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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Law, Public Safety, Corrections & Security |
| **Course Name** | Law Enforcement II |
| **Lesson/Unit Title** | Prisoner Transport |
| **TEKS Student Expectations** | **130.337. (c) Knowledge and Skills**(9) The student explores civil law enforcement procedures for serving writs, warrants, and summons. (A) The student is expected to demonstrate a search of an individual incidental to an arrest.(B) The student is expected to demonstrate the procedures for transporting a person without violating personal rights or jeopardizing personal safety. |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | The student will be able to:1. Identify safe procedures for searching a person in custody.
2. Demonstrate the procedures for transporting a person without violating personal rights or jeopardizing personal safety.
3. Demonstrate proper techniques for restraining persons using restraint devices.
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| **Rationale** | The transportation of prisoners by an officer must be conducted in a manner that provides for the safety of the officer, the prisoners, and the general public. Students must understand the safe procedures for transporting and searching prisoners without violating their constitutional rights. |
| **Duration of Lesson** | Teacher’s Discretion |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | * Simulated items of contraband
* Handcuffs/restraint devices
* Vehicle with back seat
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | Do an Internet search for a video using the following key words: Jails Examine Transport Procedure. Show the video. Discuss the transport procedures with the students. Use the following questions for the discussion:* What kind of security measures are taken for transport?
* Is this level of security necessary for all prisoner transports?
* What are the pros and cons of this type of transport?
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| **Direct Instruction \*** | I. Search ProceduresA. Policy1. All persons must be searched thoroughly prior to transport in police vehicles2. Care should be taken to protect the dignity and self-respect of the person being searched3. Items seized during a search will be preserved as evidence4. Care should be exercised when searching a prisoner’s private propertyB. Types of Searches1. General Searches − reveal the contents of a person’s outer garments, general clothes, or hand luggage without touching the person or the luggage2. Clothing Searches – ensure the security and the safety of persons in custodya) Remove the prisoner’s hat, shoes/socks, bags, or excess clothing, and search item-by-itemb) Empty all of the prisoner’s pocketsc) Check all of the seams and sleeves of the prisoner’s clothes for concealed articlesd) Check the inner linings of the prisoner’s clothes for evidence of damage or tamperinge) Remove the loose inner soles of the prisoner’s shoesf) Bang the prisoner’s shoes together to loosen any hidden itemsg) Turn the prisoner’s socks inside out3. Strip Searches – require the removal of some or all of the prisoner’s clothing to reveal contrabanda) If a strip search is required, the search must be conducted only in a private area of the detention center of the medical facilityb) The prisoner must be allowed to remain partially clothed at all timesc) The search must be carried out as quickly as possibled) The search must be conducted by a staff member of the same sex as the prisoner4. Personal Searchesa) Check the prisoner’s hair, especially women with ponytails or weaves, to ensure nothing is hidden in their hairb) Inspect the prisoner’s mouth and earsc) Search the seams on the collar of the prisoner’s clothingd) Apply light pressure, with the palms of your hands and pat over the prisoner’s torso paying particular attention to the recess of the spine until reaching the beltlinee) Run the up side of your palms (palms down/bladed hand) in between and underneath the breasts of female prisonersf) Sweep the fingers around the prisoner’s waistline and underneath the prisoner’s beltg) Ensure that the prisoner’s pockets are patted thoroughlyh) With straight fingers, run your hand into the crotch area of male offenders, being careful not to grope the prisoner’s genitalsi) Ensure that the prisoner’s pant cuffs are unrolled and pattedII. Transport of PrisonersA. Vehicle Checklist1. Every patrol vehicle shall be searched by the assigned officer at the beginning of that officer’s shifta) Search the vehicle before and after transporting a prisonerb) Search the rear seat area prior to placing a prisoner in the vehiclec) Check the passenger compartment after transport for any contraband dropped by the prisoner during transportd) Treat the items left in the vehicle as evidence until determined otherwiseB. Transport Guidelines1. A maximum of two prisoners may be transported in a patrol car 2. Juveniles can only be transported in patrol cars3. No adult may be transported with a juvenile except a parent or other adult arrested in connection with the same offense4. Female prisoners may be transported with male prisoners only when they are arrested during the same incidentC. Special Circumstances1. A Prisoner Becomes Disorderlya) Continue to the detention facility if the prisoner does not pose a threat to the safe operation of the vehicleb) Pull over to side of road and notify dispatch if safe operation of the vehicle is at risk. Exit the vehicle and wait for help to arrive. Do not open the doors2. Prisoner Communicationa) The prisoner shall not communicate with anyone during transport, other than transporting officer3. Visual Observationa) The transporting officer should be able to visually observe the prisoner at all timesb) Extreme care should be taken on extended trips when stopping for fuel, meals, or personal reliefc) An officer of the same sex should be used if transport is lengthy4. Transport to a hospital or medical facilitya) Isolate the prisoner from other patientsb) Never leave the prisoner unattendedc) Notify hospital securityd) Remove restraints only if necessary for medical caree) Prisoners who are sick or injured shall be examined by Emergency Medical Services (EMS) prior to transportf) If necessary, EMS may call an ambulance for the transport of the prisoner to a medical facility. The officer will follow the ambulance, unless he or she is requested to ride with the prisoner by ambulance personnelg) While being transported, a sick or injured prisoner shall be handcuffedh) An unconscious prisoner shall be transported by ambulance to a hospital or medical facility5. Physically and mentally handicapped prisonersa) Prisoners requiring wheelchairs, crutches, or prosthetic appliances should be given special consideration when transportedb) The seriousness of the handicap, the mobility of the prisoner, and the circumstances of the arrest will determine the degree of physical restraint usedc) Mentally disturbed prisoners are to be restrained securely without causing injury. If the prisoner is violent, two or more officers will be used to transport the prisonerd) If a mentally ill prisoner exhibits violent or bizarre behavior that may cause harm to himself or herself, or others, the prisoner may be transported on a stretcher in an ambulanceD. Restraints1. All prisoners must be handcuffed, and handcuffs must be double locked2. When necessary, a prisoner may be restrained with a waist belt of leg shackles3. No person shall be handcuffed to a stationary object or to any part of the transporting vehicle, or be left unattended4. Officers will check the tightness of handcuffs after they are applieda) Officers should be able to slip an index finger under the handcuffs on the top, bottom and sides5. Officers should investigate the prisoner’s complaints that the handcuffs are too tighta) Loosen the handcuffs if neededb) Document the action taken in response to the prisoner’scomplaint6. Handcuffs will not be removed until the prisoner is inside the detention facility7. Officers will not use the “hog tie” method of maximum restraint to control an unruly prisoner8. An officer will not handle another police incident while transporting a prisoner unless it is of the magnitude to place a life in jeopardyIII. HandcuffingA. Safety1. Remember that handcuffs can be used as a weapon2. Keep the handcuffs closed at all times3. Maintain full control of the handcuffs4. Keep your thumb out of the way of the arm bar5. Double lock the handcuffs after applying themB. Nomenclature1. Chain2. Ratchet3. Teeth4. LockC. Positioning1. Handcuffing should be initiated from the 2½ tactical positiona) The officer should be behind the suspect with the gun side away from the suspectb) The officer’s inside shoulder should line up with the suspect’s outside shoulder D. Verbal Commands1. “Suspect, bend over at the waist”a) Make sure that the suspect is bent over at a 90-degreeangle2. “Suspect, spread your feet shoulder width apart”a) The farther apart the suspect’s feet are, the betteradvantage you have, especially if the suspect is tall3. “Suspect, place your hands behind your back, palms up”a) Make sure the suspect’s arms are up off of his or her back and fully extended4. “Suspect, look away from the sound of my voice”a) Make sure that the suspect turns his or her head to the side that is opposite from where you are standingE. Grip1. Take hold of the handcuffs in your strong handa) Your hand should firmly fit between the two cuffsb) Have a tight grip on the chain between the cuffsc) Both ratchets should face towards your knucklesd) Hold the handcuffs as if they were a gun(1) “Pistol Grip”F. Speed Cuffing1. Step Onea) Hold the handcuffs perpendicular to the groundb) With your weak hand, grab the suspect’s hand closest to you as if you were giving the suspect a handshakec) Maintain control of the suspectd) Take your strong hand and place the bottom cuff on the suspect’s wrist using the “touch-push” method2. Step Twoa) Maintain control of the handcuffsb) Do not let go of the chain or cuffsc) Reach over to the suspect’s other hand and pull it towards the already cuffed handd) Place the top cuff on the suspect’s other hand using the “touch-push” method3. Step Threea) Check the handcuffs for fitb) Make sure no more than one fingertip can fit inside the cuffsc) Adjust the cuffs as neededG. Double Lock1. Insert the pointed tip of the key into the hole on the side of the cuff until it clicks2. Check the handcuffs to make sure that they are immobile3. The cuffs should not clamp down on the suspect’s wrist*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*NONE |
| **Guided Practice \*** | **Prisoner Search and Transport** * Divide the students into partners of the same-sex.
* One partner will act as the suspect, and the other will act as the officer.
* Create an opportunity for the suspects to hide an item of contraband on their person without the officers knowing. After the suspects have hidden an item rejoin the officers and the suspects.
* Have the officers arrest and handcuff the suspects using the proper technique (Note: the arrest may be simulated if you do not have access to handcuffs).
* Then have each officer conduct a thorough search of the suspect (Note: you may want to limit the scope of the search or instruct the suspects to hide contraband in a specific way to increase the difficulty of the activity).
* Then have the officers simulate transport of the prisoner in a vehicle.
* Use the Prisoner Search and Transport Rubric for assessment and then have students switch roles and repeat the activity. Adapt this activity as needed for your class.

**Handcuffing/Restraint** * Get help from your local law enforcement agency.
* Ask them to teach students the handcuffing method used in that agency and demonstrate the use of restraint devices used during prisoner transport (Note: if local law enforcement is not available, use a video or your own personal knowledge for the demonstration).
* Use the Handcuffing Rubric for assessment.

*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*Students will review this lesson and create a chart to show when each type of search is to be performed. For further review, have the students create a body diagram showing the areas of a prisoner to be searched. Use the Individual Work Rubric for assessment. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Students will write their own policy and procedure for the search and transport of prisoners. Student may use the guidelines in this lesson as well as their own research to write the best policy and procedure manual for conducting searches and transports. This may be an individual or group activity (*Note:* several examples are available online). Optional: Assign each person or group a specific scenario or incident to base their policy on. For example, have group 1 write a policy and procedure for search and transport of a prisoner who is hallucinating or intoxicated. Use the Individual Work Rubric for assessment.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*NONE |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \***  | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** Prisoner Search and Transport Exam and Key
* Handcuffing Rubric
* Prisoner Search and Transport Rubric
* Discussion Rubric
* Individual Work Rubric
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| **References/Resources/****Teacher Preparation** | Arlington Police General OrdersDo an Internet search for a video using the following key words: Jails Examine Transport Procedure. |
| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | English Language StandardsIV. ListeningB. Listen effectively in informal and formal situations.1. Listen critically and respond appropriately to presentations.
2. Listen actively and effectively in one-on-one communication situations.
3. Listen actively and effectively in group discussions.
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| **Recommended Strategies** |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy****Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication****90 Second Speech Topics** |  |
| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) |  |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)