

Field Operations Training Unit (FOTU) Material

- **Arrest and Control/Drivers Training**

LOS ANGELES COUNTY SHERIFF DEPARTMENT

CONTINUED PROFESSIONAL TRAINING

POST PERISHABLE SKILLS PROGRAM

ARREST & CONTROL/DRIVER TRAINING (PSP) - 1820-29515

III - ARREST AND CONTROL

I. REGISTRATION AND ORIENTATION

III(a,b)

- A. Introduction, Registration and Orientation
- B. Safety Orientation
- C. Course Objectives/Overview, Exercises, Evaluation/Testing

II. USE OF FORCE POLICIES AND LEGAL ISSUES

III(g,,j)

- A. LASD Use of Force Policy
 - 1. Review Department Policy and advise of any changes
 - 2. Review Situational Use of Force Options Chart
- B. Case Law Update, report documentation and policy
 - 1. Graham v Connor
 - 2. Tennessee v Garner
 - 3. Terry v Ohio
 - 4. Forrester v San Diego

5. Long Beach v Long Beach POA

C. Local Policies

III. BODY PHYSICS AND DYNAMICS/SUSPECT REACTION TO FORCE

III(h)

- A. Suspect attacks officer
- B. Locking resistance (protesters, rioters)
- C. Going limp (should not use term passive resistive)
- D. Resisting with apparatus (chaining to objects, using large arm pipes)
- E. Use of pain compliance/pressure points/distraction techniques
- F. Mental conditioning for arrest control-Color-coding
 - 1. White = relaxed frame of mind (complacent and dangerous)
 - 2. Yellow = general awareness, minimum level of awareness in uniform
 - 3. Orange = specific awareness (clues, reactions, senses, possible red flags)
 - 1. Checklist of six used on initial approach with subject
 - 1. Hands
 - 2. Cover
 - 3. Weapons/bulges
 - 4. Associates, subjects and officers (resources available)
 - 5. Escape routes, subjects - tactical retreat, deputy
 - 6. Footing/balance, deputy's ability to stay on his/her feet
 - 4. Red = fight or flight

IV. PHYSICAL CONDITIONING

III(a)

A. Three Biggest Disablers

- 1. Heart Attacks
- 2. Lower Back and Knee Injuries
- 3. Peptic Ulcers

B. How to Reduce Individual Risk to Above Disablers

1. Nutrition
2. Cardio/Weight lifting fitness program
3. Life threatening physical altercations, 90 seconds of explosive endurance

V. SAFETY ORIENTATION AND WARM-UP

III(a)

- A. Review of Safety Policies and injury precautions
- B. Students will participate in warm-up/stretching exercises

VI. BODY BALANCE/STANCE & MOVEMENT FROM POSITION OF INTERVIEW AND FIGHTING STANCE

III(i)

Footwork Review

- A. Forward/Rear shuffle
- B. Right/Left shuffle
- C. "V" step Right/Left
- D. Pivot Right/Left

- E. Shuffle pivot
- F. How to fall to the ground safely and assume a fighting position
- G. Access to equipment on duty belt while in a fighting stance and on the ground

VII. FLASHLIGHT AS A DEFENSIVE WEAPON/STRAIGHT BATON TECHNIQUES, DE-
ESCALATION/FIRST AID/VERBAL COMMANDS **III(e,f,i,j,k)**

A. Blocks

1. High block
2. Low block
3. Strong side block
4. Weak side block
5. Center block

B. Strikes

1. Review Impact Weapon Striking Chart
2. Seven striking angles (same for flashlight and straight baton)
3. Escalation/De-escalation
4. Verbal Commands

C. First Aid/Medical Treatment

D. Reporting of Force to Supervisor

Students will practice footwork and utilize verbal commands while practicing/demonstrating the techniques on training bags and live suspect.

VII. SEARCH TECHNIQUES/CONTROL HOLD/TAKEDOWN/HANDCUFFING DE-ESCALATION,
VERBAL COMMANDS **III(c,d,e,f,j,k)**

- A. Overview on restraint devices and need to double lock and check for tightness
 - 1. Suspect cannot be handcuffed due to injuries
 - 1. First Aid - Suspect injured, wounds, fractures
 - 2. Special circumstances (medical, missing limbs)
 - 3. Complaint of pain should be reported and documented
 - 4. Failing to double lock handcuffs can result in injury to suspect and liability to an agency (LAPD \$15 mil. to surgeon)

- D. Unknown Risk Handcuffing techniques
 - 1. Cursory/Visual Search
 - 1. Speed handcuffing
 - 2. Standing Modified Search, to rear wrist lock and handcuffing
 - 3. Takedown from standing modified, disengaging, escalating, de-escalating with suspect and movement to more appropriate weapon (impact weapon, chemical agent, firearm, etc.) on duty belt.

- E. High Risk kneeling or prone handcuffing
 - 1. High Risk Kneeling
 - 1. Verbal Commands
 - 2. Control hands and transition to rear wrist lock
 - 3. Search (high risk area)
 - 4. Handcuffing
 - 5. Thorough Search
 - 2. High Risk Prone
 - 1. Verbal Commands
 - 2. Prone Control (3 points of contact to rear arm lock)
 - 3. Search (back waist band area)
 - 4. Handcuffing
 - 5. Move to safe area and thoroughly search

VIII. GROUND CONTROL/CAROTID RESTRAINT/T.A.R.P./HOBBLE

III(d,e,i,j,k)

C. Ground Control

1. Body Positioning/Weight/Space
2. Always be aware of your weapons
3. Never roll on to your stomach

D. Escaping the mounted position

1. If possible, always roll over your gun side
2. Trap and pin suspect's arm and foot
3. Thrust your hips up and roll over on top of the suspect

E. Escaping the guard position

1. Place your hands onto the suspect's stomach
2. Push both elbows into the suspect's inner thigh on nerve

F. Carotid Restraint

1. Level I
2. Level II
3. Chancery
4. Department Policy
5. First Aid

G. T.A.R.P./Hobble

1. Hobble
 - a. Explain approved model
 - b. Used to restrain legs and arms

2. T.A.R.P.

- a. Explain difference
- b. Demonstrate how to trap the legs
- c. Wrap hobble around both feet and tighten
- d. Drop between legs and pull hook end around the thigh
- e. Hook to handcuffs and place suspect in the seated position
- f. Explain Policy
- g. First Aid

IX. TESTING/REMEDICATION

III(b)

Testing: Any student scoring below standard on any exercise, as established by the instructor, will be remediated, tested until standard is achieved.

DRIVER TRAINING (PSP)

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I. REGISTRATION AND ORIENTATION

A. Preparation of Necessary Class Documents

1. Class roster
2. Introductions - Classroom/ Instructor.

II. DISCUSSION OF SCENARIOS (Prior to Policy Lecture)

II (A, B)

A. This discussion will gauge students understanding and possible misconceptions regarding Department Policy and Case Law.

B. The classroom will be divided into four groups. Each group will represent one of the following individuals:

1. Handling Deputy
2. Field Supervisor

3. Watch Commander

4. Citizen

C. Each group will read or listen to a scenario and discuss the issues specific to each situation. A spokesperson for each group will then answer questions from the perspective of each of the above individuals using the attached “Role Playing Scenario Issues/Questions” as a guide.

D. Scenario

1. Code-9/Blocking Intersections (Written Scenario)

2. Traffic Stop (Written Scenario)

3. 417 Pursuit (Audio of pursuit)

III. POLICY/CASE LAW

II (F, D)

A. State Laws:

1. 17001 CVC

6. 21056 CVC

2. 17004 CVC

7. 21057 CVC

3. 17004.7 CVC

8. 21806 CVC

4. 21052 CVC

9. 21807 CVC

5. 21055 CVC

10. 13519.8 CVC

B. Applicable Case Law and Key Issues:

1. Kishida v. California – 17004.7 CVC only requires that an agency “adopt” a policy and does not specify compliance with that policy.

2. Colvin v. Gardena – Gardena’s pursuit policy language was too “vague” allowing too much officer discretion in initiating and terminating pursuits.
3. Peterson v. Long Beach – Because the City’s policy was stricter than State Law, a violation of that policy caused the City to incur civil liability.
4. Lewis v. Sacramento Co. – Federal lawsuit alleging 14th Amendment violation. Set the “Shocks the Conscience” standard.
5. Brower v. Inyo Co. – “Dead man’s Roadblock” used on non-violent offender resulted in court’s determination that the officer’s action “shocked the conscience.”
6. Cruz v. Briseno – Incident involving “closing the distance.” Fleeing suspect killed innocent 3rd party in collision. Although deputy did NOT have emergency equipment activated, he was in fact “in pursuit.” Immunity under 17004 CVC and 17004.7 CVC_applied.
7. Nguyen v. City of Westminster – Westminster pursuit of stolen van that ended in a schoolyard during school hours. Suspect vehicle collided into a dumpster killing Mr. Nguyen. The Court held that Westminster was civilly immune under 17004.7 CVC, however, the cited that the law is flawed and should be reviewed.

C. Department Policy Issues

- Code 9
- Surveillance Mode
- Clearing Intersections
- Blocking Intersections

D. Review Stress and Coping Skills

IV. VEHICLE DYNAMICS/DEFENSIVE DRIVING OVERVIEW **II (C, E, G)**

- A. Weight Transfer
- B. Steering Control/Safe Backing
- C. Throttle/Braking/Road Position
- D. Defensive Driving

V. SECOND CLASS DISCUSSION AND STUDENT EVALUATION **II (B)**

- A. Briefly discuss earlier scenarios using information from Section III (Policy Lecture).
- B. Course Critique

• **Arrest and Control Techniques**

LOS ANGELES COUNTY SHERIFF DEPARTMENT

CONTINUED PROFESSIONAL TRAINING

POST PERISHABLE SKILLS PROGRAM

III - ARREST AND CONTROL TECHNIQUES

(Sections I.- V. Are presented in the form of a lecture)

(Sections VI.- VIII. Are presented in the form of demonstration/practical application)

I. REGISTRATION AND ORIENTATION

III (a,b)

- A. Introduction, Registration and Orientation
- B. Safety Orientation
- C. Course Objectives/Overview, Exercises, Evaluation/Testing

II. USE OF FORCE POLICIES AND LEGAL ISSUES (Lecture) III (g,j)

- A. LASD Use of Force Policy
 - 1. Review Department Policy and advise of any changes
 - a. Participating agencies attending the course will be advised to review and be familiar with their department policies
 - 2. Review Situational Use of Force Options Chart
- B. Case Law Update, report documentation and policy
 - 1. Graham v. Connor
 - 2. Tennessee v. Garner
 - 3. Terry v. Ohio
 - 4. Young v. County of Los Angeles
 - 5. Hayes v. County of San Diego

III. BODY PHYSICS AND DYNAMICS/SUSPECT REACTION TO FORCE III (h)

- A. Constant Assessment during a use of force
 - 1. Yourself
 - 2. Suspect
 - 3. Surroundings
- B. Escalation / De-escalation
 - 1. Based on suspect's reaction to force applied
 - 2. Ability to escalate use of force
 - 3. Responsibility to de-escalate use of force
 - 4. Force option selected needs to correlate with the suspect's behavior

IV. PHYSICAL CONDITIONING

III (a)

- A. Three Biggest Disablers
 - 1. Heart Attacks
 - 2. Lower Back and Knee Injuries
 - 3. Peptic Ulcers

- B. How to Reduce Individual Risk to Above Disablers
 - 1. Nutrition
 - 2. Rest
 - 3. Cardio/weight training (crossfit, MMA, etc...)
 - 4. Relaxing hobbies

V. PRACTICAL APPLICATION/TESTING (Explanation)

III (b)

- A. Demonstration
 - 1. During the practical application phase (VI, VII, VIII) each exercise /technique will be demonstrated by the instructor(s).
 - 2. Instructor(s) will use the “**IDEA** Principal” as the teaching method
- 3. Demonstrate using the “**IDEA** Principal”
 - a. Introduce (Tell the students what exercise/technique they will be learning)
 - b. **Demonstrate** (Live Speed)
 - c. **Explain** (Break down technique)
 - d. **Apply** (Practical application)
- 4. Each technique/exercise will taught using this method

5. Students will work through each technique/exercise
 - a. For each technique/exercise, students will pair up with one another
 - b. Students will complete a number of repetitions (To be determined by the instructor)
 - c. Students will then be evaluated by the instructor(s) (see VII TESTING)

B. Practical Application

1. Each student will be evaluated on their performance of each exercise/ technique during the practical application process.

2. If the student successfully performs each exercise/technique to the satisfaction of the instructor(s), they successfully pass the course.

3. Any student falling below standards on any exercise/technique, as established by the instructor(s), will be remediated and tested until standard is achieved

4. Techniques that each student will be tested on during practical application

a. Handcuffing

1. Speed cuffing
2. Handcuffing during searching

b. Personal Weapons

1. Punches
2. Kicks
3. Knees
4. Elbows

c. Footwork

1. V-step

2. Forward/Rear shuffle
3. Right/Left shuffle
4. Pivoting

d. Escort positions

1. Firm Grip/Close Grip/'C"-Grip
 - a) Arm Control
 - b) Wrist Control (Finger Flex)
 - c) Hammer Lock (Shoulder)
 - d) Americana (key lock)

e. Takedowns

1. Cursory
2. From Escort Positions

VI. SAFETY ORIENTATION AND WARM-UP

III (a)

A. Review of Safety Policies and injury precautions

1. Orientate students with the following:
 - a. Restrooms/Facility Layout

- b. Fire Escape Routes
- c. First Aid Kit Locations
- d. Designated Medical Facilities for Treatment
- B. Students will participate in warm-up/stretching exercises
 - 1. Warm-Up (**Practical Application**)
 - a. Identify if any students have any injuries or physical limitations
 - b. Dynamic exercises to raise the body's core temperature
 - c. Exercises to target specific muscle groups that will be used during the training
 - 2. Stretching
 - a. Only stretching muscles when they are warmed up
 - b. Stretching the specific muscle groups that will be used during the training
 - c. Stretching both before and after training session is optimal

VII. BODY BALANCE/STANCES/FOOTWORK AND PERSONAL III (b,f,i)

WEAPONS

- A. Footwork Review
 - 1. Instructors will demonstrate the following techniques by using the "IDEA" Principal
 - a. Forward/Rear shuffle

(1) Students will start in their fighting stance and move forward or backwards by taking a step with the lead leg to move in the desired direction. The trailing leg will also step in the same direction, bringing them back into a fighting stance. The number of shuffle steps for each direction will be determined by the instructor(s).

b. Right/Left shuffle

(1) Students will start in a "fighting stance" and move right or left by taking a step with the lead leg to move in the desired direction. The trailing leg will also step in the same direction, bringing them back into a "fighting stance." The number of shuffle steps for each direction will be determined by the instructor(s)

c. "V" step Right/Left

(1) Students will start in a neutral stance and take forward step out with their left or right leg at a 45 degree angle. They will then return to a neutral stance and then step out with the opposite leg at a 45 degree angle, finishing in a neutral stance. The number of "V" steps for each direction will be determined by the instructor(s).

d. Pivot Right/Left

(1) Students will start in a "fighting stance" and practice pivoting on their lead or rear foot, while maintaining a "fighting stance."

e. Shuffle/Pivot

(1) Students will incorporate a Shuffle step in any direction and then pivot on either foot, all while maintaining a "fighting stance."

f. Establishing a proper defensive ground position

(1) Students will lie on their backs, with their head not touching the ground or mat, feet flat on the ground and close to their buttocks, hands out and away from their body to protect their face.

g. Access to equipment on duty belt while in a fighting stance and on the ground

(1) Points will be made regarding the availability to use or access various equipment or tools from a

standing/kneeling/ground position.

h. Tactical Get-ups

(1) Students will practice getting up off the ground using both their left and right hands as a base, while maintaining balance and control.

B. Personal Weapons

1. Instructors will demonstrate the following techniques by using the "IDEA" Principal
2. One student will hold a punching/kicking pad (In the desired position as demonstrated by the instructor), as the other student strikes the pad with the appropriate personal weapon(s)
3. Importance of using verbal commands: good for documentation, recorded audio/video (evidence), helps Officer/Deputy with breathing, suspect may comply....etc

a. Straight Punches

(1) Student strikes the pad with both left and right fist, concentrating on making contact with the first two big knuckles of the hand. The strike travels in a straight line from their face to the pad.

b. Hammer Fists

(1) Students will use the edge of the fist (meaty portion of the hand between the pinky and the wrist) to strike the pad. The strike normally travels from the face to the pad in a downward direction, leading with the pinky side of the fist (pinky side down facing the pad).

c. Palm Heel Strikes

(1) Students will use an open hand to strike the pad. Fingers will can be fully extended or curled down, leaving the palm exposed. Emphasis will be made on flexing the hand back, exposing the meaty portion of the palm to make impact with.

d. Front kicks

- (1) Students will use their left and right leg to kick the pad.

Emphasis will be made on first lifting the knee and then extending the leg to make contact with the pad. Students will be using the instep of their foot to the bottom of the shin area, to contact the pad.

- e. Knees

- (1) While controlling their training partner in a modified clinch. Students will use their left and right knee to deliver Strikes to the pad. Emphasis will be made on using the tip of the knee to deliver the strikes.

- f. elbows

- (1) Students will practice our seven basic elbows by performing the strikes towards an imaginary target (no contact to a pad initially). After several dry runs without a pad, students will pair up and strike the pad that their training partner is holding.

VIII. SEARCH TECHNIQUES/CONTROL HOLDS/TAKEDOWNS/ III (c,d,e,f,k)

HANDCUFFING/DE-ESCALATION, VERBAL COMMANDS

- A. Overview on restraint devices and need to double lock and check for tightness
1. Suspect cannot be handcuffed due to injuries
 - a. First Aid - Suspect injured, wounds, fractures
 - b. Special circumstances (medical, missing limbs)
 - c. Complaint of pain should be reported and documented
 - d. Failing to double lock handcuffs can result in injury to suspect and liability to an agency

B. Overview of Suspect control, stationary or moving

1. Firm Grip

- a. Students will use a “firm grip” control hold to escort their partner around.
- b. Student playing the role of the “suspect” will not resist
- c. Both students will play the role of the deputy/officer and suspect

2. Close Grip

- a. Students will use a “close grip” control hold to escort their partner around

3. Control Holds

a. Control hold options based off of a suspect’s actions

(1) Rear Finger flex

- (a) Suspect pulls his hand towards his low back

(2) Hammer Lock/Shoulder Control

- (a) Suspect tries to elbow Officer/Deputy in the face by pulling arm up/ leading with the elbow

(3) Arm bar control

- (a) Suspect pulls his hand away from Officer/Deputy towards his own body

(4) Americana/”Keylock”

- (a) Suspect pulls his hand up towards his own face/head

4. Takedown options

a. Different ways to transition to a takedown from each control

Hold

C. Unknown Risk handcuffing techniques

1. Cursory/Visual Search

a. One student will play the role of the suspect and one be the Officer/Deputy

b. They will review the cursory searching techniques by conducting a search of their training partner. Once a thorough cursory search is completed, the students will switch roles.

2. Speed handcuffing

a. Both Students will practice speed handcuffing and un-handcuffing in a safe tactical manner (as demonstrated by the instructor(s)).

3. Standing Modified Search, to rear wrist lock and handcuffing

a. Both Students will practice searching each other from different positions, while standing. They will then practice using the rear wrist lock and speed handcuffing.

4. Takedown from cursory search

a. The type of takedown depends on the suspect's weight distribution

(1) Cursory Takedown

(2) Rear Leg Trip

(3) Single Leg Ankle Pick

b. Disengaging, escalating, de-escalating with suspect and movement to more appropriate weapon (impact weapon, chemical agent, firearm, etc.) on duty belt.

D. High Risk Search/Contacts

1. High Risk Kneeling

a. Students will pair up, one playing the role of the Officer/Deputy, the other playing the role of the suspect

- (1) Verbal Commands
- (2) Control hands and transition to rear wrist lock
- (3) Search (high risk area/waist & front R pocket)
- (4) Handcuffing
- (5) Move to safe area and thoroughly search

2. High Risk Prone

a. Students will pair up, one playing the role of the Officer/Deputy, the other playing the role of the suspect

- (1) Verbal Commands
- (2) Prone Control (3 points of contact to rear arm lock)
- (3) Search (back waist band area)
- (4) Handcuffing
- (5) Move to safe area and thoroughly search

Students will practice their footwork and utilize verbal commands during the practical application portion of the course.

E. Review

1. Legal Standing
2. Constant assessment during the use of force
 - a. Escalation
 - b. De-escalation
3. Goal of using force
 - a. Stop the threat
 - b. Gain safe control of the suspect/situation
4. Elements of using Force
 - a. Knowing what we can do
 - b. Being able to physically and mentally win
 - c. Being able to clearly explain what we did and why

