

Event 2 – Force Options – ARCON
Session 17 – Force Options Scenarios
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 how to use force options to take a combative suspect into custody.

Learning Objectives:

- Students will use various force options to take a combative suspect into custody during role-play scenarios.
- The student will demonstrate an understanding of how our Department's guiding value of Reverence for Human Life is the moral and ethical foundation of de-escalation, tactics, reasonable force, and officer safety.
- By the conclusion of the training, students will understand how the application of this training is in keeping with our Department's UOF policy, philosophy and tactical planning.

Session Time: 2 hours

<p>Resources:</p> <ul style="list-style-type: none"> • Mat room • First aid kit/AED • Boxing gloves (1 per pair of students) • Replica firearms (1 per pair of students) 	
<p>Session Summary: The students will participate in two learning activities during this session. There is no new content being taught. In the first activity, the students will review their ground control techniques in an unscripted flow. Next, they will participate in a use of force simulation drill, which will give them the opportunity to practice all of their force options and de-escalation techniques in the context of a scenario.</p>	
Outline	Instructor Notes
<p>There is no new content for this module.</p>	<p>Run learning activity (50 minutes) – <u>Free Flow #3</u></p> <p>Run learning activity (50 minutes) – <u>Use of Force Simulation Drill</u></p>

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Learning Activity – Free Flow #3

Purpose: This activity will test each student’s ability to combine and execute any ground control techniques in a random combination and for an extended time.

Description: Students will work in pairs with one playing the role of officer and the other the role of suspect. The suspect and the officer will start standing, and the suspect will give start the scenario by giving the indicators for any takedown technique learned. Once on the ground, the officer will “flow” from one technique to the next, constantly responding to the suspect’s behavior and working to improve their position. The suspect will direct the scenario by giving as many indicators as possible. The suspect can decide to stand and restart in a different position whenever they choose. The objective of the suspect is to create as many different scenarios as possible. The officer should respond just as they have been trained, always improving their position, defending attacks, and working to gain control of the suspect. There is no script to follow, and the scenario does not stop when the officer gets the suspect into a handcuffing position. The suspect will simply restart from any position they choose and the flow will continue. The suspect should attempt to keep the officer moving continuously throughout the activity.

There should be no breaks given, and the suspect should be constantly creating new positions and forcing the officer to use as many techniques as possible. The activity will continue for 4 minutes. When the 4 minutes are up, the instructor will call, “break!” The students will have 1 minute to rest and will switch roles for another 4-minute flow. The students will then switch partners at least twice, playing the officer once and the suspect once with each partner.

Two instructors will demonstrate the drill for a minimum of two minutes prior to starting. They will reiterate any pertinent safety information and answer any questions.

Resources needed:

- Mat room
- First aid kit/AED

Key learning points:

- Be energy efficient
- Contact equals control
- Space equals escape

Time required: 50 minutes

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Learning Activity – Use of Force Simulation Drill

Purpose: This learning activity gives students the opportunity to practice the techniques they have learned within the context of a real use of force scenario. This drill will help the students to develop their reflexes in responding to common suspect behaviors, enhance their fluidity in using techniques in combination with one another, and reinforce the key points of the techniques. It will also give the students the opportunity to demonstrate a reverence for human life, practice de-escalation techniques, make decisions in real time, work with a partner to have a coordinated approach, verbalize and communicate, and broadcast on the radio.

Description: The instructor will begin by briefing the students on the drill orders, safety protocol and purpose. The students will be broken up into groups of 4. One student will play the role of the suspect. One student will play the role of the primary officer. A third student will play the role of the backup officer. Finally, the fourth student will be a safety/debrief officer (this is in addition to the instructors who are already acting as safety officers). The roles will rotate after every repetition of the drill so that each student plays a new role with every repetition. The suspect will wear padded boxing gloves and the students will wear a mouth guard.

In this drill the suspect's behavior will dictate what techniques the officer uses. The suspects should create as many possible sequences of techniques as they can and should test the officer in the same way a real suspect would. Every repetition should be different, based on a new suspect behavior. The only part of the sequence that will remain the same is that every repetition must end with the officers in a handcuffing position on their suspect's back. Suspects should be encouraged to test the officers at each stage and exploit any mistakes that they make with their technique. When throwing punches, the suspects should only use approximately 20% power.

Officers should be encouraged to attempt to de-escalate the situation by using good communication skills and effective Arrest and Control techniques. They should also focus on smooth transitions between techniques. The instructors should remind the students to verbalize with the suspect and communicate with their partner when applicable. Officers should also be encouraged to simulate radio broadcasts for additional resources when appropriate.

To begin, the safety officer will choose the starting position for the scenario. For example, they can give the primary officer a simulated radio call during which the officer must complete a pedestrian stop. Alternatively, they could give the officer a scenario in which they were just knocked to the ground by an aggressive suspect and subsequently have the suspect start mounted on the officer. Any scenario is allowed if the suspect behavior is consistent with previously learned material. While the safety officer is responsible for creating the initial scenario and the starting position, the suspect will dictate the course of the scenario from that point forward.

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For each repetition the primary officer will begin working alone. If at any time the primary officer can effectively simulate a broadcast for a backup, the second officer can enter the scenario whenever the safety officer decides. This can change from one scenario to another, based on the safety officer's decision, but should generally be approximately 15-45 seconds. It should be noted that the officer should only request backup when it would be reasonable to do so in a real use of force. For example, if the scenario begins with a low risk pedestrian stop, the officer cannot immediately call for backup. They must wait until the scenario escalates to the point where it would be appropriate to request backup.

If the officer can disengage and stand up during the scenario, they can simulate the use of another force option (Taser, impact weapon, OC spray, etc.) The safety officer should then advise the officer of the result of that force option. Possible results are: no effect, the use of force temporarily incapacitated the suspect, or the use of force caused the suspect to comply. For example, from the bottom of the guard position, the officer might use the guard getup technique to stand up and disengage. At this point the officer could choose to simulate the use of the Taser. The safety officer would then announce the result, whatever it may be. For example, "the suspect is knocked down on their back and is incapacitated for 10 seconds." At this point, the student playing the role of the suspect would immediately lie down and the safety officer would begin timing the 10 seconds. The officer should respond immediately to place the suspect into a handcuffing position. During this 10 second period, the suspect can make no effort to resist. Once the safety officer declares that the time is up, the suspect may continue to resist.

If at any point the officer chooses to disengage and wait for backup, the suspect can decide to immediately reengage or allow the backup officer to arrive. For example, a scenario might begin with the officer using a body fold takedown and immediately achieving the mount position. From the mount, the officer stands up, disengages, and requests backup. The wait for backup starts immediately. At this point, the officer could choose to reengage the suspect on the ground. Alternatively, the suspect might stand up and attack the officer with punches, forcing them to engage. Or the suspect could engage the officer verbally, role-playing a passive/aggressive suspect, but not forcing the officer to engage physically. After 15-45 seconds, the safety officer will tell the backup officer to enter the scenario. From this point, the scenario will continue as usual, with the suspect dictating the course of action. The officers might utilize a two-officer takedown. Alternatively, the suspect might engage one officer with strikes, forcing them to clinch and initiate a body fold takedown. As always, the scenario ends when the suspect is placed in a handcuffing position.

If at any time the safety officer observes a safety hazard, they should immediately call "break!" to stop the scenario. The safety officer for each group should ensure that the scenario stays on the mat and that the role players have ample distance from walls and other students. At the end of each scenario the safety officer will lead a 1-2 minute debrief with the other 3 students. The goal of the debrief is to highlight anything of interest that occurred during the

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scenario, whether good or bad. The safety officer can ask questions of the involved students, or draw the students attention to a learning point gleaned from watching the scenario unfold.

Prior to sending the students out to execute the drill, four instructors should demonstrate a minimum of 2 different repetitions. The instructors should ask the students for questions and clarify anything that is unclear prior to beginning. Once all the students understand the expectations, they should be given 40 minutes to run the drill, rotating roles with every repetition.

Upon completion of the 40 minutes the instructor will lead a facilitated discussion with the class, drawing out the key learning points, and answering any questions or concerns that might have come up during the scenarios. The instructors should pay specific attention to reinforcing the principle of reverence for human life and the tactical de-escalation policy.

Resources needed:

- Mat room
- Padding boxing gloves (1 per group)
- Replica firearms (1 per group)
- First aid kit/AED

Key learning points:

- Reverence for human life is the guiding principle in any use of force
- Attempt to de-escalate the situation to mitigate the need for a higher level of force
- Use good communication skills whenever possible
- Create a plan with other officers when feasible and use a coordinated approach
- Use only reasonable force based on the suspect's behavior
- Position before submission
- Verbalize when you have control
- Always consider disengaging and redeploying
- Request backup and other resources whenever possible
- Be energy efficient

Time required: 50 minutes