

**Event 2 – Force Options – ARCON**  
*Session 39 – 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 control and arrest a suspect.

**Learning Objectives:** The students will take a combative suspect into custody using arrest and control techniques.

**Required Learning Activity:** 33.XI.C1-9

**Session Time:** 4 hours

<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Mat room</li> <li>• Video camera</li> <li>• Replica firearms (2)</li> <li>• Thai pads (1 per pair of students)</li> <li>• Boxing gloves (1 per pair of students)</li> <li>• MMA gloves (1 per pair of students)</li> <li>• First aid kit/AED</li> </ul>	
<p><b>Session Summary:</b> This session consists of three learning activities. The first two require the students to practice use of force scenarios in a small group. In the final activity the students will be required to participate in a high intensity sustained physical altercation. There is no new content being taught in this module.</p>	
Outline	Instructor Notes
<p>There is no new content in this module.</p>	<p>➤ Warm up and stretch</p> <p><b>Run learning activity</b> (1 hour) – <u>Use of Force Simulation Drill</u></p> <p><b>Run required learning activity</b> (3 hours) [33.XI.C1-9] – <u>Sustained Physical Altercation</u></p>

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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 practice de-escalation techniques, making decisions in real time, working with a partner, verbalizing, and broadcasting 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 appointed instructors who already acting as safety officers, not in place of). 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 mouthguard.

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 use good technique and focus on smooth transitions between techniques. They should be reminded to verbalize with the suspect and communicate with their partner when applicable. Officers should also be encouraged to simulate radio broadcasts 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 as long as 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 is able to 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 is able to 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 (for a given period of time), 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 period 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 scenario, whether good or bad. The safety officer can ask questions of the involved students,

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or draw the students attention to a particular 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.

**Resources needed:**

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

**Key learning points:**

- Take what the suspect gives you
- Position before submission
- Verbalize when you have control
- Always consider disengaging and getting back to your feet
- Request backup whenever possible
- Be energy efficient

**Time required:** 1 hour

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**Required Learning Activity – Sustained Physical Altercation**

**Purpose:** The students will participate in a high intensity learning activity that will emphasize and reinforce the student’s endurance and ability to prevail in a sustained physical altercation, including a foot pursuit, tactical movement, one or more aggressors, personal weapons/hand strikes, impact weapons, tactical communications, ground control, weapon retention, and handcuffing and searching. [TTS 33.XI.C1-9]

**Description:** The instructor will begin by briefing the students on the drill orders, safety protocol and purpose. The students will then wait in a classroom to be called out one by one to participate in the activity. The students will wear their Sam Browne with only a baton ring, one handcuff case, and a holster. They will be given a foam training baton and an inert firearm. They will also be wearing MMA gloves and a mouthguard.

The first student will be called out and sent outside to the east fence of the back parking lot at ARTC. Another student will stand by outside of the third floor mat room to play the role of the backup officer. An instructor will play the role of the suspect and will stand on the outside balcony of the second floor, looking down on the parking lot, within view of the student. Another instructor will brief the student. They will be told that they have responded to a BFMV radio call in the parking lot, and as they arrived on scene they saw a suspect matching the exact description running from the location up the stairs. The instructor will point out the suspect and tell them that the scenario is live when they say “Go!”

The student will go in foot pursuit and use tactical movement to chase the suspect. During this time, the student will simulate a foot pursuit broadcast and backup request. The instructor playing the suspect will ensure that the student does not catch them during this foot pursuit, and will lead them up to the third floor mat room. Once inside the mat room, the suspect will don Thai pads. A weighted heavy bag will be positioned on the mat for baton strikes. The student will throw strikes and kicks on the Thai pads, and deliver baton strikes to the heavy bag.

An instructor wearing MMA gloves will then engage the student with either punches or attempt a takedown. Once the fight is on the ground the instructor will test the student’s ground grappling techniques by putting them in a variety of positions. After 20-30 seconds, another instructor will tell the backup officer (pre-staged outside the mat room) to join the scenario. The backup officer should play the role exactly how they would in a real life incident, based on the scenario when they enter the room. At this point, the two officers will work together to control the suspect.

At this point, a second instructor (also wearing MMA gloves) will enter the incident to role play a second suspect. The second suspect will pull one of the officers off of the first suspect and engage them in a ground fight. Each instructor will provide a variety of indicators for the student, in order to keep the fight moving from one position to another. At this point there should be two separate fights occurring at the same time, each with one instructor and one

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student. The instructors can also grab a student's gun, forcing them to utilize a weapon retention technique. After testing the student's control and escapes from various positions the instructors should allow the student to improve their position and handcuff. Once the first suspect is handcuffed, that officer should help the other officer gain control and handcuff their suspect. The students will then search the suspects to complete the scenario.

An additional instructor, or student who has already completed the scenario, will be recording the fight in the mat room. This video recording will be used later during a use of force report activity. Once all the students have finished the scenario as the primary officer and the backup officer, the instructor will lead an overhead facilitated discussion with the class emphasizing and reiterating the key learning points.

**Resources needed:**

- Mat room
- MMA gloves (4 pairs)
- Boxing gloves
- Training side handle baton
- Video camera
- Replica firearms (2)
- First aid kit/AED

**Key learning points:**

- Never quit
- Transition to another force option if one is ineffective
- Position before submission
- Verbalize when you have control
- Request backup whenever possible
- Be energy efficient

**Time required:** 3 hours