

LOS ANGELES POLICE DEPARTMENT
Arrest and Control Techniques Instructor Course Part 2
1850-20885 (PSP)
Expanded Course Outline

Instructional Goal: To provide students an opportunity to develop the training skills necessary to become Arrest and Control Basic Instructors. At the successful completion of the Arrest and Control 40-hour Basic Course (CCN 20995)/ or 40-hour Instructor part 1 (CCN 1850-20875) and the Arrest and Control 40-hour Instructor Course part 2 (CCN 20885), the student will be certified as an Arrest and Control Basic Instructor.

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
- ❑ Clearly understand and complete the 40-hour Arrest and Control Basic Instructor Part 1 course (CCN 20875)
- ❑ Clearly understand and complete the 40-hour Arrest and Control Instructor Part 2 course (CCN 20885)
- ❑ 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 current references are utilized

I. OPENING

(30 min)

A. Introduction

1. Instructor

- a. Name, assignment
- b. Experience

2. Brief overview of training schedule

- a. Completion of the 40 hour Instructor Part 1 course as a student
- b. Review the 40 hour course as a student
- c. Overview the Arrest and Control Instructor Manual
- d. Effective strategies for presentations, walk-throughs and drills
- e. Developing agency specific lesson plans and safety guidelines
- f. Completion of the 40 hour Instructor Part 2 course as a student

3. Ask class to introduce themselves

- a. Name, assignment or agency
- b. Training and experience
- c. Expectations from the course

B. Goals of 80 hour train the trainer program Instructor Course Part 1 and Part 2 Overview of the Instructor Manual

- 1. Clear understanding of how to implement the basic Arrest and Control Curriculum
- 2. Develop agency specific lesson plans for the basic Arrest and Control Curriculum
- 3. Develop agency specific safety guidelines

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4. Review the differences between demonstrations, walk throughs, and drills
5. Review and analyze training tools
6. Practice presenting training topics
7. Successfully demonstrate the ability to teach Arrest and Control techniques
8. Successfully complete all phases of the instructor course

II. OVERVIEW OF ARREST AND CONTROL 80-HOUR 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
5. Course objectives
6. Rules and logistics
7. Course safety guidelines
8. Reporting of injuries
9. Video presentation / lecture

III. INSTRUCTOR CERTIFICATION-Pre-requisite

A. 40 HOUR ARREST AND CONTROL INSTRUCTOR COURSE Part 1

1. The new instructors will participate as a student in the entire 40 hour Arrest and Control Instructor course Part 1
2. Point out that during the course they should be thinking about the key points of each technique taught, with the mind-set of an instructor
3. During the course ensure that new instructors stay in the role of students
4. Advise them that in order to continue to the 40 hour instructor course part 2 they must complete the 40 hour Instructor course part 1

NOTE: Many students participate in Part 1 and Part 2 concurrently. If the classes are being taught as individual blocks point out to the students in order to be certified as an instructor they must participate in both blocks the entire program is 80 hours of instruction. Instructor Part 1 and the Arrest and Control Basic Course teach the same concepts and techniques both lesson plans are attached as addendum's to this course. **If the courses are taught concurrently the student would be starting day 6 at this point.** If the student is taking just Part 2 this would be a continuation of Day 1 course

B. REVIEW OF THE 40 HOUR BASIC COURSE (14 hours, 45 min)
(PSP Cat III a-k)

1. The new instructors will participate as a student in the review of the 40 hour basic course
2. Point out that during the course they should also be thinking from the point of view of an instructor
3. During the review of the 40 hour basic course ensure that new instructors stay in the role of student
4. 40 hour Basic Course Lesson Plan is attached as an addendum

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IV. LEGAL ISSUE FOR INSTRUCTORS

A. **LECTURETTE:** POST Instructor Regulations¹ **(20 min)**

- Ensure to emphasize the following points
 1. At the successful completion of the course each student will be 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 leader²
 - 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
 - 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

¹ POST Regulation 1070 Minimum Training Standards for Instructors of POST-Certified Specialized Training Courses

² BPST Instructor Development Training Manual

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- b) Appropriate review process
- c) Document outcome of the remediation

- e. Overview safety guidelines and protocols
 - 1) Provide the new instructor 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 and LESSON PLAN OVERVIEW

A. LECTURETTE:

(45 min)

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:**
 - a. Instructor Manual³
 - b. Skill Battery #1 Joint Locks Lesson Plan
 - 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, point out to the new instructors
 - 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) 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
 - b) Methodology
 - c) CMAAP (Civilian Martial Arts Advisory Panel)
 - 4) Training bulletins and diagrams of the techniques
 - a) Quick reference guide

³ Dec 2020 - LAPD Arrest and Control Instructor Manual

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b) Assist the instructor in their presentation of the technique(s)

B. GROUP DISCUSSION: (10 min)

Procedures: Conduct a discussion regarding how to transition 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

VI. REVIEW OF HOW ADULTS LEARN (50 min)

A. Learning modalities

1. Refers to the perceptual channels or senses through which a person receives and processes information
 - a. Visual – learns by observing (readers and observers)
 - b. Auditory – learns by listening (listeners and/or talkers)
 - c. Tactile – learns with tactile assistance (feelers & touchers)
 - d. Kinesthetic – learns with kinesthetic support (movement/muscle memory)
2. Most individuals use a combination of modalities in any learning situation

B. Team teaching

1. Two individuals “share” the classroom during a teaching block
2. One instructor is considered primary and the other secondary
3. Allows for different learning modalities to be comfortably used in the classroom

C. Facilitation

1. Utilizing students knowledge, skills and ability to assist in the exchange of information
2. Understanding that most adult learners have a tremendous experience base to pull information from during training sessions
3. Learning to “tap into” the students experience to discover innovative ways of handling problems identified within their profession

D. Adult learning style

1. Style is concerned with cognition (people input, perceive and gain knowledge differently)
2. Style is concerned with conceptualization (people form ideas, process information, think differently)
3. Style is concerned with affect (people’s values and feelings influence style)
4. Style is concerned with behavior (people act differently, based on genetics)

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5. Adults learners are more performers than learners, they rely on their experiences to process information, they still take in additional information and learning does take place

E. Training methods

1. To provide a general guideline for lesson plan development
2. A lesson plan is broken down into 3 major components: Opening, Body, Closing
3. The Opening consists of the instructor introduction, a brief overview of the training goals and expectations and generally some type of an icebreaker
4. The Body consists of the material to be presented utilizing all of the different training methods
5. The Closing is the last portion of the presentation where the key learning points of the block of instruction are reiterated. This ensures that all students leave the classroom with a clear and consistent picture of the purpose of the block and it allows for any misinformation to be clarified
6. To effectively train a student in Arrest and Control techniques utilize:
 - a. **GROUP DISCUSSION:** The instructor facilitates a discussion, which allows for interaction from the students
 - b. **LEARNING ACTIVITIES:** conducted in large or small groups
 - 1) Demonstration
 - a) Show the students how to do a new skill or review an existing one
 - 2) Walk through
 - a) The students walk through at less than full speed to familiarize the procedures of the new skill
 - 3) Drills
 - a) Practice a portion of a skill repetitively
 - b) An adult learner can improve skills or apply new skills during drills
 - c. **PRACTICAL APPLICATION:** conducted individually, in large or small groups
 - 1) Drills
 - a) Once an entire skill set is learned
 - b) Opportunity to practice the entire skill set in real time
 - c) Students “perform tasks” in a controlled environment which allows mistakes to be corrected in a supportive manner.
 - d. **CLOSING:** At the conclusion of each block of instruction summarize the key points
 - e. **TEST:** To test knowledge

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7. Common instructor pitfalls⁴
 - a. Frustration
 - b. Blaming the learner
 - c. Self fulfilling prophesy
 - d. Burnout

8. Common Learner problems
 - a. Emotional interference
 - b. Blocking
 - c. Fear/anxiety
 - d. Lack of assertiveness
 - e. Lack of attentiveness
 - f. Avoiding

9. Giving criticism
 - a. Focus on the behavior not the person
 - b. Describe the behavior accurately
 - c. Don't use personality traits to explain the problem
 - You're lazy, dumb, not motivated

VII. MODEL TEACHING TECHNIQUES

(2 hours)

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

Procedures: Small group

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 new instructor will be team-teaching they can practice with their partner instructor
4. Allow for the new 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. New instructors break down the techniques that were demonstrated previously in the role of an instructor
2. Have the new instructor rotate between the role of student and the role of instructor
3. Ensure that every new 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 Cat III a-k)

Procedures: In pairs

⁴ Coaching Process, Dr. Nels Klyver

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1. Have the new instructor rotate between the role of student and the role of instructor
2. Ensure that every new 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 Cat III a-k)

Procedures: Small group

1. Assign one of the new instructors in the role of an instructor
2. Assign the rest of the group as the role of the student
3. Have the new instructor present an arrest and control technique to the small group
4. Allow time for feedback / critiques before moving to the next new instructor
5. Rotate between the role of student and the role of instructor
6. Ensure that every new 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 Cat III a-k)**

Procedures: Small group **(3 hours)**

1. The instructor will observe the new instructor present to the group various Arrest and Control techniques
2. The presentation of each technique by the new instructor is limited to 5 minutes
3. The instructor will evaluate the new 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's performance

VIII. CLOSING

- A. Address all questions from the new instructors
- B. Present certificates
 - The certificate must include⁵
 - a. Title of the Course
 - b. Dates of the course
 - c. Hours completed
 - d. POST course control number
- C. Reinforce the key learning points of the course
 1. Learning modalities
 2. Team teaching
 3. Facilitation
 4. Adult learning style training methods

⁵ POST Regulation 1055 Requirement for Course Presentation