

**Event 2 – Force Options – ARCON**  
*Session 2 – Principles of Command and Control*  
*LD 33 – Arrest and Control*

**Date Revised:** 11/06/19

**Event Goal:** To teach recruit officers when and how to use reasonable force.

**Session Goal:** To teach recruit officers the principles of arrest and control.

**Learning Objectives:**

- To introduce recruit officers to the basic principles of Command and Control, including:
  - Active Leadership
  - Using Available Resources
  - Accomplishing Tasks
  - Minimize Risks
- Demonstrate principles of arrest and control, to include:
  - Awareness [33.I.A.1]
  - Balance [33.I.A.2]
  - Control [33.I.A.3]
- Describe areas of the body which require maximum protection during an attack [33.I.B]

**Session Time:** 1 hour

<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Mat room/PT field</li> <li>• First aid kit</li> <li>• Command and Control Training Bulletin (1 per student)</li> </ul>	
<p><b>Session Summary:</b> The instructor will introduce the students to the basic principles of Command and Control, including Active Leadership, Using Available Resources, Accomplishing Tasks, and Minimizing Risks. Next is a facilitated discussion of the principles of arrest and control. Next, since this is the first ARCON module, the instructor will begin with a safety briefing prior to practicing balance and movement techniques. The instructor will then demonstrate and drill techniques with the class. Finally, the students will participate in a learning activity where they can practice their balance and movement.</p>	
Outline	Instructor Notes
<p>I. Principles of Command and Control</p> <p>A. Definition of Command and Control <b>[1]</b></p> <ol style="list-style-type: none"> <li>1. Command and Control is the use of active leadership</li> <li>2. To direct others</li> <li>3. While using available resources to</li> <li>4. Coordinate a response</li> <li>5. Accomplish tasks</li> <li>6. And minimize risk</li> </ol> <p>B. Command</p>	<p><b>Handout:</b> Command and Control Training Bulletin</p> <p><b>Facilitated Discussion</b> (30 minutes):</p> <p><b>[1] Ask</b> – What do you think we mean when we talk about Command and Control?</p> <p><b>[2] Ask</b> – What is Command?</p>

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<ol style="list-style-type: none"> <li>1. Definition of Command <b>[2]</b> <ol style="list-style-type: none"> <li>a. Uses active leadership to</li> <li>b. Establish order</li> <li>c. Provide stability and structure</li> <li>d. Set objectives</li> <li>e. And create conditions under which the function of control can be achieved</li> <li>f. With minimal risk</li> </ol> </li> <li>2. Active Leadership             <ol style="list-style-type: none"> <li>a. Using clear, concise, and unambiguous communication</li> <li>b. To develop and implement a plan</li> <li>c. Direct personnel</li> <li>d. And manage resources</li> </ol> </li> <li>C. Control <b>[3]</b> <ol style="list-style-type: none"> <li>1. Definition of Control                 <ol style="list-style-type: none"> <li>a. Implements the plan of action</li> <li>b. While continuously assessing the situation</li> <li>c. Making necessary adjustments</li> <li>d. Managing resources</li> <li>e. Managing the scope of the incident (containment)</li> <li>f. And evaluating whether existing Department protocols apply to the incident</li> </ol> </li> <li>2. Using Available Resources <b>[4]</b> <ol style="list-style-type: none"> <li>a. Identifying and managing those resources</li> <li>b. That are needed to plan and implement</li> <li>c. The desired course of action</li> </ol> </li> <li>3. Accomplishing Tasks <b>[5]</b> <ol style="list-style-type: none"> <li>a. Breaking down a plan of action</li> <li>b. Into smaller objectives</li> <li>c. And using personnel and resources</li> <li>d. To meet those objectives</li> </ol> </li> <li>4. Minimizing Risk <b>[6]</b> <ol style="list-style-type: none"> <li>a. Taking appropriate actions</li> <li>b. To minimize risk exposure</li> <li>c. To those impacted by the incident</li> <li>d. Including the community and first responders</li> </ol> </li> </ol> </li> <li>D. Expectations             <ol style="list-style-type: none"> <li>1. Initial responsibility <b>[7]</b></li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• What is leadership?</li> </ul> <p><b>[3] Ask – What is Control?</b></p> <ul style="list-style-type: none"> <li>• Situation control?</li> <li>• Suspect control?</li> <li>• Self-control?</li> </ul> <p><b>[4] Ask – Why is important to know what resources you have and to use them efficiently?</b></p> <p><b>[5] Ask – What are some of the ways that we can successfully accomplish tasks and meet objectives?</b></p> <p><b>[6] Ask – What specific action can we take to help minimize risks in a tactical situation?</b></p>
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<ul style="list-style-type: none"><li>1) Outstanding and possible armed suspects</li><li>2) Active shooters</li><li>3) Environmental hazards</li><li>4) Those in need of immediate medical care</li><li>5) Multiple victims</li><li>6) Establish force protection for fire personnel, if necessary</li><li>d. Continue to develop a plan</li><li>2. Making decisions <b>[10]</b><ul style="list-style-type: none"><li>a. Principle component of leadership</li><li>b. Every officer is a leader</li><li>c. Leadership requires an ability to make rapid, logical, and reasoned recommendations and decisions</li><li>d. Based on consideration of the potential risks and benefit involved in various courses of action</li><li>e. One must act appropriately and immediately to rapidly developing situations</li><li>f. By instantaneously calling upon experience, training, and knowledge</li><li>g. To formulate and then implement strategies</li><li>h. Officers are expected to:<ul style="list-style-type: none"><li>1) Exercise leadership</li><li>2) Make timely decisions</li><li>3) Accept responsibility for their decisions regardless of outcomes</li></ul></li></ul></li><li>F. Safety orientation <b>[1]</b><ul style="list-style-type: none"><li>1. First aid resources<ul style="list-style-type: none"><li>a. First aid kits on the wall of the mat room</li><li>b. AED in the ARCON office</li></ul></li><li>2. Notifications<ul style="list-style-type: none"><li>a. Supervisors</li><li>b. Rescue ambulance</li></ul></li><li>3. Awareness<ul style="list-style-type: none"><li>a. Boundaries of the mats</li><li>b. Other students</li></ul></li><li>4. Safety equipment<ul style="list-style-type: none"><li>a. Mouthguard</li><li>b. Padded gloves</li></ul></li><li>5. Medical facilities locations listed in Safety Plan</li></ul></li></ul>	<p><b>[10] Ask</b> – What does it look like to make good decisions?</p> <p><b>Facilitated discussion</b> (in classroom formation, 10 minutes):</p> <p><b>[1] Ask</b> – What are the some of the ways that we can ensure a safe training environment?</p>
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<p>6. Evacuation</p> <ol style="list-style-type: none"> <li>a. Exits</li> <li>b. Meeting location</li> </ol> <p>7. Safety in training</p> <ol style="list-style-type: none"> <li>a. Leave your ego at the door <b>[2]</b> <ol style="list-style-type: none"> <li>1) Work together with your partner to facilitate their learning</li> <li>2) You are not competing against your partner</li> <li>3) Your job is to be a good training partner, not an opponent</li> </ol> </li> <li>b. Tapping out <b>[3]</b> <ol style="list-style-type: none"> <li>1) Tap your partner’s body</li> <li>2) Do not tap the mat</li> <li>3) Say “tap” if you cannot use your hands</li> <li>4) Tap early to avoid injury</li> </ol> </li> <li>c. Practice slow             <ol style="list-style-type: none"> <li>1) Start slow and increase speed only when both students are comfortable with the technique</li> <li>2) Only go as fast as perfect technique allows</li> </ol> </li> </ol> <p>G. Principles of Arrest and Control</p> <ol style="list-style-type: none"> <li>1. Awareness <b>[4, 4.1][33.I.A.1]</b> <ol style="list-style-type: none"> <li>a. Cover</li> <li>b. Concealment</li> <li>c. Potential hazards                     <ol style="list-style-type: none"> <li>1) Suspect’s hands</li> <li>2) Weapons</li> <li>3) Friends or associates of the suspect</li> <li>4) Potential escape routes</li> <li>5) Footing and environment</li> </ol> </li> </ol> </li> <li>2. Balance <b>[5][33.I.A.2]</b> <ol style="list-style-type: none"> <li>a. Stances                     <ol style="list-style-type: none"> <li>1) Field interview stance <b>[6]</b> <ol style="list-style-type: none"> <li>a) Key Points                             <ol style="list-style-type: none"> <li>(1) Always keep your primary side (gun side) leg back</li> <li>(2) Knees slightly bent</li> <li>(3) Feet slightly wider than shoulder width apart</li> <li>(4) Support side heel aligned with primary side toes</li> <li>(5) Keep your hands up just over your gun belt</li> </ol> </li> </ol> </li> </ol> </li> </ol> </li> </ol>	<p><b>[2] Ask</b> – What does it mean to “leave your ego at the door”?</p> <p><b>[3] Ask</b> – How you can help prevent injury during arrest and control training?          Seeking:</p> <ul style="list-style-type: none"> <li>• Tap out early</li> <li>• Start slow and increase speed with each rep</li> </ul> <p><b>[4] Ask</b> – What are the 3 principles of arrest and control?          Seeking:</p> <ul style="list-style-type: none"> <li>• Awareness</li> <li>• Balance</li> <li>• Control</li> </ul> <p><b>[4.1] Ask</b> – What are some things you should be aware of when first contacting a suspect?</p> <p><b>[5] Ask</b> – Why is it necessary to have a balanced stance even when a suspect is cooperative?</p> <p><b>[6] Demonstrate and drill</b> – Field Interview Stance</p> <ul style="list-style-type: none"> <li>• Demonstrate</li> <li>• Break down key points and common mistakes</li> <li>• Drill (8-10 reps)</li> </ul>
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<p>b) Most common mistakes</p> <ol style="list-style-type: none"> <li>(1) Feet bladed away</li> <li>(2) Feet too narrow</li> <li>(3) Hands down</li> </ol> <p>2) Fighting stance <b>[6.1]</b></p> <p>a) Key points</p> <ol style="list-style-type: none"> <li>(1) Always keep your primary side (gun side) leg back</li> <li>(2) Knees slightly bent</li> <li>(3) Feet slightly wider than shoulder width apart</li> <li>(4) Support side heel aligned with primary side toes</li> <li>(5) Lower your center of gravity and widen your base</li> <li>(6) Keep your rear heel off the ground and your chin tucked</li> </ol> <p>b) Common mistakes</p> <ol style="list-style-type: none"> <li>(1) Feet bladed away</li> <li>(2) Feet too narrow</li> <li>(3) Hands down</li> </ol> <p>3) Areas of the body requiring maximum protection <b>[7][33.I.B]</b></p> <ol style="list-style-type: none"> <li>a) Head/face</li> <li>b) Throat/neck</li> <li>c) Groin</li> <li>d) Joints</li> </ol> <p>b. Patterns of movement <b>[8,9]</b></p> <ol style="list-style-type: none"> <li>1) Key points             <ol style="list-style-type: none"> <li>a) The foot closest to the direction of movement must move first</li> <li>b) Both feet move the same distance</li> <li>c) Keep your weight on the balls of your feet</li> <li>d) Keep your rear heel loaded</li> </ol> </li> <li>2) Most common mistakes             <ol style="list-style-type: none"> <li>a) Crossing your feet</li> <li>b) Failing to maintain your base and balance</li> </ol> </li> </ol> <p>c. Stand up in base <b>[10]</b></p> <ol style="list-style-type: none"> <li>1) Key points             <ol style="list-style-type: none"> <li>a) Post one foot on the ground, and bend the other leg</li> </ol> </li> </ol>	<p><b>[6.1] Demonstrate and drill – Fighting Stance</b></p> <ul style="list-style-type: none"> <li>• Demonstrate</li> <li>• Break down key points and common mistakes</li> <li>• Drill (8-10 reps)</li> </ul> <p><b>[7] Ask –</b> What areas of the body require maximum protection from potential suspect attacks?</p> <p><b>[8] Demonstrate and drill –</b> Patterns of Movement</p> <ul style="list-style-type: none"> <li>• Demonstrate</li> <li>• Break down key points and common mistakes</li> <li>• Drill (8-10 reps)</li> </ul> <p>Activity: Have students partner up and face each other. One student will move first, the other student will mirror their movement. 30 seconds at a time. Rotate partners twice.</p> <p><b>[9] Ask –</b> What are the potential dangers if you do not move safely during a use of force situation?</p> <p><b>[10] Demonstrate and drill –</b> Stand up in base</p> <ul style="list-style-type: none"> <li>• Demonstrate</li> <li>• Break down key points and common mistakes</li> <li>• Drill (8-10 reps)</li> </ul>
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<ul style="list-style-type: none"><li>b) Post the opposite hand of the posted foot, close to your body</li><li>c) Use your posted hand and foot to elevate your hips</li><li>d) Swing your hips up and post your foot behind your hand</li><li>e) Make sure your knee lands outside of your posted hand</li><li>f) Always keep two points of contact with the ground</li><li>g) If possible, stand up with the primary/gun leg back</li><li>2) Common mistakes<ul style="list-style-type: none"><li>a) Foot lands inside of the posted hand</li><li>b) Lifting the posted hand off the ground prior to your foot landing</li></ul></li><li>3. Control <b>[11][33.I.A.3]</b><ul style="list-style-type: none"><li>a. Physical control<ul style="list-style-type: none"><li>1) The application of physical techniques</li><li>2) The peace officer chooses how the suspect moves</li><li>3) The ability to physically control a suspect is necessary in any use of force incident</li></ul></li><li>b. Self-control<ul style="list-style-type: none"><li>1) Maintaining composure</li><li>2) The ability to make sound judgments and decisions</li><li>3) Is gained through confidence</li><li>4) Is a quality of a good leader</li><li>5) Helps officers build relationships within the community</li><li>6) Garners public trust and confidence</li><li>7) Requires proper, adequate, and ongoing training</li><li>8) Enhanced through practice</li><li>9) Requires the officer to manage their emotions</li></ul></li></ul></li></ul>	<p><b>[11] Ask</b> – What are the two types of control? Why are they both important?</p> <p><b>Run learning activity</b> – <u>Push/pull drill</u></p>
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**Learning Activity – Push/Pull Drill**

**Purpose:** This learning activity helps students establish a foundation of balance and physical control.

**Description:** The students will choose a partner of approximately the same size. Each student will obtain a modified clinch position with one hand grabbing behind their partner’s head and their other hand over their partner’s arm, grabbing at the triceps. They should maintain their base and balance throughout the drill and use their patterns of movement to move without crossing their feet.

When the instructor says “Go” the students should begin to push and pull to move each other. They will also turn each other to practice using patterns of movement at various angles. After 30 seconds the instructor will say “Break” and the students will rest. The instructor should point out any glaring mistakes that they noticed. After four 30 second repetitions the students will rotate and find a new partner. The drill will continue with 30 second work intervals, with the students rotating after every repetition until they have completed approximately 10 repetitions.

**Resources needed:**

- Mat room or PT/field
- First aid kit

**Key learning points:**

- Always maintain a balanced stance
- Do not cross your feet when moving
- Use the suspect’s weight and momentum against them

**Time required:** 10 minutes