

LOS ANGELES POLICE DEPARTMENT
ARREST/CNTRL TEC INSTR #2
1850-20885
Expanded Course Outline

COURSE GOAL: To teach instructors how to teach the Arrest and Control Techniques learned in the prerequisite course, ARREST/CNTRL TEC INSTR #1 (1850-20875). Completing both courses serves to meet the CA POST Regulation 1070 certification to instruct Arrest and Control topics in CA POST certified courses.

COURSE OBJECTIVES: Students will demonstrate a minimum standard of presentation skills using the Arrest and Control teaching formula, command of adult learning concepts, and performance evaluation techniques, while teaching the techniques from Arrest and Control Instructor Part 1.

1. Students will be assessed and must demonstrate a minimum standard of knowledge and skill in the following minimum content requirements per CA POST Regulation 1082 (Minimum Content Requirements for Instructor Courses):
 - a. Body physics and dynamics
 - b. Control techniques
 - c. Handcuffing
 - d. Injury prevention
 - e. Prisoner restraint
 - f. Searches
 - g. Use of force
 - h. Weaponless defense
 - i. Weapon retention/takeaway
 - j. Adult learning concepts
 - k. Legal issues
 - l. Performance evaluation techniques
 - m. Safety protocols
 - n. Students will conduct a written, oral, and/or demonstration assessment in each topic area

Minimum standards of performance shall be tested by an instructor observing the trainee during their teach backs. If the trainee does not meet minimum standards, as established by the presenter, remediation will be provided until the standard is met.

DAY 1

I. INSTRUCTOR DEVELOPMENT (4 hrs)

- A. Safety protocols
 1. Conduct safety brief per current course Safety Policy¹
 2. Absolutely no weapons of any kind and no ammo on the mat at any time
 3. First aid resources
 - a. First aid/trauma kits
 - b. AED at facility presenting course
 - c. Medical facilities locations listed in Safety Plan
 4. Injury Notifications
 5. Recovery/first aid (as applicable)

¹ CA POST EDI, ARSTCTL(PSP), 1850-29503, Safety Policy

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6. Infectious disease protocol(s)
 7. Environmental/training area awareness during training
 8. Evacuation
 9. Injury prevention
 10. Warm up and cool down as appropriate
- B. Arrest and Control technique presentation formula
1. Introduction
 - a. Set the stage
 - 1) Getting to the position
 - 2) Include any necessary background info, scenario example, etc.
 - b. Show the dangers of not knowing ARCON techniques
 - 1) Tell the students what the suspect is doing and show them why it is a problem
 - 2) Become the suspect for one demonstration to show what a bad guy might do
 - 3) Explain why the officer must know how to defend the attack
 - 4) This is where you entice your students to the technique
 - 5) Similar to giving the “what’s in it for me”
 - c. Foreshadow each of the variations that will you will be teaching
 - 1) This removes “what if” questions from your students’ minds
 - 2) Allows them to mentally focus on the first technique, knowing that you will cover other variations later
 2. Technical demonstrations
 - a. Dynamic demo
 - 1) Perform the technique all the way through
 - 2) Do not talk during this demo
 - 3) Should be a near full speed demo
 - b. Breakdown demonstrations
 - 1) Break down the key points of the technique slowly
 - 2) Use multiple demonstrations, more is better
 - a) Minimum of 3 breakdown demos addressing what, how and why
 - b) When in doubt, do another demo
 - 3) Use layering techniques so that the student retains more information
 - a) Give a few brief details with each demo
 - b) Add an extra detail each demo
 - c. Demonstrate the bad guy behavior
 - 1) Every technique is dependent on a specific suspect behavior
 - 2) Students need to be taught how to act like good “bad guys”
 - 3) Become the bad guy and walk through the technique slowly
 - 4) Point out what the bad guy is expected to do
 - 5) This is a good time to highlight safety considerations
 - d. Demonstrate the technique alone
 - 1) Sometimes your partner can block the view of key points in the technique

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- 2) Allows the students a better view, and another opportunity to see the technique from a new angle
 3. Safety considerations
 - a. If you did not address all of the safety considerations during the bad guy demo, do so now, before sending the students out to practice
 - b. If you forget to reiterate any safety tips, stop the students practicing and highlight them at any time
 4. Class setup instructions and expectations
 - a. Tell the class how to set up and what is expected of them before sending them out to practice
 - b. Some options for classroom setup
 - 1) Everyone facing the same direction and following the instructor step by step as they walk them through the technique
 - 2) By the numbers
 - a) Pre-assign a number to each step of the technique
 - b) Call out "1!" "2!"... and so on, and the students perform the steps as you call them out
 - 3) Practice for time
 - a) Tell the students to switch off doing reps for a specified amount of time
 - b) For example: "You do a rep, then switch and your partner will do a rep. Switch back and forth and do as many reps as you can in 5 minutes."
 5. Final reminders
 - a. Set the tone for a safe training environment
 - b. Remind the students to go slow and work safely together
 6. Send the students out to practice
 - a. Monitor the students' progress and answer any questions they may have
 - b. Encourage them to ask for help, and to help each other when appropriate
- C. Performance evaluation techniques
1. Positive feedback
 - a. Build credit with your students by identifying what they are doing well
 - b. Ensure that instructors are moving to different areas of the room, interacting with every student
 - c. Identify at least 3 things that a student is doing well before correcting errors
 2. Error correction techniques
 - a. Positive reinforcement
 - b. Physically engage with the student and move them into the correct position
 - c. If necessary, do one rep with the student
 - d. Identify the differences in correct technique and the error that the student is making
 - e. Have them practice with an instructor as their partner to ensure the correction was understood

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3. Presentation skills
 - a. Always treat your students and your assistants with respect
 - b. Listen to their questions and remember what it was like when you were learning these techniques
 - c. Create a safe training environment by constantly telling the students to slow down and focus on the technique
 - d. Encourage students to help each other, and to raise their hand to ask a question at any time
 - e. Repeat the safety tips during students'II. SMALL practice

DAY 1 / DAY2

II. SMALL GROUP TEACH BACKS (12 hrs)

- A. Class setup
 1. Break the class into 6-10 students per group
 2. Assign one instructor to each group
- B. Teach back expectations
 1. Follow the arrest and control teaching formula
 2. Teach one technique
 3. Have students practice 2 reps each
 4. Bring them back in for questions
- C. Teach back critiques
 1. Start with the positive – what did the student/instructor do well
 2. Ask what the student/instructor could have done better
 3. Attempt to get the students to do the critique themselves
 4. Fill any gaps that they missed, positive or negative
- D. Rotate
 1. The next student/instructor will present
 2. Once all students have done one teach back, assign another round of techniques
 3. Depending on how much time is available, the leader of the group may choose to skip the student's reps and/or the critiques

DAY 3 / DAY4

III. LARGE GROUP TEACH BACKS (16 hrs)

- A. Teach back expectations
 1. Follow the arrest and control teaching formula
 2. Teach one technique
 3. Have students practice 2 reps each
 4. Bring them back in for questions
- B. Teach back critiques

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1. Start with the positive – what did the student/instructor do well
2. Ask what the student/instructor could have done better
3. Attempt to get the students to do the critique themselves
4. Fill any gaps that they missed, positive or negative

C. Rotate

1. The next student/instructor will present
2. Once all students have done one teach back begin test preparation

DAY 5

IV. TESTING (7 hrs)

A. Setup

1. Each student will be assigned one technique to teach back to the whole class
2. Ensure that each student has their test sheet with them

B. Running the test

1. Score the student on the grading sheet
2. Write any specific notes to the student
3. Give them their test sheet back to review upon completion

C. Grading criteria

1. Introduction
2. Technical demonstrations
3. Class setup
4. Safety reminders
5. Presentation skills
6. Performance evaluation techniques
7. To pass the test the student must receive a “pass” for each section of every technique
 - a. Remember that the students are being graded primarily for their teaching ability
 - b. Proper technique is also paramount, but alone is not enough to pass the test
 - c. Each student must demonstrate proficiency in teaching each of their three assigned techniques

V. COURSE EVALUATIONS AND CERTIFICATES (60 min)

A. Instructor evaluations

1. Pass out the instructor/course evaluations
2. Give the students ample time to thoroughly complete the evaluation, with comments
3. Collect all of the evaluations for later review

B. Certificates

1. Call each student’s name and hand out the certificates

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2. Salutations