



CAMPBELL POLICE DEPARTMENT

Arrest and Control Update

8 Hours

COURSE GOAL:

The course will provide the trainee with the minimum topics of Arrest and Control required in the POST Perishable Skills Training Program (PSP). The trainee will develop the necessary tactical knowledge and skills to safely and effectively arrest and control a suspect. To provide students with the information and hands-on experience needed to effectively use assigned Electronic weapon.

The course consists of a hands-on/practical skills arrest and control training for in-service officers.

COURSE OBJECTIVES:

The trainee will:

1. Demonstrate knowledge of the following Campbell Police Department policies:
 - a. 300 Use of Force
 - b. 306 Use of Leg Restraints
 - c. 308 Use of Control Devices
 - d. 309 Use of Taser
 - e. 351 Handcuffing Policy
2. Demonstrate knowledge of the importance of mental and physical conditioning as it relates to effective arrest and control techniques
3. Demonstrate a minimum standard of arrest and control skills with every technique and exercise, to include:
 - A. Judgment and Decision Making
 - B. Officer Safety
 - C. Body Balance, Stance, and Movement
 - D. Searching/Handcuffing Techniques
 - E. Control Holds/Takedowns
 - F. De-escalation, Verbal Commands
 - 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. Under supervision of an instructor and using an assigned Taser X2 each student will:

All of the redactions are made pursuant to subsection (a) of California Government Code section 6255.

1. Demonstrate an understanding of the rules of Safe Taser X2 handling on patrol.
2. Demonstrate an understanding of the fundamentals of electricity and how it applies to the Taser X2.
3. The student will be able to explain how the Taser conducted energy weapons override the central nervous system.
4. Demonstrate proficiency in the function and use of the Taser weapons applies to the Taser X2.
5. Demonstrate the ability to apply the fundamentals for Taser X2 marksmanship: fire accurately from standing positions at preferred target areas (vertical, horizontal, and moving target.)
6. Demonstrate the ability to effectively engage targets [REDACTED]
7. Demonstrate proficiency and achieve agency re-certification.

EXPANDED COURSE OUTLINE

I. REGISTRATION AND ORIENTATION

- A. Introduction, Registration and Orientation
- B. Course Objectives/Overview, Exercises, Evaluation/Testing **III (b)**

II. SAFETY ORIENTATION AND WARM-UP **III (a)**

- A. Review of Safety Policies and injury precautions
 - a. Demonstrate “tapping out” to be used during all control hold, and carotid restraint
- B. Students will participate in warm-up-stretching exercises
- C. Four Basic Taser safety rules
 - a. Treat all Taser X2 as if they are loaded
 - b. Never point the X2 at anything you are not willing to destroy
 - c. Keep your finger off the trigger until your sights are on target
 - d. Always be sure of your target and background
- D. Scenario safety rules
 - a. No live firearms will be brought into the training facility.
 - b. No live ammunition shall be brought into the training facility
 - c. Only clearly marked blue/red/yellow Training guns shall be worn by all persons (officers) participating in scenario.
 - d. Only qualified instructors shall wear Taser protective simulation suit or FIST/Redman suit.
 - e. Only LS (blue) training cartridges shall be allowed in the training facility.
 - f. The safety switch of all TASER devices will remain in the down position unless the instructor directs students to arm the weapons or when it is appropriate to do so during a training scenario.

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- g. TASER devices shall not be pointed at any person unless the instructor directs students to do so as part of a training exercise or when it is appropriate to do so during a training scenario.
- h. A TASER device loaded with a live cartridge shall not be pointed at another person except during a scenario exercise when the cartridge is an LS (blue) training cartridge and the subject being hit is wearing a protective simulation suit.
- i. Lasers shall not be shined into anyone's eyes.
- j. Probes will be removed according to proper protocol.
- k. All activity will stop when any time student or instructor calls "Stop action."
- l. Every student is a safety officer. All unsafe conditions will be immediately brought to the attention of the instructor. If an unsafe condition occurs or is noticed during an exercise, the student or instructor observing the unsafe condition shall call "Stop Action."

III. USE OF FORCE POLICIES AND LEGAL ISSUES

III (g, j)

- A. Case Law Update, report documentation and policy
 - 1. Tennessee v Garner
 - 2. Graham v Connor
 - 3. Forrester v San Diego
 - 4. Long Beach v Long Beach POA
 - 5. Status of Pepper Spray Cases (Humboldt Co., etc.)
- B. Department Policies
 - 1. Policy 300 - Use of Force
 - i. Reasonableness
 - ii. Factors to consider reasonableness
 - 2. Policy 306 - Use of Leg Restraints
 - i. WRAP
 - ii. Guidelines for WRAP
 - 3. Policy 308 - Use of Control Devices
 - i. Impact Weapons
 - ii. Chemical Agents
 - iii. Factors to Consider
 - 4. Policy 309 - Use of Taser
 - i. Verbal Visual Warnings
 - ii. Factors to Consider
 - 5. 351 Handcuff Policy
 - i. Use of handcuffs
 - ii. Handcuffing Juveniles
 - iii. Handcuffing Detainees
- C. Report Documentation
- D. Excited-Agitated Delirium and Sudden In-Custody Death
 - 1. Causes
 - i. Metabolic – low blood sugar

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- ii. Pharmacologic – cocaine
 - iii. Infectious – meningitis
 - iv. Psychological – underlying mental illness
 - 2. A “MEDICAL CRISIS”
 - i. Acute onset
 - ii. Mental health issues
 - iii. Excited, Extreme agitation, Emotional changes
 - iv. Delusional, Disoriented, Distracted
 - v. Insensitive to pain
 - vi. Call back-up, EMS, etc
 - vii. Aggression toward objects (especially glass, mirrors)
 - viii. Large belly; Loud, incoherent
 - ix. Confused, disoriented
 - x. Resists violently
 - xi. Can’t breathe
 - xii. Strips off clothing; sweating profusely
 - xiii. Intense paranoia
 - xiv. Superhuman Strength
- E. Americans with Disabilities Act of 1990 (ADA)
 - 1. Disability is defined by the ADA as "a physical or mental impairment that substantially limits a major life activity."

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

- A. Suspect attacks officer
- B. Locking resistance
- C. Going limp (Should not use term passive resistance)
- D. Resisting with apparatus (chaining to objects, using large pipes with arms locked inside)
- E. Use of pain compliance/pressure point/distraction techniques
- F. Mental conditioning for arrest control – color-coding:
 - 1. White = relaxed frame of mind
 - 2. Yellow = general awareness, minimum level of awareness, uniform

3. Orange = specific awareness, 75%-25% theory, checklist of six (75% on the individual or situation, 25% on general surroundings)
 - a. 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, officers
 - 6) Footing/balance, officer’s ability to stay on his/her feet
4. Red = fight or flight

V. 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. Life threatening physical altercations, 90 seconds of explosive endurance

VI. BODY BALANCE/STANCE AND MOVEMENT FROM POSITION OF INTERVIEW AND FIGHTING STANCE III (b, i)

- A. Stances:
 1. Field Interview stance
 2. Fighting stance
- B. Footwork Review:
 1. Forward shuffle
 2. Rear shuffle
 3. Normal pivot
 4. Shuffle right and left
 5. Pivot right and left
 6. Progressive pivot
 7. Shuffle pivot
 8. How to fall to the ground safely and assume a fighting position
 9. Transition from ground to a standing position and assume fighting position
 10. Access to equipment on duty belt while in a fighting stance and on the ground
 11. Gaining distance
- C. Testing / Remediation

Students will receive instruction on each technique in this section and perform them in front of instructors to demonstrate proficiency. Any student scoring below standard on any exercise, as established by the presenter, will be remediated, and tested until standard is achieved.

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VII. SEARCH TECHNIQUES/CONTROL HOLD/TAKEDOWN/
HANDCUFFING DE-ESCALATION, VERBAL COMMANDS

III (b, c, d, e, f, k)

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 (i.e., pregnant females)
 - c. Complaint of pain should be documented
 - d. Failing to double lock handcuffs can result in injury to suspect and liability to an agency

B. Unknown Risk Handcuffing Techniques

1. Low profile twist-lock
 - a. Verbal commands
 - b. Twist lock control
 - c. Handcuffing

[REDACTED]

C. High risk prone or kneeling, to a prone control and handcuffing

1. High risk kneeling
 - a. Verbal commands
 - [REDACTED]
 - c. Search
 - d. Handcuffing
2. High risk prone
 - a. Verbal commands
 - b. Prone control
 - c. Search
 - d. Handcuffing

D. C-Grip Position of Advantage

[REDACTED]

E. Takedowns

[REDACTED]

F. Verbal commands / De-escalation

1. “Get back”
2. “Get on the ground”
3. “Stop resisting”

G. Testing / Remediation

Students will receive instruction on each technique in this section and perform them in front of instructors to demonstrate proficiency. Any student scoring below standard on

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VIII. WRAP

III (b, e)

A. Application of the WRAP

1. Breakdown of the WRAP; Leg wrap, shoulder harness, ankle strap
2. Demonstration (two, three, and four officer application)
3. Transportation
4. Removal of the WRAP
5. Preparation and storage/cleaning
6. Tactical Considerations
7. Pre-planning
8. Documentation and Supervisor notification

B. Testing / Remediation

Students will receive instruction on use of the WRAP then demonstrate proper application in front of instructors to demonstrate proficiency.

IX. IMPACT WEAPONS REVIEW:

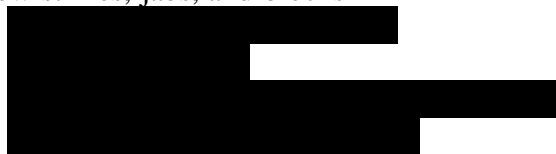
III (I)

A. Authorized impact weapons review

1. Authorized impact weapons
 - a. Straight baton
 - b. Riot baton
 - c. Collapsible baton

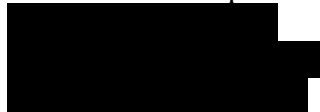
B. Overview of course and explain which techniques will be tested

1. Safety orientation
 - a. Identification of target and non-target areas on the body
2. Footwork review
 - a. Patterns of movement
3. Review strikes, jabs, and blocks



- e. Techniques practiced on bags and axe handles
 - f. Stick fighting techniques

4. Baton retention techniques



5. Patrol responses
 - a. First aid considerations
 - b. Supervisor notification

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C. Testing / Remediation

Impact weapon testing will include: balance, proper technique and power. This will be tested in a variety of methods, such as use of the FIST/Redman suit, axe handles and impact bags.

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X. CAROTID RESTRAINT TO HANDCUFFING **III (a, k, n)**

- A. Safety orientation
- B. Discuss history and body mechanics of technique
 - 1. In custody deaths
 - 2. Specific dangers / risk of injury
 - a. Pressure to front of trachea
 - b. Vegas nerve dangers
 - c. Airway obstruction
 - d. Multiple applications
- C. Discuss importance of following departmental policy
 - 1. Place in escalation of force
 - 2. Documentation
- D. Practice technique
[REDACTED]
- E. Application of technique by students
 - 1. No pressure
- F. Medical clearance
 - 1. First aid
 - 2. Ambulance or hospital
- G. Documentation per departmental policy
- H. Supervisor notification

Testing: Any student scoring below standard on any exercise, as established by the presenter, will be remediated, tested until standard is achieved. **III (b)**

XI. GROUND FIGHTING **III (b, g)**

- [REDACTED] Discuss theory of protecting yourself [REDACTED]
- B. Specific dangers
 - 1. Suspect's proximity to equipment on duty belt
 - 2. Suspect's proximity to officer
- C. Technique demonstration:
 - 1. Safeguard position

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- [REDACTED]
4. Punch block series from guard
- [REDACTED]

Testing: Following demonstration of each technique each student will demonstrate proficiency. Any student scoring below standard on any exercise, as established by the presenter, will be remediated, and tested until standard is achieved.

XII. TASER OPERATIONS

III (o, g, b)

- A. Department policy review
- B. Taser history and definitions
 - 1. Origins of electronic weapons
 - a. Firearm weapons (BATF classification)
 - b. Non-primer firearm Taser (1994)
 - c. Advanced Taser (1999)
 - d. Stinger (2005)
 - e. Others
 - 2. Electronic incapacitation vs. pain compliance devices
 - a. Pain compliance / Sun systems
 - 1. Affects sensory nervous system
 - 2. Affects communication from the muscles to the brain
 - b. Electronic incapacitation
 - 1. Affects both sensory and motor nervous systems
 - 2. Affects communication from brain to muscles
- C. Nomenclature, specifications and capabilities
 - 1. Taser X2
 - a. Front site
 - b. Rear site
 - c. Trigger
 - d. Safety switch
 - e. Selector switch
 - f. CID (Central Information Display)
 - g. APPM (Automatic Shutdown Performance Power Magazine)
 - h. APPM release button
 - i. Dual laser sights
 - j. LED Flashlight
 - k. Cartridge bays
 - l. Cartridge eject button
 - m. Arc switch

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- n. Power accessory interface
- 2. Taser X2 Smart Cartridge
 - a. Blast doors
 - b. Probes
 - c. Wires
 - d. AFIDs (Anti-Felon Identification tags)
 - e. Compressed Nitrogen Capsule
 - f. Exterior Conductive Electrodes
- 3. Taser X2 Specifications
 - a. Peak arcing voltage
 - b. Peak voltage across the body
 - c. Energy delivered per pulse
 - 1. Comparison to defibrillators
- D. Taser X2 care and maintenance
 - 1. Daily spark functionality test
 - 2. Recognition and identify possibly maintenance issues
 - 3. If the officer believes that the Taser needs to be further cleaned or additional maintenance performed, a department Taser armorer will be consulted
- E. Taser basic shooting skills
 - 1. Grip
 - a. The Taser X2 should be gripped with Taser X2 in line with the forearm using your support hand. The grip should be firm, but not to the point the Taser shakes. The middle finger should provide more pressure than the ring finger and pinky. The thumbs should be either pointed up or pointed alongside of the frame toward the direction of the target. The strong hand may cover the exposed area on the grip with the fingers wrapped around the fingers of the grip hand.
 - 2. Sight picture
 - a. The relationship of sight alignment and laser aim point to the target.
 - 3. Trigger control
 - a. Emphasize that this is the single most important element. Officer must apply gradual pressure on the trigger so as to not disturb sight alignment until the probes are deployed at target.
 - b. If deployment is ineffective, a second follow-up shot can be taken by gradually applying pressure to the trigger again.
- F. Tactical considerations
 - 1. Based on Campbell Police Department guidelines and training
 - 2. Front sight picture vs. point shoot
 - 3. Movements (forward, back, side to side)
 - 4. Choosing which target when presented with multiple threats
 - 5. Cover / Concealment
 - 6. Moving targets
 - 7. Physical environment – suspect’s location
- G. Taser deployment decisions
 - 1. Know your abilities and limitations

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2. Exercise fire discipline within Campbell Police Department guidelines and the parameters of the applicable State and Federal laws
- H. Skill development
1. Training cartridge firing exercise using LS (blue training cartridges)
 2. Done on the range under the direct supervision of the instructors
 3. [REDACTED]
- I. Taser firing exercises may include:
1. Done in classroom under the direct supervision of the instructors
 2. Live fire various suspect positions (horizontal and vertical targets)
 3. Live fire at various distances
 4. Move and fire exercises
 5. Weapon transition exercises

Testing: Following demonstration of each technique each student will demonstrate proficiency. Any student scoring below standard on any exercise, as established by the presenter, will be remediated, and tested until standard is achieved.

SCENARIOS

The students will be required to participate in various scenarios involving confrontational suspects ranging from verbal aggression to combative aggression. The scenarios will include a requirement for students to evaluate the threat and make objectively reasonable force option decisions based on the totality of the circumstances given in the scenario.

[REDACTED]

Non-Officer role players who will be wearing “Red-Man” suit, “FIST” suit or Taser training suit will be instructors.

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