



Fall Edition

Volume 12  
Edition 3

2022

# The ILEETA Journal



**ILEETA**★

International Law Enforcement  
Educators and Trainers Association

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**ILEETA**  
International Law Enforcement  
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# ILEETA Journal Editorial



Managing Editor:  
Kerry Avery

## Editorial

### Reflect and Contemplate

Welcome to the fall edition of the journal. Even though I no longer have a child going back to school in September, it still feels like a time to reflect and contemplate what is next.

We do not have themes or a focus topic for the journals, except for the conference edition. As I put the journal together, I watch for themes that emerge across articles. In this edition a few writers were also reflecting. Kevin Davis looks at lessons learned and Jesse Gonzales considers the challenges faced by law enforcement this year, while Tom Cline and I focused on fundamentals of effective training.

Contemplating the world of law enforcement training in 2022, the two factors with the biggest impact for me are the pandemic and police reform. Training never stopped during the pandemic but it was impacted in a number of ways. The first impact may be a positive one as the world was forced into the world of distance learning. The advancement and awareness of technologies like video conferencing open opportunities to make training and interactions more accessible. For those who did not use programs like Zoom before 2020, the software capabilities were also advanced at warp speed which we all benefit from. While training and meetings became accessible to more people as geography was no longer a barrier, we also experienced the negative effects of not meeting in person. As we return to in-person training, meetings and conferences, I hope we continue to use technology to increase accessibility to training and connect in a hybrid model. The next evolution is figuring out how to blend and maximize the benefits of online and in-person deliveries.

The other factor impacting law enforcement training is police reform. This is a framework of proposed changes, of which training is only one component. The recommendations in the President's Task Force on 21st Century Policing are not new or groundbreaking to everyone who has been working to improve law enforcement training for years. Ed Nowicki recognized this need years ago and formed this organization as a result. The task force has highlighted value and importance of training. Hopefully training will benefit from this recognition and focus, and we can do an even better job of preparing the current and future generations of officers.

The next edition of the journal is the last opportunity to have an article published until the spring edition in May, as the March journal is dedicated to the conference. The ILEETA Journal is a trade publication. This is a space to share information on topics relevant for law enforcement trainers. This is where we work to make each other better, to support police officers around the world with the training they need and deserve. I encourage everyone to submit an article. As the proverb says, "As iron sharpens iron, so one person sharpens another."

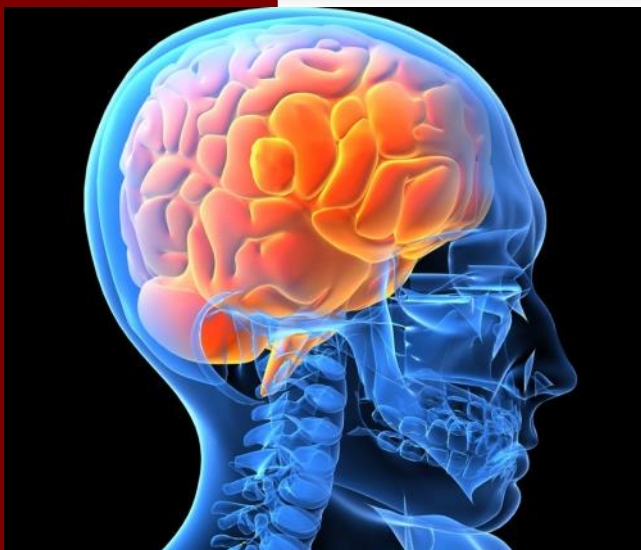
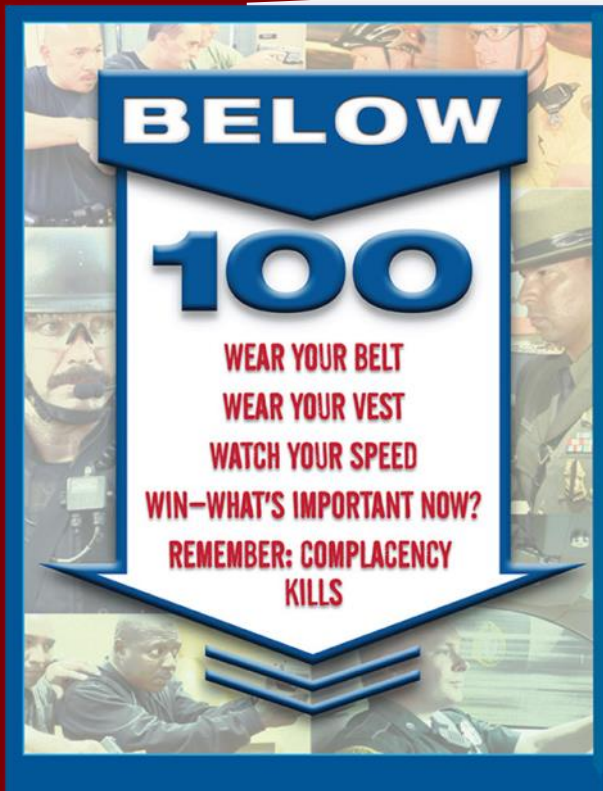
Stay safe!

Kerry



# *Officer Safety Use of Force*

Editor:  
Brian Hill



# Lessons Learned

## by Kevin R. Davis



**I**t's been a very busy year. I've had expert witness cases in multiple states and throughout my home state of Ohio.

I've worked on defense teams for three officers charged with murder – Columbus, Ohio; Bristol, Virginia; and, Portsmouth, Ohio. These led to two acquittals, [Bristol](#) and [Portsmouth](#), and one [hung jury in Columbus](#).

In addition to the murder cases, I've consulted and testified for the defense in five misdemeanor cases with officers as defendants. These were all use of force related with officers charged with assault, and a couple with interfering with civil rights. Two cases were related to the 2020 George Floyd riots in Columbus, Ohio and one was a five-year-old case out of Euclid, Ohio. The Columbus cases were both [dropped by a special prosecutor](#) on the grounds that the use of force was within the law. This after the City of Columbus spent \$615,000 hiring an investigator and soliciting public input from alleged "victims" who believed they were wrongly and excessively targeted by officers. Three cases were brought forth in this [witch hunt](#). One was fully acquitted at trial, the other two that I worked on, had charges dismissed.

In addition, I've got a couple civil cases going on based on police shootings. In one, the [plaintiffs are the estate of a subject](#) that was shot and killed after he attempted to disarm a deputy sheriff, and then made drawing motions from his waistband, all under the influence of massive amounts of Meth. I'd previously defended the deputy in criminal court where he was successfully [acquitted](#).

I've also worked on two private citizen armed self-defense cases. In one, the homeowner was recently [fully acquitted](#) at trial. In the second, which is still ongoing, the next hearing will be in early November.

### Process and Common Areas of Concern

As part of my case review process, I examine the police investigation in detail. Use of force investigations are a niche area, and oftentimes it becomes readily apparent that the investigators have little to no training in officer

involved shooting investigations, and force investigations.

### Common Areas of Concern:

- Improper focus on policy and procedure
- Improper focus on tactics
- Lack of knowledge about the legal standards
- Too much emphasis on video evidence
- No training on the cognitive interview process
- Poor articulation by the involved officer(s)
- Political prosecution without a professional investigation
- Investigator ignorance of the human factors involved in police use of force encounters
- Absolutely awful agency use of force policy and procedure
- NO officer training on the legal or practical aspects of use of force

Imagine you're a five-year veteran of law enforcement. You have had no hands-on training in suspect control since you graduated the academy and little to no training in the legal aspects of use of force. Your agency policy has not been updated in more than ten years, includes the outdated notion of a "use of force continuum," and does not require that a supervisor respond to a use of force incident, interview witnesses or suspects, take photos of officers and suspects, and arrive at a conclusion on whether the use of force was within the law and policy.

Both the municipal and country prosecutor refuse to charge you, but a special prosecutor, ignorant of the legal standards of use of force, is selected and you are on trial for assault.

Can't happen in today's *modern law enforcement*? Think again.

Apply those same set of circumstances to a corrections environment and the allegation that the corrections officer, untrained since the academy and working under a poor policy and procedure, used a "suplex" maneuver on an inmate which caused his death. The suplex term/tactic was inserted into the investigation by a state investigator even though it never happened. Funny, I was never asked on the stand about the alleged *suplex*, and it was never brought up.

Ignorance of the law of legal standards of use of force is amazing in this day and age. In the above corrections case, the prosecution's expert correctly applied [\*Kingsley v. Hendrickson\*](#), 576 U.S. 389, (2015) for pretrial detainees (booking incidents, and use of force on inmates prior to conviction). The county sheriff's policy for use of force by correction officers did not mention – *Graham v. Connor*, *Bell v. Wolfish*, or *Kingsley*. The CO involved had zero training on the legal standards of use of force since he was hired.

Quoting *Kingsley*:

"We now consider the question before us here—the defendant's state of mind with respect to the proper interpretation of the force (a series of events in the world) that the defendant deliberately (not accidentally or negligently) used. In deciding whether the force deliberately used is, constitutionally speaking, "excessive," should courts use an objective standard only, or instead a subjective standard that takes into account a defendant's state of mind? It is with respect to this question that we hold that courts must use an objective standard. In short, we agree with the dissenting appeals court judge, the Seventh Circuit's jury instruction committee, and *Kingsley*, that a pretrial detainee must show only that the force purposely or knowingly used against him was objectively unreasonable."

The court applied the *Graham* standards to corrections and came up with a list of "Kingsley factors" similar to the *Graham* factors:

"Considerations such as the following may bear on the

reasonableness or unreasonableness of the force used: the relationship between the need for the use of force and the amount of force used; the extent of the plaintiff's injury; any effort made by the officer to temper or to limit the amount of force; the severity of the security problem at issue; the threat reasonably perceived by the officer; and whether the plaintiff was actively resisting. See, e.g., *Graham*, supra, at 396. We do not consider this list to be exclusive. We mention these factors only to illustrate the types of objective circumstances potentially relevant to a determination of excessive force."

In this corrections case, I cited "*Objective Unreasonableness Considerations*" as illuminated by

Carrie Hill, Esq., Executive Director of the Massachusetts Sheriff's Association in a presentation to the American Jail Association Conference. \*Thanks to our friend and ILEETA member Darrell Ross, PhD for this reference.

- Whether the inmate poses an immediate threat to the safety of the officers and other.
- Need for use of force as the appropriate; response to perceived threat.
- Amount of force used in relation to the need for force.
- Effort(s) made to temper the severity of the forceful response.
- Extent of injury to the inmate (one factor to be considered).
- Severity of the security problem at issue.
- Whether the inmate was actively resisting.
- The legitimate governmental interest in managing the facility (for the force).

\*County agencies and those who operate jails who are unfamiliar with *Kingsley* would do well to do some research, include the case in their policy, and train officers on the case.

Digital video evidence became the central theme in the



Bristol, Virginia case of [Officer Jonathan Brown](#) charged with murder. Brown, along with several other Bristol P.D. officers responded to a call of shots being fired at a local motel known for drug problems. A convicted felon, under the influence of Meth and in possession of a stolen Glock 17, had fired five rounds into the air after threatening to shoot up the motel in texts to his girlfriend who was in one of the rooms.

When confronted by BPD behind the wheel of his high-performance Mustang with the engine running and ordered to turn the car off and exit the vehicle based on reasonable suspicion, the subject refused. He then backed up and sped towards Officer Brown who fired several shots at the driver, killing him.

There were a multitude of issues with this case, including a political prosecution by a special prosecutor before the investigation was completed. Investigators never did interview three out of four officers involved in the shooting. ALL of these three officers supported Officer Brown's decision to shoot. Despite the lack of evidence against Officer Brown and his subsequent acquittal, the special prosecutor defended taking the case to court.

What was fascinating in this case is that the Commonwealth of Virginia had instituted new restrictive use of force laws prior to the shooting. Though Graham v. Connor was taught to Officer Brown in his basic academy, the judge refused any reference to Graham because he believed it was a civil case and didn't apply. The new standards, which Officer Brown and the other officers of Bristol PD had never been trained on. Interestingly, the Virginia Attorney General's office did not require training or supply a lesson plan for law enforcement agencies after the law went into effect. The new standards include subjective elements and post incident hindsight review of officer tactics.

Video was a huge part of the Officer Brown case and video analysts, and 3-D experts were able to sync body worn and surveillance video, as well as create 3-D animations using the surveillance video and laser mapping that clearly showed the danger Officer Brown was in at the time of the shooting.

Excellent defense work by able attorney Heather Howard, esq., and awesome work including modern technologies in this officer defense.

## Wrap-Up

As I pen this article, I'm prepping for an arbitration hearing this week on one of the cases I've worked this year. The officer, a county sheriff's sergeant assigned to corrections, was acquitted in the criminal case of assault brought by the county prosecutor's office. He has been off work since he was charged. The incident occurred in June of 2020.

Then it's shifting to three other murder cases, and a felony firearms case against an officer in an OIS.

Quick takeaways from my experiences this year:

- If you don't already have prepaid legal such as the F.O.P.'s Legal Defense Fund, get some! Proper defense costs hundreds of thousands of dollars!
- ALL use of force incidents need to be properly articulated by involved officers! It is not enough to simply state, "I feared for my life," much more articulation must be done to make it clear to any and everyone in the criminal justice system that at the moment you fired, it was a reasonable decision. Don't think that non-deadly use of force in misdemeanor arrest situations won't lead to charges against you!
- Review body worn camera video and surveillance video before making your report. My opinion has changed on this due to the "*weaponization and politicization of video evidence*" against officers in the current anti-police climate.
- Learn the legal standards. Don't count on your agency for the training you need on the laws of arrest and use of force!
- Make sure your attorney is able and knowledgeable about police use of force! I've had the pleasure of working with some great attorneys defending officers this year. It is amazing the ignorance of some of the

prosecutors in this area of law.

- If your agency has: an outdated policy, provides no training on the law and no hands-on training, consider moving on. Many agencies are hiring and working for an agency that doesn't take officer safety, use of force, policy, officer involved shooting incidents, and training seriously is a recipe for career disaster!

## ILEETA

### About the Author

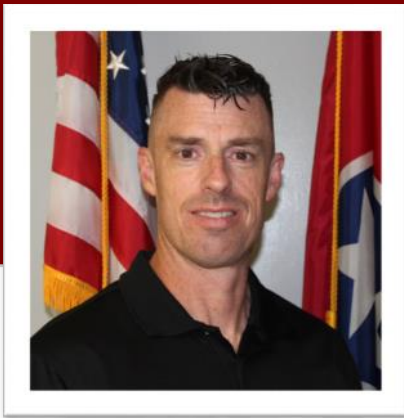
*Kevin R. Davis is a recently retired law enforcement officer with over 35 years of police experience. Kevin has been inducted into the National Law Enforcement Hall of Fame as the 2019 Trainer of the Year. Kevin's assignments have included: corrections, patrol, street narcotics, SWAT, full-time training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





# Outcome Bias in Evaluating Police Training

by Robert Carlson



“You’re the hero or a zero” was the line

that I have heard many instructors use over the years. This refers to the fact that, as an officer your actions are judged by their outcome. If your decisions turn out great, you are the hero of the day; however, if the exact same decision was made by the same officer in the same scenario yet produced a negative result, the conclusion would be you made a poor choice. This is what is known by experts as Outcome Bias.



*Police are often judged more by the outcome of a decision rather than if it was a correct decision in that circumstance. This is called Outcome Bias and be dangerous for police.*

The concept of Outcome Bias refers to judging a decision based on the outcome rather than the decision-making process itself.

Essentially, allowing our knowledge of the result to cloud our

judgement as to whether or not the decisions themselves were made properly. Trevar Ragen with The Learned Lab offered an example of two individuals that chose to drive in a severe snowstorm. Person 1 makes it to their destination safely. Person 2 ends up in a ditch all night. The first individual is praised for their decision and may even develop the belief that they are a good driver in the snow. Person 2 believes they made a horrible decision and is less likely to make the same decision again. However, they both made the exact same decision in the same scenario. This is Outcome Bias, rather than analyzing the decision-making process of choosing to drive in a dangerous storm, we have only analyzed the individual results. That is not to say that we shouldn't analyze an officer's decisions based upon the outcome; however, we must be careful regarding how much weight we give the outcome vs the decision-making process.

Police work is filled with lots of variables, sometimes random and unpredictable factors that invade the world we operate in. How the randomness of a situation

impacts our outcomes often time is just referred to as 'luck'. And luck certainly exists. It is how the random variables fall in our favor or not, but it can never be depended on or relied upon. When deciding how much weight to attribute to the outcome of an event we must look at how many variables were involved in the situation, how much luck may have played a part.



*Static Line firing may measure a shooters ability, however there are minimal variables compared to real shootings where the outcome is determined by multiple variables*

Take the skill of shooting our firearm as an example. If we qualify on a range using a predetermined course of fire the outcome is important to measuring the skills of the officer. There is no randomness involved; luck is not a factor. Whether you miss or hit is based solely on your actions alone, thus we know if your process was effective. However, if we are involved in an actual shooting on patrol, even though it is the exact same action, firing at a target intending to hit a desired spot, suddenly hundreds of variables are thrown into the process-- environment, unknown distances, and most importantly the suspects actions. The variables play a part in the outcome. It becomes much harder to say if our hit or miss was based upon skill alone. As a firearms instructor I have seen great shooters miss a shot in a shooting, but that does not mean they suddenly lost skill and need remedial training. I have also seen officers that I did not trust to hold a gun on the range, emerge victorious from a shooting. That doesn't mean they don't require more firearms training, as luck and the randomness of life cannot be discounted.

Let's transfer this concept to more of a decision-making scenario. Virtually all of us have watched a training video or sat in an after-action review of an officer making a

scene alone which results in either their death or the death of another. I would say nearly all of us have said or thought something along the lines of “If they had waited for backup....”. Now take an honest assessment of yourself and your past. Did you make a scene by yourself? If you were being truthful, you probably have. Lord knows I have. What makes it ok for us, but a bad decision for them? It’s because we are measuring the decision solely based upon the outcome. The reality is it was a poor decision for all of us; however, luck has its say. This is where Outcome Bias becomes dangerous for officers. If we only evaluate our decision process based upon the positive outcome, we could reinforce a negative decision that would be repeated, when it may have just been luck. In short, we become complacent. As we know, complacency has deadly consequences.

Another problem with placing too much weight upon the outcome of an event is that it discounts the opponent. Often, we assume our skills are sufficient because of our positive outcomes, when in fact, it may only be because we have not faced a worthy opponent. Greg Thompson, developer of the Special Operations Combative Program, defines a worthy opponent as someone that holds the same or higher level of skill as you. So measuring our training effectiveness, or our own skill proficiency, based solely upon a positive outcome may not be a true reflection of our ability. It may mean we simply have not yet faced a worthy opponent. A classic example is our defensive tactics training. We may assume our training is sufficient based upon our success, when in fact we’ve never had an opponent that truly was trying to fight us.

We must make sure we evaluate our training as a whole, not just based exclusively on prior successful outcomes.

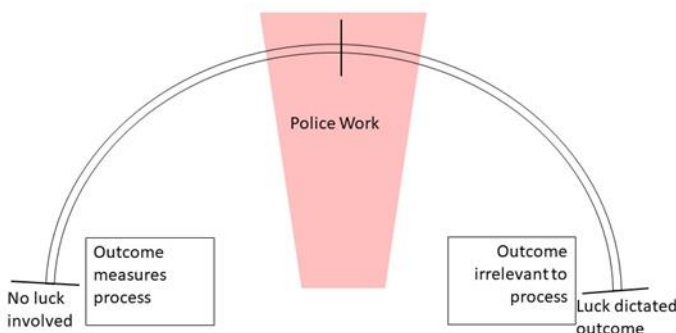
Certainly, we should not ignore the outcome of an event when evaluating our training or decisions. We just must be careful how much weight we give to that outcome when measured against other factors. Trevar Regan described this as the muffin vs the lottery. When baking a muffin, assuming you follow the same recipe each time you will have the same results. The outcome of the muffin is a good measurement of your baking process because there are minimal variables in baking. However, winning the lottery is entirely based on luck; how someone choose their numbers is irrelevant and winning the lottery does not mean they are a “good lottery player”. Police work falls in the middle of that scale in terms of having an decision or skill process but also tremendous amounts of variables and luck being involved.

The real world encompasses variables that can never be predicted or controlled. If two officers shoot at a suspect in a crowd yet one misses and one hits, one is no more the “hero” than the other is a “zero”. They both made the same decision which must be weighed equally with as the outcome. When evaluating an officer’s performance in training as well as their actions on a scene we need to avoid the Outcome Bias by looking more at the officers’ decisions, why they made them, and what their intended outcome was rather than just the actual outcome alone.

## ILEETA

### About the Author

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



*Certain skills or decisions can be measured completely by their outcome, while others rely solely on luck and skill plays no part. Law Enforcement lies in the middle where the outcome must be weighed but only as a part.*

# Key Considerations in Defensive Tactics Training for Smaller Stature Officers

by Doug Wyllie



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There's a story that floats around in the world of defensive tactics trainers. It's a good story. It's good because it's funny and it's funny because it's true.

An aspiring cop—let's call him Joe—in the Detroit area had applied numerous times at numerous agencies but in the late 1970s his smaller size and stature precluded him from being hired on. At the time, most departments had a minimum height/weight of around 5-foot nine inches and 160 pounds. Joe wasn't that.

Joe eventually did become a cop, and he amassed more than three decades of experience in law enforcement. As his career progressed, he became a field training officer (FTO) and his department's lead use-of-force instructor. He became an expert in defensive tactics. He became somewhat famous.

One day on patrol, Joe and his rookie in field training heard a radio call from an officer working traffic.

The traffic cop was calling in a stop.

Joe turned to his trainee and said, "That's not normal"—traffic guys make 20 or more stops in a shift, and rarely call them in, he explained. So, Joe turned his car in the direction of the stop, and soon heard over the radio, "Step it up, radio."

Joe and his rookie were now lights and sirens, enroute.

The next thing over the radio was more urgent: "Send little Joe."

Thing was, there were four guys named Joe on the PD, including the chief. They were all more than six feet tall, but out of all the "Joes" working, this cop specifically asked for "Little Joe"—he wanted the guy who could help him the most at that time.

"Little Joe" Ferrara retired as a sergeant with Southfield

(MI) Police Department and now serves as an instructor at the Oakland Police Academy in Michigan.

Anyone who has ever attended one of his classes knows the story of "Little Joe." Anyone who has ever been around "Little Joe" for any length of time knows to not judge him by his height of five-foot two inches and his compact, wiry frame.

"Little Joe" is no one to be trifled with, and he now trains officers of all sizes to be just like him.

## Training a Smaller Stature Officer

"When we start talking about this topic—when we think about small—we think about me," Ferrara says. "Okay. Yeah. Great. But the fact is, the small officer is any officer smaller than the person they have to subdue or control."

Ferrera says that no matter who you are and no matter what your size, if you're dealing with somebody stronger and/or bigger than you, you need at least one of five physiological factors on your side.

"You need to understand balance displacement. You need to understand leverage, especially in the area of joint locks and appendage manipulation. You need to understand distraction techniques. You need to understand motor dysfunction. And you need to understand stunning," Ferrara says.

Ferrera says that if an instructor is to place any of those elements as "number one" in that list, it would probably be distraction techniques.

"As long as they're focused on resisting you or hurting you and a hundred percent of their physical and mental energy are, you know, 'Beat up the little cop,' you've got a monster to fight. But if you can distract them...and disorient them...you're gonna sap their strength and their

coordination" he says.

Lee Shaykhet, owner-operator at Shaykhet Training LLC—says, "Any kind of defensive tactics program should be designed with the idea that any person—regardless of their stature—should be able to get the subject under control efficiently, quickly without much effort. It shouldn't be based on muscle. The tactics, the techniques should be simple practical ones that can be applied by just about anybody. When the tactics are correct the issue of the physical sizes are basically irrelevant."

Shaykhet adds, "You don't want to confront the threat—whatever it might be—head-on. What you want to be able to do is get to what we call a position of advantage. In other words, when you have a threat that's presented to you and you have to somehow address it, you slide behind the subject's back. From that point, you have an advantage."

Shaykhet likens this to the relationship between predator and prey.

"The buffalo is a lot bigger than the lion," Shaykhet says. "But the lion slides behind its back, you know, grabs it by the head, puts it on the ground. So it's the same idea. It's the same concept. It's not about size, it's about tactics."

Shaykhet adds, "If you try to control somebody head-on, that's the most difficult way of doing it—and unfortunately, that's how it's usually taught."

Diana Rathbourne—owner-operator at Rathborne Training LLC—says that no matter who is doing the training, while age and weight can be important, the trainer has to be cognizant of everyone's size.

"As a trainer, you just have to straight out say, 'Size matters'," she says. "In my background in martial arts, it comes down to attribute development and the big attributes are size, speed, and stamina. Some of those you can counter for and some you can't."

Much of that "counter" can—and usually does—come in the form of better, more refined, more diverse, and more practiced techniques.

Rathbourne explains, "One thing that law enforcement training does not do particularly well is give somebody a bailout. If what you're doing is not working, you need to have a back-up option, and then maybe a secondary backup option. Because not everything going to work on everybody."

## Advantages of a Smaller Stature Officer

It may seem somewhat counterintuitive, but the smaller stature officer has some serious tactical advantages in the field, if they understand them and maximize them to their fullest potential.

A smaller officer—assuming they don't have "the cop look" or a "cop haircut"—often can work undercover or plainclothes assignments and blend in more easily than their larger stature counterparts. They take up less space and can use smaller objects for cover and concealment.

Shaykhet says that one basic advantage is that a small stature person usually moves better, faster, and more efficiently.

"You have some speed and agility advantages in a smaller stature officer," Shaykhet says.

Rathbourne says, "Have a plan going in. Think, 'This is my plan. This is my alternate plan.' Position yourself in the optimal place for you. Create the environment you want for you to perform."

Ferrara says, "When you are smaller than the person you're fighting, you have to take every advantage that you can. You can't just muscle through—you have to out technique them."

Ferrara adds that smaller stature officers can cultivate—and benefit from—the competence-confidence loop.

"The more competent you are in your skills, the more confident you look," Ferrara concludes. "And the more confident you look, the less likely they are to mess with you."

Finally—and perhaps most importantly—the smaller officer can be easily underestimated by an adversary who



doesn't account for the old adage, "It's not the size of the dog in the fight, but the size of the fight in the dog."

**ILEETA**

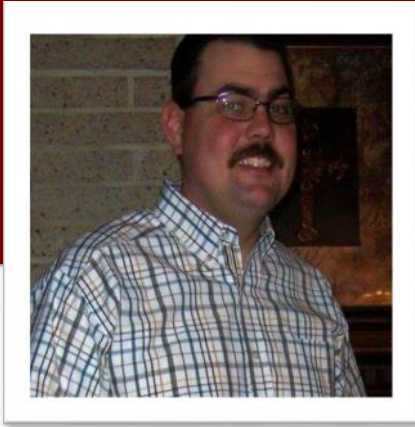
## About the Author

*Doug Wyllie has authored thousands of feature articles, opinion columns, news reports, and tactical tips with the goal of ensuring that police officers are safer and more successful on the streets. Doug is a Western Publishing Association "Maggie Award" winner for Best Regularly Featured Digital Edition Column. He is a member of International Law Enforcement Educators and Trainers Association (ILEETA), an Associate Member of the California Peace Officers' Association (CPOA), and a member of the Public Safety Writers Association (PSWA).*



# Are You Part of a Bad Culture or Are You Changing It?

by Billy Etheredge



When we begin our careers in law enforcement, we are

full of enthusiasm and optimism, eager to take everything head on. For me, my passion is in firearms and becoming a firearms instructor was my goal. When I inquired about attending the instructor development course, my youthful zeal was quashed. I was told I would have to wait years. So, a couple years later, I asked again. Once again, I was told it would be several more years. These were my mentors and believing they had my best interest at heart, I didn't question them. Then the time came when I got my SHOT!! (No pun intended) Unfortunately, I had already learned some very wrong lessons.

I began working with new shooters, and like me, some of them wanted to become instructors. I parroted what I had been told, they would have to wait five to ten years. Then I started to see officers with just two- or three-years' experience going through instructor school. I was irked and went to my lieutenant to complain. They aren't experienced enough, they aren't mature enough, they haven't paid their dues. Then I realized "THIS IS A ME problem!"

Rather than being that leader and mentor I wish had been there for me early in my career, I was doing to them what had been done to me. Sadly, I went so far as to throw one of my young new instructors into a horrible, eight-hour class. I gave him the research and a lesson plan and said "feet to the fire is the best way to learn, it's how I learned" I was lying to him and myself. The first class I taught was handed to me on a silver platter. I was given a lesson plan, learning objectives, a power point, and oh by the way it was only an hour-long class. I failed him as a coach and mentor. He was eager to train people and I kicked his legs out from under him.

With some self-reflection, I realized that instead of helping to make our department stronger, I was helping to hold it back. So, I began to be supportive of their ambition, encouraging them to continue to put themselves out there, take on the challenges of training and mentoring those who would follow in their footsteps.

I made it my goal to break the present culture of "it's the way it's always been done" and introduce and cultivate a culture of mentoring, supporting, grooming, and building up new shooters and instructors.

I believe before we send people to instructor schools we should send them to leadership classes. Start building the leaders our industry desperately needs. We should also bring them into an assistant trainer position and let them see what we expect and what it takes to be an instructor. As we all know, teaching is fun and rewarding, but very taxing and a lot of responsibility. It's about the students, not the teacher and they need to see this. Invite them to help research, build, and take an active part in the training prior to the responsibility of being a trainer. This may help weed out the people who just want the title. It gives perspective to those who truly want to do it, and it keeps us grounded as mentors knowing we have people really watching us. The old saying crawl before you walk comes into this, new instructors are excited and willing to take on everything training related, but as mentors we need to be careful not to overload them. Burnout is a killer of enthusiasm and drive. Find something they want to teach, that they have a deep desire and drive to dive into. Once they figure that out, make them the best at it, and a subject matter expert in that field. Once they master that then encourage them to step outside of their comfort zone and continue to grow.

With the amount of loss through attrition and career changes our noble profession is suffering right now, we must start nurturing and building trainers and leaders. We must learn to recognize those with the drive, heart, and leadership attributes and foster them rather than getting in their way. As senior instructors, we have a duty to groom our up-and-coming instructors. We must set them up for success! So, how do we do this? We commit to THEM! The time, patience, and knowledge we need to share with them. We must remember it is not about us, but about the people we train. We owe it to our people to make them the best they can be, to pour everything we have into them. More importantly than instructors, we are molding and developing leaders. We must show them what leaders are. Our students come to us begging for knowledge and leadership and we will leave them

empty if we don't help our up-and-coming leaders and trainers. Be the bridge to make them better!

## ILEETA

### About the Author

*Billy has been in law enforcement for 10 years and is an Army and Navy Veteran. He is currently serving as the Range Master for the Potter County (TX) Sheriff's Office leading a team of 18 firearms instructors and is responsible for the training, maintenance, and documentation for 160 sworn officers. He is also an adjunct instructor for Combative Firearms Training.*



# *Instructor Development*

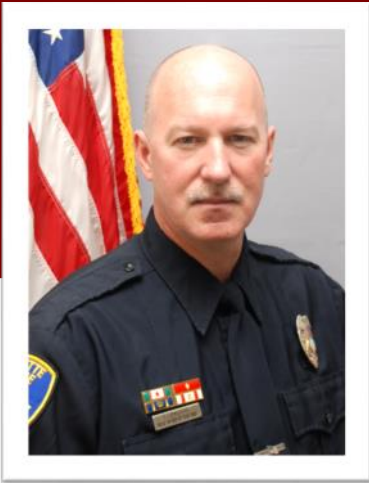
Editor:  
Thom Dworak





# Flow State Field Training

## by Thomas Dworak



There are times during Field Training that the Field Training Officer (FTO) and the trainee are

killing it. They're hitting all the marks and solving all the problems. It seems like they share the same brain and think the same thoughts. When this occurs, they could be in flow state.

What is flow state? There are many definitions, such as, the runner's high, being present in the moment, or time flying by effortlessly. Another way to think of flow is a continuous stream of development and high motivation without effort.

In [The Rise of Superman Decoding the Science of Ultimate Human Performance](#), Steven Kotler describes how to train to achieve a flow state, and I began to wonder what flow training would look like from an FTO's perspective.

While flow state often just happens, intentional use of the flow triggers can lead to a better training experience for the trainee and the FTO.

According to Kotler, there are 10 triggers in achieving a flow state. They are:

- Serious Concentration
- Share Goals
- Good Communication
- Equal Participation
- The Element of Risk
- Familiarity
- Blending of Egos

- Sense of Control
- EQ Development
- Always Say Yes

Let's take a look at how these triggers apply to FTO training and the relationship with the trainee.

### **Serious Concentration**

Concentration is necessary for learning to occur. Being able to concentrate, especially for long periods can be mentally exhausting.

Early in your training use shorter training sessions of less than 30 minutes and take a break or switch to another activity.

### **Shared Goals**

The FTO and trainee should be aligned on the training outcomes to be achieved. The overall goal is to develop the trainee into a solo status officer who can think critically and make appropriate decisions based on the circumstances they are facing.

### **Good Communication**

The FTO must have excellent communication skills. They also need to develop these skills in the trainee. Good communication includes providing and receiving feedback. Not just when the trainee makes an error or mistake. Feedback should be continuous, ongoing, and positive.

### **Equal Participation**

The Field Training process is a team event with shared responsibilities. Do not let the trainee just sit and watch. Keep them involved. Motivation increases with responsibility. Early in training keep the responsibilities easy. Then as the trainee shows competency with easy tasks, increase the workload.

## Element of Risk

Accepting and assessing risk is important to the development of the trainee and with risk comes complexity. Risk and complexity may cause disruptive emotions in the trainee that may inhibit performance and decision-making. Through feedback, the FTO can help the training with their sensemaking capabilities leading to better situational assessments.

## Familiarity

Not with each other but within the organization. Keep it simple. Remove jargon and acronyms early in the trainee's development. Build a knowledge base with the trainee through short focused practice sessions and forced recall to help the trainee remember. Unspoken communication in the form of subtle overrides develops here. Subtle overrides are a gesture, a look, or some other sort of non-verbal cue to the trainee that leads to corrective action.

## Blending of Egos

The FTO shouldn't overshadow the trainee. Remember the training is not about the FTO but must be focused on the development of the trainee. If the FTO cannot or will not give up the reins to the trainee, the FTO will stifle the trainee. This will lead to frustration and demotivation on the part of the trainee.

## Sense of Control

This is a combination of autonomy and competence. As the trainee continues to develop, more control of the training environment should be transferred to the trainee. Not only being in the lead during calls for service but also having input into the training they receive. I referred to this earlier in Equal Participation, to keep the trainee's motivation high, increase their responsibilities.

## Emotional Intelligence

Emotional Intelligence (EQ) development in the trainee is one of the most important skills they will need to be successful. Studies have shown that high EQ outperforms

high IQ. Those with high EQ competencies are less affected by disruptive emotions, are better decision-makers, and have better social skills.

## Always Say Yes

This is for the FTO. Rather than shoot down an idea or decision from the trainee, because it's wrong, take what will work and try again. Build on rather than stop the trainee's decision-making process. This will help the trainee in the development of critical thinking and sensemaking. Rejecting the trainee's solution or decision out of hand is the quickest way to demotivate and shut down the trainee.

The flow triggers address many of the concerns FTOs are experiencing with new trainees. Critical thinking, decision-making, motivation, and sensemaking are skills all trainees need to develop. An increase in emotional intelligence will help the trainee with their decision-making and communication skills. Use what you can, amplify what works, and continue to develop the next generation of law enforcement. **ILEETA**

## About the Author

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

# Back to Basics

by Kerry Avery, M. Ed.

**W**hat really matters for instructors? Teaching began as sharing stories and information. It was assumed that people listen to the teacher, take away the lessons, apply them to their own life and potentially teach others. Back then no one measured the accuracy of peoples' memories and their ability to apply this information, but as education became more formalized the expectation of effectiveness increased and assessments were introduced. This evolution created a drive to understand how we learn and what can be done to increase learning. That's when the research started, and it continues to this day.

When I first started designing training, it was not possible to learn all the theories and how to apply them before I started so I focused on the keys. The core of effective facilitation lies in the adult learning principles.

Malcolm Knowles began the study of adult learning by identifying the differences between children (pedagogy) and adults (andragogy). These differences created the foundation for the way to approach teaching adults, known as the principles of adult learning.

## **Adults Need to Know Why**

Adults learn out of interest or necessity. They are motivated to learn things that are immediately applicable to them. Instructors connect to adult learners and maintain their interest by focusing on why they need this lesson.

This sounds obvious but lots of training launches straight into the content because the instructor assumes participants know why it is important, but the reality is they spend time and brain power trying to figure out why. Begin a class or topic with an exercise, scenario, example, or explanation that highlights the importance of the content. Consider what could happen if this training is not applied.

For example, the beginning of a class on note taking could start by discussing all the potential issues that can arise

from poor notes.

## **Adults Have Existing Knowledge and Experiences**

One of the primary differences between children and adults is the amount of prior learning and life experience they have. Even when adults do not have prior education or experience directly related to the topic, they are still comparing what they're being taught to what they already know and deciding if it is new information, if it aligns with what they already know, or if opposes what they know. This thought process is constant for adults in learning situations.

There may also be people in the class with topic specific knowledge and experiences. To be effective in the classroom, identify the current level of knowledge and experience through icebreaker activity or a pre-assessment exercise, and create opportunities for participants to consider and share their knowledge and experiences in class or small group discussions. Draw on the experiences of people in the class. This is social learning which is more effective than a single expert imparting their knowledge.

## **Adults are Problem-Centered and Practical**

Adults approach learning to solve problems. They are practical, which applies to the need to understand why they are learning something. In job training, the focus should always be on the application of the content. Instead of just lecturing about the constitution and laws, pose scenarios and have participants consider what legislation and laws apply. They will remember the scenarios and how they worked to solve the problem better than they will remember the instructor listing sections and laws.

## **Adults Learn Experientially**

Adults learn best through problem-solving, reflection, and



reasoning. [Kolb's model of experiential learning](#) shows how learning happens by having an experience, reflecting on it, conceptualizing, and then experimenting by applying the lessons.

As instructors and curriculum developers we need to fight the instinct to spoon-feed all the information first. Although it feels necessary, we miss out on the opportunity to engage problem-solving and critical thinking skills, which we all agree are a necessity for police officers. Instructors can incorporate this concept with videos, case studies, and scenarios that expose participants to situations, then give them time to reflect and think about the solution, and debrief with the lesson. The key is reflection and thinking.

## Conclusion

Designing effective training is a complex process that draws on numerous theories. The most fundamental theory is the principles of adult learning. If you want to improve as an instructor, this is the place to start. Focus on why, recognize and draw on their existing knowledge and experience, teach around problems and how to solve them instead of providing information, and provide experiences with time to reflect on performance and solutions.

Knowles, M. (1970). *Andragogy: An emerging technology for adult learning* [PDF]. Retrieved from [http://ecomentor.itee.radom.pl/file\\_course/adult\\_learning\\_knowles.pdf](http://ecomentor.itee.radom.pl/file_course/adult_learning_knowles.pdf)

## ILEETA

### About the Author

Kerry Avery is the owner of [Odin Training Solutions Inc.](#) Kerry has a Master's degree in Education and 20 years' experience designing training programs with the last 12 years spent consulting on classroom, online and blended learning training programs for law enforcement agencies in Canada, the United States, and internationally as a contractor with ICITAP Ammentum/PAE in El Salvador and Ukraine. Kerry teaches for the University of Victoria in the Certificate in Adult and Continuing Education program, and coaches law enforcement instructors on course design and facilitation. She is the managing editor for the ILEETA Journal, and has presented at the ILEETA, IADLEST, and IACP conferences. She can be reached at [Kerry.Avery@shaw.ca](mailto:Kerry.Avery@shaw.ca).





# Icebreakers

by Tom Cline



What do you expect when you go to a class, training session, workshop or seminar? I expect to learn something valuable and

practical, presented in an engaging manner by someone knowledgeable, enthusiastic, practiced in presentation and versed in adult learning principles. Too often one or more of these is missing and what could have been an enjoyable learning experience becomes purgatorial. Have you ever sat at the feet of a so-called “expert” with stellar credentials who read from his latest research in a monotone voice? Yawning as I think of this, flatliner comes to mind.

Though I do not consider myself an expert, I realize attendees in my classes, particularly more than twenty miles from my home, expect some expertise. I better know of what I speak and enthusiastically transfer specific ideas and/or skills. My audience has invested their precious time and expects a reasonable return. Great pains are taken in preparation of materials and venue. My reputation is on the line; participants must be engaged and informed.

William James, the father of American psychology, said, *“It is our attitude at the beginning of a difficult task which, more than anything else, will affect its successful outcome.”*

Given that, doesn’t it make sense to start each class on a positive note? Shouldn’t we grab the class from the start? There are thousands of ways to do this. They are called icebreakers, activities designed to relax and energize participants, while opening their minds to learn and be active in the learning process. Icebreakers may or may not be related to the subject matter, they disrupt overly formal atmospheres, help break up cliques and invite people to form random groupings. They can create healthy competition that moves people to participate.



prepare people to learn.

In nautical terms an icebreaker is a ship designed to break ice in arctic waters. It clears a way to make it easier for other ships to travel safely. Icebreakers in class break barriers to learning and

Some groups form particularly hard ice to break, depending who is in the class, why they are there and the subject matter as related to conditions in their organization or profession. Ethics training is a classic example. Have you ever been chosen to “put together” an ethics class as a knee jerk reaction to a recent scandal? Attendees are ordered to go to the class. They come with brains like cement; all mixed up and set as hard a rock.

Types of attitudes frequently found in a class are the hostage, the vacationer and the eager learner. The hostage is usually sent or ordered to go to the class and feels it is punishment or that he/she has better ways to invest time than attending this “stupid” class. Their body language is quite clear; crossed legs, folded arms, chin up and scowling countenance. Their message: “Just try and teach me sumthin’ cuz I ain’t learnin’ nuttin’ frum you. Call on me and I’ll heckle the hell out of you.”

Vacationers are more amiable. They sit in back, occasionally with a Hawaiian print shirt, immersed in their newspaper or book, enjoying their coffee and happy to be away from the daily grind. With the motto, “Don’t worry, be happy,” they go along and get along, hoping for a long lunch and an early scoot.

The eager learner sits near the front with notebook and pen. They ask questions and nod affirmatively. Given the chance the eager learner may do part of the class for you, perhaps very well.

Part of our job as trainer/facilitator is to create a setting where the most people can walk away able to perform the stated objectives. Icebreakers facilitate this.

Your creativity is the only limit on icebreakers as long as

# Icebreakers...con't

the time and venue is appropriate. I have discovered that playing music as attendees enter and prior to the starting time is terrific. It sets a mood. People attending a *Police Couples' Workshop* I used to facilitate are greeted with a medley of Frank Sinatra's romantic songs. It's amazing what ole Blue Eyes can do to a couple's mood. I have used the Blues Brothers', *Sweet Home Chicago* for in-service and other non-recruit classes. They come in smiling and dancing. The message conveyed is that this class is cool and different. If you have attended one of my ILEETA workshops, you know what I mean.

When teaching recruit classes, I used to start each hour with a breathing exercise. Time allowing, they are greeted by music. Favorite tunes for ethics classes include the *Untouchables*, *Perry Mason* or *Peter Gunn Themes*, and for classes on the Cardinal Virtues, *Afterlife* by the Squirrel Nut Zippers serves well. Choose music that fits the occasion. If you want them wired before an exercise, introduce it with something like *Frankenstein* by Edgar Winter. Chances are, if you incorporate music into your classes, it's likely you'll be the only one in your organization to do so.

Though icebreakers do not have to be directly related to the class material, they can accomplish a variety of teaching purposes. They can lay out ground rules, help participants accept and understand the format and provide a framework for mentally storing class content, all this while helping people forget anxieties, get energized, put them at ease and focus their attention on the work at hand. They can further be used to ID key people, test the knowledge or skill levels of participants, separate cliques, build cohesiveness, form teams or partnerships for activities and disseminate administrative and/or logistic information. Icebreakers can also be designed to preview performance objectives, provide content outline and introduce materials. Considering the benefits, I am amazed at how few use them.

Here are a few ideas to try. I promise that if you have the nerve necessary to implement icebreakers in your classes, you and the participants will have a better experience and everyone will learn and retain more.

Simply ask participants to read parts of text from handouts or bullets from a PowerPoint slide. I do this regularly. Participants pay close attention so as not to be caught unaware. It helps gain an understanding of the level of an individual's reading and vocabulary levels. Too often there is a recruit who cannot read because they "forgot" their glasses, and over the last few years have met some that can barely read. This opens the door to briefly reinforce the importance of observation skills and the danger in not being able to see license plates and details about people or the environment. Placing vanity ahead of safety is childish and selfish.

Place one or two slides per hour in your PowerPoint shows to break tension or create competition. They also can be used to make a point. For example in a class discussing the failure of leadership, this *Word Game* is put on the screen. Can you solve it? The solution is at the end of this column.

## Comp144etence

I give a pack of Smarties or piece of chocolate to the first person answering correctly. Pez dispensed from Sponge Bob or Yosemite Sam softens the most hardened attitudes. A groan is as good as a laugh to keep folks engaged. I am amazed how hard adults will work for a little sugar.

A great icebreaker after lunch is the "ball toss." The "ball toss" works well if you are teaching a class four to eight hours in length. I've used it to review material or elicit ideas or concepts formed in class. They love it and often turn it into a competition or challenge. You'll need a soft ball or a beanbag. Have the group stand in a circle or square around the room so each can see the whole group. Throw the ball to a participant. He/she must tell something important they learned in the previous hours or make a comment about something discussed. No repetitions allowed. After a turn they throw the ball to another and may sit down. This continues till everyone has commented. Before starting, ask if there should be a consequence should someone drop the ball or repeats what another said. This gets interesting. Usually recruits suggest twenty-five push-ups as a consequence. If you

# Icebreakers...con't

are up for it, when the last person throws you the ball, miss it and do your twenty-five. It is a guaranteed applause. Use your imagination, perhaps a ball dropper can sing a song, do an animal imitation. Don't be too devious. Though these things may sound silly, they elicit positive response. The more serious the subject, the more people need a release.

A deck of playing cards is a great icebreaker tool. The sight of them indicates that something fun and interesting is on the agenda. They can be used to form random groups or fairly assign tasks by dealing them out and selecting everyone that has a particular suit, number, card higher than, or card lower than. Your imagination is the limit.

Interviews work well to promote communication in a group. Place people in pairs, using the deck of cards, and have one person interview the other about a topic, issue or material previously covered. Interview findings are reported to the class.

Occasionally, I have had classes in which people need individual instruction or equipment fittings from subject matter experts, and only a few people are engaged while the rest wait their turns. To pass time productively I review other materials and simultaneously play a game called *Killer*. Use a deck of cards and count off as many cards as there are people. One of the cards is the *Killer's* card. I use the Queen or Jack of spades. Each person takes a face down card. The one getting the *Killer* card is the designated killer. He/she murders others in the room by winking at them without others seeing the wink. Once a victim is winked (murdered), he/she can die in any fashion they wish but cannot give up the killer. Suspense, high drama and laughter are the net results. Those alive must catch the murderer in the act. They may accuse anyone at any time but, if wrong, they are disqualified.

If you wish to read the group and discover more about the participants, the "*Great Expectations*" icebreaker is just the thing. Ask each person to introduce himself/herself to the class and give a brief autobiography focusing on parts of their background relevant to the class. Following the bio they are to finish a statement relevant to the info you wish to know. Examples are:

- I came here to learn ...
- I enjoy the following activities ...
- My expectations of the teacher are ...
- My expectations of the other participants are ...
- My experience related to this course is ...

When using this type icebreaker it is best limit each speaker. Also, you may distribute quarter sheets of paper and have each participant write down an area of expertise, without identifying himself, and ways he or she can contribute to the session. You can draw on the class' combined knowledge and skills; however, it requires the restraining of one's ego and recognizing that no one is omnipotent, but the Creator.

Regardless of the type of class, icebreakers make teaching and learning easier and more enjoyable. Leave your comfort zone and give an icebreaker a try.

## Solution to the *Word Game*: Gross Incompetence

### ILEETA

#### About the Author

Thomas J Cline, spouse and father, MBA, MAP is a 53-year law enforcement veteran, 30 years a sworn officer, 21 years a trainer/writer. He is the past president of the International Association of Ethics Trainers and authored *Cop Tales!* (Never Spit in a Man's Face...Unless His Mustache is on Fire) and *Psyche Firefight - Law Enforcement Job Satisfaction in a Hostile Environment*. Email: [Coptales@gmail.com](mailto:Coptales@gmail.com)

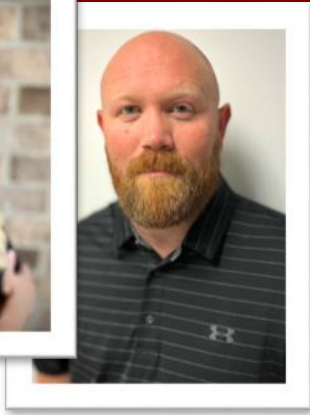
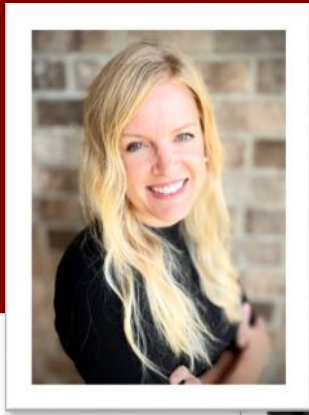


# *LE Environment & Health and Wellness*

Editor:  
Kim Schlau







# The Value is in the Process: A Systematic Approach to Better Outcomes

By Dr. Jennifer Hall and Sgt. Justin Witt

opportunities to partner with research organizations or post-secondary academic institutions, aiding in research design and application. Whoever is researching and organizing the work should follow a guideline to maintain legitimacy and relevancy to the project.

**W**hen addressing best practices in law enforcement, to include policy changes, training advancements, program implementation, and reform initiatives, research is often separated from the processes. The investment of time, resources, and personnel into these advancements should be done wisely and with more than anecdotal solutions and habitual direction. Utilizing research tools can help address the complexities of initiating programs and developing policy, which will not only progress agencies efforts more efficiently, but will provide evidence-based decision-making.

Often, the knowledge in policing is provided through subjective and outdated material or experience. Instead, agencies can use strong research approaches and lead intentionally and intelligently. A systematic review is a research method that provides a synthesis of scholarly evidence in relation to a clearly defined topic that is then analyzed, interpreted, and summarized (Petticrew and Roberts 2006). The goal of this review is to provide an overall conclusion of the effectiveness of the intervention through preset parameters of what would meet the scientific criteria for the topic (Przybylski 2021). When using quality studies and other standards considered by the Maryland Scientific Methods Scale as a strong design, a systematic review is considered to have high evidentiary value (Ratcliffe 2019; Sherman, et al. 1998). Law enforcement personnel will essentially be working smarter, not harder, which will prime the initiative for success and decrease the amount of unintended consequences that could result.

The systematic review process must follow specific guidelines that are preset by those completing the data collection. The table provided shows the review process and additional details when applying to law enforcement. Some departments have internal availability for research and policy review, but this can be limited. There are often

	Systematic Review Process (Khan, et al. 2003)	Law Enforcement Application
1.	Frame the question	Define the topic through all stakeholders, to include law enforcement, policy makers, executive staff, and community members. Utilize a multi-disciplinary approach to ensure the avoidance of as many unintended consequences as possible.
2.	Identify relevant work	Determine the expectations based on legal authority, previous and current policy, and clearly state the goals.
3.	Assess the quality of the study	Establish specific criteria of inclusion, to contain a checklist for design-based quality.
4.	Summarize the evidence	Group and sub-group materials found, explore comparability (i.e. sample size, community demographics, goals of the initiative).
5.	Interpret the findings	Discuss in plain language the results from the review. Recommend process, design, and direction based on the findings. Be mindful of bias by stakeholders overly involved.

What are other things for the law enforcement community to think about?

- Consider resources necessary to accomplish the program or policy implementation. This can be additional equipment, funding, and community support. The results of the systematic review can change some of these requests, but if it is determined they are not available prior to the review, that portion of the data collection is unnecessary.
- Develop training for officers using contemporary methods and if possible, include stakeholders and community members interested in understanding the capabilities and goals of the initiative.
- Perform research during the implementation process through applicable methodologies to monitor and assess the effects and inform future agencies efforts.
- Incorporate longitudinal measurements to ensure proper continuation, adjustments, and best practices for law enforcement and the community.

Systematic reviews can be valuable in understanding and addressing the complexities of initiating programs or policies and make the work more efficient. Examples of these important contributions have become more available, and once again, are strong sources of information and guidance for agencies to save time, effort, and resources. The following are just a few examples of the work containing systematic reviews in relation to the law enforcement field:

1. Fisher and Petrosino (2022) provide a systematic review of the impacts of school-based law enforcement efforts narrowing from over 16,000 reports to 32 studies that met the researcher's criteria. The brief provided information specifically looking at crime and behavior, perceptions of school, and learning outcomes.
2. Seo, et al. (2021) completed a systematic review of three main police response models, providing data on officer perception and behavior. Police departments seeking to change current policy or looking to

implement new programs in relation to school-based law enforcement can use this evidence as they move forward. Police response to mental health calls for service has been a topic of debate, with several agencies implementing new models for their community.

3. Problem-oriented policing strategies have been studied to determine many different aspects of their effects (i.e. crime reduction, building community trust, decreasing police response time), Hinkle, et al. (2020) reviewed 24 studies, providing information on crime reduction, community disorder, and police legitimacy.

Systematic reviews are an attainable research method for law enforcement to complete prior to program implementation, policy change, or reform initiatives. By introducing outside resources, the overall knowledge and experience brought forth is invaluable. This is just one approach to consider when addressing initial challenges, avoiding subsequent revisions, and bringing unforeseen complications to light. It is time to ensure that decision-making in law enforcement is using all the tools available for a more informed approach.

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**Sgt. Justin Witt** is a veteran of the Louisville Metro Police Department. Currently, Sgt. Witt is assigned to the Training Division leading strategic initiatives. He was previously assigned to the Accountability and Improvement Bureau designed to optimize performance for officers within the department. He has led the Police Training Officer (PTO) Program, been a patrol sergeant, an instructor in the Advanced Training Section of the Louisville Metro Police Department and a plain clothes narcotics detective as well as, being on a gang task force in Louisville. Sergeant Witt regularly teaches for the Federal Law Enforcement Training Center (FLETC) the Police Executive Research Forum (PERF) and the Institute for Prevention of In Custody Death (IPICD). Sergeant Witt formally served on the Louisville Metro Police Department Merit Board, responsible for reviewing disciplinary appeals from members of the department. He has appeared in countless law enforcement magazines, podcasts, and documentaries illustrating the importance of decision making and de-escalation.

## ILEETA

### About the Authors

**Dr. Jennifer Hall** has served the citizens of Louisville for the past 16 years in multiple roles for the Louisville Metro Police Department. She is currently assigned to the Career Development Unit as well as being the Police Training Officer Coordinator, which is part of the LMPD Training Division. Prior to this assignment, Officer Hall was a detective in the Crimes Against Children Unit. She holds a BS in Criminal Justice from Eastern Kentucky University, a MA in Sociology from the University of Louisville, and a PhD in Applied Sociology from the University of Louisville. The concentration of her studies involved social policy and criminology and her contribution to research includes projects within LMPD and as an NIJ LEADS Scholar. As a certified Kentucky Law Enforcement Instructor, she provides police instruction and presentations to her agency, along with community organizations and foundations.

# ILEETA★

## International Law Enforcement Educators and Trainers Association

# Why Crime in 2022 Has Become So Challenging to Law Enforcement

by Jesse C. Gonzales

**C**rime in 2022 has become the most challenging for law enforcement officers, at a time when law enforcement is under the most public scrutiny and loss of confidence in Policing history. The types of crimes and those who commit those crimes are the primary cause.

One of the biggest crime challenges of 2022 is crimes committed by individuals with mental health issues, these includes the active shooter at Uvalde, Parkland, and Buffalo. Police officers are not trained to be proficient in mental health issues or as street counselors.

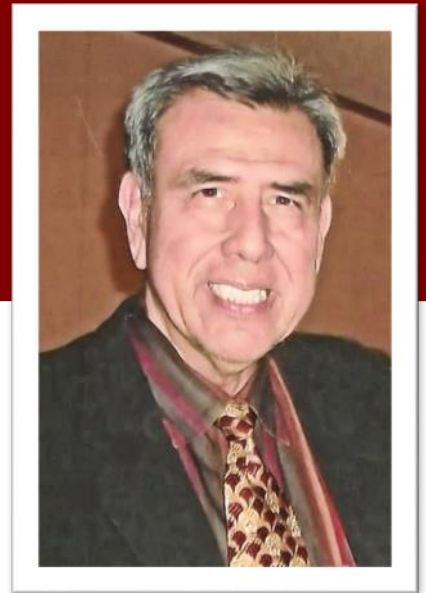
This can result in tragic consequences as in the incident where a police officer was forced to shoot and kill a known mentally ill individual who attacked her while she attempted to arrest him over a minor offense. The shooting was declared justified, but it should have been handled by individuals who were trained to deal with mentally ill individuals.

Surveys of police officers show that police officers feel overwhelmed and frustrated when responding to calls associated to mentally illness, for which they have inadequate training. These calls also take away from the primary role of police agencies.

Another reason that crime in 2022 has become so much more challenging for law enforcement is the continued increase of active shooter/mass shooting occurring in schools, shopping malls, hospitals, grocery stores and parades. Many of these have been committed by individuals with mental health issues. Law enforcement is often place in a reactive mode instead of proactive mode when responding to these types of incidents, especially when they are committed by mentally ill individuals who are not predictable but can be very calculating in their planning and execution of these mass shootings.

Another challenge that keeps increasing in 2022 is the targeting and attack of police officers. There has been a dramatic increase in police officers being injured or killed than in any other year. The media does not help as they

choose to focus on the small percentage of officers who made mistakes or violate individual rights, thus continuing to turn the general public against the police who protect their communities.



The data supporting these two challenges comes from the [Advanced Law Enforcement Rapid Response Training Center at Texas State University](#), whose researchers work with the FBI to catalog and examine these attacks.

In addition, soft on crime district attorney and judges either refuse to prosecute violent and repeat offender criminals or give them slap on the wrist sentences. This allows these criminals to be back on the streets and tragically commit more crimes including killing police officers

The result of these 2022 crime challenges has had the most negative effect on police agencies in their efforts to recruit future police officers into their agencies. Police agencies are paying five figure salaries and are not receiving applicants. The types of crimes facing police today and the risks that go with the profession of law enforcement, as well as the lac of public support for police officers, do not help in recruiting efforts.

These are some of the key reasons why crime in 2022 has become so challenging to law enforcement. But pro-active steps are being taken to meet and properly respond to these challenges. These efforts include agencies reinforcing active shooter training procedures and protocols. Police agencies working closely with mental health agencies in order to determine when a mental health professional should be included in a police response to a call involving a potential mentally ill individual.



Crime and the challenges of 2022 are realities that must be faced and adapted to each and every day by police officers. The majority of police officers understand their role and chosen profession and continue to dedicate themselves to serving and protecting the communities they serve.

Police Officers will keep adapting to the crimes they face in 2022 and the future. Stay safe out there and come home to your families at end of every shift. **ILEETA**

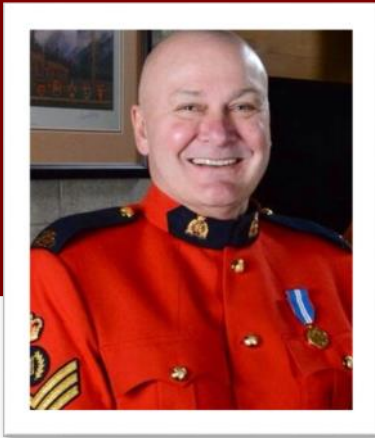
## About the Author

*Jesse C. Gonzalez, is a Law Enforcement/Private Security Educator/Advisor. He is an active member of ILEETA, a Certified Security Trainer. He has taught professional development programs to Law Enforcement as an American Management Professional Speaker, nationally and internationally. Jesse has presented training programs on the Law Enforcement and Private Security Networks to over 8100 agencies. He has also presented leadership programs to the United States Justice Department, Federal Bureau of Corrections, and Police Cross Cultural programs, at the National Crime Prevention Institute, University of Louisville. His office is outside of San Antonio, Texas and can be reached at 210-288-8339, mobile or office at 210-658-7877, his email is [jcgonzalez@bluebon.net](mailto:jcgonzalez@bluebon.net)*



# Mitigating the Risk Posed by a Toolbox Suspect Interview Model

by Bruce Pitt-Payne



wolf in sheep's clothing: *"I used to be a wolf, but I'm all right now-ow-owwwwwww!"*

Over the last few years, several Canadian police agencies, and the New Zealand Police, have adopted the principles that underpin the PEACE Investigative Interviewing framework, a scientifically-supported technique, based on the Cognitive Interview Model, the Conversation Management approach, and the Strategic Use of Evidence theory. However, rather than accept the pure PEACE framework, they created similar, hybrid, phased interview models that incorporated many of the basic principles of the PEACE framework, but added an accusatory phase similar to, but not identical to the controversial Reid Technique. The common thread was that the approach functioned as a toolbox; wherein, the interviewer could start with a non-accusatory interview, but morph into an accusatory phase, if and when required. In Canada, the accusatory phase was added for special circumstances, where the interviewee chose not to engage in conversation during the initial, non-accusatory component. It was only to be used in cases where the following criteria had been met<sup>1</sup>:

- the interview would be audio and video recorded in its entirety;
- it would be used only after a non-accusatory interview had either been tried, or was deemed to be ineffective;
- it would only be used in situations where there was already strong evidence of guilt;
- it would only be used on non-vulnerable interviewees;
- it would be used in situations where valuable physical evidence could be found, such as a missing body, or stolen property, once it was apparent that efforts to obtain an admissible utterance had been exhausted.

**D**ealing with an accusatory

This would have an obvious non-prosecutorial agenda;

- it would be used to generate voluntary conversation in situations where the suspect had chosen not to speak;
- it would be used by interviewers who had received training from experts in the technique

With this litany of prerequisites and safeguards in place, how could the use of an accusatory phase go wrong? As seen in a New Zealand case that recently received heavy judicial criticism of their similar toolbox approach<sup>2</sup>, that also had an accusatory phase, a real and present danger does exist. When used by people who aren't trained well enough, are inexperienced, are investigatively immature, or who lack the requisite critical thinking skills, the accusatory tool in the box could be similar to giving a child a handgun. Whereas, pulling the trigger could be easily done, knowing when to pull it, and where to point the firearm would be the areas of risk. While there would always be a concern that students of any interview model could misuse the product, this should not be used to minimize or ignore the danger. Let's look at this using a hockey analogy:



Wayne Gretzky was one of the best hockey players to lace up skates. He was so brilliant that he could give and receive passes in areas that would be dangerous for less-skilled players. An example would be passing in front of his own net. With him, it worked. With others, it often got intercepted by the opposition and led to a goal. He was that good. However, his moves and strategy would never have been appropriate training content for the kids who idolized him. Why? Because they wouldn't have had the skill or ability to execute them successfully. There is a difference between training an NHL player and a Pee wee.

It is the same with interview training. If the technique were too complicated for junior interviewers, or too ambiguous or vague to be fully grasped by every practitioner, it would eventually be used incorrectly.

# Interview...con't

The moral to this story: if you have a toolbox that allows for, whether intentional or not, an accusatory, guilt-presumptive, confession-oriented phase that uses minimization or maximization themes, it would not be a matter of “if” it would be used unlawfully or unethically, it would be a matter of “when”. So, what is the solution?

## **Proposed Solution:**

### **Have an Interview Manager available for planning and preparation, and monitoring of complex and serious interviews**

Having an extremely experienced interviewer designated to oversee all aspects of complex and serious interviews, from pre-interview planning to post-interview evaluation, could minimize many of the potential risks. A recent study from the University of Portsmouth was able to support this concept<sup>3</sup>, and that was in reference to the use of a non-accusatory model that would have posed less risk than a toolbox model. This Interview Manager would be able to offer advice regarding legal issues (voluntariness and detention), as well as technique-related concerns (oppression, coercion, presumptive guilt, confession orientation, and evidence presentation). The downside would be the associated cost, so the Interview Manager would have a role limited to high-risk investigations. Nevertheless, it could satisfy the dual role of reducing the number of unreliable or false confessions, while providing a mentor to reduce post-course drift.

### **Create a cadre of subject-matter-resources to act as mentors in the field**

For less-serious investigations, the Interview Manager could be replaced by an Interview Resource, who would be able to mentor developing interviewers. They would be able to provide guidance on a part-time basis, while still doing their primary function. This would serve the dual purpose of developing the local interviewers, as well as future Interview Managers. The Interview Resource would have to receive special training, and continue to excel as an interview practitioner.

### **Employ a contrarian to review the interviews**

To reduce the dangers associated with interviewer and even Interview Manager bias and tunnel vision, a contrarian (devil’s advocate) role should be built into the process. This knowledgeable and experienced interviewer would be responsible for challenging legal decisions, as well as potentially risky interview techniques. An experienced critical thinker, who was courageous enough to speak his/her mind, could weed out issues posing either legal and/or ethical ramifications. This would be achieved by making the interviewer articulate what was done, why it was done, and whether the information obtained should be considered admissible in court. In some cases, this would prevent abhorrent cases from making it to court. The contrarian role has proven itself to be a valuable asset to the major case management process, so it could be as effective for interviewing.

### **Have a training system that requires recertification. Must include scenarios and feedback**

To decrease post-course drift (where over time a student strays from what was taught), it would be beneficial to have a recertification process. This could be in the form of realistic scenario training, or by reviewing a sample of videos from the field. This could tell the training staff and Interview Managers whether there should be any concerns regarding the interview model, how it was being taught, or a combination of both.

### **Create a system to review interviews to see trends, both good and bad**

The training unit should proactively and continuously review field interview videos to keep a finger on the pulse of how the model is being used. If, for example, there appeared to be a tendency to use the accusatory phase inappropriately, efforts should be made to immediately intervene. Reviewing court rulings, and speaking with prosecutors, would also be invaluable.

This [Canadian case](#) is an example of the value in reviewing interview rulings before poor behaviour becomes an embarrassment, or endemic to an entire agency.

## **Allow academia to review and study real interviews**

A recurring theme is that the academics don't understand real-world interviewing, and interviewer practitioners don't understand or appreciate scholarly research. Practitioners often complain that the research into, and critique of, an interview model could not be relevant, and should not be afforded any weight, because it was conducted in an unrealistic laboratory environment. Unfortunately, when the academics request access to real police interviews, it is done in vain. It is time for academics and police agencies to work together, and that requires sharing the information currently held by the police. Privacy concerns, and investigative integrity should and would be respected; however, both could probably be resolved through a contractual process between the police and the university. Until such a process were developed, the police would have no choice but to accept what they often claim to be a misunderstanding of the work they do. A good example is found in the scholarly review of the RCMP Phased Interview Model for Suspects by Dr. Brent Snook<sup>4</sup>:

"We also explore the challenges inherent in combining accusatorial and information gathering techniques into a hybrid toolbox approach. We conclude that advocating for an interview protocol that contains dangerous or untested practices may hinder the RCMP's ability to achieve their purported goals of obtaining voluntary statements and accurate information."

As a member of the RCMP committee that developed the current phased approach, I question some of the opinion in Dr. Snook's assessment, and do believe some aspects were misrepresented or misunderstood. It was based primarily, if not entirely, on a review and interpretation of a manual prepared by Sgt. Darren Carr. Having said that, if Dr. Snook and his team had been given access to more material, specifically interview videos, perhaps the outcome would have been more fair, and possibly favourable to the model. Regardless of whether it's fair, as with other areas of our life, if we aren't willing to provide information, we will often have to accept that another person may misinterpret it, while trying to fill in the gaps.

Another example of possible academic misrepresentation of a hybrid interview model, albeit this time favourable to the technique, was the review of the New Zealand CIPEM (Complex Investigation Phased Engagement Model). As with Dr. Snook's review of the RCMP Phased Model, opinions appeared to have been formed without having actually observed any interviews using the models. The New Zealand case also serves as a warning to the police to have their models assessed by independent academic institutions, as "farming out" research opportunities could be viewed as problematic due to a perceived conflict of interest.

In August last year, Fitzgerald asked interviewing expert and former New Zealand Police employee Dr Mary Schollum to review CIPEM, a move he said was a "natural progression" of implementing such a model. Schollum found that it was in line with international best practice and "employed a wide range of techniques that research has shown to be efficient, effective and ethical in eliciting accurate and reliable information when interviewing suspects".

She did not; however, speak to anyone who had used the CIPEM, or look at case specifics or video examples of where it had been used<sup>5</sup>.

## **Use a psychologist**

A hybrid, toolbox model could amplify the likelihood of false, or even involuntary (inherently unreliable) confessions, when used on vulnerable persons. For this reason, interviews of people with mental health concerns, intellectual or cognitive deficits, substance abuse issues, or overall operating mind concerns (ability to fully appreciate the consequences of choosing to speak to the police), should be afforded extra vigilance. I know that many interviewers say they research their interviewee first to look for vulnerabilities, but perhaps the following teaching rules should be applied to fully grasp the futility of that approach alone:

Rule #1: always know your audience

Rule #2: you'll never always know your audience.



# Interview...con't

Due to the second rule, a prudent interviewer would seek advice from a psychologist, preferably one familiar with investigative interviewing. Police officers rarely possess the education and experience required to professionally evaluate the ability of a vulnerable suspect to make the choices required of an admissible interview. The optimal safeguard, would be for the psychologist to monitor the entire interview, to give advice on the suspect's ability to understand legal issues (voluntariness and detention), including comprehension concerns related to relevant choices. A professional, confident interviewer should not fear the guidance of a psychologist, as the insight into the deleterious effects of an accusatory posture could prove invaluable.

## Conclusion

Developing an interview model, or subsequent training in that technique, would rarely cleanse the interview world of performance issues, particularly if that model were comprised of components and principles that were vague, ambiguous, or contextually-used, which, to be honest, would describe all the good ones. If the playbook, so-to-speak, were written in black and white, yet expected to be applied in shades of gray, deviation from good practice would be inevitable. In fact, even in the best interview models, problems arise from student and instructor drift, as well as myriad human factors, such as inexperience, bias, poor judgment, or a win-at-all-cost attitude. Often, the best efforts would lead to mitigation of the risk, as opposed to complete eradication.

No technique would be free of false or involuntary confessions, regardless of whether it had an accusatory phase; however, a hybrid model would render it more likely to cause them. As this risk was known to organizations such as the RCMP, at the time the accusatory phase was added to the Phased Interview Model, it would be incumbent upon that organization to be vigilant, and proactively seek to mitigate it. Without such preventative action, and mere words are not enough, something bad will certainly happen. Cultural and attitudinal problems, ones that fester and thrive beyond the classroom, require courageous supervision from Interview Managers, as well as other specialist

investigative oversight in the field. Much like dog training, a vicious dog may be taken for walks, but only on a short leash. Otherwise, it could be as dangerous as a wolf.

<sup>1</sup> The author was a member of the committee that developed the RCMP Phased Interview Model for Suspects

<sup>2</sup> <https://www.stuff.co.nz/national/crime/129474504/police-fail-to-keep-details-of-controversial-interviewing-model-secret>

<sup>3</sup> <https://www.miragenews.com/better-outcomes-for-high-stake-investigations-836157/>

<sup>4</sup> <https://psycnet.apa.org/record/2020-39185-001>

<sup>5</sup> <https://www.stuff.co.nz/national/crime/129474504/police-fail-to-keep-details-of-controversial-interviewing-model-secret>

## ILEETA

### About the Author

*Bruce Pitt-Payne honed his skills as a major crime investigator, interview specialist and advisor over his 26 year career with the Royal Canadian Mounted Police. He is a subject-matter-expert on investigative techniques including interviewing adults (witnesses and suspects) and children. For several years he was the Program Manager of Investigative Interviewing Training for the RCMP in British Columbia where he was instrumental in designing the RCMP Phased Interview Model which is the P.E.A.C.E. Model of Interviewing after an evolutionary adaptation to Canadian legal and ethical standards. Since retirement from the RCMP, Bruce has dedicated his time to consulting and teaching both public and private sector organizations the science/art of investigative interviewing. He has designed the curriculum for and presented investigative interviewing to both Canadian and international audiences. He is a licensed Private Investigator in B.C.*

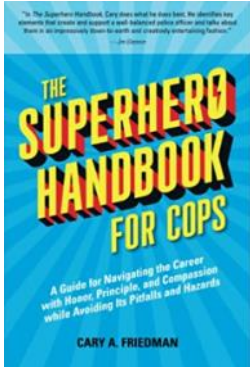
*He and his family live in Maple Ridge, B.C. with their Frenchton Murphy and Bug Frankie. Bruce enjoys playing guitar and recording music in his home studio.*

# *Reviews & Resources*



# Book Review: The Superhero Handbook for Cops by Cary A. Friedman

By Dan Fraser



Comic book and superhero fans will appreciate the many references and analogies the author makes as he takes a deep dive into the spiritual and ethical side of policing.

I liked that, from the start, Friedman addresses not just police officers, but also correctional officers and our superheroes in dispatch.

Friedman starts in Chapter 1 with the Nobility of Policing. “True heroism lies not just in that they may die, but in how they do live.” The concept of heroism is woven throughout the book. He lays out the intent of the book, “Together, we will learn how to better use and appreciate the most powerful and important tool in any superhero’s utility belt: your moral compass.”

Chapters 3 to 6 cover the interconnectedness of physical fitness, mental toughness, emotional resilience and spiritual clarity. His advice on Physical Fitness and Safety deals with how to stay fit and healthy. Mental Toughness includes goal setting, visualization, self-talk, breathing and remembering why you do the job in the first place.

Friedman’s Chapter 5 advice on Emotional Resilience is perhaps the most robust and the most in line with this book being called a “handbook”. This includes advice on the importance of cultivating non-work-related hobbies, as well as friendships both on and off the job.

Friedman is a Rabbi, so it’s no surprise that the book has a heavy leaning on the spiritual aspect. He states that it “...

isn’t incidental to the career – it is the essence of the career.” Here Friedman advocates that officers create a credo of their own most fundamental and cherished beliefs. He recommends that officers also create a transition ritual of self-talk that they can perform when coming on and off shift. He offers the credo of the Lone Ranger, and later some examples from his own students.

Chapter 9 is called: Even Bad Guys Think They’re Good Guys – Friedman encourages officers to ponder the notion that they are always the “good guy”. He relates a story of working as a prison chaplain and finding it interesting that the inmates cheered for Batman on movie night, especially when doling out rough justice. Even inmates don’t see themselves as the bad guys! Everyone believes that they have a good reason for doing what they do. Cops are no different. Friedman advocates for officers to have a source of guidance outside themselves to keep their moral compass and decision making in line. He also recommends a regular dose of moral inspiration, even asking yourself the question, “What would Batman do?”

In Chapter 10, Friedman reinforces the need for officers to create and leverage strong relationships with their family, their colleagues and their community. In Chapter 11, he offers ten steps to creating a legacy. This runs from purposefully creating memories with your loved ones to making sure your will and finances are in order.

Though Friedman doesn’t state as much, he has never been a police officer. Does this mean that he has less to offer? Of course not. However, I wish that he would have included some stories of real police officers and incidents to add context and flavor to his teaching. It is difficult, for example, to speak to the concept of ethics and to offer advice on how to be an ethical decision maker without showing how to use these tools in a real-world situation.

I wonder if this book had been co-written with a seasoned police officer if it would have provided even more value.

The first half of the book is broken up by pictures, cartoons and diagrams. The back half of the book can, at

cartoons and diagrams. The back half of the book can, at times, become thick with long passages on concepts like morality, righteousness and philosophy.

New officers often get their first and only dose of this type of advice while in the academy. The Superhero Handbook for Cops provides a deep dive into some concepts that are often forgotten but should be top of mind for experienced law enforcers.

## ILEETA

### About the Reviewer

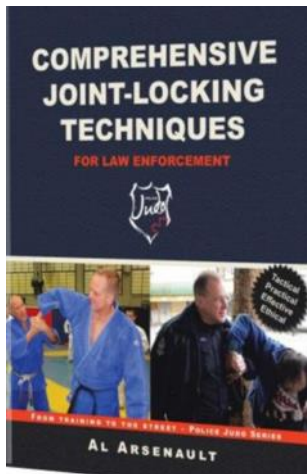
*In 2020 Sergeant Dan Fraser retired from the Calgary Police Service where he helped to train thousands of officers and partner agencies in use of force, communications and crowd management. Dan speaks regularly in Canada and the US on the topics of communications and instructor development. His articles have been published in several magazines and journals and he is the author of the recently published book: Kickass Presentations: Wow Audiences with PowerPoint Slides that Click, Humor that's Quick and Messages that Stick.*





# Book Review: Comprehensive Joint-Locking Techniques by Al Arsenault

By Dan Carlson



I had the opportunity to review Al Arsenault's book "Comprehensive Joint-Locking Techniques for Law Enforcement" (self-published, 2021, rev ed. March 2022). I have been an instructor in defensive tactics for twenty years and have seen countless manuals, presentations, lesson plans, and even a few "how-to" guides. Constable Arsenault's work is the first actual textbook I have seen that deals with defensive tactics and principles of control.

As one would expect of a textbook, Arsenault's concepts are laid out very logically. He begins with an introduction to use of force. While Arsenault hails from Vancouver, British Columbia, Canada, the use of force concepts he explained are almost identical to the presentations given at our academy in Western New York albeit without the references to the US Constitution or (U.S.) case law. I could not help considering that law enforcement officers – and trainers - are indeed one big family facing the same challenges regardless of location of assignment.

Arsenault spreads use of force concepts throughout the book. They are presented in a way that can be easily understood by novices yet researched and cross-referenced enough to challenge well-versed instructors. He is constantly evaluating the reasonableness of the techniques he is presenting. I have seen many instructors focus so heavily on their "new" technique or the latest and greatest tool that they neglect the overall system. It was refreshing to read an author who has a realistic

appreciation where his subject matter fits within an overall use of force system.

Chapter two and three each start with a lesson in the human anatomy. Arsenault blends the right amount of science and technicality with text that is easy for police instructors to work with and explain to recruits. For example, if you are holding the subject's wrist in an escort position you will have options for techniques that involve hyperextension, hyperflexion, hyper torsion or even a combination of them (p. 46). After a short anatomy lesson and explanation of the way the body moves, the author isolates different joints and describes ways to take advantage of the limitations on natural movement.

Chapter four is dedicated entirely to the twistlock. Arsenault admonishes, "if you must study only one lock, then learn the twistlock well," (p. 158). "What other technique can you use to walk an uncuffed arrestee safely, take him down onto his back, get him seated, stood up, then take him down again (but into the prone position this time), mount and handcuff him, get him seated and stood up again, escort him in cuffs, then safely remove them, all without changing or removing your grip on his hand?" (p. 157). The author then provides a detailed explanation and demonstration of doing just that.

The final chapter (five) provides a detailed summary beginning with forty biomechanical and tactical principles of joint-locks followed by a score of scenario-based, joint-lock sequences to practice and reinforce the techniques shown throughout the book. The book concludes with two appendices categorizing the various joint-locking techniques and providing a detailed glossary that define each technique or concept in the book. The accompanying index provides the map to revisit each technique or concept.

Overall, the textbook is well written and easily understandable. The accompanying photographs are invaluable and exceptionally clear despite being black, white, and grayscales. The photos have excellent contrast to allow holds to be seen clearly. "Comprehensive Joint-

Locking Techniques for Law Enforcement” is a textbook you will want to have in your academy library. It will be an excellent resource for further development of your own subject control curriculum. The book can be ordered by visiting the author’s website: [AlArsenaultbooks.com](http://AlArsenaultbooks.com).

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## About the Reviewer

*Dan Carlson is retired from the Rochester, NY police department. He served as a sworn officer more than 25 years and was a police instructor in various disciplines more than 20 of those years. Dan is currently the program coordinator for police recruit training at the Public Safety Training Facility in Rochester. He holds a Master of Science degree in Criminal Justice Administration. Dan can be reached at [ddcarlson768@gmail.com](mailto:ddcarlson768@gmail.com).*





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