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The ILEETA Journal



ILEETA★

International Law Enforcement
Educators and Trainers Association

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ILEETA Journal Editorial



Managing Editor:
Kerry Avery

Editorial

The Information Age

The temperatures are falling (for those of us in northern locations), the leaves are changing colour, school is back in session, and you can order a pumpkin spice latte – it's fall. As a new year of school and learning begins, the world grapples with the new information age.

Research is an academic endeavor to test hypothesis, reach conclusions, and challenge them. It is a constant evolution that informs and creates experts in specific fields. In the past journalists used this content to write stories and disperse information to the public. Now information is available, in various formats, to everyone on the internet. There are benefits to reducing control of information, but the challenge we are experiencing is the amplification of certain messages (supported by personal bias) and a significant decrease in respect and recognition of expertise.

The internet capitalizes on storytelling to share information. This is a powerful medium that resonates with people, which is why it should be used appropriately in training. The issue is research and statistics are now cherry-picked to support stories, opinion articles, social media posts, blogs, etc. to give the impression the author has researched the topic and is as knowledgeable as an expert.

Court has always required specific qualifications to be considered an expert. This level of expertise is evident in the article *The Current Mission* by Kevin Davis. Outside of court the term expert is vague. Policing and training suffer the same challenges as careers without a standard qualification. There are training requirements for becoming a police officer but those vary from state to state and country to country. Training is even more challenging because there is no standard or qualification. Anyone can call themselves a trainer or instructional designer. There is a lot of discussion around standardization and qualifications. The College of Policing in the UK is a system that is working towards this. The issue is policing and training are not structured as a profession like, medicine, engineering, or law.

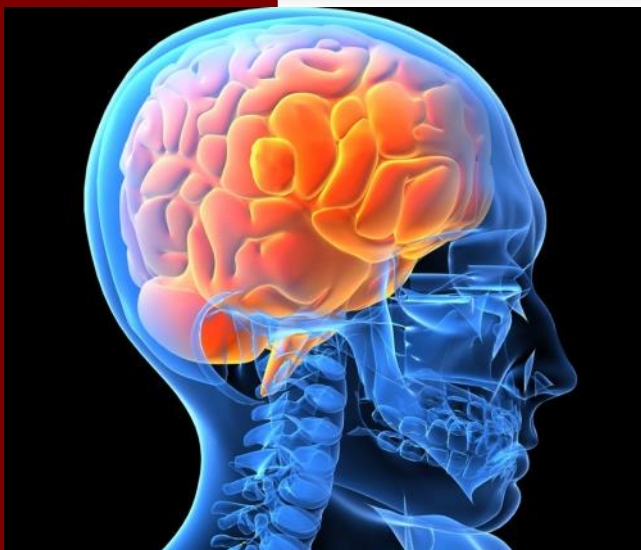
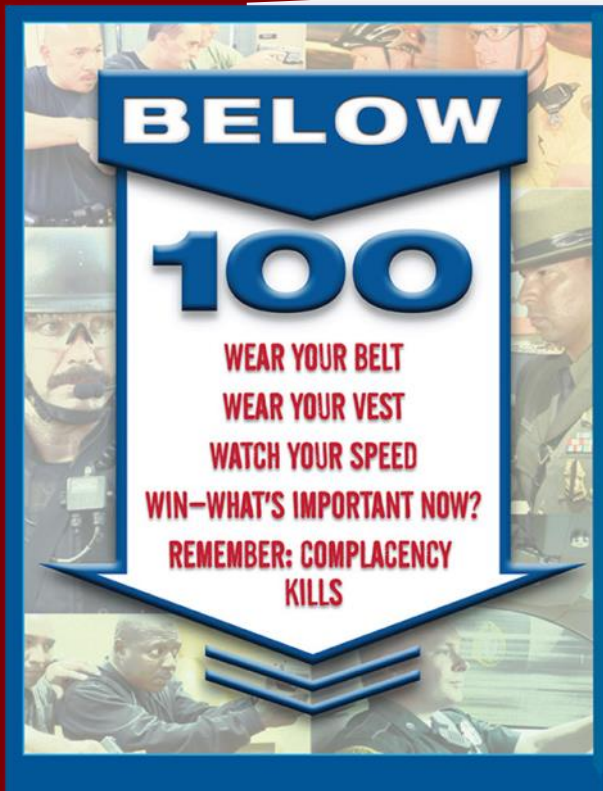
As a trade publication the ILEETA journal does not have a peer review process, but authors are required to have experience and/or education, and the information should be supported by credible sources. Now that information is relatively uncontrolled we all need to be critical of the information we are consuming, and the people we trust as experts.

Stay safe!

Kerry

Officer Safety Use of Force

Editor:
Brian Hill



The Current Mission

by Kevin R. Davis



I retired from law enforcement on the 1st of April of this year. Originally my retirement was to take place on 1 April 2020. A little thing called covid delayed it, for insurance and monetary reasons for my wife and me. The time this year leading up to “pulling the pin,” was certainly an experience... In January, I was at work when my appendix burst (or perforated as they say nowadays). After four, real sick days, in the hospital with a bowel obstruction, I was released.

Then a month later after I started feeling better, my wife and I got covid in March.

Though my symptoms were mild and only lasted for approximately five days, this was not the plan I had in mind prior to my exit.

But as Mike Tyson has said, “Everyone has a plan, until they get punched in the mouth!”

We endure. The wife and I recovered. April 1st I had a retirement reception with my former partner, and a bunch of older hard street cops/S.W.A.T. operators/team leaders in attendance.

Life goes on. I really didn’t understand how truly burned out I was. It took about two weeks to get energy back and get back to my life’s work on training cops, and juries on police use of force.

Current Work

As I write this, I’m getting about two calls or emails a week about expert witness work. I currently have cases from New York to Nebraska, with cities in between, with officers charged with everything from murder, felonious assault, to misdemeanor assault.

Though the work has increased, which from a business perspective is good, it indicates how many officers are now being charged with crimes related to the use of deadly, and non-deadly use of force.

Item: After three Honolulu PD officers were charged with crimes related to a shooting of a 16 year old suspect, Judge William Domingo [said](#) there was no probable cause

for the charges and dropped the charges.

Though the activist prosecutor, Steve Alm, has [criticized](#) the judge and HPD stating that his use of force expert was prevented from

testifying for the prosecution in the case, “John Frierson, an HPD corporal who retired in 2018, trained police recruits in Honolulu, including Fredeluces. Deputy Prosecuting Attorney Christopher Van Marter told the court that Frierson would testify that the officers “did everything in that scenario that they were trained not to do,” including escalating the situation.”

Alm stated in placed more faith in the BWC videos, “We chose to believe our eyes,” than the officer’s statements.

Though the prosecutor’s office has accepted the judge’s decision on the case, in an interesting statement, “Alm said that the officers violated HPD policy. Ultimately, the police chief will determine whether a policy violation occurred and whether the officers will face discipline.”

Isn’t this always the case? The current tendency is for prosecutors to insert agency policy into prosecutions of officers.

I recently had a “job interview” with an agency head and lead counsel on an OIS review. The chief’s concern was that I had little experience with CALEA certifications and policies. He seemed perplexed when I told him that agency policy was irrelevant to a review on whether the shooting comported with established law on use of force.

As fellow ILEETA member, eminent attorney, and friend Mike Brave has [written](#):

“While many courts find that the “legal” standards are the appropriate ones to rely on to adjudicate law enforcement officers’ conduct properly, some courts also find relevant, but not dispositive, the fact that an officer’s alleged conduct appears to have violated agency policies. While certainly not suggesting that a violation of

agency policies is sufficient to make out a constitutional violation, some courts have found agency policy and corresponding notice to law enforcement officers relevant in analyzing the reasonableness of a particular use-of-force incident under the totality of the circumstances. Some courts have described a factual dispute as important because it may be difficult to conclude that officers acted reasonably if they performed an action that had been banned by their agency or of whose dangers in the circumstances they had been warned. *Darden v. City of Fort Worth, Texas*, 880 F.3d 722, 732, n.8 (5th Cir. 2018), cert. denied sub nom. *City of Fort Worth, Tex. v. Darden*, 139 S. Ct. 69 (2018), see also *Darden v. City of Fort Worth, Texas*, No. 18-11624, Fed.Appx. , 2020 WL 1983192 (5th Cir. Apr. 24, 2020)”

Law Enforcement Use-of-Force “Standards,” Degrees of Certainties, and Scientific Reliabilities; For the Defense; June 2020; Governmental Liability

Item: [Blackwell, Oklahoma](#) police Lieutenant John Mitchell had District Judge Lee Turner drop manslaughter charges against him in the shooting death of a 34 year old female active shooter in that city. District attorney Jason Hicks has stated his office disagrees with the ruling and is seeking relief from the Oklahoma Court of Appeals though, “the judge found issues with the state’s evidence and determined there was not probable cause that Mitchell acted unreasonably, nor that the state presented evidence the force was excessive.”

And the last item, which was relayed by my editor Brian Hill on his excellent Mental Ammo Facebook [page](#) which you should join if you’re on Facebook,

Item: Oklahoma officer Chance Avery, of The Village Police Department, had Judge Lisa Hammond drop charges of first-degree manslaughter against him. In her ruling, Judge Hammond found, “the state failed to establish” that crime had been committed,” by the officer in the shooting death of baseball bat wielding 49-year-old Christopher Poor. According to defense attorney Gary James stated that the suspect continued to advance

towards the officer with the bat, while ignoring multiple commands to drop it.

In addition, I have attempted to keep up on one [blogpost](#) per week. And, after a delay based on the pandemic situation, have begun scheduling Use of Force Investigations one-day courses.

Current Use of Force Standards

Our members and LEO’s in Virginia, and Washington State, have seen use of force standards change dramatically.

Virginia officers are now under use of force standards which went into effect in March. They include:

A. A law-enforcement officer shall not use deadly force against a person unless:

1. The law-enforcement officer reasonably believes that deadly force is immediately necessary to protect the law-enforcement officer or another person, other than the subject of the use of deadly force, from the threat of serious bodily injury or death;
2. If feasible, the law-enforcement officer has provided a warning to the subject of the deadly force that he will use deadly force;
3. The law-enforcement officer's actions are reasonable, given the totality of the circumstances; and
4. All other options have been exhausted or do not reasonably lend themselves to the circumstances.

B. In determining if a law-enforcement officer's use of deadly force is proper, the following factors shall be considered:

1. The reasonableness of the law-enforcement officer's belief and actions from the perspective of a reasonable law-enforcement officer on the scene at the time of the incident; and

2. The totality of the circumstances, including

(i) the amount of time available to the law-enforcement officer to make a decision;

(ii) whether the subject of the use of deadly force (a) possessed or appeared to possess a deadly weapon and (b) refused to comply with the law-enforcement officer's lawful order to surrender an object believed to be a deadly weapon prior to the law-enforcement officer using deadly force;

(iii) whether the law-enforcement officer engaged in de-escalation measures prior to the use of deadly force, including taking cover, waiting for backup, trying to calm the subject prior to the use of force, or using non-deadly force prior to the use of deadly force;

(iv) whether any conduct by the law-enforcement officer prior to the use of deadly force intentionally increased the risk of a confrontation resulting in deadly force being used; and

(v) the seriousness of the suspected crime.

In Washington State, the legislature passed the following restrictions:

HB 1310 – USE OF FORCE When can it be used?

- May use physical force when necessary when:

- There is PC to make an arrest;
- To effect an arrest;
- To prevent escape as defined under RCW 9A.76; or – To protect against an imminent threat of bodily injury to the officer, others, or the person force is being used against

- Note: This does not require “serious” injury

- Unwritten but implied:

- May not routinely physically detain/handcuff individuals while conducting reasonable suspicion investigations
- May need to obtain consent before conducting a pat down during reasonable suspicion investigations
- May not routinely use physical force to contain the scene of an arrest

- Must be an imminent threat of bodily injury before force can be used

Officers shall:

- Exhaust all available and appropriate de-escalation tactics prior to using physical force

- Use the least amount of force necessary to overcome resistance

- Terminate the use of force as soon as the necessity for such force ends

- When possible, use less lethal alternatives before using deadly force

- Make less lethal alternatives issued to the officer reasonably available for their use

- De-escalation tactics officers must exhaust (when possible) prior to use of force:

- Time, physical distance, cover
- Calling for additional resources, including back up, crisis intervention, medical professionals
- Designate one officer to communicate with the subject to lessen confusion
- Take as much time as necessary without the use

of weapons or physical force

- Consider leaving the area if there is no threat of imminent harm and no crime has been committed or is about to be committed

Agency policy implications

- An officer may not use any force tactics prohibited by department policy or law, except to protect life or life of another person from an imminent threat
- Department policy has now become a legally enforceable standard rather than a guideline

(Information taken from power point slides from the WA Cities Insurance Authority; Ragonesi/Roscoe)

Current State of Use of Force in Law Enforcement

There currently is:

- Increased scrutiny on the use of deadly and non-deadly force
- Increased pressure for outside “independent” investigations on OIS incidents and in-custody deaths
- More of these vital investigations done by poorly or untrained investigators
- Political prosecutions of officers
- Increased pressure for police auditors and citizen review boards

- Forced acceptance of PC use of force policies
- Increased resignations and retirements of veteran officers
- Inability to recruit qualified candidates
- Reduced training time
- Budget cuts to training

So, far from “easing into retirement,” my current mission – consulting, providing expert witness services, and training on police use of force has just exchanged my office chair at the station for my chair in my home office.

The mission continues with renewed vigor at a time when LEO’s are being charged without probable cause or in direct conflict with the laws of police use of force, like this [case](#) in which I recently testified.

“Retirement” seems pretty busy right now...

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About the Author

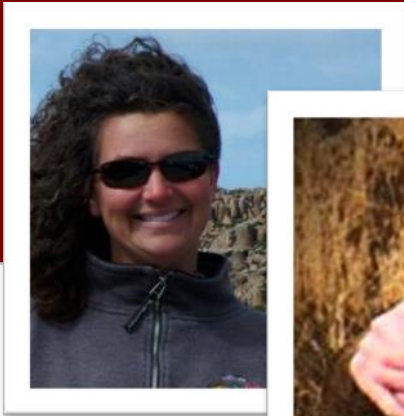
Kevin R. Davis is a recently retired law enforcement officer with over 35 years of police experience. Kevin has been inducted into the National Law Enforcement Hall of Fame as the 2019 Trainer of the Year. Kevin’s assignments have included: corrections, patrol, street narcotics, SWAT, full-time training bureau instructor and video analyst. Kevin’s website is KD-ForceTraining.com. Kevin actively works as an expert witness in use of force cases and instructs his two-day “Use of Force Investigations” course to interested agencies. He welcomes your comments at TrainerKevinDavis@Gmail.com

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Fill the Leadership Void

by Chrystal and Todd Fletcher



Millions of dollars and

countless hours are spent each year on leadership and supervisor training. The books written on the subject could fill a library, and yet it appears the number one problem facing modern law enforcement is lack of leadership. This has had a devastating snowball effect on law enforcement as a whole. The public may have lost confidence in the police largely because the police have lost confidence in their leaders. Systemic change is the buzz phrase of the day, but this is a systemic change we should be able to get behind.

Leadership is most often thought of as a top-down situation where command and administrators are leading and making decisions for those of lower rank. And when discussing the lack of good leadership, it is easy to point fingers and cast blame at those who have risen through the ranks simply because there are fewer of them. They are highly visible and are symbolic leaders by name, but any failure of actual leadership at this level didn't start here. The origins of the leadership vacuum lie firmly on the shoulders of every officer, deputy, constable, and agent.

Each and every one of us has the responsibility to lead regardless of our rank or position. Patrol officer, supervisor, law enforcement trainer, animal control officer: it doesn't matter where you fit in, you have the responsibility to lead. You have chosen a career that puts you squarely in the crosshairs of society and they expect you to step up to the challenge. The uniform you wear grants you the authority, if necessary, to take a life. That is the greatest responsibility one can possess. So as that officer, deputy, constable, and agent, consider making leadership and mentorship one of your primary career goals.

Being that person willing to step up and fill that role can open doors for career development. Strong leaders and mentors are in constant demand as field training officers

and skill instructors. Who else would we want training our officers? We should always strive to build the next generation of law enforcement to surpass us in performance and career satisfaction. We are continuously training our replacements whether we intend to or not.

Consider starting small. Read up on relevant subjects that interest you. For example, state and local laws are constantly changing. Search and seizure can be a deep pit of information that many officers do not fully grasp. Take it upon yourself to share your research with your shift by putting together short presentations. Be creative and entertaining, and you may find the torch will easily pass. Because each member of the team will have different interests, a wide variety of topics can be shared and everyone's knowledge base will be expanded.

Lateral leadership can be just as important, and maybe more effective than the traditional top-down rank leadership we have come to expect. Every group has that natural leader, that personality that naturally compels folks to follow them. But the leadership I am talking about is the little things that you could, and should, be doing every day. First and foremost is honesty: the moral and ethical behavior that is the bedrock of the profession.

What is expected of our law enforcement professionals differs greatly by region and can be dictated by law. Some regions forbid L.E. from accepting free meals or other perks, while others depend on these to supplement low wages. These grey areas can certainly muddy the waters when discussing ethics on a national level. But what remains the same nationwide is honesty and ownership.

We are human and as such are all fallible. Mistakes are inevitable. What really matters is how we react to and handle those mistakes. It's not usually the mistake that causes the downfall; it's the cover up. What may begin as a seemingly small, inconsequential fib can turn in to a career ender. Just owning the mistake, telling the truth, and doing better next time, could result in only minor discipline. Part of lateral leadership is helping your fellow officers navigate such things in their careers.

Being a good leader goes beyond honesty. A strong work ethic is contagious. A team of go-getters may never get a slug to perform to the level they expect of themselves, but that slug won't stay as sluggish as they would if left to their own devices. It should not be left to the supervisors to ride the underperformers. Peer pressure will go a lot farther to encourage self improvement. But for peer pressure to work, you must be willing to address prolonged behavioral and performance issues because ignored behavior is condoned behavior. The trick is to address these issues with tact. A feeling of being picked on may have the opposite result than you are seeking. Start by looking in the mirror and make sure you are leading by example and holding yourself to those high expectations you expect to see from others. Always lead by example. This is the perfect opportunity to practice that leadership and mentorship.

Leadership can, and should, travel up the chain of command. Just because someone has risen to higher rank does not mean they have all the answers or all the information. Many times, command staff become insulated from pertinent information known to those working the street. Without that vital information, important decisions are potential flawed. Sharing information up the chain of command, especially unpopular information, can be stressful and even frightening. It takes a true leader to shoulder that responsibility. It is said that integrity, when it is most important, is seldom pleasant. It may come with unintended consequences, both personally and professionally, but for the good of the agency, leaders at every rank must be willing to check their egos and accept their fallibility.

If you are ready to take on that leadership and mentorship role, go all in. Believe what you're doing is important. You can make a difference. Take ownership of your performance, lead by example, and make those you work with better for your efforts. There may be a leadership vacuum in law enforcement, but it doesn't always have to be that way. It's up to you now. Go fill it.

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About the Authors

Chrystal is co-owner of Combative Firearms Training, LLC providing firearms training and instructor development classes to law enforcement, military, private security, and armed citizens. She has presented classes at multiple regional, national, and international conferences. She has written numerous articles for law enforcement publications and is a contributing columnist on PoliceOne. She can be contacted at Chrystal@CombativeFirearms.com.

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Win-ability Model

by Robert Carlson



Words mean things; they impart a mental state based upon their meaning. When we say “Survival Mindset”, we impart the concept that the mere “continuation of our existence” (Survival, Oxford Dictionary) is the mindset we want to achieve.. When in fact, we must have the mindset to be “victorious in a conflict” (Win, Oxford Dictionary). Previously I wrote about our concepts of “The Standard Of Winning” in the ILEETA Journal 2nd Edition 2021. I laid out the Cycle of a Gunfight being three phases, Pre-Shooting, Shooting, Post Shooting, presented in a circular and continuous process. The decisions made in each of those three phases are critical to the outcome of winning a gunfight based upon my “Standards of Winning”. We measure the outcome of a fight by our Physical Standard, Legal Standard, and Financial Standard. To be victorious we must maintain our current state in all three standards and deprive our opponent of at least one of their own. But within the Shooting Phase, how do we achieve that victory; what must we do to win? Winning a gunfight requires far more than pulling a trigger. It requires the “Ability to Win”.



The “Win-ability” model is depicted as a Roman coliseum, for the Romans were students of the art of conflict and built many structures, both physical and intellectual which have held the tests of time. The roof which shields us is our overall objective, but to support our objective are two pillars – equal in strength; our Flexibility and our Lethal-ability. If you become too deficient in one area our structure becomes unstable and while it may hold temporarily, ultimately it is doomed to collapse.

However, every structure, no matter how strong, is ultimately dependent on a solid foundation. As such, our pillars of Flexibility and Lethal-ability are built upon the solid foundation of Perceptibility, or our ability to perceive. Each of these three components is made of two distinct parts, Physical and Mental.



Win-Ability

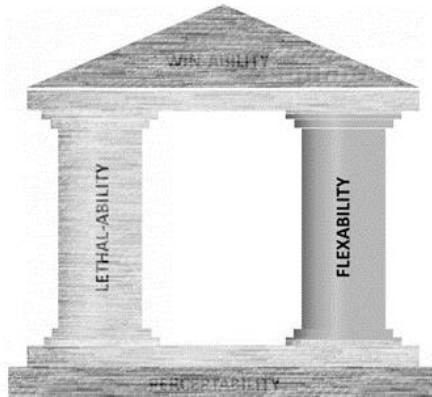
Our goal is to have the maximum ability to win a potentially lethal encounter, measured by our previously mentioned three “Standards of Winning “. Presented as the ceiling covering every action we take, it is held in place by our decisions. We will need to use all the tools and skills at our disposal to overcome whatever threats are presented to us. It is important to note that winning is never a certainty, our



opponent gets an equal say in the outcome. Thus, this is not stated as winning, but as our “ability” to win. The more stable and balanced we are, the stronger our “Win-Ability” becomes.

Flexibility

The right pillar supporting our Win-Ability is Flexibility, our ability to rapidly and purposefully move or adapt during a fight. All the lethal skills in the world serve little value if we are unable to move, both physically and mentally.



Physical

Think of this as Maneuverability. Becoming fixed in one spot places us on the defensive. We must be able to move to positions affording us cover or greater advantage. Lack of physical fitness or being encumbered by excessive equipment can seriously impede our ability to move, thus placing us at a disadvantage. But movement must be done with purpose, requiring a solid “perceptibility” of the situation.

Mental

Consider this your Adaptability. Situations change and evolve rapidly. We must have the mental flexibility to adjust to the scenario. If we become stuck on a single course of action our ability to win becomes reduced. The more training we have the more mental tools at our disposal to be flexible in situations.

Lethal-Ability

The left pillar supporting our ability to win is the ability to perform lethal action. This is NOT stating we must be lethal to win -- far from it. Law Enforcement’s purpose is to protect lives and there are several possible routes towards that goal. However, Flexibility is useless if you lack the “capacity to cause death or serious

harm...” (Lethality, Oxford Dictionary) when required. This is our ABILITY to become lethal.

Physical

Our physical ability to apply lethal force is the most obvious aspect of this. We must have the most powerful tools at our disposal allowing us to be lethal while not hampering our flexibility. It is assumed we will be taking fire, so our body armor increases our Lethality by keeping us in the fight as long as possible.

Mental

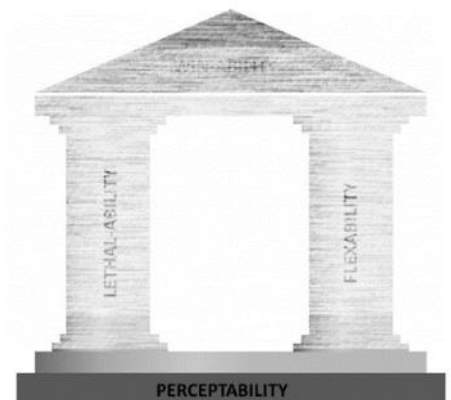
This can be simplified as training. We may have the tools, if we are not skilled in using those tools, then our capacity for lethality is seriously reduced. Extending beyond training is our mental preparation; have we honestly mentally prepared ourselves for a lethal encounter and have confidence in our lethal-ability?

Perceptibility

All structures must have solid foundations to support their weight. When that weight is our ability to win a fight our foundation rests on the ability to perceive. No matter how strong our pillars of lethality and flexibility are, if we fail to perceive the threat those pillars are useless, for they will never get a chance to be used.

Physical

We must physically be able to perceive our opponent and their intentions. This means having the means and the



position to actually see our threat. Our ability to perceive can be limited by low-light conditions or a variety of other factors that we must overcome.

Mental

This is best thought of as situational awareness. We must remain aware of our surroundings and the behaviors of those around us. But, beyond observing a situation, we must have the ability to analyze and understand a subject's actions and perceive the potential consequences. This necessitates maintaining a sharp focus.

Words mean things. Winning means more than simply going home. It means we have overcome our opponent and maintained our standards held prior to our fight. This requires we personally invest in our ability to win. This investment may be time in the form of training, but it must also include mental preparation and a clear understanding of what it takes to become victorious. We must always be able to perceive threats and have the ability to maintain equal flexibility and lethality in order to Win. However, no matter how strong our individual

Win-ability may be, our opponent always gets a vote.
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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.



Use of Force: A Depreciable Skill An Academic, Tactical and Strategic Approach

by Major (Ret) Andy Casavant



“Every battle
is won
before it is
fought”

Sun Tzu Art of War

Question? What happens if you don't consistently practice any skill? It deteriorates over a short period of time. What happens if you only draw your handgun a few times a year when you go to the range? There's a very good chance that when the stressors are on, your draw won't be as smooth or fluid provided you can even get it out when needed. What happens if you don't draw any of your other weapons or equipment on a consistent basis or drill with them periodically? Chances are you will not be confident in your ability to use them correctly or within training and policy guidelines.

We all know this, as police officers and trainers have been touting this for years. So why would you be expected to choose, and perform any or all the force options during a rare use of force encounter. After all, how often does the average officer have to utilize the upper levels of force to solve a problem? In my opinion, there are three components with use of force that you must consistently practice in order to perform adequately in a use of force situation. Any use of force at any level must be practiced consistently and properly as with any other skill or weapon.

Training Responsibility

I've always believed that academies and agencies are not responsible for training. They are responsible for teaching and providing opportunity to create a safe, realistic training environment and the resources needed to teach and or review the material and skills taught. The actual responsibility for training is with the individual themselves, the end user. Academies and agencies do not have the time or money to train the individual to perform at the level needed to be successful in a high-level use of force situation. The way I look at it, academies and in-service training is designed to bring the individual to a level I call **“practice proficient”** that is, they have the knowledge and skill to be able to train themselves to the

next level which I call **“combat/functionally proficient”** that is where they reach a performance level that allows them to perform under the stress of an actual use of force encounter, no matter the level of resistance. Let's face it, in academy and in-service training, there is very little retention of information, skills, problem-solving as most of the time, the material presented is introduced, maybe drilled a little and reviewed for some sort of testing or used to check a box. In reality, the actual time between formal instruction and any down time should be where the training is repeated, and time used for drills etc.

We are fooling ourselves if we believe doing in-service once or twice a year is training. At most, it's a review of prior material taught. It's really about checking off the boxes needed to remain certified or accredited, it's about liability rather than learning and retention. The argument is always well it's better than nothing. Wrong! Individuals have the time and ability to practice a little every day while in-service lumps a large variety of topics into what is commonly referred to as “block” training. It's a proven fact that **Short High Intensity Training** consistently done is much more effective and retention is higher than blocks of training delivered over longer periods of time and not repeated till a year later. It's also a proven fact that mastery of the basics is far better than so-called advanced training which many times neglects the basics as part of the training. The concept is utilized by those that like to read ten minutes a day and before long they have read an entire book. If you want to retain material, utilize five minutes a day to reflect on the material from the previous day before moving onto new material.

Another example related to both cognitive and skills retention was driven home when I was fortunate to attend Gunsite Ranch when it was still owned and run by Colonel Jeff Cooper. Each day started with reflecting on material taught previously which then led to new material presented in a classroom setting. After this, previous skills learned were repeated by the students themselves as we were allowed to dry-drill/practice before the formal start of the new skills training. At the end of the day the Colonel would finish the day by reiterating the importance of the material learned and would admonish us to go back to our hotels and get twenty to thirty

repetitions of dry-practice on things learned that day and review material learned the previous day. One could see that others had followed his advice by the numerous bullet holes in the walls and ceiling! We were warned that you would be embarrassed and would quickly fall behind if we did not do this additional practice which would take about 15-20 minutes.

He was right of course, as it was readily apparent on the range who had practiced and who had not. We were also questioned on the lecture material to what Cooper called mind-set which was critical to success in a confrontation. The intense, incremental teaching approach would only make a difference if the individual put in the additional time, effort, and commitment to the follow-up training after the formal teaching/training.

Use of force requires that one learn the basics in three key areas; academic study (cognitive), tactical/technical (application), and strategic (combination of the first two plus mindset/willingness).



Academic Use of Force

We many times forget this area of use of force. The law and policy are usually taught once then we tell officers to review it on your own and sign off that you did. I'm here to tell you that an officer could be the most skilled officer with his/her weapons but if they don't know the law or policy or when and why they can use force, they are a danger to themselves and others. Academic review needs to be done on a consistent basis in order to stay abreast of the legal/policy side of force. This includes supervisors

who may become involved in one of their subordinates use of force incidents. Too many mistakes in the first few hours of a force incident can make or break a career or an agency's reputation.

When is the last time you read use of force case law, reviewed force incidents or studied your policy or researched potential trends in force use across the country? If you're not up to speed academically in use of force you are a walking liability case even if you're a skilled practitioner. The academic knowledge answers the "why" you can use force at all levels. Remember, I asked when is the last time **YOU** did these things not when is the last time your agency did it. It's your responsibility to be ready to use force academically when the need arises.



Tactical/Technical Use of Force

This is the application of those skills learned in the academy and reviewed by your agency during in-service. This area is usually where most of the emphasis is placed. Let me ask you a question, how long did it take you to forget most of the techniques you learned during academy DT training? I can answer that, for most of us, it was within a few weeks of graduating depending on when you received the DT training, so not very long after DT was finished. FTO's don't ever need to tell new hires to forget what they've learned in the academy; they are doing that very well on their own without you coaching

them. Academy graduates really can't do much when they get out as they have not trained enough or trained the right way for retention. They are, at best, "**practice proficient**" which is why many agencies certify them in the high liabilities after they come to the agency. They are not anywhere near "**functional proficiency**".

Tactical/technical use of force only works if the individual has trained themselves to become reflexive in their actions. It's a behavior that was taught and you drilled it to become habituated, reflexive. Like tying your shoes, someone taught you that skill and you've done it thousands of times to a point where you do not think about it as you complete the process. In fact, you could be doing something else as you tie your shoes and you will get it done the same way each time. Drawing your handgun 10-15 times before and after shift doesn't take a lot of time but it will increase your skill levels for that move. Cross-drawing your Taser the same way will also improve your ability and skill in doing that when it is needed. A few minutes every day drawing and resetting your cuffs will go a long way to proper application in a force situation. Mastering a couple of DT moves rather than trying to remember 60-80 moves (insane) taught in the academy that you'll never use only takes a few minutes. Short, high-intensity training done by you works and promotes retention as well as proper application and says you have the proper mindset. This area of force training explains the "how" and "what" of force.

Strategic Use of Force

Strategic use of force is a combination of the academics and tactical/technical use of force with the addition of mindset/willingness to use force when appropriate. Strategy is the mental aspects of pre-planning, situational awareness, why, what and how force should be applied in a given situation. **It's really about understanding that all force is necessary or you wouldn't be there since every force matrix or continuum started with presence, and since the police represent society's force option.** The mental understanding that officers must realize is that the force they choose to use or are compelled to use has to be reasonable. It's the ability to have the knowledge of

law and policy combined with proficient skill with all applicable tools and weapons from presence and verbal up to and including deadly force with the addition of a mindset or willingness to use the force that is reasonable and appropriate to the situation. Training in human nature and behavior needs to be part and parcel of your skill set and the ability to listen and watch for cues which allow you to determine the direction you need to go based upon subject actions or inactions. ***As Sun Tzu noted, "the opportunity to secure ourselves against defeat lies in our own hands, but the opportunity to defeat the opponent is provided by the opponent himself."***

All Force is Necessary – But is it Reasonable?

Once again, I think understanding use of force has to be predicated on the fact that police presence constitutes force (society's) and that whether it escalates, or remains the same is dependent on both the subject and the officer (s) involved. I believe this is why many officers do not understand de-escalation because they think they are not using force until it becomes physical when the reality is they have been using force since they arrived at the incident. ***I think this is what Sir Robert Peel was describing in his 1829 Policing Principles when he wrote: "The police should only use physical force to the extent necessary to secure observance of the law or to restore order only when the exercise of persuasion, advice, and warnings are found to be insufficient to achieve police objectives; and police should use only the minimum degree of physical force which is necessary on any particular occasion for achieving a police objective.*** Citizens understand that the police have authority and that authority has a force component. So, it can be said that all police - citizen contacts regardless of the outcome are use of force events so the only thing that needs to be decided is the ***reasonableness of the encounter.***

Let's Recap

I really do believe that use of force has to be understood and practiced as you would any other skill. Realize that all three components are equally important. Academic

information must be mastered and consistently updated and reviewed, the tactical/technical skills must be practiced so that the techniques and weapons chosen can be utilized reflexively if needed and the strategic component requires a mindset/willingness to use the first two components and if you have to, a willingness to use everything from your presence and verbal skills to deadly force. Use of force is, in reality, a simple concept however, that does not mean it is easy to understand and apply. It requires teaching (agency/academy), training (your responsibility), practice and effort to properly understand and apply it. Remember the central premise of Sun Tzu's Art of War – "Every battle is won before it is fought"; and "The supreme art of combat is to subdue your opponent without fighting". Officers who have mastery over themselves and all the components of force understand the wisdom of the above quotes from Sun Tzu. **ILEETA**

About the Author

Major (ret) Casavant began his law enforcement career in 1976 in Illinois. In 2000, he accepted a full-time position as Assistant Director at the University of Illinois, Police Training Institute. In 2004, he went to IRAQ as Bureau Chief, for the Department of Justice, responsible for advanced, specialized and reform training. In 2005, he accepted a position with the Walton County Sheriff's Office. He served in a number of positions and in 2016, he was promoted to Captain over training, continuous improvement unit, special projects, and SWAT.

He has a Bachelor's degree in Therapeutic Recreation and a Master's of Science Degree in Technology, Training and Development from Eastern Illinois University. He is a graduate of the Southern Police Institute, Command Officers Development Course Class #67 and FDLE Senior Leadership Program Class 18. Andy can be reached at andycasavant@aol.com



Quiet Eye Specifics & Gaze-Action Coupling

by Det/Sgt Jeff Johnsgaard



Since our article, “Taking Aim With the Quiet Eye” (ILEETA Journal Vol. 11, Ed. 2) we have received a lot of feedback and are pleased to be engaging in a high quality discussion around its application and training methods. There have been three recurring questions asked so we would like to openly address them in order to continue the discussion.

The three most asked questions were:

1. How to train an officer where to look in a situation, and set them up for optimal observations / perceptions to drive better decisions and actions?
2. When using the Quiet Eye technique, does the officer’s visual focus shift from the threat/target to their front sight before they press the trigger?
3. How much training does it take to get an officer to the point where they can quickly present their pistol to a threat and have combat accurate fire while remaining visually focused on the threat?

Our initial Quiet Eye (QE) article was designed to be an introduction to the topic and help bring it into the realm of regular discussion for Law Enforcement trainers. Closely related to QE is the concept of gaze training which has immediate positive implications to officer skills like driving, firearms, de-escalation and overall improvement of decision-making and physical performance.

The first most asked question deals with training “gaze behavior” or teaching an officer where to look during a situation to help them make higher quality decisions and therefore increase performance. This question will be addressed in the follow-up to this article as it is a larger discussion, and one we have had great success with in technical application. We would like to take the time in a full article to lay out the specific tools.

This article will address the second two questions.

Number two concerned the officer’s actual eye focus asking;

“When using the Quiet Eye technique, does the officer’s visual focus shift from the threat/target to their front sight before they press the trigger?”

We did not specify this in the first article on purpose, as the discussion is a multifaceted one. The simple answer is “Yes”, by shifting their focus from the target to the front sight (or complete rear sight to front sight to target alignment – several focal shifts) the officer is not utilizing the QE.

If what we are after is better performance in a gunfight then the answer is not so simple.

According to LEOKA statistics the typical distances where Law Enforcement is engaged in a gunfight are close and the statistics for Law Enforcement officers killed by a firearm feloniously between 1994 to 2016 saw over 80% (82.4%) killed within only 20 feet of the attacker (Johnsgaard & Vecchi, 2018).

Firearms Skill Framework

It is our belief that officers must have the ability to use sighted fire (sight alignment & sight picture) as well as fire where their eyes do not focus on the sights but the threat (though these situations are typically at closer ranges to the threat). The former is not in keeping with the QE principle and the latter *can* be keeping with the QE principle.

To utilize the QE principle and have fire accurate enough for success in a gunfight at the LEOKA distances previously mentioned, the officer must have trained their eyes and their weapon presentation together. The convergence of where their eyes are looking and where their muzzle is aligned was introduced to us by Dr. Bill Lewinski of Force Science® as “Gaze-Action Coupling”.

Another way of thinking of this concept is the linking of Perception & Action or Vision & Movement as one “program”. Your interpretation of events, driving a decision to the high-level execution of a trained physical movement. Lewinski has worked with Dr. Vickers on

some extremely relevant QE research for Law Enforcement (Vickers & Lewinski, 2012).

Dr. Lewinski stated you could practice this coupling from any position you like. Holding the pistol out in front of you, holding it at your hip or even pointing it while doing a one hand handstand. Building on this concept we prefer to couple the positions described in our first article as we have found them to decrease the training time.

What does this have to do with winning a gunfight?

To dive into this we must first address the third question stated previously. Then we can discuss the answers in terms of actionable training you can offer.

Question three was;

“How much training does it take to get an officer to the point where they can quickly present their pistol to a threat and have combat accurate fire while remaining visually focused on the threat?”

That is the “million-dollar question”. There are certainly people who can shoot with a pistol held at their hip extremely fast and accurately (see citations for Bob Mundan video example). But how long does it take to learn to do that? Is it even possible for everyone to reach that level of competence? Is it possible to have the same accuracy when dealing with a deadly force threat not just a non-threatening target? Lastly, and just as importantly, does learning to do this in anyway impede the use of sighted fire?

Possible Training Scar

To reiterate, we believe that a Law Enforcement officer needs to be competent with both traditionally sighted fire and a QE type of threat focused fire. Our main goal is to accomplish this as quickly as possible and without creating a training scar to not use sights when it is optimal to use them or vice versa.

There are some who argue it is impossible to shift your focus to the sights in a combat situation. We have seen this debated in the firearms training community where

some claim it is not possible to do. We do not prescribe to that as many officers can attest having used their sights in real shootings.

We also want to decrease the training time to be able to do both sight and threat focused fire. As stated already, the specific technique for pistol presentation is one way to do this. The following will briefly unpack our current understanding and best practice for this training progression and is meant as an outline for this article. We would be happy to answer specific questions on the fine points, if asked.

Three Main Progressions – Sighted Fire; Sighted Fire Done Quickly; QE / Threat Focused Fire

1. The technique for physical presentation to fire used is optimally one that places the barrel up in line with the line of sight as soon as possible. Please refer to our previous article for one example of this, the High Ready (page 11).

The High Ready embedded commands of:

Up – Touch – Roll – Slack – Sight – Press

- By training the officer on the “sight” part of the embedded commands to shift their eye focus and attention to the sight and confirming sight picture prior to releasing the shot, we are training the use of sights.
- We believe firing with the eye and attentional shift to the sights is the place to start officers. We have found it harder to start training officers to use a threat focus, even if using a more refined QE technique, and then teach sighted fire. We found a training scar occurred as a decreased ability to use sighted fire in scenario training and real encounters.
- Simultaneously developing, though to a lesser degree, when doing this process for the use of sights first and the use of a presentation technique that drives the pistol parallel with the barrel is that it also develops the person’s weapon presentation toward their gaze /

intended target. That is the first part of the QE technique. Through many repetitions of firing with confirmed sight alignment the person will be training the pistol's presentation along with their line of sight and gaze.

- This can be trained on purpose with airsoft or other Non-Lethal Training Ammunitions. We interleave this "on purpose" training to help the officer increase their speed and accuracy.
 - Our training progression for sighted fire which helps aid the development of a gaze action coupling would be as follows.
- A. 3" target at 3 yards, stationary shooter, and stationary target. Vary that practice between 5" target at 5 yards and 1" target at 2 yards. We are striving for a time of 1.1 sec or under for one shot from High Ready. Many officers achieve under .79 regularly and those who practice regularly will be consistently under .69.
 - B. Next offering 2 or 3 targets at each of the distances using random practice. The idea here is if possible, have a target turn and the stationary shooter orientate to it and fire. Place the targets farther apart to force more orientation of the shooter. This is further developing the initial alignment though they will be visually "confirming" sights before trigger press.
 - C. Lastly, have the shooter moving as well as the targets moving or turning.
 - D. After competency is established and they are consistently able to achieve the goal we will take the officer back to being stationary on one target. We then teach them how to use the QE for threat focused fire and show them that physically the process is almost identical as what they have been training thus far. Individual limits for the officer's ability utilizing QE are established at various distances (2-3 yards, 5-7 yards, 8-10 yards).

Training QE On Purpose

- Our hypothesis is the officer uses peripheral vision to help direct their pistol when presented. This parafoveal vision (a small belt of cells on the retina between the fovea and peripheral vision) is being "trained" at the same time (Sakurai, 2015).
 - We believe this peripheral vision is being used because we have blocked it on trained officers by placing a large piece of cardboard under their chin and asked them to perform the presentation to fire without the ability to see their pistol peripherally. It has shown a dramatic decrease in the accuracy of fire as the presentation and "coupling" of the eye's focus and barrel are not as similar.
 - The point is that the officer has feedback. Airsoft, live rounds, or even a laser strike that helps them immediately adjust their pistol presentation with what they are looking to hit. If this does not happen then there will not be learning taking place. Hanging a beach towel behind a paper target and shooting airsoft is as complex as this needs to be and is a very cost effective method of doing this.
 - We believe strongly that this is best done with the use of Role Players and micro-scenarios. Putting the decision to fire or not to fire into a context for the officer and then also lining it to the officer's alignment of their body and lastly, the decision to fire with a threat or sight focus depending on their evaluation. The Role Player needs to have the ability to create a situation where it is optimal to have threat & sight focus so the decision is made each time by the officer without knowing ahead which is optimal.
2. Once initial competency is gained over several training periods the officer is challenged to release the aimed shot at a much faster rate. This is done by showing them and then asking them to have the shifting of their eye from center mass of the target to their front sight confirmation then to shot discharge as soon as their arms have "rolled" out to their full

extension. For many officer's this will dramatically increase the speed of their fire.

3. Once competent and confident with the High Ready to fire in a far faster time period than initially able, we have the officer start to move at a speed faster than they are consciously aware of shifting their eyes to the front sight. Start this by asking them to maintain a focus on center mass of the threat and draw and fire multiple rounds.
- In our experience it will take a few repetitions of this to become comfortable and to be able to maintain their current level of recoil control.

Note: A key point we see missing in many firearms training programs is the teaching of threat identification (typically identification of the person and a weapon), then shifting the eyes to center mass of the target and presenting the firearm toward a specific point on that target. Many programs do not stress nor train in this manner, as it is very hard (if not impossible) to detect physically by an instructor. The instructor must ask specific questions to ascertain if the student is doing it. To train this well, the student must have awareness to their performance. To gain that, the technique must be presented clearly, then practiced *s-l-o-w-l-y* and very deliberately. We believe this step in *our* program is the reason our students have had far less occurrences of "weapon focus" and firing at the weapon and not center mass of the threat.

Summary

- If the officer shifts their focus to their sight(s) before firing they are not utilizing the QE.
- If the sight(s) are directly in line with the line of sight and this is practiced, the body and the pistol are learning how to work together. To achieve this, you must have feedback during practice.
- We believe this feedback does not necessarily need to be live fire; and in fact, we believe that much of it must be done with technologies like unconventional

munitions and even lasers.

- We train this step "on purpose" and doing so has meant much higher performance in scenario and real encounters.

At closer distances, when the target area is larger (not a small hostage rescue shot for example) it can be faster to maintain a QE target focus. The officer's knowledge of their abilities balanced with the circumstances for the need to fire are key. To do this we need the skill of identifying a threat, orientating to it and firing with both methods to be practiced in a micro-scenario. These "final stages" of training must include Role Players who spontaneously present a threat that is best addressed with QE type fire or sighted fire. This must be a choice each time and optimally done where the officer needs to move and orientate or fire and move.

This decision-making and the linking of responses to what is perceived is the keystone for performance in the real world. Our next article in this series will talk about gaze training which is vitally important and leads us to our ultimate goal of optimal decision-making and skillful performance in real encounters. The QE is a form of "gaze training", specifically for targeting tasks.

We will end with a quote from a mentor whose resume of training and experience is as impressive as they come. His thoughts on this concept are;

"Look for, through or at the sights depending on the level of accuracy needed weighed against the speed of engagement needed. Your personal limits must be practiced and known before an incident." – Rick Furr (Ret.)

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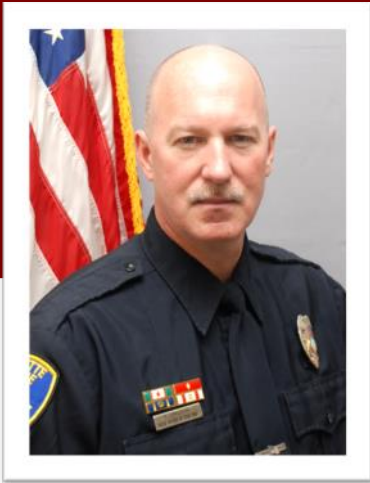
Instructor Development

Editor:
Thom Dworak



What Got You Here

by Thomas Dworak



Congratulations, you made the cut and were selected as a Field Training Officer (FTO). Maybe you

survived a rigorous process, submitting an application, taking a test, and participating in an interview. Or your FTO Coordinator or Chief called you into their office and asked (voluntold) if you would be an FTO. Either way, you did make the cut.

You made the cut because you are good at what you do and how you do it or you said yes to an opportunity. Either way you are going to need additional training and skills, beyond just being good at what you do, to be a great FTO.

Hopefully, the next step in your journey involves a basic FTO certification course. Whether your state's training board requires certification or not, every FTO should have a certification from a state-approved training course. A solid basic FTO class will provide a good introduction to the training process.

Fast forward a year or so. You have a trainee or two under your belt and have a better understanding of how to train. You enjoy training but want more. Now is the time to take an honest inventory of what you know well and what you need to be better at.

This examination of strengths and weaknesses will reveal your blind spots. Here's where the real work begins. Your blind spots reside in the subconscious area of the brain (your bias). Overwriting that programmed bias will cause cognitive dissonance or the difference of where you are now versus the change that is required by the inflow of new information.

Absent an advanced FTO class, like [The Adaptive FTO](#) how does the FTO increase their training chops. Here is a starter pack of books, articles, webinars, and podcasts to help you begin your journey. It does take a commitment

of time to read and digest the information into the trainer's toolbox.

[Destruction & Creation Col John Boyd](#)

[The New Killer App: The OODA loop and Cynefin framework.](#)

[Lateral Thinking](#) Edward DeBono

The Big Book of Mental Models [Vol 1](#) and [Vol 2](#) Shane Parrish

[Cynefin Weaving Sensemaking into the Fabric of Our World](#) Dave Snowden

[Brain Rules](#) John Medina

[Learning How to Learn](#) Barbara Oakley

[The Illinois Model](#) (Blog Site)

[Farnam Street](#) (Blog Site)

[The Justice Clearinghouse](#) (Webinars)

[ILEETA Trainer's Podcast](#)

[Small & Rural Law Enforcement Executive Association](#) (Webinars, Symposiums, and Training)

As an FTO you are invested in the development of the future of your organization. What got you here, is not going to take you to the next level. Invest in yourself and your personal and professional development. The above resources will make you a better FTO and more importantly a better person. Stay safe. **ILEETA**

About the Author

Thomas Dworak is a retired Sergeant from a suburban Chicago area 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.

Building a Better Mousetrap

by Kerry Avery, M. Ed.



As an instructional designer and training consultant I have one objective, create the most effective training possible with the limited time and resources available. This has been my goal since I started working in training 18 years ago.

Training is what Simon Sinek calls an infinite game, which means there is no winning or losing just the constant pursuit of improvement. In this pursuit I spent years in university studying adult learning and instructional design and continue to read books and research on cognitive psychology.

Research studies are showing several techniques that improve memory recall. In this [blog](#) post on the science of learning by Zach Groshell, he reviews 11 research reviews and identifies the common themes. Some of these techniques are also highlighted in books on learning, such as *Make it Stick: The Science of Successful Learning* by Peter C. Brown, Henry L. Roediger III, and Mark A. McDaniel, and *How We Learn and Why it Happens* by Benedict Carey.

There is now a solid body of research and evidence to support the use of these techniques to improve long term memory recall.

Spaced Practice

Studying a topic for four hours in one day is not as effective as studying one hour a week over four weeks. The amount of studying time is the same but long-term memory recall is better when the study sessions are spaced out.

Interleaving

Focusing on one topic or skill at a time, mastering it and then moving on to another topic is the common teaching method but research shows mixing topics and practicing out of order leads to better comprehension and recall.

Retrieval Practice

This is a fancy term for testing, but it does not just apply to graded quizzes and scenarios. Answering questions requires more brain processing than reading or listening.

Engaging the brain results in improved memory recall, even if the learner gave the wrong answer.

Dual Coding

Two senses are better than one. Dual coding is utilizing images in addition to text or verbal explanations. Using more than one form of media engages different areas of the brain which increases memory recall.

Memory Recall

The caveat to these theories is they improve long term memory recall; therefore, the learning may not be immediately apparent. Studies compared cramming and spaced practice studying found the grades to be similar and, in some cases, cramming resulted in higher grades on the test taken right after the study session, but when tested weeks or months later the spaced practice group scored considerably higher. This challenge is also present when interleaving topics or skills. The learning is slower and may be more frustrating in the short term but the information will be available for a longer period of time.

Theory to Practice

Being an instructor or an instructional designer requires us to figure out how to convert these theories into practice. Police training is still primarily organized in blocks and silos. Ideally, we would be able to redesign recruit and other training to interleave topics and space practice but that is a major undertaking and most likely way above our pay grade. As an instructor you can look for opportunities to add more review exercises with varied topics in order to space and interleave practice.

In presentations on gamification, I recommend a review trivia game. The class is divided into small groups that write training related questions, then challenge each other. Teams get a point for a correct answer or the team asking the question gets a point if the other teams cannot answer. There is no preparation needed for this exercise and the instructors only facilitate the game. Challenging the groups to develop questions on previously covered topics is a simple way to incorporate retrieval practice, spaced practice, and interleaving.

Using informal questions, exercises and tests while presenting normalizes the concept of testing for learning purposes. In the 2020 ILEETA Journal Fall Edition volume 10, edition 3, I wrote an article on testing and retrieval practice which explains the types of testing and contains an exercise to try it for yourself.

This is a brief introduction to the evidence-based theories being recommended by experts in the field. If you want to learn more about these theories, I encourage you to look at the resources as they all provide more information on the research studies and applications.

Resources

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Kerry Avery is the owner of [Odin Training Solutions Inc.](#) Kerry has a Master's degree in Education and over 17 years' experience designing training programs, with the last 12 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.



Elegant Recklessness: Risks and Dangers of a Common Irony

by Instructor Z



Traditionally speaking, class A uniforms are the epitome of police elegance and the attire of choice for special events where law

enforcement professionals of all levels gather around, and for the most part, will involve some type of public appearance.

On some occasions, these uniforms are the norm for members of the upper echelon and other sworn command staff, and rightfully so, as they display professionalism, neat appearance, and all in all, they look great and make anyone look the part. One component missing though, is officer safety.

It seems as if police elegance opposes officer safety, as one common denominator in most Class A wearers is the absence of their body armor. One interesting thing here, is that nobody seems to offer a solid rationale behind such a reckless decision (other than “comfort” alone). Not wearing body armor under a Class “A” uniform is just inexcusable, as it is with any type/class of police uniform. and we are not splitting hairs in here.

Below 100 Instructors remind everyone that by addressing those areas in which we have the most control, we can dramatically reduce PREVENTABLE line of duty deaths. Yes, PREVENTABLE.

Being disciplined and consistent in the use of body armor is one of the main topics of this training initiative, therefore I would be remiss to not mention the importance of wearing our body armor regardless of the “class or type” of police uniform we are wearing.

Discipline and consistency = increased officer safety

The problem behind this reckless practice is not just an individual issue. This is far more complex than that, this is a collective fracture where the whole organization is part

of a systemic failure. A failure where our chiefs, sheriffs, and others in high command tend to set the example for recklessly disregarding policy, standard operating procedure, and best practices in use of an officer’s respective personal protective equipment, their body armor.

As a trainer, I have on several occasions addressed the audience asking if any of their agencies’ policies make specific exemptions regarding the use of their body armor while wearing Class “A” uniforms. The answer has always been an astounding “NO.” As a matter of fact, most of those policies out there make it very clear by just stating the conditions in which body armor is to be worn and leaves it plain and simple: “while in uniform.”

For purposes of transparency and in spirit of fairness, I must also mention that this is not necessarily the worst of cases, as there are many agencies where the use of body armor is not even mandated by policy, leaving it up to the “officer’s discretion” to wear it, or not. Similarly, there are other agencies that just “recommend and strongly encourage” officers to wear it but offer officers the opportunity to sign a “*liability waiver and release of responsibility*” for officers to opt out the wearing of this important piece of equipment.

Courageous conversations

I understand and I am fully aware that I will be pinching a lot of nerves out there with this article, but if there is something I have genuinely learned from the Below 100 program, is the fact that to be our brothers keepers we must assume a level of responsibility that will sometimes take us far beyond out of our zones of comfort and perhaps hurt some feelings in the process of discussing certain uncomfortable topics, such as selfishness, recklessness, lack of accountability, and pure laziness. These conversations are called “courageous conversations” in the Below 100 program and to the style of Capt. Yates, “if these conversations would be easy, they would not be called *courageous* conversations.” These conversations are not easy, and at times they

might make us look as overzealous. However, I prefer to hurt some feelings addressing this issue right now, than having to share my condolences with another widow(er).

Not today

A lot has been said and written about officer safety training to prevent officers from falling victim of a violent attack against them while on duty. There are programs for even the most unthinkable scenarios, ambushes, sudden violence, threat recognition, ground fighting, weapon retention, mental toughness, firearms training, etc. However, there are still some of our brothers and sisters out there that recklessly disregard the prevalent war on police and opt on the side of “comfort and elegance” when wearing their Class “A” uniforms.

I have been calling it “reckless disregard” because I was not able to find a more accurate word to define such a thought process that makes us to fully dress ourselves in a complete police uniform, strap a gun belt, badge and on some occasions a distinctive headgear. Yet, we fail to put on that one inconspicuous piece of equipment that by virtue of their design, will maximize our fighting chance and will triple our chances of survival should we be hit in the torso during a gunfight.

We continuously repeat cool rhymes of a so-called warrior mindset culture, we memorize principles of training that we religiously follow, “the way you train is the way you fight”, “better judged by 12 than carried by 6”, “It is better to die on your feet than to live on your knees”, etc. Yet we gracefully transform into sitting ducks and easy targets knowing that all it takes for an awful soul

to execute a successful attack on us, it is to carry it out at a public event where a lot of cops would gather wearing their “Sunday’s best”! See the risks and dangers of a common irony? Let’s do something about it.

I close with this quote attributed to Sir Winston Churchill.”

“To each there comes in their lifetime a special moment when they are figuratively tapped on the shoulder and offered the chance to do a very special thing, unique to them and fitted to their talents. What a tragedy if that moment finds them unprepared or unqualified for that which could have been their finest hour.”

If your finest hour will come to you while displaying the elegance of a proudly worn Class “A” police uniform, make sure it also finds you prepared to maximize your fighting chance, triple your odds of survival, and say to those that wish you harm “NOT TODAY.”

Sincerely, Z.

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About the Author

Antonio Zarzoza known by students and colleagues as “Instructor Z” is a Below 100 Core Trainer and a Certified Force Science Analyst. He is a Texas Master Peace Officer serving as the Training Coordinator for the University of Texas-RGV Advanced Law Enforcement Training Center located in Edinburg, Texas where he trains Local, State & Federal Law Enforcement Personnel. He has a combined law enforcement experience of 20 years and specializes in the fields of Use of Force, Crisis Intervention, and Instructor Development Training.

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Is Your Training Enough?

by Lee Duren



In recent history, Law Enforcement has been thrust into the world view. There have been several incidents where officers' actions have placed all police officers under the public microscope. Of all the things that have been scrutinized as things unfolded, is the training that the officers obtained. What kind of training did they receive, or what kind of training did the agency provide to prevent the actions taken by the officers? "Agency training" is now a buzzword in the eyes of the world. When an officer's actions are questioned it's not only the officer that is investigated, it is the people that conducted that officer's training. As trainers, did we tell or show that officer something that was not correct. Furthermore, it's not just that the class was taught but, was it was taught by the lesson plan, how you evaluate the student, every aspect of that class will come under scrutiny. We as trainers and instructors know that the information or classes are not only legally sound but policy-driven as well. The last thing the instructor should want is that the information they provided be wrong, and somebody will get hurt. When I began teaching, I envisioned the information I was providing like a torch to campers without a fire. They could come to my camp, light their own torch and return to their camp. It did not matter to me if they took my fire or not. As I grew as an instructor, my philosophy changed in that regard. I know there will always be people that do not want my fire but as an instructor, I should not only give the fire but teach them how to make their own fire. Take fire to their camp and light a fire for them. Do everything in my power to take a piece of the fire and make their own. The question is, is there a way that this can be improved and the answer is, yes. Why not emulate the success that teachers in K-12 have been doing for decades. Traditional Instructor lead classes have a place in training but we need to supplement our training to ensure that we make every effort for our students' success.

Since the modern law enforcement movement began training has been a point of discussion. How much training to do, what topics to cover, and the list goes on. Much required training is done as a result of incidents

that law enforcement has been involved in. The training involved a senior officer standing in front of a class of younger officers telling them how it used to be. This has proven to be ineffective and dangerous. So how does law enforcement training drag itself into the 21st century? Why not look to the past and build on what teachers in schools have been doing for decades. What does the future for LE training hold? New officers grew up learning with computers and instant gratification, the instructor lead training model is sliding out the door. The way our students learn in school has evolved and therefore the way we train our staff needs to evolve as well. Blended learning could satisfy both worlds. It allows officers to learn in a way that they have learned their entire life and allows the agency to do everything in its power to provide their staff with training.

What is blended learning? Blended learning began in the early 1840s and there are several types of blended learning (Brand,2017). Oxford defines blended learning as a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching. Basically students use instructor lead sessions that are supplemented via online. In blended learning, there are several types, from rotations models, flex, to flipped classrooms. So, the thought is crossing your mind of how we as instructors are going to implement this? Well let's take a model and work through it.

Flipped classroom is a form of blended learning where the students are given/sent the classroom portion of the material to read and be ready before class. This allows the instructor to spend more time on the actual class objective instead of reading a PowerPoint. Here is an example, and we will use firearms training more specifically patrol rifle training. How do students get proficient at using a patrol rifle? By being on the range shooting the weapon, manipulating it, working

malfunctions, and reloads. Students can not get proficient by sitting in a classroom having someone tell them about secondary malfunctions, they need to be on the range. So how do we do this? There are classroom things that have to be done, nomenclature for example is an in-class thing. So in the flipped classroom the instructor sends the students a pack, PowerPoint, or other documentation and has them read, and be prepared when class begins. When the student arrives there is a very short overview of nomenclature and the students are on the range shooting. So if your agency gives instructors eight hours for training, instead of three in the classroom and five on the range, utilizing a flipped classroom, there is an hour of classroom and seven on the range. The students get the much-needed time on the weapon learning hands-on how to use it properly.

The German Police Department utilized blended learning in the training of their police force for delivering death notifications. In this example, the author found that the implementation of blended learning had a few positive outcomes. One was that the additional training aided the officers to be able to overcome this extremely hard task in delivering the message that a loved one has passed away, all the while not wanting to double victimize the family. The second benefit that this training did was allow the officers to learn how to deal with having to deliver these types of messages. The German Police Force realized that this training was extremely important to their officers and with the use of blended learning they were able to provide the training in a way that was not only beneficial to them but to the organization as well (Brand,2017).

The methodology of how students are taught has changed in the past twenty years. Every day teachers in schools across the world have embraced technology in

their classrooms. If not for the students' sake then the pandemic last year forced the evolution of how students were taught. If this is how our kids are learning, why is law enforcement training not modeling this teaching method? Law enforcement training has to evolve as well. The instructor-led classroom has its place, but it needs to be supplemented with technology. Blended learning is a way that we can begin to transition from old to new while still remembering our roots.

Resources:

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About the Author

Investigator Duren is 17 yr. as a Texas Police officer. Investigator Duren will graduate in November 2021 from Lamar University with a Masters Degree in Education. Investigator Duren is assigned to the Training Div. TDCJ-Office of the Inspector General and has been instructing police officers since 2011. Investigator Duren holds multiple instructor certificates in Firearms, handcuffing, investigations, tactical operations, and several others.



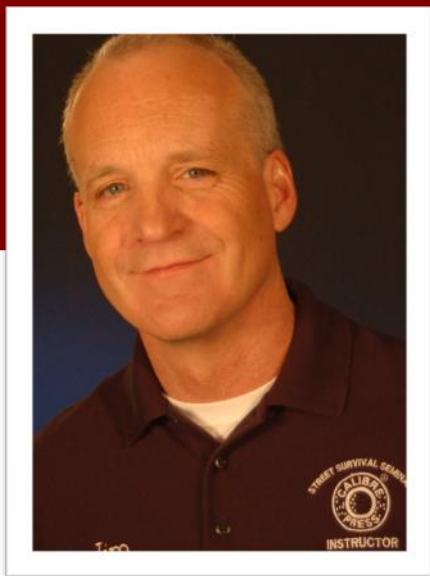
LE Environment & Health and Wellness

Editor:
Kim Schlau



Purge the Thin Blue Line, No Matter the Truth or Consequences

By Jim Glennon



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Mount Prospect is a suburb of Chicago. Their Village Board voted 4-3 to remove the "thin blue line" patch from its police officers' uniforms.

In my opinion that decision was—to say the very least—a misguided, political correctness- motivated, cowardly act on the part of those four individuals.

The argument over the past two years has been centered on the idea that the symbol has been "hijacked" or "co-opted" by hate groups such as white supremacists, the KKK, and others of their detestable ilk.

Theoretically that's true, although hard evidence is lacking if not non-existent, but the argument is not only weak and unnecessarily capitulating, but also dangerous.

Very dangerous.

I've never understood this argument: "Since bad people have displayed it, then 100 years of storied and meaningful history should therefore be discarded." It's just dumb.

And it certainly won't appease or accomplish a thing outside of placating those who lack critical thinking abilities and have a vision that extends about two inches past their bent-out-of-shape noses.

Those same idiotic hate groups that demonstrate to draw attention to their warped views of the world have also "hijacked" and "co-opted" many other storied and celebrated symbols, emblems and representations. Should those all now be eliminated no matter their true

meaning?

Take for instance, the American flag. It's used more than the Blue Line. Much more. Is Mount Prospect going to eliminate that? These factions of fanaticism sometimes sing the Star Spangled Banner as they drunkenly stumble forward. Some scream out the Pledge of Allegiance in their attempt to mangle its true meaning.

Many of these cretins wear white sheets. Some don the color black. Others cover their bodies with clothing adorned only with the colors red, white and blue.

Will white sheets be banned? Will people who choose black clothing be investigated?

Will the American flag be discarded and the pledge not said at government meetings out of fear it may "trigger" the emotions of some unknown person?

Sound far-fetched? Nope! It's *already happening* all around the country.

Appeasing those who have no idea what they are saying simply because they "have feelings" or "believe" something lacks any sort of common sense.

Eliminating something that I guarantee means a lot to those who put their lives on the line everyday for the citizens of a town, city, or village is a massive insult.

And know this. The old adage, "Give an inch and they will take a mile" is absolutely accurate.

Cave to those who lack the ability to think logically and their illogic will only increase.

Mount Prospect disrespected every single police officer in that village. That's at least what I believe. And it isn't over.

Now, those who the four board members tried to placate want it all. They want the Blue Line completely eliminated from all village property.

I suspect they'll win.

I have a Blue Line flag flying in front of my house all the time. If I lived and worked as a police officer in Mount Prospect, would I have to take that "symbol of hate" down? I wear clothing with the Blue Line on it regularly. If I'm seen in a bank by an easily offended person who recognizes me as a police officer while I'm wearing that, will I be subjected to discipline?

It's a cliché but as my son says, clichés exist because they are real: The Mount Prospect Police Officers willingly put their lives on the line every second of every single day. Police work is not a job. It is more than a vocation. It is a passion, a 24/7 commitment, a lifestyle. It is something that drags their family into a world that most people don't really want to know about.

These officers don't ask for much in return. They don't expect to be thanked or called heroes. But this small group of dedicated people do have pride in their symbols and they expect to be able to display and share that pride.

Four people in Mount Prospect stripped that storied, hallowed and honored symbol away from these women and men.

Shame on their cowardice. Your capitulation and misguided beliefs have done more damage than you know. Soon comes the tsunami that you unleashed.

For those who did support the police, thank you for that support. It means more than you know to those who wear the uniform in your village.

What's your reaction? We'd love to know. Please e-mail any feedback to: editor@calibrepress.com
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About the Author

Lt. Jim Glennon (ret.) is the owner and lead instructor for Calibre Press. He is a third-generation LEO, retired from the Lombard, Ill. PD after 29 years of service. Rising to the rank of lieutenant, he commanded both patrol and the Investigations Unit. In 1998, he was selected as the first Commander of Investigations for the newly formed DuPage County Major Crimes (Homicide) Task Force. He has a BA in Psychology, a Masters in Law Enforcement Justice Administration, is the author of the book Arresting Communication: Essential Interaction Skills for Law Enforcement.



Today's Challenges of Realistic Recruitment and Enhanced Police Training

by Jesse C. Gonzales

As we continue to hear demands for defunding the Police and re-defining Police Practices, it is essential to focus on two areas where this has the most impact: Recruiting and Training of Police Officers.

The focus of this article will be on who is recruited into Police agencies and the type and length of training they receive in Police Academies.

If you want to change how Police agencies operate it is important to understand who is recruited into Police agencies and what experiences they bring with them. The goal of many agencies today is to represent the communities they serve by recruiting people from those communities.

Police agencies are recruiting young people today who were born in 1990 through 2000. They have been raised differently, they perceive society, its norms, morale codes and rules differently. Many have not had strong family ties, or role models to point them in the right directions.

Today's potential recruit comes from a culture that focuses on; cell phones, social media, and mainstream media, which creates news, not reports facts. Today's recruits have not had the moral leadership, and guidance which prepares them to live and work in today's fast paced Internet World. With this comes the challenges of having to teach recruits, real values, manners and even common sense. These individuals are the Academy's new recruits.

These basic skills are essential to Police Officers as they must perform their duties with integrity, compassion and common sense every single day. All these challenges are added to the actual curriculum of what they are taught at the Police Academy.

Police recruits are trained to respond to and handle the most critical of situations. They are taught how to use their equipment, how and when to use weapons in "deadly force" encounters. They are also taught how to de-escalate violent confrontations, and work with the mentally ill they face on the streets. They are taught how to handle traffic stops which have become where many Police Officers are injured and killed each year more than the last.

Each Academy has its own standards and policies. The LAPD and Miami train recruits for six months. Many agencies offer four to

six months of training. To qualify agencies often require only a high school diploma, GED, and some require two years of college or military training in Law Enforcement.

The real challenge is in the length of training that Police recruits receive. Four to six months is not enough time. This is not enough time, because Police Officers today are placed in situations where they have to deal with all the increased violence, drug use and public scrutiny that is out there.

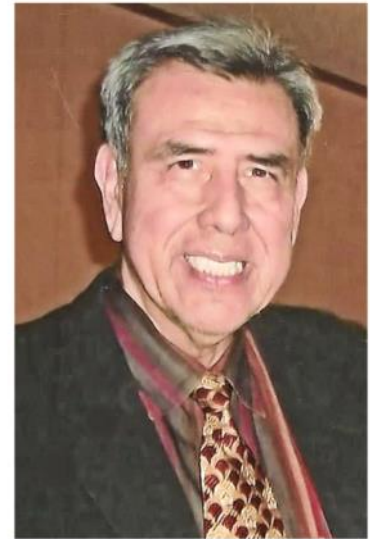
The training provided expects new and established Officers to have the laws they enforce committed to memory, they are taught to act quickly and safely. They are taught how to make split second life and death "use of deadly force" decision when faced with people with weapons.

If they make mistakes or misjudge a situation or panic, they are recorded by cell phones, body cameras, and often brought up on charges and face a trial. If they are found guilty they lose their jobs, their pensions, and their families suffer. Yet the communities they serve and the agencies they represent expect them to get it right every time they interact with the public or criminals they encounter.

The training provided needs to be enhanced to fit today news challenges, but more importantly the training needs to be extended, four to six months is not adequate for today's recruits that will have to face a very changed and challenging Policing environment. Today they will face more guns, more criminals, new technology, and new weapons available to criminals. They will also face continued public scrutiny, anti-Police Groups, and social and mainstream media that only show the negative side of their roles and Police Officers.

It is unacceptable that standards of training exist such as in California which requires 664 hours of training for Police Officers, but according to the criminal-justice reform advocate, the state requires more training for cosmetologists than Police Officers.

Police agencies must recruit realistically from the communities



Challenges...con't

they serve, but as important the Sr. Leadership of Police agencies must step up and address the issue of money. All these changes cost money, without money, these changes will not occur when needed, which is now.

The alternative to not re-directing resources to recruiting and enhanced Police training for recruits and veteran Officers, is the continued loss of veteran Officers to early retirement, or Officers leaving in frustration, and not being able to recruit quality recruits. In an environment where crime and violence will continue to rise for the next five to fifteen years, the time to change recruitment practices and enhance training and give Officers the resources they need is immediately.

Law enforcement Officers are more important today than at any other time in our nation's history. This is reinforced by former New York, Los Angeles and Boston Police Commissioner, William Bratton who was asked about the importance of Police Officers today.

He stated, " They are the glue that literally hold society together". They are an essential element of a successful democracy."

Good Policing and good Police Officers have never been more important. It is now that agencies must recruit realistically and

provide enhanced and longer Academy training. It will require re-directing money to meet these goals, but it will be far less expensive than the cost of riots that have happened and may continue to happen in the country.

Our society is fortunate to have the men and women of law enforcement, recruits, and veteran Officers, serving proudly, with dignity and compassion, every single day, every single shift. Stay safe out there and come home to your families.

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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 Networks to over 8100 agencies. He has also presented leadership programs to the United States Justice Department, Federal Bureau of Corrections, and Police Cross Cultural programs, at the National Crime Prevention Institute, University of Louisville. His office is outside of San Antonio, Texas and can be reached at 210-288-8339, mobile or office at 210-658-7877, his email is jcgonzalez@bluebon.net

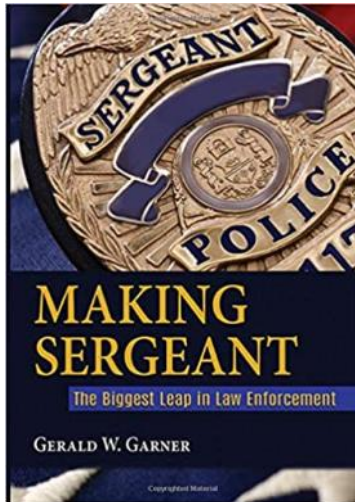


Reviews & Resources



Book Review: Making Sergeant by Gerald W. Garner

By Michael Warren



If you have ever been promoted to sergeant can relate to many of the items presented in this book. Gerald W. Garner, author of “Making Sergeant: The Biggest Leap in Law Enforcement,” provides valuable insight for those who are considering making that leap.

The author spends the first part of the book encouraging the potential candidate for sergeant to think and think deeply first before throwing their name into the proverbial ring. I found this portion of the book to be especially important. There are those in the law enforcement profession that believe that they would like to be a sergeant. But this desire is based on inaccurate and unrealistic beliefs about what sergeants do and what is expected of them. As Jim Collins wrote about in “Good to Great” it isn’t just about getting the right people on the bus, it is also about getting the right people in the right seats on the bus.

Mr. Garner then goes a step further. For those who decide that they do indeed want to be a sergeant and are blessed enough to earn the promotion, he provides a realistic rundown of what happens then.

The book provides practical steps that can be taken to strengthen the relationships with subordinates, peers, and supervisors. The importance of this section cannot be overstated. It is through relationships that influence can

best be developed. However, the author correctly points out that the nature of many relationships can and must change once someone enters the ranks of agency command staff.

The book concludes (appropriately in my opinion) with a chapter on the best job in law enforcement – sergeant. In an incredibly honorable profession, the position of sergeant is amazing. Most of the time you are still able to take part in the operational side and have a direct impact on the development of those in your charge. If you think this is for you, this book can help you reach your goals.

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About the Reviewer

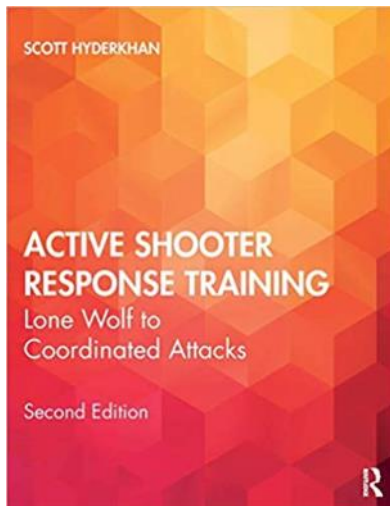
Michael Warren is an Instructor for Command Presence Training. He is the lead instructor and co-author of the Transformational Trainer, Designing Effective Training Programs and De-escalation – Strategies for Best Possible Outcomes.

Michael began his career in law enforcement in 1994 as an Emergency Dispatcher. He completed his full-time law enforcement career as a Law Enforcement Sergeant in April 2018. During his career Michael served in many different capacities. He has been a patrol officer, detective, DEA Task Force Officer, patrol sergeant, and the Training and Standards Sergeant. He was the primary use of force instructor for his agency and was responsible for developing and delivering the Civilian Pistol Safety class. Michael also teaches nationally for Police Technical.

Michael earned his Bachelor of Science in Administration of Justice from Liberty University. He returned and earned his Master of Business Administration (MBA) and Master of Criminal Justice degrees from Liberty University. He graduated from the Michigan State University School of Police Staff and Command. Michael serves as a criminal justice adjunct instructor for Madonna University. He is a member of the International Law Enforcement Educators and Trainers Association, the Excellence in Training Academy, and the Association for Talent Development.

Book Review: Active Shooter Response Training: Lone Wolf to Coordinated Attacks (2nd ed.)

By Sue Weaver



This book is by author Scott Hyderkhan, published 2021. This book serves as a training manual for any law enforcement or security officers who may respond to an active shooter situation. The book therefore is laid out very differently than many texts that contain academic narrative. As a former police officer, SWAT, and training officer, I appreciate the format of this book. The majority of the pages contain numbered lists (broken down into tasks and subtasks) as well as diagrams of how to apply the techniques. Since my retirement from law enforcement and training academy, I have taught criminal justice at the university, and prefer to see books that include scholarly research on the topic. To his credit, Hyderkhan's book does include some scholarly studies, solid academic information, and case studies to support the tactics he described. While this may not matter to the average practitioner, it is important for police administrators when their policies and tactics come under question or scrutiny.

There are other benefits of this book. First, Hyderkhan's book uses the method of "Tell, Show, Do" which makes it appropriate for use as a how-to manual. Second, the book is comprehensive yet succinct. There is information provided for a single officer response to an active shooter as well as detailed plans for specialized teams and skill sets. Hyderkhan provides details of various military small

response units and the characteristics that make them successful in Chapter 1 which lays the foundation for the law enforcement responses described subsequently. Each chapter begins with an overview so that the reader can quickly ascertain what chapter(s) are best suited to the training that particular unit/department needs. Third, the author has a companion video library made up of 27 short videos for use with chapters 6 through 8. In reading this book, I imagine that these three chapters provide the core body of knowledge and skills applicable for use with most departments. These chapters are titled: Individual Tasks; Collective Tasks; and Action Drills.

Of particular interest was Chapter Two- Action Plan. Hyderkhan discussed the importance of a preventive posture. The preventive posture obviously relies on a threat assessment of a particular potential target. Statistics from a comparison of active shooter events revealed some important findings: (a) most active shooter incidents are considered "Lone Wolf" attacks (>95%), (b) 70% of these events ended in less than five minutes, several more in less than two minutes, (c) 60% of the active shooter incidents were over by the time police arrived. Therefore, Hyderkhan suggested that it is imperative to have officers stationed at those locations/facilities identified as high risk in order to have a preventive posture.

To compliment the preventive posture, Hyderkhan proposed the implementation of community report writing stations (CRWS). He cited the officer safety issue of doing report writing in the vehicle while parked, and thus much report writing has been moved into the police station. The latter removes the preventive posture when officers are not out in the community. The author proposed moving the community report writing stations into the schools and other high priority locations, thus shortening response times. Having conducted personal scholarly research on school violence, I disagree with the author on the rationale behind having community report writing stations in the schools because school shootings still remain a statistically rare event. School shooters generally have a different profile and motivation behind their attack than the perpetrators of other mass shooting

events. Nonetheless, there may be other reasons why it may be prudent to have CRWSs in a school, however not to the exclusion of other higher risk locations. Hyderkhan did comment that special events may require prioritizing coverage and having police supervisors provide guidance to officers on using a variety of CRWSs.

Chapters 12 through 15 of this book were geared more for the trainer, command post leader, or planner and evaluator. These chapters are: command and control in the active shooter environment; communications planning; threat mitigation and response planning; and task performance evaluations. This section may work best for training personnel involved with the critical incident command unit rather than the first responding officers to the active shooter situation. Assessment and evaluation of the performance of the critical incident response team is valuable in improving future response. I highly recommend this book, especially for departments as they are developing training plans and policies for response to active shooter attacks.

About the Reviewer

Dr. Sue Weaver's career in law enforcement spanned 23 years and included experience on SWAT, certification as a Crisis Prevention and Intervention trainer, and general police trainer. Weaver has conducted research on various law enforcement topics and published several scholarly articles. Weaver has presented at ILEETA conferences several times since joining in 2012. Weaver is an associate professor of criminal justice at Emmanuel College.

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☐ Training Manager ☐ Field Training Officer ☐ Researcher/Author ☐ Other – describe

Check those that apply: Type of training conducted: ☐ General subjects ☐ Use of force ☐ Safety/Wellness ☐ Firearms
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