

SANTA ANA POLICE DEPARTMENT
Arrest Control Technique Instructor Update Course
CCN# 2490-22511
18 hour (2 Day Instructor Course)
Revised 12/11/20

DAY ONE CLASSROOM – OBJECTIVES AND INSTRUCTOR DEVELOPMENT

PURPOSE

The purpose of this training is to provide the law enforcement defensive tactics instructor the knowledge, skills, and ability to provide this valuable instruction to other members of law enforcement.

OBJECTIVE AND GOAL

The instructor will lead a facilitated discussion about teaching methodologies and presentation methods and skills. Next, the students will be broken down into small groups to practice these skills in the form of teach backs. The primary objective of this course will be to provide Arrest Control and Defensive Tactics Instructors continued education in their field of expertise. It will provide a refresher and a point of continued professional development.

CT²

1. Close the Distance.
2. Take the suspect down.
3. Control them when you get them down.
4. Take them into custody.

The CT² approach and De-escalation through transition concept will be our main point of emphasis and primary concern throughout the class, our calling card or take away we hope to leave every student with. If we can utilize this approach with the students to such an extent they walk away from the class with a complete understanding then we have been successful as instructors. The PEP approach is nothing different from what we already do as seasoned police officers. However, PEP was given an acronym and utilized by many local police departments across a wide array of dynamic situations. This pushed their agenda: CT² will push ours. Similarly, it needs to be understood, ineffective force looks excessive. In utilizing the techniques and the mindset this class is providing, our uses of force will be much more effective.

LEGAL UPDATE

1. AB 392
 - a. Redefines the circumstances under which a homicide by a peace officer is deemed justifiable to include when the officer reasonably believes, based on the totality of the circumstances, that deadly force is necessary to defend against an imminent threat of

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death or serious bodily injury to the officer or to another person, or to apprehend a fleeing person for a 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 the person is immediately apprehended.

2. PC 835a

- a.** The decision by a peace officer to use force shall be evaluated from the perspective of a reasonable officer in the same situation, based on the totality of the circumstances known to or perceived by the officer at the time, rather than with the benefit of hindsight, and that the totality of the circumstances shall account for occasions when officers may be forced to make quick judgments about using force.

3. SB 230

- a.** It is the requirement of each law enforcement agency to maintain a policy that provides guidelines on the use of force, utilizing de-escalation techniques and other alternatives to force when feasible, specific guidelines for the application of deadly force, and factors for evaluating and reviewing all use of force incidents, among other things. The bill would require each agency to make their use of force policy accessible to the public.

INSTRUCTOR DEVELOPMENT

Adult Learning Concepts

1. Instructional Systems Design

- a.** IPAT: Introduce, Presentation, Application, Test
- b.** IDEA: Introduce, Demonstrate, Explain, Application / Evaluate
 - These first two designs are where we typically live teaching defensive tactics and use of force techniques.
- c.** ADDIE: Analyze, Develop, Design, Implement, Evaluate
 - More typically seen when doing case studies.

2. Learning Modalities

- a.** Visual Learner
 - Learning through seeing or watching.
 - Handouts can be an asset to this student.
 - Use video case studies, slide presentations, power point, or other visual props.
- b.** Auditory Learner
 - Learning through listening or hearing.

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- Benefits from oral presentations and discussions.
 - Facilitated discussion and lecture is also readily accepted by this group.
 - c. Kinesthetic Learner
 - Learning through doing or manipulation.
 - Benefit from hands on activities.
 - Scenarios and role playing can be highly successful.
 - d. Tactile Learner
 - Learns best through reading material and writing.
 - Handouts are extremely beneficial.
 - Taking notes is helpful for this type of learner.
 - e. Some students use a combination of modalities to learn.
 - Each student is unique and the instructors must recognize which students learn best with which modality.
3. Demonstration and Testing
- a. Each student will be required to teach one of the learned techniques from the course of instruction. The student will take the roll of the instructor and their fellow students will have the opportunity to learn from them.
 - Each student instructor will be provided feedback from the class.

Adult Learning Strategy / Approach

1. Develop task oriented training with practical content.
2. The learning objectives should have realistic tasks which coincide with the current assignments of the students.
 - a. Patrol vs Detective assignments.
 - b. Desk Detective vs Field Detective.
3. Training must be realistic and when possible use real world situations / experiences.
 - a. Each student brings something different to the table.
 - Many have pre-existing knowledge and experiences which can be utilized to facilitate learning.
 - Difference between teaching senior officers and recruits.
 - Identifying generational differences.
 - Gen X v. Millennials
4. If there is no obvious objective, goal, or any form of professional development, the instructor will lose the class.
 - a. All of the training we disseminate must improve the student's ability to recreate it in a stressful and ever-evolving, dynamic, environment.

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- On several different occasions, we have seen students utilize techniques the very next time they are T8.
- b. The training needs to provide skills beyond what they already know.
 - Beginner to advanced, pre white belt to black belt etc....
 - If you have advanced students with specific knowledge, use them.
 - Boxing, wrestling, jiu jitsu, etc...
- 5. Training environment must be a positive environment with ample feedback from instructors.
 - a. Promotes a vigorous learning environment with active participation.
 - b. Validates the progress the students are making along the way.
- 6. Each student will bring their ego to class, some deservedly so, some not so much.
 - a. Students may perceive they have more knowledge or experience than the instructor.
 - This is the main reason we train with our students and not just teach at them.
 - The bigger ego a student has, the smaller an instructors should be.
 - Not the time or the place to dominate a student.
 - b. Use the students who have previous knowledge and experience.
 - Part of our objective is to show the necessity of each officer to train elsewhere.
 - This is why our students are afforded the opportunity to watch the Redman drill involving the students and the instructors.

Teaching Methodologies

1. Lecture
2. Facilitated discussion
 - a. Works hand in hand with case studies. Allows you to use other officers successes and failures to learn.
3. Small group exercises
4. Large group exercises
5. Role-play
6. Scenarios
7. Case studies
 - a. Works hand in hand with facilitated discussions. Allows you to use other officers successes and failures to learn.
8. Table top activities
 - a. Opportunity for classroom discussion about examples or experiences from the students' lives about the best teachers / instructors they have had? What did they do and how did they reach you?

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Student Learning Styles

1. Learning preferences will vary greatly amongst your students, it is incumbent upon the instructor to determine how to reach each student regardless of their preference.
 - a. Some students prefer structure and a more rigid classroom dynamic.
 - Defined instructor / student roles.
 - b. Others prefer flexibility.
 - More relaxed environment.
 - Similar dichotomy between rigid and militaristic FTO's and more relaxed.
 - No different than jiu jitsu schools or gyms. Do what works for you.
 - c. Independent learning.
 - d. Group learning.
 - e. Similar in nature to our auditory, visual, kinesthetic, and tactile learners.
 - Combination learners are also included in this group.

Learning Domains

1. Cognitive Learning Domain
 - a. Refers to intellectual activities such as thought, recall, decision making, and drawing conclusions.
 - Uses previous experiences, prior knowledge, and perceptions to give meaning to new information or to modify previous thinking.
 - Example – uses of force 15 years ago as compared to today.
2. Psychomotor Learning Domain
 - a. Learning physical skills (such as learning a technique) or tasks (such as conducting a search).
 - Often taught with the aid of a step by step methodology.
3. Affective Learning Domain
 - a. This includes the students and the instructors' attitudes, feelings, beliefs, and opinions.
 - Most important aspect is to have a trust between the instructor and student.
 - Sometimes requires a more individualized plan to reach each student rather than using a checklist.
 - Assisted when students have open communication with the instructor about what works and what does not work.

Lesson Plans

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1. Purpose of a lesson plan?
 - a. Serves as a framework or guide to the instructor.
 - b. Provides necessary information and a reminder if needed.
 - Keeps your place.
 - c. Guides the pace of the course.
 - d. Ensures all pertinent information is disseminated to meet the goals and objectives of the class.
 - e. Understand there is a difference between a lesson plan and an expanded course outline.
 - Bullet point reminders vs POST requirement.
2. Lesson plan components
 - a. Learning objectives
 - Goals of the class. The reason we are here!
 - b. Content
 - How we accomplish the learning objectives.
 - c. Instructional resources
 - What we need to teach the content and accomplish the learning objectives.
 - d. Time allotment and breakdown
 - Plan of attack to provide the content to accomplish the learning objectives.
 - Can be a minute by minute breakdown or a larger time frame breakdown.
3. Using the lesson plan
 - a. Explain the objectives.
 - b. Explain the importance of the content and how it will accomplish the objectives.
 - c. Allow students to give feedback.
 - d. Present the content as outlined and previously explained.
 - e. Include selected learning methods.
 - f. Allow the students to practice the skills being taught to ensure competence.
 - When competence is accomplished, ensure it is documented.
 - g. Encourage interaction and contribution by the students.
 - h. Allow time for remediation.
 - i. Evaluate the performance of the students and the effectiveness of the instructors.
 - Allow an open forum for comments or anonymous written feedback.
 - Once students have left, discuss successes and failures amongst all instructors.
 - j. Make changes to lesson plan or teaching practices if needed.
 - Our classes change after every iteration. Perfection is unattainable but it doesn't mean we can't try to reach it.

Arrest and Control / Defensive Tactics Instructors

1. Introduce the technique

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- a. Explain how you get into the desired position in order to accomplish the technique.
 - b. Provide any necessary background information, examples, or scenarios.
2. Indicate the hazards of being unfamiliar with arrest control techniques.
 - a. Show them how things can go wrong.
 - b. Tell the students what the suspect is doing and show them why it could be a problem.
 - c. Provide the students an example of what the suspect may do by placing yourself in the roll of the suspect.
 - Use this as an opportunity to troubleshoot but don't get off into the weeds and provide them with too much information.
 - If you go jiu jitsu nerd, you will lose 90% of the class if not more.
 - d. Explain why the officer must know how to defend the attack or counter-attack.
 - e. In providing the technique and the possible counter, the student will have a better and more encompassing knowledge of the maneuver.
 - This will lead to more trust in the topics being taught.
3. Ensure the students understand the importance of knowing the variations to each technique being taught.
 - a. There is no perfect technique to handle every scenario and often times, the students will have to go from one technique to the other to overcome resistance and successfully arrest the suspect.
 - These techniques like many forms of martial arts are chess, not checkers.
 - We have a saying from Disney.... "Just keep swimming."
4. Technical Demonstrations
 - a. Determine in what manner you are going to teach and be consistent throughout your teaching.
 - b. Dynamic demonstration.
 - Perform the technique from start to finish.
 - Do not talk during the demonstration.
 - Should be a full speed demonstration.
 - c. Breakdown demonstration
 - Decipher each key point to the specific technique slowly.
 - Use multiple demonstrations.
 - Rarely can you show too many.
 - Recommended to use a minimum of 3 breakdown demonstrations
 - Those can be shown as a what demonstration.
 - A what, how demonstration.
 - A what, how, and why demonstration.
 - When in doubt don't hesitate to show another demonstration.
 - Use layering techniques so that the student retains as much information as possible.

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- Example of drinking from a fire hose in comparison to a water fountain.
 - Give a few brief details with each demonstration.
 - c. Solo demonstration
 - Sometimes your fellow instructor can block the view of the students during key points in the technique.
 - Allows the students a better view.
 - All angles will be available for the students.
 - Personal body weapons is best taught this way.
 - d. Suspect demonstration
 - Assume the role of the suspect and walk thru the technique slowly.
 - Point out the most common reactions a suspect will have in a given technique.
 - Many of the techniques being taught are dependent upon the reaction of the suspect.
 - It is sometimes difficult for the students to assume this role but it assists in an overall understanding of the technique.
 - Secondly this is an ample opportunity to point out safety considerations.
- 4. Safety Considerations
 - a. Whatever was not covered during your suspect demonstration in regards to the overall safety, ensure is covered now.
 - b. Anything that was forgotten or overlooked needs to be covered.
 - c. Ensure the pace of the technique being practiced is consistent with the crawl, walk, run methodology.
 - Halt the ego's at the door.
 - Be a good partner.

Class Setup Instructions and Expectations

1. Instruct class how to set up and what the expectations are before sending them to practice the techniques.
2. Classroom setup options.
 - a. Facing the instructor or a landmark.
 - Everyone facing the same direction and follow the instructor step by step as you walk them through the technique.
 - b. By the numbers.
 - Designate specific numbers to each step of the designated technique.
 - As you progress thru the technique, verbally call out "1, 2, 3...etc."
 - c. Practice for time.
 - Instruct the students to switch amongst one another as they complete repetitions for a specific amount of time.

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- “You do a rep, then switch and your partner will do a rep. Continue to switch back and forth as you complete as many repetitions as possible in five minutes.”
- d. Send the students out to practice.
 - Give the classroom setup instructions prior to releasing the students to complete their repetitions.
 - Monitor the students’ progress and answer any questions they may have.
 - Encourage the students to form open lines of communication and ask for help if needed.
 - Similarly, students can help one another when appropriate.

DAY ONE TECHNIQUES – TAKEDOWNS /
TAKEDOWN DEFENSE

After a brief stretch and introduction the first day will begin with a variety of warm-up drills. This will assist to familiarize the students with the type of training and the presentation of information they can expect for the duration of the course. Many of the techniques will be taught with the crawl, walk, run approach. Furthermore, to push the importance of the techniques, an ample amount of drilling will be worked into each and every aspect of the teaching curriculum.

WARM-UP

Each student will participate in a warm – up and stretch with the instructors leading the class. The warm – up and stretch will consist of a full body exercise to ensure each student is prepared for rigorous physical exercise. Students will be afforded the opportunity to stretch on their own for several minutes after the instructor led stretch.

Warm-up and Stretching

1. Neck
2. Shoulders / Arms
3. Core
4. Hips / Hip flexors
5. Legs / Ankles

Speaking Points during Stretch

1. PC 835 (a)
2. Graham vs. Connor
3. Agency Policy
4. P. E. P.

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WARM-UP DRILL

Break falls and Technical Stand-up drill to follow stretching to ensure each student is ready to participate in an active classroom environment.

HANDCUFFING

While the focus of this class is to ensure the suspect is controlled, what are we controlling the suspect for? To effect an arrest and place them in handcuffs. Therefore, a large emphasis of the instruction will be centered around the controlling force implemented to successfully place the suspect in handcuffs. Our primary handcuffing position will be a prone handcuffing position. For the most part, this is where most of our use of force incident take place or end up so we need to be experts at handcuffing from a grounded or prone position. The other positions we will be teaching handcuffing from will be necessary at times to ensure we can eventually get the suspect into custody in a prone position. Remember, there is a difference between prone and supine.

1. Prone handcuffing position
 - a. Suspect on his stomach.
 - b. Both hands secured in handcuffs behind their back.
 - c. No added weight or pressure on suspect's spine or neck.

Another point to emphasize which has come to light on various occasions in the field is the numerous different roles an officer may be put into during a use of force. For example, upon an officers arrival on scene, the use of force may have already occurred and the only thing remaining to do is to effect the arrest. In this case, it is incumbent upon that later arriving officer to understand his role would be to assist in handcuffing, not to continue using force. When officers understand their role and embrace them, success is more readily obtained.

FROM THE FEET

Understanding Basics

1. 60/40 stance
2. Footwork – angle off, quarter turn,
 - a. Power comes from the hips and core.

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Takedowns from the Front

All of the takedowns will be implemented from a two on one grip. This is a common starting position for many police officers as it transitions smoothly into a handcuffing position. However, for the sake of the course, the officer will be faced with resistance once they make the two on one grip connection. Each takedown technique will afford the officer the opportunity to make adjustments and pick the proper technique for the resistance they encounter.

Recognition – Understanding when the most opportunistic and available time presents itself for the best chance of success.

Timing – Manipulating footwork and body position to ensure proper shot choice and technique.

Distance Control – What is the proper distance and subsequent takedown selection?

1. Arm Drag to Front Trip

- a. From a two on one grip, manipulate hand grip to properly obtain arm drag position.
- b. Ensure firm grasp on wrist of opponent. Either hand can be used dependent on which foot the student has forward.
- c. With opposite hand that is controlling wrist, reach up and take firm hold of inner arm of suspect. The grip needs to be above the elbow and below the shoulder / under arm of the suspect.
- d. Use the momentum from this grip to pull suspect across your body not forward. The hand with the wrist grip will re-direct the wrist as you step with shuffle step into the suspect.
- e. Simultaneous to this pull, a front trip with the same foot as the pulling arm should be initiated.
- f. Continue to use opposing forces (pull of arm and push of foot) to force suspect to ground.
- g. Determine how suspect has landed and initiate controlling force from there.

2. Suck Up Takedown

- a. From a two on one grip, if resistance is felt release the grip.
- b. Use your dominant leg to initiate a step in between but not past the feet of the suspect.
- c. Duck your head so it is protected from a strike with the same side shoulder as the leg you just used to step towards suspect.
- d. Obtain a gable grip around the back of the suspect.
 - Does not matter if arms of suspect are pinned or grip is underneath the arms.
- e. Suck in with gable grip and provide forward pressure with the shoulder.
 - Pull in so as to make the upper body of the suspect lean over the hips of the suspect.

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- f. Drive forward to accomplish takedown or take support side foot (driving) foot and wrap around outside leg of suspect near the ankle/calf area.
- g. As suspect is being taken backwards, step around legs of suspect which will result in a mounted position being obtained by the officer.

3. Head Snap Takedown

- a. From a two on one grip, if resistance is felt release the grip.
- b. Re-grip with dominant hand in a gooseneck fashion around the back of the suspect's neck.
 - Ensure the elbow of the arm around the back of the neck is initiating a pulling pressure towards the ground.
- c. Tri-pod out with both legs as your support side hand grips on neck as well.
- d. Continue pulling pressure on the back of the suspect's neck as you drive them towards the ground.
- e. When employing this technique the officer shall ensure no pressure is applied to either side of the neck.

Takedowns from the Rear

Recognition – Understanding how to get to the rear in order to obtain successful positioning to implement the takedown.

Timing – Hand fighting to manipulate the suspect's movement to ensure proper body positioning around the back.

Distance Control – What is the proper distance and weight distribution needed to use technique rather than strength?

4. Front Arm Drag to the Rear – Leg Ride

- a. Ensure firm grasp on wrist of opponent. Either hand can be used dependent on which foot the student has forward.
- b. With opposite hand that is controlling wrist, reach up and take firm hold of inner arm of suspect. The grip needs to be above the elbow.
- c. Use the momentum from this grip to pull suspect across your body not forward. The hand with the wrist grip will re-direct the wrist as you pull yourself around the suspect's hips.
- d. Ensure a firm grasp around the suspect's waist is accomplished.
- e. You should be perpendicular to the suspect, in a T position as it pertains to their body.
- f. Ensuring a firm grip around the waist of the suspect, pinch their leg together between your own.
- g. Pull forward slightly as you sag your body weight into the suspect.
- h. This will effect a takedown, placing you in a side control position.

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5. Front Arm Drag to the Rear – Hip Break

- a. Ensure firm grasp on wrist of opponent. Either hand can be used dependent on which foot the student has forward.
- b. With opposite hand that is controlling wrist, reach up and take firm hold of inner arm of suspect. The grip needs to be above the elbow.
- c. Use the momentum from this grip to pull suspect across your body not forward. The hand with the wrist grip will re-direct the wrist as you pull yourself around the suspect's hips.
- d. Ensure a firm grasp around the suspect's waist is initiated. This grasp needs to be near the belly button, if not, slightly below.
- e. If the grip is in the middle of the suspect's center line, this will need to be switched.
- f. Change the grip so it is on the hip of the suspect. Either hip is fine but the grip needs to be a gable type grip.
 - Wrist to wrist grip variation.
- g. The hand across the waist (parallel to the ground) will need to be palm down
- h. The other hand will also be parallel to the ground but palm up.
- i. A fulcrum will be formed with the arms and forceful downward pressure will be placed onto the hip by the arm with the palm facing up.
- j. This force will displace the hip, causing the hip with the force being applied to be lower than the opposite hip.
- k. This lack of structural integrity is what we are looking for.
- l. By making a wide C-step backwards with the same foot as the palm facing up and driving the suspect to the ground, a takedown will be initiated.
- m. More likely than not, this will allow the officer to end up in a side control position where controlling force can be initiated from here.
- n. My have to clear your head from the suspect's head locked grip. This can be done by using your hands to push up at the chin of the suspect.

Takedown Defense

Footwork will be emphasized to ensure its importance as the first level of defense. It will be imperative for the students to understand they cannot cross their feet for any reason. This will allow them to maintain their wrestling or fighting stance and keep them in the proper position to hand fight. The first line of defense is their hands and forearms, followed by their head, and lastly their hips.

(Drill) – Variation of spin drill where one partner is in turtle position and the other partner is chest to back of turtled partner and spins in one direction while applying downward pressure on the back of the turtled opponent. Whistle blows and the direction of the circling partner changes. One partner in turtle other block arm to Saturday night ride drill.

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1. Sprawl

- a. One hip to ground, not both
- b. Drive the nail into the ground (Hip/Nail Example)
- c. Arm block
- d. Constant downward pressure
- e. Opposite hip sprawl
- f. Circle to back

2. Sprawl from back against wall

- a. Over hook Bicep of arm of suspect which is opposite of the head with one hand.
- b. With other hand push hard on head of opponent.
- c. Fulcrum and drive up and across with arm under chin applying upward pressure.
- d. Once separation is achieved, utilize your hips and head snap to drive the head into the ground.
- e. Outside step and sprawl at angle away from leg being attacked.
- f. Either disengage or circle around back.

3. Attack from rear / bear hug – arms free

- a. Attack the grip of the suspect while giving a slight lean back into the suspect while walking your right side foot out.
- b. Continue to walk your right foot out while pushing the suspects hands down towards the ground.
- c. Arching your back may assist in the break of this hold, “angry kitty.”
- d. Once grip is broken keep hold of the suspect’s right hand by grasping it at the wrist.
- e. With your right hand holding tight to the suspect’s hand place it near you back pocket.
- f. While this is happening, life your left arm up towards the sky.
- g. With the left arm in a sweeping fashion, bring your rear elbow towards the suspect’s chest and obtain an under hook on the suspect’s right arm.
- h. The elbow does not need to make contact with the suspect as a strike would but it can.
- i. As you are obtaining the under hook, you can push away and gain distance or stay tight and you are in position to shoot a single leg.

4. Attack from front / attempted tackle – arms free

- a. Widen your base by stepping backwards slightly with both feet while simultaneously pushing suspect’s hips away from you.
 - This will require you to go over or outside of the arms to block at the hips.
 - If you are late in doing so and the suspect begins to elevate you off of the ground snake your foot in between his and block at the calf. This will prevent a throw.
- b. In doing this, the suspect will not be able to get his hips underneath him to lift you.

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- c. With one of your arms, circle it in between your upper body and the suspect's arms.
- d. Push the gripped arm of the suspect up so you can circle around their back.
- e. If possible when you re-grip around the suspect, trap his opposite side arm from which you escaped from.

5. Front headlock – punches thrown

- a. Widen you base and grip the arm which is encircling your head.
- b. Grip at the wrist of the suspect pulling downward while burying your head into the suspect's stomach.
- c. Opposite side hand should be wrapped around suspect's back and controlling his hip.
- d. If a punch is thrown, thrust your hips forward and reach toward the punching hand of the suspect. Aim for the bend of the elbow.
- e. With foot closest to midline of suspect take step in so you are cutting their body in half while pushing your chest out and looking upwards as if completing a squat.
- f. With arm controlling the wrist of the suspect which was wrapped in the headlock hold bend underneath and come out behind suspect with arm of suspect in a handcuffing position.

6. Front headlock – no punches thrown, control only.

- a. Widen you base and grip the arm which is encircling your head.
- b. Grip at the wrist of the suspect pulling downward while burying your head into the suspect's stomach.
- c. Opposite side hand should be wrapped around suspect's back and controlling his hip.
- d. If no punches are being thrown this is more than likely a posturing type attempt to show dominance but the situation can change rapidly and this is not the place to be.
- e. Let go of hand around your neck and quickly use your outside hand to swim your arm inside the outside leg of the suspect, gripping just above the knee.
- f. With hand gripped at waist pull backward, pulling the suspect farther off base.
- g. From you wide base position, with the leg nearest to the hand gripping the hip of the suspect, take a large C-step backwards (or several shorter steps) as you pull at the waist of the suspect.
- h. This will pull the suspect off base and they will have nothing to post to keep them from being pulled to the ground.

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DAY TWO – CONTROLLING FORCE (TOP POSITION) AND ESCAPING (BOTTOM POSITION)

WARM-UP

Each student will participate in a warm – up and stretch with the instructors leading the class. The warm – up and stretch will consist of a full body exercise to ensure each student is prepared for rigorous physical exercise. Students will be afforded the opportunity to stretch on their own for several minutes after the instructor led stretch.

Warm-up and Stretching

1. Neck
2. Shoulders / Arms
3. Core
4. Hips / Hip flexors
5. Legs / Ankles

Speaking Points during Stretch

1. PC 835 (a)
2. Graham vs. Connor
3. Agency Policy
4. P. E. P.

WARM-UP DRILL

POSITIONING BREAKDOWN

1. Guard

- a. Open
- b. Closed

- Both top and bottom position will be explained.

2. Side Control

- a. Low
- b. High

- Both top and bottom position will be explained.

3. North/South Position

4. Mount

- a. Low
- b. High

- Feet in the pocket
- Head capped and arms controlled overhead.

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- Both top and bottom position will be explained.

5. Knee on Belly

a. Top

- Placement of knee and angle of knee can be changed to apply pressure in different locations. The head of the suspect can also be pulled up to apply a greater amount of pressure.

b. Bottom

- Both top and bottom position will be explained.

6. Taking the Back

- a. Hooks in.**
- b. Hooks out.**
- c. One hook in.**

Dependent on whether you are on top or bottom position your goals will be different. For the goal of this course, if you are on a top or more dominant position your goal will be to maintain control. If you are on bottom the goal will be to escape and go to a different option. This top position is paramount because it provides law enforcement the ability to accomplish the task of effecting an arrest, preventing an escape, or overcoming resistance. By imposing your will and knowledge to secure control of the suspect, the need to throw ineffective strikes will be null and void. Furthermore, it will be easy to show everyone involved in the situation from the suspect, to the witnesses, to the public at large we can handle ourselves professionally even in the most trying of times.

ON THE GROUND (SUSPECT SUPINE)

The most common landing spot once the takedown has been accomplished, if effected by the officer is guard or side control. For the purposes of this class, we will break side control into two different positions, low side control and high side control.

1. Low Side Control

- a. Vise the hips ensuring control.**
- b. Block with knee and arm post to form vise.**
- c. Opposite hand control head.**
 - Misalignment of the spine
- d. Slowly climb up the body while maintain cross tension and applying consistent pressure.**

2. High Side Control

- a. Continue to vise hips but instead of using posted arm, use flat arm at hip, vising with knee.**
- b. With other knee work to lift arm of suspect which is closest to your body.**
- c. Cross tension will be applied by walking hand under head of suspect.**

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- d. Shoulder pressure must be utilized.

3. Knee on Belly

- a. Specifically useful if you cannot get under the arm which is framing at the hip.
- b. While maintaining shoulder pressure knee nearest to hip moves from ground to across midline of suspect.
 - Imperative the instep of the foot attached to knee across belly is flush with hip.
- c. With opposite foot use as outrigger applying sprawl pressure.
- d. Same side hand as knee can provide additional tension on the back of the suspect's neck pulling towards feet of suspect.
- e. Outrigger foot can be used to apply additional pressure on suspect.
 - Back and forth pressure can be utilized to roll with suspects movements.

4. Low Mount

- a. While maintaining shoulder pressure clasp hands under arm and head of suspect.
- b. Utilize this tension to slide leg across stomach of suspect.
- c. Steamroll suspects legs down and take mounted position.
- d. Place your feet in the pockets of the suspect.
- e. Continue with shoulder pressure.
- f. If suspect does not provide much of a struggle, this position can be dominated for an extended period of time.

5. High Mount

- a. From a low mount position, use your hands to cap the head.
- b. Pull your body up, with your knees under the suspect's armpits.
- c. The higher you can elevate the level of the arms the more difficult it will be for the suspect to escape.

Kimura / Americana

For the ease of explanation and demonstration we are going to assume we are on the right side of the suspects body, chest to chest.

- a. Most important point of emphasis is to keep body pressure on the suspect.
 - Do not give up position / pressure to attempt joint manipulation to facilitate handcuffing.
- b. From the high side control position, release shoulder pressure and place elbow on opposite side of head, elbow along the side of the suspects face.
- c. Elbow strikes can be thrown from this position but body pressure must remain.
- d. Locate left arm of suspect and isolate it.

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- e. This can be done in any number of ways; we will show common responses by the suspect and how to overcome them.
- f. Obtain a gable grip with your hands right arm up.
- g. Locate the pressure point on the left arm of suspect. Typically located just above the elbow but below the triceps.
- h. With a pulling motion, your right arm under the pressure point of the suspect's left arm pull into your chest.
 - If done properly, this will typically force the suspect to make a decision. Move their arm up to relieve the pressure, move it down to relieve the pressure, or extend it to relieve the pressure.
 - Understand this is a pain compliance technique but if the suspect is under the influence, they may not feel pain. We recommend you hold this position until assistance arrives and handcuffing can be facilitated or you adjust to a more dominant position.
- i. If suspect maneuvers his arm up, transition to an Americana.
 - Your left arm to the wrist of suspect, your right arm to your own wrist. Pull down and lift up.
- j. If suspect maneuvers his arm down, transition to a Kimura.
 - Your right arm to the wrist of suspect, your left arm to your own wrist. Pull up and lift up.
- k. If suspect extends his arm, transition to a straight arm bar.
 - Your left arm to the wrist of suspect, your right arm to the elbow of suspect. Create fulcrum and apply pressure.
- l. Regardless of where the suspect goes, handcuffing is the end goal.

6. Lesnar

- a. Over arm and under head, gripped at opposite armpit.

7. Handcuff from Lesnar

The Lesnar position, when applied correctly, an extremely successful technique to control a combative suspect while on the ground. It provides more than enough controlling force and pressure to maintain dominant position. However, this requires the responding officers to react in a manner which will ensure the suspect is taken into custody without further force being needed. The focal point for those responding officers will be the arm from which the officer has armpit control.

- a. If the hand is extended away from the body and not tucked underneath:
 - Lesnar officer will release tension on Lesnar and gain an underhook position.
 - Assist officer will form a two on one grip on the suspect's arm which is on the ground.

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- Lesnar officer will use the underhook and his body weight to push suspect onto his stomach.
 - Assist officer will simultaneously pull free arm towards the Lesnar officer.
 - Lesnar officer will use a figure four grip to apply pressure and forcefully pull the arm into a handcuffing position.
- b.** Figure four grip can be transitioned to a kimura.
- Assist officer will maintain control of suspects other arm and place knee across back of suspect.
 - Lesnar officer will apply handcuff to wrist of suspect at his lower back and maintain control.
 - Assist officer will bring opposite arm to the small of the back and place in handcuff.
- c.** If the hand is tucked against the body.
- Lesnar officer will keep tension on suspect.
 - Assist officer will grasp arm with a two on one grip on the arm which is extended due to the Lesnar grip.
 - Lesnar officer will use underhook to force arm of suspect to pass in front of him.
 - Assist officer will pull hard on suspects arm to assist with forcing him onto his stomach.
 - Lesnar officer will take a back mount position.
 - Assist officer will slide down the pole (arm) with knee across upper back and then place suspects hand into a handcuffing position at the lower back.
 - Lesnar officer will have the task of obtaining other arm from suspect to complete handcuffing.
 - Lateral Head Displacement may need to be used to get arm.
 - 2nd officer to arrive on scene control lower body and legs. 3rd officer on scene obtain 2 on 1 grip on extended arm.

8. North / South

- a.** From a high side control position use the hand closest to the hips of the suspect to gooseneck grip the arm opposite of the body as yourself.
- b.** Pull it across the chest of opponent, applying downward pressure on their chest.
- c.** Pass it off to your other hand while you slowly flatten out away from you opponent.
- d.** Post your hand closest to the suspect's hips on the hip of the suspect so they can not follow you.
- e.** Sprawl your body weight away from the suspect and slowly slide your hips over the head of the suspect.

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- f. Keep your hips and body as low to the ground as possible. If you do it correctly, the suspect should push you across their center line just to relieve the pressure on their head.
- g. Once across the center line of the suspect you are in north / south position.

9. Taking the Back

- a. From the mounted position, move to a high mount position.
 - Both knees on ground causing suspects arm to be above nipple line.
- b. Chest down providing pressure on suspects head with both your arms spread wide.
- c. Pinch your knees under the armpit of the suspect.
 - With high position, chest pressure and arms extended, chance of being rolled is diminished and you are able to ride out the position.
- d. If suspect starts to roll which is the most common reaction, go with the roll.
- e. Maintain top position and set hooks in on suspect.
- f. Will end with both hooks in, suspect on stomach

10. Taking the Back Variation

- a. From the mounted position, move to a high mount position.
 - Both knees on ground causing suspects arm to be above nipple line.
- b. Common from this position for suspect to cover head in anticipation of strikes. Focus on one of the suspect's arms and achieve a two on one grip.
- c. Use your two arms to force the suspect's elbow, not wrist, across his midline.
- d. Hand off this hand position to your upper stomach or lower chest and base out both arms wide.
 - This pressure will cause the suspect to want to roll in order to relieve the pressure.
- e. Go with the roll and place your hooks in.

11. Grip Fighting

- a. Two on one grip from high
 - Roll wrist underneath grip and peel
- b. Two on one grip from high variation
 - Wrist lock push pull
- c. Two on one grip from low
 - Push wrist forward grip and peel

ON THE GROUND (SUSPECT PRONE)

For whatever reason, this is the most common position we end up in after a foot pursuit or takedown. Given the current climate, we must place an emphasis on getting the suspect into custody as quickly and efficiently

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as possible. This is a position where ineffective force will appear excessive more than any other. The optics of an officer on the back of a suspect points to a highly dominant position.

Lateral Head Displacement

From a back mount position, assuming the arms are tucked underneath the suspect's body:

- a. Pick a side, either side and transition from a wide tabled position with both of your arms out.
- b. Place your elbow on the ground next to the suspect's head.
- c. Pull your elbow toward the suspect's head and up at a 45-degree angle.
 - This will misalign the spine which is our goal.
- d. Post your arm at the pinnacle of the misalignment to create a larger gap in between the latissimus dorsi and the elbow / arm of the suspect.
- e. Once the gap is created use the opposite arm from which is posted to reach through the gap and grasp at the suspect's wrist with a thumb less grip.
- f. Keeping the arm posted use the arm grasping the wrist to push forward off of the ground slightly as if revving the throttle of a motorcycle.
- g. Pull the arm of the suspect through the window created and either hand it off to a partner or place it in a handcuffing position, held into place by your body.
- h. Repeat process and complete handcuffing technique.

Knee Wedge to Power-Half

From a back mount position, assuming the arms are tucked underneath the suspect's body:

- a. Use a knee wedge to slide in between the latissimus dorsi and the elbow of the suspect.
- b. With the knee extend the arm of the suspect away from the body.
- c. Arm through the window and obtain gable grip to form a power-half.
- d. Use this to roll suspect onto back.

Knee Wedge to Shoulder Pressure

From a back mount position, assuming the arms are tucked underneath the suspect's body:

- a. Use a knee wedge to slide in between the latissimus dorsi and the elbow of the suspect.
- b. With the knee extend the arm of the suspect away from the body.

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- c. Once the gap is created use the opposite arm from which is posted to reach through the gap and grasp at the suspect's wrist with a thumb less grip.
- d. Same side shoulder as is grasping the arm, drive the shoulder into the back of the suspect.
- e. Keeping the grip, dismount and circle around the suspect while providing focused pressure with your shoulder into the back of the suspect.
- f. Use other arm to grip wrist as well and pull into handcuffing position.

ESCAPING

It is essential to realize when you are in a bad situation. Being on the bottom of a suspect or in a position of disadvantage will completely diminish your ability to control the situation. Without that control, we are at the mercy of the suspect. No assumptions can be made about the knowledge or lack thereof of the suspect you are involved with. Therefore, if you find yourself on the bottom, you need to escape.

1. Escape from Guard – Open

- a. If the suspect's legs are not wrapped around you, keeping you in position, just stand up.
- b. Be aware of how you stand up.
 - Do not be flat footed, stand up in base.

2. Escape from Guard – Closed

- a. Sit up with posture to keep the suspect from being able to collapse you and pull you in close.
- b. Place your hands on the hips of the suspect with your forearms digging into the inner thighs of suspect.
- c. Apply pressure to the thighs of suspect and arch your back away from the suspect's legs. Angry kitty.
- d. When the legs break open stand up in base.
- e. Or you can initiate a pass to a more dominant position but be aware of your surroundings and take all factors into consideration before continuing a dynamic and ever evolving physical altercation with a suspect.

3. Escape from Side Control – Stand up in Base

- a. First goal is to create space.
- b. Mount a large bridge.
 - With both feet flat on ground and knees facing the sky, push off of your feet, raising your hips violently in the air.
- c. As you bridge, find your post.
 - First post located at the hip of suspect, other post at the neck of the suspect.

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- d. Bridge again with posts in place. As you bridge, distance will be created.
- e. The post arm at the neck will remain in contact with the neck while the post arm on the hip should find the ground and be utilized as a base with the arm parallel to the ground.
- f. Simultaneously the same side hip should find the ground as well.
- g. Keeping the neck post in place and pushing off of the based arm, stand up in base.

4. Escape from Side Control – Donkey Kick

- a. First goal is to create space.
- b. Mount a large bridge.
 - With both feet flat on ground and knees facing the sky, push off of your feet, raising your hips violently in the air.
- c. As you bridge, find your post.
 - First post located at the hip of suspect, other post at the neck of the suspect.
- d. Bridge again with posts in place. As you bridge, distance will be created.
- e. With knee closest to ground, swing into position placing knee in between you and the suspect.
- f. With knee in position, occupy suspects hands so both of your feet can be placed on suspect.
 - Preferable position is on chest of suspect.
- g. Donkey kick suspect away from you and utilize other force option.

5. Escape from High Mount

- a. Ensure your head is off the ground and cover it from any incoming strikes with your hands in a conventional boxers block. Also ensure both feet are bent at the knee and your feet are flat on the floor.
 - Do not have your legs extended and straight on the ground.
- b. Dig your elbows into the upper thighs of the suspect and push yourself upwards, away from the suspect.
 - “Wiggle wiggle”
- c. Dig your feet into the ground and generate a large bridge using your knees to push the suspect towards your head.
 - Your hands can also be used to pull the suspect towards your head by grasping their shirt.
- d. Pick a side to attempt an escape. Either over hook the arm of the suspect you are trying to escape to or under hook the arm of the suspect and gather a gable grip.
- e. Lay your leg across the ankle of the suspect on the same side as the arm of the suspect you are controlling.
- f. Use your free leg to push of the ground, creating a leveraged bridge, and push the suspect up and over your shoulder.
 - This must be done at an angle not directly over your head.

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- g.** Once you bridge the suspect over your shoulder the momentum will carry you into a guard position.
 - Be aware the suspect may clasp their feet together placing you in closed guard
 - Be aware the suspect may also grip your head / neck to break your posture.
 - Clear the grip if your head is grabbed.
- h.** Continue to either a closed guard or open guard escape. See above if needed.

6. Escape from Low Mount

- a.** Ensure your head is off the ground and cover it from any incoming strikes with your hands in a conventional boxers block. Also ensure both feet are bent at the knee and your feet are flat on the floor.
 - Do not have your legs extended and straight on the ground.
- b.** Dig your feet into the ground and generate a large bridge using your knees to push the suspect towards your head.
 - Your hands can also be used to pull the suspect towards your head by grasping their shirt.
- c.** Pick a side to attempt an escape. Either over hook the arm of the suspect you are trying to escape to or under hook the arm of the suspect and gather a gable grip.
- d.** Lay your leg across the ankle of the suspect on the same side as the arm of the suspect you are controlling.
- e.** Use your free leg to push off the ground, creating a leveraged bridge, and push the suspect up and over your shoulder.
 - This must be done at an angle not directly over your head.
- f.** Once you bridge the suspect over your shoulder the momentum will carry you into a guard position.
 - Be aware the suspect may clasp their feet together placing you in closed guard
 - Be aware the suspect may also grip your head / neck to break your posture.
 - Clear the grip if your head is grabbed.
- g.** Continue to either a closed guard or open guard escape. See above if needed.

7. Escape from North / South

- a.** Ensure both feet are bent at the knee and your feet are flat on the floor.
 - Do not have your legs extended and straight on the ground.
- b.** Use your hands to form a C-clamp and place both of them on either hip of the suspect.
- c.** Dig your feet into the ground and generate a large bridge.
- d.** Pick a side to attempt the escape from and when the bridge is accomplished take the hand opposite of the side you are attempting to escape from and obtain an under hook. This will require you to roll on your shoulders in the direction you are trying to escape. You should end up on your stomach with the ability to quickly get to your knees.

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- Trying to escape to the right use your left hand
- Trying to escape to the left use your right hand.
- e. Obtain a gable grip with the hand that is over the leg of the suspect being palm down and your support hand being palm up.
 - You should be controlling the same side leg of the suspect as the side you attempted to escape from.
- f. Use your gable grip and head pressure to control the leg of the suspect. Apply shoulder pressure and drive forward off of your knees forcing the suspect over onto their back.

8. Escape from Back Mount with Hooks In

- a. Isolate an arm and collect a two on one grip on the arm of the suspect.
- b. Start moving your body towards the opening opposite of suspect arm around you.
 - Use fingers of suspect as guide, they are pointing you in the direction of escape.
- c. Base off of your planted feet to provide pressure into your suspect while sliding your lower body to the side of escape which the suspect is pointing for you.
- d. Use your hips to slide your body and lower back across the suspect's leg, threading your own leg over the top of the suspect's leg which you are lying on.
 - If the suspect comes up and attempts to maintain top control, block at the knee and obtain a half guard or full guard position.
 - If the suspect does not come up and you are able to get your back to the mat, push your back towards the suspects head and thread your arm through their legs coming up in a side control position.

FINAL DRILL

The final day will end with drilling to reinforce the techniques which have been taught throughout the entire course. All of the instructors will participate in the final drill. Instructors will take the position of the suspect. In reality, there will not be enough Instructors to train with each student. However, students will also be afforded the opportunity to train with one another.

1. Each student will take turns being offensive and defensive.
2. The takedown portion will be half speed, ensuring the takedown will be successful.
 - a. Once the takedown is accomplished, the drill will switch to dynamic drilling.
3. The officer who accomplished the takedown will attempt to maintain control
 - a. Similarly, the officer who was taken down will attempt to escape.
4. Officers will then rotate positions.

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The dynamic training sessions will last approximately one minute. Once the student has trained in the dominant position, they will then take the secondary position with the Instructor taking the controlling spot. A full training session will consist of each student being in the dominant and secondary position and practicing as many takedowns as possible. Students and Instructors will then rotate, allowing the drill to continue for an extended period of time. This type of drilling will reinforce all of the teaching points throughout the entire course. It will also allow each student to practice what they have learned and feel real life resistance as they attempt to replicate the techniques.

TEACHBACK

Each student will be required to demonstrate their teaching skill prior to receiving their certification. This portion will be done in front of the entire class. Each student will select a technique they were shown and re-teach it to the class. They will be graded on their delivery, effectiveness in teaching, and fluency.

FINAL WRITTEN TEST

This final written examination will test the ability of the student to retain the information they were taught throughout the day. The two pronged testing approach will ensure the student is able to not only replicate the techniques but also understand the underlying methodology. Any student who does not pass the test with a 90% will be deemed to have failed the test and therefore failed the class.