



**Spring Edition**

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# The ILEETA Journal



**ILEETA** ★

International Law Enforcement  
Educators and Trainers Association

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**Editorial Staff**

**Managing Editor:**  
Kerry Avery  
[kerry.avery@shaw.ca](mailto:kerry.avery@shaw.ca)

**Instructor Development:**  
Thom Dworak  
[tbdworak@comcast.net](mailto:tbdworak@comcast.net)

**Officer Safety / Use of Force:**  
Brian Hill  
[Brian@MentalAmmo.com](mailto:Brian@MentalAmmo.com)

**LE Environment & Health  
and Wellness**  
Kim Schlau  
[Kimberly.schlau@gmail.com](mailto:Kimberly.schlau@gmail.com)

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# ILEETA Journal Editorial



Managing Editor:  
Kerry Avery

## New Normal

For over a year we have been hearing speculation of the “new normal” after the pandemic. While many things remained the same, especially in the world of law enforcement where engaging with people is required, there has been a major shift in the uptake of distance learning. As an organization focused on training this has me wondering if the increase in online learning opportunities will become the new normal or will we return to primarily classroom deliveries? Are there other changes that will arise out of the last year? I am skeptical about big changes as I watch the world starting to emerge from the pandemic doing everything the way we did before.

I always thought a common enemy brings people together, but in this day of social media that no longer appears to be true. Illness and criminal behavior have always been a threat which people worked together to reduce. In the last few years they are now topics of heavy debate with people not only questioning their legitimacy but people with no expertise or experience weighing in with their opinions on how or whether or not we should be fighting these things at all. Social media has put the Dunning-Kreuger effect on full display for everyone to see. When people weighed in with their opinion on how police officers should have handled a situation I would ask if they watched a video of a surgery would they critique the doctors and nurses? Looking at all the opinions on a virus and the vaccines, it turns out the answer is yes people do feel entitled to advise medical professionals too. I guess the comforting part is that armchair quarterbacking is not unique to sports and policing.

Being under constant attack is extremely stressful. All we can do is use the locust of control and what is within our power. For us that is the consistent push to improve officers by giving them the best training possible.

Is there anything from the pandemic experience we can use to achieve this? What can make our new normal? Not being able to attend the annual conference this year was heartbreaking for me. I watched the opening ceremonies online and attempted to watch the Emerson Hour. It did not even remotely replace the experience of being there, but it did give me an opportunity to participate. It made me think of the thousands of ILEETA members who are not lucky enough to get to attend every year. My hope for the “new normal” is that we can use technology to extend our reach and include more people in training.

Stay safe!

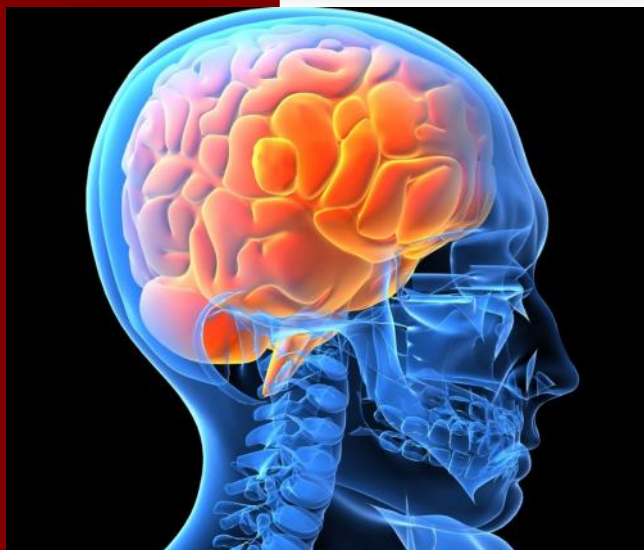
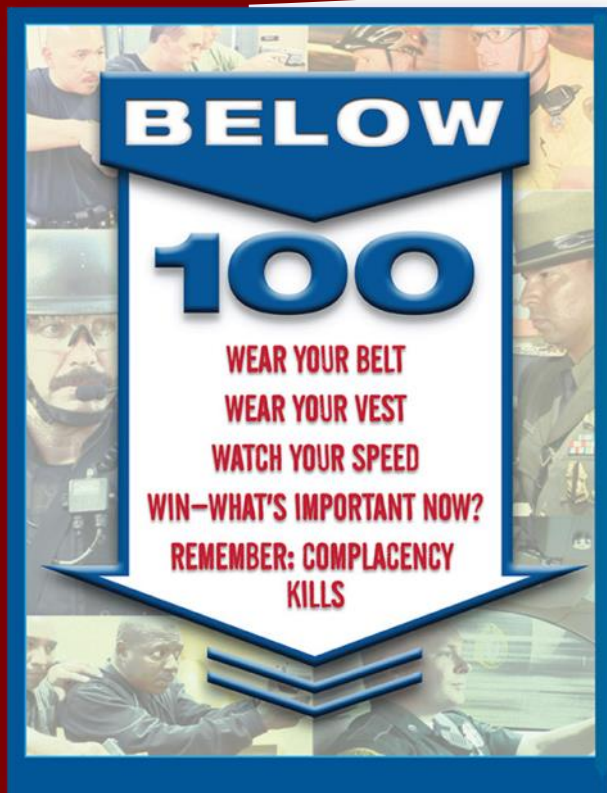
Kerry

# Editorial



# *Officer Safety Use of Force*

Editor:  
Brian Hill





# Negligent Discharge: Is it Really? by Chrystal Fletcher

We

understand that  
accidents happen, and

words matter. This concept is never more important than when we are working with tools that are potentially lethal. Vehicular mishaps are an accepted risk in a profession that requires spending an inordinate amount of time in a patrol car. We should all be actively working to reduce officer-involved traffic crashes, but in the end, we know they're going to happen. After all, officers are only human right? It is human nature to become complacent about activities with which we become overly familiar. How many times have you driven a regular route, arrive, and think back wondering if you actually stopped at that intersection? The chances of an incident seem to increase exponentially with prolonged exposure and perceived proficiency. Unfortunately, it doesn't just happen with cars.

A few years ago, I attended a quality class at ILEETA addressing a serious injury incurred on the range and the lessons they gleaned from it. This class sparked a discussion among the attendees where some were insistent upon using the term negligent discharge to describe this incident. This brought to my attention that many firearms instructors may not be aware of what negligence actually means, and the possible repercussions of its use in such an instance.

In a world run amuck with political correctness, where we are constantly being trained to select our words carefully. The one phrase I hear on the range, that really irks me, has somehow evaded the police: negligent discharge. Come on firearms instructors, you're better than this! I don't know why or when this term for an unintentional discharge came into fashion, but its use is not doing our shooters any favors. It needs to be retired from use by anyone other than the investigators, lawyers, judges, or juries.

As law enforcement, you are the first cog in the machine we call The Judicial System. And nowhere do words matter more than when dealing with law. It isn't uncommon for cameras to be rolling at our most

unfortunate moments. The training range is not immune to this. In fact, we encourage the use of cell phone cameras by our students during range training. Because there may be a physical record in addition to eyewitness accounts of an event, we must be cognizant of the words we select from the beginning.

If you're around and using firearms long enough, we are bound to discharge one without our explicit intent. This unexpected ignition doesn't usually result in dire consequences other than a little surprise. As a matter of fact, many firearms instructors tell their shooters to press the trigger to the rear and let the trigger break be a surprise. If the trigger break is supposed to surprise the shooter, how is the surprise break of the trigger not an unexpected ignition? The habitual and religious adherence to the Basic Firearms Safety Rules will greatly mitigate unfortunate results of such a mishap. So, why it is often immediately deemed negligent?

Negligence is the failure to use reasonable care, **resulting in damage or injury to another**. Fortunately, most range incidents do not meet this definition. Therefore, it follows that they should not be deemed negligent without a thorough investigation if and investigation is required. Even if an incident doesn't meet the threshold of negligence, once that tag has been attached in error, it is forever on the record. Unfortunately, this inaccuracy can be used against the shooter with less than ethical intent should that particular individual be on the bad side of their administration. We would like to think such things would never happen, but it can, it has, and it will again. Why saddle our shooters with something so harmful when a vocabulary change can be preventative?

Another common, and only slightly better, term is accidental discharge. Most range incidents do not rise to the threshold of an accident either. An accident is an unfortunate incident that happens unexpectedly and unintentionally resulting **in damage or injury** and would generally be the result of a mechanical defect or problem. Some examples may be a mechanical issue that causes a semi-auto patrol rifle to fire a burst, or some sort of gear interference depressing a trigger. While alarming, if the Firearms Safety rules are being adhered to, the damage or injury is likely mitigated. This is why I say this is a

slightly better term only in that it is less likely to be a source of punitive action against the shooter. Yet it is still not usually accurate. Ironical since accuracy is first and foremost on our mind during firearms training.

Some of our officers already view firearms training as a stressful and unpleasant part of their job. While a change in our diction will not change this, it is one small step in the right direction. We must do everything we can to change our range culture from one of stress and fear to one where our officers feel safe to explore and expand their firearms skills. Removing the use of potentially career affecting and inaccurate language may help. Preach and uphold the basic firearms safety rules and the terms negligent discharge and accidental discharge may not need to be uttered on your range.

I propose the use of Incidental Discharge being one liable to happen as a consequence of activity or action. Or even better, Unintentional Discharge, meaning not done on purpose. These are innocuous terms that are frequently far more accurate descriptions of what has actually happened.

Some examples of the incidental or unintentional

discharges that are perfectly reasonable and maybe even acceptable are getting the shooter to embrace that “surprise” break of the trigger while trying to break them of anticipating the ignition of the shot. When working to improve our shooter’s speed and accuracy, they must push their previous limits on how fast they run their gun. I myself have experienced my favorite UD ever running a drill on a plate rack. At 25 yards, I pushed so hard that my split times on my hits were well above my skill level. Those shot breaks were definitely not done with explicit intent. But I will take those UDs all day long.

Words matter and the unexpected happens. When conducting firearms training, for the sake of our shooters, we must remember these two truths and choose our words carefully. **ILEETA**

#### About the Author

*Chrystal Fletcher is a firearms instructor and co-owner of Combative Firearms Training, LLC providing firearms training and instructor development classes to law enforcement, military, and private security. She has trained shooters and instructors from coast-to-coast in order to maximize their performance. She has presented instructor development training at multiple regional, national, and international conferences including the ILEETA Conference and multiple IALEFI Annual Training Conferences, Regional Training Conferences, and Master Instructor Development classes.*





# Standard of Winning

## by Robert Carlson



Recently I heard an instructor telling his students they must have the mindset to win when it comes to a fight. My initial positive impression was quickly dashed when that same instructor told his class of young recruits winning was measured by them going home. My concern was borne in this hardly being a measurable standard that reflects the true complexities of prevailing in a lethal encounter. Plus, it gives a false impression to newer officers. Although with good intent, we, as instructors, sometimes latch onto catch phrases to grab attention, failing to recognize the message heard by our students.

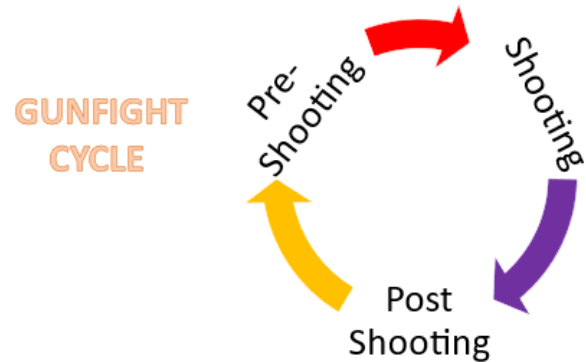
We must realize a fight does not begin when we arrive on scene or the suspect draws a weapon. Nor does it end when the threat is neutralized. The timespan when we are physically engaging the threat is in fact the smallest component in the fight cycle. Lethal engagements are divided into three phases, always in a constant loop. Pre-Shooting, Shooting, and Post Shooting. Our decisions and actions during each of the three phases all affect what I call the “Standard of Winning.”

**Pre-Shooting:** This is everything that is done to prepare for the fight. A fight does not begin when the first shot is fired; it begins now. If you have waited until the first shot to enter the fight, you have lost. Your preparation, training and knowledge of applicable laws are part of your gunfight. Officers must be dedicated to knowledge in order to know precisely when and why to apply force and training to know how to apply that force.

**Shooting:** This is when the physical fight occurs and the actions that encompass that timespan. Your ability to analyze the threat, react and skillfully apply effective and appropriate force are what is measured here. An officer must possess equal pillars of Lethality and Flexibility built upon the foundation of Awareness.

**Post-Shooting:** This phase begins the moment the shooting has stopped, and the threat is no longer active. This is potentially the longest phase as it never really

ends. From applying medical care to the threat, to the statements you make and the long-term legal battles that will most likely ensue, your actions post-shooting can have tremendous impact on your winning or losing.



These phases are shown in a circular pattern because they never end. In your line of work you never know when the next fight will occur so even though you are in the Post-Shooting Phase you have automatically started the Pre-Shooting Phase for your next potential fight. Our training must reflect the decisions and actions that officers make in each of the three phases to allow them a win based on set criteria.

Every contest has some form of measurement used to determine a winner--points in a sport, or in the case of a gunfight, the “Standards of Winning”. Winning a gunfight is far more than simply surviving. There are three standards to be measured:

1. **Legal Standard:** Meaning the legal implications of a fight. While you may have been victorious in the shooting, if your actions or decisions result in criminal convictions and loss of freedom, you did not win the gunfight.
2. **Physical Standard:** Meaning your physical and

emotional condition. Obviously, this refers to your life, but also other aspects of your physical and mental health. Being left with permanent disabilities or health problems while technically surviving would not constitute a win. Similarly, we must be able to live with the consequences of our actions or lack thereof. PTS and suicide are very real factors that potentially constitute losing a fight even years later.

3. Financial Standard: Meaning your economical survival. Your actions in a fight can result in lawsuits and destruction of your family's income. There may be tremendous legal fees for a lawyer. Ending up homeless and penniless would not constitute winning.



To truly be the winner of a gunfight we must not only maintain our prior standard in each of the three areas but also deprive our opponent of at least one of their standards. For it can easily be argued that an officer who never enters the fight and thusly allows the suspect to escape, certainly has survived the moment but just as certainly did not win the encounter.

## CYCLE OF WINNING A GUNFIGHT



Our actions and decisions in the three phases of a fight will influence the outcome in each of the standards. Officers must realize that by preparing themselves now for the fight mentally, physically, and emotionally and viewing each deadly force encounter as an endless cycle with no set beginning or end, they can better make the decisions that allow them to truly win a fight by measurable standards. **ILEETA**

### About the Author

*Robert has is a senior Firearms Instructor and the Active Shooter Program Coordinator for the Memphis TN Police Department. He has over 15 years in civilian Law Enforcement and over 25 years in the United States Air Force. Robert is an expert in Active Shooter Training for both Law Enforcement and the community. He is the owner of Brave Defender Training Group providing firearms and tactical training to Law Enforcement and Military as well as the founding President of Brave Defender Community Services a non-profit conducting Active Shooter Research and Training for the community.*

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# Taking Aim With the “Quiet Eye”

by Det/Sgt Jeff Johnsgaard

There is a wealth of scientific evidence supporting a concept called the “Quiet

Eye” (QE) to improve performance. Decades of scientific study utilizing eye-tracking cameras have helped people ranging from children to professional athletes on improving performance in a variety of modalities including hockey, golf, basketball, soccer, speedskating and ballet. QE has even been studied and applied with medical doctors to improve their techniques as surgeons performing operations. There have also been multiple Olympic sports studied including the shooting sports of rifle and pistol target shooting, biathlon, skeet, trap, and double trap shooting. These shooting sports have immediate cross over into helping anyone train more optimally with firearms.

We have found that few people who use firearms for sport or self-defense, including many in the law enforcement training community, are taking full advantage of QE to improve their performance. This article will briefly lay out the concept of QE and give an example of how it can be trained in a practice session for self-defense relevant shooting skills. It should be noted that QE and the closely related subject of gaze control are not just relevant to firearms application but also to any situation where a person needs to pick up cues in the environment to quickly drive optimal decision-making. This last part goes beyond the scope of this article and if there is interest we will expand on it in future articles.

What is the QE? Simply put, it is when you look to a small, precise spot for at least  $1/10^{\text{th}}$  of a second immediately before starting a movement. The term was originally coined by Dr. Vickers in 1996 and since that time a wealth of information has been collected to help performers improve. Vickers breaks down QE into categories and two are immediately relevant to law enforcement training, targeting tasks and interceptive tasks. A targeting task example is stationary target shooting with firearms and for interceptive tasks is skeet shooting at moving targets (Vickers 2016). Also, the QE has been studied in relation to police officers dealing with a sudden threat in a shoot/no-shoot scenario (Vickers & Lewinski, 2012). All of these

have led to a greater understanding of the skills of elite performers and methods for passing that on to others. Perhaps more importantly are the “gaze patterns”, the way elite performers look around a playing field, or police officer visually assess an incident have been studied. It is beyond the depth of this article but understanding that elite performers seem to be able to pick out relevant information to drive optimal decisions before others is a key part of the progression of QE training.

The scientific definition for the Quiet Eye is;

“The final fixation or tracking gaze that is located on a specific location or object in the visuomotor workspace within  $3^{\circ}$  of visual angle for a minimum of 100ms” (Vickers, 1996).

There are three parts to examine in order to understand the scientific definition of the QE. The first is the phrase, “final fixation or tracking gaze”. This means you focus your eyes on a specific spot on an object, like a golf ball or the center of the target in archery or shooting sports before starting your putting stroke or your trigger press. This also applies to a specific spot on a moving object like in skeet or trap shooting, or where you would look to on the corner of the ice track in speed skating to optimally enter and negotiate a turn. It is important to understand that the start of this look to a specific spot happens before the start of the final movement of the task.

The second part is to keep your eyes looking at the same specific spot, which is the size of “ $3^{\circ}$  of visual angle”. This means your eyes do not move away from that spot. How large is  $3^{\circ}$  of visual angle? To give a reference, if you extend your arm out and put up your thumb, your thumbnail covers approximately  $2^{\circ}$  of visual angle (O’Shea). So, depending on how far away an object is will mean how much of it you can see within that amount of visual space. A thumbnail will cover a few inches of a person’s torso at 15 feet, but it will cover a much larger area on the same person standing 15 yards away.

The third principle is to understand you need to hold your eyes on the spot for a minimum of 0.1 of a second before beginning the final movement task. Durations of QE far longer than 0.1 have been observed in elite performers.

Causer et. al., (2010) found QE durations for elite-level skeet, trap, and double trap shooters to be longer than for sub-elite level shooters and longer for successful shots versus misses.

There are many training applications for utilizing this QE information to perform targeting tasks to a higher level. One simple place to start with self-defense pistol shooters is on the draw and fire. We typically see two common errors committed when drawing and firing the pistol in reference to QE principles.

1. Their eyes are not picking a small enough spot on the target (within 3° of visual angle). When we bring their attention to this, they discover that they may be looking to center mass of the target, but they are moving their eyes around a much larger area than they thought. As the eye can move extremely fast (up to 900°/s) and we may never be aware of the movements consciously, this issue is hard for some students to believe. Fortunately, the eye-tracking equipment to capture QE has been increasing in quality. One such device is a set of glasses called the "Pupil Core," 200 Hz eye tracker by Pupil Labs. Weighing only 22.75 grams it is very non-obtrusive, can record both eyes (beneficial if one eye closes to aim) to within 1° of visual angle, and even works in complete darkness utilizing infrared LEDs. This will give a 100% recording for the student to watch and see exactly what their gaze patterns were. Specific techniques can then be given to optimize their exact characteristics.

Without the eye-tracking hardware and software, it is still possible to increase a student's techniques. By simply having them slowing down their movements so they can be consciously aware and attend to the process of selecting a small spot and keeping their eyes there, we have seen excellent results. Of course, the next step is to speed up the process, then to have a moving target, moving shooter, and lastly both moving.

2. The second common error is to look away from the target altogether. Once again, without eye-tracking technology, many people are not consciously aware

they are doing this. The key here is that they are unaware because they are looking away from the target to the sights of their pistol as it is being brought up to the target. This is not optimal for complying with QE principles. We see people identify a deadly force threat, look to center mass, bring the pistol up but then look away from the target to their front sights as the pistol is being brought up to the target. This exact phenomenon was identified with elite-level pistol shooters in 1985 by Ripoll et. al. They found that near-elite shooters looked downward off the QE sightline on target to their sights as they brought up their pistols, but elite level shooters did not. They kept their gaze on the target and brought the sights up to that view before looking to find sight alignment and sight picture.

This phenomenon was also identified in elite shotgun shooters and broken down further. They were looking at moving targets and found that elite shooters started their QE gaze sooner and had a longer total QE than non-elite shooters. The duration was even sooner and the total time even longer for successful shots to non-successful. Mentioning one other important finding of this study to hopefully dive into in a future article, elite shooters moved their gun barrel slightly *slower* than non-elite showing they had more stable gun motion (Causer et. al., 2010).

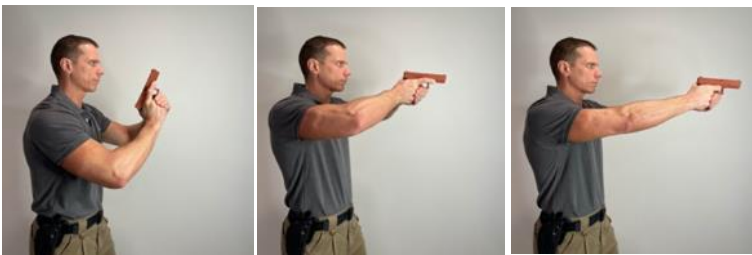
How can the concept of QE be utilized if you do not have access to the expensive eye-tracking equipment used in many of the scientific studies? We address this in two parts.

1. Teaching the principle of the quiet eye as has been briefly laid out in this article is the first step. To have people understand the "why" for a technique we believe is paramount. Understanding there is a wealth of scientific evidence on a particular topic may help the person to believe in it and practice it with more intention. The knowledge will hopefully help direct their attention to their eye movements during training and slow practice.

2. Second, we show techniques for pistol presentation that keep with utilizing the QE. Though these techniques themselves have not been studied to our knowledge, we do find that they increase the likelihood of the person maintaining the QE. This is because we present the sights of the pistol up closer to the face than traditionally done. We found that this presentation eliminates the person breaking QE to look downward to the sights. Second, we find that the ability to “roll” out the pistol toward the target will also allow for a safe time to earlier take off any external safety, touch the trigger, and, depending on the distance possibly take up the slack of the trigger. This has led to the placing of faster, more accurate first rounds off a ready or draw as is evidenced with a PACT timer.

Here are three examples for performing a ready or draw to fire more keeping with the principles of QE:

- I. High Ready – The following movement from high ready to firing will immediately place the sights up and on the same plane as the eyes. This will mean the eyes will not look away toward the sights and break the QE.

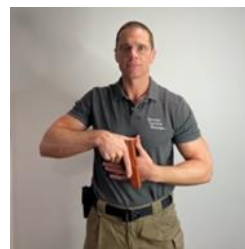


Embedded commands for the High Ready are: **Up – Touch – Roll – Slack – Sight – Press**

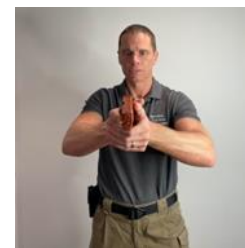
- II. Low Ready or the SUL Position – From a lower/ compressed ready or SUL we ask the student to bring the pistol up under their dominant eye while still fairly close to their face. This is to maintain the QE principle and not have the person look to the sights before the pistol is up in their existing QE gaze. We have found that it is possible to become very fast and

accurate with this technique by s-l-o-w-l-y teaching the process of concurrent activity.

- a. Deadly force threat is identified, eyes remain locked onto center mass of the threat.
- b. Pistol starts to come up under the dominant eye.
- c. Once the pistol is on the same plane as the eyes it can be rolled forward and the trigger can be initially touched.
- d. As the pistol continues to roll forward the slack can be taken up on the trigger.
- e. The eyes can then move to confirm the front sight is on target without violating the QE principles. This is helped by the pistol being rolled forward to the target and not just brought up with arms extended already, hoping to stop the upward motion on target.
- f. As the sights are confirmed the trigger can be pressed to shot discharge.

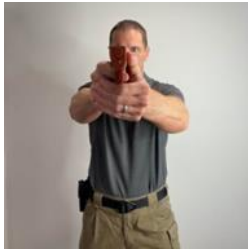


From Position SUL

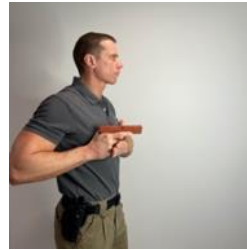


Pistol starts to move upward but also forward toward the target. You can see in this photo the person has lost the QE as they have looked at their sights.

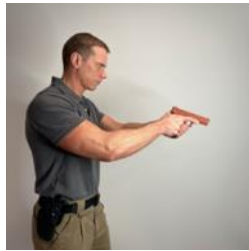
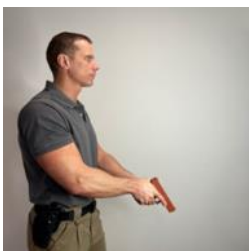
# Quiet Eye...con't



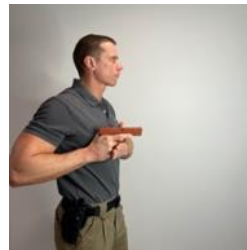
More optimal is to bring the pistol upward first and then



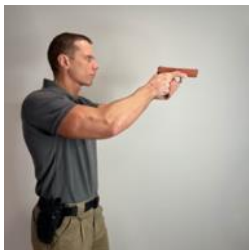
Person looks to the sights, breaking the QE.



Pistol is brought up to target and person looks downward. This breaks the QE principle.



Pistol is brought up under the dominant eye immediately. Then rolled forward.



Pistol is brought up to target then rolled forward. Person does not look to the sights until they are brought up "into view".

We realize this article has been brief and would welcome the opportunity to further expand on the concept of QE in reference to tracking moving targets, barrel kinematics. Also, QE in relation to not just firearms but driving, defensive tactics, and all forms of high performance. The concept of an external focus of attention and the training of expert decision-making all have commonalities with the QE. Also worthy of discussion is the eye-tracking cameras and software to specifically train individuals is within reach of many law enforcement departments. If you have any questions, comments, or if you would like other teaching progressions for using the QE please feel free to contact us.

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- III. Draw and fire – The following photos show a more QE compliant draw to fire technique. In the photo showing the hands coming together in Stage 3 the pistol is immediately brought up under the dominant eye. As the pistol is pressed forward the left hand grips for stability. This technique mimics that of the high ready in order to help the person maintain their QE focus on the target while bringing the sights up into view. This allows for a longer time period to see the sights as they are pushed out toward the target.



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## About the Author

Jeff Johnsgaard is a Canadian police officer in his 18<sup>th</sup> year and currently a Detective Sergeant. He is a trainer for his agency and the police college, a Nationally Certified Instructor under IADLEST, certified by Force Science Research® as an Advanced Analyst, and trains decision-making and use of force internationally with his company Natural Tactical ([www.NaturalTactical.com](http://www.NaturalTactical.com)) and consults with several others. Please feel free to contact him with questions or comments at [Jeff@NaturalTactical.com](mailto:Jeff@NaturalTactical.com)

## ILEETA



# “PROMISES” in Communication

by R. “Doc” Davis



**U**tilizing the acronym “PROMISES” provides officers with a clear, concise system that is easy to remember and to implement under stress. Having such a system enables officers to improve the effectiveness of their active listening skills, which are arguably among the most critical of communication skills. Evidence to support this claim regarding the importance of active listening can be seen in many of the various models taught in the fields of crisis intervention and hostage/crisis negotiation.

One of the leading models for hostage/crisis negotiation is the behavioral change stairway model that was created by the Federal Bureau of Investigation (Vecchi et al., 2005). The foundational first step of that model is the use of active listening skills. When trying to build something, whether it is rapport, a relationship, or a physical building, the foundation is unquestionably the most important aspect of that construction. Without a solid foundation to rest upon, all the work laid on top of it will go awry just as in the case of a specific tower in Pisa.

Given the importance of active listening in the communication process, there is an obvious need to create a methodology for enhancing negotiators’ ability to recall and properly utilize the eight aspects involved. Toward that end, the PROMISES model is proposed as an easy mnemonic tool for the enhancement of recall and implementation under stress.

**P-** paraphrasing. Simply stating back to a subject the understood meaning of whatever message they have just conveyed to the officer, is a powerful tool. This process insures that both parties to the communication are on the same page. This prevents confusion when one person is discussing football while the other is actually talking about futbol (soccer). Paraphrasing also serves to reinforce to the subject that the officer is taking the time to pay attention to what they are saying.

**R-** reflecting. Repeating back to the subject the exact words that they just stated, especially those regarding emotions is another powerful method of enhancing rapport. This technique demonstrates to the subject that the officer understands their situation (Vecchi et al., 2005).

**O-** open ended questions. Asking open ended questions requires the subject to think. Requiring this level of thought helps to return oxygenated blood to the prefrontal cortex, which can help to mitigate the role of emotion in decision making (Carlson, 2010).

**M-** minimal encouragers. Minimal encouragers are short verbal cues that let a subject know that the officer is still dialed in and listening to them, but that are not so intrusive as to stop the subject’s train of thought or interrupt their speech. These include terms such as yeah, ok, uh-huh, go on, etc...

**I-** “I” messages. According to Darrington and Brower (2012) “I” messages are a communication tool that would allow the officer to explain their own thoughts and feelings to a subject. While this tool may be invaluable in therapy sessions or resolving personal conflicts, it is not the way “I” messages are utilized or defined in this model. Specifically, the “I” message, of this model, is a statement used to inform the subject of the officer’s ability and intent to assist them in resolving their current situation, or when making a personal disclosure designed to enhance the building of rapport between the officer and subject (Vecchi, 2009). As that rapport strengthens, the officer should be able to transition from “I” messages to “we” messages. “We” being defined as including the officer and the subject, demonstrating the shared effort to resolve the current situation.

**S-** silence. Also known as effective pauses, the use of silence can be an important method for accentuating a point that has been made. It can also serve as a method of getting a subject to fill the silence with their own thoughts.

**E-** emotional labeling. By placing a label on what the officer believes is the current emotional state of a subject, they provide that subject with the reassurance that the officer is paying attention to their emotional well-being and not just dealing with their current physical situation (Noesner et al., 1997). As with paraphrasing, it also allows the subject an opportunity to correct the

officer if the officer is incorrect. This correction can still be a positive as it prevents the officer from embarking on ill-advised strategies that would have been based on their misconception.

**S-** summary. Interventions can be long and the dialogue can cover innumerable topics. To continue to reinforce the rapport developed between the subject and an officer it is advisable to, at intervals, go back over the content of discussions to that point. As with previous steps in active listening, this provides reassurance to the subject that the officer takes them seriously and has truly been paying attention to them and working toward helping the subject resolve their situation. It also provides additional opportunities for subjects to correct any misinterpretations the officer may have developed regarding topics discussed.

As proposed, the PROMISES model provides a clear, concise, easy system to remember and implement under stress for improving officers' active listening skillset. It literally makes remembering the steps of active listening as easy as making "promises" to a subject that the officer will listen to them.

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### About the Author

Dr. R. "Doc" Davis is a former Navy Corpsman who served with the 2<sup>nd</sup> Battalion, 5<sup>th</sup> Marines. He is also a 20 year veteran of law enforcement, having retired from the Boynton Beach Police Department in Florida, where he built and commanded the agency's hostage negotiation and critical incident stress management programs. Dr. Davis' degree is in psychology and his research interests focus on the areas of crisis intervention, hostage negotiation, human stress responses and Autism. Since his retirement, Dr. Davis has focused on providing instruction to law enforcement professionals through his company, RD2 Consulting, LLC.

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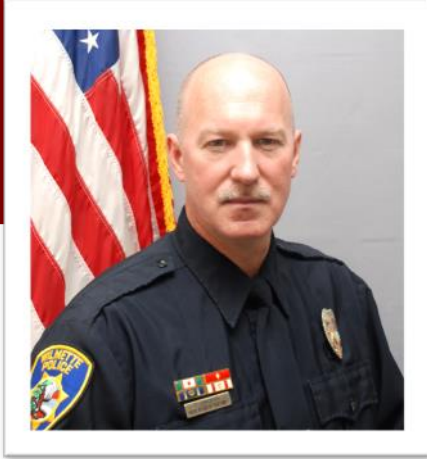
Editor:  
Thom Dworak





# Avoiding Termination: The Hidden Cost of Not Listening

## by Thomas Dworak



**A**t present, it is difficult for many Police and Sheriff agencies to find qualified

candidates. It's expensive to hire a police officer or deputy. It can cost upwards of twice the annual starting salary, from the initial hiring announcement to the end of Field Training. This expense is a "sunk cost". Regardless of who you hire, that money is never coming back. The problem begins, when agencies chase "sunk costs" attempting to not lose it, but spending additional monies that eventually become unrecoverable.

When a Probationary Police Officer (PPO) fails to successfully complete the Field Training and Evaluation Process and the Field Training Officers (FTOs) recommend the PPO not be moved to solo status, the administration has a decision to make. It should be simple, as this notice should not be a surprise. If it is there is a huge disconnect in communication within the agency.

Check the paperwork. Is it complete? Have areas of deficiency been identified, documented, and remediated? Was a Performance Improvement Plan utilized? How many extensions did the PPO receive? There are more questions but these start the review process leading to termination.

At this point, it's decision time. A review that supports the FTOs recommendation, should result in the termination of the PPO. If the agency retains the PPO after a negative recommendation, the agency owns the problem.

I have been told and witnessed horror stories of PPO's that should have been shown the door, who were released to solo status. Many of these PPOs find solo status above their head and eventually for the good of all, leave the organization. Some figure out the system and become the agency's paperweight. The PPO is a liability

to him/herself, other officers, the agency, and the citizens they serve.

An agency spends a lot of money to select an officer. The administration may even be biased by the interview process, thinking their new "rookie" is a rock star. But there is a large divide between talking about the job and doing the job. The Chief or Sheriff might be apprehensive about going back to their Board to request another testing process because the PPO washed out. But ask yourself this question, how much is that PPO who should have been terminated going to cost the organization over a 30-year career? And it is just not a monetary cost. It is a cost in trust, morale, and additional work for officers and supervisors.

You can pay me now or pay me later so to speak. Should this officer violate someone's constitutional rights and a lawsuit ensues, be prepared. Upon subpoena, the plaintiff's attorney will request all documents related to your PPO. This includes any documents related to his/her field training. The bad news here is if you should have terminated the officer, the plaintiff's attorney will have a pretty good case already made for negligent retention. Which sounds easier now, asking for money to run a new applicant test or trying to figure out what the crooked numbers will be in front of the 6 zero's on the check to the person whose rights were violated.

More damage occurs when the agency disregarded the FTO's recommendation. Some or all of your FTOs might lose confidence in the integrity of the program. The FTO's thought process becomes, it does not matter how the PPO performs, Admin is just going to put them on the street. The FTO goes through the motions, fills out the paperwork, gives inaccurate scores because it's easier than trying to convince their administration that a trainee is not qualified for the job. The administration has trusted the FTO's for 14 - 18 weeks or more and when it comes time to make a decision that will impact the organization for many years, the FTO's opinion carry's no weight. This is the number one reason I hear from FTO's that frustrates them and leads to apathy.

The last issue deals with respect, as in respecting the opinion of the FTO. The FTO should be involved in the hiring process. They should be at orientation meetings to be available for questions from the applicants. The FTO should also be part of the administrative interview process. Face it, an agency is trusting the FTO with its most valuable resource, the probationary police officer. It makes sense to have the FTO involved.

Finding candidates for your hiring process is difficult, but don't keep underperforming PPOs just because your agency is short-staffed. That is a disaster waiting to happen. Your hiring expense is a sunk cost you will never get back. Don't throw good money after bad, chasing it with an unqualified trainee. Remember not all the costs of retaining unqualified trainees are visible. It may ultimately cost the agency its most influential members, the FTO. **ILEETA**

## About the Author

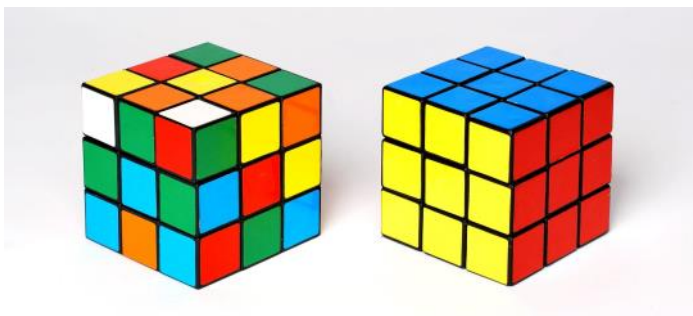
*Thomas Dworak is a retired Sergeant (31 years) from a suburban Chicago police department where he was the Field Training and Evaluation Program Coordinator and the Lead Defensive Tactics/Use of Force Instructor. As the Founder & Lead Instructor for The Adaptive Way, he develops and facilitates courses on Field Training, Leadership, Emotional Intelligence and Decision-making across the United States. Thom's knowledge of experiential learning, emotional intelligence, critical thinking, creative problem solving and decision-making shapes training from The Adaptive Way into programs for the changing environment officers find themselves in daily. Thom can be reached by email at [thom@theadaptiveway.com](mailto:thom@theadaptiveway.com).*



# Solving Problems to Learn Problem Solving

by Kerry Avery, M. Ed.

**D**o you remember the Rubik's cube? Were you able to learn how to solve the Rubik's cube by trying to solve it? Books with the solution to the Rubik's cube were among the top-sellers in the 80s because people wanted to solve the problem but were not able to figure it out through their own trial and error. In the book *How Learning Happens: Seminal Works in Educational Psychology and What they Mean in Practice* (Kirschner and Hendrick, 2020) this example is presented to examine the concept of learning problem solving.



Problem-based learning (PBL) has been all the rage in law enforcement training for about a decade. When I first started working in a police department training unit they were spending thousands to send officers to a 10 day course called problem-based learning for police. While studying adult learning, I did some research on problem-based learning. Definition of problem-based learning on [Wikipedia](#) is, "PBL is a student-centered pedagogy in which students learn about a subject through the experience of solving an open-ended problem found in trigger material." [Queen's University](#) lists the steps in PBL:

- Learners encounter a problem and attempt to solve it with information they already possess allowing them to appreciate what they already know.
- They identify what they need to learn to better understand the problem and how to resolve it.
- Once they have worked with the problem as far as possible and identified what they need to learn, the learners engage in **self-directed study** to research the

information needed finding and using a variety of information resources (books, journals, reports, online information, and a variety of people with appropriate areas of expertise). In this way, **learning can be personalized to the needs and learning styles of the individual.**



- The learners then return to the problem and apply what they learned to their work with the problem in order to more fully understand and resolve the problem.
- After they have finished their problem work, the learners assess themselves and each other to develop skills in self-assessment and the constructive assessment of peers. Self-assessment is a skill essential to effective independent learning.

While doing research on pedagogies, I came across another method called case-based learning. The [Yale Poorvu Center for Teaching and Learning](#) definition is, "Case-based learning (CBL) is an established approach used across disciplines where students apply their knowledge to real-world scenarios, promoting higher levels of cognition. In CBL classrooms, students typically work in groups on case studies, stories involving one or more characters and/or scenarios. The cases present a disciplinary problem or problems for which students devise solutions under the guidance of the instructor."

The vast majority of training declared as PBL is actually case-based learning. They were having participants go through real cases and making decisions to gain experience. This methodology has an important place in law enforcement training because it is application of information to real world situations, but it isn't PBL.

# Problems...con't

The theory of PBL requires participants to learn information and problem solving by solving a problem. The question is, does solving problems teach how to solve problems? Most people could not figure out how to solve the Rubik's cube by trying to solve it. They needed a base knowledge to even understand the puzzle they were trying to solve. People bought a book or watched a video to learn how to solve it and many were successful, but would they be more effective at a different puzzle? Did they learn how to solve various problems by learning how to solve the Rubik's cube?

Policing is complex and it requires the ability to solve problems, so intuitively PBL makes sense but like many training concepts this assumption has been generally accepted without research to support it.

“Although unguided or minimally instructional approaches are very popular and intuitively appealing, the point is made that these approaches ignore both the structures that constitute human cognitive architecture and evidence from empirical studies over the past half-century, which consistently indicate that minimally guided instruction is **less effective** and **less efficient** than instructional approaches that place a strong emphasis on **guidance** of the student learning process. The advantage of guidance begins to recede only when learners have sufficiently high prior knowledge to provide “internal” guidance” (Kirschner and Hendrick, 2020, p. 167).

The issue I am seeing is how and when it is being implemented. There are agencies promoting the use of PBL in recruit training. How can recruits with no experience or base knowledge solve problems? They can't. Unlike the Rubik's cube, there is no policing 101 resource guide they can read to learn how to solve a problem. This means time is either being wasted in recruit training by having recruits trying to solve problems or what is being called PBL is not PBL. The recruits are either receiving a lot of help and guidance, or they are learning through traditional lessons and applying what they learned to an issue (which again is case based learning,

not PBL). “Not only is unguided instruction normally less effective, there is evidence that it may have negative results when students acquire misconceptions or incomplete and/or disorganized knowledge” (Kirschner and Hendrick, 2020), p. 169). Using PBL in recruit training will not create better problem solvers. It is more likely to decrease efficacy because the information is received haphazardly. It is like trying to learn your way around a city by aimlessly driving around.

The key to effective training is scaffolding which begins with simple concepts and direct instruction, and builds in complexity and independence. With this in mind, when is PBL effective? At the end of recruit training, advanced or in-service training. Also consider what topics provide problems with various answers? Deciding whether or not to detain someone is not an open-ended problem. This is suitable for case-based learning because the skills are evaluating a situation and decision making. Leadership training is more suitable for PBL because there are a number of problems with various solutions.

I hope this clarifies the difference between problem-based and case-based learning pedagogies, and supports the continued use of direct instruction until learners have the knowledge base and experience to draw on. People do not learn how to solve problems by solving problems.

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### About the Author

Kerry Avery is the owner of [Odin Training Solutions Inc.](#) Kerry has a Master's degree in Education and over 18 years' experience designing training programs, with the last 10 years spent working with law enforcement to develop classroom, online and blended learning courses. In addition to course development, Kerry coaches and teaches law enforcement instructors on course design and facilitation. Kerry is the editor for the *ILEETA Journal*, and has presented at the ILEETA, IADLEST, and IACP conferences. She can be reached at [Kerry.Avery@shaw.ca](mailto:Kerry.Avery@shaw.ca).



# Communicating with Millennials in Law Enforcement: Recruitment, Supervising, and Retention

by John P. Enriquez



**L**ike it or not millennials, or generation Y, are a reality and have quickly become the

largest section of law enforcement personnel, therefore law enforcement as a profession needs to learn how to effectively communicate with this generation if it hopes to prosper as a profession. According to the Pew Research Center, millennials are now the largest living generation in the United States at 75.4 million and they are making up an ever increasing portion of the workforce (Gasior, 2018). In 2015, millennials surpassed generation X as the largest portion of the workforce at 53.5 million people (Tyler, 2016). Millennials are the future of the American workforce and law enforcement across America needs to learn to effectively communicate with them to recruit, supervise, and retain millennial police officers (Gasior, 2018).

Two sociologists, William Strauss and Neil Howe, are credited with inventing the term millennial and wrote in their groundbreaking work "Generations: The History of America's Future, 1584 to 2069" that millennials are anyone born after 1982 (Gage, 2016). The most common definitions place millennials as those born roughly between 1982 and 2000 (Gasior, 2018). This puts the oldest members of the millennial generation well into their careers, while the youngest are college age (Gasior, 2018). Strauss and Howe, along with other sociologists, believe millennials have certain traits that define them, such as over confidence, and over emphasis on tolerance and inclusion, narcissism, over reliance on technology, and having liberal attitudes towards social and cultural norms (Gage, 2016). Millennials have also been described as entitled, lazy, and self-absorbed (Gasior, 2018). Millennials are known for questioning authority, are less drawn to tradition than previous generations, and tend to be job hoppers (Gasior, 2018). Millennials do not respond well to traditional law enforcement command and control tactics because they need the "why" answered more than the "what" (Tyler, 2016). Generation X'ers typically changed jobs two times in their first 10 years out of college, whereas millennials average four jobs in the same time span (Gasior, 2016).

Millennials are continually entering the profession and we in law enforcement must find better ways to interact with them (Gage, 2016).

Millennials do possess many positive characteristics and attributes as well. Studies have shown millennials have high ethical standards, are willing to work hard, and are highly trainable (Gasior, 2018). Millennials want to be a part of something bigger and they value having purpose over a paycheck (Gasior, 2018). Millennials are also highly educated, more so than any previous generation. Nearly half, or 48 percent, of millennials have a bachelor's degree, as compared to 38 percent of generation X'ers, and 31 percent of baby boomers (Tyler, 2016). Millennials have grown up using computers and have naturally learned to get things done faster and easier by using technology, which cultivates efficiency (Tyler, 2016). Millennials also crave efficiency, which goes hand and hand with their desire for workplace flexibility (Tyler, 2016).

Law enforcement agencies across our nation are struggling to find qualified applicants (Howard, 2018). Millennials are the primary age group for recruitment in every profession, and every profession is trying to attract the best and brightest, making competition for their services high (Howard, 2018). In order to recruit the best and brightest, law enforcement needs to up its game and properly communicate with millennials to attract them to the profession. To attract millennial recruits, law enforcement agencies need to communicate with them on the channels they utilize, and that is on social media (Gasior, 2018). Millennials are extremely tech savvy and do a lot of their communication through social media (Gasior, 2018). All told, 90 percent of people 18 to 29 use social media, and of those one-third say that social media is their preferred method of communication with businesses (Gasior, 2018). Social media allows agencies to highlight positive things its officers do, and a robust social media presence can make an agency more relatable, thus connecting with potential recruits (Gasior, 2018). Agencies can use social media to give followers a glimpse of law enforcement, share positive stories, and advertise job openings (Gasior, 2018). Agencies also need an up-to-date website which makes it easier to communicate with potential recruits about the department

# Millennials...con't

and to apply for a job (Gasior, 2018). The message needed to recruit millennials needs to focus on what they care about, which is doing meaningful work in a social and enjoyable workplace that has a positive impact on the world (Gasior, 2018). Agencies need to communicate how police officers make a difference in their communities along with highlighting the positive and purposeful aspects of the job (Gasior, 2018).

With the hiring of millennials, law enforcement needs to determine how to best communicate with them for optimum supervision. According to Jessica Warnell author of *Engaging Millennials for Ethical Leadership*, millennials display a strong preference for connections, mentoring, and relationships at work (2015). They are comfortable with, and are used to, engaging with parents, teachers, and coaches, and may even view their supervisors as “workplace parents” (Warnell, 2015). According to PGI, 75 percent of millennials want to have a mentor in the workplace (Gasior, 2018). By agencies establishing a mentorship program, millennials can obtain the personalized feedback, communication, and support they desire (Gasior, 2018). Millennials also want their opinions to be heard and valued (Gasior, 2018). One way to allow millennials to communicate with the agency could be distributing surveys or holding meetings where officers can dialogue about a new policy or topic (Gasior, 2018). This open communication can be a benefit for the officers, as well as the agency, because department leaders can use the feedback to improve policies and foster a culture of mutual respect throughout the organization (Gasior, 2018).

Millennials have been called the “why” generation for a reason, they need their questions answered and have “why” things are done the way they are explained so they can see the bigger picture (Olsen & Wasilewski, 2014). As a Field Training Officer, I have found millennial trainees retain much more information in explaining the “why” we do something as opposed to the “what”. I have discovered true comprehension for millennial trainees is met when they feel they can ask questions and discover why we do certain things in law enforcement as opposed to just being told to do something. When agencies foster a more open line of two-way communication with its

millennial police officers, they will find them to be much more responsive, adept at following procedure, and easier to supervise.

With the time, money, and effort agencies spend to recruit and supervise millennial police officers, agencies need to learn to communicate with them to retain their investment. In a recent Gallop poll, 87 percent of millennials cited professional development and career growth opportunities as a very important factor in a job (Gasior, 2018). In addition, a survey from Deloitte found millennial employees are more loyal to organizations that offer support and training for those who wish to take on leadership roles (Gasior, 2018). This translates to agencies needing to offer more than the bare necessities of training. Agencies must communicate and invest in specialized training wherever possible, and create opportunities for promotions (Gasior, 2018). Employee engagement is a critical factor in job satisfaction regardless of age, but the millennial is most likely to leave in its absence (Olsen & Wasilewski, 2014). Millennials have a high desire for work/life balance and agencies need to embrace this view (Olsen & Wasilewski, 2014). To accomplish this, agencies can invite younger officers to bring their family and friends around to show off the department, go on ride-a-longs, meet bosses, and coworkers, and experience the job (Olsen & Wasilewski, 2014). Involving those people most important to a young officer in their work world increases communication and the likelihood of the officer bonding with the agency (Olsen & Wasilewski, 2014). Working to enhance the work/life balance of millennials communicates good faith, empathy, and valuing what is important to them (Olsen & Wasilewski, 2014).

In addition, agencies can embrace new technology in law enforcement because millennials expect cutting edge technology at work (Gasior, 2018). Millennials revolutionized the use of social media and it is an important part of how they communicate (Tyler, 2016). Social media and technology are very heavily integrated into everything they do, including at work, therefore departments and millennial officers alike would benefit from the ability to utilize the latest technology for communication (Tyler, 2016). The downside to the

reliance on technology for communication is that it detracts from interpersonal skills (Tyler, 2016). This poses a dilemma for millennials in law enforcement because law enforcement, by its very nature, requires a great deal of personal interaction (Tyler, 2016). As a Field Training Officer, I have witnessed this first hand with interpersonal contacts with the public. I had a millennial trainee that literally shook when she spoke with or contacted any member of the public due to the fact she had never really spoken with anyone outside her family and friends. Needless to say, her career was short lived. Despite today's technology, interpersonal communication skills will always be needed in law enforcement (Tyler, 2016).

Millennials are the present and future of American law enforcement. In order to be effective as a profession, law enforcement needs to understand what a millennial is and what positive and negative characteristics they possess in order to effectively strategize communication with them to successfully recruit, supervise, and retain them.

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### About the Author

*John Enriquez has been a Police Officer for 15 years and is currently a Corporal and acting watch commander with the University of California Police Department, Riverside. John possesses a M.S. from the University of San Diego in Law Enforcement and Public Safety Leadership and a B.A. from the University of California, Riverside in History and Political Science. John has held or currently holds the positions of Rangemaster, Field Training Officer, Detective, Statewide Response Team, and the University Neighborhood Enhancement Team with the Riverside Police Department. John is brother-in-law to fallen Riverside Police Officer Ryan Patrick Bonaminio and was partners with fallen Riverside Police Officer Michael Daniel Crain.*

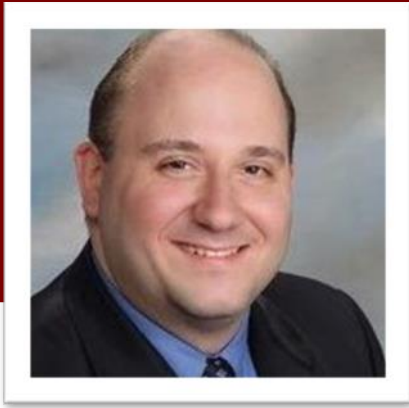


# *LE Environment & Health and Wellness*

Editor:  
Kim Schlau







# Law Enforcement and Mental Health Response: Where Do We Go From Here? Part 2

In part 1, we discussed how the lack of funding, organization, and structure brought law enforcement into being the go-to persons for those with mental illness. And while Crisis Intervention Training (CIT) has helped thousands of officers safely interact with those with mental illness and help to get these persons the help they need, it is by no means a panacea. As a CIT trainer and coordinator, I am a strong proponent of CIT, and its value is immeasurable to the officer on the street. In fact, I would love to have every police officer in the country trained and certified on CIT. Sadly, I know it is merely a band aid for a much larger problem as CIT only deals with the crisis at the moment, not the need for resources once brought to the hospital and the necessary aftercare. Hence the vicious cycle of officers being called to the same home numerous times and bringing persons to the hospital just as often only to be discharged a short time later continues. The idea that defunding the police is going to help those with mental illness is shortsighted. Why? Because police agencies need money for training, you know for CIT training, and to cover the overtime while officers are in that 40-hour CIT course and someone else is covering their shift. Not to mention the numerous other trainings, oftentimes unfunded mandates required by cities and states. In addition, taking money from the police, without a real plan on how to use that money or how much you will need to help the mentally ill is also poor planning. So where do we go from here? Instead of complaining and making reactionary decisions, like taking a little money from one place and shifting it to another, let's look at some real possible solutions.

The first obvious solution is to separately fund mental health care, more so than has been done in this country. This is not going to be accomplished by taking money from other agencies only to detrimentally impact those existing services, like our needed police forces. Earmarking specific funding for mental health would allow for community mental health centers along with crisis centers that could be an option from going to the ER. Crisis Triage Stabilization Centers offer such an option. These centers offer 23-hour observation and stabilization

to assist those struggling with a mental health crisis. They also allow for officers to drop off individuals that would have normally been brought to the ER or the jail. The Department of Justice just approved a \$750,000 grant in Lake County, Illinois for this program to open in 2021. This type of program will help to divert persons with mental illness out of the criminal justice system and towards actual help that they need. Interestingly enough, programs such as this are what we need more of. Individuals who are not taking their medications or those waiting for an outpatient appointment and need medication are exactly what this stabilization center can do. This, in turn, frees up the ER as well as needed police resources. Alternatively, some emergency rooms have gone a step further by having hospital-based psychiatric emergency rooms to stabilize persons within 24 hours, freeing up needed inpatient beds, and getting the person on the path to recovery. Once again, this allows for more structured treatment which helps to break the cycle of going in and out of the ER. Officers having to transport persons to a State Mental Health Facility can also be avoided by utilizing these two types of interventions as typically 70-80% of psychiatric emergency room patients can be successfully stabilized and returned home or to outpatient treatment in less than 24 hours.<sup>(1,2)</sup> This may also significantly reduce the need for certificate and petitioning/involuntary commitment as the person may be more willing to go to a crisis center than a hospital.

Many of you are thinking, this sounds good, but what about those persons who still interact with the police, with a CIT trained officer? How do we keep them from repeating that cycle of law enforcement going back and forth to their house monthly, weekly? Here in Lake County, the Crisis Outreach and Support Team (COaST) program was started in 2018 and what started out as a pilot program, has now been made a permanent part of the department. The COaST program supports persons with mental or behavioral health illnesses who interact with law enforcement. The team has one deputy and one licensed mental health counselor, who within three days of a law enforcement officer having a mental health interaction, the COaST deputy arranges a meeting or cold call their residence. During that meeting, the deputy does

a well-being check of the person and determines if they have sought any treatment or services since the initial event. The deputy then provides a “warm handoff” to the Health Department counselor, who conducts a brief assessment, and if necessary, refers the person to appropriate services. While this program is not new, it is effective. Many communities across the United States have seen success implementing these types of programs, resulting in a reduction in law enforcement interactions with people having a mental illness. These programs are also shown to reduce the likelihood of individuals being arrested or re-arrested. The COaST program to date has successfully made contact 83 percent of the referrals to offer and help set up service to those with behavioral health and substance abuse challenges.

Let's address something else that has been floating around in the news with all the defunding nonsense, and that is having social workers just handle crisis calls and take the police out of it. Once again, sounds tempting right, but is it realistic? The short answer is no. Let's face it, EMS won't even go in until LE clears it. How can we expect to send an unarmed social worker into an unknown situation that has the potential to turn violent? And here is something for our politicians to also consider. If you defund police and reallocate money, you will have less police. And while you could have a lone social worker respond to a crisis call, what happens when he or she needs to call 911 to assist and there are no available units because the PD was defunded? This is where I want to emphasize one of my original points to independently fund mental health without taking away other vital services to the community. If anything, let's have an officer and a social worker respond together to these crisis calls, not separately. Let's create a unit designated for crisis calls only (think of Ernie and Joe – Crisis Cops). The point is if we are really going to address mental health in this country, it will not be from sacrificing one thing for another. It is going to be sitting down, politicians, police, healthcare, as well as community members and truly making a plan that gets away from band aid approaches to real meaningful community resources. Start with a solid CIT program that has follow up, have hospitals with psychiatric emergency rooms, have a crisis stabilization unit, and please have and

adequately fund outpatient mental health centers so people have somewhere to get proper care. This is how you start to create meaningful results. This is how you break the cycle.

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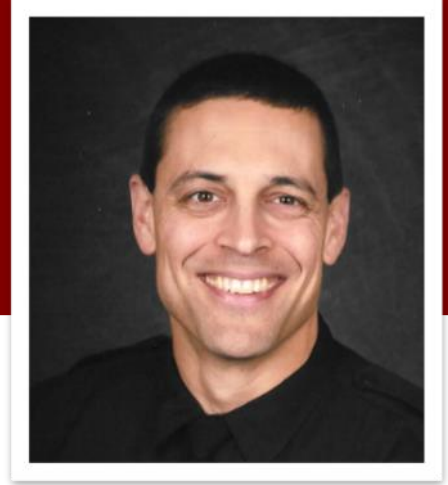
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**ILEETA**

## About the Author

*NICHOLAS GRECO IV, M.S., B.C.E.T.S., C.A.T.S.M., F.A.A.E.T.S., is President and Founder of C3 Education and Research, Inc. Nick has over 20 years of experience training civilians and law enforcement. He has directed, managed and presented on over 400 training programs globally across various topics including depression, bipolar disorder, schizophrenia, verbal de-escalation techniques, post-traumatic stress disorder, burnout, and vicarious traumatization. Nick has authored over 300 book reviews and has authored or co-authored over 35 articles in psychiatry and psychology. He is a subject matter expert for PoliceOne/Lexipol and Axon as well as a CIT trainer for the Chicago Police Department, the State of Illinois and other agencies. Nick is a member of the International Law Enforcement Educators and Trainers Association (ILEETA), IACP, IPSA, and CIT International, as well as Committee Chair for the IPSA Mental Health Committee and Chair of the Lake County Suicide Prevention Task Force. Nick can be reached at by visiting his website <http://www.c3educationandresearch.com/> or emailing him directly at [psychcomm@yahoo.com](mailto:psychcomm@yahoo.com)*

# Remember You!

by Scott Medlin



“Duty gear, check.  
Time card, check.

Boots polished, check.

Daily prayer, gratitude, and exercise to prevent anxiety, depression, and suicide? I’ll get to it when I have more time.”

What do I mean by this?

I’m saying that maintaining your mental health is an ongoing, active effort – not a back burner issue. By no means do I claim to know it all, but as an officer who has battled depression and PTSD, I want to express to you just how critical it is to create and maintain healthy daily habits for yourself. It may require some extra work upfront, but making this investment will pay off more than a hundred times over.

Arriving to the scene of a person who had hanged themselves will always feel like the first day that policing really got to me. I began experiencing anxiety symptoms, sleeping disturbances, and the list goes on. I thought I could shake it off because I’m a police officer. Not so much!!!

Every day, we experience stress and/or trauma at work, all the while ignoring the long-term impact of these stressors on our mental health. Even worse, many of us are just completely unaware of how damaging this can be. It’s far more pertinent in our minds to know how to approach a house, or a car, or someone behaving suspiciously. These are highly important competencies for a police officer, but if we only focus on immediate survival, the irony is that what we’re ignoring can be more dangerous than what we’re paying attention to.

Think it’s all a crock? Then let’s turn to the hard evidence. A 2018 [Psychology Today](#) piece reports that twenty to thirty percent of patrol officers “on the street” will battle substance abuse. According to the [DOJ](#), fifteen percent of police officers experience symptoms of Post-Traumatic Stress Disorder (PTSD). Per the organization [BlueHelp](#), 56

officers have committed suicide in 2021, and that’s just what was reported.

It’s not to kill the mood that I say these things, but to shed light on the very real and often ignored threat that is mental health – an issue that claims more lives than even the job of policing itself.

Perk up, there is a solution! Following are a set of proven daily steps that you can take to consistently improve and maintain physical and mental health:

1. **Make more time for yourself before shift**

I used to think that I was automatically happy and healthy because I exercised before shift. Wrong! Physically, I was in ok shape, but since I was falling apart mentally, it eventually led to sickness and digestive issues. Enter the mind-body connection. It’s because of this connection that waking up earlier is so helpful – it helps you train your mind and your body. If you don’t have time, you make time!

2. **Prayer, meditation, and stillness**

Even if you do not practice a faith, finding a quiet area in your house and simply sitting there for a short period of time - starting with five minutes and working your way up - is an exemplary way to combat stress, addiction, depression, and more!

3. **No news or cell phone for at least an hour after waking up.**

“You’re out of your mind, Scott!” I understand how this seems impossible, but we are what we expose our minds to, and if you expose your mind to the negative news outlets and brain-melting content on social media, then it can set you up for a disastrous day.

4. **Gratitude journal**

This is what got me out of depression, and I still maintain this practice today when I hit a rut. At the

beginning of the day, write down three to ten things you are grateful for. At the end of the day, list three to ten positive things that came out of the day, no matter how big or small. Even if it was a bad day, the fact that you are alive is certainly a positive.

## 5. Exercise

I know you saw it coming from a mile away! I won't badger you further with a thousand reasons why exercise is amazing for you. I'll just state that when you do something tough – something you don't want to do – you become a stronger person. GET STRONG!

No officer wakes up and says, "Today is the day I'll start being depressed and having suicidal ideations." Yet we find ourselves in a physical and mental health catastrophe as a community. Take massive action for yourself! You, your family, and the community depend on you being healthy. I challenge you to learn more from this ultimate guide: [Mental Health Fight Of The Heroes in Blue](#)

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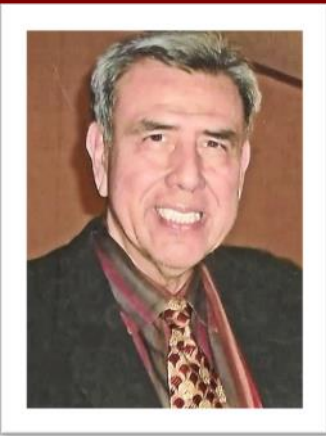
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### About the Author

Scott helps police officers increase their wellbeing so they can be vigorous and do great. Scott Medlin has worked in law enforcement since 2007. He is author of the books "[Mental Health Fight Of The Heroes in Blue](#)" and "[101 Health Tips for Police Officers](#)". Scott is also an Eric Thomas and Associates certified speaker. Prior to joining law enforcement, he was in the United States Marine Corps. He also attended college. He was deployed for Operation Iraqi Freedom in 2003 and 2005. Once he was honorably discharged from the Marine Corps and earned his Bachelor's Degree, Scott entered into law enforcement.







# Review of Policing in 2020: Violence and New Realities

by Jesse C. Gonzalez

**T**he events and actions of public officials and the general

public towards law enforcement has led Officers to believe that proactive police work is dead. The results of 2020 confirm that law enforcement today continually face a toxic working environment. Beginning in the Summer of 2020 Officers continually faced assaults by firearms, bombs and other lethal projectiles.

Officers that may try to provide first aid at a crime scene in 2020 often faced a barrage of rocks and bottles. Resisting arrest became the norm not the exception. Officers felt that in 2020 that while performing their duties, they were forced to encounter a political and legal environment that would sacrifice them in the name of racial justice.

This environment established in 2020, has led officers to become concerned in how they perform their duties. The concern is not because criminals have become more violent, which is the case, but more focused on if an Officer has to use deadly force on a resisting suspect, it could become a media event, that could cost him his life, liberty and job. The year 2020 made this the new reality that all Officers understand.

As a result, Officers during every shift have to decide if they should get out of their vehicle and act or do nothing. Additionally, specially trained police units that target taking guns off the street are being disbanded. The reason for this is that the media and public officials make it seem that these units target African American communities over others.

The results of how policing was changed in 2020 include the fact that 2020 saw the largest percentage increase in homicides in the history of the United States. Additionally, more gang members are carrying weapons, as the chance of them being stopped are less and less. This has led to an increase in them killing each other and innocent bystanders.

Additional significant facts affecting law enforcement and policing is the dramatic increase in criminal activity, in 2021, i.e., Shootings in South Los Angeles rose 742%, in the first two weeks of 2021, homicides in Oakland, rose 500% and shootings up 126%, through January 17. In New York murders rose 42% a shooting victim up 15%, through January 17, and carjacking's in Chicago were up 135% in 2020.

Much of this criminal activity occurs in underserved minority communities. The Police are not the issue in these communities, the criminal are. Most of the citizens who live in these communities are law abiding and ask for law enforcement to be in their communities and enforce the laws.



The other events that occurred in 2020 that have affected how policing occurs in America today, are the high-profile homicide trials of Officers that will occur, public officials have made bad cops the focus, and as a result all cops face scrutiny that is not deserved, making their jobs more difficult and more dangerous.

If these Officers are acquitted there will be a high probability of more riots and shootings. These are the new realities that Police face now in 2021 as a result of all the events that occurred in 2020.

The year 2020 in review highlights that 2021 will be even

more challenging to law enforcement, which will require a full commitment to your duties, your partners and yourself in how you perform your sworn duties.

More than ever, it is absolutely imperative that public officials stop making the Police the problem and help them find new positive solutions to the challenges Police face today and in the future.

Stay safe out there and come home to your families the after every shift. **ILEETA**

#### About the Author

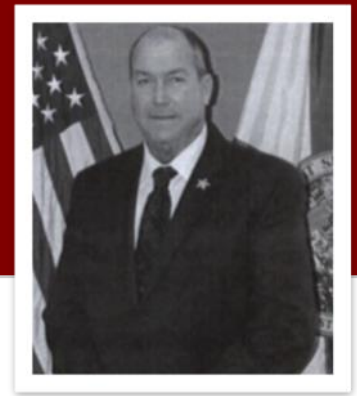
*Jesse C. Gonzalez, is a Law Enforcement/Private Security Educator/ Advisor. He is an active member of ILEETA, a Certified Security Trainer. He has taught professional development programs to Law Enforcement as an American Management Professional Speaker, nationally and internationally. He has presented training programs on the Law Enforcement and Private Security Television Networks to over 8100 agencies.*

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# Sir Robert Peel's Core Ideas: The Foundation for 21st Century Policing

by Andy Casavant



Policing has undergone radical changes in the past few years, some good some not so good. If we want to see what the future might hold, we need to explore the past in order to understand current dynamics and the drivers that are precipitating these changes. It was inconceivable a few years ago to think that in certain communities the people would want to do away with police or severely limit their functions. We were warned about this as far back as 1829 by Sir Robert Peel.

While change is inevitable, there are a number of foundational principles that were developed by Sir Robert Peel in 1829 which can be interpreted as warnings of potential problems if not adhered to while also serving as a blueprint for successful policing in today's climate. While the space allocations for this article do not lend itself to an in-depth discussion of the nine principles (this took place at the ILEETA conference) it does allow for a background of the Core Values Peel used to develop his nine Principles

## Peel's Three Core Ideas

These are foundational concepts Peel and his Commission felt were the underpinnings of ethical policing.

### Core idea #1:

*The goal is preventing crime, not catching criminals. If the police stop crime before it happens, we don't have to punish citizens or suppress their rights. An effective police department doesn't have high arrest stats, its community has low crime rates. (Crime reductions methods such as Predictive Policing, Intelligence Led Policing, and the Stratified Models of policing are examples.)*

### Core Idea #2:

*The key to preventing crime is earning public support. Every community member must share the responsibility of preventing crime, as if they were volunteer members of the force. They will only accept this responsibility if the community supports and trust the police. (The basic premise of Community Orientated Policing models.)*

### Core Idea #3:

*The police earn public support by respecting community*

*principles. Winning public approval requires hard work to build reputation:*

*enforcing the laws*

*impartially, hiring officers who represent and understand the community, and using force only as a last resort. One can see the direct connection to today's concerns in many communities with the police. This core idea has not changed since the 1820's and is a bedrock of community policing.*

## Peel's Core Concepts and their impact on Current Policing Doctrine

Peel believed that police officers could perform their duties without intruding on the lives of the citizens. This is fundamental to good policing today. Peel felt that the primary role was for the police to walk around the community and meet the [people. What a novel idea!!

The need for public approval and cooperation are essential for good policing as these ideas are repeated again and again in most of his principles. While technology, strategies, methods and equipment has changed over time, what has not changed are the basic principles of policing – serve and protect. The police must be stable, efficient, organized along military lines i.e., chain of command, uniforms etc.

The police must be under government control with community involvement.

The absence of crime best proves efficiency of police and the distribution of crime news is essential for community involvement. The deployment of police resources over time and area is essential and based upon data. No quality is more indispensable to a police officer than a perfect command of temper; a quiet, determined manner has more effect than a violent action. Securing and training proper people is the root of efficiency, while good appearance commands respect. Police should be hired on a probationary basis and assigned numbers for accountability.

Peel's influence, ideas and principles can be felt in today's policing culture. Though officially not declared a code of

ethics, they are indeed based upon required ethical behavior of the police and the public. All we have to do is apply them both as individual officers and as a profession.

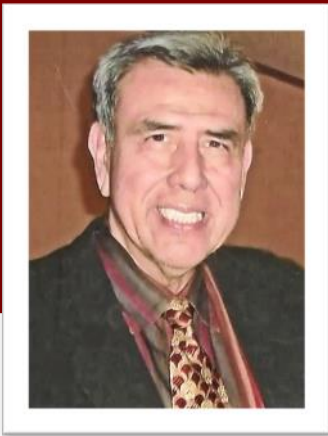
## ILEETA

### About the Author

*Andy is a retired Major from a large Sheriff's Office in Florida. He has served in Law Enforcement for over 45 years and is a former Chairman of the Board for ASLET and former board member for IALEFI. He is a retired Lt. Colonel, U.S. Army Military Police. He has a Master's Degree in Technology, Training & Development from Eastern Illinois University. He was awarded the Silver Star for bravery, Police Hall of Fame. He can be reached at [andycasavant@aol.com](mailto:andycasavant@aol.com). The author welcomes and appreciates any comments, suggestions or viewpoints related to this article or other leadership/management issues.*







# Anti-Police Groups Push for Lawlessness

by Jesse C. Gonzalez

In today's policing environment law enforcement officers face not only crimes and criminals on a daily basis, but also a growing numbers of anti-police groups, politicians and the media. Many of the people who belong to these anti-police groups make it their goal to aggressively act against Police Officers in order to make their jobs more difficult and more dangerous than ever.

This in addition to the lack of respect for law enforcement, the loss of public trust and the lack of support by community leaders and politicians for law enforcement leads to more incidents of Police fatally shooting people they come in contact with, or they can be shot or harmed by people they engage when answering calls of service.

It is important to acknowledge that there is a crisis in Policing today. If you are a Police Officer you fully understand that anti-Policing Groups and the media will paint you as guilty, whatever you do, because today Law Enforcement is designated as the enemy of the public they serve and protect.

Today the public is living in the most stressful and dangerous of times. During these times people need the Police more than ever. Having said this, the public, politicians, community and especially anti-police groups are not willing to understand the position of the Police after years of being accused of brutality and racism.

This has the effect of low morale among Police Officers, Police Officers leave the force in frustration or retire early, and recruitment becomes even more difficulty that it already is, especially trying to recruit minority and female officers.

Another negative is that the scrutiny and distrust Police face from anti-Police groups and the general public, has made many Officers take the attitude that they only go to work to protect their jobs, their benefits, the pensions for

their families. This can also lead to officers responding slower to calls for service, and once on the scene do they do nothing when they should do something. This can also lead to Officers thinking they their jobs are to protect the public, but today they must also be prepared to protect themselves from the general public. This leads to the performance of Officer suffering and their stress increasing.

All of these facts feed the anti-policing groups goals. Also, the continuing process of decriminalization has been growing for several years. District attorneys are declining to prosecute arrests that may be perceived as having unfair impact on people of color. Crimes that are not being prosecuted include trespassing, resisting arrest, disorderly conduct, public intoxication, and even some gun possession offenses. All this fuels the lawlessness agenda that anti-Police groups aggressively support and promote.

Yet, this is not what law-abiding citizens who live in high crime areas need or want. People who live in these communities, will often say that they do not feel that their areas are over-policed, but instead believe that the presence of Police in their communities keep them safe and secure.

The fact that police-involved deaths of unarmed civilians happen is a fact, it is almost impossible for this not to happen. These events occur because the public has 60 million encounters with law enforcement every year. As a result of these encounters 10 million are arrested and 2 million of these encounters involve officers threatening or using force, (according to Justice Department data).

The anti-Policing groups and the media fail to understand that making martyrs out of people who resist arrest, encourages people to make the same foolish decisions. By resisting arrest people create a situation that can not possibly end well. They commit a chargeable offense, when if the person did not resist, the end result could have been the person facing no charges at all. People must understand that when they come in contact with

# Lawlessness...con't

the Police they must comply with their lawful commands and not go into a confrontation mode or attempt to resist arrest.

Anti-Policing groups and their lawless agendas and goals, including disbanding and defunding of Police agencies are not the answer. This will only lead to more crime, and lawlessness, especially in high crime areas, where people of color reside.

Instead, more emphasis must be focused on improved tactical training, anti-stress programs and renewed support for the Police by community leaders, politicians and the general public.

The vast majority of law enforcement Officers put on their uniforms each day with integrity and compassionate hearts. Police need more not less from the public they serve and protect. These Officers deserve respect and most of all gratitude from us all. Stay safe out there.

## About the Author

*Jesse C. Gonzalez, is a Law Enforcement/Private Security Educator/ Advisor. He is an active member of ILEETA, a Certified Security Trainer. He has taught professional development programs to Law Enforcement as an American Management Professional Speaker, nationally and internationally. He has presented training programs on the Law Enforcement and Private Security Television Networks to over 8100 agencies.*

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