

**POST PERISHABLE SKILLS PROGRAM (PSP)
III – ARREST AND CONTROL (20995)
Turlock Police Department (2870) 4 Hours**

COURSE GOAL:

This course will provide the student with the minimum topics of Arrest and Control techniques required in the POST Perishable Skills Program (PSP). The student will refresh and review their knowledge of statutory law, case law and Turlock Police Department policies and procedures. The students will develop the necessary skills to safely and effectively arrest and control a subject. Students will demonstrate proficiency through a hands-on practical skills assessment.

The course consists of hands-on/practical skills as well as policies and legal issues on the topic of arrest and control training for in-service officers.

ARREST AND CONTROL

Minimum Topics/ Exercises:

- a. Policies, legal standards, and report writing
- b. Use of force Considerations
- c. Safety Orientation/ Warm-up(s)
- d. De-escalation/ Verbal Commands – in exercise(s)
- e. Balance/ Stances/ Movement patterns – in exercise(s)
- f. Searching – in exercise(s)
- g. Equipment/ Restraint Device(s) use – in exercise(s)
- h. Subject's actions and officer response to force
- i. Control/ Take down – in exercise(s) Verbal commands
- j. Class exercises/ Student Evaluation/ Testing
- k. Recovery/ First Aid (as applicable)

COURSE OBJECTIVES

The student will:

1. Demonstrate knowledge and understanding of all applicable laws, policies and procedures that govern use of force
2. Perform all techniques in a controlled and safe manner
3. Demonstrate proficiency with all techniques presented to include:
 - a. Judgement and decision making
 - b. Officer Safety
 - c. Balance/ Stances/ Patterns of Movement
 - d. Searching and handcuffing techniques

- e. Control holds and Takedowns
- f. De-escalation/ Verbal Command
- g. Effectiveness Under Stress Conditions

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

EXPANDED COURSE OUTLINE

I. REGISTRATION AND ORIENTATION

- A. Introduction, Registration and Orientation
 - 1. Instructor and Student Introductions
 - 2. Course Roster
 - 3. Facility Overview
 - 4. Discussion of prior restrictions and injuries
- B. Course Objectives/ Overview, Exercises, Evaluation/ Testing
 - 1. Course Objectives
 - a. Judgement and decision making
 - b. Officer Safety
 - c. Balance/ Stances/ Patterns of Movement
 - d. Searching and handcuffing techniques
 - e. Control holds and Takedowns
 - f. De-escalation/ Verbal Command
 - g. Effectiveness Under Stress Conditions
 - 2. Safety Policy/ Orientation

II. USE OF FORCE POLICIES AND LEGAL ISSUES

III (a,b)

(PowerPoint Presentation)

- A. Case Law
 - 1. Graham Vs. Connor
 - 2. Tennessee Vs. Garner
- B. Statutory Law
 - 1. AB 392
 - a. PC 835a
 - b. PC196
 - 2. AB 490
 - a. GC 7286.5(a)
 - b. GC 7286.5(b)
- C. Local Policies
 - 1. SB 230 guidelines

2. TPD Policy 300 Use of Force and Updates
 3. Use of Force Continuum and Force Options
 4. Supervisor notification
- D. Report writing
1. Report Preparation
 2. Proper documentation of all use of force incidents
 3. Articulation of events
 4. Documentation of injuries/ aid rendered to subjects, officers and bystanders
 5. Use of Force Memorandums
 6. Statements/Photographs

III. SAFETY ORIENTATION AND WARM-UP

III (c)

- A. Review of Safety Policies and Injury Precautions
1. Review safety policy
 2. Emergency exits
 3. AED locations
 4. Avoiding injury
- B. Physical Conditioning
1. Three Biggest Disablers
 - a. Heart Attacks
 - b. Lower Back and Knee Injuries
 - c. Ulcers
 2. Reducing Individual Risk
 - a. Nutrition
 - b. Lifetime Fitness
- C. Warm-up
1. Stretching exercises
 2. Mental preparation

IV. BODY DYNAMICS

III (e,j)

- A. Stance/Balance
1. Field Interview Stance
 - a. Purpose
 - b. Positioning
 2. Defensive Fighting Position
 - a. Purpose
 - b. Positioning
 3. Footwork
 - a. Shuffle Step- all directions
 - b. Shuffle Pivot
 - c. Progressive Pivot
 - d. Position of Advantage
 4. Break-falls and Base-ups

- 5. Tactical Considerations
 - a. Environment (grass, pavement, curbs, etc.)
 - b. Multiple subjects, backup officers
 - c. Distraction Techniques
- B. Class Exercises and Student Evaluations

V. SUBJECT'S ACTIONS AND OFFICER'S RESPONSE

III (h,j)

- A. Subject's Actions
 - 1. Fight or Flight
 - a. Visual cues
 - b. Verbal cues
 - c. Hands/weapons/bulges
 - 2. Compliant
 - 3. Passive non-compliant
 - 4. Actively Resistant
 - 5. Assaultive
 - 6. Life Threatening
- B. Officer's Response to Resistance
 - 1. Verbal Commands
 - a. Provides clear directions, creates witnesses
 - b. Forces officer to breathe
 - 2. Control Holds
 - 3. Less Lethal
 - 4. Deadly Force

VI. SEARCHING AND CONTROL HOLDS

III (i,f,j)

- A. Types of Searches
 - 1. Visual (plain view)
 - 2. Terry Pat Down
 - 3. Incident to Arrest
 - 4. Probation/parole
 - 5. Consent
 - 6. Search Warrant
- B. Systematic and Methodical
 - 1. Start at belt line
 - 2. Maintain control
- C. Standing Modified Control Hold
 - 1. Proper Stance and Arm Position
 - a. Searching
 - b. Transition to Rear Wrist Lock
 - c. Disengaging
- D. Twist Lock Control Hold
 - 1. Proper Stance and Arm Position
 - a. Searching

- b. Disengaging
- E. Student Exercises/Student Evaluations

VII. HANDCUFFING

III (f,g,j)

- A. Handcuffing from Rear Wrist Lock
 - 1. Standing
 - 2. Kneeling
- B. Handcuffing from Twist Lock
 - 1. Standing
 - 2. Kneeling
- C. Handcuffing Prone Position
 - 1. Approach
 - a. Front
 - b. Rear
 - c. Backup officer responsibilities
 - 2. Shoulder pin position
 - a. No weight on subject's head, neck or back
 - b. Transition to handcuffing
 - c. Position used after the conclusion of a takedown
 - d. Searching from Prone Position
 - 3. Minimize actions that could lead to positional asphyxia
 - a. Recovery Position
 - b. Move to seated position when appropriate
- D. Rock and Lock Handcuffing
 - 1. Lowest level of threat from subject
 - 2. Transition to Twist Lock if encountering resistance
- E. Student Exercises/Student Evaluations
- F. Special Circumstances
 - 1. Pregnant females
 - 2. Loss of limb
 - 3. Size difference between officer and subject
 - 4. Interfering injuries
 - 5. Leg Irons
 - 6. Immediate Medical Treatment Protocol
 - a. Handcuff to gurney

VIII. TAKEDOWNS

III (i,j)

- A. Circle Down
 - 1. Stir over movement to a shoulder pin
 - a. Transition to handcuffing
- B. Reverse Wrist Takedown
 - 1. Stir over movement to a shoulder pin
 - a. Transition to handcuffing
- C. Leg Sweep

- 1. Stir over movement to a shoulder pin
 - a. Transition to handcuffing
- D. Reap Throw
 - 1. Stir over movement to a shoulder pin
 - a. Transition to handcuffing
- E. Arm Bar Drag Down
 - 1. Shoulder Pin
 - a. Transition to handcuffing
- F. Student Exercises/Student Evaluation

IX. DE-ESCALATION OF FORCE

III (d)

- A. Verbal Commands
 - 1. Tone of voice
 - 2. Attempt to gain voluntary compliance
 - 3. Single communicator
- B. Assessment
 - 1. Ability
 - 2. Opportunity
 - 3. Intent
 - 4. Recognize when to escalate vs. de-escalate
 - a. When communications fail – time to take action
 - b. Use of force warning, when feasible
 - 5. Tactical Considerations
 - a. Distance plus cover equals time
 - b. Resource
 - c. Contingency plan

X. STUDENT RECOVERY

III (k)

- A. Cool Down
 - 1. Stretching
 - 2. Hydration
- B. Address any Injuries
 - 1. Treat
 - 2. Document

XI. TESTING REMEDIATION

III (j)

Testing: Any student performing below standard on any exercise, as established by the presenter, will be remediated, and tested until competency is demonstrated to the satisfaction of the presenter.