

The ILEETA Journal



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ILEETA

**International Law Enforcement
Educators and Trainers Association**

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ILEETA
International Law Enforcement
Educators and Trainers Association

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Editorial Staff

Managing Editor:

Kerry Avery
Kerry.avery@shaw.ca

Instructor Development:

Thom Dworak
tbdworak@comcast.net

Officer Safety / Use of Force:

Brian Hill
Brian@MentalAmmo.com

LE Environment and Health and Wellness

Kim Schlau
kimberly.schlau@gmail.com

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ILEETA Journal Editorial



Managing Editor:
Kerry Avery

Editorial

Welcome to the conference edition! Created by my predecessor Roy Bethge. The purpose of this journal is to provide more information on the topics being presented at the conference. The journal provides more information for those that cannot attend the conference and assists attendees with the challenge of choosing which sessions to attend. The article authors usually include their contact information in the bio. If you are unable to attend the conference or a session but want more information, contact the author. The information sharing and conversations go beyond the conference.

The conference was delayed then cancelled in 2020, then border and travel restrictions made it impossible for many of us to attend in 2021. Now there is residual skepticism around attending this year. Although I am trepidatious I feel the excitement building.

The campaign with quotes from ILEETA members about the conference experience in emails and on the ILEETA facebook page eloquently articulates the reasons so many people attend year after year, even if it is on their own time and dime. Members highlight the ILEETA conference as an opportunity to connect with top law enforcement trainers, gain exposure to new ideas, research and human performance, share information, recharge and rejuvenate.

The conference is a learning experience, and potentially an induction into a family. As Dan Greene says, "The ILEETA conference is like Christmas Day in 5.11's." It is a week of being immersed with people who are passionate about law enforcement and training. "There is no better peer group on the planet!" Richard Nance, and as Joe Willis states, "The synergy is empowering." One of my favorite quotes was from Instructor Z (Antonio Zarzoza), "Absolutely everyone leaves better than they arrived!"

Although the events of 2020 put the spotlight on police reform, from its inception the goal of ILEETA is to improve law enforcement training. Every ILEETA member and everyone who attends the conference is participating in the evolution of training and influencing policing.

Stay Safe! See you in St. Louis!

Kerry

Meet Me in St. Louis!

A Guide to the ILEETA Host City

By Kim Schlau

Welcome to St. Louis! We are so glad you are here for the 2022 ILEETA Conference. The conference always offers an opportunity to meet trainers from the United States and other countries, as well as being able to attend classes led by these exceptional men and women.

The St. Louis Aquarium at Union Station –the aquarium features exhibits ranging from the local Missouri waterways to the depths of the oceans. Hours are 9am-5pm Monday through Thursday, and 9am to 8pm Friday through Sunday. Tickets are available online at <https://www.stlouisaquarium.com/tickets>. Be warned, the aquarium has proven to be quite popular and has been sold out numerous times, so get your tickets early.



The St. Louis Wheel - this 200-foot high observation wheel has 42 fully-enclosed climate controlled gondolas that seat six adults, or reserve a private gondola for 4 adults. The 15-minute ride showcases the skyline of St. Louis, and affords a 20-mile panoramic view. The Wheel operates from 10am to 10pm nightly. Tickets are available at <https://www.thestlouiswheel.com/tickets#/>



[package.](#)

Indoor Ropes

Course - Test your agility, strength and nerves on the indoor Ropes Course overlooking historic Union Station. More than 90,000-cubic feet of climbing space and 30 obstacles take you almost to the top of the trainshed. Feeling really brave? Try the SkyRail™, a 100-foot long rigid zip line that glides 50 feet above the Union Station lobby. You are in control of where to go and what to do, making this a sure hit for adventurers of all ages and skill level!

Mini-Golf - Perfect for families and beginner golfers, the beautifully-landscaped 18-hole course features a variety of interactive elements, a fun yet challenging design and is ADA-accessibility.

Mirror Maze - Experience one of the iconic attractions of the 1904 World's Fair, reimagined in this A-Maze-ing experience for the entire family. Navigate your way through the labyrinth of mirrors, test your World's Fair knowledge with our interactive experiences, and explore the curiosities in the Fun House.

Classic Carousel - Whether creating new memories or re-living those of your childhood, a ride on one of the beautifully-designed horses or exotic animals is sure to delight the young and young-at-heart

The St. Louis Riverfront – North First Street, St. Louis MO

Of course, the Arch is St. Louis' most famous landmark. Standing 630 feet high and 630 feet across, the Arch is the tallest memorial in the United States, and the tallest stainless steel structure in the world. The Arch and its adjacent park grounds have undergone a major renovation. Take the tram up to the top of the Arch and enjoy amazing views of the city of St. Louis to the west and across the Mississippi River to the east into Illinois. Fun fact – no building in downtown St. Louis can be built higher than the Arch.



Busch Stadium/Ballpark Village- 700 Clark Avenue, St. Louis MO

One of the newest attractions in downtown, Busch Stadium and the surrounding Ballpark Village has quickly become the place to be in downtown. Although baseball season won't start until after ILEETA concludes, you can still take a tour of the stadium. Visit this link to view tour times and obtain tickets: <https://www.mlb.com/cardinals/ballpark/tours>



City Museum – 750 N. 16th Street, St. Louis MO

Indulge your inner child and visit the City Museum. Housed in the 600,000 square-foot former International Shoe Company, the museum is an eclectic mixture of children's playground, funhouse, surrealistic pavilion, and architectural marvel made out of unique, found objects. Enchanted caves, an aquarium, various tunnels and climbing structures, a 10-story slide, and a rooftop ferris wheel are just some of the many attractions.

The Hill – Kingshighway and Interstate 44, St. Louis MO

The Hill's roots are interspersed with the history of St. Louis, generating two of the region's proudest exports – world-class athletes and Italian cuisine. Baseball's Yogi Berra and Joe Garagiola grew up here, and today it maintains a traditional collection of authentic Italian bakeries, grocery stores, restaurants and mom-and-pop trattorias. Situated right off of Kingshighway beneath Interstate 44 (which cut down the neighborhood's size when built), the neighborhood still contains a lot of the

old charm, right down to the fire hydrants that proudly display the colors of the Italian flag.

The Missouri Botanical Gardens – 4344 Shaw Avenue, St. Louis MO

A National Historic Landmark founded in 1859 with 79 acres of scenic landscaping and historic structures. Don't miss the Climatron tropical rain forest, the Japanese Garden and founder Henry Shaw's Victorian home.

The Fox Theatre – 527 N. Grand, St. Louis MO

A magnificently restored theatre in the Grand Center Arts District and the perfect venue to see the hottest Broadway shows and concerts. If you don't have time to take in a show, tour the theatre to see the historic restoration.

Forest Park – 5595 Grand Dr., St. Louis MO

One of the largest urban parks in the United States at 1,371 acres, it is approximately 500 acres larger than Central Park in New York City. In 1904, the Louisiana Purchase Exposition, the greatest of the World's Fairs, drew more than 19 million visitors from around the world. Home to the Art Museum, Science Center, Zoo, Jewel Box greenhouse, History Museum, The Muny theatre, 7.5-mile biking, jogging and skating path, skating rink and lakes.

This is not a comprehensive list of attractions and sights to see in St. Louis. Visit <https://explorestlouis.com/> for more information and additional things to do in the area.

Come to the Emerson Hour

by Joe Willis



Since 2013 **The Emerson Hour** has been an anticipated event in the annual ILEETA Conference Schedule. 2022 will be the 9th time six speakers will answer Ralph Waldo Emerson's

famous question, "tell me - what's become clear since last we met?" The event takes place on Monday evening and kicks off the conference with six thought provoking nine-minute monologues. One of the intriguing aspects of the event is that the list of speakers is kept secret until each speaker is invited to come forward and speak. Even the other speakers are not privy to the list and will meet each other only moments before event.

together and ultimately share with one another, what's become clear to them since they last saw each other. In some cases, it may have only been since breakfast. In other cases, it's been a full year or more but the under current of the conversations remains the same – "I've been thinking about..."

So, come to Emerson Hour to hear what six of your fellow ILEETA members have been thinking about since we saw them last and stick around for the hospitality event that follows to continue the conversation and perhaps share what has become more clear to you.



Emerson's question is a fascinating one that elicits a wide range of responses from the speakers and sets a tone for follow on conversations.

The power of the question becomes evident throughout the week as the conversations continue to unfold. For many of the attendees, the ILEETA Conference is an annual pilgrimage that brings together nearly 1,000 people who are passionate about training. Throughout each day of the conference, they move from room to room, learning from each other and sharing ideas. The synergizing happening in the hallways, and in the seats of the magnificent hotel lobby where members gather – by the hundreds is fascinating. The hotel is abuzz with the energy of the swarming minds of great trainers. The diversity of thought is at an all-time high when trainers from agencies of all sizes and from every state sit

Emerson Hour Speakers

2013

Brian Willis
Chip Huth
Lou Ann Hamblin
Coach Lindsey
Tim Janowick
Travis Yates

2014

Dennis Valone
John Bostain
Michelle Seibert

Emerson Hour...con't

Chris Bratton
Richard Neil
Brian Willis

2015

Duane Wolfe
Kevin Davis
Keith Wenzel
Carol Greene
Roy Bethge
Brian Willis

2016

Tom Cline
John Bennett
Brian Willis
Mark St. Hilaire
Chris Cerino
Brian Nanavaty

2017

Joe Willis
Dan Greene
Karen Soloman
Phil Carlson
Jason Der
Thom Dworak

2018

Rod Rifredi
Ku'ulei Nitta
Simon Boutros
Brian Hill
Cheryl Funkhouser
Jamie Gadoury

2019

Dan Fraser
Paul Hasselberger

Anthony Maness
Michael McSellers
Michelle Palladini
Pete Ebel

2020 / 2021

Josh Coffman
Doug Wiley
Chip Huth
Joe Willis
Duane Wolfe
Brian Willis
Brian Hill

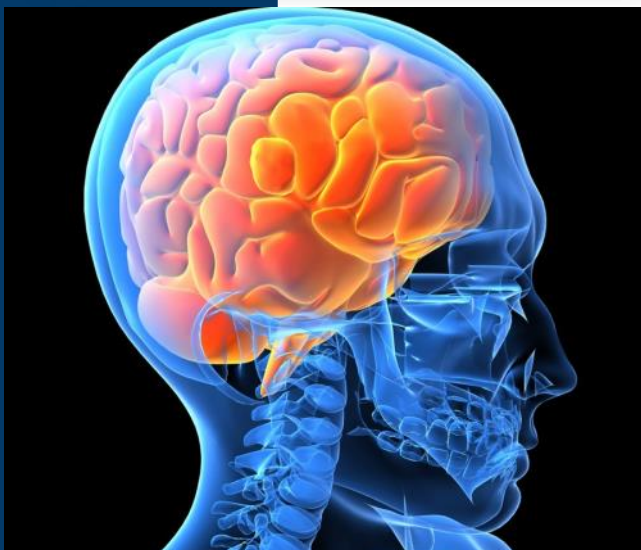
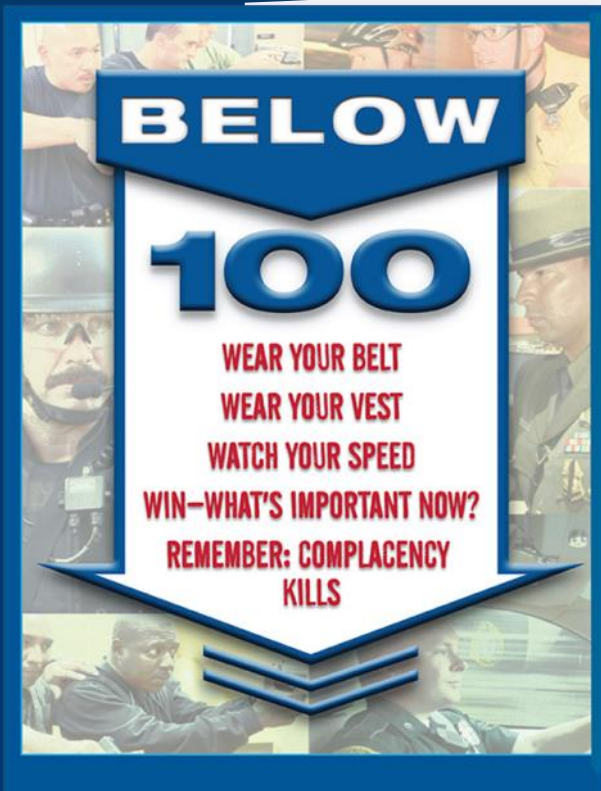
2022 - still a secret :-)



Officer Safety

Use of Force

Editor:
Brian Hill





Practice What You Suck At

by Todd Fletcher

Most instructors and shooters tend to practice the skills at which they excel rather than practicing their weaknesses. Everyone enjoys doing the things they are good at because it makes us feel good, but few enjoy working on skills they struggle doing because it's a direct attack on our own egos.

If you plan on attending the 2022 ILEETA Conference, we would love to have you join us on the live-fire range for our class, *Practice What You Suck At!* This class will include handgun marksmanship, weapon-handling skills, balancing speed and accuracy, and drills done under time duress to get shooters working on the skills we all need to improve.

Everyone likes to practice doing the things we're good at. It makes us feel good about ourselves. But let's be honest, we should really be working to improve our weaknesses. That's why we should be practicing the skills we suck at. Most officers don't shoot a lot of rounds and even fewer go to the range to practice on their own time. This means when we do make time to practice, we need to work on polishing our skills and improving our weaknesses. This is what training is all about.

Training helps us maintain the discipline required to stay focused so each round we fire has intent and purpose. Each draw from the holster is done with the expectation that our life and the lives of our loved ones depend on it. Training should be fun, but the primary purpose of training is not recreation or entertainment. The primary goal is performance improvement.

When training, we should arrive at the range with a game plan focused on what we're going to do to improve and with the determination to accomplish those goals. The intent should be to enhance skills and perform to higher standards. We need to know what we're going to work on and have the self-control to stay focused on those objectives. Especially when we're working on difficult skills, it's easy to lose focus and fall back into practicing the stuff at which we already excel.

When looking for specific skills to practice, instead of the same old routine, think about the skills you've avoided practicing on a regular basis. Let's start with one-hand shooting. How frequently do you practice shooting strong hand only? How about support hand only? Confession time: I'm pretty good shooting strong hand only, but compared to my strong hand, I kinda suck with just my support hand. It's one of the reasons why I call it my "stupid" hand. Therefore, I have made the commitment to practice at least some support hand only drills every time I train.

How often do you practice drawing and reloading using your support hand only? Yup. That's what I thought. It was easier before we started wearing external vest carriers. It was also a lot easier before I hit the 20-year mark of my career. It's true that I got a little thicker around the waist, but age also affects flexibility. My shoulders and back don't move like they used to so drawing support hand only has become more challenging. Regardless of the reason, we better start practicing those skills on a regular basis lest we let down the ones we love.

Shooting from a variety of awkward positions is another skill set most of us need to improve. Instead of standing in front of a target in our best range ninja stance, how about drawing, shooting, reloading, and clearing malfunctions from truly awkward positions. These positions inhibit our ability to breath easily, destabilize our shooting platform, and challenge our ability to make accurate shots. Think about using a street curb as cover, and you're getting an idea of what I mean.

Do you practice regularly under time duress? Time is a precious commodity and is in short supply when lives are in danger. For years, there have been law enforcement firearms instructors who fail to use a stopwatch or shot timer in training. I've heard them explain, "There's no stopwatch or shot timer in a gunfight." This is complete B.S. There absolutely is a stopwatch and a shot timer in a gunfight, and they are being run by the threat! The shot timer is objective and will tell you how well you're performing. If you're slow to recognize a threat, it will tell you. If your draw or presentation time is slow, it will tell you. It may not tell the whole story, but it won't lie to

Practice...con't.

you just to make you feel better about yourself.

If we want to improve our skills, we need to get serious about training. While it's true that we don't know what we don't know, I do know that we owe it to our loved ones to be as prepared as possible. If we let our egos get in the way during training, we will fail those we love most. Maintain your strengths but own your weaknesses. If we don't, we will fail to practice the skills we suck at.

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About the Author

Todd Fletcher retired in March 2020 after more than 25 years of law enforcement experience. He has presented firearm and instructor development training nationwide and at multiple regional, national, and international conferences. He owns Combative Firearms Training, LLC providing firearms training and instructor development classes to law enforcement, military, private security, and armed citizens. He can be contacted at Todd@CombativeFirearms.com.



Your Female Shooters: If They are Failing, You are Failing Them

By Chrystal Fletcher



Please join me at the 2022 ILEETA conference for, “Your female shooters: If they are failing, you are failing them.” I am going to take the leap and present my first solo ILEETA class on a topic with which I have some experience. As a female who spends her time training law enforcement firearms instructors, I have been afforded the opportunity to witness some of the struggles faced by female shooters and instructors. Additionally, I have experienced some of these same things myself. I am eager and grateful for the opportunity to share some of what I have learned.

Initially, you may think this class is controversial or off putting. You may even be thinking to yourself, “Well, they just need to train more!” Or, “Why should I change just for them?” You may also be thinking, “Why should I change my standards just to accommodate the women on my range?” To answer these questions in order: Yes, *all* our shooters should be training more often; you shouldn’t change just for them, but you should change to get the best performance from all your shooters; and, you should be increasing your standards for everyone instead of lowering them for your lowest common denominators.

Now that those issues are out of the way, let’s take a look at what this class has to offer you and your shooters. First, this class is a must for every firearms instructor that wants *all* shooters to excel. This class isn’t part of your department DEI (diversity, equity, and inclusion) program. I’m not interested in being politically correct. This class is focused on making your shooters better prepared to prevail on the street so they can return to their families.

I hope to challenge “the way we have always done it” and encourage critical thinking. My goal is to inspire you to be a better teacher, instructor, coach, and mentor to your shooters. The more you understand the struggles your female shooters face, the more equipped you are to help them succeed.

This class will explore some of the pitfalls faced by female law enforcement officers when it comes to range training and use of firearms. We will seek class participation to identify problem areas specific to their experiences as

female law enforcement officers and firearm instructors as well as those of you who train female law enforcement at the academy, in-service, and instructor levels.

We will share information on problems we faced and learn from the experiences of others to make certain all individual issues are addressed. Based on my experiences training firearm instructors around the country, I will offer suggestions on methods to raise the quality and quantity of training received by female law enforcement officers. As a bonus, many of these solutions will work exceptionally well with their male counterparts.

We will address the tangible as well as the intangible aspects of firearms and firearms training for female law enforcement and delve into the emotional and physiological responses that some females may harbor from past firearms training experiences. We will discuss how cognitive overload affects your female shooters differently than most male shooters and how to overcome this difference.

Contrary to what the latest “gender equity” crowd wants to hear, we will discuss the differences in the traditional gender roles and how these affect our female shooters during range training. Most firearm instructors have seen a difference between men and women on the range when it comes to being assertive, so this class will offer some suggestions on how to increase female shooter’s aggressiveness while running the gun.

We will discuss some of the negative experiences that past firearms training culture has allowed, if not caused, and ways to avoid them. The culture of the department and the firearms training team is an important part of helping your officers succeed. However, the atmosphere and attitudes created by this culture can affect the performance of your shooters and what they perceive as important to the instructors.

Female...con't.

Examining the current state of firearms training, the culture being fostered, and the techniques used will illustrate the need for a change from the status quo. Incorporating some adult learning techniques, the impact of creativity on learning new skills, methods to celebrate success in training, and developing an understanding of why there are some general differences between male and female shooters will exponentially improve the success of your firearms program.

We will offer some tips and tricks that will help female shooters perform to their potential. This includes some simple tweaks to the shooting platform, ways to work with and around ill-fitting equipment, long gun weapon manipulation, and much more. We will acknowledge the physical differences between the genders and offer some gear suggestions to make the female officer's job easier and more comfortable.

This class will also offer the chance to discuss the importance of recruiting the right females to your department firearm training team. We will offer

suggestions on ways to help them successfully integrate and thrive in traditionally male dominated teams. A well-rounded training team is the perfect complement to a well-rounded and productive staff.

As a firearms instructor, your success is directly linked to your shooter's success. We believe in the importance of building leadership within our training programs and building a knowledge base to help *all* our shooters succeed is vital. So, come join me and we will add to your firearms training bag of tricks.

ILEETA

About the Author

Chrystal Fletcher is the co-owner of Combative Firearms Training, LLC and a professional firearm instructor. She has the unique ability to help improve shooter efficiency. She encourages and motivates students by demonstrating skills, improving firearm training culture, and pushing students to perform beyond their expectations. She is a regular writer for Police1.com and the ILEETA Journal. Her expertise on the range includes being one of the best diagnostic instructors available. She expertly applies adult learning to help build better shooters.



Officer Downed 360 Gun Grappling

by Daniel J. Spsychalski



Officer Downed-360 Gun

Grappling, is a course that addresses deadly attacks at contact distances. The

training goals for this course, stresses extreme weapon retention, having superior firing capability at wide angles, with de-escalation options. Starting from ground fighting to standing grappling, the pistol grip in this course places the thumbs together, which is known as the '360 Grip'. This grip has numerous retention and grappling position improvements over the thumbs forward (Isosceles) grip. The strongest hold for any object is the center of one's body and for this, we hold the pistol in the 'Center Position'. The grip and position have an origin in the Center Axis Relock System, whereby opposing palms press into the pistol's front and back strap, similar to the jaws of a vice.

Officer Downed-360 Gun Grappling, will train on weapon retention and firing, utilizing a lateral firing position that closely conforms the pistol to the body. On deadly force ground assaults, many diverse shooting angles and ground positions are possible. Body mass activation directs the pistol's firing direction, providing a full 360 degree coverage. This is a crucial new feature to counter standing or top positioned assailant(s), already past the guard or legs of the downed officer. The assailant(s) have free range of motion to attack an officer with soccer kicks, stomps, blunt objects and other threats of great bodily harm or death upon the officer.

This course will have each trainee undergo repetitions of the 5 basic ground positions of the 360 Ground Grappling System, drilling to have 360 degree firing capability. Next, partner drills will reveal the very high success rate of officer trainees in the prevention of being disarmed as a downed officer executing the 360 Grip while holding in the Center Position.

This course will also address standing-clinch to counter disarm and simple battery attacks on an officer who does not have time to re-holster the pistol. Less lethal force

options will be trained, while the pistol is in hands. The '360 Safe Grip' will permit safe striking by blocking the trigger finger from entering onto the trigger, as shown below left. The 360 Grip applied while firing from the Center Position, below right:



The '360 Safe Grip', permits safe striking force application that is drilled both offensively and defensively. In these no-shoot exercises, there is no time to re-holster, as the immediate officer response must be defensive strike evasion with the officer's response being strikes and not shooting. Oftentimes a pistol in hand is not a justified shoot and this portion addresses this frequent training void. Officers will focus on force application between '0' (no force) to '100' % (deadly force) response; being largely impact strikes from elbows, pistol in hand. The '360 Safe Grip' will be drilled for no shoot strike application to lethal force shoots by unlocking the trigger finger to the regular 360 Grip whereby the finger can enter the trigger guard.

We highly recommend ongoing training in this 360 CQD System the next day, at the 2022 ILEETA Course for 360° Vehicle Anti-Ambush Response. Register your place for Tuesday, March 15, 2022. Lead Instruction by Master Instructor Jeff Johnsgaard of Natural Tactical Systems.

ILEETA

About the Author

Master Instructor Daniel J. Spsychalski, is a 24 year police veteran with specialties including Tactical Response Team, School Resource Officer. Daniel has Instructor certifications in: Firearms, Rifle, Ballistic Shield, Defensive Tactics, Center Axis Relock. Daniel has an extensive martial arts background in Tae Kwon Do, Hapkido, Arnis, Wing Chun, Kickboxing, Judo and Brazilian Jiu-Jitsu, spanning over 30 years. The highest rank attained is a 5th Degree Black Belt in Kajukenbo (a mixed martial art formed in Hawaii in 1947). Additional experience of competition includes: Judo Black Belt level, Submission Grappling, and is an MMA Veteran.

360° Vehicle Ambush Response

By Jeff Johnsgaard



Ambush assaults against Law Enforcement are unfortunately on the rise. The events date back much further but in September of 2018 the FBI - LEOKA stated ambushes were increasing against LE and that they were looking to shape future training to address this (FBI, 2018). Ambushes have only increased since 2018. A July 1, 2021, FOX News article claimed a 91% increase in officers ambushed that year from the previous one (Pagones, 2021).

By definition an ambush is one of the most dangerous events an officer can be involved in. A subgroup of ambushes that could arguably be even more dangerous could be when an officer is confined inside of their vehicle. Being ambush attacked while seated in your patrol vehicle can mean your traditional firearms techniques, physical mobility and even vision can be drastically limited.

The cases of officers being attacked completely without warning while inside of their vehicles is also increasing. We have a list of dozens of these in-vehicle ambushes over the past years, here are just three:

- June 18, 2021 – Officer sat in patrol car in church parking lot doing paperwork, vehicle pulled up and opened fire (Hoyt, 2021).
- September 4, 2021 – Officer shot at in patrol car while stopped at traffic light (Sullivan, 2021).
- December 16, 2021 – Officer shot in patrol car, on life support (ABC News, 2021).

We believe driving out of an ambush and/or utilizing your vehicle as a weapon need to be top considerations for ambush survival from inside a vehicle. The use of firearms as defensive tools must also be considered and trained. Traditional firearms techniques like Isosceles/Weaver lack the ability when seated inside a vehicle, to fully rotate and have aimed fire. We offer a class at the 2022 ILEETA conference on a technique to address this issue.

One method of pistol presentation and aiming called,

360° Close Quarter Defense (360° CQD) is an excellent tool for the toolbox, especially when seated inside of a vehicle. It has been

presented live and online at LE conferences (IALEFI 2020 and 2021 and ILET 2021) with excellent reviews. It has also been featured in two articles by Calibre Press titled, *Ambush Survival: Increasing Officer Safety* (Johnsgaard, March 2021) and *Vehicle Anti-Ambush Specifics* (Johnsgaard, June 2021).

360° CQD has origins in the Center Axis Relock technique (see citations for links to read articles in IALEFI's Journal, The Firearms Instructor; Johnsgaard & Vecchi 2018 and 2019). Canadian Detective Sgt Jeff Johnsgaard was the heir to the original CAR System and has been further developing both the concepts of Vehicle Anti-Ambush and of instructional techniques for over a decade. The technique for vehicle anti-ambush response works harmoniously with traditional Isosceles/Weaver and requires only a slight modification of the support hand. This support hand change is called the "360 Grip".

ILEETA members can get further information from Mr. Brian Willis' interview of Johnsgaard for ILEETA's Learning Lab Season 4; "Jeff Johnsgaard - Natural Tactical Systems - 360 Degree Aimed Fire as a Response When Officers Are Ambushed In Their Vehicle".

At ILEETA's 2022 conference Johnsgaard will be instructing a 4-hour block with five instructional objectives designed to teach the principles for aiming and accurately firing a pistol throughout 360 degrees from a seated position. A simple and optimal 3 step technique for switching hands with the pistol will be covered. This technique was very well received at IALEFI's 2021 conference as it works for muzzle up or down orientations. Also, shown will be what we believe is an unmatched weapon protection and retention platform. Together this class will help instructors understand the principles of the method so they can add this tool for

Ambush....con't.

close-quarter defense to any officer's toolbox.

Of note the same grip used in 360° CQD is also the same principles and grip used in Officer Daniel Spychalski's ILEETA 2022 Conference teaching block titled, "360 Gun Grappling". So, this session and Spychalski's have a lot in common and are applying the technique from inside a vehicle and from the ground if you are a downed officer.

Come and be exposed to the worlds leading instructor in the 360° CQD method. Bring your non-lethal ammunition (FX/UTM) and you will gain first hand experience with this tool for vehicle and close quarter defense.

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About the Author

Jeff Johnsgaard is a Canadian police officer in his 19th year, currently assigned as a Detective Sergeant. He is a trainer for his agency and their police academy; Jeff is a Nationally Certified Instructor under IADLEST a Certified Force Science® Advanced Specialist and the Canadian Director for the Reality Based Training Association. Jeff has written articles for several LE publications including two articles for ILEETA in 2021 and taught at the ILET and IALEFI conferences. Jeff trains decision-making, use of force, the unique 360° CQD method for vehicle anti-ambush and courses on "Optimal Learning" internationally with his company Natural Tactical (www.NaturalTactical.com)

Establishing Competency in Sole Officer Response to Active Shooter

By Scott Hyderkhan



Within the United States, the history of law enforcement Active Shooter/Hostile Event

Response (ASHER) performance as a whole is spotty. It is documented that most active shooter incidents have a duration shorter than the average law enforcement response time. The sudden rapidity of these attacks, place a tremendous responsibility on officers nearest the attack when it begins; the situation frequently dictates a sole officer response. To be successful in ASHER, responding officers must be mentally, physically, technically and tactically prepared to take sole action, with no hesitation and with mission purpose.

Command Culture:

A positive command culture sets standards, directives, and expectations, and maintains a band of excellence in the core population of officers within an agency. We cannot predict which officers will be in position to positively affect an outcome to an Active Shooter/Hostile Event. A positive command culture facilitates some predictability of performance. A mission command philosophy supports a positive command culture. Mission command is a mission driven doctrine that promotes decentralized operations with subunit commands utilizing freedom and speed of action, and initiative, within restraints established by higher command. The US Army defines mission command philosophy as *“Exercise of authority and direction by the commander, using mission orders to enable disciplined initiative with the commander’s intent to empower agile and adaptive leaders in the conduct of unified land operations.”* (ADP 6-1 MISSION COMMAND pg. IV)

Six Guiding Principles to Mission Command:

ADP 6-1 outlines 6 principles/fundamentals of Mission Command. The six principals are:

- *Build cohesive teams through mutual trust.*
- *Create shared understanding.*

- *Provide a clear commander’s intent.*
- *Exercise disciplined initiative.*
- *Use mission orders.*
- *Accept prudent risk*

(pg. IV)

Build Cohesive Teams Through Mutual Trust:

The agency must establish trust down and up the chain of command. The chief, his or her commanders, and the agency training cadre gain trust with officers through performance-oriented training. This develops motivated, competent, problem solvers, who exercise disciplined initiative responding to challenging calls. The Chief, his subordinate leadership, and training cadre, gain the trust of officers through ensuring officer training needs, logistics, guidance, directives, their health and welfare, and family well-being.

Create Shared Understanding:

Shared understanding between commanders, staff, and trainers is a requirement in order to establish strategic operational planning, logistics, guidance, directives, and tactical training for officers. The successful dissemination of a higher’s vision, along with the appropriate training extends that shared understanding to the small unit leaders and officers. Shared understanding involves a relationship between the command, staff and training division, where the command drives their vision and the staff and trainers provide input, feedback, and finally, plans and execution to realize the vision. The officers become proficient at the tactics, techniques and procedures, and know they have support and guidance.

Provide a Clear Commander’s Intent:

“The commander’s intent is a clear and concise expression of the purpose of the operation and the desired end-state.” (ADP 6-0 pg. 3, para 13). Intent provides focus to trainers and helps subordinate leaders and their officers, to act and achieve the commander’s desired outcome. “A

Competency...con't.

well-crafted commander's intent conveys a clear image of the purpose, key tasks, and the desired outcome/end-state." (ADP 6-0 pg. 4, para 13). This assists subordinate leaders and officers to gain insight into what is expected of them and what constraints apply.

Exercise Disciplined Initiative:

"Disciplined initiative is action in the absence of orders, when existing orders no longer fit the situation, or when unforeseen opportunities or threat arise. Subordinate leaders and officers exercise disciplined initiative to create opportunities. Commanders rely on subordinates to act, and subordinates take actions to develop the situation" (ADP 6-0 pg. 4, para 16), to achieve the commander's vision and end-state. Freeing officers to act within the confines of guidance through commander's intent facilitates agile officers and an agile force.

Use Mission Orders:

Mission orders direct subordinates to the task, not how to achieve success. It tells the who, and what they're objective is, when such actions may be required, and the area of jurisdiction, and finally, the purpose. The commander leads, yet allows subordinate leaders/officers to develop situations. Commanders direct, and supply resources in human and logistical support. They determine when the main effort shifts and where it shifts to. Commanders provide changes to the concept of the operation when necessary.

Accept Prudent Risk:

Officers and commanders must accept prudent risk when making decisions during an ASHER or any high-risk incident. Prudent risk is *"a deliberate exposure to potential injury or loss when leaders or officers judge the outcome in terms of mission accomplishment as worth the cost."* (ADP 6-0 pg. 5, para 20). Armed confrontation requires deliberate exposure to possible injury or loss, in order to achieve desired outcomes. Officers must weigh risk against gain. Reasonable estimates and intentionally accepting prudent risk is often required to seize the initiative from a threat.

ASHER Brief:

Finally, the command's mission statement, intent, and concept of an ASHER operation must be disseminated agency wide, in order to instill disciplined initiative within an officer corp. The ASHER Brief provides a vehicle for this dissemination. The ASHER brief may fall into 1 of 5 specific presentations:

- Initial agency brief, issued the first time to the agency. It may occur over several iterations over a short period of time, to ensure all agency members receive the initial brief.
- Initial newly commissioned officer brief.
- Special event brief, such as a public-events in a jurisdiction, that involves large gatherings of citizens, for entertainment and socializing.
- Specific threat brief or heightened threat intelligence.
- Periodic brief, for maintenance.

In conclusion, the nature of ASHER threats dictates that all law enforcement officers be thoroughly trained and proficient. The adoption of Mission Command by a positive command culture will directly facilitate the development of motivated, competent, disciplined officers with the initiative to prudently take risk. The result is an acceptable spectrum of response and actions by sole respondents to ASHER events, in order to reduce loss of life and improve threat interdiction. **ILEETA**

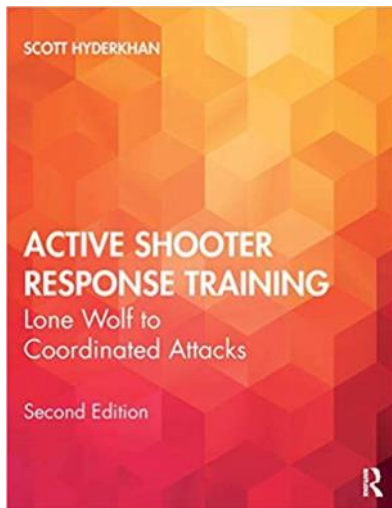
About the Author

Scott M. Hyderkhan is the president of Kinetic Tactical Training Solutions LLC. KTTS specializes in Active Shooter Response doctrine in tactics, training, command & control, and operational structure. Hyderkhan is the author of the recently published Active Shooter Response Training: Lone Wolf to Coordinated Attacks Second Edition (Routledge/Taylor & Francis Group) and the first edition Active Shooter Response Training Manual. Hyderkhan's professional training and experience in the field of small unit tactics, training management, command and control, and organizational structure techniques were accumulated through 19 years as a law enforcement officer and 20 years in the United States Army. Hyderkhan retired recently from law enforcement in the state of Washington in January of 2020 and previously retired from the US Army as a master sergeant in January 2001.

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

By Sue Weaver

Reprint ILEETA Journal Fall 2021



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.

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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.

Rethinking Firearms Qualifications

by Jason Wuestenberg



While firearms qualifications are a necessary task that firearms instructors must perform, firearms qualifications are not that important in the big scheme of things. However, many within the firearms instructor community put too much emphasis on the value of firearms qualifications. Many instructors try to improve the qualification course of fire, or make it harder, in hopes of increasing shooter skill level. Or, they push to conduct firearms qualifications multiple times a year. When is the last time the firearms instructor community asked why do we do what we do when it comes to firearms qualifications?



The firearms instructor community has put more emphasis on the need for firearms qualifications than the courts have. In fact, we have put so much emphasis on the need for firearms qualification that it interferes with firearms training. I will be presenting this topic for group discussion at the 2022 ILEETA annual conference. I will challenge the need for many of the common practices that are in place with firearms qualifications. And, I will back up those challenges with actual incidents that have occurred in the past 20 years in law enforcement. I look forward to having a group discussion with other experienced firearms instructors from around the nation.

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About the Author

Jason Wuestenberg is the Executive Director for the National Law Enforcement Firearms Instructors Association (NLEFIA). Jason retired from the Phoenix Police Department in 2017 after 22 years of service. Jason served as a full-time firearms instructor for over half of his career and served as a Firearms Sergeant / Rangemaster for the last six years of his career.

Here are some questions for the firearms instructor community to ask. Does qualifying multiple times a year provide additional liability protection? Does qualifying at night provide additional liability protection? Do we need to qualify an officer after changing out the sights/optics or any other accessories on their handgun/shotgun/rifle? What skills should be tested in a firearms qualification? How many rounds should be used for a firearms qualification? When is the last time a qualification course of fire has been challenged in court? Is there any case law that regulates firearms qualifications?

Instructor Development

Editor:
Thom Dworak



Mythbusters: The Science of Effective Training

by Kerry Avery, MEd.



Adult education is an entire field of study. Research has been ongoing since the 1950s when Malcolm Knowles theory of andragogy was the first to address the differences between children and adults when it comes to learning. Research questions what we think we know and strives to prove what is most effective for learning.

Challenging what we believe is tough to do. We are hard wired to find evidence which supports our beliefs. This is called confirmation bias and we're all guilty. Our beliefs are based on our own experiences, what we've been taught, what we've learned through discussions, and information we've gathered through books, articles, and online sources.

Before we were trainers, we were all students. We have all attended classes and training; therefore, we all come in to training with a collection of experiences (one of Malcolm Knowles principles of adult learners) and opinions about what makes training effective. The problem with this knowledge is that it is tainted by our personal preferences. Everyone has an opinion on how to design and deliver training based on their user experience. Being able to drive a car doesn't mean you know how to build or fix a car. The goal of this session it to look under the hood of adult learning to become more of a mechanic than a driver.

Research in psychological sciences is challenging and it is never definitive because there are so many factors which impact learning. No approach appeals or works for everyone. If there was a formula that guaranteed every course participant would remember everything that was taught and they would be able to recall and utilize it at the right time, someone would be very rich selling it! Since we don't have a secret formula, it is our job to understand as much as we can about how people learn, recall information, and perform psychomotor skills.

One thing we know for sure, although we continue to rely on it as a primary delivery method, is that lecture is the least effective method for learning. In this session we're going to explore our beliefs and compare them to what some of the research says together. It will be interactive

and hopefully fun.

When I studied adult learning in university, through two certificate programs and a master's degree, one of the first exercises was writing a declaration of your beliefs about education or training. This was always a struggle because it's not about me. What I personally believe has no bearing on the way I design courses. I hate acting. It makes me very uncomfortable, and I feel ridiculous when I have to play a part. Can you guess what kind of exercises I would never put in training if it were up to me? Role-playing and scenarios, but these are the bread and butter of law enforcement training. Can you imagine training without ever applying the knowledge and skills in scenarios?

I encourage all instructors to understand adult learning theories and read research! This conference session is an open discussion about what we think works for training, and what research says is most effective. Come challenge yourself! Maybe what you believe has been proven by research or maybe it will challenge you to question your beliefs and change the way you train.

I'm looking forward to facilitating this session and sharing some of my favourite research studies! **ILEETA**

About the Author

Kerry Avery is the owner of [Odin Training Solutions Inc.](#) Kerry has a Master's degree in Education and over 18 years' experience designing training programs, with the last 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. She has worked with agencies in Canada, the United States, and internationally with ICITAP in Central America and Ukraine. 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.



The One Area Greatly Lacking in Annual Training: Leadership

by Andrew A. DeMuth Jr.

“Put your damn cell phone down and look your people in the eye.”

This is the sentiment from one of the experts we will be discussing at ILEETA 2022. She raises a great point too; nothing puts off subordinates more than not giving them your full attention when they need it. Titled *Leadership Concepts that Must be Part of Annual Training*, communication is one of the leadership areas we'll be addressing in the presentation.

We are just days away from converging on the “Gateway to the West.” My hotel room is booked as is the flight: roundtrip from New Jersey to St. Louis for a week with some of the finest law enforcement trainers from around the nation and beyond. It is an experience I enjoy immensely from the first seconds of the opening ceremony to the final goodbyes at Maggie O'Brien's.

It has been a challenging year for law enforcement, perhaps the most challenging ever. Moving forward, there are two areas of our industry which will be more important than ever before: training and leadership. As the primary organization for law enforcement training, our members will certainly play a role in both implementing some of the training requirements that will undoubtedly be pushed upon us as well as developing additional training to help our people survive some of the myriads of challenges ahead.

The other side of this will be leadership. In the class *Leadership Concepts that Must be Part of Annual Training*, I will make the case that our leadership training is nowhere near where it should be, and it is this failure of leadership that is responsible for many of the problems our industry faces today. In many agencies, new sergeants are sent out to the road to supervise groups of highly armed men and women with little to no training whatsoever. In other agencies, the training is minimal. This must stop. We need to give our people every chance to succeed, and that begins with proper training.

So, where do we begin? The private sector has been utilizing a concept that has been growing in popularity but has not yet been fully embraced by government, especially law enforcement: the leadership development program. Simply, it is a permanent leadership training presence within the agency that provides frequent training each year in a variety of ways. For a leadership development program to work, the agency must accept that it is a program, not a singular training event. A program is ongoing and continuous, and this leadership development program must be ongoing and continuous as well. In the class, we'll discuss how such programs work and attendees will receive a template to serve as a guide in putting one together.

We'll also look at areas of leadership that really should be included in annual training. Earlier, we touched upon communication. A second area is the goal of the leader. Ralph Nader once famously said, “The function of leadership is to produce more leaders, not more followers.” In other words, our formal leaders should see instilling leadership in their direct reports as an important part of their jobs. I don't know about you, but as a patrol officer, I worked for some fantastic sergeants, however, I never felt that any of them had a calculated plan to prepare me for a leadership role.

Building a great environment, leadership modeling, and training are some of the other areas we will discuss. In this 90-minute block, we will hear from leaders from the private sector, the military, and beyond. An assortment of video clips and shared stories will, hopefully, make it an engaging presentation that will give you a lot to bring back to your agency. See you in St. Louis! **ILEETA**

About the Author

Andrew A. DeMuth Jr. retired from the Freehold Borough Police Department in 2015 after a 25-year career. He served as the agency training officer and rangemaster in addition to running the investigations division. Today, he serves as a civilian manager of the statewide CODIS program within the New Jersey Division of Criminal Justice and trains regularly at agencies and police academies throughout the state. He also serves as an adjunct professor for two colleges teaching leadership and criminal justice. Andrew can be reached at andrewademuth@gmail.com.

Training on the Edge

by Jason Der



Learning occurs at the boundaries of what we already know. Our established knowledge base is a schema or “world view” of a specific topic. Therefore, we can think of learning as changing those schemas by expanding, reshaping, or outright rebuilding them. Jack Mezirow’s Transformative Learning Theory phrased this as, “Learning is understood as the process of using a prior interpretation to construe a new or revised interpretation of the meaning of one’s experience in order to guide future action.” (Mezirow, 1996, p. 162).

Transformative Learning Theory (or TLT) was conceived by Mezirow in 1978 and it has become one of the most cited and researched theories about adult learning. TLT recognizes that adult learners come into the learning environment with significant life experiences and these experiences have shaped and solidified the learner’s schemas. Unlike youth learners, schemas in adults are well developed and rigid, often being intertwined in the learner’s belief system, values, and morals. Therefore, altering these schemas can be difficult for the teacher and uncomfortable for the student. TLT is best suited for teaching personal change and mindset, complex analytical processes, and situational evaluation (Coleman 2019). This makes TLT ideal for teaching law enforcement principles and practices which fall under those categories. Many law enforcement trainers already apply Mezirow’s theory in practice: they just don’t realize it. But what exactly is Transformative Learning Theory and how can you reliably replicate these principles to create learning in our students?



TLT begins with the student being presented with what Mezirow called a *disorientating dilemma* which is a new

experience that contradicts the student’s current schema. It can be derived from a situation, or a question posited to the student, that forces them to reflect on what they believe they know to be true. After the disorientating dilemma the student is faced with three options: 1) Does this new information refute what I believe to be true? 2) Does it change or alter what I believe to be true? 3) Does it reinforce what I believe to be true? This can often stimulate a strong emotional response in the learner because the nature of the disorientating dilemma is to evoke change in a meaning structure which is a subset of their schema. In all three cases learning occurs only after a period of *critical reflection* followed by *reflective discourse* and it is the teacher’s role to guide the student through these phases.

The role of the instructor in TLT starts by creating a learning environment that is conducive to discourse and discussion. It begins by ensuring students open their minds to new thoughts, especially the thoughts of others. Then students must be given sufficient time to critically reflect on the new experience. Finally, there must be a rational discourse which involves dialogue between the student and the instructor or, when possible, between the student and their peers.

Setting the stage for opening minds also sets the stage for rational discourse. As such, the first step in constructing a learning environment for TLT is to make it clear at the outset that new ideas will be presented and that discussion between the students will be necessary. This requires the instructor to show that they are open-minded themselves and set up the venue so that the students can interact with each other. If it’s not possible to alter the physical layout of the classroom you can move the students closer together and even separate them into small groups prior to starting the lesson. Learning is a contingent activity so creating an appropriate learning environment is the first step in achieving the learning objectives.

Training...con't.

Establishing a period of critical reflection is a key point in TLT. Without reflection the experience of the disorientating dilemma happens in a vacuum and without context. Change to a schema can only occur if the student is given (and takes) time to reflect on the experience. During this reflection the instructor should be using questions to assist the students in determining what the experience means and how it relates to their current schema. Every student will have different life experiences and every disorientating dilemma will cause different pressure on their schemas. The instructor needs to take cues from their students on whether they need more prompting to push to the edge of their beliefs, need more time to process the new experience, or both.

During the rational discourse phase, it is the role of the instructor to guide the students through the discussion. This includes encouraging participation, ensuring the discussion does indeed remain 'rational', and then helping the students internalize the experience to create learning. Students should be given the opportunity to act from these new perspectives and put them into action. The goal of the instructor is to ensure that the lesson learned is the one that's intended, and it therefore ties directly into whatever evaluation method you will be using. Guidance during this rational discourse phase is critical to preventing training scars and unintended consequences. In one-on-one training environments, such as field training, the instructor takes on the role of a peer for discussion purposes.

Instructors who have success applying TLT recognize that being a transformative learner themselves is more important than any techniques or strategies they'll employ. Students are the most receptive to TLT when they see you as a learner as well as a teacher. "[Teachers] must be adult learners continually striving to update, develop, expand, and deepen their professional perspectives both on their subject areas and on their goals and roles as educators." (Cranton 1994)

The role of the learner in TLT is to criticize their own beliefs and assumptions and actively participate in the discourse. In an effectively engineered learning environment students will have trust between

themselves, their peers, and the instructor. This fosters the ability for each learner to challenge their beliefs as well as each other's. Peer-to-peer learning is powerful tool in TLT and therefore "Learners must create norms within the classroom that include civility, respect, and responsibility for helping one another learn. Learners must welcome diversity within the learning environment and aim for peer collaboration." (Mezirow 1997)



Transformative learning can be a powerful tool, but it does have limitations on its application. Mezirow acknowledged that, "all learning is change, but not all change is transformational." In other words: not all learning is based on TLT. Sometimes learning is simply adding on to existing schemas, re-affirming existing knowledge, or takes place under the framework of a different learning theory. Limitations in the application of TLT are that it is more time consuming than other theories, mainly due to the length of time needed during the critical reflection phase. Using TLT requires that the learners must be able to put their values and beliefs in a position to be challenged which is may not be possible or feasible. Despite setting up the lesson perfectly a student may not undergo transformation so continuous assessment of each student is necessary to ensure that they are in the correct phase and to determine what to do if they aren't. All Fullerton wrote, "Transformative learning cannot be guaranteed. Teachers can only provide an opportunity to transformatively learn." (Fullerton 2010)

Learning is a process rather than an end-state. Applying Transformative Learning Theory in your learning

environment is a great tool for giving your students that process when you need to change or expand their knowledge and understanding.

Resources

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About the Author

Jason Der is in his 14th year of service with an undisclosed agency in Saskatchewan (Canada). During his tenure Jason has worked as a field trainer, arrest and control tactics instructor, academy instructor, and scenario safety officer. Jason has previously served on his agency's provincial Equipment Advisory Group as well as the Training Advisory Group. Jason is a volunteer with the Law Enforcement Torch Run for Special Olympics and is the Social Media Director for the LETR in Saskatchewan.



Outside Stressors

by Michael Mitchell



How often have you gotten a call from a supervisor relating, Officer X has backed into a parked car for the third time,

Officer Y has failed to accurately describe circumstances surrounding a felony arrest on three consecutive reports, or Officer Z is failing to attend mandatory training and needs to be caught up. While it is easy to refer an officer to a training department for a deficiency in EVOC, report writing, attending mandated training, etc. it is not always the correct option.

As a training officer, I found it was not always the lack of training that was causing the “deficiency”, to the contrary, it often turned out to be non-departmental issues. For instance, Officer A was referred to me for training issues (reports and time constraints). Officer A relayed that his Sergeant counseled him on late reports and failing to meet report deadlines. He also relayed that he was going to be placed on interim reporting if he did not correct his reports or time constraints. I asked Officer A if there were specific reasons he could not meet the deadlines and to what extent was he writing incomplete reports? Officer A said, “he felt like he had no time due to the hours he was working.” Confused, I asked him, “hours”? He explained that he was having money problems, and to make up deficient finances, he began working numerous extra shifts a month (approximately 13-16 extra shifts). While he was able to keep up at first, the more he worked, the more his Sergeant noticed that his reports were being turned in incomplete and late. Officer A also relayed he was having family difficulties due to extra time away from home. After listening to him, I relayed some problems I encountered in my career. I explained, when I worked too much overtime it not only affected my officer safety but it affected my family life too. I offered to help Officer A by showing him strategies for report writing and meeting timelines. Even though I offered to help him, I suggested he might consider finding someone to talk to about his financial situation. I helped him look up financial resources to help with his debt. While looking up financial resources, he asked if there

was family counseling options available to uniform members? After looking up financial resources, we reviewed the Employee Assistance Program (EAP) options. Once we reviewed all the material, Officer A relayed he would follow-up on the resources as well as make progress toward his work issues. Over several months he began to show improvements both at home and at work. While I am not a supervisor or counselor, I only asked a few questions and helped him find his own resources, which helped him adapt and respond to his troubles. In Officer A’s case, he began to write better reports, meet timelines, found ways to meet financial obligations, and spend quality time with family. While not all training deficiencies are this successful, it is about taking a few extra minutes to build up fellow officers.

Employees’ personal problems are not trainers primary concerns, nonetheless it is in our best interest to develop an officer in a myriad of training domains, stress (work/home) being one of those domains. We train officers to drive, shoot, and fight under stress. Even so, if there are external factors such as personal stress interfering with what we teach or how officers work, that should be addressed.

Whether you are an academy instructor, in-service trainer, contract trainer, teach one topic or multiple topics, stress usually makes its way into our training. We may discuss stress’ place in Use of Force scenarios, move and shoot range days, crisis intervention, domestic violence, etc. Nonetheless, how many times do we train on resources for employees having family problems, substance abuse problems, cancer support, etc.? We train on a multitude of situations and scenarios, however we rarely discuss how outside stressors can affect policing. Up until six years ago, I never trained on the topic of how a sour divorce could affect community policing, how a sick child could impact defensive driving, how a spouse going through cancer treatments affects interactions with combative subjects. We seldom think of incorporating how significant outside stressors impact our employees during a training day.

Most agencies have some form of Employee Assistance Programs for addressing personal problems. Ultimately,

Stressors...con't.

when an employee is having personal problems (that someone notices) or is being disciplined, he/she will be given resources at that point. Re-thinking how we deliver training could help employees. For example: At the end of my training, I try to end with a brief overview of some resource, whether it is for substance abuse, counseling services, cancer support, financial support, etc. I give a brief summary of how that particular resource helped me (or another person). I relate how that resource was able to reduce stress and allow me (or another person) to come to work without that burden.

If this topic seems too uncomfortable to teach, use resources around you. For example: (with Agency permission) Use your Agency's Chaplain, use your Agency's Employee Assistance Program, use a Peer Support member, invite a local Therapist/Clinician to present on stress reducing techniques, invite a local financial expert to present on reducing debt, invite a Physical Therapist to present on how to build up core strength to reduce back injuries, invite a Nurse to present

on how to take your blood pressure at home, etc. There are a plethora of resources in the community that would present on topics related to officer wellness.

Law enforcement is constantly changing, in addition employees and their families are challenged to change with it. Training officers play a large role in that change. By giving a simple overview of resources, you are providing micro bursts of positive information that can reduce stress and make our profession safer for our employees and their families. **ILEETA**

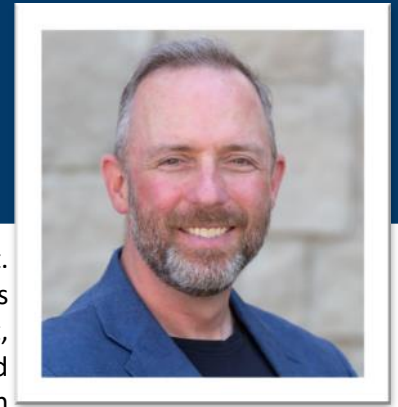
About the Author

Michael Mitchell began his career in law enforcement in 2002. He is currently assigned to the California Highway Patrol's Winterhaven station. Michael recently completed his Bachelors Degree in Criminal Justice, he is also a Master Instructor, Academy Instructor, Range Master, Below 100 Instructor, and Peer Support member. Michael was involved in an on-duty patrol collision in 2011, which resulted in the amputation of his right leg above the knee. He was off work for 10 months before returning to light duty and ultimately to full duty and patrol in 2012.



Color Techniques to Design a Kickass PowerPoint Deck

by Dan Fraser



In slide design, color can sometimes be an afterthought, or no thought at all. Color is another way to *communicate mood*. You can choose colors from inside PowerPoint or go to the web to be inspired and let professionals do the work for you.

I'm a bit of a color idiot. Admittedly, I don't know my aubergine from my periwinkle. A comedian whose name escapes me once put it like this: Most guys only know the very basic colors. For everything else they add an "eenie" or an "ish"...it was a greenie blueish!

Choosing colors is another rabbit hole that you can easily tumble into when building your deck. However, a little knowledge goes a long way and can mean the difference between an effective slide and one that people notice for the wrong reason.

Here are some color basics, along with purposeful and kickass techniques, to help you get the most out of the colors in your slides. Let's get started!

Color Communication:

Red Excitement Strength Love Energy	Orange Confidence Success Bravery Sociability	Yellow Creativity Happiness Warmth Cheer	Green Nature Healing Freshness Quality	Blue Trust Peace Loyalty Competence
Pink Compassion Sincerity Sophistication Sweet	Purple Royalty Luxury Spirituality Ambition	Brown Dependable Rugged Trustworthy Simple	Black Formality Dramatic Sophistication Security	White Clean Simplicity Innocence Honest

Color creates mood. What mood do you want to create with your presentation? Is it a vibrant call to action, a fresh take on an old idea or even a consistent message from a trustworthy source? This handy guide from UserTesting.com provides a quick reference for what the main colors tend to communicate.

For example, blue is the color of the sky and the ocean

and has a calming effect. Because blue is associated with trust, stability and competence, it is often

used in the financial industry and for logos of Fortune 500 companies. Red, on the other hand, is used most often in retail and fast-food logos because they want to create excitement, a call to action and to draw the eye. Green is associated with nature, balance and harmony. It's often used by medical and environmentally conscious brands.

This information might help you decide on an overall color scheme for your deck – think text, backgrounds and color hues for images.

Backgrounds:

Once you decide on your overall color scheme, picking the perfect backgrounds for your deck is the next step to building your kickass presentation.

A solid color is a simple and safe choice, but a subtle background graphic can add more appeal and interest for your audience. Graphics give your background a bit of texture without distracting from the text or message.

Let's say you're looking to portray a sense of warmth and ruggedness. You've chosen brown as a background theme for your entire deck. A search for "brown background" on a free stock image site like Unsplash.com offers some options like wood, rust and leather. Textures, like the ones below, add a subtle zing that helps to boost your presentation from boring to BOOM.



Great images can be found all over the internet, including from free stock image websites. Get the highest quality images possible. Can't find that perfect image? Grab a camera and take your own pictures to use!

Once you've decided on your background image, crop it in PowerPoint to the same aspect ratio as your slide: go to Picture Format, then Crop, and click Aspect Ratio.

Editing

PowerPoint comes with cool image editing capabilities – no graphic design know-how needed! Play around with them and see what you can do. Options like corrections and artistic effects are simple ways to improve your images and enhance your presentation.

Not only are editing options handy for presentations, but your individual slides can be saved as .jpg images and used for other purposes, like social media, website images, or video thumbnails. If the slide you want to export isn't sized correctly for Instagram or another use, PowerPoint even allows you to create custom slide sizes.

If you're stuck because you found an awesome picture that doesn't match your palette, you're in luck. One of the most useful editing tools in PowerPoint is the recoloring and correcting tool.



The original image of a winter road from Dimitri Jablov from Unsplash.com, on the left, would fit in a blue or gray palette. But the possibilities are endless with the recoloring tool. The mood of the picture totally changes when recolored to green or purple.

On the other hand, too much color can be distracting. You can also desaturate your image (like making it black and white) so that you can highlight a bit of text.

Don't limit yourself – unleash the colorful opportunities for your presentation!

Want more tips to create and deliver dynamic, appealing, and memorable presentations that influence people with your message? Order your copy of *Kickass Presentations* now! **ILEETA**

About the Author

*Dan Fraser is a presentation maven. He takes hard lessons from over 20 years of building and delivering dynamic presentations in government and the private sector - and hands them to you on a silver platter. In 2020 Dan retired from the Calgary Police Service in Alberta, Canada, where he helped to train thousands of officers and partner agencies. Dan uses his experience as a stand-up comedian to help instructors hone their ability to deliver unforgettable training. His book *Kickass Presentations* has just launched!*

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Process-Based Learning vs. Outcomes-Based Learning

by Tony Mafnas

Outcomes Based Learning (OBL) also known as Outcomes Based Training and Education (OBT&E) is a critical component of the Special Tactics training philosophy. Explaining OBL can be difficult and one of the best ways to better understand OBL is through examples and stories. The following example focuses on military training, but the same concepts can apply to any training discipline.

Following the Vietnam War, the ranks of the U.S. military shrank considerably and it was believed that if the U.S. military transitioned to an all-volunteer force, that only the very least qualified people who could not find work anywhere else would join the military. These factors caused the U.S. military to transition more and more to a process-based learning model, based on the assumption that trainees could not be expected to think for themselves and could not be trusted with any responsibility. The process-based model essentially breaks all skills and tasks down to clearly definable steps or a checklist that can be executed robotically and easily evaluated with “go” or “no-go” criteria.

One example of this process-based training approach is the Army’s Basic Rifle Marksmanship (BRM) training program which called for students to fire single shots at stationary targets from a stationary, stable position under minimal stress, without needing to reload under pressure. The training was very scripted, tightly controlled and micromanaged in every way by instructors and safety officers.

After the World Trade Center attacks on September 11, 2001, the U.S. military found itself fighting a new kind of war. Junior leaders were not just expected to follow orders and mass fire on Soviet forces as they trained to do in the Cold War. The range of potential missions, tasks and problems was so broad and unpredictable that it became clear that there was no way to apply a process-based training model to meet the demands of the modern battlefield. This led to the idea of training junior leaders to be more adaptable and use their brains to solve problems, even if those problems were unfamiliar.

Essentially, instead of using a process-based training

model to prepare for fixed contingencies, the U.S. military transitioned to an outcomes-based training model. The desired outcome was to make junior leaders more adaptable, creative and better at solving complex problems in an uncertain and unfamiliar environment. One organization tasked with helping the military to make this transition was the Asymmetric Warfare Group (AWG). AWG developed a new training methodology called Outcomes-Based Training and Education or OBT&E. As a starting point for teaching leaders to understand OBT&E, AWG decided to develop an alternative to Army BRM training. The new, outcomes-based marksmanship course was called the Combat Applications Training Course or CAT-C.

The deeper purpose of the training was not just to improve marksmanship, but rather to *use* marksmanship training as a vehicle for helping students understand the difference between a traditional, process-based training approach (like BRM training) and a superior, outcomes-based training approach like CAT-C. In short, the purpose of CAT-C and OBT&E in general was to teach people *how* to think instead of *what* to think.

To achieve this outcome, CAT-C took a completely opposite approach to marksmanship training than the old BRM method. As an Army Soldier going through the CAT-C program you begin with classes and open discussion to learn about *how* your rifle works and *why* the bullet travels the way it does through the air. You learn about ballistics and the functioning of your weapon with the desired outcome of truly *understanding* key concepts of marksmanship, not just memorizing processes and checklists.

You then proceed to apply this understanding to practical applications on the range. As in BRM, the first task on the range is to zero your weapon. Rather than guiding you through every step of the process, the training facilitators explain to you how the zeroing process works and the relationship between the bullet holes on the target and the aiming adjustments on your weapon. It is then up to you to use your brain and figure out how to zero the weapon yourself. You actually end up going through almost the same zeroing process you would during BRM

Learning...con't.

except in this case you actually understand what you are doing and are learning to use your brain to solve problems.

With your weapon zeroed you go on to conduct shooting drills designed around realistic combat scenarios. The training drills are different from BRM in almost every way and address many of the deficiencies already mentioned regarding the disconnect between BRM and realistic combat shooting. You learn to move, shoot and reload under realistic conditions and use your brain to solve realistic problems similar to those they might encounter on the battlefield.

The CAT-C course applied the same outcomes-based approach to all aspects of marksmanship. BRM training the problem of clearing weapons malfunctions by giving you a fixed checklist of steps and an acronym help you remember those steps. When you go through the CAT-C program, facilitators help you understand how the weapon functions and the reasons why the weapon can malfunction. Armed with this knowledge, the act of clearing a malfunction becomes a problem-solving exercise that requires you to use your brain, not just

apply a series of memorized steps. With practice and experience you begin to get better and better at dealing with various types of malfunctions while simultaneously building your ability to solve problems and adapt to unexpected challenges.

Comparing CAT-C to the older BRM training method offers a great example of the difference between outcomes-based learning and process-based learning. In a process-based course like BRM, the focus is on ensuring all the students follow a rigid, pre-determined process to the letter while the actual outcomes of training are an afterthought. In an outcomes-based course like CAT-C the process is reversed. You *start* with the outcomes and build every aspect of the training around those outcomes. This second approach has proven itself to greatly improve real-world combat effectiveness. **ILEETA**

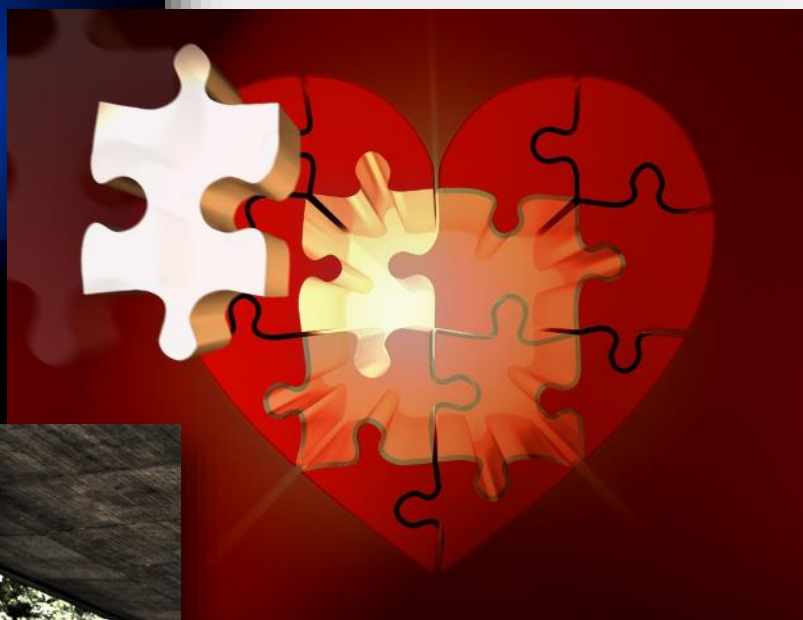
About the Author

Tony Mafnas is a retired U.S. Army Sergeant-Major with 17-years in 1st Special Forces Operational Detachment-Delta (Delta Force) as an operator/instructor and a total of 46-years of tactical instructor experience including 20+ years as a law enforcement instructor. He will be teaching Training Techniques to Optimize Performance & Adaptability at the 2022 ILEETA Conference.



Law Enforcement Environment & Health and Wellness

Editor:
Kim Schlau



You've Been Sued! Understand 1983 and Train for Your Defense

By: Marie D'Amico and Dan Carlson



You're sued in a "1983" action for damages in federal court for violating the plaintiff's "clearly established" constitutional rights. Do you have "qualified immunity?" What do you have to prove? What does all of this mean? What do you do? The first portion of the course answers those legal questions. The second part of the program helps attendees prepare outside the courtroom, where the fight began, by training for ambiguity: when law, policy and training are unclear. We will assist attendees in putting together a complete defense plan.

We hear about being sued in federal court but what the lawsuit is about and what you need to do or know is not frequently discussed until you are served with the papers. Then you hope your department has a good lawyer to walk you through everything. A lawyer who knows you, the law, the policy, the training, who does not have a conflict of interest...that is a lot of hope! You don't win fights on hope. This fight is no exception.

A plaintiff (maybe someone you've arrested, for example) can sue for damages (money!) in federal court when a state official (you, law enforcement officer) violates their constitutional rights. However, just because they can and often do sue does not mean "they have a case" or that there is any merit to their allegations or the lawsuit. We have all heard of "frivolous cases". But if the official has actually violated the constitutional rights of the plaintiff they still might not be liable (this is a civil lawsuit so we don't use the term "guilty"). How can that be? Here's the law: That is because government officials performing discretionary functions generally are shielded from liability for civil damages insofar as their conduct does not violate "clearly established" statutory or constitutional rights of which a reasonable person would have known. "Qualified immunity" is meant to shield law enforcement officers from civil liability unless they are plainly incompetent or knowingly violate the law. Government officials are bound by (must obey) clearly established law.

Therefore, it is really important to know what it means for a law to become "clearly established" and when a law becomes "clearly established." Unfortunately, that is not always so easy. The Supreme Court of the United States,

which hears cases regarding alleged violations of constitutional rights, has taken fewer and fewer cases in the past

decade, and those cases which it has taken have often granted qualified immunity but have not ruled on the underlying constitutional question, leaving little or no direction to the other officers who might find themselves in similar circumstances as the officer sued. The unanswered question for the vast rest is: "What do we do?"

In the second part of the class, we tackle this question. Our training in collaboration with Guy Rossi has focused on training for ambiguity. We continue that focus here. We understand that officers can't wait for all the stars to align before they act. They are going on patrol, into the prisons, undercover, on pursuits etc. while the law and policy and customs and practices are being shaped or are left at odds.

The law has often been its own silo, or specialty, like DT or firearms. When you leave the classroom, you re-read your notes and handouts from the law lecture and magically put it together, seamlessly integrating it into your other training. Or not. We aren't magicians. We must develop justified (that is, a lawful) trained proxemics - based responses that incorporate "the totality of the circumstances" and protects the officer's exercise of discretion. In this class we will begin integrating these specialties into a cohesive trained response, even if they are in conflict or ambiguous.

Training for ambiguity recognizes that decisions are often made under circumstances where much is unknown. Decisions that lead to lawsuits are those where the use of force was made in the absence of certainty. Decisions must reconcile certainty and risk. A decision or series of decisions, must also reconcile the law, training and policy. There is not one use of force decision to be made but multiple decisions, not one use of force but perhaps many uses of force, not one definitive narrative but many

pieces of information, perhaps contradicting, that must be processed (not necessarily reconciled) within some period of time, that period also dynamic and changeable. And the “reasonable” and lawful decisions must often be made in circumstances that are “tense, uncertain, and rapidly evolving.”

How do we get there? First, to understand “reasonable force” we must understand and make understood the threat and its consequences. Such an understanding is incomplete without an application of human performance factors. We will examine the relationship between time and resources and risk and ambiguity. How do they affect the decision-making process? We will look at training and apply what we know about the law: is it clearly established or not? How does the department’s training address the law?

One example of law, policy and facts colliding is the case of Eric Garner. It has been almost eight years since the grand jury and FBI recommending not to indict the officer involved in the now infamous “I can’t breathe” “chokehold” case. The officer was found to have violated policy but not intentionally restrict Garner’s breathing. In fact, whether Garner’s breathing was restricted has also been contested. This is one example today where the law, policy and training are in tension (as well as the finding of the medical examiner). Five years later, training, policy, and law have not come together in a meaningful way to guide officers facing similar

circumstances who employ detention and takedown techniques. As instructors, what direction do we give if “chokehold” is a misnomer? Are we building alternative uses of force around a wrongful construct? What exactly is prohibited? What is the trained alternative? How do we describe it? What level of force is it? What does it look like? Can it be visibly distinguished from other levels of force? How, if at all, does the department’s policy address it? Is its use “clearly established” as lawful or is it unsettled whether this alternative violates the subject’s constitutional rights? Will it be interpreted to be indistinguishable from the prohibited “chokehold”?

The time to grapple with these questions is now, before you’re served. **Attendees are asked to bring to class their use of force scenarios, criminal statutory charges, relevant federal and state law decisions, departmental policies, and community board regulations.** Let’s work through how you start training your legal defense where the law is not clearly established, and policy is not well articulated and trained. **ILEETA**

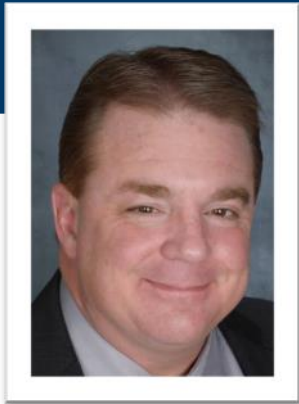
About the Author

Marie D’Amico is an attorney, certified Force Science Analyst and owner of “Legal Force E.T.C. LLC providing education, training, and consulting in the use of legal force. In that capacity, she works closely with Guy Rossi and Associates to develop and train justified use of force responses and force transitions integrating defensive tactics and firearms. Her work has been used throughout the country.

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The Devil Comes at Midnight: One Officer's Real Struggle with PTSD

By Don Moore



It was a cold, dark, and snowy night on January 16, 1998, when Officer Don Moore was dispatched to a fire alarm call at a local bar and grill. It turned out to be a false alarm, but Don had no idea that the real call was just

beginning. An intoxicated patron became disorderly and refused to comply with Don who decided to arrest him. The drunk person was bigger than Don and had an improvised plan that Don did not know about.

As Don started to place the handcuffs on him, the subject suddenly and without provocation or warning tried to break free and run away. Don grabbed hold of the man, and both slipped on the snow-covered parking lot. Don was in a fight for his life as the man pinned him to the ground and jammed his hand into Don's mouth and tried to rip his jaw from its sockets. He chipped a few of Don's teeth, gouged his eye, tried to strangle Don, and slammed his head into the ground several times.

Don survived the incident. He credited his survival to his training. Don suffered several soft tissue injuries that took six months to heal. The one thing that Don did not know was the real fight was just beginning. The devil was lurking in the shadows as PTSD took hold of Don's well-being. That fight was worse than the parking lot fight. Nothing prepared Don for the roller coaster ride from hell with Cybil at the controls. Don sought help from the department to no avail. He pleaded for help which fell on deaf ears. Finally, the devil made his appearance one night, literally at midnight, as Don found himself sitting at a secondary job with a gun in his lap. That was the true battle for life and fortunately, the devil lost.

Don will discuss his incident, the aftermath, and the fallout at the ILEETA 2022 conference as well as play the audiotape of the incident. Don will talk about what went right and what went wrong. He will dispel the concept that first responders are human too and the idea of "suck it up buttercup" is a fatal approach to officer resiliency. Too many good officers are lost in the bureaucracy of the archaic mentality that an officer who is battling wellness

issues is rotten fruit.

There are nearly 18,000 police departments in the United States and fewer than 3,000 have a crisis intervention program for the community (Rogers, et al., 2021). The number is much lower for departments that have a wellness program for their own employees. The standard CIT approach is not beneficial for officers in crisis. Departments must have a different approach. Don will discuss how a community CIT program is not effective for internal wellness programs as well as talk about the signs and symptoms of an unbalanced work/life environment that officers are immersed in.



The United States has seen a drop of nearly 100,000 commissioned police officers since the Minneapolis incident as officers are becoming burned out and lack support. Dunleavy (2020) cited studies that showed over 25 percent of the remaining 650,000 officers on the line battle short-term or long-term mental health issues while a good portion of that 25 percent contemplated suicide at least one time. Many affected officers admitted they self-medicate with alcohol, drugs (legal and illegal), or other illicit activities. Some report they have become abusive towards loved ones. Others have lost everything due to job-related mental health issues.

Don will present ideas, tips, and concepts for self-help steps and how to determine when to seek help. He will discuss how to overcome the stigma of asking for help

and how to find the moral courage and fortitude to do so. Studies have shown that less than 20 percent of the 126,000 officers who need help seek help. Don focuses on officer wellness not only because of his fight but also because he lost two coworkers to suicide.

Even if you are doing ok and your world is balanced, a co-worker's or a loved one's world may be spinning out of control. What Don discusses is just as crucial for family members and friends to learn about and is just as applicable to the laborer as it is to the police officer.

Attend *The Devil Comes at Midnight* to help combat the hidden killer of our fellow brothers and sisters on the line. Let us work together to banish that devil from existence. The course is Missouri POST certified with transferable credits of two (2) hours of interpersonal skills.

Works Cited

Dunleavy, B. (2020, October 07). 25% of police officers have symptoms of mental health disorders, study finds.

Rogers, M. S., McNiel, D. E., & Binder, R. L. (2021). Effectiveness of police crisis intervention training programs. *The Journal of the American Academy of Psychiatry and the Law*, 49(4). doi:10.29158/JAAPL.003863-19

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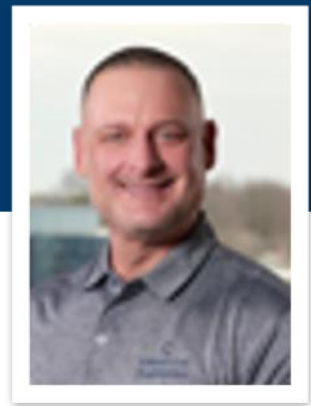
About the Author

Don Moore is a current 35-year police veteran who teaches in over 15 disciplines. He holds several degrees and certificates including a Forensic Psychology Certificate from Washington University. He is the owner and operations director of SBCM Protection Consultants (Making Your World a Better Place). Don is a familiar face at ILEETA as he and his wife have been a part of the volunteer staff since ILEETA came to St. Louis.



How an Advisor Can Help You Prepare for the Future

By Travis George



Congratulations, you've decided to work with a financial advisor! As a law enforcement officer, you face a unique set of financial challenges, and having the guidance of a trusted professional can make a big impact on your ability to achieve long-term goals. Now that you've decided to take the leap, what's next? Following are three important questions to ask your financial advisor.

Question #1 – Are you a fiduciary advisor?

This is an important question you should ask before working with a financial advisor.

Fiduciary advisors are held to *fiduciary duty standards*, which means they are legally obligated to act in their clients' best interests — at all times and in all situations. As part of that fiduciary duty, the advisor has both a duty of care and a duty of loyalty.

- **Duty of care** means not only is the advice in the best interest of the client, but it is also executed in the best way possible for the client, and it will change over time as the client's situation and life goals evolve.
- **Duty of loyalty** means the advisor may not put his or her own interests ahead of the client's interests.¹ Fiduciary advisors are typically fee-based, which means they are paid a percentage fee based on the assets they manage. This helps align the advisor's interests with those of the client, because the advisor makes more money when the client's assets grow.

In contrast, some advisors charge a commission and generally provide transaction-specific recommendations (rather than advice that covers the entire client relationship). These advisors are held to a *best interest standard*, which means that, at the time of the recommendation, the investment is suitable for the client.²

While this type of advisor must "have a reasonable basis to believe that a recommended transaction or investment strategy involving a security or securities is suitable for

the customer,"³ the advisor has no responsibility to ensure the recommendation makes sense in the client's overall financial portfolio. Because they're often paid commissions for the investment products they sell, these advisors may be incentivized to push products and make frequent portfolio transactions that could create a conflict of interest.

Put simply, it's important to make sure you're working with the right advisor based on your situation.

Question #2 – Will I have enough savings and income sources to last throughout retirement?

A common mistake made by many law enforcement officers is believing they will be supported throughout retirement by their pension alone. While having a pension is a rare and valuable retirement benefit these days, it may not be enough to support officers and their families throughout 20 to 30 years of retirement.

Your financial advisor will conduct a thorough analysis of your current financial situation, retirement goals, future savings rates and any additional retirement benefits to help determine whether you are on track to achieve your specific retirement objectives.

Using the information gleaned from this analysis, your financial advisor will be able to recommend specific saving and investing strategies to help you toward your retirement goals, lower your tax liabilities and possibly leave a legacy for those who matter most to you.

Question #3 – How can I make sure my family will be okay if I'm injured on the job?

This question is an especially important one to ask given the high-risk nature of your job. Your financial advisor can help you take steps today to protect your loved ones should something unexpected occur in the line of duty.

At a minimum, consider having the following in place to

protect your family:

- **Disability insurance** – Replaces lost earnings in the event you are unable to work due to disability.
- **Home/renters' insurance** – Protects your primary residence.
- **Auto insurance** – Protects you and other drivers in an auto accident.
- **An umbrella policy** – Protects your savings and investments against personal liability claims.

If you have children, you should also consider:

- **Life Insurance** – While it can be difficult to face your own mortality, life insurance can play a vital role in protecting those who depend on you for care and financial support. Take time to understand the financial impact your unexpected death would have on your family. It may make sense to protect your loved ones with an appropriate temporary life insurance policy.
- **Estate and guardianship documents** – You'll want to make sure that, should anything happen to you, you have made guardianship arrangements for your children. This can be accomplished through your estate planning documents. Your wealth manager will work with a licensed attorney to help ensure all necessary legal protections are in place.

As a retired veteran police officer with 27 years of service, I understand the job and how it impacts us. It's now time you invest in YOU; you are deserving of it and owe it to yourself, your family, and the legacy you have built.

1 If you're ready to work with a financial advisor to plan for your future, Creative Planning Law Enforcement is here to help. A specialty practice of Creative Planning that focuses on helping law enforcement officers achieve financial independence, Creative Planning Law Enforcement understands the challenges you face and takes a team approach to helping you solve them. If you have questions you'd like to ask a qualified fiduciary advisor, please [schedule a call](#).

Footnotes:

1. <https://www.sec.gov/rules/interp/2019/ia-5248.pdf>
2. <https://www.sec.gov/rules/final/2019/34-86031.pdf>
3. <https://www.finra.org/rules-guidance/key-topics/suitability>

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About the Author:

Darrell Burton is an Advanced Level Instructor under California POST, with several specialties to include Subject Matter Expert with California POST on Use of Force, Arrest and Control Tactics to Crisis Negotiations. He is currently a Police Academy Coordinator in San Mateo California holding a Masters Degree in Social Work and over 15 years experience in Law Enforcement/Public Service.

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sUAS/Drone and K9 Integration

By James (Doug) Daniels

SUAS/Drones are now being widely used in Public Safety. There are many applications they can be used for, including traffic crash investigation/reconstructions, crime scene investigations, S.W.A.T. operations, active shooter situations, searching/tracking suspects/fugitives, searching for a missing or lost person, conducting overwatch on fire scenes, monitoring wildfires, HAZMAT spills, using Thermal Cameras to locate hotspots in a structure fire or wildfire, and registering hotspots of persons under trees or vegetation, etc.

K9 Units/Teams, which typically consist of a canine and handler, have been used in Public Safety to search for a missing/lost person, suspect/fugitive, objects/items, explosives, etc. Some agencies have more complex setups with a Tracker Team or DART (Detect, Arrest, Response Team) assigned to assist with the K9 and Handler. Some agencies use a K9 for tactical purposes which includes forming a Tactical K9 Team consisting of a K9, Handler, and a number of assigned armed Tactical Officers. A

sUAS/Drone Unit consists of a Remote Pilot, who may be the only person in the unit or, possibly have support personnel, such as a Visual Observer (VO) and/or Flight Crew.

The Remote Pilot or the unit could have more than one Remote Pilot, more than one sUAS/Drone, and also have additional support personnel. Agencies throughout Public Safety run their K9 Unit/Team and/or their sUAS/Drone Unit differently as, each agency is different. Most units, K9 and sUAS/Drone work alone or separately.

It is strongly suggested that when the K9 Unit/Team receives a call, the sUAS/Drone Unit is also called to assist them. If there are other K9 and Drone Units available from adjoining jurisdictions or other agencies, they should also be dispatched for mutual aid response.

Using sUAS/Drones with K9's substantially increases the success of their missions/operations. The primary

function of a sUAS/Drone, when operating with a K9 Unit/Team is to provide overwatch and visual safety for the K9's and the officers. Visual overwatch allows the Remote Pilot operating the sUAS/Drone to get a field of view that the K9 and officers on the ground cannot achieve. A UAS/Drone can see where the K9 is. Remote Pilots can alert the K9 Handlers about the dangers or obstacles, such as animals that could spook or attack the K9 or Handler. They can also point out a change in the terrain that could be dangerous, trip up, or injure the K9 and/or Handler.



Training Session, suspect resisting arrest, K9 assist, drone as over-watch

Most sUAS/Drones have two camera capabilities, one is a regular camera and the other is a thermal camera, or a camera. Sometimes they are equipped with a camera that combines both, which can be referred to as a Dual camera. Before any mission, the Remote Pilot should test both cameras in daylight and darkness to see which gives the best imaging/pictures/video through underbrush, vegetation, and tree canopies. The thermal camera system can help the Remote Pilot and the K9 Unit/Team eliminate heat signatures of objects, animals, or persons that may distract the search. The Remote Pilot should call out heat signatures, people, or items that may be of importance.

The sUAS/Drone can also search and eliminate large open areas that would exhaust the K9 working the scent of a subject. Allowing the sUAS/Drone to conduct this part of the search gives the K9 a break so when the search or track starts up again, the K9 is rested and ready. During

most missions, the sUAS/Drone should fly ahead of the K9 Unit/Team checking the backsides of buildings, inside beds of pickup trucks, ditches, and all other possible locations. Even though the Remote Pilot and sUAS/Drone are looking for anything that could be of importance, it is most important to remember that the team is looking for a suspect/fugitive and the Drone Unit should pay attention, so the K9 Unit/Team does not get ambushed.



Night Training, Thermal, K9 searching or tracking, drone as over-watch

The Drone Unit should take cues from the K9 and fly in the direction of the search or track which should be in the same direction, the K9 is headed. When starting a search or track, there are a few starting location options for the K9 Unit/Team and the Drone Unit. They include, deploying prior to the K9 Unit/Team starting their track, deploying the K9 Unit/Team and the Drone Unit at the same time, or deploying the Drone Unit after the K9 Unit/Team has started tracking.

Good communication between the Drone Unit and the K9 Unit/Team is imperative! It should not be technical, just keep it simple and short. Communication between Drone and K9 Units is imperative. If a Drone Unit is assigned a specific K9 Unit/Team, they need to be aware of their location and the other Drone Units and K9 Unit/Teams at all times.

If a Drone Unit has never worked with a K9 Unit/Team, the Remote Pilot should talk with the K9 Handler about

how their K9 searches or tracks are going to be conducted. The Remote Pilot needs to know how the K9 indicates he/she is on track or has found the subject or object. Another advantage to having a Drone Unit assist a K9 Unit/Team is the drone can be used to clear areas that the K9 cannot access and to expand the search around where the K9 search or track terminates.

As for training, the Drone Unit and the K9 Unit/Team need to train together on a regular basis. Training will assist the Remote Pilot in moving the drone with the K9 and understanding how each specific K9 searches and tracks. This way the Remote Pilot is not caught off guard on a mission/operation if the K9 makes a sudden change in direction.

Training on a regular basis means that the training should be conducted in the condition the K9 typically works and in, both daylight and darkness. Some K9's has problems dealing with a drone. The noise from the drone can distract the K9 from their search or track.



Daytime: K9 searching or tracking, drone as over-watch

Some of the training sessions with the K9 Unit/Team should include low altitude operations over the K9 while they are sitting and also while they are searching or tracking. This will help the K9 get used to sounds and

therefore they will ignore the drone(s).

By integrating K9's and Drones together as a team, the possibilities are boundless. Drones are now available to assist K9 Units/Teams with overwatch, thus ensuring their safety. With thermal cameras the drone can locate and eliminate heat signatures that could distract the K9. The thermal cameras can locate other animals in the environment, can see through the canopies of trees and vegetation, can possibly locate and see someone hiding for the K9 and Law Enforcement.

K9 and Drone Integration makes everyone's jobs a lot easier. The integration will make missions/operations that normally would take a long time to complete, shorter in length and finish more efficiently and effectively. When a K9 Unit/Team is called to respond, Drone Units need to respond also, and this now becomes a team effort.

About the Author

Doug served as a full-time Ohio Peace Officer Training Academy instructor for 20 years, retiring in 2020. Prior to that, he served 23 years with the Greenfield Police Department. He currently serves as a Special Deputy and Remote Pilot with the Highland County Sheriff's Office. He is the Airborne Public Safety Association (APSA) Midwest Region Deputy Director and a member of the AUVSI, AOPA, DRONERSPONDERS, IPSA, LEDA, ILEETA and IALEFI. He serves as a FAA FAASTeam Lead Representative as a DronePro. He instructs and conducts research for Public Safety with sUAS/Drones

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Change the Narrative: A Message to Leaders

By Darrell Burton



At the end of my business emails, I leave a quote, and that quote reads, “Leadership is not a role one plays, but a life one leads.” I learned this quote from someone I consider to be a mentor of mine, although he has passed away, Dr. Myles Munroe. I latched on to this quote many years ago and it has stuck with me ever since. I will expand on the pertinence of this quote very shortly, but first allow me the chance to say, in observation of the disgruntled officer narrative, officers leaving in droves because life is unfair, and the communities they serve treat them with such disdain, officers picking and choosing what laws to enforce because of a political stance, I cannot help but wonder. Where are the leaders? Your voices need to be heard, and your actions must follow.

If you are a leader and you tell your troops to go out and enforce the law but you don’t enforce policy in your own department, you are the problem. The example you are setting is that you pick and choose what rules to follow, and that is why your people do the same. If you are a leader that believes because of your rank that you should not receive a speeding ticket if pulled over, and expect the officer to just let you go, then you are the problem. The example you are setting is that the badge allows you to do whatever you want with no consequences, and that’s why your department has officers that do the same. If you are a leader that says you believe in officer wellness and your officers have never seen you lift nothing but a ham sandwich, and run to the food truck, then you are the problem. This is why your officers don’t place an emphasis on health and wellness. If you are a leader that preaches and places an emphasis on community policing and 90% of your time is spent in the office, then you are part of the problem. The example your setting is anti-social behavior for your troops is acceptable.

Recently I was visiting a friend of mine who works at a law enforcement agency that shall remain anonymous, she has been in her current position for 4 years and tells me she has never, I repeat never, seen or spoken to the Chief of her agency in her 4 years with the department. Which means neither has her unit, or other units that work on the same floor as her. I now ask you the reader. What narrative does this provide to your officers? What story

are you telling them about you? I can think of many and I’m sure that you can as well. Suffice it to say, that in any book or study that I’ve done, not one of these great leaders

from Lincoln, Gen. Colin Powell, Gen. Mattis, Admiral James Stavridis, Admiral McRaven, Gen. Benjamin O. Davis Jr. and many others, dare to not speak to the importance of seeing, meeting and speaking to those under your command. How can you carry out the mandate of leadership, and no one ever sees you? The mandate of leadership requires that you are working behind the scenes, as well as being seen performing and demonstrating, the ideals and likeness of the agency. The leader writes the narrative for those to follow.

We must begin to change the narrative within law enforcement today. Leaders within our organizations, If you’re witnessing low morale, LEAD. Leaders within our organizations, If you’re witnessing a lack of production, LEAD. Leaders within our organizations, If you’re witnessing dissention within the ranks of your command, LEAD. Leaders within our organizations, If your officers are not enforcing the laws that are set forth by the common wealth, LEAD. Leaders within our organizations, if you’re witnessing officers not upholding the Law Enforcement Officer Code of Ethics, I need you to LEAD.

Enough with officers complaining about the current climate, this type of rhetoric feeds upon itself and grows internally as well as externally. We are experiencing some of the lowest interest rates into this fine profession ever. A large part of this is because of you, the officer, you, the leader. With some of the talk I’ve heard from others in the profession, if I were a civilian, I wouldn’t want to join up as well. We must begin the story of our profession with truth, and the truth is not always pretty, however the story also entails the lives of brave men and woman who run towards danger. The story also talks of officers who finds stolen children, who locate the lost elderly person and returns them home, who speaks to the man standing on the ledge, who inspires others to live

more than just themselves.

These are the stories that I'm choosing to tell. These are the stories that I hope you begin to tell more of. Because these are the stories that inspire others to want to be great, and to do great things for their community and for their country. Before closing, allow me to provide you with a starting point of how to change the narrative. This era of law enforcement to many will be seen as a trying time, but as a leader I see it as a time of growth. In this era, we have the ability to do something that has not been done for decades, we are ridding the house of the deplorables because we should be held to a higher standard greater than mediocrity.

We now have the opportunity more than ever to sit down with the public and really iron out what do you truly expect from law enforcement. What we may find out during this public discourse could work to our benefit. When you were in the Academy all bright eyed and bushy tailed, you had a vision of the community you wanted to keep safe and thrive in, keep that vision, and if you lost it bring it back. It's my job as your leader to provide you with the tools necessary to see that vision through. If by some chance you don't have all that you need, keep going, live your Code of Ethics, because that's what Warriors do. (Warrior spirit is a part of Guardianship)

In closing, if you are complainer, you are doing more harm than good. If you are a leader, the attitude of your department is set by you, change the narrative you

present and change the department. There is a place for managers in our profession, however this article is for leaders, because it is the leaders who inspire change and are unafraid to stand for what is right in the middle of the storm. Let's start changing the narrative of this noble profession by first changing ours.

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About the Author

Darrell Burton is the recipient of the American Police Hall of Fame J. Edgar Hoover Distinguished Public Service Award, an Advanced Level Instructor under California POST, with several specialties to include Subject Matter Expert with California POST on Use of Force, Arrest and Control Tactics, De-escalation and Crisis Negotiations. He is currently a Police Academy Coordinator in San Mateo California holding a Master's Degree in Social Work and over 15 years of experience in Law Enforcement/Public Service.

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#ResponderReadiness Performance, Persistence, and Prevention

By Joe Willis



Suicide is an officer safety issue, but it's only the tip of the iceberg when it comes to the impact of operational stress and trauma. For First Responders, suicide outnumbers other line of duty deaths year after year. Far more frequently than suicide however, they experience disciplinary issues, marital problems, health concerns, and a whole list of other challenges as a result of operational stress and trauma. First H.E.L.P.'s #ResponderReadiness program focuses on developing critical identification and intervention skills where they are needed most; as early as possible.

It takes an army. No single solution will solve this problem.

Individuals, agencies, and corporate partners have teamed up to tackle the problem from every angle. One approach is First HELP's #ResponderReadiness Workshop Series. Thanks to FirstNet – Built with AT&T, First HELP offers their 4-hour #ResponderReadiness Workshop to first responders throughout the country at no cost. This program is not intended to replace specialized training such as Peer Support Training, Applied Suicide Intervention Skills Training (A.S.I.S.T.), or Mental Health First Aid Training. Instead, this workshop is designed for the officers who might never attend these courses. First H.E.L.P. wants to use this workshop to reach those who suffer in silence or who haven't yet recognized the impact the job is having on them. Throughout the workshop, several other organizations, resources, and courses are recommended to encourage participants to continue to explore.

The #ResponderReadiness Workshop

The #ResponderReadiness workshop is one of four such programs offered by First H.E.L.P. The organization also offers a similar 4-hour workshop for providers, family members, and supervisors as well as an 8-hour train-the-trainer workshop.

During the 2022 ILEETA Conference First H.E.L.P. will offer the #ResponderReadiness Workshop. Attendees will participate in dynamic and highly engaging training on matters of Performance, Persistence, and Prevention. The workshop is an exploration of how trauma and stress impact our lives and careers and what we can do about it. Participants will leave prepared to confront their own stressors, engage peers in an #IWillListen Conversation using the Results Oriented Communication Model, and have a set of five resilience skills they can practice on and off the job.



Performance

The workshop opens with an exploration of operational stress and the impact it has on performance. Readiness is a broad topic but at its core, for police officers it is central to the ability to serve the public. In this module we use small group discussions to illuminate the impact that Cumulative and Traumatic Stress has on performance. Once participants have a shared understanding of the types of stress and their impact, we begin to explore stress responses. We call upon the insight of Dr. Kelly McGonigal's "The Upside of Stress" to lay out three ways we stress can be leveraged to improve performance, health, and ultimately readiness.

Outcomes of this module:

#ResponderReadiness...con't.

1. Define Stress and differentiate between two types of stress.
2. Recognize the effects of stress on physical and mental performance.

Persistence

First H.E.L.P.'s #IWillListen Campaign challenges all First Responders to be intentional about having meaningful conversations about mental health. The Persistence module of #ResponderReadiness uses video simulations developed in collaboration with Axon to put participants in the driver's seat of a courageous conversation. Using small group discussions and scenario-based training methodology participants apply a simple, five-step Results-Oriented Communication framework to confront a colleague who demonstrates a concerning behavior. Participants routinely highlight this module on the course evaluation as a skill they will use frequently both on the job and at home. Also in this module, participants create their own resource list. The First H.E.L.P. Facilitator introduces them to five categories of resources and provides examples of each. Participants are given time in class to work together to collaborate on a list that is relevant and useful to them.

Outcomes of this module:

3. Use the Results-Oriented Communication Model to initiate an #IWillListen conversation.
4. Identify at least five resources that first responders in your agency can turn to for help.

Prevention

In this third and final module, we share five resilience skills using the *R.A.N.G.E. of resilience*. In this segment, we provide practical tools for building and sustaining resilience. This portion of the training is not intended to replace more comprehensive resilience development programs but instead, support and augment them. The five skills selected fit naturally into any resilience building program and can be leveraged by individual responders,

families, co-workers, and supervisors to give a subtle nudge toward building resilience. They can also be integrated into a comprehensive resilience training program.



First H.E.L.P.'s R.A.N.G.E. of Resilience

R – Recognize the Good. This module addresses intentional joy and Gratitude practices in a manner that First Responders can relate to.

A – Active Constructive Responding. Using a quick simulation, the workshop walks participants through a range of communication options that illuminate an effective, meaningful encounter that builds trusting and healthy relationships.

N – Notice the World Around You. The facilitator takes participants into a realistic officer safety situation where hearts would be pounding, and nerves would be on edge. Then using a time-tested tactical 3x3 grounding technique walks them through a scenario. Then explains how the same skill works off duty at home.

G – Get Up and Move. Finding time to Exercise and staying committed to a healthy diet can be challenging for police officers. In this module, we explore a couple of tips and introduce participants to some proven programs.

E – Energy Management. In this module, we address real

#ResponderReadiness...con't.

-time resilience from daily mindfulness practices to tactical box breathing under stress. Our ability to intervene in our own stress response requires a heightened sense of self-awareness combined with a real-time skill that works. Don't forget to breathe!

Outcomes of this module

5. Explore resilience and healthy habits.
6. Cultivate resilience by applying five Resilience Skills on a regular basis

During the 2022 ILEETA Conference First H.E.L.P. will offer the #ResponderReadiness Workshop. Attendees will participate in dynamic and highly engaging training on matters of Performance, Persistence, and Prevention. The workshop is an exploration of how trauma and stress impact our lives and careers and what we can do about it. Participants will leave prepared to confront their own

stressors, engage peers in an #IWillListen Conversation using the Results-Oriented Communication Model, and have a set of five resilience skills they can practice on and off the job. **ILEETA**

About the Author

Joe is a retired US Army Military Police First Sergeant who currently serves as a Training and Development Specialist for the US Navy. He is also the Chief Learning Officer at First H.E.L.P. and an Adjunct Instructor for Team One Network. Since his retirement in 2016 he also served as a Training Specialist with the Center for Army Profession and Ethic (CAPE) and as the Director of Training and Business Development at Team One Network. Prior to retiring from the Army Joe served as the Operations Sergeant Major for a Combined Arms Training Brigade, Senior Enlisted Advisor and Tactics Instructor for the Department of Military Instruction at West Point, US Military Academy Equal Opportunity Program Manager, First Sergeant for a Military Police Company, and Special Investigator for the incidents at Abu Ghraib. Other assignments include; Law Enforcement Operations Sergeant, Special Reaction Team Commander, Investigator, and Patrolman.



The Art of Report Writing

By Christopher E. K. Pfannkuche



Being a law enforcement training instructor teaching and training newer officers is a privilege that carries a great deal of responsibility. It involves training newer officers on how to perform their duties safely, knowledgeably, skillfully, and professionally. The culmination of every law enforcement officer's duty is memorializing what happened in their police reports. Writing a good report is an acquired "art." Accordingly, it takes an experienced, knowledgeable, and professional training instructor to accomplish this. Being an instructor at ILEETA, helping to guide other instructors to do so, is an honor.

While a criminal case ultimately succeeds or fails, based on the strength of its underlying facts and evidence, the real strength of each criminal case often comes down to how "solidly" the police reports are written and then how well the officers ultimately testify in court from the witness stand, based on those reports.

The handling by police of every crime, no matter how serious or minor, requires the same high level of police professionalism. Every case should be treated as if it was just as important as every other case.

There is a precise "art" to writing a good report. It involves adhering to what I have formulated as the "Ten Commandments of Report Writing." It is a skill that is learned and acquired only after: (1) in-depth training, both at the academy and on the job, as to how to write proper reports for a variety of cases; (2) extensive on the street experiences in handling a cross-spectrum of crimes and dealing with evidence and crime labs; (3) an ability to properly conduct interviews of victims, witnesses, and offenders; (4) the ability to quickly get to the heart of what happened while identifying, focusing on, and including "key relevant details" in your reports; (5) focusing on three key concepts: content, phraseology, and chronology while writing your reports; (6) substantial instances of testifying in court, while being subjected to extensive cross-examination and instances of impeachment (yes: learn from your failures), to learn in hindsight what additional information needs to be included in your future reports; (7) being carefully "prepped" to testify each time by an experienced

prosecutor who can help you understand the crucial "focus points" of your upcoming testimony and how to properly

and professionally convey the supporting information to the "trier of fact" in a way that they will easily understand it (this also includes a quick "de-briefing" after testifying, as to how you did) (always accept well-intended constructive criticism); (8) taking the time to watch other officers testify in court and learning from those experiences (an action that is very crucial, because Officers cannot fully learn without watching others in action, learning from their successes and mistakes, yet an action that officers rarely bother to do); (9) taking all this very seriously, remembering that there are real victims out there who need a "just resolution" to what happened to them, and are looking to you to make sure this is accomplished; and (10) understanding that skillful report writing is both an art and a discipline developed only over a period of years by an officer with a commitment to improve oneself ... a discipline that must constantly be "polished" by each officer under the adage: "You never stop learning."

Sadly, this is an "art" that is not stressed enough by police training academies, police departments, or Field Training Officers. As a result, officers often make the same mistakes over and over again throughout their careers, without realizing it, or without even caring about it. As a 31-year criminal prosecutor in the Chicagoland area, I have seen far too many police reports that were woefully lacking in "key relevant details."

If the police reports are "solidly written," the case has a good chance of resulting in a conviction, getting a criminal off the streets, and securing "justice" for both the victim and society. If the police reports are "poorly written," the risk is that a violent offender might go free and potentially commit another violent crime, with the end-result of making our streets more dangerous, rather than safer. The stark reality is that all those man-hours involved in working up a case can be wasted in the blink of an eye if poorly written reports cause the case to be lost in court.

Report...con't.

Officers that write sloppy reports either require remedial training or do not belong on the job ... because they are doing a dis-service both to the victim and to society.

There is a “Golden Rule”: “If it is not in your reports, it NEVER happened.” No ... you cannot just testify to it in court to fill in the missing gaps. Doing so only leads to you being “impeached” on the witness stand in court and your case getting damaged or destroyed.

With that in mind, report “content” is extremely important. There are a series of topics that must be covered in reports, making sure to always use proper chronology and terminology. Content must include: (1) the nature of the offense; (2) which officers responded; (3) what brought you to the scene; (4) securing the crime scene; (5) on-scene observations and fact collecting; (6) initial on-scene interviews; (7) searches; (8) evidence recovery, handling, and memorializing; (9) formal interviews; (10) identification process; (11) suspect’s Miranda and statements; (12) arrest and arresting officers; (13) all relevant information; (14) charging information; and (15) booking process information. Make sure to lay out the facts of your case in chronological order and in an understandable format.

At each of the above steps, a well-written report must be “detail-minded.” There are a series of “key relevant details” that must be included in every report. While actual content and details vary from case to case, “key relevant details” remain constant.

Officers need to sufficiently “paint the picture” of what happened with their reports so that others can clearly understand what happened and what the investigation revealed just by reading the reports.

You want your reports to help prosecutors obtain a successful prosecution. Meanwhile, defense attorneys look for flaws in police reports. That is where they look to start legally attacking each case. Knowing these flaws, a good defense attorney can often destroy a police officer’s credibility and reputation in court on the witness stand, and the whole case with it, on cross examination, via impeachment. Your job is to avoid those flaws. Use your

reports to “build your case” and make it stronger.

Police Officers write reports for three reasons: (1) to memorialize the events in writing; (2) to assist the prosecutor in prosecuting the case; and (3) to refresh the officer’s memory before testifying.

There is no set length for reports. All reports are different. Your reports should be detailed enough, including all relevant facts and details, to “make the case” for the prosecutor. Once you accomplish that goal, you are done.

When finishing your reports, look back at them from a court’s perspective. Ask yourself, “What can be used from your own reports to impeach your testimony with? What ‘key relevant details’ have you failed to include that a defense attorney might ask you about?”

When you are done, always review and proof-read your reports carefully before officially filing them. Check with your fellow officers to make sure you included all relevant information. Make sure you stay consistent, both within your report and with other reports. Your words and mistakes can have a way of coming back to haunt you.

In conclusion – Police reports can make or break a good case. Do not let all your hard investigative work go to waste by writing a poor police report. Build a solid case with your reports to assist the prosecutor in securing a conviction. As a law enforcement training instructor, you serve a crucial role in preparing the next generation of officers for what lies ahead. Become a better police officer ... and a better training instructor! **ILEETA**

About the Author

CHRISTOPHER E. K. PFANNKUCHE is an experienced Trial Attorney, 31-year Criminal Prosecutor and Trial Supervisor, licensed Private Detective, certified Teacher, and Law Enforcement Training Instructor. He is a NAFTO-IADLEST nationally certified Field Training Officer. He wrote a book on search warrants and pen registers, as well as numerous legal articles, and has taught Criminal Law and Legal Writing. He has taught at ILEETA since 2019. Christopher can be reached at LAWPILOT@aol.com / Cell: 312-213-6951.



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Check those that apply: ☐ Criminal Justice Educator ☐ Public Agency Trainer ☐ Privately Employed Trainer
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Check those that apply: Type of training conducted: ☐ General subjects ☐ Use of force ☐ Safety/Wellness ☐ Firearms
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Please provide verification that you are an instructor in the field of criminal justice. Describe in the space provided the nature of your instruction/training. Additional information such as trainer certification or testimonial/reference letter may be attached to this e-mail/mail/fax (two documents maximum). We will contact you if additional information is required.

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