

LOS ANGELES POLICE DEPARTMENT
Arrest & Control Update Course
1850-21025
Expanded Course Outline

Instructional Goal: To provide students an opportunity to develop the training skills necessary to perform basic joint locks, walk-downs, and takedowns. This course provides updated content of Penal Code Section 835a.

Performance Objectives: Using lecture, learning activities, and group discussion, the student will:

- Understand the philosophy and concepts of the techniques
- Understand that the techniques are used for controlling, directing or arresting individuals
- Be able to satisfactorily perform each technique

This Course provides current Penal Code Section 835a Content

I. INTRODUCTION TO ARREST AND CONTROL UPDATE

A. Arrest and Control Update

1. Introduction of instructor(s)
 - a. Name, assignment
 - b. Experience
2. Overview of training objectives
 - a. Arrest and control techniques
 - b. Joint locks
 - c. Pugilistics
 - d. Takedowns, ground control, weapon retention
3. Use of Force Review
 - a. De-escalation Directive¹
 - b. Use of Force Policy²
 - c. Command and Control³

B. *LECTURETTE:* Arrest and Control Techniques

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 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

¹ Directive No. 16 Tactical De-Escalation Techniques

² Department Manual 1/556.10, Policy on Use of Force

³ Training Bulletin Volume XLVII, Command and Control

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- 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
- 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 risks can be mitigated by placing the suspect into a seated position once they have been restrained. 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)

C. *GROUP DISCUSSION: Defensive Tactics Skills*

Purpose: To provide the students with an overview of the concepts that will be covered during the course

Procedure: Large group activity

1. Mindset

- a. Officers must maintain a "will to survive"

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- 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. This is on the checklist but it's not addressed in the lesson plan
2. Physical fitness
- a. Officers must maintain a high level of physical fitness
 - 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
3. Use of force policy⁴ **(117e)** **(PSP 3 g,j)**
- a. ASK: What is an example of uncooperative?
Expected responses:
 - Any persons who refuse to comply with officers commands, but has not reached a level of aggressive and/ or combative
 - b. ASK: What is an example of combative and/or aggressive?
Expected responses:
 - 1) Any persons who refuses to comply with officers commands and has also displayed intent of causing physical harm to officers or civilians
 - 2) Suspect taking a fighting stance
 - 3) Suspect physically attacking officer or civilian
 - c. ASK: What is an example of serious bodily injury?
Expected responses:
 - 1) Head trauma, concussion, loss of consciousness
 - 2) Serious disfigurement, human bites, bone breakage
 - 3) Blunt trauma via weapon, multiple suspect attacks on officers or civilians
 - d. Review Department policy and procedures for reporting a use of force
 - e. 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
- 4.835(a)PC – authority to use force⁵ **PSP III (j)**
- f. 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
 - g. LAPD policy includes that officers may use reasonable force to:
 - 1) Defend yourself
 - 2) Defend others

⁴ Department Manual 1/556.10, Policy on Use of Force

⁵ California Penal Code Section 835a

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- h. 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
- 5. *Graham v. Connor* (Supreme Court, 1989) **PSP III (j)**
 - i. 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
 - j. 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
 - k. Factors used to determine reasonableness
 - 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

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- I. The objective of a use of force is to ultimately gain or maintain control of an individual and the situation

D. *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)**
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

II. INTRODUCTION TO JOINT LOCKS

A. *GROUP DISCUSSION*: Introduction to Joint Locks

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

Procedure: Large group activity

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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:
 - 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 5 to 1
 - 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

III. INTRODUCTION TO PUGILISTICS

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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 distraction 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

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 5 to 1
 - 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

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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; Distraction Strikes

Purpose: To provide students with an overview of distraction 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

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 5 to 1
 - 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 distraction strike power must be generated from the hips and from proper use of bodyweight
 - b. Defensive blocking is as equally important as distraction 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 5 to 1
 - 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

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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

IV. 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

- 2 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

1. 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
2. Reasons why the techniques and concepts are taught in a specific order
 - Each technique has a similar foundation and therefore, must be learned by the student first in order to grasp the concept of all techniques
3. 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

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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 5 to 1
 - 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 3f)**
 - 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