

**Los Angeles Police Department  
1850-21025  
10 Hour Arrest and Control Update Course**

**Instructional Goal:** To teach refresh officers on the principles of: Use of Force, Tactical De-escalation, Command and Control, and Arrest and Control techniques. This course provides updated content of Penal Code Section 835a.

**Performance Objectives:** To introduce recruit officers to the basic principles of Command and Control, including Active Leadership.

- Using Available Resources
- Accomplishing Tasks
- Minimize Risks
- 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.
- Demonstrate principles of arrest and control, to include:
  - Awareness
  - Balance
  - Control
- Students will take a combative suspect into custody using takedowns.
- Discuss the various ground positions and their associated risks.
- Demonstrate basic ground control positions when controlling a subject.
- Students will take a combative suspect into custody using ground control techniques.
- Demonstrate escape and/or reversal skills on ground.
- Demonstrate defenses from choke holds.
- Demonstrate weapon retention from various positions on the ground.

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

**This Course provides current Penal Code Section 835a Content**

**Introduction and Administrative**

**(30 Minutes)**

- A. Introductions
  - 1. Instructor introductions
    - a. Name
    - b. Expectations for the course
    - c. Why you think the course is valuable
  - 2. Student introductions
    - a. Name
    - b. Department
    - c. Expectations for the course
    - d. Your experience as an ARCON instructor
    - e. Background and experience in martial arts
- B. Administrative

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1. POST Roster
2. Hourly distribution
  - a. Overview of modules
  - b. Learning objectives

**C. Safety orientation and warm-up**

**PSP III (a)**

1. First aid resources
  - a. First aid kits
  - b. AED at facility presenting course
  - c. Medical facilities locations listed in Safety Plan
2. Notifications of an injury
  - a. Notify a supervisor immediately
  - b. Rescue ambulance if necessary
3. Awareness during training
  - a. Boundaries of the mats
  - b. Other students
  - c. Be aware of your own body and your personal limitations
  - d. Always exercise self-control
4. Evacuation
  - a. Exits
  - b. Meeting location
5. Safety in training
  - a. Leave your ego at the door
    - 1) Work together with your partner to facilitate their learning
    - 2) You are not competing against your partner
    - 3) Your job is to be a good training partner, not an opponent
  - b. Tapping out
    - 1) Tap your partner's body
    - 2) Do not tap the mat
    - 3) Say "tap" if you cannot use your hands
    - 4) Tap early to avoid injury
6. Practice slow
  - a. Start slow and increase speed only when both students are comfortable with the technique
  - b. Only go as fast as perfect technique allows
7. Warm-up and stretch

**II. Use of force, tactical de-escalation, and command and control review<sup>1</sup> (60 Min)**

**A. Use of force considerations**

**PSP III (g)**

1. Reverence for human life
  - a. Guiding principle in any use of force situation
  - b. It is both moral and ethical to place the highest value on human life
  - c. Not policy, but a philosophy for how to approach police work
  - d. Consistent with the department's mission, vision, and values
  - e. Helps build public trust

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

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- f. Using tactical de-escalation techniques and reasonable force demonstrates this principle
- 2. Procedural justice
  - a. Definition
    - 1) Fairness in the process
    - 2) Process more important than the outcome
  - b. Dimension of procedural justice
    - 1) Trustworthiness
    - 2) Respect
    - 3) Voice
    - 4) Neutrality
  - c. Practical application in the field
    - 1) Active listening
    - 2) Explanation of the contact
- 3. 835(a)PC – authority to use force<sup>2</sup> **PSP III (j)**
  - a. Any peace officer who has reasonable cause to believe that the person to be arrested has committed a public offense may use reasonable force to:
    - 1) Effect an arrest
    - 2) Prevent escape
    - 3) Overcome resistance
  - b. LAPD policy includes that officers may use reasonable force to:
    - 1) Defend yourself
    - 2) Defend others
  - c. Officers do not have to retreat or desist from efforts to make an arrest by reason of the resistance or threatened resistance of the person being arrested
    - 1) Officers will not be deemed the aggressor
    - 2) Officers will not lose their right to self-defense by the use of reasonable force
- 4. Graham v. Connor (Supreme Court, 1989) **PSP III (j)**
  - a. Objective reasonableness guidelines
    - 1) Judged through the perspective of a reasonable officer
    - 2) Based on the totality of facts known to the officer at the time that the force was applied
      - a) Examined through the eyes of an officer on scene at the time
      - b) No 20/20 hindsight
    - 3) Based on the facts and circumstances confronting the officer without regard to the underlying intent or motivation
    - 4) Based on the knowledge that the officer acted properly under established law at the time
    - 5) Must account for the fact that officers are often forced to make split-second judgments about the amount of force that is necessary in circumstances that are tense, uncertain, and rapidly evolving
  - b. Reasonable officer standard
    - 1) Would another officer with similar training and experience
    - 2) Facing similar circumstances
    - 3) Act the same way or use similar judgment
    - 4) Does not have to be the best decision, just a reasonable decision
  - c. Factors used to determine reasonableness

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<sup>2</sup> California Penal Code Section 835a

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- 1) The seriousness of the crime or suspected offense
    - a) The crime that the officer is responding to with force
    - b) Not necessarily the original crime
  - 2) The level of threat or resistance presented by the subject
  - 3) Whether the subject was posing an imminent threat to officers or a danger to the community
  - 4) The potential for injury to citizens, officers, or subjects
  - 5) The risk or apparent attempt by the subject to escape
  - 6) The conduct of the subject being confronted (as reasonably perceived by the officer at the time)
  - 7) The amount of time and any changing circumstances during which the officer had to determine the type and amount of force that appeared to be reasonable
  - 8) The availability of other resources
  - 9) The training and experience of the officers
  - 10) The proximity or access of weapons to the subject
  - 11) Officer vs subject factors
    - a) Age
    - b) Size
    - c) Relative strength
    - d) Skill level
    - e) Injury or exhaustion
    - f) Number of officers vs number of suspects
    - g) Environmental factors or other exigent circumstances
- d. The objective of a use of force is to ultimately gain or maintain control of an individual and the situation
5. 834(a)PC
- a. If a person has knowledge, or by the exercise of reasonable care, should have knowledge
  - b. That he is being arrested by a police officer
  - c. It is the duty of such a person to refrain from using force or any weapon to resist such an arrest
- B. Policies and legal issues - AB 392 Summary **PSP III.(j)**
1. Deadly force definition
    - a. Any use of force that creates a substantial risk of causing death or serious bodily injury
    - b. Including, but not limited to, the discharge of a firearm
  2. Imminent
    - a. A threat of death or serious bodily injury is considered imminent when
    - b. Based on the totality of the circumstances
    - c. A reasonable officer in the same situation would believe that a person has
      - 1) The present ability
      - 2) Opportunity
      - 3) And apparent intent
    - d. To immediately cause death or serious bodily injury
    - e. To the peace officer or another person
  3. Totality of the circumstances
    - a. All facts known to the officer at the time

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- b. Including the conduct of the officer and the subject leading up to the use of deadly force
- 4. Necessity of using deadly force
  - a. Peace officers may use deadly force only when necessary in defense of human life
  - b. Officers shall evaluate each situation in light of the particular circumstances of each case
  - c. Officers shall use other available resources and techniques if reasonably safe and feasible to an objectively reasonable officer
- 5. Justification for deadly force
  - a. A peace officer is justified in using deadly force upon another person only when
  - b. The officer reasonably believes
  - c. Based on the totality of the circumstances
  - d. That such force is necessary for either of the following reasons:
    - 1) To defend against an imminent threat of death or serious bodily injury to the officer or to another person
    - 2) To apprehend a fleeing person for any felony that threatened or resulted in death or serious bodily injury if the officer reasonably believes that the person will cause death or serious bodily injury to another unless immediately apprehended
- 6. Suicidal subjects
  - a. A peace officer shall not use deadly force against a person based on the danger that person poses to themselves
- 7. If an objectively reasonable officer would believe the person does not post an imminent threat of death or serious bodily injury to the peace officer or another person
- C. Tactical de-escalation techniques<sup>3</sup>
  - 1. Definition of tactical de-escalation
    - a. The use of techniques
    - b. To reduce the intensity of an encounter with a suspect
    - c. And enable an officer to have additional options
    - d. To gain voluntary compliance
    - e. Or mitigate the need to use a higher level of force
    - f. While maintaining control of the situation
  - 2. Elements of de-escalation
    - a. Planning
    - b. Assessment
    - c. Time
    - d. Redeployment and or containment
    - e. Other resources
    - f. Lines of communication
  - 3. De-escalation is not always a viable option
    - a. Tactical situations vary greatly
    - b. There is no single solution to resolving every incident
    - c. There are situations that cannot be de-escalated
    - d. The safety of all parties involved is of the highest priority

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<sup>3</sup> Use of Force Directive No. 16, Tactical De-escalation Techniques

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- D. Command and Control Review<sup>4</sup>
  - 1. Definition of Command and Control
    - a. Command and Control is the use of active leadership
    - b. To direct others
    - c. While using available resources to
    - d. Coordinate a response
    - e. Accomplish tasks
    - f. And minimize risk
  - 2. Command
    - a. Definition of Command
      - 1) Uses active leadership to
      - 2) Establish order
      - 3) Provide stability and structure
      - 4) Set objectives
      - 5) And create conditions under which the function of control can be achieved
      - 6) With minimal risk
    - b. Active Leadership
      - 1) Using clear, concise, and unambiguous communication
      - 2) To develop and implement a plan
      - 3) Direct personnel
      - 4) And manage resources
  - 3. Control
    - a. Definition of Control
      - 1) Implements the plan of action
      - 2) While continuously assessing the situation
      - 3) Making necessary adjustments
      - 4) Managing resources
      - 5) Managing the scope of the incident (containment)
      - 6) And evaluating whether existing Department protocols apply to the incident
    - b. Using Available Resources
      - 1) Identifying and managing those resources
      - 2) That are needed to plan and implement
      - 3) The desired course of action
    - c. Accomplishing Tasks
      - 1) Breaking down a plan of action
      - 2) Into smaller objectives
      - 3) And using personnel and resources
      - 4) To meet those objectives
    - d. Minimizing Risk
      - 1) Taking appropriate actions
      - 2) To minimize risk exposure
      - 3) To those impacted by the incident
      - 4) Including the community and first responders

**III. Stances and patterns of movement**

**(15 Min)**

**A. Stances**

**PSP III.(i)**

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<sup>4</sup> Training Bulletin, Command and Control

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1. Field interview stance
    - a. Key Points
      - 1) Always keep your primary side (gun side) leg back
      - 2) Knees slightly bent
      - 3) Feet slightly wider than shoulder width apart
      - 4) Support side heel aligned with primary side toes
      - 5) Keep your hands up just over your gun belt
    - b. Most common mistakes
      - 1) Feet bladed away
      - 2) Feet too narrow
      - 3) Hands down
    - c. Learning activity
      - 1) Instructor demonstration
      - 2) Student technical drilling
        - a) Start slow, step by step (6-8 reps)
        - b) Near full speed (6-8 reps)
        - c) Switch roles
      - 3) Instructors should conduct a visual assessment of each student **PSP III (b)**
        - a) Make one on one corrections when necessary
        - b) Continually ask students if they have questions
  2. Fighting stance
    - a. Key points
      - 1) Always keep your primary side (gun side) leg back
      - 2) Knees slightly bent
      - 3) Feet slightly wider than shoulder width apart
      - 4) Support side heel aligned with primary side toes
      - 5) Lower your center of gravity and widen your base
      - 6) Keep your rear heel off the ground and your chin tucked
    - b. Common mistakes
      - 1) Feet bladed away
      - 2) Feet too narrow
      - 3) Hands down
    - c. Learning activity **PSP III (b)**
      - 1) Instructor demonstration
      - 2) Student technical drilling
        - a) Start slow, step by step (6-8 reps)
        - b) Near full speed (6-8 reps)
        - c) Switch roles
      - 3) Instructors should conduct a visual assessment of each student
        - a) Make one on one corrections when necessary
        - b) Continually ask students if they have questions
- B. Patterns of movement **PSP III (i)****
1. Key points
    - a. The foot closest to the direction of movement must move first
    - b. Both feet move the same distance
    - c. Keep your weight on the balls of your feet
    - d. Keep your rear heel loaded
  2. Most common mistakes
    - a. Crossing your feet

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- b. Failing to maintain your base and balance
- 3. Learning activity **PSP III (b)**
  - a. Instructor demonstration
  - b. Student technical drilling
    - 1) Start slow, step by step (6-8 reps)
    - 2) Near full speed (6-8 reps)
    - 3) Switch roles
  - c. Instructors should conduct a visual assessment of each student
    - 1) Make one on one corrections when necessary
    - 2) Continually ask students if they have questions
- C. Stand up in base
  - 1. Key points
    - a. Post one foot on the ground, and bend the other leg
    - b. Post the opposite hand of the posted foot, close to your body
    - c. Use your posted hand and foot to elevate your hips
    - d. Swing your hips up and post your foot behind your hand
    - e. Make sure your knee lands outside of your posted hand
    - f. Always keep two points of contact with the ground
    - g. If possible, stand up with the primary/gun leg back
  - 2. Common mistakes
    - a. Foot lands inside of the posted hand
    - b. Lifting the posted hand off the ground prior to your foot landing
  - 3. Learning activity
    - a. Instructor demonstration
    - b. Student technical drilling
      - 1) Start slow, step by step (6-8 reps)
      - 2) Near full speed (6-8 reps)
      - 3) Switch roles
    - c. Instructors should conduct a visual assessment of each student
      - 1) Make one on one corrections when necessary
      - 2) Continually ask students if they have questions
- D. Verbalization and communication **PSP III (f)**
  - 1. Introduce yourself and open a conversation
  - 2. Explain your reason for the stop whenever it is safe to do so
  - 3. Ask for compliance and give clear directions
  - 4. Establish a rapport and ask investigative questions respectfully
  - 5. Listen to the answers and respond accordingly
  - 6. Some pedestrian stops necessitate firm commands rather conversation
    - a. Stop, Police.
    - b. Put your hands up.
    - c. Higher.
    - d. Lock out your elbows.
    - e. Spread your fingers.
    - f. Slowly, turn around.
    - g. Stop. (When the suspect is facing away from you.)
    - h. Spread your feet.
    - i. Wider.
    - j. Put your hands behind your back, palms together.
    - k. Interlace you fingers.



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- l. Point your toes outward.
- m. Don't move.
- n. Relax your fingers
- 7. Learning activity **PSP III (f)**
  - a. Instructor demonstration
  - b. Student technical drilling
    - 1) Start slow, step by step (6-8 reps)
    - 2) Near full speed (6-8 reps)
    - 3) Switch roles
  - c. Instructors should conduct a visual assessment of each student
    - 1) Make one on one corrections when necessary
    - 2) Continually ask students if they have questions

**IV. Takedown Techniques (120 Min)**

- A. Clinch control **PSP III (d), (h)**
  - 1. Used to stay inside a suspect's effective striking range
  - 2. Key points
    - a. Use your forearms to create a frame to protect your face
    - b. Lower your center of gravity
    - c. Step in towards the suspect using patterns of movement
    - d. Make contact with the suspect's chest with your forearms
    - e. Wrap your arms just above the suspect's hips and pull them in tight
    - f. Keep your head tight to the center of the suspect's chest
    - g. Keep your hips close to the suspect's hips
    - h. Angle off at approximately 45\*
    - i. One arm wraps, your other arm grabs your own wrist with a thumbless grip
    - j. Keep your gun side back if possible
  - 3. Common mistakes
    - a. Ineffective forearm frame
    - b. Hips too far from suspect's hips
    - c. Poor balance/no base
  - 4. Learning activity
    - a. Instructor demonstration
    - b. Student technical drilling
      - 1) Start slow, step by step (6-8 reps)
      - 2) Near full speed (6-8 reps)
      - 3) Switch roles
    - c. Instructors should conduct a visual assessment of each student
      - 1) Make one on one corrections when necessary
      - 2) Continually ask students if they have questions
- B. Body Fold Takedown **PSP III (d),(h)**
  - 1. Key points
    - a. Time the takedown with the suspect's punch
    - b. Bend at the knees and lower your center of gravity
    - c. Pull the suspect's hips in
    - d. Drive your shoulder into the suspect to take away their base
    - e. Take a big step with the outside leg to control the descent
    - f. Finish in the mount

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2. Common mistakes
    - a. Poor timing
    - b. Failure to control the descent
    - c. Ineffective hip control
  3. Learning activity
    - a. Instructor demonstration
    - b. Student technical drilling
      - 1) Start slow, step by step (6-8 reps)
      - 2) Near full speed (6-8 reps)
      - 3) Switch roles
    - c. Instructors should conduct a visual assessment of each student
      - 1) Make one on one corrections when necessary
      - 2) Continually ask students if they have questions
- C. Rear clinch **PSP III (h)**
1. Can be used from a failed rear arm finger flex
  2. Key points
    - a. Look up and maintain head pressure
    - b. Shuffle behind the suspect and establish an “s” grip around the suspect’s hips
    - c. Maintain shoulder pressure in the suspect’s back
    - d. Keep your hips away from the suspect’s hips
    - e. Keep a wide, solid base, offset slightly to one side
    - f. Keep your head tight, looking to the inside
  3. Common mistakes
    - a. Hips too close to the suspects hips
    - b. Weak base
  4. Learning activity
    - a. Instructor demonstration
    - b. Student technical drilling
      - 1) Start slow, step by step (6-8 reps)
      - 2) Near full speed (6-8 reps)
      - 3) Switch roles
    - c. Instructors should conduct a visual assessment of each student
      - 1) Make one on one corrections when necessary
      - 2) Continually ask students if they have questions
- D. Rear double leg takedown **PSP III (d), (h)**
1. Key points
    - a. Both hands wrap the knees from behind
    - b. Drive your shoulder into the suspect, just below their hips
    - c. Continue to pull at the knees and drive the suspect to the ground
    - d. Immediately transition to controlling the suspect on the ground
  2. Common mistakes
    - a. Falling down with the suspect
    - b. Failing to maintain pressure after the takedown
  3. Learning activity
    - a. Instructor demonstration
    - b. Student technical drilling
      - 1) Start slow, step by step (6-8 reps)
      - 2) Near full speed (6-8 reps)
      - 3) Switch roles

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- c. Instructors should conduct a visual assessment of each student
  - 1) Make one on one corrections when necessary
  - 2) Continually ask students if they have questions
- E. Team takedown
  - 1. Key points
    - a. Contact officer engages the suspect verbally
    - b. Contact officer makes first contact
    - c. Control the head with one hand
    - d. Use your other hand as a hook on the suspect's bicep for punch protection
    - e. Cover officer executes a rear double leg takedown
    - f. Cover officer immediately controls the legs
    - g. Contact officer establishes back control
    - h. Communicate with each other throughout
    - i. Additional officers should assist with controlling the suspect's arms
  - 2. Common mistakes
    - a. Poor punch protection upon initial contact
    - b. Not following the suspect down and maintaining control immediately
    - c. Not communicating with your partner
  - 3. Handcuffing and hobble **PSP III (e)**
    - a. May be completed by the officer controlling the upper body or by additional officers arriving on scene
    - b. Suspects should be handcuffed behind the back unless exigent circumstances exist
    - c. Officers should lateral head displacement or other control holds to place the suspect's hands behind their back
    - d. Obtain a twist lock for control using a cross-grab
    - e. Place the first handcuff on pinky side first
    - f. Shake the hand and place the second handcuff on
    - g. If necessary, secure the suspect's legs with a hobble restraint device
    - h. Place the suspect into a sitting when practicable
    - i. Request an RA if there is a medical emergency **PSP III (k)**
  - 4. Prone pat down search **PSP III (c)**
    - a. Straddle the suspect's waist
    - b. Cross grip hook at the suspect's elbow and pull them slightly onto their side, exposing their chest/stomach area
    - c. Search the right half of the torso first, ensuring to search everything thoroughly
    - d. Switch sides and search the left side in the same manner
    - e. Step back to the suspects feet and place one foot on the top of the suspect's foot for control and to prevent being kicked during the search
    - f. Search the right leg first, using a fingertip to fingertip and thumb to thumb method
    - g. Switch sides and search the left leg in the same manner
  - 5. Learning activity **PSP III (d), (b)**
    - a. Instructor demonstration
    - b. Student technical drilling
      - 1) Start slow, step by step (6-8 reps)
      - 2) Near full speed (6-8 reps)
      - 3) Switch roles
    - c. Instructors should conduct a visual assessment of each student
      - 1) Make one on one corrections when necessary

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2) Continually ask students if they have questions

**V. Ground Control Techniques**

**(180 Min)**

**A. Mount Control**

1. Key points
  - a. Keep your hips heavy
  - b. Use your back leg as an anchor hooking the suspect's thigh
  - c. Base your front knee out wide but keep your foot close to the suspect's buttocks
  - d. Your legs switch first when changing directions
  - e. One arm under the head, one arm out as a kickstand
  - f. Utilize the low swim for arm wrap prevention
  - g. Utilize the high swim if the suspect bench presses you
2. Common mistakes
  - a. Weak torso alignment
  - b. Keeping your knees on the ground and hips light
  - c. Hands switching before legs
  - d. High swim with both hands at once

**B. Side Control**

1. Key points
  - a. Control under the suspect's head with the closest arm
  - b. Underhook the suspect's far arm
  - c. Lock hands with a thumbless palm to palm grip
  - d. Use the underhooked hand as base point (kickstand) when necessary
  - e. Keep your hips low and legs wide for base
  - f. Stay perpendicular to the suspect, chest to chest
  - g. Primary side back if possible
  - h. Switch your hips to the cross chest position for weapon retention
  - i. Use shoulder pressure, kickstand, and knee drive to transition to the mount
2. Common mistakes
  - a. Slow front hand base – arm gets trapped
  - b. Too much space – hips too high
3. Learning activity
  - a. Instructor demonstration
  - b. Student technical drilling
    - 1) Start slow, step by step (6-8 reps)
    - 2) Near full speed (6-8 reps)
    - 3) Switch roles
  - c. Instructors should conduct a visual assessment of each student
    - 1) Make one on one corrections when necessary
    - 2) Continually ask students if they have questions

**C. Knee on belly control**

1. Key points
  - a. Push off the suspect's chest and slide your shin across the stomach
  - b. Keep your foot hooked near the suspect's hip
  - c. Post your other leg straight out, one arm length from suspect's shoulder
  - d. Keep your knee open, not pointed down
  - e. Use your hands to base out or connect to the suspect for control

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- f. Use the suspect's stomach as a pivot point
  - g. Use your hands to help maintain control
  - h. Absorb the push off/bench press
  - i. Keep your hands posted and feet hidden during side to side transition
  - 2. Common mistakes
    - a. Weak base points
    - b. Too rigid
    - c. Improper top foot positioning
  - 3. Learning activity
    - a. Instructor demonstration
    - b. Student technical drilling
      - 1) Start slow, step by step (6-8 reps)
      - 2) Near full speed (6-8 reps)
      - 3) Switch roles
    - c. Instructors should conduct a visual assessment of each student
      - 1) Make one on one corrections when necessary
      - 2) Continually ask students if they have questions
- PSP III (b)**
- D. Take the back from mount
- 1. Key points
    - a. Effective modified mount transition
    - b. Post your foot in the direction the suspect is rolling
    - c. Slide your back knee up high behind the suspect's head
    - d. Allow the suspect to roll
    - e. Keep your hands wide for base
    - f. Immediately insert the back hook as soon as the space is created
    - g. The hook goes in and then straight to the ground
    - h. Keep your hands and toes on the ground and shift your weight back
    - i. Wrap one arm over the suspect's shoulder
    - j. The other arm goes under the suspect's armpit
    - k. Use a thumbless grip on your own wrist
    - l. Remount if your back control is compromised
  - 2. Common mistakes
    - a. Too slow modifying the mount
    - b. Poor base during roll
    - c. Too far forward on the back
    - d. Slow back hook entry
  - 3. Learning activity
    - a. Instructor demonstration
    - b. Student technical drilling
      - 1) Start slow, step by step (6-8 reps)
      - 2) Near full speed (6-8 reps)
      - 3) Switch roles
    - c. Instructors should conduct a visual assessment of each student
      - 1) Make one on one corrections when necessary
      - 2) Continually ask students if they have questions
- E. Lateral head displacement
- 1. Key points
    - a. Slide one knee up, trapping the shoulder
    - b. Place your forearm to the ground opposite of the trapped side

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- c. Put your palm flat on the ground
  - d. Keep your triceps tight to the suspect's neck
  - e. Elevate the suspect's head by pushing with your triceps
  - f. Maintain a 90\* bend in your arm
  - g. Grab the suspect's wrist and roll your knuckles to the ground
  - h. Keep your arm straight like a pry bar
  - i. Post your opposite hand out at an angle for base
  - j. Use the suspect's shoulder as a fulcrum to leverage the arm out
  - k. You may use your baton as the pry bar instead of your arm if necessary
2. Common mistakes
- a. Failure to block the shoulder
  - b. Bending your arm
  - c. Using strength not leverage
3. Learning activity **PSP III (b)**
- a. Instructor demonstration
  - b. Student technical drilling
    - 1) Start slow, step by step (6-8 reps)
    - 2) Near full speed (6-8 reps)
    - 3) Switch roles
  - c. Instructors should conduct a visual assessment of each student
    - 1) Make one on one corrections when necessary
    - 2) Continually ask students if they have questions
- F. Twisting arm cuffing
1. Key points
- a. Both hands grab one arm
  - b. Double overhand c grips at the wrist
  - c. Pull the arm across your body
  - d. Simultaneously post the foot in the direction of the roll
  - e. Keep the arm bent at a 90\* angle
  - f. Push behind the elbow
  - g. Walk your foot out, removing your leg from beneath the suspect's arm
  - h. Use push/pull leverage to roll the suspect into the handcuffing position
  - i. The twisting arm cuffing technique can also be applied from key lock finish and knee on belly control
2. Common mistakes
- a. Allowing the arm to straighten
  - b. Ineffective wrist control
  - c. Ineffective push/pull movement of the suspect's arm
3. Learning activity
- a. Instructor demonstration
  - b. Student technical drilling
    - 1) Start slow, step by step (6-8 reps)
    - 2) Near full speed (6-8 reps)
    - 3) Switch roles
  - c. Instructors should conduct a visual assessment of each student
    - 1) Make one on one corrections when necessary
    - 2) Continually ask students if they have questions
- G. Arm crossface control
1. Key points

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- a. Shove the suspect's arm across with wrist and elbow control
  - b. Use bodyweight and chest pressure to keep the arm trapped
  - c. Establish wrist control with the hand under the head
  - d. Sit up into the modified mount position
  - e. Back knee slides up behind the suspect's head
  - f. Post your front foot with your toes pointing in the direction of the roll
  - g. Keep your heel tight to the suspect's ribcage
  - h. Pull at the wrist and push at the elbow
  - i. Push/pull to roll suspect over
  - j. Verbalize
2. Common mistakes
- a. Failing to use good chest pressure to keep the suspect's arm trapped
  - b. Posting the wrong foot in the modified mount position
3. Handcuffing from back control **PSP III (e)**
- a. Key points
    - 1) Cross grab the suspect's wrist
    - 2) Apply a twist lock
    - 3) Place the first handcuff on pinky side first
    - 4) Shake the suspect's second hand
    - 5) Place the second handcuff on
  - b. Common mistakes
    - 1) Using the same hand to grab the wrist
    - 2) Attempting to handcuff prior to gaining compliance
4. Learning activity
- a. Instructor demonstration
  - b. Student technical drilling
    - 1) Start slow, step by step (6-8 reps)
    - 2) Near full speed (6-8 reps)
    - 3) Switch roles
  - c. Instructors should conduct a visual assessment of each student
    - 1) Make one on one corrections when necessary
    - 2) Continually ask students if they have questions

**VI. Ground escapes**

**(60 Min)**

- A. Trap and roll escape from the punch
1. Key points
    - a. Obtain a body lock
    - b. One arm wraps around the suspect's midsection
    - c. One arm grabs an overhand thumbless grip on your own wrist
    - d. Keep your head tight to the suspect's chest and do not allow any space
    - e. Post your feet and bridge your hips to break suspect down
    - f. One hand at a time slides up to the suspect's shoulders
    - g. Slide the suspect's hips over your hips, moving yourself under the suspect
    - h. Trap an arm with an overhook
    - i. Prevent the suspect from basing their hand out to stop the roll
    - j. Trap the same side leg and open your knee in the direction of the roll
    - k. Keep your foot as possible to prevent escape
    - l. Bridge and roll up at an angle to the trapped side

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2. Common mistakes
    - a. Ineffective bridge
    - b. Not turning your head in the direction of the roll
    - c. Beginning the bridge with your feet too far from your body
    - d. Failing to trap an arm and leg on the same side
    - e. Rolling straight to the side
  3. Learning activity
    - a. Instructor demonstration
    - b. Student technical drilling
      - 1) Start slow, step by step (6-8 reps)
      - 2) Near full speed (6-8 reps)
      - 3) Switch roles
    - c. Instructors should conduct a visual assessment of each student
      - 1) Make one on one corrections when necessary
      - 2) Continually ask students if they have questions
- B. Stand up in base – open guard
1. Key points
    - a. Push down on the suspect's midsection/hips with both hands
    - b. Stand up in base
    - c. Stand up with your primary side leg back
  2. Common mistakes
    - a. Weak base
    - b. Primary side leg forward
  3. Learning activity
    - a. Instructor demonstration
    - b. Student technical drilling
      - 1) Start slow, step by step (6-8 reps)
      - 2) Near full speed (6-8 reps)
      - 3) Switch roles
    - c. Instructors should conduct a visual assessment of each student
      - 1) Make one on one corrections when necessary
      - 2) Continually ask students if they have questions
- C. Shrimp escape
1. Block variation
    - a. Key points
      - 1) Immediately face the suspect
      - 2) Block the suspect's torso at the hip and shoulder
      - 3) Use your hands to pull as if you are slamming a window sideways
      - 4) Shoot both of your legs together towards the suspect
      - 5) Wedge your bottom leg across the suspect's waistband
      - 6) "Bite" the suspect's back with the heel of your top foot
      - 7) Hook over the suspect's triceps to block punches
      - 8) Grab the back of the suspect's head to control posture
      - 9) Extend your head away from the suspect's head
      - 10) Post the wedged foot on the ground between the suspect's knees
      - 11) Shrimp out towards the trapped foot to free that leg
      - 12) Pull the suspect into stage 1 control of the punch block series
    - b. Common mistakes
      - 1) Staying flat instead of being on your side, facing the suspect



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- 2) Not shooting both legs together
- 3) Poor punch protection
- 4) Shrimping the wrong direction to free the trapped foot
- c. Learning activity
  - 1) Instructor demonstration
  - 2) Student technical drilling
    - a) Start slow, step by step (6-8 reps)
    - b) Near full speed (6-8 reps)
    - c) Switch roles
  - 3) Instructors should conduct a visual assessment of each student
    - a) Make one on one corrections when necessary
    - b) Continually ask students if they have questions
2. Shrimp variation
  - a. Key points
    - 1) Use your forearms to frame at the hip and blade across the neck
    - 2) Turn on your side, facing the suspect
    - 3) Bump and bridge if necessary to create space
    - 4) Shrimp your hips out to create space
    - 5) Shoot both of your legs together towards the suspect
    - 6) Wedge your bottom leg across the suspect's waistband
    - 7) "Bite" the suspect's back with the heel of your top foot
    - 8) Hook over the suspect's triceps to block punches
    - 9) Grab the back of the suspect's head to control posture
    - 10) Extend your head away from the suspect's head
    - 11) Post the wedged foot on the ground between the suspect's knees
    - 12) Shrimp out towards the trapped foot to free that leg
    - 13) Pull the suspect into stage 1 control of the punch block series
  - b. Common mistakes
    - 1) Staying flat instead of being on your side, facing the suspect
    - 2) Not shooting both legs together
    - 3) Poor punch protection
    - 4) Shrimping the wrong direction to free the trapped foot
  - c. Learning activity
    - 1) Instructor demonstration
    - 2) Student technical drilling
      - a) Start slow, step by step (6-8 reps)
      - b) Near full speed (6-8 reps)
      - c) Switch roles
    - 3) Instructors should conduct a visual assessment of each student
      - a) Make one on one corrections when necessary
      - b) Continually ask students if they have questions
- D. Guard setup
  1. Key points
    - a. Squeeze knees together and extend your guard
    - b. Push the suspect's head away with both hands
    - c. Break your guard and post a foot on the ground
    - d. Shrimp your hips out away from the suspect's head
    - e. Place your bottom foot on the suspect's hip
    - f. Align your head with the suspect's head

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- g. Post the other foot on the ground close to your body
- h. Rock up on your forearm and then your hand for base
- i. Stand up in base
- 2. Common mistakes
  - a. Failing to effectively control the suspect's head
  - b. Poor shrimp, not getting your hips out
  - c. No base/balance when standing up
- 3. Learning activity
  - a. Instructor demonstration
  - b. Student technical drilling
    - 1) Start slow, step by step (6-8 reps)
    - 2) Near full speed (6-8 reps)
    - 3) Switch roles
  - c. Instructors should conduct a visual assessment of each student
    - 1) Make one on one corrections when necessary
    - 2) Continually ask students if they have questions

**VII. Rear choke defense**

**(60 Min)**

**A. Frame Escape**

- 1. Key points
  - a. Immediately tuck your chin
  - b. Control the arm around the neck with both hands
  - c. Grab the suspect's wrist with no thumb and pull down
  - d. With your other hand, push down on the suspect's hand
  - e. Insert your hand as a frame on the same side as the suspect's choking arm
  - f. Walk the framing hand to the back of your head
  - g. Drive your shoulder blades to the ground
  - h. Control the wrist once the arm is off your neck
  - i. Turn into the suspect's guard
- 2. Common mistakes
  - a. Failure to control the wrist after the frame escape
  - b. Not immediately controlling the choking arm
- 3. Learning activity
  - a. Instructor demonstration
  - b. Student technical drilling
    - 1) Start slow, step by step (6-8 reps)
    - 2) Near full speed (6-8 reps)
    - 3) Switch roles
  - c. Instructors should conduct a visual assessment of each student
    - 1) Make one on one corrections when necessary
    - 2) Continually ask students if they have questions

**B. Emergency Escape**

- 1. Key points
  - a. Immediately tuck your chin
  - b. Reach back with both hands and grab the top hand
  - c. Pull the top arm over your head
  - d. Control the arm around the neck with both hands
  - e. Grab the suspect's wrist with no thumb and pull down

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- f. With your other hand, push down on the suspect's hand
  - g. Insert your hand as a frame on the same side as the suspect's choking arm
  - h. Walk the framing hand to the back of your head
  - i. Drive your shoulder blades to the ground
  - j. Control the wrist once the arm is off your neck
  - k. Turn into the suspect's guard
2. Common mistakes
- a. Failure to control the wrist after the frame escape
  - b. Not immediately controlling the choking arm
3. Learning activity
- a. Instructor demonstration
  - b. Student technical drilling
    - 1) Start slow, step by step (6-8 reps)
    - 2) Near full speed (6-8 reps)
    - 3) Switch roles
  - c. Instructors should conduct a visual assessment of each student
    - 1) Make one on one corrections when necessary
    - 2) Continually ask students if they have questions

**VIII. Weapon retention on the ground**

**(60 Min)  
PSP III (m)**

- A. Figure 4 weapon retention
- 1. Key points
    - a. Grab the suspect's wrist with your primary hand
    - b. Ride up with the suspect and post your elbow/forearm on the ground
    - c. Keep your primary arm at a 90\* angle
    - d. Slightly shrimp your hips out towards the support side
    - e. Reach high over the shoulder and under the suspect's armpit
    - f. Secure your own wrist and scoot your hips back in
    - g. Drive your shoulders to the ground
    - h. Maintain a 90\* bend in suspect's arm
    - i. Bite the back with your top leg
    - j. Hip/shoulder walk until you are perpendicular to the suspect
    - k. Pinch your support side elbow tight to your ribcage
    - l. Drive the wrist the direction of the suspect's head
    - m. The figure 4 can also be applied from the mount or side control
  - 2. Common mistakes
    - a. Allowing the suspect's arm to straighten
    - b. Staying parallel to the suspect
    - c. Failing to trap the suspect's leg or bite the back with the top leg
  - 3. Learning activity
    - a. Instructor demonstration
    - b. Student technical drilling
      - 1) Start slow, step by step (6-8 reps)
      - 2) Near full speed (6-8 reps)
      - 3) Switch roles
    - c. Instructors should conduct a visual assessment of each student
      - 1) Make one on one corrections when necessary
      - 2) Continually ask students if they have questions

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**B. Safe draw**

1. Key points
  - a. Uncross your legs and create an angle towards your gun side
  - b. Use your primary arm to get a deep underhook on the suspect's arm
  - c. Bring your head to the underhooking hand
  - d. Grab the back of your head
  - e. Leverage the arm off of your gun by straightening your body
  - f. Align your head with the suspect's head
  - g. Scoot onto your side, facing the suspect
  - h. Push the suspect's head with the underhooked hand
  - i. Cap the elbow with the support side hand
  - j. Double cap at the elbow with both hands and apply pressure down
  - k. Draw your weapon and use deadly force if necessary
2. Common mistakes
  - a. Not breaking the guard and creating an angle for leverage
  - b. Leaving too much room for the suspect's arm to escape
  - c. Using strength instead of leverage to pry the suspect's hand off the gun
3. Learning activity
  - a. Instructor demonstration
  - b. Student technical drilling
    - 1) Start slow, step by step (6-8 reps)
    - 2) Near full speed (6-8 reps)
    - 3) Switch roles
  - c. Instructors should conduct a visual assessment of each student
    - 1) Make one on one corrections when necessary
    - 2) Continually ask students if they have questions

**IX. Critiques and certificates**

**(15 minutes)**

**A. Critiques**

1. Pass out the class critiques
2. Give the students ample time to thoroughly complete the critiques, with comments
3. Collect all of the critiques for later review

**B. Certificates**

1. Call each student's name and hand out the certificates
2. Salutations