificial limb, with a minimum performance level of 100%.

**How will learners be evaluated and what methods will be used to measure competency?**

8.1 Learners will be evaluated on SPO#1 by having them correctly identify the correct term for an artificial limb, on a multiple-choice test question.

**Anticipatory Set or Mental Readiness: (Describe the introduction to the lesson you will use to get the students involved in the lesson).**

**Anticipatory Set:** 1 minute. Ask the learner, “Do you know how to search an artificial limb?”

**Instructional Components: (Include type of lesson and major concepts to be covered)**

**Type of lesson:** Lecture. 30 minutes

**NOTES**

- 8.2 You may encounter wheelchair users who are wearing one or more artificial limbs.
- 8.3 Artificial limbs are called **prosthetics**.
- 8.4 A primary purpose of a prosthetic device is to “replace” a missing limb, either through birth defect or through amputation.
- 8.5 When a prosthetic device is made for only cosmetic appearance with little or no function, it is called a **cosmesis**.
- 8.6 Sophisticated prosthetic devices that are electronically controlled and powered are called **myoelectric** prosthetics (Woodford, 2015).
- 8.7 Prosthetic devices have a long history.
- 8.8 A “replacement” large toe was discovered in Egypt and was estimated to be approximately 3,000 years old (Douglas, n.d.).
- 8.9 Other prosthetic devices have been discovered that date to approximately 300 B.C. (Bellis, 2016; Norton, 2007).
- 8.10 “Hook Hands” and “Blades” are two of the most recognizable prosthetic devices.
- 8.11 There are four basic types of prosthetic devices that can be used to “replace” complete or partial missing limbs:
- Below the knee
  - Above the knee
  - Below the elbow
  - Above the elbow
- 8.12 Prosthetic devices can be used to replace the nose, ear, toe, and similar body part.
- 8.13 Prosthetics are often attached using a suspension system.

## NOTES

Peters & Coleman, p. 17

Peters & Coleman, p. 17

Peters & Coleman, p. 17

Peters & Coleman, p. 18

Peters & Coleman, p. 18

- 8.14 Prosthetic suspension systems include, but are not limited to:
- Elastic sleeve,
  - Straps,
  - Vacuum,
  - Shuttle lock, and
  - Suction.
- 8.15 Prosthetics can be used as **improvised weapons**.
- 8.16 LEOs and civilians have been attacked by people using their prosthetic device as an improvised weapon.
- 8.17 In 2010, a woman was convicted of beating her boyfriend to death using her prosthetic leg.
- 8.18 In 1998, a Washington state sheriff's deputy was treated for head injuries after a man had beaten him with a prosthetic arm (Goad, 2014).
- 8.19 "Hook hands" can also become dangerous weapons.
- 8.20 **Wheelchairs** are also considered *prosthetics*.
- 8.21: Remember to **stay alert** and **maintain distance**.
- 8.22. Lesson 9 focuses on medical devices and appliances.

## NOTES

Peters & Coleman, p. 18

Peters & Coleman, p. 27

Peters & Coleman, p. 18

Peters & Coleman, p. 18

Peters & Coleman, p. 29

## Lesson #9

**Instructor:** IPICD Staff

**Time required:** 30 minutes

**Subject:** Wheelchair: Contact & Control™: Medical Appliances and Devices

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**Student Performance Objective: By the end of the lesson the learner will be able to correctly identify five medical devices and/or appliances a person may be wearing, with a minimum performance level of 100%.**

SPO #1: Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly identify on a multiple-choice test question five medical devices and/or appliances a person may be wearing, with a minimum performance level of 100%.

**How will learners be evaluated and what methods will be used to measure competency?**

- 9.1 Learners will be evaluated on SPO#1 by having them correctly identify five medical devices and/or appliances a person may be wearing, on a multiple-choice test question.

**Anticipatory Set or Mental Readiness: (Describe the introduction to the lesson you will use to get the students involved in the lesson).**

**Anticipatory Set:** 1 minute. Ask the learner, “Have you ever seen a person wearing an anal bag?”

**Instructional Components: (Include type of lesson and major concepts to be covered)**

**Type of lesson:** Lecture. 30 minutes

- 9.2 You may encounter wheelchair users who are wearing one or more attached medical devices and/or appliances that may be visible or not be visible.
- 9.3 How many of you have seen a wheelchair user using a nasal cannula with an attached oxygen tank?
- 9.4 If you have never seen some of the medical devices and/or appliances used by wheelchair users who are disabled, you may be:

## NOTES

Peters & Coleman, p. 19

- Surprised and/or
  - Momentarily distracted.
- 9.5 Medical devices and appliances include, but are not limited to:
- Colostomy bag,
  - Hearing aid
  - Catheters
  - Urine collection bags
  - Anal bag
  - Nasal Cannula, and
  - Oxygen tank holder.
- 9.6 A colostomy bag is also called an **ostomy** pouch.
- 9.7 It permits a person to expel waste from his or her colon, bladder, etc. after a stoma has been surgically created.
- 9.8 Ask the person if (s)he is wearing such a device before touching, restraining, or transporting the individual.
- 9.9 If the person is wearing a colostomy bag, you will generally need to modify your restraining procedure, and/or securing him or her for transport to another location, such as a jail.
- 9.10 Follow your agency's policy and procedure regarding the restraint and transport of individuals who are wearing this or similar medical appliances.
- 9.11 It is important to **visually inspect** the wheelchair user and the wheelchair to locate medical devices and/or appliances.
- 9.12 If none is seen, that does not mean such devices and/or appliances are not present and being used.
- 9.13 Ask the wheelchair user and/or attendant if such devices and/or appliances are attached.

## NOTES

Peters & Coleman, p. 19

Peters & Coleman, pp. 19, 29, 34

## NOTES

9.14 It is unlikely you will see, for example, a colostomy bag or a catheter, as these are usually covered with clothing,

9.15 A catheter is a tubular medical device that can be inserted into vessels, body cavities, etc. to generally allow injection or withdrawal of fluids such as urine from the bladder.

9.16 In contrast, a Nasal Cannula that delivers supplemental oxygen to the wheelchair user will usually be visible.

9.17 *A urine collection bag* may be strapped to the wheelchair user's leg and covered with clothing.

9.18 **IMPORTANT:** A urine bag must be located below the bladder to prevent back-up of urine, which can lead to an infection.

9.19 **IMPORTANT:** Do not suddenly move the wheelchair user unless circumstances mandate an exception, because a catheter, colostomy bag, anal bag, or other appliance may become dislodged.

9.20 If the wheelchair user is using supplemental oxygen, remain vigilant.

**NOTE:** That includes others supplemental oxygen users who may be nearby.

9.21 Make sure the person using supplemental oxygen stays away from flames or anything that could ignite the oxygen, which could start a fire or result in an explosion (e.g. Electronic Control Weapon).

9.22 **Best practices** include, but are not limited to:

- Requesting emergency medical services for any wheelchair user who is wearing a medical appliance or device,

Peters & Coleman, p. 19

Coleman & Peters, p. 20

Coleman & Peters, p. 20

- View the wheelchair user a patient (which (s)he is of a doctor), and
- View this as a medical emergency.

9.23 Lesson 10 focuses upon wheelchair use environments.

## NOTES



## Lesson #10

**Instructor:** IPICD Staff

**Time required:** 30 minutes

**Subject:** Wheelchair: Contact & Control™: Wheelchair Use Environments

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**Student Performance Objective:** None.

**Anticipatory Set or Mental Readiness: (Describe the introduction to the lesson you will use to get the students involved in the lesson).**

**Anticipatory Set:** 1 minute. Ask the learner, “Where have you seen wheelchairs used?”

**Instructional Components:** (Include type of lesson and major concepts to be covered)

**Type of lesson:** Lecture. 10 minutes

10.1 Wheelchairs are used in many environments.

10.2 These environments are often categorized as commercial and residential.

10.3 **Commercial** environments include, but are not limited to:

- Hospitals,
- Airports, and
- Rehabilitation centers, etc.

10.4 **Residential** environmental include, but are not limited to:

- Home,
- Sports,
- Beach,
- Desert,
- Yard,
- Poolside, etc.

10.5 Lesson 11 focuses on wheelchairs

## NOTES

Peters & Coleman, p. 22

Peters & Coleman, p. 22

## Lesson #11

**Instructor:** IPICD Staff                      **Time required:** 30 minutes

**Subject:** Wheelchair: Contact & Control™: Wheelchairs

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**Student Performance Objective: By the end of the lesson the learner will be able to correctly identify the basic parts of a wheelchair and the ADA definition of wheelchair, with a minimum performance level of 100%.**

**SPO #1:** Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly label the 9 basic parts of a wheelchair, with a minimum performance level of 100%.

**SPO #2:** Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly identify the ADA definition of wheelchair, with a minimum performance level of 100%.

**How will learners be evaluated and what methods will be used to measure competency?**

11.1 Learners will be evaluated on SPO#1 by having them correctly label the 9 basic parts of a wheelchair.

11.2 Learners will be able to correctly identify the ADA definition of wheelchair given a multiple-choice test question.

**Anticipatory Set or Mental Readiness: (Describe the introduction to the lesson you will use to get the students involved in the lesson).**

**Anticipatory Set:** 1 minute. Ask the learner, “Do you know the basic nomenclature of a standard wheelchair”

**Instructional Components: (Include type of lesson and major concepts to be covered)**

**Type of lesson:** Lecture. 30 minutes

### 11.3 ADA WHEELCHAIR DEFINITION

- “a manually operated or power-driven device designed primarily for use by an individual with a mobility disability for the main purpose of indoor, or both indoor and outdoor, locomotion” (ADA National Network, n.d.).

## NOTES

Peters & Coleman, p. 21

#### 11.4 ANOTHER WHEELCHAIR DEFINITION

- Kamenetz (1969), the author of the most definitive text about wheelchairs, had defined them as:
- “. . . Any chair on wheels . . . That can be propelled by the action of its occupant upon the chair itself” (p. 59).

11.5 **WHEELCHAIR HISTORY:** Wheelchairs have a long and documented history.

11.6 Prior to their development, Chinese are said to have “wheeled” the disabled and sick in a wheelbarrow.

11.7 The time period was the 3rd century A.D.

11.8 Wheels and chairs date to prehistoric times.

11.9 A child’s bed on rollers was made about 530 B.C.

11.10 The earliest known wheelchair was found engraved on a Chinese sarcophagus from the 6th century A.D.

11.11 Spanish King Philip II (16th century) used a rolling chair with arms and leg rests

11.12 In the late 1700s, the Bath chair was invented that had two large rear wheels; small front one

11.13 It was during the 18th century that a wheelchair was designed that appears similar to today’s standard wheelchair.

11.14 Wheelchairs were used extensively during the United States Civil War for injured soldiers.

11.15 In 1894 the first US Patent was filed for a wheelchair with a fixed frame and large rear wheels.

11.16 In 1932 the first folding wheelchair was invented.

11.17 Today, there are more than 100 types of wheelchairs.

11.18 It is estimated there are about 3.3 million wheelchair users in the United States.

11.19 This figure is projected to annually increase by about 2 million people.

11.20 Lesson 12 focuses on being disabled does not make you not dangerous.

#### NOTES

Peters & Coleman, p. 21

Peters & Coleman, p. 23

## Lesson #12

**Instructor:** IPICD Staff

**Time required:** 30 minutes

**Subject:** Wheelchair: Contact & Control™: Disabled does not mean Not Dangerous

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**Student Performance Objective: By the end of the lesson the learner will be able to correctly identify five reasons why an individual who is disabled might be dangerous, with a minimum performance level of 100%.**

**SPO #1:** Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly identify five reasons why an individual who is disabled might be dangerous, with a minimum performance level of 100%.

**How will learners be evaluated and what methods will be used to measure competency?**

12.1 Learners will be evaluated on SPO#1 by having them correctly identify why an individual who is disabled might be dangerous.

**Anticipatory Set or Mental Readiness: (Describe the introduction to the lesson you will use to get the students involved in the lesson).**

**Anticipatory Set:** 1 minute. “Two California peace officers were shot and killed by a naked disabled individual in a wheelchair.”

**Instructional Components: (Include type of lesson and major concepts to be covered)**

**Type of lesson:** Lecture. 30 minutes

12.2 Two **Riverside, California** peace officers were shot and killed by a naked and disabled individual who was in a wheelchair.

## NOTES

Peters & Coleman, p. 27

- 12.3 Officers Phillip Trust and Dennis C. Doty were shot to death by Jackson Chambers Daniels, Jr., as they attempted to arrest him on a failure-to-appear arrest warrant for bank robbery.
- 12.4 Mr. Daniels was a paraplegic.
- 12.5 Mr. Daniels was in a bedroom, naked, and seated in his wheelchair when he asked the officers if he could put on his shirt.
- 12.6 Allowing him to reach for a shirt that was on a nearby bed, Mr. Daniels pulled a handgun from underneath him and shot and killed both officers.
- 12.7 Mr. Daniels fled the scene and was not arrested until approximately 60 hours later.
- 12.8 In **Houston, Texas** Mr. Brian Claunch was a 45-year-old double amputee who had lost an arm and leg after being struck by a train while attempting to commit suicide.
- 12.9 In September 2012 his caregivers called 9-1-1 and reported he was agitated.
- 12.10 Two police officers responded to Mr. Claunch's residence.
- 12.11 As they entered his residence, Mr. Claunch allegedly blocked one officer into the corner of a small bedroom using his wheelchair.
- 12.12 Mr. Claunch tried to stab the officer with a shiny object, later identified as a ballpoint pen.
- 12.13 The officer's partner shot and killed Mr. Claunch.
- 12.14 A male wheelchair user was approached by two **Jefferson Parish, Louisiana** Sheriff's Office deputies about 11:30 a.m. on May 23, 2014.
- 12.15 The man's brother called 9-1-1 and reported him to be armed and suicidal.

## NOTES

Suspect was Bruce  
Robinson, age 47

## NOTES

- 12.16 After allegedly aiming a shotgun at the deputies who had seen it laying across Mr. Robinson's lap, they shot and killed him.
- 12.17 On September 24, 2014, Mike Hanby had stolen several items from a K-Mart in **Chula Vista, California**.
- 12.18 Fleeing in a van that had disabled plates, Mr. Hanby failed to stop for officers who then engaged him in a long pursuit.
- 12.19 Eventually he stopped the van and exited in a motorized wheelchair.
- 12.20 Officer gave several commands to Mr. Hanby who obeyed them.
- 12.21 Officers reported Mr. Hanby to be armed with a semi-automatic handgun in a shoulder holster, and a small, cocked revolver under his leg.
- 12.22 A male wheelchair user in **Athens, Greece** brandished a Kalashnikov assault rifle that he had hidden under a blanket.
- 12.23 In January, 2016 in **Queens, New York City** a male wheelchair user claimed to have a bomb and a gun when he robbed a bank of \$500 in cash.
- 12.24 Remember: **Officer safety never takes a day off.**
- 12.25 Stay alert when dealing with everyone, including disabled individuals.
- 12.26 Disabled individuals may be armed, or use their wheelchair as a weapon against you.
- 12.27 A wheelchair user may also be able to:
- Bite you,
  - Spit at or on you, and/or
  - Strike you with the wheelchair, a cane, etc.

- 12.28 A wheelchair user may extend a leg causing him and the wheelchair from moving forward because his or her foot is against an elevator frame, doorway, wall, etc.
- 12.29 (S)He may, if restrained in the front or if unrestrained, push elevator floor buttons, etc. interfering with movement.
- 12.30 Lesson 13 focuses on disguised, improvised, and hidden weapons.

NOTES

## Lesson #13

**Instructor:** IPICD Staff

**Time required:** 30 minutes

**Subject:** Wheelchair: Contact & Control™: Disguised, Improvised, or Hidden Weapons

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**Student Performance Objective: None.**

**NOTES**

**How will learners be evaluated and what methods will be used to measure competency?**

Learners' attendance and participation.

**Anticipatory Set or Mental Readiness: (Describe the introduction to the lesson you will use to get the students involved in the lesson).**

**Anticipatory Set:** 1 minute. "This is an important lesson because it can increase your safety while reducing the chances of your being seriously injured or killed by a wheelchair user."

**Instructional Components: (Include type of lesson and major concepts to be covered)**

**Type of lesson:** Lecture. 30 minutes

- 13.1 **Disguised weapons** are those items that at first may not appear to be weapons.
- 13.2 They can be used as improvised weapons, or they can be weapons.
- 13.3 Stay alert as you approach the wheelchair user and/or the wheelchair.
- 13.4 Disguised weapons include, but are not limited to:
  - Hooked hands,
  - Prosthetic limbs,
  - Canes (may contain an edged weapon),
  - Metal shoe horns (can be sharp edges),
  - Metal frame of the wheelchair, and/or
  - Gun holster mounted on the wheelchair.
- 13.5 Do you remember we had discussed how prosthetics can be used as improvised weapons?

Peters & Coleman, p. 27



- 13.6 Recall, in 2010, a woman was convicted of beating her boyfriend to death using her prosthetic leg.
- 13.7 Also recall the Washington state sheriff's deputy who was treated for head injuries in 1998 after a man had beaten him with a prosthetic arm (Goad, 2014).
- 13.8 Hooked hands can also be dangerous, so please stay alert and keep a safe distance.
- 13.9 A wheelchair attendant can also attack you with disguised, improvised, or hidden weapons.
- 13.10 Look at these photographs of disguised, improvised, or hidden weapons.
- 13.11 Generic and hidden weapons may include, but are not limited to the following:
- Knives,
  - Razor blades,
  - Belt buckles,
  - Straps,
  - Flashlight,
  - Screwdriver,
  - Needles, and/or
  - Firearms.
- 13.12 A wheelchair user may be sitting on a weapon, hiding it from view.
- 13.13 Recall the two Riverside, California officers who were shot and killed by a naked wheelchair user who pulled a handgun from underneath him.
- 13.14 Lesson 14 focuses on contacting the wheelchair user.

## NOTES

Peters & Coleman, p. 18

Peters & Coleman, p. 27

Peters & Coleman, p. 27

## Lesson #14

**Instructor:** IPICD Staff

**Time required:** 30 minutes

**Subject:** Wheelchair: Contact & Control™: Contacting the Wheelchair User

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**Student Performance Objectives: By the end of the lesson the learner will be able to correctly identify when a LEO can ask “What is your disability?” what a LEO should do after approaching a wheelchair and wheelchair user, and why a motorized wheelchair should not be physically lifted by a person, with a minimum performance level of 100%.**

SPO #1: Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly identify when a LEO can ask “What is your disability?” with a minimum performance level of 100%.

SPO #2: Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly identify what a LEO should do after approaching a wheelchair and wheelchair user, with a minimum performance level of 100%.

SPO #3: Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly identify why one should not physically lift a motorized wheelchair, with a minimum performance level of 100%.

**How will learners be evaluated and what methods will be used to measure competency?**

- 14.1 Learners will be evaluated on SPO#1 by having them correctly identify when they can ask a person, “What is your disability?”
- 14.2 Learners will be evaluated on SPO#2 by having them correctly identify what officers should do after approaching a wheelchair and wheelchair user.

**NOTES**

## NOTES

14.3 Learners will be evaluated on SPO#3 by having them correctly identify why one should not physically lift a motorized wheelchair.

**Anticipatory Set or Mental Readiness: (Describe the introduction to the lesson you will use to get the students involved in the lesson).**

Anticipatory Set: 1 minute. Ask the learner when (s)he can you legally ask a person, “What is your disability?”

**Instructional Components: (Include type of lesson and major concepts to be covered)**

**Type of lesson:** Lecture. 30 minutes

14.4 Being trained about how to deal with people in wheelchairs should prepare LEOs to maintain both their safety and that of officers and other people.

14.5 This lesson identifies evidence-based safety issues, offers ways to protect oneself from danger unique to wheelchairs, and how to handle and transport wheelchair users.

14.6 When making contact with a wheelchair user as a LEO, make sure you:

- Have **lawful authority**
- Have **lawful objectives**
- Have **reasonable suspicion or probable cause** to detain or seize the person
- Maintain a safe distance from the person(s) with whom you are about to make contact
- Request officer and/or medical assistance (e.g., emergency medical services) for safety and/or if desired by the wheelchair user.
- Wait for assistance (if possible)
- Use contact and cover (if possible)
- Use a Field Interview stance
- Activate your body-worn camera to record the contact

Peters & Coleman, pp. 29, 34

- Make reasonable accommodations or modifications (i.e., ask for a sign language interpreter)
- **Visually** scan the wheelchair user for visible prosthetic, medical devices and appliances,
- **Visually** scan the wheelchair front, sides, back,
- **Visually** scan the immediate area (terrain analysis), water, rocks, etc.
- **Scan** for weapons, improvised weapons, and disguised weapons
- Identify the type and style of wheelchair
- Identify adaptive clothing
- **Attempt to** speak clearly and slowly
- **Attempt to** control the pace of the event
- **Recognize** the wheelchair user may be slower to respond to commands and questions
- Recognize the wheelchair user may be wearing or have attached medical devices or appliances (like an insulin pump, catheter, colostomy bag, supplemental oxygen)
- Recognize the wheelchair can be used as an extension of the wheelchair user and become a harmful weapon
- **Ask** if the wheelchair user needs special assistance (e.g., EMS)
- **Ask** if the wheelchair user is armed
- **Ask** if the wheelchair is broken
- **Follow** your agency's ADA policy

14.7 Always be aware the wheelchair user may:

- Have invisible disabilities
- Have increased upper body strength
- Not be disabled or impaired in any manner
- Be able to stand and lunge at you
- Be able to walk and try to escape
- Be able to lunge at you or another person from a standing or sitting position
- Be unable to talk or hear

## NOTES

Peters & Coleman, pp. 29, 34

Peters & Coleman, pp. 30-31

## NOTES

- Be armed or have a mounted weapon on the wheelchair

14.8 As a general practice, **DO NOT**:

- Pat or touch the wheelchair without first asking for permission from the wheelchair user, unless (s) he is unable to speak
- Mock or imitate the wheelchair user
- Talk down to the wheelchair user
- Abuse the wheelchair user verbally or physically including his or her attendant
- Abuse the wheelchair by kicking it
- Use unreasonable force on the wheelchair user
- Refuse to make reasonable accommodations or modifications for the wheelchair user
- Refuse to call for medical assistance for the wheelchair user when requested by him or her

Peters & Coleman, p. 31

14.9 As a general practice **DO**:

- Apply one or both wheel locks or a similar device to keep the wheelchair from rolling
- Have a second officer grasp the handle grips of the wheelchair to keep it from moving or tipping
- Ask the primary or other person to grasp the handle grips or the push handles to keep the wheelchair from moving or tipping
- Act professional at all times

Peters & Coleman, p. 32

14.10 Lesson 15 focuses upon Control, including pat downs and searches of the wheelchair user and the wheelchair.

## Lesson #15

**Instructor:** IPICD Staff

**Time required:** 30 minutes

**Subject:** Wheelchair: Contact & Control™: Control: Pat Down and Searches

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**Student Performance Objectives: By the end of the lesson the learner will be able to correctly identify what questions a LEO should ask a wheelchair user before conducting a pat down or a search, and what a LEO must have before arresting a wheelchair user, with a minimum performance level of 100%.**

**SPO #1:** Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly identify on a multiple-choice test what questions a LEO should ask a wheelchair user before conducting a pat down or a search, with a minimum performance level of 100%.

**SPO #2:** Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly identify on a multiple-choice test what a LEO must have before arresting a wheelchair user, with a minimum performance level of 100%.

**How will learners be evaluated and what methods will be used to measure competency?**

- 15.1 Learners will be evaluated on SPO#1 by having them correctly identify what questions a LEO should ask a wheelchair user before conducting a pat down or a search.
- 15.2 Learners will be evaluated on SPO#2 by having them correctly identify what a LEO must have before arresting a wheelchair user.

**Anticipatory Set or Mental Readiness: (Describe the introduction to the lesson you will use to get the students involved in the lesson).**

**NOTES**

Anticipatory Set: 1 minute. Ask the learner: “Who can explain the information needed and the steps to be taken when searching a wheelchair user?”

**Instructional Components: (Include type of lesson and major concepts to be covered)**

**Type of lesson:** Lecture. 30 minutes

- 15.3 Being trained about how to deal with people in wheelchairs should prepare LEOs to maintain both their safety and that of officers and other people.
- 15.4 This lesson identifies evidence-based safety issues, offers ways to protect oneself from danger unique to wheelchairs, and how to seize and search wheelchair users and wheelchairs.
- 15.5 When contacting a wheelchair user in your official capacity as a LEO investigating a complaint or taking self-initiated action(s), make sure you:
- Have **lawful authority** otherwise your contact may be considered unlawful.
  - Have **lawful objectives** that are consistent with why you are making contact with the individual.
  - Have **reasonable suspicion or probable cause** to detain or seize the person or your contact and/or seizure may be considered unlawful and a violation of the individual’s rights.
  - Request **additional officer(s)** so you have help when it is needed.
  - Use **contact and cover** (if possible) to increase your safety and the safety of others.
  - Use your **body-worn camera** to **record the encounter**, pat down, and/or the search to document what you and others did and did not do when conducting a pat down or a search.
  - Wear **body isolation equipment** (e.g., latex gloves) before touching the wheelchair and/or

**NOTES**

Peters & Coleman, pp. 29, 34

its user, because the clothing or wheelchair may contain bodily fluids and/or other infectious matter.

- **Explain** to the wheelchair user and/or others **your intentions** (i.e. pat down, search the person and/or the chair, lift the person) to avoid surprising them and to let them know what you are going to do, unless exigent circumstances prevent this and/or other explanations.
- **Look** at the wheelchair **before moving or touching** it, to help identify if it is broken, and/or to identify disguised or improvised weapons.
- **Look** at the wheelchair user **before touching him or her**, because the individual may have bodily fluids or other infectious matter on the skin or clothing.
- **Look** at the wheelchair user and/or the wheelchair for **fecal or urine collection devices or appliances** including oxygen tanks and/or tubes, etc.

15.6 After making sure it is safe to touch the wheelchair user and/or the wheelchair, request permission and/or information from the individual, unless exigent circumstances preclude getting this information:

- **Ask** the wheelchair user for consent to touch him or her.
- **Ask** the wheelchair user for consent prior to searching the individual, unless the person has been seized, unless other lawful and/or exigent circumstances preclude it (e.g., the person is under arrest)
- **Ask** the wheelchair user for consent prior to searching his or her wheelchair, unless other lawful and/or exigent circumstances preclude it. Depending upon the situation, you may need to obtain a search warrant, or limit the search

## NOTES

Peters & Coleman, p. 34

Peters & Coleman, p. 35



area to the person's reach while seated in the wheelchair.

- **Ask** the individual if (s)he is wearing a prosthetic device or a medical appliance and where it is located to prevent damage to the item, and/or prevent injury to the individual.
- **Ask** the wheelchair user and/or attendant if the individual has any injuries (e.g., pressure sores, etc.) prior to making physical contact with him or her.
- **Ask** the wheelchair user and/or attendant if they have any weapons (e.g., knives, firearms, etc.).
- **Ask** the wheelchair user and/or attendant if there are any weapons mounted or secured on the wheelchair so you can be made aware of them and then take appropriate action.
- **Ask** the wheelchair user if (s)he can and will place both hands on top of the head. If the person is fragile or is physically unable to raise the arm(s), select another pat down or searching technique that will not cause injury to the individual.

15.7 It is important that you remember the wheelchair user may be slow to process your requests, slow to respond to those requests, medically and/or physically fragile that may prevent them from being able to comply with one or more of your requests, intellectually challenged, or have another disability.

15.8 Speak slowly and control the pace of the event, unless other circumstances prevent such actions.

15.9 **Secure the wheelchair wheels** so it cannot roll away or suddenly power away from you.

15.10 **Tell** the wheelchair user and/or attendant that you or another officer will control his or her hands by touching them. Try to avoid surprising the wheelchair user, the attendant, and/or others.

## NOTES

Peters & Coleman, p. 35

Peters & Coleman, p. 30

Peters & Coleman, p. 35

- 15.11 **Conduct** your pat down and/or search of the individual and/or the wheelchair according to agency training and policy, unless exigent circumstances interfere.
- 15.12 **Search for decoy items** on the wheelchair such as hidden compartments, false bags, etc.
- 15.13 **Search for weapon mounts** on the wheelchair, and/or hidden weapons in the cushion, attached bags, clothing, etc.
- 15.14 **Search for sharps** under the wheelchair arm rests, leg and/or foot rests, etc. being careful not to injure yourself.
- 15.15 Pat down and/or search anywhere within the **wheelchair user's reach**. Remember, you may need to obtain a search warrant depending upon the situation.
- 15.16 **Remove and secure contraband** per agency policy and protocol.
- 15.17 Use **reasonable force** based upon the totality of the circumstance (Graham v. Connor, 1989).
- 15.18 Always act professional and as if you are **being videotaped** by a citizen's, business, or other type of surveillance camera.
- 15.19 Lesson 16 focuses on handcuffing and/or restraining the wheelchair user.

## NOTES

Peters & Coleman, p. 35

## Lesson #16

**Instructor:** IPICD Staff

**Time required:** 30 minutes

**Subject:** Wheelchair: Contact & Control™: Control: Restraint of Wheelchair Users

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**Student Performance Objectives: By the end of the lesson the learner will be able to demonstrate the restraining of a wheelchair user's wrists using a nylon plastic restraint and metallic handcuffs in the front and the rear, double-locking, and checking for tightness, with a minimum performance level of 100%.**

SPO #1: Given gym clothing, a wheelchair, an opponent, a soft restraint, and instruction, the learner will demonstrate restraining a wheelchair-seated opponent's wrists located in the front, with a minimum performance level of 100%.

SPO #2: Given gym clothing, a wheelchair, an opponent, NIJ-approved metallic handcuffs, a handcuff key, and instruction, the learner will demonstrate handcuffing a wheelchair-seated opponent's wrists located in the front, with a minimum performance level of 100%.

SPO#3: Given training clothing, a wheelchair, an opponent, a soft restraint, and instruction, the learner will demonstrate restraining a wheelchair-seated opponent's wrists located behind the back, with a minimum performance level of 100%.

SPO#4: Given training clothing, a wheelchair, an opponent, NIJ-approved metallic handcuffs, a handcuff key, and instruction the learner will demonstrate handcuffing a wheelchair-seated opponent's wrists located behind the back, with a minimum performance level of 100%.

SPO#5: Given training clothing, a wheelchair, an opponent, NIJ-approved metallic handcuffs, and instruction, the learner will demonstrate the handcuffing of a wheelchair-seated opponent's wrists located behind the back using at least two pair of metallic handcuffs with a minimum

## NOTES

performance level of 100%.

SPO#6: Given training clothing, a wheelchair, an opponent, NIJ-approved metallic handcuffs, a handcuff key, and instruction, the learner will demonstrate double-locking a pair of metallic restraints that have been applied to a wheelchair-seated opponent, with a minimum performance level of 100%.

SPO#7: Given training clothing, a wheelchair, an opponent, NIJ-approved metallic handcuffs, a handcuff key, and instruction, the learner will demonstrate unlocking a pair of metallic handcuffs that have been applied to a wheelchair-seated opponent, with a minimum performance level of 100%.

SPO#8: Given gym clothing, a wheelchair, an opponent seated in a wheelchair whose wrists are restrained by a soft restraint, and instruction, the learner will demonstrate checking for restraint tightness, with a minimum performance level of 100%.

SPO#9: Given gym clothing, a wheelchair, an opponent seated in a wheelchair whose wrists are restrained by metallic handcuffs, and instruction, the learner will demonstrate checking handcuff tightness, with a minimum performance level of 100%.

SPO#10: Given a Wheelchair: Contact & Control™ handbook, a pen, and instruction, the learner will correctly answer a multiple-choice question about what to do when metallic restraints are applied too tightly, with a minimum performance level of 100%.

**How will learners be evaluated and what methods will be used to measure competency?**

16.1 Learners will be evaluated on SPO's #1-9 by having them demonstrate restraining a wheelchair-seated opponent's wrist in the front and rear using a soft restraint, NIJ-approved metallic restraints, double-locking metallic restraints, and checking for proper tightness of the restraints.

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- 16.2 Learners will be evaluated on SPO#10 by having them correctly identify what a LEO must do if metallic restraints are applied too tightly.

**Anticipatory Set or Mental Readiness: (Describe the introduction to the lesson you will use to get the students involved in the lesson).**

Anticipatory Set: 1 minute. Ask the learner: “How do you restrain a wheelchair-user who cannot get his or her arms behind the back, and has very limited front arm motion?”

**Instructional Components: (Include type of lesson and major concepts to be covered)**

**Type of lesson:** Lecture. 30 minutes  
Demonstration: 60 minutes

- 16.3 Most of you, including your learners, have been trained and qualified on how to apply metallic handcuffs and/or soft restraints to restrain individuals.
- 16.4 As you know, metallic restraints are handcuffs and leg shackles made of metal. Only use National Institute of Justice-approved metallic restraints to minimize claims of using non-certified handcuffs.
- 16.5 In contrast, soft restraints are non-metallic restraints, and include plastic or nylon flexible straps or strips. Flex-Cuffs® is an example of a soft restraint.
- 16.6 Although you may have been trained and qualified on the use of metallic and/or soft restraints, many officers have not been trained on how to properly apply them to a wheelchair-user who is fragile, is wearing a prosthesis, is wearing a medical appliance, and/or is not physically flexible.
- 16.7 Follow your agency’s handcuff and restraint policy and training, which includes the restraining of disabled individuals.

Peters & Coleman, p. 36

- 16.8 Let's now discuss some restraint guidelines.
- 16.9 To avoid unnecessary injury, **DO NOT** restrain one or both wheelchair user's wrists to the wheels of a wheelchair.
- 16.10 Before positioning the wheelchair user for restraint, ask the following questions:
- Is the wheelchair user attached to medical equipment or appliances?
  - Is (s)he wearing a prosthesis?
  - Does (s)he have known pressure sores, and where are they located?
  - Does (s)he have any physical limitations of hands, arms, shoulders, etc.?
  - If the wheelchair user has fallen from the wheelchair, ask if (s)he needs assistance getting back into the wheelchair.
- 16.11 If the person or an assistant tells you about known pressure sores, and/or pre-existing injuries, consider this a medical emergency and call for medical assistance.
- 16.12 If you are told about physical limitations, this may exclude one or more restraint techniques.
- 16.13 If the person is frail, obese, of large stature, you may need to use multiple sets of handcuffs or restraints, or consider foregoing them.
- 16.14 **AVOID** using a restraint technique that will interfere with a person's prosthesis, medical equipment, or appliance such as a catheter line, oxygen line, etc.
- 16.15 **AVOID** using a restraint technique that may cause possible shoulder, arm, or wrist injuries to those people who are frail, obese, injured, large statured, and/or have pre-existing injuries.

## NOTES

Peters & Coleman, p. 36

Peters & Coleman, p. 37

- 16.16 Use a handcuffing or restraining technique that is based on the wheelchair user's disability, flexibility, fragility, injury, pregnancy, etc.
- 16.17 Before making your decision about how to restrain the person, decide how the person will be transported after (s)he is restrained. This may help you to decide what restraining technique you will use on the person.
- 16.18 For example, you may decide to attach the handcuffs or restraints to the arm rests of the wheelchair for those individuals who are obese or of large stature.
- 16.19 You may also consider restraining the wheelchair user after (s)he has been placed inside a transport vehicle. The non-restrained individual may be able to help you and others in getting him or her inside the transport vehicle.
- 16.20 A *reasonable accommodation* you can make for those individuals who are frail, physically limited in their motion, and/or attached to a medical device or appliance, is to restrain them with both hands in the front.
- 16.21 For those individuals who have a hearing or speech impairment, this may allow for communication with an interpreter and avoid injuries to shoulders, arms, etc.
- 16.22 Of course, the person's demeanor and other circumstances may limit this or other restraint options.
- 16.23 The next slides show a wheelchair user who has their wrists restrained in the front using soft and metallic restraints.
- 16.24 This slide shows a large stature wheelchair user whose wrists have been restrained behind the back using

## NOTES

Peters & Coleman, p. 37

Peters & coleman, p. 38

Peters & Coleman, p. 11

Peters & Coleman, p. 38

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more than one set of metallic restraints. If you choose this restraining method, please use caution.

- 16.25 For example, leaning the person forward to apply the restraints may cause him or her to lean forward, falling from the wheelchair and getting injured. Tell the person not to lean forward too far, or if you have a primary or secondary assistant, ask the assistant to help control the person's forward movement.
- 16.26 After applying the restraints, when practical and safe, check the tightness of the handcuffs or soft restraints. Also, check them if the restrained person complains about them being too tight. Adjust them if needed.
- 16.27 Double-lock the handcuffs when safe and practical to make sure they do not unintentionally or intentionally tighten.
- 16.28 Attempt to pace the event, unless circumstances cause you to move faster than planned.
- 16.29 Always use reasonable force based upon the totality of the circumstances (Graham v. Connor, 1989).
- 16.30 In the next lesson, Lesson 17, we will discuss issues and concerns about transporting wheelchair users and their wheelchairs.

## NOTES

Peters & Coleman, p. 38

Peters & Coleman, p. 39

Peters & Coleman, p. 39



## Lesson #17

**Instructor:** IPICD Staff

**Time required:** 30 minutes

**Subject:** Wheelchair: Contact & Control™: Transport: Wheelchairs and Users

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**Student Performance Objectives: By the end of the lesson the learner will be able to correctly identify when an ambulance or special transport vehicle must be called for a disabled person, under what conditions, generally, a wheelchair user should be transported in a patrol vehicle, and demonstrate how to fold a wheelchair for transport, with a minimum performance level of 100%.**

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**SPO #1:** Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly identify on a multiple-choice test when an ambulance or special transport vehicle must be called for a disabled person, with a minimum performance level of 100%.

**SPO#2:** Given a Wheelchair: Contact & Control™ lesson guide, a pen, and instruction, the learner will be able to correctly identify on a multiple-choice test under what conditions, generally, a wheelchair user should be transported in a patrol vehicle, with a minimum performance level of 100%.

**SPO #3:** Given gym clothing, a wheelchair, and instruction, the learner will demonstrate folding a wheelchair for transport, with a minimum performance level of 100%.

**How will learners be evaluated and what methods will be used to measure competency?**

- 17.1 Learners will be evaluated on SPO#1 by having them correctly identify when an ambulance or special transport vehicle must be called for a disabled person.
- 17.2 Learners will be evaluated on SPO#2 by having them correctly identify under what conditions, generally, a wheelchair user should be transported in a patrol vehicle.

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17.3 Learners will be evaluated on SPO#3 by having them demonstrate folding a wheelchair for transport.

**Anticipatory Set or Mental Readiness: (Describe the introduction to the lesson you will use to get the students involved in the lesson).**

Anticipatory Set: 1 minute. Ask the learner: “When can you transport a wheelchair in your patrol vehicle?”

**Instructional Components: (Include type of lesson and major concepts to be covered)**

**Type of lesson:** Lecture. 30 minutes

17.4 As you will learn and see during the skills portion of the training program, transporting a wheelchair user in a wheelchair often requires the assistance of an ambulance or a special transport vehicle.

17.5 There are several reasons why you want to transport the wheelchair user in an ambulance or a special transport vehicle. These include, but are not limited to:

- The wheelchair user’s disability prohibits removal from the wheelchair,
- The wheelchair user’s disability prohibits sitting on a rigid surface, like a hard- plastic seat or a bench,
- The wheelchair user has an existing injury (e.g., pressure sores) that prohibits removal from the wheelchair because doing so may worsen the injury,
- The wheelchair user has medical devices and/or appliances attached to him or her that prohibit removal from the wheelchair,
- The wheelchair user must be transported to a medical facility,
- The wheelchair user cannot transition from a wheelchair to your car seat,
- Safety issues require an additional officer to ride with the wheelchair user during transport, and

Peters & Coleman, pp. 39-40

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- Your patrol car is not designed to transport a wheelchair user or the wheelchair,
- Your agency does not have a special transport vehicle.

17.6 There may be times when you must transport the wheelchair user in your patrol vehicle. If so, please follow these guidelines:

- Make sure your agency policy permits such a transport,
- Make sure your supervisor approves of the transport,
- Make sure the wheelchair user can remove him/herself from the wheelchair,
- Make sure the wheelchair user can be safely secured in your vehicle,
- Make sure you and officers who assist you are trained and qualified on transferring a wheelchair user into your patrol vehicle,
- Make sure you have wheelchair-trained and -qualified officers to help you transfer the wheelchair user into your patrol vehicle,
- Make sure you have wheelchair-trained and -qualified officers to help remove the person from your patrol vehicle, and
- Make sure you have a wheelchair-trained and -qualified officers to monitor the wheelchair user during the transport.

17.7 Please use caution when transferring a wheelchair user from the wheelchair to your patrol vehicle or special transport vehicle.

17.8 For example, a wheelchair user may fall from the wheelchair and get injured.

17.9 The person may reach for an object (e.g., seat, door handle, etc.) that is too far away and fall from the wheelchair.

Peters & Coleman, p. 40

Peters & Coleman, p. 42

## NOTES

17.10 A loose wheelchair seat cushion may cause the person to fall from the chair.

17.11 Studies have shown there are four primary causes of falling from a wheelchair. They are:

- Tipping after one or more wheels leave the ground,
- Falling after the person involuntarily exits the wheelchair where no tipping was reported,
- Striking or accidentally contact items such as curbs, rocks, slopes, etc., and
- Failures of wheelchair components such as a broken wheel or broken caster (Chen, Wang, Huan, Chang, Mao, & Wang, 2011; Xiang, Chany, & Smith, 2006; Gaal, Rebholtz, Hotchkiss, & Pfaelzer, 1997).

17.12 Personal injuries after falling from a wheelchair include, but are not limited to:

- Strains,
- Striking an object (e.g., rock, board, countertop, table, etc.),
- Contusion,
- Fractures of bones (i.e., wrist, leg, fingers, etc.), and/or
- Lacerations (i.e. to the face, arms, etc.) (Xiang, Chany, & Smith, 2006).

17.13 Regardless of how the wheelchair user is transported (i.e., ambulance, special vehicle, patrol car), the person's empty wheelchair must be transported to where (s)he is being taken.

17.14 Generally, it is recommended you follow these guidelines:

- Only transport a wheelchair in a patrol car, van, or ambulance if there is room AND the wheelchair can be folded to fit inside the vehicle,

Peters & Coleman, pp. 42-43

Peters & Coleman, pp. 42-43

Peters & Coleman, p. 41

- Sanitize the wheelchair, if necessary, before transporting it,
- Secure and tag the wheelchair if it is going to become evidence,
- Secure the wheelchair so it can be returned to the wheelchair user or owner,
- DO NOT damage the wheelchair,
- DO NOT physically lift a motorized wheelchair because of its weight as you can get injured,
- DO NOT abandon a wheelchair,
- DO NOT disassemble a wheelchair,
- DO NOT permit anyone to sit in a visibly broken wheelchair, or one that was identified as being broken because the person could suffer an injury, and
- DO NOT drop, kick, or otherwise damage a wheelchair.

17.15 Lesson 18 will focus on two types of assistants and their roles: Primary Aide and Secondary Aide. The lesson will also discuss skills needed for wheelchair navigation, and conclude with demonstrations and skill building opportunities for you to build wheelchair navigation skills.

## NOTES

Peters & Coleman, p. 4

## Lesson #18

**Instructor:** IPICD Staff

**Time required:** 240 minutes

**Subject:** Wheelchair: Contact & Control™: Wheelchair Navigation

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**Student Performance Objectives: By the end of the lesson the learner will be able to demonstrate navigating a wheelchair occupied by a person up a ramp, down a ramp, up a curb backward, down a curb forward, over uneven surfaces, into an elevator, climbing and descending stairs, going up and down escalators, and in snow and ice with a minimum performance level of 100%.**

### NOTES

SPO #1: Given gym clothing, a wheelchair, another person, and instruction, the learner will demonstrate navigating an occupied wheelchair up a ramp, with a minimum performance level of 100%.

SPO #2: Given gym clothing, a wheelchair, another person, and instruction, the learner will demonstrate navigating an occupied wheelchair down a ramp, with a minimum performance level of 100%.

SPO#3: Given training clothing, a wheelchair, another person, and instruction, the learner will demonstrate navigating an occupied wheelchair up a curb backward with a minimum performance level of 100%.

SPO#4: Given training clothing, a wheelchair, another person, and instruction, the learner will demonstrate navigating an occupied wheelchair down a curb forward with a minimum performance level of 100%.

SPO#5: Given training clothing, a wheelchair, another person, and instruction, the learner will demonstrate navigating an occupied wheelchair over uneven surfaces with a minimum performance level of 100%.

SPO#6: Given training clothing, a wheelchair, another person, and instruction, the learner will demonstrate navigating an occupied wheelchair into an elevator with a minimum performance level of 100%.

SPO#7: Given training clothing, a wheelchair, another person, and instruction, the learner will demonstrate navigating an occupied wheelchair climbing stairs with a minimum performance level of 100%.

SPO#8: Given training clothing, a wheelchair, another person, and instruction, the learner will demonstrate navigating an occupied wheelchair up an escalator with a minimum performance level of 100%.

SPO#9: Given training clothing, a wheelchair, another person, and instruction, the learner will demonstrate navigating an occupied wheelchair down an escalator with a minimum performance level of 100%.

SPO#10: Given training clothing, a wheelchair, another person, and instruction, the learner will demonstrate navigating an occupied wheelchair in simulated snow and ice with a minimum performance level of 100%.

**How will learners be evaluated and what methods will be used to measure competency?**

18.1 Learners will be evaluated on SPO's #1-10 by having them correctly demonstrate each performance skill.

**Anticipatory Set or Mental Readiness: (Describe the introduction to the lesson you will use to get the students involved in the lesson).**

Anticipatory Set: 1 minute. Ask the learner: "How many of you have been trained on how to navigate a wheelchair down a set of stairs, or up an escalator?"

**Instructional Components: (Include type of lesson and major concepts to be covered)**

**Type of lesson:** Lecture & Demonstration: 240 minutes

18.2 Few LEOs have been trained and qualified on how to navigate a wheelchair with its user in a variety of settings.

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18.3 This lesson focuses developing your navigational skills with a wheelchair and its user in a variety of different settings, including:

- Sitting and exiting a wheelchair,
- Propulsion methods,
- Up and down a ramp,
- Up and down a curb,
- Up and down stairs,
- Up and down escalators,
- Entering and exiting an elevator, and
- Snow and ice (simulated).

[NOTE: Direct your learners to pages 47-60 of the *Wheelchair Officers' Field Guide* text so they can take notes and review the summary of steps.]

18.4 You may need to serve as a Primary Aide or as a Secondary Aide depending upon the circumstances.

18.5 A **Primary Aide** is ready to assist the wheelchair user, if (s)he requests help and there is no one present to provide it (e.g., personal care assistant) (Peters & Coleman, 2017).

Peters & Coleman, pp. 43-44

18.6 In contrast, a **Secondary Aide** assists removing the wheelchair user from an area or when it is recognized the wheelchair user will need help such as navigating over a curb, snow, or stairs.

Peters & Coleman, p. 44

18.7 Find a partner and get a wheelchair, or wait until it is your pair's turn to practice what has been shown to you and your partner.

[NOTE: Remind the learners there will be no horseplay during the demonstrations and skill building exercises because no one wants to become injured.]

18.8 The navigational skill will first be demonstrated, and then each of you will practice it. Let's begin.



18.9 There are four primary propulsion methods:

- Self-propelled (manual),
- Motorized,
- Primary aide-propelled, or
- Secondary aide-propelled (this can be an officer)

18.10 Sitting in a Wheelchair

- Step 1: Stand facing the wheelchair.
- Step 2: Lock both wheelchair wheels by applying the wheel locks, pushing them forward until they firmly engage the wheelchair tires. Ask for assistance, if you cannot lock the wheels, or cannot keep the wheelchair from rolling.
- Step 3: After the wheelchair foot rests have been lifted upward to give you more room, approach its seat, turn 180 degrees, so you are facing away from the wheelchair, but standing against the front edge of the seat.
- Step 4: Firmly, grasp one arm rest with each hand.
- Step 5: Slowly, bend both knees lowering your buttocks onto the wheelchair seat.
- Step 6: Slide your body backward on the seat until your back is against the wheelchair back.
- Step 7: Sit upright so your back is against the wheelchair seat back, and your feet are on the floor or foot rests. Make sure your weight is evenly distributed, and that you are not leaning forward.
- NOTE: The reported optimal sitting position is a “seat-to-back angle of 90° to 100°, and a knee angle of 90° to 120°” (Axelson, Chesney, Minkel, & Perr, 1998, p. 2).

18.11 Manual Wheelchair Propulsion Methods: Hands

- Step 1: Sitting upright and comfortable in a standard wheelchair with your feet on the foot rests, grasp the right, hand rim with your right hand, and the left, hand rim with your left hand.
- Step 2: Push the hand rims forward, before repositioning your hands where you began by allowing the hand rims to slide through your

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Peters & Coleman, p. 25

loosened grip on the hand rims.

- Step 3: Repeat the forward motion until you reach your destination.
- Step 4: If you need to turn the wheelchair to the left or to the right while propelling forward, firmly grasp the hand rim on the right or the left side (depending on the direction you want to turn), hold it still, and push forward on the opposite hand rim.
- Step 5: After turning, repeat Steps 1 through 3.
- Step 6: If you need to turn the wheelchair to the left or to the right in a backward direction, firmly grasp the hand rim on the right or the left side (depending on the direction you want to turn), hold it still, and pull backward on the opposite hand rim.

#### 18.12 Manual Wheelchair Propulsion Methods: Feet

- Step 1: Sit upright and comfortable in a standard wheelchair with your feet on the floor (the foot rests must be lifted upward, or removed).
- Step 2: Place your arms and hands on the arm rests.
- Step 3: Check to make sure your feet are on the floor, and if they are not, the wheelchair seat depth may be too high, or your legs are too short. If they cannot reach the ground, request propulsion assistance.
- Step 4: Press downward with the front part of your feet onto the ground or surface, and make a forward walking motion with them while they contact the ground or surface. This should propel the wheelchair forward. **DO NOT** let your feet and lower legs go under the wheelchair.
- Step 5: To propel backward, keep your feet on the ground or surface, and make a backward walking motion with them while they contact the ground or surface. You can make this motion using the heels of your shoes. **DO NOT** slide forward in the seat, or you may fall out of the wheelchair and get injured.

### 18.13 Manual Wheelchair Propulsion Methods: Hands & Feet

- Step 1: Sit upright and comfortable in a standard wheelchair with your feet on the floor (the foot rests must be lifted upward, or removed).
- Step 2: Grasp the hand rims with your hands.
- Step 3: Push the hand rims forward while simultaneously moving your feet to propel the wheelchair.
- Step 4: To reverse direction, pull the hand rims and your feet backward as previously demonstrated.

### 18.14 Powered Wheelchair Propulsion

- Many wheelchair users of powered wheelchairs will need assistance getting onto its seat. Carefully, assist the person.
- Adjust foot supports and arm rests to make the person comfortable.
- Make sure the individual can comfortably place one arm on the same-side arm rest to reach the joystick and power controls.
- The individual can now use the joystick to propel and direct the wheelchair.

### 18.15 Exiting Wheelchairs: Manual or Powered

- Bring the manual wheelchair to a stop, and apply the wheel locks.
- For ease in exiting, raise or remove the foot rests.
- Place both feet on the ground after making sure there is no debris under the foot rest area.
- Check to make sure the ground surface is not wet or slippery, so the person's feet have a non-slip surface. If the surface is icy, snowy, or slippers, relocate the wheelchair user to another location where such environmental issues may not be present.
- After placing both feet solidly on a non-slippery surface, firmly, grasp the arm rests with their respective hands.
- Leaning slightly forward while pushing downward on the arm rests, the wheelchair user stands and waits for a moment to make

Sure (s)he has good balance. The wheelchair user can now walk away from the wheelchair under his or her own power, or with assistance.

- If it a powered wheelchair, stop its motion and make sure it cannot roll.
- Most powered wheelchair users will need assistance exiting the wheelchair.
- Ask the person what assistance may be needed.
- Support the person as (s)he exits the wheelchair.

#### 18.16 Navigation Steps: Up A Ramp

- Step 1: Before moving the wheelchair or the wheelchair user, ask if you can take him or her up the ramp backwards.
- Step 2: Ask the wheelchair user if (s)he would like to be secured with a strap.
- Step 3: Request the wheelchair user to grasp a handrail, if present, to help propel the chair up the ramp.
- Step 4: Check to make sure the wheel locks are released.
- Step 5: Prior to moving the wheelchair, look at the ramp and travel area to make sure there are no obstacles or ramp damage.
- Step 6: Staying behind the wheelchair, grasp the handle grips or back frame of the wheelchair to push or pull it depending how it is situated.
- Step 7: Pull backward on the handles to maintain wheelchair speed. [NOTE: If there is a Secondary Aide, have him or her prepare to grasp the handle grips or frame straps to assist, and to prevent the wheelchair from tipping backward. The Secondary Aide can also assist in keeping the wheelchair user from falling backward or to the side.]
- Step 8: If the wheelchair is in “wheelie mode,” ask the wheelchair user to lower the front wheels, or tell him or her that you are going to

#### NOTES

If the person places a foot on the ground in front of the wheelchair and leans forward, it may indicate (s)he is about to quickly exit the chair. Be cautious.

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lower the front wheels.

#### 18.17 Navigation: Down a Ramp

- Step 1: Before moving the wheelchair or the wheelchair user, ask if you can take him or her down the ramp backwards.
- Step 2: Ask the wheelchair user if (s)he would like to be secured with a strap.
- Step 3: Request the wheelchair user to grasp a handrail, if present, to help keep reasonable speed.
- Step 4: Check to make sure the wheel locks are released.
- Step 5: Prior to moving the wheelchair, look at the ramp and travel area to make sure there are no obstacles or ramp damage.
- Step 6: Staying behind the wheelchair, grasp the handle grips or back frame of the wheelchair to control the speed of descent.
- Step 7: Pull backward on the handles to reduce wheelchair speed. [NOTE: If there is a Secondary Aide, have him or her prepare to grasp the handle grips or frame straps to assist, and to prevent the wheelchair from tipping backward. The Secondary Aide can also grab the hand rims to slow the wheelchair speed, and/or assist in keeping the wheelchair user from falling backward or to the side.]
- Step 8: If the wheelchair is in “wheelie mode,” tell the wheelchair user you are going to lower the front wheels.

## NOTES

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## NOTES

### 18.18 Navigation: Up a Curb Backward

- Step 1: Secure the wheelchair user with a lap belt.
- Step 2: Check to make sure the wheel locks are released.
- Step 3: Prior to moving the wheelchair, look at the travel area to make sure there are no obstacles or curb damage.
- Step 4: Stand behind the wheelchair, so your back is facing the curb.
- Step 5: Grasp the handle grips or back frame straps. If there is a Secondary Aide, have him or her grasp the handles to keep the wheelchair from tipping backward to the side.
- Step 6: Push forward on the handle grips to reduce wheelchair speed.
- Step 7: Lift the wheelchair front upward so the casters do not hit the curb slope or another object.
- Step 8: After clearing the curb, propel the wheelchair forward and onto the ground.
- Step 9: Lower the wheelchair's front wheels on the ground.

Peters & Coleman, p. 50

### 18.19 Navigation: Down a Curb Forward

- Step 1: Secure the wheelchair user with a lap belt.
- Step 2: Check to make sure the wheel locks are released.
- Step 3: Prior to moving the wheelchair, look at the travel area to make sure there are no obstacles or curb damage.

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- Step 4: Stand behind the wheelchair, so your back is facing away from the curb. [NOTE: If there is a Secondary Aide, (s)he stands in front of the wheelchair, and helps to keep the wheelchair from tipping backward or to the side.]
- Step 5: Lift the front of the wheelchair so it will not hit the curb slope or another object.
- Step 6: Push forward on the handle grips to reduce wheelchair speed.
- Step 7: After clearing the curb, propel the wheelchair forward and onto the ground.
- Step 8: Lower the wheelchair's front wheels on the ground.

### 18.20 Navigation: Climbing Stairs—UP [NOTE: Be sure you have two Secondary Assistants.]

- Step 1: Securely strap the wheelchair user to avoid falling from the wheelchair.
- Step 2: Securely strap the wheelchair user's legs to the wheelchair to prevent kicking.
- Step 3: Check to make sure the wheel locks are released.
- Step 4: Prior to moving the wheelchair, look at the travel area to make sure there are no obstacles or stair step damage.
- Step 5: Stand behind the wheelchair and direct the Secondary Aide to stand in front of it.
- Step 6: On command, both of you lift the wheelchair onto the upper stair step.
- Step 7: Ask the wheelchair user to grasp the handrail (if there is one, and only if it is secure) with one hand to help stabilize the wheelchair and him or her.

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- Step 8: Grasp the handle grips, while the Secondary Aide grabs each side of the wheelchair's front frame. [NOTE: Watch out for kicking motion from the wheelchair user.]
- Step 9: On command, pull the wheelchair handles so the wheels roll onto the next step, while the Secondary Aide lifts slightly upward on the wheelchair frame.
- Step 10: Repeat pulling the wheelchair handles and rolling the wheels onto the next step until reaching the top of the stairs. [NOTE: Take as many short breaks as necessary.]
- Step 11: After reaching the top of the stairs, look to make sure all four wheels of the wheelchair are on a flat surface.
- Step 12: Roll the wheelchair and user away from the stairs.
- Step 13: When it is safe, you or the Secondary Aide can unstrap the wheelchair user.

### 18.21 Navigation: Climbing Stairs—DOWN [NOTE: Be sure you have two Secondary Assistants.]

- Step 1: Position the wheelchair and its user so they are facing the stairs.
- Step 2: The Secondary Aide should stand a couple of steps from the top, behind the wheelchair.
- Step 3: Securely strap the wheelchair user to avoid falling from the wheelchair.
- Step 4: Securely strap the wheelchair user's legs to the wheelchair to prevent kicking.
- Step 5: Check to make sure the wheel locks are released.
- Step 6: Prior to moving the wheelchair, look at the travel area to make sure there are no obstacles or stair step damage.

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- Step 7: On command, the Secondary Aide secures the front of the frame and grasps it firmly. [NOTE: Watch out for kicking motion from the wheelchair user.]
- Step 8: Ask the wheelchair user to grasp the handrail (if there is one, and only if it is secure) with one hand to help stabilize the wheelchair and him or her.
- Step 9: On command, pull the wheelchair handles so the wheels roll onto the next step, while the Secondary Aide lifts slightly upward on the wheelchair frame.
- Step 10: Repeat pulling the wheelchair handles and rolling the wheels onto the next step until reaching the bottom stair. [NOTE: Take as many short breaks as necessary.]
- Step 11: After reaching the bottom of the stairs, look to make sure all four wheels of the wheelchair are on a flat surface.
- Step 12: Roll the wheelchair and user away from the stairs.
- Step 13: When it is safe, you or the Secondary Aide can unstrap the wheelchair user.

#### 18.22 Navigation: Escalators—DOWN

[NOTE: Escalators are dangerous so avoid them if possible. If possible, have someone stop the escalator so it becomes stairs. Follow the stairs navigation steps.]

- Step 1: Tell the wheelchair user to lean forward.
- Step 2: Position the wheelchair so it is facing away from the top of the escalator, but near it.
- Step 3: Tell the wheelchair user to grasp the escalator moving handrail with one hand.
- Step 4: Tell the wheelchair user to grasp the wheelchair wheel rim with the other hand.
- Step 5: Check to make sure the wheel locks are released.

## NOTES

Peters & Coleman, p. 54

- Step 6: Prior to moving the wheelchair, look at the travel area to make sure there are no obstacles or movable stairs damage.
- Step 7: Stand on an escalator step facing the top (toward the user) before the user rolls the wheelchair onto the escalator.
- Step 8: Prepare to grasp the handle grips.
- Step 9: Place one foot below the rear wheels of the wheelchair to keep it from tipping or rolling backward.
- Step 10: Tell the user to roll the rear wheels onto a descending step so the front wheels are positioned higher.
- Step 11: Firmly grasp the handle grips, pushing the wheelchair forward so the rear wheels are secure and on a lower step.
- Step 12: At the bottom of the escalator, wait until all four wheels are level before pulling the wheelchair backwards and away from the escalator.
- Step 13: Roll the wheelchair and its user away from the escalator.

#### 18.23 Navigation: Escalators—UP

[NOTE: Escalators are dangerous so avoid them if possible. If possible, have someone stop the escalator so it becomes stairs. Follow the stairs navigation steps.]

- Step 1: Tell the wheelchair user to lean forward.
- Step 2: Position the wheelchair so it is facing the bottom moving step of the escalator.
- Step 3: Tell the wheelchair user to grasp the one escalator moving handrail (it will be moving upward) with one hand so the handrail can slide through the hand if moving too quickly.
- Step 4: Tell the wheelchair user to grasp the wheelchair wheel rim with the other hand.
- Step 5: Check to make sure the wheel locks are released.

## NOTES

Peters & Coleman, p. 53

- Step 6: Prior to moving the wheelchair, look at the travel area to make sure there are no obstacles or movable stairs damage.
- Step 7: Grasp both handle grips of the wheelchair.
- Step 8: Stand behind the wheelchair with one foot on the lower step and your other foot on the next lower step.
- Step 9: As the wheelchair user to roll the front wheels onto the rising step, while the rear wheels are rolled on two steps later. You may decide to push the wheelchair front wheels onto the rising step.
- Step 10: Hold the handle grips to keep the wheelchair from tipping backwards.
- Step 11: As the wheelchair nears the top of the escalator, relax your grip on the handles, but keep both hands near them in case you need to re-grip them.
- Step 12: At the top of the escalator, wait until all four wheels are level before pushing the wheelchair forward, away from the escalator.
- Step 13: Roll the wheelchair and its user away from the escalator.

## NOTES

### 18.24 Navigation: Elevators

- Step 1: Avoid crowded elevators.
- Step 2: Check to make sure the wheel locks are released.
- Step 3: Prior to moving the wheelchair, look at the travel area to make sure there are no obstacles.
- Step 4: Tell the wheelchair user to turn the wheelchair so his back is facing the elevator door.

Peters & Coleman, p. 52

- Step 5: When the elevator door opens, step into the elevator and tell the wheelchair user to propel backwards, entering the elevator.
- Step 6: Grasp the handle grips.
- Step 7: Slowly position the elevator until it is in the center of the elevator.
- Step 8: After the arrives at your destination, wait for the elevator door to fully open, and then push the wheelchair forward, out of the elevator.

[NOTE: Remain vigilant. There could be people waiting on the wheelchair user on the other side of the elevator door. Also, if you push the wheelchair user into the elevator, be prepared if (s)he lifts a leg, placing a foot against the wall to stop forward movement. Also, once inside the elevator, but before the door closes, the wheelchair user, if handcuffed in the front, may be able to push floor buttons or alarm.]

#### 18.25 Navigation: Snow or Ice

- Step 1: Prior to moving the wheelchair, look at the travel area to make sure there are no obstacles.
- Step 2: Make sure the wheelchair user is warmly dressed and/or covered from falling snow.
- Step 3: Security strap the wheelchair user into the wheelchair to prevent falling out of it.
- Step 4: In extreme weather conditions, request assistance from other officers or others.
- Step 5: Slowly propel the wheelchair.
- Step 6: Depending upon the terrain, you may navigate the wheelchair forward or backward. In either case, tell the wheelchair user the direction you are going to navigate.
- Step 7: If you are navigating through snow, keep the wheelchair in a “wheelie” position so its front wheels will not get bogged down in the snow, slush, etc.

## NOTES

Peters & Coleman, p. 58

## NOTES

### 18.26 Navigation: Extreme Heat or Cold

- Step 1: In heat, move the wheelchair user to shade or air conditioning, if possible.
- Step 2: In heat, shade the skin, eyes and head with clothing, sunglasses, hat, or another object that will provide shade such as an umbrella.
- Step 3: In heat, monitor the wheelchair user for signs of dehydration or heat exhaustion.
- Step 4: In heat, make sure the wheelchair user's skin does not touch hot metal on the wheelchair that has been exposed to the sun because it can cause burns.
- Step 5: In cold, move the person to where it is warm, if possible.
- Step 6: In cold, keep the person covered with blankets or other similar objects.
- Step 7: In cold, attempt to keep the wheelchair user's skin covered to minimize or avoid hypothermia.
- Step 8: In cold, monitor the person for signs of hypothermia, shivering, etc.
- Step 9: In heat or cold, request EMS if the person requests medical assistance, or if you think the person needs medical assistance.

Peters & Coleman, pp. 56-57

### 18.27 Navigation: Uneven Surfaces

- Step 1: Secure the wheelchair user in the wheelchair with a lap belt.
- Step 2: Check to make sure the wheel locks are released.
- Step 3: Prior to moving the wheelchair, look at the travel area to make sure there are no obstacles.

Peters & Coleman, p. 51

- Step 4: If there is a more even travel surface, use it.
- Step 5: Grasp the handle grips or back frame straps.
- Step 6: Push the wheelchair forward, or pull it backward, rolling it in a straight line.
- Step 7: Avoid tipping the wheelchair. The Secondary Aide can help to stabilize the wheelchair and wheelchair user by staying beside them.

## NOTES

### 18.28 Navigation: Bus or Platform Lift

- Step 1: Prior to moving the wheelchair, look at the travel area to make sure there are no obstacles before rolling the wheelchair and its user onto the platform.
- Step 2: After the platform is in position, roll the wheelchair and its user onto the platform (usually forward), making sure the wheelchair's four wheels are safely on the platform. [NOTE: If the wheelchair user rolls the wheelchair onto the platform, make sure the four wheels are safely on the platform.]
- Step 3: Roll the wheelchair and its user backward and onto the platform, if the transport vehicle only has one door.
- Step 4: Secure the wheelchair's wheel locks.
- Step 5: Activate the switch to raise or lower the wheelchair depending on whether loading or unloading.
- Step 6: Stand inside the vehicle and near the platform when boarding the wheelchair and its user.
- Step 7: Attach stability straps to the wheelchair, if available.

Peters & Coleman, p. 55

- Step 8: Detach the stability straps, if used, after the vehicle has stopped for discharging.
- Step 9: Stand outside the vehicle and near the platform when off-loading the wheelchair and its user.
- Step 10: Release the wheel locks only after the platform has stopped moving.
- Step 11: If the wheelchair user rolls the wheelchair from the platform, watch closely and aid, if needed, to increase his or her safety.
- Step 12: Direct the wheelchair user where to navigate, or say you will do it.

18.29 Lesson 19 focuses on the need for, and how to write a thorough and accurate report.

## NOTES

## Lesson #19

**Instructor:** IPICD Staff

**Time required:** 30 minutes

**Subject:** Wheelchair: Contact & Control™: Report Writing

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**Student Performance Objectives: None.**

**NOTES**

**How will learners be evaluated and what methods will be used to measure competency?**

No competency to be measured.

**Anticipatory Set or Mental Readiness: (Describe the introduction to the lesson you will use to get the students involved in the lesson).**

Anticipatory Set: 1 minute. “Many times LEOs get into trouble on the witness stand or in a deposition because of their poorly written reports.”

**Instructional Components: (Include type of lesson and major concepts to be covered)**

**Type of lesson:** Lecture. 30 minutes

19.1 Using force on a wheelchair-user can look **awful**, yet be **lawful**.

Peters & Coleman, p. 61

19.2 Documenting the use(s) of force must be descriptive, accurate, and thorough.

19.3 There are many reasons why force reports must be accurate and thorough. These include, but are not limited to:

- The officer’s memory begins to fade,
- The officer’s recall is distorted,
- The officer may have been terminated,
- The officer may have died,



- Evidence was destroyed, corrupted, or lost
  - Witness(s) are unavailable
- 19.4 In today’s environment, assume “the camera is always on,” whether it be a cellular telephone, video camera, a body-worn camera, a surveillance camera, or another recording device.
- 19.5 LEO’s reports will be compared to video and audio recordings for accuracy and for inconsistencies.
- 19.6 Incomplete or inaccurate reports often get officers into trouble when cross-examined. Many times, a LEO was asked why concerns (s)he had testified about were not in his or her report.
- 19.7 Remember: **Each strike** to a person is a separate use of force and must be explained and justified by the officer(s).
- 19.8 Robert Willis, former *Street Survival*® instructor says LEOs must “paint pictures with words” when writing their police reports. Describe what took place, while accurately and thoroughly conveying what it was like to have been involved in the situation.
- 19.9 Avoid the use of jargon and vague terms and descriptions.
- 19.10 For example, instead of saying the person “resisted” describe how (s)he resisted (i.e., (s)he put one arm underneath the stomach area and would not bring it out when commanded to do so, and strongly resisted after I grabbed the arm to pull it out from underneath the person).
- 19.11 Obtain a copy of your Federal Circuit’s jury instructions on police use of force, read them, and then answer the questions and issues raised by the jury instructions.
- 19.12 Review the Fourth, Fourteenth, and Eighth Amendment force standards on page 66 of the

## NOTES

Peters & Coleman, p. 62

*Wheelchair Officers' Field Guide* with your learners (Peters & Coleman, 2017). Let's turn and review them right now.

19.13 Similarly, review the selected topics to be included in an officer's use-of-force or other report found on pages 63-65 of the *Wheelchair Officers' Field Guide* (Peters & Coleman, 2017). Let's turn and review them right now.

19.14 Remind learners to take photographs or have them taken to show injuries, lack of injuries, etc. Many times, photographs are often overlooked or forgotten.

## NOTES

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# **APPENDIX A**

# **CASE STUDIES**

## Searching A Quadriplegic

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On an overcast afternoon, Officers Smith and Jones arrested Jonathan, a white, 24-year-old male who is a quadriplegic and can use his arms, for two outstanding traffic warrants. The officers watch as Jonathan manually powered his wheelchair to their awaiting vehicle, and then they assisted him into the back seat after handcuffing him. They took him to the county jail, where they were met in the Sally port by two correctional officers, one male and one female, who assisted in removing Jonathan from the car and placed him into a wheelchair. Jonathan was then wheeled into the jails' Intake area to be searched. Jonathan was asked by the female jailer if he can stand, and when he replied "No, I'm a quadriplegic" she looked bewildered. "You can use your arms," she told him. "Yes, I can, but I cannot walk," he replied. "Well, I must search you," she said a moment before she lifted the grips of the wheelchair upward and dumped him onto the concrete floor as a supervisor walked by and laughed. After Jonathan had landed on the floor, the female correctional officer searched him and the wheelchair. Jonathan told her how to put him back into the wheelchair, and with the help of another correctional officer he was put back into the wheelchair. Jonathan was processed, and released after paying his fines. Upon release from the jail, Jonathan visited his medical doctor where it was discovered he had two broken ribs.

### Discussion questions:

1. Was Jonathan telling the truth about being a quadriplegic?
2. Was Jonathan disabled according to the Americans with Disabilities Act of 1990 (ADA) and the ADA Amendments Act of 2008?
3. Why did the female correctional officer "dump" Jonathan onto the concrete floor?
4. What other issues do you see in this incident?

## **Please Don't Do That!!!**

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In May 1992, Jeffrey Gorman (Mr. Gorman), a paraplegic, had been drinking in a Kansas City, Missouri nightclub. He was arrested for fighting with one of the nightclub's bouncers. While awaiting to be transported, he asked the officers if he could use the bathroom to empty his urine bag. He was told, "No." Mr. Gorman was confined to a wheelchair because he is a paraplegic who lacked voluntary control over his lower torso, including his bladder. When the police transport van arrived, it was not equipped to transport Mr. Gorman's wheelchair. Mr. Gorman was removed from his wheelchair, even though he protested being removed, and placed onto a narrow bench located in the rear of the van. Mr. Gorman was secured to the bench using a seatbelt and his own belt. During the ride to the police station, Mr. Gorman deliberately released the seatbelt because he feared it placed too much pressure on his urine bag. Before the van arrived at the police station, the other belt came loose. Mr. Gorman fell to the van's floor rupturing the urine bag, and injuring his shoulder and back. There was only one officer in the van—its driver—who could not lift Mr. Gorman onto the bench, so the officer secured Mr. Gorman to a support for the remainder of the trip. At the police station Mr. Gorman was booked, processed, and then released. At a later date, Mr. Gorman was convicted of misdemeanor trespass. Mr. Gorman had suffered serious medical problems, including, but not limited to: a bladder infection; serious lower back pain; and uncontrollable spasms in his paralyzed area. In short, Mr. Gorman no longer could work full time.

### **Discussion questions:**

1. Was Mr. Gorman discriminated against because of his disability?
2. Did a city's failure to have police department policies for the arrest and the transportation of people with spinal cord injuries have any impact on his allegations of discrimination?
3. Did the city violate the ADA?

## **He Committed a Battery on Me!!**

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Police in a Midwest town were dispatched to investigate a male wheelchair user who reportedly was thought to have a gun and was near a school. Several police officers responded to the location of the school and found a 25-year-old man in a wheelchair. A Lieutenant approached the man and eventually determined the man possessed only a knife that the wheelchair user said was for self-protection. The Lieutenant told him that he could be charged with trespassing, and ordered the man to leave the area. As he manually-propelled his wheelchair, one wheel ran over the foot of the Lieutenant. Angered, the Lieutenant immediately pushed the man, tipping over the wheelchair, which caused the man to fall out of it and onto the street. The man was arrested for battery. The charges were later dismissed.

### **Discussion questions:**

1. Was the Lieutenant's force response appropriate given the circumstances?
2. What force alternatives were available?
3. Was the crime of battery committed?
4. Who committed it?
5. Should the criminal charge have been dropped?
6. Should the Lieutenant have been disciplined?



## Intoxicated Driving in A Powered Wheelchair

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Shortly after the local bars had closed on a hot and early summer morning, officers were dispatched to locate an older white male reported to be driving a powered wheelchair down the middle of a street in a small town. The location where the man was last seen was given to the officers. The caller told a Call-Taker the man was weaving as if he were intoxicated. Officers immediately responded to the area and saw the man driving a powered wheelchair down the middle of a street. Activating their emergency equipment, the man slowed and stopped the wheelchair near the edge of the street. Officers exited their marked patrol car and quickly approached him.

Here is part of the dialogue between the officers and the wheelchair user after the officers walked to the side of the wheelchair and then stood slightly to the side of the wheelchair user:

**Primary Officer:** Good morning, sir. We received a complaint about your driving this wheelchair down the street.

Wheelchair User: So?

**Primary Officer:** Where are you coming from?

Wheelchair User: A couple of streets over.

**Primary Officer:** Where specifically?

Wheelchair User: Your Place Bar & Grill.

**Primary Officer:** Have you been drinking?

Wheelchair User: I had two beers.

**Primary Officer:** Are you allowed to drink with your disability?

Wheelchair User: (Silence).

**Primary Officer:** Sir, why are you disabled?

Wheelchair User: (Jumps out of wheelchair and aggressively turns and walks toward the officers without the use of assistive devices.)

### Discussion questions:

1. Did the officers have lawful authority?
2. What was/were the officers' lawful objective(s)?
3. Were the officer's questions appropriate for the situation?
4. Does the wheelchair user appear to have a disability?
5. What are the possible outcomes from this encounter?

## **Bus? Stop!**

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On a hot afternoon in a Southwestern desert city, a law enforcement officer needed to transport a disabled female to jail. The suspect had been arrested while in a wheelchair, and required the person and her wheelchair be taken to the local city jail. However, none of the city's police vehicles was designated or designed for transporting disabled individuals who needed assistive devices such as wheelchairs or for transporting wheelchairs. As the 115-degree F sun baked both the officer and the arrested wheelchair user, the officer had to think of something fast. Looking down the city street, the officer saw an "out of service" city bus approaching them. Quickly, the officer stepped into the street and stopped it. "I'm commandeering this bus and directing you to take this disabled person and her wheelchair to the city jail. Your bus has a wheelchair lift and secure straps to make sure the wheelchair and she are safe during transport," said the officer. Complying, the bus driver lowered the wheelchair lift so the disabled person and her wheelchair could enter the empty bus. Once aboard, safety straps were secured to the wheelchair. The officer rode in the bus with the prisoner until they got to the city jail. At the jail, the bus driver used the wheelchair lift to safely unload the wheelchair and its occupant.

### **Discussion questions:**

1. What potential problems do you see if the officer had not stopped the bus?
2. What do you think about the officer's decision to use a city bus for transporting a disabled individual and her wheelchair?
3. Were there other options available to the officer?
4. Does your agency have vehicles approved for the transporting of disabled individuals and their assistive devices?
5. Does your agency have a policy to cover a similar situation?