

**LOS ANGELES POLICE DEPARTMENT**  
**Arrest and Control Techniques Instructor Update**  
**POST CCN 1850-20895**  
**Expanded Course Outline**

**Instructional Goal:** To provide students an opportunity to refresh and update the training skills necessary to maintain Arrest and Control Instructors certification. Meets Cat 3 PSP. This course provides updated content of Penal Code Section 835a.

**Performance Objectives:** Using group discussion and learning activities, practical application and a test the student will:

- ❑ Understand the philosophy of Arrest and Control
- ❑ Adhere to course safety guidelines to ensure that the instructors and students are aware of potential hazardous conduct and how to avoid it
- ❑ Demonstrate the ability to teach Arrest and Control techniques
- ❑ Be able to apply adult learning methodologies in the classroom setting
- ❑ Identify legal issues facing an instructor

**References:** Instructors, facilitators and training supervisors shall ensure that the most current references are utilized

**I. OPENING**

**(30 min)**

A. Introduction

1. Instructor
  - a. Name, assignment
  - b. Experience
2. Ask class to introduce themselves
  - a. Name, assignment or agency
  - b. Training and experience
  - c. Expectations from the course

B. Goals of train the trainer program Instructor Course Update 1850-20895

1. Overview of the Instructor Manual for current policy or procedural modifications
2. Review safety guidelines
3. Review the differences between demonstrations, walk throughs, and drills
4. Review and analyze training tools
5. Practice presenting training topics
6. Successfully demonstrate the ability to teach Arrest and Control techniques
  - a. Arrest and control techniques
  - b. Joint locks
  - c. Pugilistics
  - d. Takedowns, ground control, weapon retention
7. Successfully complete a practical application test

**II. OVERVIEW OF ARREST AND CONTROL TRAINING PROGRAM**

**(30 min)**

(Instructor Course Part 1 (40 hour) and Instructor Course Part 2 (40 hour))

A. **LECTURETTE:** Orientation

Procedures: Large group activity

1. Welcome the students
2. Hand out and complete information sheets
3. Have all students complete, sign, and date the "Assumption of Risk / Waiver " form
4. Set professional tone for the class

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5. Course objectives
6. Rules and logistics
7. Course safety guidelines
8. Reporting of injuries
9. Video presentation / lecture

**III. INSTRUCTOR CERTIFICATION-Pre-requisite (15 mins)**

**A. ARREST AND CONTROL INSTRUCTOR UPDATE COURSE (117 d, e)**

1. Advise instructors that maintaining teaching skills along with Arrest and Control Techniques skills are imperative
2. Point out that this is a rectification course and they must complete it successfully in order to continue as an Arr Con Instructor
3. Overview the rectification process

**B. REVIEW OF THE 40 HOUR BASIC COURSE (PSP 3 a-k)**

1. Advise the students recent modification to techniques or drills will be completely discussed during the overview of the instructor model
2. Ensure that all students are teaching from the most current department approved lesson plan

**IV. LEGAL ISSUE FOR INSTRUCTORS**

**A. LECTURETTE: POST Instructor Regulations<sup>1</sup> (20 min)**

- Ensure to emphasize the following points
  1. At the successful completion of the course each student will be re-certified as an Arrest and Control Instructor
  2. New instructor Responsibilities/Accountability
    - a. Demonstrate ethical decision making
      - 1) At no time should the importance of this topic be minimized or diminished
        - a) No horse playing
        - b) No early outs as common practice
      - 2) You will be perceived as an expert, an authority, and as a leader<sup>2</sup>
    - b. Realize the impact of personal behavior on the students and their department
      - 1) Fraternalization with student can negatively impact the training
      - 2) Potential for harassment complaints in this type of physical contact training
      - 3) Impaired objectivity in regard to evaluation of students
        - a) Be aware of personal biases
        - b) Avoid language that may be demeaning
      - 4) Demonstrate enthusiastic, positive personal demeanor
      - 5) Display an attitude of safety and professional demeanor at all times

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<sup>1</sup> POST Regulation 1070 Minimum Training Standards for Instructors of POST-Certified Specialized Training Courses

<sup>2</sup> BPST Instructor Development Training Manual

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- 6) Report and / or stop all unsafe actions
  - c. Legal ramifications and civil liability issues
    - 1) Consequence if techniques are taught improperly
    - 2) Modifying the authorized and approved techniques
    - 3) Civil rights violations
    - 4) Agency specific policy must be adhered to
  - d. Methods for reducing civil liability
    - 1) Documentation of all training
      - a) Lesson plans
      - b) Rosters
      - c) Consistency
      - d) Discoverable
    - 2) Documentation of trainee performance
      - a) Performance evaluation checklist
      - b) Skill level evaluation
      - c) Test
    - 3) Documentation of remediation efforts
      - a) Written checklist tracking time spent remediating
      - b) Appropriate review process
      - c) Document outcome of the remediation
  - e. Overview safety guidelines and protocols
    - 1) Provide the student-instructors with strategies to develop agency specific safety guidelines
    - 2) Discuss the importance of following the safety guidelines and having a plan in place for emergencies
    - 3) Ensure that all necessary Workers Compensation and other reports are completed in a timely manner
3. The above responsibilities and accountability issues apply to each and every new instructor and the students they will be training

## **V. INSTRUCTOR MANUAL OVERVIEW**

### **A. LECTURETTE:**

**Procedures:** Small group activity

1. Have students break into small groups
  - a. Generally 8-10 students per group
  - b. Instructor ratio is 1 to 5
2. **DISTRIBUTE: Ensure students have most current copy of the following if not distribute**
  - a. Instructor Manual<sup>3</sup>
  - b. Skill Battery #1 Joint Locks Lesson Plan

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<sup>3</sup> LAPD Arrest and Control Instructor Manual

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- c. Skill Battery #2 Pugilistic Lesson Plan
- d. Skill Battery #3 Take down/ground control/weapon retention Lesson Plan

3. Instructor overviews the Instructor Manual

- a. Overview each lesson plan that describes how to present the specific techniques that have been modified since the students original certification
- b. Ask students to add specific insight from their past teaching regarding the below listed topics
  - 1) Nuances that have been identified that assist the students in learning a new techniques
  - 2) Importance of taking notes in the back of the Instructor Manual
    - a) To assist the new instructor on how to present the material to their students when they return
    - b) Address variations / enrichment to techniques
  - 3) History of The Arrest and Control Unit
    - a) Research and development
      - (1) Methodology
      - (2) CMAAP (Civilian Martial Arts Advisory Panel)
  - 4) Training bulletins and diagrams of the techniques
    - a) Quick reference guide
      - (1) Assist the instructor in their presentation of the technique(s)

**B. GROUP DISCUSSION:**

**(10 min)**

**Procedures:** Conduct a discussion regarding how the instructors have been transitioning from one block of instruction to the next. Emphasize the following:

- 1. The success of this course depends in part upon the ability of the new instructors to link individual techniques and apply situational or tactical strategies in the training
- 2. The importance of using adult learning styles including group discussion, demonstration, walk throughs, drills and testing

Have student-instructors present some of the transitions that they have developed

**C. LECTURETTE:** Arrest and Control Techniques

**Procedures:** Overview the foundational knowledge arrest and control techniques and clarify any misinformation

1. Joint locks

**(PSP 3 h)**

- a. Joint locks are a series five of techniques that are used to control an uncooperative suspect
- b. The philosophy behind the joint locks are that the officer does not fight against the suspect's resistance, but goes with the suspect's force to off balance and achieve a position of control to effect an arrest
- c. In order to achieve a joint lock officers must be in a proper C-Grip position of advantage (addendum B) for four of the techniques, and officers must be

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in a relaxed, but ready, position in order to better anticipate the movements of the suspect

2. Pugilistics/strikes

- a. Pugilistics are a series of, 8 techniques, (5 strikes and 3 blocks) that are used to distract an aggressive/ and or combative suspect
- b. The philosophy behind pugilistics are that the officer uses distraction strikes to temporarily stun a suspect in order to create space in order to utilize more use of force options, or to off balance a suspect to engage in a takedown
- c. In order for officers to deliver an appropriate distraction strike officer must initiate the strike from a balanced stance

3. Ground control and takedowns **(PSP 3 h)**

- a. Ground control and takedowns are a series of techniques that officers can utilize to control an aggressive and/ or combative suspect utilizing the ground as a controlling agent
- b. The philosophy of ground control and takedowns are to enable an officer to reverse a dominant position, achieved by the suspect, after being taken to the ground. It also enables an officer to better their position to better control and arrest an aggressive and/ or combative suspect on the ground, or to give officers options in weapon retention under circumstances of serious bodily injury
- c. Due to the dangers of serious bodily injury and weapon takeaways officers are encouraged, while in a ground altercation to create space and get to a standing position and consider other use of force options
- d. Officers must understand that teamwork extremely important considered when initiating ground control

4. Weapon retention

- Officers must be conscious of the fact that when in close proximity to a suspect, whether standing or on the ground, the officers weapon is accessible to both the officer and suspect

5. Handcuffing and searching **(PSP 3 h)**

- a. Handcuffing is an officer's primary way of securing a suspect during an arrest, and searching is an officer's primary way of ensuring that there are no weapons, or other items, on the suspect that can cause serious bodily injury or death to the officer or citizen of Los Angeles
- b. The philosophy of handcuffing is to ensure that officers have the proper position and the most dominant degree of control over a suspect before securing and individual in handcuffs. The three positions from which officers are taught to search are standing, kneeling, and prone

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- c. The philosophy of searching is an issue of officer safety that involves physically checking the exterior of the suspects body and clothing for any item that may pose a danger to all officers and citizens of Los Angeles
- d. Positional asphyxia
  - 1) Avoid protracted application of bodyweight to the suspect's back whenever possible
    - a) Bodyweight should only be applied to a suspect's back when it is objectively reasonable to do so
    - b) Bodyweight is used for the purpose of control, in order to apply restraint devices
    - c) Once the suspect is controlled, remove bodyweight from the suspect's back, and roll the suspect into a seated position as soon as practicable
    - d) If the suspect cannot be placed in a seated position for any reason, the recovery position may be used (left lateral, or right lateral if the left cannot be used)
  - 2) Multiple officers
    - a) Assess the situation and apply only that force which is objectively reasonable
    - b) Additional officers should seek to control the suspect's limbs rather than applying additional bodyweight to the suspect's back in a prone position
    - c) Remember that the goal is control – use only the amount of force that is reasonable to gain control and apply restraint devices
  - 3) Request an RA and begin a First Aid assessment if there is any indication of a medical emergency

**VI. ARREST AND CONTROL OVERVIEW**

**(50 mins)**

**A. *GROUP DISCUSSION:* Arrest and Control Skills**

**Purpose:** To provide the student-instructors with an overview and refresher of the concepts that are covered in Arrest and Control courses

**Procedure:** Large group activity

- 1. Mindset
  - a. Officers must maintain a “will to survive”
  - b. Contact equals control: stay in contact with the suspect
  - c. Control must first be achieved before attempting to handcuff suspect
  - d. Space equals escape: create space in order to escape
  - e. Competence and confidence equals control: officers need to maintain the competence in these techniques and be confident in themselves
  - f. Multiple officers and communication.
- 2. Physical fitness
  - a. Officers must maintain a high level of physical fitness

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- b. Running, bicycling, teams sports, weight lifting are all good for training purposes
- c. Officers need to be mindful of their personal physical limitations to avoid injury
- d. Stretching and warming up thoroughly prior to exercise is imperative
- e. It is important to remember that the suspects are “sizing up” an officer just as the officer evaluates a suspect

Use of Force Review

**(117e) (PSP 3 g,i)**

- a. De-escalation Directive<sup>4</sup>
- b. Use of Force Policy<sup>5</sup>
- c. Command and Control<sup>6</sup>
- d. Review Department policy and procedures for reporting a use of force
- e. Give examples of when you might have a duty to intercede and to report excessive force
- f. Review Department policy and procedures for recovery/first aid
  - 1) For person force applied to **(PSP 3k)**
  - 2) For officers if injured in use of force
- g. California Penal Code Section 835a<sup>7</sup>

**B. LECTURETTE: Safety Guidelines**

**(PSP 3 a, g)**

- 1. Advise students of the following
  - a. There will be no weapons brought to class by students such as firearms, ammunition, knives
  - b. Students will practice the techniques at 50% strength to avoid injuries
  - c. Students will advise an instructor regarding prior injuries
  - d. Students should expect to be sore and stiff after practicing these
  - e. Students with prior injuries will avoid re-injuring themselves
  - f. If a student believes that he/she has sustained an injury during the class an instructor will be notified immediately
  - g. Instructors training in basic first aid may render assistance
- 2. The instructor will document the injury on a Student Information Sheet **(117d)**

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<sup>4</sup> Directive No. 16, Tactical De-Escalation Techniques

<sup>5</sup> Department Manual 1/556.10, Policy on Use of Force

<sup>6</sup> Training Bulletin Volume XLVII, Command and Control

<sup>7</sup> California Penal Code Section 835a

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3. If medical treatment is necessary the student will be transported by an instructor or by an rescue ambulance, depending on the seriousness of the injury, to a contract medical facility
4. The instructor completes a Student Officer Injury Notification (form 1.66) and other related forms, makes the necessary notifications, and arranges transportation for the officer if necessary
5. The training area will be clean, well ventilated with the appropriate number of pads and mats
6. At the start of each day and after code 7 the class will be lead through stretching and warm up exercises
  - a. Walk or jog four to six laps around the mat room to break a sweat
  - b. Lead the class through stretching exercises for the entire body

## **VII. OVERVIEW OF JOINT LOCKS**

### **A. GROUP DISCUSSION:** Joint Locks

**Purpose:** To provide students with an overview of joint locks and related skills

**Procedure:** Large group activity

1. **ASK:** What classification of suspect are joint locks used on?
2. Expected response: Joint locks are appropriate for uncooperative individuals according to the Department's Use of Force policy
3. Options available for uncooperative individuals
  - a. Verbalization

- **ASK:** What are some examples of verbalization?

Expected responses:

- a) Stay calm, I'm not going to hurt you
- b) Stop resisting

- b. Desensitization

- **ASK:** Who can tell the class what desensitization is?

Expected response:



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- a) Calmly talking to an individual before an approach
  - b) Touching a person in calming manner that does not cause a violent reaction
  - c) Making someone feel comfortable enough for one to approach
- c. An officer's actions are in reaction to the suspect's movements
- d. Apply the techniques in a fluid, continuous motion, according to the suspect's resistance
- e. Be prepared to flow into other methods of control when necessary
- f. Distraction strikes may be used to momentarily divert the suspect's attention to achieve a joint lock

**B. *LEARNING ACTIVITY:* Joint Locks**

**Purpose:** To provide students with an overview of joint locks

**Procedure:** Large group activity

1. Refer to Addendum A: Skill Battery #1, Joint Locks
2. **DEMONSTRATE:** The techniques
  - Students sit on the mat around the instructors
3. Students will practice the techniques until an instructor observes that he/she is proficient **(PSP 3 b, e)**
  - a. The instructor to student ration will be 1 to 5
  - b. Students pair up and spread out on the mats
  - c. Half of the students will face the front of the room and the other half will face the back of the room
  - d. The students who are facing the front of the room will practice the techniques on their partner
  - e. Instructors will observe and make corrections
4. **CLOSING:** Reinforce key learning points
  - a. The success of a joint lock relies on the officers effectiveness in off balancing the suspect
  - b. The idea is not fight against the suspect resistance but to go further and faster than he/ she wanted to move
  - c. Officers must maintain a relaxed grip on the suspect to better react to a variety of movements

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**VIII. OVERVIEW OF PUGILISTICS**

A. **GROUP DISCUSSION:** Philosophy and Concepts of Defensive Tactics

Purpose: To provide students with an overview of Pugilistics

Procedure: Large group activity

1. **ASK:** What is an example of serious bodily injury?
  - a. Head trauma, concussion, loss of consciousness
  - b. Serious disfigurement, human bites, bone breakage
  - c. Blunt trauma via weapon, multiple suspect attacks on officers or civilians
  
2. **ASK:** What are the ranges where a suspect can physically attack and officer?

Expected response:

  - a. Very long range: Suspect charges officer from a distance
  - b. Long range: Suspect kicks at officer
  - c. Medium range: Suspect punches at officer
  - d. Close range: Suspect elbows or knees officer
  - e. Ground: Suspect takes officer down to the ground
  
3. Positions where the officer should be in relationship to the suspect
  - The officer should always attempt to be at the suspect's rear, side or at the very least, off-set facing the suspect
  
4. Primary and secondary targets
  - a. The primary targets relating to-strikes are anything below the neck minus the groin and spine
  - b. Secondary targets are everything else;
    - 1) Head
    - 2) Neck
    - 3) Spine
    - 4) Groin
  
5. **CLOSING:** Reinforce key learning points
  - a. Officers must be aware of the suspect range of attack
  - b. Officers should always position themselves in a way to give them the best tactical advantage over a threat
  - c. Secondary targets can be considered when primary attacks have been unsuccessful or when a use force has risen to a level of serious bodily
  - d. Officers must be aware and updated of the use of force policy at all times

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**B. *LEARNING ACTIVITY:*** Pugilistics; Side Handle Baton

**Purpose:** To provide students with an overview of Pugilistics

**Procedure:** Large group activity

1. Refer to Addendum B: Skill Battery #2, Pugilistics
2. **DEMONSTRATE:** The techniques
  - Students will sit on the mat around the instructors
3. Students will practice the techniques until an instructor observes that he/she is proficient **(PSP 3 I)**
  - a. The instructor to student ration will be 1 to 5
  - b. Students pair up and spread out on the mats
  - c. Half of the students will face the front of the room and the other half will face the back of the room
  - d. The students who are facing the front of the room will practice the techniques on their partner
  - e. Instructors will observe and make corrections
4. **CLOSING:** Reinforce key learning points
  - a. In order to maximize the power of a baton strike, power must be generated from the hips and proper use of bodyweight
  - b. Relating to the baton strike, Officers must know that head, neck, spine and groin are not secondary targets
  - c. Officers should be prepared to follow up with another force option or access and de-escalate a situation

**C. *LEARNING ACTIVITY:*** Pugilistics; Strikes

**Purpose:** To provide students with an overview of strikes

**Procedure:** Large group activity

1. Refer to Addendum B: Skill Battery #2, Pugilistics
2. **DEMONSTRATE:** The techniques
  - Students will sit on the mat around the instructors

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3. Students will practice the techniques until an instructor observes that he/she is proficient **(PSP 3 I)**
  - a. The instructor to student ration will be 1 to 5
  - b. Students pair up and spread out on the mats
  - c. Half of the students will face the front of the room and the other half will face the back of the room
  - d. The students who are facing the front of the room will practice the techniques on their partner
  - e. Instructors will observe and make corrections
4. CLOSING: Reinforce key learning points
  - a. In order to maximize the power of a strike power must be generated from the hips and from proper use of bodyweight
  - b. Defensive blocking is as equally important as strikes
  - c. Officers should be prepared to follow up with another force option or access and de-escalate a situation

**D. *LEARNING ACTIVITY:*** Pugilistics; Blocking and Evading

**Purpose:** To provide students with an overview of joint locks

**Procedure:** Large group activity

1. Refer to Addendum B: Skill Battery #2, Pugilistics
2. **DEMONSTRATE:** The techniques
  - Students will sit on the mat around the instructors
3. Students will practice the techniques until an instructor observes that he/she is proficient
  - a. The instructor to student ration will be 1 to 5
  - b. Students pair up and spread out on the mats
  - c. Half of the students will face the front of the room and the other half will face the back of the room
  - d. The students who are facing the front of the room will practice the techniques on their partner

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e. Instructors will observe and make corrections

4. CLOSING: Reinforce key learning points

- a. Officers must have a balanced stance when either blocking or evading. Having a balanced stance while blocking or evading affords the officer the opportunity to perform the block or evade more proficiently, and stay on their feet where other force options are more readily available
- b. Blocking and evading gives officers the opportunity to protect vital areas on the officer's body, which are crucial to officer safety, while simultaneously giving the officer the ability to strike back
- c. Officers can utilize blocks to close the distance or to gain distance

**IX. INTRODUCTION TO TAKEDOWNS/GROUND CONTROL/WEAPON RETENTION /SEARCHING**

A. **GROUP DISCUSSION:** Philosophy and Concepts of Defensive Tactics

**Purpose:** To provide students with an overview of takedowns, ground control and weapon retention

**Procedure:** Large group activity

1. **ASK:** What is Serious Bodily Injury?

Expected responses:

- a. Head trauma, concussion, loss of consciousness
- b. Serious disfigurement, human bites, bone breakage
- c. Blunt trauma via weapon, multiple suspect attacks on officers or civilians

1. **ASK:** Why is it important to understand the concept of space equals escape and contact equals control?

Expected response:

- It can be used by both officer and suspect depending upon who is trying to control or escape

2. Positions where the officer has an advantage over the suspect

- a. Any position where the officer's physical weapons are facing the suspect
- b. Where officer uses the advantages of angles and is not standing directly in front of the suspect
- c. Where the officer has the appropriate distance to respond or react to any suspect actions

3. Reasons why the techniques and concepts are taught in a specific order

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- Each technique has a similar foundation and therefore, must be learned by the student first in order to grasp the concept of all techniques

4. Officers are more likely to lose their weapon when on the ground

**B. *LEARNING ACTIVITY:*** Takedowns, Ground Control, Weapon Retention and Searching

**Purpose:** To provide students with an overview of takedowns, ground control and weapon retention

**Procedure:** Large group activity

1. Refer to Addendum C: Skill Battery #3, Takedowns/Ground Control/Weapon Retention/Searching
2. **DEMONSTRATE:** The techniques
  - Students will sit on the mat around the instructors
3. Students will practice the techniques until an instructor observes that he/she is proficient **(PSP 3 c, d, m)**
  - a. The instructor to student ration will be 1 to 5
  - b. Students pair up and spread out on the mats
  - c. Half of the students will face the front of the room and the other half will face the back of the room
  - d. The students who are facing the front of the room will practice the techniques on their partner
  - e. The verbal commands need to be performed during the techniques **(PSP 3 f)**
  - f. Instructors will observe and make corrections
4. **CLOSING:** Reinforce key learning points
  - a. Practicing the techniques regularly is necessary
  - b. Awareness, balance, self-control, focus, timing are important aspects to these techniques
  - c. Contact equals control, space equals escape

**X. MODEL TEACHING TECHNIQUES**

**(1 hours)**

**A. *LEARNING ACTIVITY:*** Demonstration of Arrest and Control Techniques

**Procedures:** Small group

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1. Describe how the practice section of the day will be run
2. Everyone will participate following along in the instructor manual as each technique is demonstrated from the perspective of an instructor and not a student
3. If a student-instructor will be team-teaching they can practice with their partner instructor
4. Allow for the student-instructors to review the lesson plan prior to modeling how to present the technique

**B. LEARNING ACTIVITY:** Break down of Arrest and Control Techniques **(2 hours)**

**Procedures:** In pairs

1. Instructors break down the techniques that were demonstrated previously in the role of an instructor
2. Have the student-instructor rotate between the role of student and the role of instructor
3. Ensure that every student-instructor has had an opportunity to practice the exercise in half time until they have mastered presenting the skill
4. Allow time for feedback before moving to the next pair

**C. LEARNING ACTIVITY:** Drill Arrest and Control Techniques **(2 hours)**  
**(PSP 3 a-k)**

**Procedures:** In pairs

1. Have the student-instructor rotate between the role of student and the role of instructor
2. Ensure that every student-instructor has had an opportunity to practice in real time until they have mastered presenting the skill
3. Allow approximately time for feedback before moving to the next pair

**D. PRACTICAL APPLICATION:** Drill Arrest and Control Techniques **(2 hours)**  
**(PSP 3 a-k)**

**Procedures:** Small group

1. Assign one of the student-instructors in the role of an instructor
2. Assign the rest of the group as the role of the student
3. Have the student-instructor present an arrest and control technique to the small group
4. Allow time for feedback / critiques before moving to the next instructor

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5. Rotate between the role of student and the role of instructor
6. Ensure that every student-instructor has had an opportunity to model teach in real time until they have mastered presenting the skill

**E. TEST: Arrest and Control Techniques (PSP 3 a-k)**

**Procedures: Small group (50 mins)**

1. The instructor will observe the student-instructor present to the group various Arrest and Control techniques
2. The presentation of each technique by the student-instructor is limited to 5 minutes
3. The instructor will evaluate the student-instructor in the following areas:
  - a. Ability to effectively demonstrate the technique
  - b. Ability to effectively breakdown the technique / oral presentation
  - c. Class structure, supervision, and safety
  - d. Ability to effectively drill students of a specific technique
4. Include a brief review of each student-instructor's performance

**X. CLOSING (10 mins)**

- A. Address all questions from the student-instructors instructors
- B. Reinforce the key learning points of the course
  1. Practicing the techniques regularly is necessary to maintain proficiency
    - a. Demonstrating the techniques
    - b. Critiquing the techniques
  2. Awareness, balance, self-control, focus, timing are important aspects to these techniques
  3. Contact equals control, space equals escape