

Conference Edition

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2023

ILEETA

CONFERENCE & EXPO

ST. LOUIS UNION STATION HOTEL

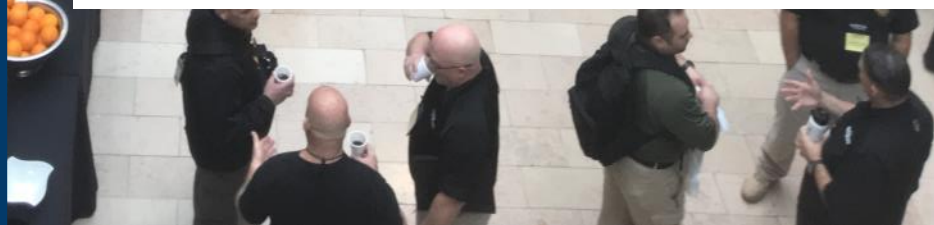
ST. LOUIS, MO ★ MARCH 20-25

The ILEETA Journal



ILEETA

International Law Enforcement
Educators and Trainers Association



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ILEETA Journal Editorial



Managing Editor:
Kerry Avery

Editorial

Welcome to the conference edition!

Last year was a great conference. For those of us who were able to attend, it was a long-awaited step towards pre-pandemic life and in-person events. It was a typical conference experience but still a little scaled back from past years. It was noticeable when you went into a class and there were fewer people but the appreciation of being together made up for it.

This is my eighth conference edition as the managing editor. Although there wasn't a conference in 2020, the ILEETA journal had already been published before it was postponed and eventually cancelled. Looking back at the journals since 2016, this is the largest conference edition journal we have published. 2016 was a close second with 74 pages and 30 articles; whereas, this edition has 35 articles. I think this is indicative of the excitement and anticipation for the 2023 conference. Thank you to everyone who took the time to write an article.

I am impressed at the range of topics being covered this year. The presentations and articles vary so much, I had to create a new section titled Leadership and Community Relations to align with the conference classifications and reduce the number of articles in the Law Enforcement Environment and Health and Wellness section. Back in 2016, there were no subsections. This is one of the ways ILEETA and the journal continues to evolve.

For those who are attending the conference, the additional information provided in the articles may help you with the often-impossible decision of what session to attend. For those who are unable to attend this year, the goal of this journal is to give an overview of the various topics. Instructors' contact information is available at the end of their bio. If you cannot make a session but want to know more, do not hesitate to contact them and ask questions or if there is a handout. The purpose of ILEETA is to improve training by making each other better.

I'm excited for another opportunity to gather, learn, see old friends, and make new friends. Don't be shy. The relationships you make are as important as what goes on in the classroom, on the mats, and at the range. In addition to classes, attend the expo and the evening events, including the Emerson Hour. Then spend unscheduled time in the hallways and the main bar, and introduce yourself – everyone will welcome you in. If it's your first time, you'll soon see why so many people return year after year.

Stay Safe! See you in St. Louis!

Kerry

Maximizing Your ILEETA Conference

By Harvey Hedden



The ILEETA Conference provides opportunities to gain new subject matter expertise,

develop and extend professional contacts, find a mentor or collaborator, introduce you to new theories of adult learning, and refresh your interest and enthusiasm in what you do. But none of these can be accomplished passively. You must plan ahead and plan to work at the conference to maximize return on these objectives.

Before you leave for the conference, identify someone who can put out those little fires back at work, answer questions, and best of all know what issues can wait until you return. Setup your email auto response and your voicemail so you won't be distracted. You can't make new contacts when you are in your room answering emails or are engaged with your smartphone at break time.

Now is the time to think about the training needs for your agency and yourself and examine the curriculum to see what best meets your needs. Focus on a variety of subject matter, instructor background, and don't be afraid to travel outside your regular field and comfort zone to try something new. Please do go beyond the course title and check out the course descriptions and instructor bios found on the conference site map. Then do some research to see if they have written anything to give you even greater insight to their instruction, (hopefully they have written for this edition of the Journal). If you are attending with a friend or co-worker, use the tag team approach and cover different courses. Remember that two hour blocks of training are repeated. The conference app will be operational by the end of February so you can build your schedule there.

Think about any special training equipment you might need to bring for the classes you will attend. It is highly recommended that persons attending live fire programs bring their body armor, not just for safety but to "train as we fight". Don't forget charging cords for your devices, medications and clothing appropriate to March in the

Midwest. But leave your suit and tie behind. Think practical and tactical garb. Every attendee will be receiving a backpack so you won't need to bring one of your own to carry your conference swag and expo purchases. (1)

This year there will be a special orientation at 7:30 pm on Sunday night for the benefit of first time conference attendees. The conference veterans will be there to offer their tips and answer any questions you might have. Please RSVP so we will know how many people will be attending at <https://ileeta.wildapricot.org/event-5159080>. If you have a question during the week and cannot find a conference staff member, don't be afraid to ask another attendee. ILEETA members are happy to help each other.

Participate in and out of class. It's OK to have disagreements about training issues but our debates should be professional and not personal. Attend the Emerson hour, the Expo and hospitality. A lot of learning and networking opportunities can be found there. Don't be afraid to introduce yourself, e.g. "I don't think we've met". Have an elevator/hallway pitch and rehearse it so it sounds natural. For example: "What did you think of that last presentation? What is the best course you have been to so far? What are you planning to attend next?" Share something new you learned even if it was just the best food truck to get the conversation started. Since you do have to eat, try to do so with someone new who just may be fun to talk to or who might be that one that changes your professional life.

Keep notes on what you learned, what you need to learn more about, and create action steps to implement new ideas upon your return to work. Too often these notes are filed away and we forget about them. Make a digital copy of them or transcribe them for easier access. Keep business cards of those you meet and make notes on the cards about the person and why they might be a future resource. Make sure your own contact data is correct on your own business card so you won't frustrate someone trying to contact you.

Conference....con't.

Make sure you get adequate rest, nourishment and exercise during the week so you can be at your best to absorb new learning and skills. (2) This is why our hospitality ends at 10 pm. Read the safety rules in the conference program guide and abide by them, as well as any additional protocols the instructor might provide. Hang onto that program guide to help you follow up post conference and maybe even plan for the next one.

When you return to work, share what you learned with other trainers, leaders and officers. Sponsor a coffee or bring your own lunch to debrief on the key conference takeaways. Reach out to those new contacts and think about ways to share in the future or collaborate on new projects. Thank the boss for enabling you to attend and share with him/her what new ideas and programs you will be able to offer the agency. Finally, review your own performance over the week to determine if there are ways you can get more out of your next conference.(3)

1. Conference packing list – Craft Industry Alliance
<https://craftindustryalliance.org/wp-content/uploads/2016/11/Conference-packing-checklist-from-Dear-Handmade-Life-and-Craftcation-Conference.pdf>

2. Why We Sleep: Unlocking the Power of Sleep and Dreams <https://www.amazon.com/dp/B06ZZ1YGJ5/ref=dp-kindle-redirect?encoding=UTF8&btkr=1>
3. 30 Conference Tips: How to Get the Most Out of a Conference by Benyamin Elias at Active Campaign <https://www.activecampaign.com/blog/conference-tips>

ILEETA

About the Author

Harvey V. Hedden is ILEETA's Executive Director, having previously served as Deputy Executive Director for six years. He served 38 years in law enforcement in ranks from patrolman to chief. He spent 22 years in narcotics enforcement and was the Project Director for the Southeast Area Drug Operations Group. Harvey has a B.A. in political science from the University of Wisconsin and has been a law enforcement trainer for 42 years, having trained thousands of officers in the U.S. and abroad in a variety of subject areas.



Meet Me in St. Louis!

A Guide to the ILEETA Host City

By Kim Schlau

Welcome to St. Louis! We are so glad you are here for the 2023 ILEETA Conference. The conference always offers an opportunity to meet trainers from the United States and other countries, as well as being able to attend classes led by these exceptional men and women.



CityPark/St. Louis City SC

If you attended last year's conference, you may recall the Major League Soccer Stadium being built across the street from the hotel. The construction is complete and [CityPark](#) is now home to the aptly named St. Louis City SC. The team will be hosting the San Jose Quakes on March 18, the Saturday before ILEETA begins. Tickets are available [here](#).



Union Station

The host hotel, [Union Station](#), offers many attractions, including the St. Louis Aquarium, the St. Louis Wheel, Indoor Ropes Course, Mini-Golf, Mirror Maze and Carousel. Numerous restaurants are also located on the

property – menus and



operating hours can be found [here](#). The newest dining spot, [The Pitch](#), scheduled to open February 27, ties in with the new soccer stadium.



Aquarium Grand Lobby



St. Louis Wheel

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

Of course, the [Gateway Arch](#) is St. Louis' most famous landmark. Standing 630 feet high and 630 feet across, the Arch is the tallest memorial in the United States, and the tallest stainless steel structure in the world. The Arch and its adjacent park grounds have undergone a major renovation. Take the tram up to the top of the Arch and

enjoy amazing views of the city of St. Louis to the west and across the Mississippi River to the east into Illinois. Fun fact – no building in downtown St. Louis can be built higher than the Arch.



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

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

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

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

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

The Hill's roots are interspersed with the history of St. Louis, generating two of the region's proudest exports – world-class athletes and Italian cuisine. Baseball's Yogi Berra and Joe Garagiola grew up here, and today it maintains a traditional collection of authentic Italian

bakeries, grocery stores, restaurants and mom-and-pop trattorias. Situated right off of Kingshighway beneath Interstate 44 (which cut down the neighborhood's size when built), the neighborhood still contains a lot of the old charm, right down to the fire hydrants that proudly display the colors of the Italian flag.

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

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

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

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

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

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

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

Come to the Emerson Hour

by Joe Willis



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

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



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

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

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

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



Emerson Hour Speakers

2013

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

2014

Dennis Valone
John Bostain
Michelle Seibert

Emerson Hour...con't

Chris Bratton
Richard Neil
Brian Willis

2015

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

2016

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

2017

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

2018

Rod Rifredi
Ku'ulei Nitta
Simon Boutros

Brian Hill
Cheryl Funkhouser
Jamie Gadoury

2019

Dan Fraser
Paul Hasselberger
Anthony Maness
Michael McSellers
Michelle Palladini
Pete Ebel

2020 / 2021

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

2022

Mike Huth
Dan Greene
Antonio Zarzoza
Adam Kinakin
Jeff McGill
Graham Tinnius

2023 - still a secret :-)

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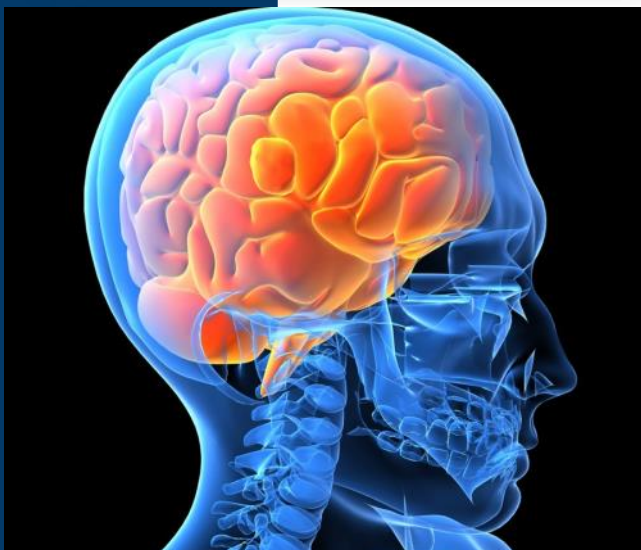
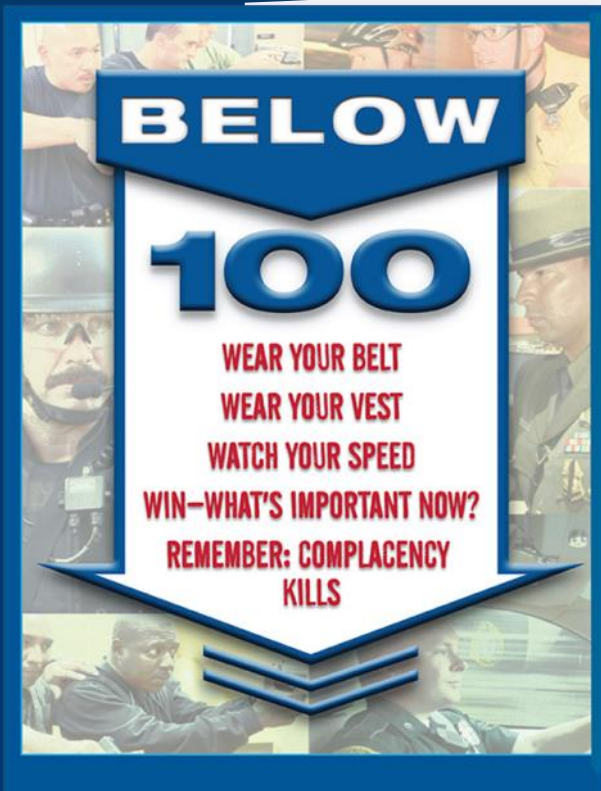
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Officer Safety

Use of Force

Editor:
Brian Hill



To What Standard?

By Kevin Davis



If feasible, the law-enforcement officer has provided a warning to the subject of the deadly force that he will use deadly force;

The law-enforcement officer's actions are reasonable, given the totality of the circumstances; and All other options have been exhausted or do not reasonably lend themselves to the circumstances.

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

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

The totality of the circumstances, including:

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

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

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

Just got home yesterday late afternoon after spending the work week in another state working as an expert on a case where a rural sheriff's deputy was charged with felony mishandling of a firearm in the intentional shooting of a subject in 2021.

I'll cut to the chase and say that the defense team was successful in getting the case dismissed, after the judge concurred with a [*motion to strike the evidence*](#) after the prosecution rested.

This was clearly a political prosecution with an inexperienced D.A., and a prosecution "expert witness" who was anything but *expert*.

What I would like to talk about in this column is the confusing message this state has for law enforcement officers reference use of force.

Basic Academy

I have received the use of force curriculum from at least three regional training academies in this state.

The standard that cadets are taught, is Tennessee v. Garner, and Graham v. Connor.

In 2020 the legislature in this state passed new state administrative standards on the use of deadly force by law enforcement.

Since then, basic academies have included these new state standards. They include the following language:

Use of deadly force by a law-enforcement officer during an arrest or detention, states:

"A law-enforcement officer shall not use deadly force against a person unless: The law-enforcement officer reasonably believes that deadly force is immediately necessary to protect the law-enforcement officer or another person, other than the subject of the use of deadly force, from the threat of serious bodily injury or death..."

of deadly force;

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

(v) the seriousness of the suspected crime.

As you can see, some of these standards are similar to Graham and Garner:

- Reasonableness,
- At the time,
- Based on the perspective of a reasonable officer on scene,
- Based on the totality of the circumstances,
- Based on his/her reasonable perceptions

Not a part of Graham, or Garner are these standards:

- Immediately necessary,
- All other options are exhausted,
- Whether the officer engaged in de-escalation measure,
- Whether any conduct by the LEO prior to the use of deadly force intentionally increased the risk of a confrontation resulting in deadly force

So, we now have a conflict between Graham and State Code. Notice that no directions are given as to the more subjective portions of the state code, i.e. the “conduct” which the legislators believe will “intentionally increase the risk of a confrontation.” Put simply, both the de-escalation methods and the officer tactics can be examined subjectively in 20/20 hindsight and found to be in violation by a Grand Jury or trial jury.

In-Service Training

What is absolutely abhorrent to me is that this state did not require ANY in-service training for law enforcement personnel within the state after the new laws were passed!

In another shooting case I worked last year in this state, an officer was charged with murder after a perfectly lawful shooting. The involved officer fortunately had taken the time to research, *on his own*, the new legal restrictions. The Attorney General in this state, had not released a training program, giving all officers in the state training on the new laws!

Agency General Orders (Policy & Procedure)

The General Orders on Use of Force from the Sheriff's Office involved were written in 2016, are straight out of Graham v. Connor, and *do not include the new legal standards*:

Note: reasonableness is defined by the U.S. Supreme Court in Graham v. Conner, 490 U.S. 386, 104 L.Ed.2d 443, 109 S.Ct. 1865 (1989).

Considerations:

a. The "reasonableness" of a particular use of force must be judged from the perspective of a reasonable officer.

b. "Reasonableness", analysis contemplates careful consideration of the facts and circumstances of the incident, including;

i. The severity of the crime at issue

ii. Whether the suspect poses an immediate threat to the safety of deputy(s) or others, and

iii. Whether the suspect is actively resisting arrest or

attempting to evade arrest by flight (in Deadly Force situations flight can be considered only when the person poses an immediate threat to others or the deputy)

c. *Reasonableness is examined not only through the eyes of a reasonable officer, but through the eyes of a deputy on the scene, at the time, rather than with the 20/20 vision of hindsight.*

d. *The deputy must have acted properly under the established law at the time.*

Confusing and Flummoxing

Consider that this state:

- Is within the 4th District (the federal district where Graham came from),
- Teaches Graham v. Connor in the basic academy as the legal standard on use of force,
- Has Graham included in police agency's policy.

Yet, does not want to refer to Graham as the legal standard. Both in this trial and the previous one from last year, the judges refused to acknowledge the Graham standard.

Last year, the judge stated Graham was a civil case and did not apply to a criminal trial. This year the judge was clearly confused.

Both judges would not allow elements of Graham v. Connor to be introduced in the officer's defense!

As one of the defense team attorneys told me this week, "D.A.'s and judges do not know use of force law!"

Officer on the Street

So where does all this lead officers on the street in, "situations which are tense, uncertain, and rapidly evolving?"

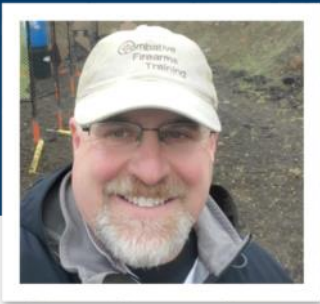
To the confusing world where they can be within their basic academy training on use of force, and be within policy, and still be charged with a crime in a perfectly good use of force!

I'll be teaching *Officer Charged!* at the conference this year and we will be dealing with these issues and much more! I look forward to seeing you in St. Louis! **ILEETA**

About the Author

Kevin R. Davis is a retired L.E.O. from the Akron Police Department. With over 39 years in L.E. and 33+ years full-time. KD's experience includes: street patrol, investigative narcotics, training bureau, and Detective assigned to the body worn camera unit. Kevin has authored two books: *Use of Force Investigations*, and *Citizens Guide to Armed Defense*. You can visit KD's website at KD-ForceTraining.com where you can read his blogs on use of force. Kevin's email address is: TrainerKevinDavis@gmail.com

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Just Be Better!

by Todd Fletcher

In 2011, while still working as a full-time police officer, as a side business I started my own firearms training company. Since then, I have been continuously shocked by how many instructors and shooters have been saddled with the curse of low expectations. They simply don't understand the level of performance they're capable of because no one has allowed them to safely push their limits. Instead, law enforcement firearms training has been boring, redundant, and s..l..o..w.

This live-fire class will help instructors determine their personal limits and will show instructors what they can do to push the performance limits of their students. Class will include precision shooting drills as well as drills that will push students to shoot faster, move faster, and perform under time duress.

Be Realistic

There is a time and place to slow things down. When we first learn to shoot, we need a solid grasp of the fundamentals of marksmanship. This is best done slowly and methodically so we understand what it takes to repeatedly make good shots. Likewise, if we're working on a new technique or tactic, it's best to walk before we run. The problem arises when that slow speed is the only way we practice.

As law enforcement firearm instructors, we are obligated to provide the best training we can to prepare officers to prevail in a fight where death is a possible outcome. When the prospect of death is lingering over the heads of officers, we need them to perform to the highest skill level possible. If it's true that under this type of stress that officers will revert to their level of training, then we need to train them to perform at a higher level instead of reverting back to being s..l..o..w.

Watch some of the officer-involved shooting videos. During a fight for their life, are officers shooting slowly and methodically, or are they pushing the limits of performance? Most of them are shooting very quickly, but very few police officers are trained to shoot quickly,

deliberately, and accurately. If they are going to shoot quickly to defend lives, we should equip them with the skills they need to be successful.

Training Culture

This starts with changing the range culture. Another part of creating a positive range culture is to create a psychologically safe training environment. Far too often, instructors sabotage their own classes by belittling, embarrassing, and ridiculing their students. The result is we have students who dislike going to the range so much that they get physically ill and sick to their stomachs just thinking about firearms training. Whose fault is this? As firearm instructors this is our fault. We need to stop this type of behavior before it starts. A positive training culture that supports instead of abusing students is the place to start.

We need to make it acceptable for our students to fail safely if it facilitates the learning process. Not all misses in training are unacceptable, as long as the misses occur during drills where students are intentionally pushing themselves to discover the boundaries of their shooting performance. If we are trying to improve our ability to shoot fast and accurately, we need to determine the pace where skills begin to fall apart. Additional practice should be done at this pace until all the shots are kept within an acceptable target area.



Better Instructors

As instructors, it's incumbent upon us to explain concisely and completely each skill and drill we are asking our students to perform. These communication skills are

critical for success. We need to confirm our students understand what we are asking of them for each drill. This includes the accuracy standard for each drill. If we don't explain the accuracy standard, most students will conduct drills s...l...o...w so they don't risk a miss that draws the instructor's ire. Maybe it's time to review what you just read about training culture.



It's just as important for us to be able to demonstrate the skills and drills to our students. This provides students with behavior to model. After hearing the instructor explain the skill or drill, students should be able to see it so they can attempt to replicate it to the best of their ability.

Unfortunately, here's where some instructors forget the reason for demonstrating drills. I know some instructors who refuse to do demonstrations. They give all sorts of excuses, but the real reason is because they are afraid of failing in front of students. If this is the case, just be better.

On the other end of the spectrum, I have been in classes where the instructors want to prove to everyone in class that they're the best shooter on the range. These classes turn into nothing more than a demonstration of the instructor's shooting prowess. No one cares. Just teach better.

When it comes to doing demonstrations, remember it's not about you. It's about your students. No one cares if you are the best shooter on the range. As the instructor, your job is to make your students better. Demonstrations need to be for the student's learning objectives and not for the instructor's ego.

It's time to step out from the shadow of mediocrity. Firearm instructors and our students have been burdened by the curse of low expectations for far too long. Instructors need to be more than a red shirt and a Sharpie. Be a mentor, leader, coach, and teacher who can squeeze the most performance possible out of each student. Raise your expectations, and they will rise to the occasion. Just be better! **ILEETA**

About the Author

Todd Fletcher has over 30 years of law enforcement experience. He has presented instructor development training at multiple ILEETA Conferences. Todd writes regularly for Police1, Police & Security News, and American Police Beat magazine. As co-owner of Combative Firearms Training, LLC, Todd provides instructor development classes to law enforcement, private security, and military instructors. Todd was selected as the 2022 ILEETA Trainer-of-the-Year and is a member of the Grayguns Shooting Team. He can be contacted at Todd@CombativeFirearms.com.

ILEETA★2023

CELEBRATING 20 YEARS OF PURSUING EXCELLENCE IN LAW ENFORCEMENT TRAINING

Understanding and Training Female Shooters Instructor Development

By Lou Ann Hamblin

It occurred to me recently that I may have learned some things over the last 29 years of training. One thing is that there is still a gap in the area of understanding and teaching women how to shoot, and how to shoot well. Why does this gap exist? Why do I still get the 'she can't shoot, and we can't teach her, can you help' emails?

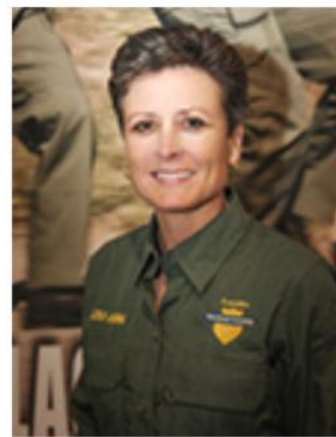
In January 2020, ILEETA members including myself, Harvey Hedden, Bill Campbell, Mike Boyle, Vicki and John Farnam presented at the SHOT Show in Las Vegas for an audience of three hundred participants as a part of the Law Enforcement Education Program (LEEP). The panel discussion was titled "Firearms/Deadly Force Training."

In my opening remarks I stated that *the law enforcement profession and law enforcement training is in trouble*. This preceded the Pandemic, and the George Floyd and Daniel Prude incidents. I still feel the law enforcement profession and law enforcement training is in trouble. Just like any other industry, training is an intangible item, and it will always be the very first line item to get slashed. What does this have to do with understanding and teaching female shooters you ask?



In 1999, while still employed by Heckler and Koch's International Training Division, we delivered the first "Survival Skills for the Female Officer" class. Soon after I was encouraged by John Benner of Tactical Defense

Institute to 'develop and deliver your own material and do what you do best.' Since that time, I have trained over 5,200 women behind the pistol.



What have I learned? I have learned that there is a severe lack of law enforcement firearms training at a national level and has been in the last 10 years which has led to a low level of performance across the board for officers regardless of gender. It has also led to a low level of understanding for instructors who train them.

In 2004 I began surveying the women in my classes. Below are the years distributed ranked answers to the survey question "what do you feel would assist you in improving your shooting performance?"

2004-2019, 2021-2022 (LEOs)

- Need more time
- More 1 on 1 instruction
- Gear that fits
- Vocabulary/better explanations
- More experienced instructors
- Other social issues to include discriminatory behaviors i.e., singling out females

More experienced instructors ranked fifth with vocabulary or communication ranking fourth.

Becoming an instructor is about responsibility. It's about developing your craft as a professional. Instructing is as much of a perishable skill as shooting. If trainers are lacking in recent practice or overall experience their ability to assist the end user in performance improvement is minimized. They find themselves wearing a red hat and

carrying a clipboard proudly displaying a pin that says "firearms instructor" in name only.

This year at the ILEETA conference I will be delivering a block of instruction that will assist instructors and provide some shortcuts to understanding and teaching female shooters. Some of the topics will include; how a female's physiology plays a role in the shooting process, ergonomic aides currently available, vocabulary, social issues and communication styles that can impact the female shooter. We will also dive into diagnosing shooting errors and remediation techniques, how technology be of assistance, instructor's challenges and case studies and any other relevant topic you would like to discuss. Hope to see you there. **ILEETA**

About the Author

Lou Ann proudly served the law enforcement profession for 22 years before retiring. Lou Ann has had many roles during her law enforcement career to include uniform patrol, bike patrol, undercover narcotics and prostitution operations, and a temporary assignment with a DEA Task Force. She holds a master's degree in Human Performance Technology and Instructional Design from the University of Michigan. For the last twenty years Lou Ann has specialized in training female officers, having trained close to 5,000 in pistol alone, and is a certified firearms and defensive tactics instructor in a variety of disciplines. Lou Ann conceptualized the nationally recognized Building Warrior Women® training event for women in public safety that has been publicized as the finest leadership and survival skills training for female officers in the United States. She instructs internationally in the

areas of instructional leadership, training for specialty units to include survival training for school resource officers, female specific, police cycling operator and train-the-trainer level classes. Her national conference presentations include: The American Society for Law Enforcement Trainers (ASLET), The International Law Enforcement Educators and Trainers Association (ILEETA), The International Police Mountain Bike Association (IPMBA), and The International Association of Law Enforcement Firearms Instructors (IALEFI), Rocky Mountain Women in Law Enforcement (RMWLE), Tactical Strength and Conditioning (TSAC), the National Tactical Officers Association (NTOA) conferences, and the International Association of Women Police (IAWP). Lou Ann has also instructed at the A Girl and A Gun National Conference numerous years. Lou Ann is a Team One Network adjunct instructor and Master Pistol Instructor through Heckler and Koch and is a certified armorer for a number of weapon systems. She authored the "Firearms Training" chapter in IPMBA's Complete Guide to Public Safety Cycling 2nd Ed. and has authored many articles in Law and Order, Police Marksman magazine, PoliceOne.com, IALEFI's "Firearms Instructor" and the IPMBA Newsletter. She currently serves as an advisory board member for PoliceOne.com, and is a former consultant and presenter with Calibre Press Women's Street Survival Seminars, of which she co-wrote. Lou Ann served as a part-time faculty member with the Washtenaw Community College Police Academy specializing in physical skills and proctored the MCOLES physical agility pre-test for seven years. She also served as the Law Enforcement In-service Training Coordinator for Schoolcraft College. There she supervised the in-service training program, its instructors, and the curriculum as well as grant writing and execution. Lou Ann also serves on the Board of Directors for IALEFI, is a certified Master Firearms Instructor and has taught at many of their train the trainer "Master Firearms Instructor" classes and conferences. She was named ILEETA's "Iron Cop" in 2009 and in 2015 Lou Ann received Alumnus of the Year for the University of Michigan School of Education for her contributions to public safety training. Lou Ann is an avid cyclist and runner completing several marathons and half marathons. Contact Lou Ann:

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International Law Enforcement Educators and Trainers Association



Defensive Tactics Checklist: How to Measure DTAC Skills

by Harinder Singh

Are you getting better? Or are you wasting time? My teacher always told me that time is the most precious

commodity we have. We can spend a lifetime training, and never improve or reach our potential. The purpose of this article is to provide you with a checklist of training ideas so you can measure your skill and growth. Only things that can be measured can be improved upon. We have to approach our training like scientists who are constantly asking questions, testing, and measuring our skills and abilities.

Honesty and Humility

The path to improvement requires honesty and humility. We have to be honest with our skill level and assess our strengths and weaknesses. Start with your weak positions and learn to solve the problems. Your confidence is directly related to your ability to deal with weak positions. Start with the weak positions, and learn to defend, escape, and then counter. Get comfortable exposing your weaknesses, you will lose in training, but this is the path to improvement. Ask yourself, how much time do you spend in inferior positions? The amount of time you spend recovering from inferior positions will build real confidence.

Study your tendencies and preferences. If you are really good at a particular technique or strategy, you will prefer to use it, and rely on it. Growth comes outside of your preferences and tendencies. By exposing yourself to vulnerable positions against your students and your partners you can work through them and develop new skills. You need to let go of control this is your first victory over yourself. If you are worried about losing to your students, and to your partners, your ego fear dominates you and have already lost. Growth requires humility and the death of your ego.

Knowledge vs Skill

Knowledge and skill are two very different things. Knowledge (correct information and instruction) has to be passed through a training method to develop skill. Knowledge is not power; power is the ability to apply knowledge. The correct training requires a deliberate practice method to develop proper body, mind, and breath mechanics. Deliberate practice is a mindful approach to training. It is not based in mindless repetition, doing the same drills over and over. Drilling for the sake of repetitions is a waste of time. Drilling with feeling awareness and conscious questioning will unlock your potential and raise your skill.

Measuring Ability

When measuring your abilities or your opponents', you should consider 3 areas, skill, attributes, and experiences. Skill is your ability to execute your defensive tactics and techniques under pressure against a resisting opponent. Attributes are your abilities like speed, strength, timing, power, sensitivity, line familiarization, awareness, and spatial relationship. Experiences are gained through running scenarios, sparring, or actual combat against resisting opponents. By measuring a person's skill, attributes, and experiences you can gain a correct assessment of their abilities.

Tactics and Strategy

From a tactical perspective we need to assess 5 main areas of combat. The ability to engage, dis-engage, counter, finish and endure.

When engaging your opponent either you can choose to go first, or your opponent can initiate. When you choose to engage your opponent, you can do so with pace, fraud, or force. You can attack straight, go around, or draw them in. When your opponent chooses to initiate, you can counter them before, during, or after their attack. You must also develop the ability to disengage from an opponent on your terms (perform a tactical reset) or follow the opponent and fill the space when they try to disengage (be careful that they are not luring you into a trap).

When you engage an opponent, you have now entered

the danger zone, you are close enough to get a hold of them or hit them, but they also are close enough to counter you. Whenever you engage a threat, you must have a mindset of attack-counter-recounter. You must be humble enough to give this individual the respect that they can counter you. They can counter you by intercepting you, crashing in and overpowering you, going around you, drawing you into the line of fire, or changing level and going underneath you. In training you must assess all possible scenarios so you can be prepared.

The ability to finish or end an altercation is of paramount importance. Once you develop a finishing move, it will force your opponents to react to it in predictable ways. This will allow you to develop follow up moves that counter your opponent's counter to your original move. In this way a few finishing moves can trap your opponent and greatly elevate your game. Remember to never force a finishing move, these moves must be things that come naturally to you based on your body type, personality, and training modality.

The ability to endure, is the ability to last for however long the altercation will last. In a perfect world we want to finish the fight quickly, but we must be ready for the unpredictable chaos of a street fight. We need to cultivate the ability to breathe and relax under pressure and find moments to rest inside the fight. We have to be prepared to take blows, lose our balance, and immediately recover our center. The key is to understand pressure, and progressively increase the pressure in

training so that we can make ourselves comfortable in uncomfortable situations by expanding our comfort zones.

Conclusion

Fighting is a moving relationship based on timing, angles, distance, awareness and endurance. So, create scenario-based experiences that mimic realistic movement, pressure, resistance, and counters. Include primal patterns of shoving, swinging, shooting (take down), stabbing, and slashing with weapons. Prepare for ambush attacks and be able to face one or many opponents, with and without weapons. The master key to empowering officers and making their defensive tactics work is their ability to relax under pressure, slow down perception of time, expand awareness, and make conscious choices in chaos. Join us for **"DTAC08 – The 8 Skills of Defensive Tactics and Awareness in Combat"** on Tuesday, March 21, beginning at 8:00 am sharp and going till 4:45 pm in Grand E.

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About the Author

Harinder Singh is a Defensive Tactics Instructor, Speaker, Author and High- Performance Coach. He specializes in training the trainers and his programs have been taught to instructors of over 150 Law Enforcement Agencies across the globe. He is a Master Instructor of Jeet Kune Do, Kali, Tai Chi, and a Black Belt in BJJ. He is the founder of "DTAC.08" and The Fight and Flow Method.



A Cohesive Active Shooter Coordinated Attack (ASCAR) Response Doctrine

By Scott M Hyderkhan

A sound active shooter and coordinated attack response (ASCAR) doctrine should encompass 4 areas of discipline. These four areas are command, tactical, operational, and training management doctrine. Although unifying the 4 doctrinal areas to encompass the full spectrum of active threat is a goal, it does not realize full cohesion. Full doctrine unity is achieved when an agency's entire list of tactical missions (Mission Essential Task List) is supported by the 4 cornerstones of one doctrine. It is only then that we can formulate a comprehensive effort in preparation for mission success. When full cohesion is realized, achieving mission capability at the most complex mission, computes into readiness in all our missions.

The Current Model is Dysfunctional:

Active shooter response (ASR) protocols came into existence after the Columbine High School massacre nearly 24 years ago. The protocol and training surrounding ASR focuses the attention of first line leaders and officers on small unit tactics both in movement to contact and rescue task force operations. Some operational schooling is given to commands through rarely occurring exercises, whether they be tabletop or actual exercises with officers. There is very little, if any shared understanding of tasks across duty positions. This is problematic when subordinate officers are expected to act outside of their appointed station when orders or direction is not readily available. It is just as problematic if commanders cannot envision what support subordinates may need at the point of a fight, in-order-to defeat a threat. Further, a lack of complex event operational literacy within the US law enforcement commander population is yet another issue.

Commanders will fail to instill disciplined initiative and prudent risk taking within the Officer Corps, if they do not have a Strategy/Intent, and a concept of the operation. A clear stated mission, intent and concept is only achievable through coherent tactics and operational planning that the tactics are employed in. A clear vision for success can only be communicated by an operationally skilled command and staff. Finally, training management in US law enforcement is broken. Tactical training that is rarely

executed will not lead to competency in individual officer or collective skills.

A Way Forward:

A 4-doctrine cornerstone approach, built to address Active Shooters and coordinated attacks, and supportive in the full spectrum of missions within an agencies Mission Essential Task List (METL), is the way forward. The four cornerstones are Mission Command, Tactical, Operational and Training Management Doctrines.



Active Shooter Coordinated Attack Response



Mission Command Doctrine:

Formally adopted by the US Army in 1980, it has existed in practice in the US Army since the mid to late nineteenth century. Mission command philosophy in the simplest of terms, decentralizes leadership down to the lowest level necessary. It allows problem solving and decision making at the point of the problem. It allows subordinates to solve problems based on the vision, and parameters the command has given them through mission orders. Commanders intervene to change orders,

or redirect assets in orchestration of an operation, and to support the efforts of their subordinates. Mission command philosophy is the lynchpin to success in law enforcement's mission of active shooter response. It, however, is not something that turns on and off at a spicket. Decentralized decision making can only be ingrained in the day to day of an agency culture, or it does not exist at all. Mission command philosophy engrained in an agency culture will benefit the citizens of their jurisdiction. The argument of whether US civilian law enforcement should build guardian or warrior officers is a false dichotomy. Mission command philosophy builds problem solvers and decision makers. They think critically and are disciplined in taking initiative and in the exercise of prudent risk taking in the most challenging of circumstances. Our task is to build officers to be what the citizenry lawfully needs them to be in any given situation. Embracing mission command will bring this to fruition.

Tactical Doctrine:

Tactical doctrine in law enforcement must be relevant to the full spectrum of missions within patrolling. Tactical principles and techniques should core mission related. Core tactical skill sets consist of individual and collective tasks, the latter including action drills. Commander's and trainers must connect the dots between principled concepts of cover and contact from patrol missions like social contacts and high-risk traffic stops and correlate them with principles of movement and maneuver against an active threat. We must develop small units in size and composition that support the full spectrum of missions within patrol. A cogent tactical doctrine will build continuity throughout the full patrol mission spectrum.

Operational Doctrine:

We employ tactics through operations. It is how we coordinate the entire incident, whether it is a high-risk traffic stop, domestic disturbance turned barricaded subject, or the most complex of our missions, the response to an active shooter or coordinated attack. In preparation for any potential mission, commands must be able to template/plan, task organize subordinate assets, and disseminate the plan to them. This includes the

primary missions of the organic units within an agency and the assembly and employment of mutual aid and civilian partner assets. Agency heads, commanders, and staff must be well versed in this process. It isn't good enough for commands to be familiarized, or to have templates built for them that they haven't played a role in developing. Operational literacy is necessary for a command to be capable in the pre-planning and coordination of subunit missions.

Finally, an operational doctrine that supports the most complex mission, can be scaled down and support all agency missions. Using the same, but scaled down operational principles during daily duties, trains, lends experience, and confidence to the entire agency in preparation for the worst.

Training Management:

The first three foundational stones of ASCAR Doctrine economizes training. First, by establishing decentralized leadership in a culture of informal and formal leaders capable of leading two levels up and being accountable for the training of their subordinates. Second, by developing a tactical doctrine that is related to full spectrum of patrol mission. Thirdly, by commands developing and communicating mission, intent, and concepts on the execution of missions. But to fully recognize tactical competency, we must embrace training principles within a training management doctrine. Commanders and leaders are responsible for training. First-line leaders are the primary trainers of their subordinates. Training must be relevant, meaning, it must replicate what occurs on duty. Training must be frequent and spaced to maintain a level of excellence. Training is to be realistic and challenging to develop agile leaders and officers. Exercises that include all echelons of leadership must occur. Concurrent training such as training on related individual and collective tasks while on an exercise or at the range, must occur. These and other principles must be enshrined in training management doctrine.

In conclusion:

ASCAR Doctrine is a method to cohesively evolve law enforcement organizations in culture, tactics, operations, and training management. It is a way forward to better performance in everyday operations, through the development of a competent response to active shooter incidents. **ILEETA**

About the Author

Scott M. Hyderkhan is the president of Kinetic Tactical Training Solutions LLC, specializing in Active Shooter Response doctrine in Mission Command, Tactics, Operations, and Training. Hyderkhan is the author of the Active Shooter Response Training: Lone Wolf to Coordinated Attacks Second Edition. His ASR knowledge is based on 19 years as a law enforcement officer and 20 years in the United States Army as a Ranger. Hyderkhan is a partner with the Active Shooter Prevention Project www.asppro.com.



Power Strikes: The Hammer Fist

By Chris Hertig



Being able to land powerful blows is damned important! Big guys and those oblivious to

pain require more force be used. They have to be struck hard. And repeatedly.

A hard, decisive blow can end the confrontation quickly; something which everyone benefits from as the longer it goes on the greater the chance of injury.

There are also multiple assailant scenarios which aren't fun at all! Ya can't get tied up with one fighter any longer than necessary. If you do, his or her associates will out-flank you and jump you from behind. Hitting hard decreases the possibility of this occurring. It may also make the associates think twice about attacking you.

Long struggles draw crowds and cell phones. Crowds will get in the way at the very least and possibly become a mob that turns against you. Cell phones will send video to who knows where. The video can then be spun against the police agency, police in general or even doctored.

We've seen this movie before.....

Hammer Fist Strike:

One simple means of striking is by using a hammer fist. A hammer fist is easy and quick to do and lessens the chance of injuring your hand. The strikes can go downward as usual, but there are other options.



Hammer fists should incorporate the concept of the falling or drop punch developed by heavyweight champion Jack Dempsey and later refined by Bruce Lee. The falling punch involved 3 steps to execute, but trainers may want to simplify it to simply

stepping forward with the lead foot and lowering your center.

The Israeli fighting system Krav Maga utilizes a hammer fist to strike laterally. With KNEES BENT this is an excellent power strike. Striking a target to your side such as the high groin or floating ribs can disable an adversary. In policing, striking with a flashlight or baton is even more devastating.

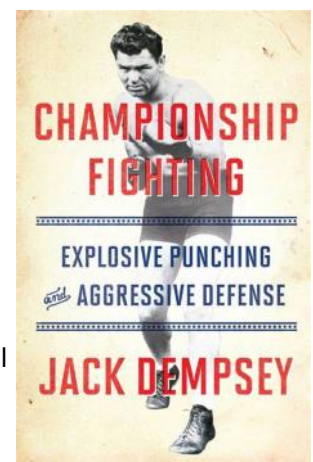
But the hammer fist can be used to the inside also. Bend the knees, torque the body and strike inward towards the center of your body. "Chop the Tree".

This "tree chopping" can be done by using alternating hands. Strike the ribs, lateral femoral, high groin, etc. "Chop the Tree" as a practice exercise. This is a very simple means of learning and practicing the inward hammer fist.

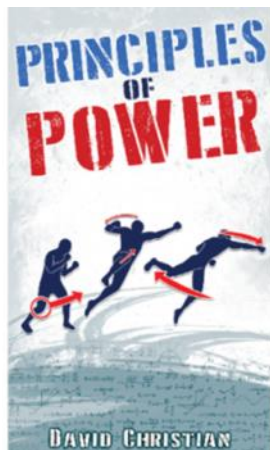


A Few Good Books:

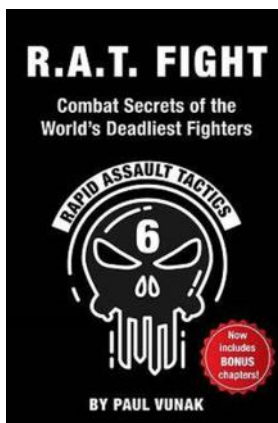
Jack Dempsey's book really delves into the falling punch and can be very useful for instructors. He also discusses a lot about boxing so that useful tips can be found for Defensive Tactics instructional development.



Strikes...con't.



Principles of Power by David Christian is an in-depth analysis of power generation in strikes and kicks. It is a great book, but is oriented toward martial artists and boxers.



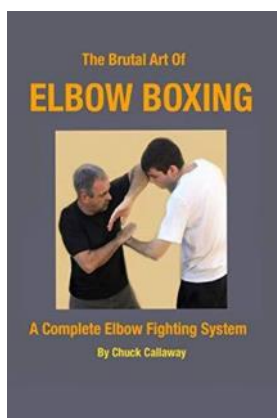
R.A.T. Fight by Paul Vunak is an excellent source of information on street fighting. It also has some great martial arts history. One thing the book explains is how Bruce Lee used a version of Wing Chun's "Straight Blast" to quickly overcome an adversary. This concept is one that requires exploration as to how it can be incorporated into Defensive Tactics. Vunak also mentions overwhelming an adversary emotionally, causing him to shut his

eyes, back peddle, etc. Another concept deserving of exploration.

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About the Author

Chris Hertig is a long-time ILEETA member who is also a Life Member of ASIS International. Chris is on the Advisory Board for the International Foundation for Protection Officers (IFPO). He is both a Certified Protection Professional (CPP) and Certified Protection Officer Instructor (CPOI) and has published extensively. His grandfather taught him the rudiments of boxing as a child and he founded a Karate Club in college. He's taught Defensive Tactics and held several instructor certifications.

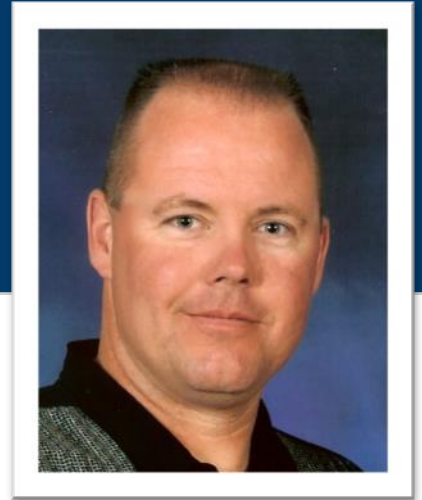


The Brutal Art of Elbow Boxing by Chuck Callaway contains numerous useful tips on in-close fighting and the use of the elbows as weapons. Obviously, this fits into Defensive Tactics.



Rangemaster's Rallying Point

by Jason Wuestenberg



You're in charge...now what? There are no law enforcement basic firearms instructor certification courses that cover the administrative side of running a law enforcement firearms program or operating a range facility. Why would there be? That is not the intent of a basic firearms instructor course. Yet many firearms instructors, some newly certified and some who have many years of experience, end up being assigned as the rangemaster for their agency. They are now in charge of the agency's firearms program and range facility, if they have one.

While there has been a few rangemaster development courses offered over the years from various organizations, they are typically five days long and incorporate a few days of shooting on the range. Otherwise, learning about the rangemaster roles and responsibilities ends up being an "OJT" (on the job training) type of assignment...which is learn as you make mistakes.

The National Law Enforcement Firearms Instructors Association (NLEFIA) created a 3-day Rangemaster Development course that was designed to help rangemasters understand the job before making mistakes. The course has been very successful over the years and has received numerous positive reviews. The course eliminated the range training often found in other rangemaster courses, which is not necessary. And, they cover all aspects and issues that a rangemaster will encounter. That is because the course was developed by five different rangemasters from different agencies and organizations, some small and some large, that use both indoor and outdoor ranges.

Three of the instructors that developed that course, Jason Wuestenberg, Paul Wood, and Ben Kurata, will be presenting the Rangemaster's Rallying Point class at the 2023 ILEETA conference. This 4-hour class will start the first two hours by giving a brief overview of all of the topics that an agency rangemaster should have knowledge about. Topics such as the type of training programs they might be required to manage, development of an outdoor range and an indoor range,

hazards and exposures to mitigate, case laws related to use of force and failure to train, ammo and equipment testing, investigations, selection and development of range staff, and much more.

The second half of the class will be a question and answer session with a panel consisting of five rangemasters (two selected from the audience). The audience will be able to ask any questions relating to rangemaster responsibilities and get different perspectives from a panel of rangemasters with a variety of experience.

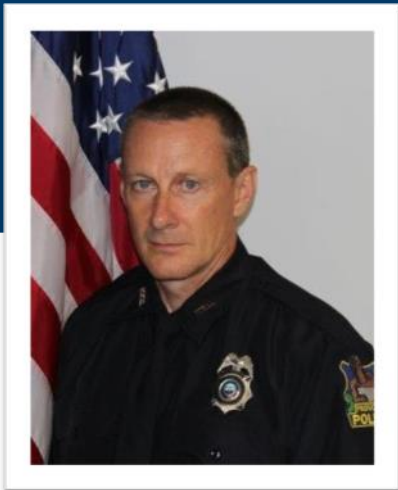
While the class may be intended for rangemasters, any agency senior firearms instructor will benefit from this class. This class is sure to answer virtually any questions a current agency rangemaster or senior firearms instructor may have. The class will be presented after the start of the conference on Monday at 1300 hours. Stop by and check it out!

NOTE: The presenters also authored a book called Law Enforcement Rangemaster – A Foundational Guide. If you bring a copy of the book to the class, the authors will sign it if requested. Copies of the book will not be for sale at the class.

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About the Author

Jason Wuestenberg is a retired Police Sergeant and currently serves as the Executive Director of the National Law Enforcement Firearms Instructors Association (NLEFIA). Jason helped design the 3-day Rangemaster Development course and served as a Rangemaster/Firearms Sergeant for the Phoenix Police Dept (AZ) for the last six years of his career.



The Remington 870

by Carlos Kerley Jr.

The Remington 870 has certainly been in police work longer than any officer currently serving, unless said officer is

well north of their ninetieth birthday. Introduced in 1950 as a sporting shotgun, from the very beginning it was also heavily marketed toward law enforcement as a tool for their sometimes-violent trade. And so, from the very first 870R, it became the primary law enforcement long gun for many decades. Loaded with buckshot and/or slugs, the Remington is a powerhouse of energy when energy is needed, which also has likely led to its demise. Every officer should be familiar with the 1970 Newhall, CA shooting and the 1986 Miami FBI shootout; the Remington 870 was there with us through those and many others.

As mentioned, the 870 has punishing recoil to some and that likely has led to its disappearance in some police regions. Isaac Newton could have been describing the 870 itself when he noted that energy going out the barrel is equal to the opposite energy returned into the shoulder. The rifles capability to hold more ammunition, much lighter recoil, lighter weight, and popularity in general, has led some State training units to completely drop an introduction to the 870 in their basic recruit academies.

However, the 870 hangs on in the police world and is still in use, even though sometimes its only role is for less lethal projectiles. The Remington 870 armorer class comes as a direct request from the officers on the street to ILEETA, which proves it is still alive and there are those still seeking training for it. Since the bankruptcy disruption at Remington and the change to the newly operational RemArms, the factory armorer classes have not been available for a few years now. Some private companies are offering them, but the days of catching a traveling 870 armorer course somewhere near your home location is sadly not part of our world for now.

I was very fortunate in 2011 to receive an assignment at my home agency that most officers wouldn't have the

opportunity to even apply for. The last seven years of my career at the Springfield, MO Police Dept I was the Firearms Coordinator. SPD is staffed a tad less than 400 officers, we ran our own in-house recruit academy, and the firearms staff consisted of a supervisor (me) and an officer who both were assigned directly to the range. My whole life revolved around firearms, specifically, Glocks, AR15/M4's, and that old traditional Remington 870. The department was pretty finicky about me staying current on my certifications, so I received a steady dose of armorer classes every three years to renew them too, which meant two-day Remington 870 armorer classes in 2012, 2015, and 2018.

I was no stranger to the 870 and had been hunting with one since the very early 1980's. After getting into police work and being assigned my first one, my fingers familiarly worked it like a pianist would work a concert piano. Without any thought, the slide cycled, the safety was rolled on and off, and the slide action release was as natural as breathing in and out. No conscious thought required; an asset when stress dictates no conscious thought can be given.

Teaching others about shooting a firearm is all fine, but if you want to learn about the firearm itself, get into them. The more you can see, the more you'll understand, the more you'll recognize problems, and the more you'll fix. My career path had placed me in that very spot with 50-60 annual SPD recruits, around 100 private academy recruits, in-service for almost 400 officers, and the specialty classes putting the Remington 870 shotgun in my face every day. SPD ran about 180-200 shotguns in patrol, and each also had to be inspected annually. I took the first armorer class very seriously, but when I went through the last one six years later, I felt I could teach an *Advanced* 870 Armorer myself as my own personal experiences had far exceeded what the basic class was teaching.

And so, we come to this day in time. Remington, or more properly, RemArms, does not offer the class right now; however, enough officers reached out to ILEETA requesting an 870 Armorer Course that they in turn asked for instructors. I have currently prepared a PowerPoint

with almost 250 slides showing all the aforesaid things I learned through the *870 School-of-Hard-Knocks*. Each student will leave the class with a kit of tools I put together that will get them through their own basic inspections and repairs on their department Remington 870's. Parts are tricky to source, but I have some resources to pass along that may help, and we will discuss what non-Remington parts are viable substitutions. And finally, I reached out to RemArms and gave them a personal invitation to drop in. A rep is working on it, but he has assured me he would throw some goodies in the pile regardless. (A note RemArms rep, you're now committed!).

A few years ago I wrote an article on the Remington 870, which was published in a duck hunting magazine. I don't believe anyone has seen it all or done it all, but in that article, I wrote "if it has happened to an 870, it is very likely I have seen it". I hope a few in this class can add to this with an experience of their own, so that I too will walk away knowing more than I came with. **ILEETA**

About the Author

Carlos Kerley Jr, has been a Firearm Instructor since 1992. The last seven years of a retired career at the Springfield, MO P.D. he was the Range Master in the full time Training Unit for their 391 Officers. He has a Bachelors in Criminal Justice Administration, has been a Police Officer since 1989, and a MO POST Generalist Instructor since 1997. Throughout his career, he has served roles in Undercover Drugs, Drug Unit Supervisor, Detective, Homicide Response Team, Interstate Drug Interdiction, Crime Scene Tech, Community Services, SRT, and a mix of real-world patrol on the streets. He is currently spending his "retirement" as a police officer with the Paducah, KY P.D serving as a Firearms Trainer & Equipment Manager.



Instructor Development

Editor:
Thom Dworak



Simple Ways to Make Your Training More Effective

by Kerry Avery, MEd.



Training is a constant negotiation between time, resources, and efficacy. If you were given the opportunity to create the best possible training, what would you put in it? Interactive content, discussions, exercises, games, scenarios, feedback etc. In reality, the perfect course is never an option but how many of those techniques can you incorporate into your existing training to improve learning?

My goal for this ILEETA conference session was to give instructors some tools they can utilize when they're teaching, that are proven to improve memory recall. This session is for instructors that get to design or have input on the design of their courses, and for the instructors who are handed a slide presentation and told to teach it.

Have you ever had spare time in class because you finished early or had a presenter show up late or not show up at all? What did you do with that time? I have observed numerous courses and watched as instructors struggle to fill in a spare block of time. They would tell them to study their notes or take a break. On occasion, I jumped in and facilitated an exercise that lifted the energy in the room and had everyone focused on the course content. I have no expertise on their topic but I do have a few exercises that can be facilitated in the classroom, without any preplanning.

In addition to some exercises to make effective use of spare time, we will also look at tweaks you can make to improve your existing course design. We will discuss methods for presenting content, engagement, and improving memory recall. Making changes to the teaching

methods will take some time and effort but it will be well invested when the same course has better results.

This session will be interactive and thought-provoking. We will be working together to identify the various methods supported by research on adult learning and figuring out how you can incorporate them into your training. If you have any specific challenges or questions, bring them to the class and we will try to come up with a solution. This is (Vygotsky's) social learning theory which is one of the concepts we will be discussing and adding to the toolbox.

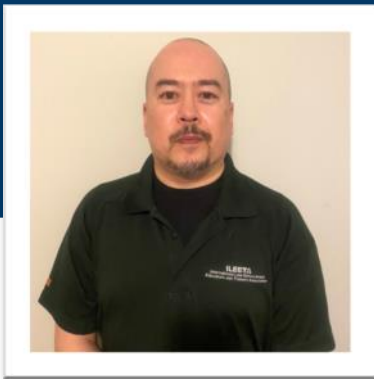
I'm looking forward to talking about learning methodologies and sharing ideas on how to turn theory into practice to maximize the limited time we have to prepare officers to do their job. **ILEETA**

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 13 years spent working with law enforcement to develop classroom, online and blended learning courses. In addition to course development, Kerry coaches and teaches law enforcement instructors on course design and facilitation. She has worked with agencies in Canada, the United States, and internationally with ICITAP in Central America and Ukraine. Kerry is the editor for the ILEETA Journal, and has presented at the ILEETA, IADLEST, and IACP conferences. She can be reached at Kerry.Avery@shaw.ca.

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International Law Enforcement Educators and Trainers Association



Mix It Up! Using Interleaving in Training

by Jason Der

Interleaving is the practice of varying or mixing up related concepts being taught or learned. It contrasts with blocking where teaching focuses on one topic in a concentrated and sequential fashion before moving on to another topic. Interleaving is a simple but powerful tool that any instructor can employ to increase student learning and retention, improve the effectiveness of studying, and transform students into stronger problem solvers.

To understand interleaving it's helpful to start by understanding blocking which involves solving the same type of problem using the same type of analysis. If you are teaching lessons on A, B, and C then blocking would look like: AAABBBCCC. This approach will look familiar to many people as (unfortunately) most instruction is traditionally delivered in this fashion. While it seems like an intuitively efficient way to teach, research shows that blocking creates barriers to learning.

Blocking causes students to stop paying attention to the lesson due to a phenomenon called attention attenuation where repeated examples that are similar leads to the fading attention of students. The result is that students use a mechanical, rather than cognitive, approach to learning as they begin relying on rote memory or muscle response to formulate their answers. Blocking is popular with some instructors because it tends to show strong results in a short time frame. This increased performance creates an illusion of learning as students are actually "looping information through short-term memory without having to reconstruct the learning from long-term memory" (Brown, 2014, p. 313). Studies have shown that declarative memory (conscious memory of facts and events) and procedural memory (skills required to perform a specific task) both deteriorate faster and more profoundly when students use blocking. This is akin to cramming for an exam: you might squeeze out a lot of correct answers a short time later, but in the long run you will have difficulty remembering and applying the information.

Interleaving, by contrast, involves mixing up the lessons to create temporal and cognitive gaps. In the ABC example for blocking the instruction could be delivered in various combinations such as CABACBBCA. The key is to mix different but related concepts that allow students to compare/contrast the information. Interleaving results in "the creation of stronger and better neural connections by engaging the students' neocortex to recognize subtle differences between divergent but overlapping sets of neural links" (Oakley et al, 2021). This discriminative contrast is created by juxtaposing different categories which forces the student to identify which strategy can be used to solve the problem before they can provide an answer (Kang and Pashler, 2012). Interleaving increases learning because students can see how concepts differ as well as relate to one another. Drawing these parallels and differences requires that the categories be related yet sufficiently discernable from one another. Interleaving mimics real life where problems come at us from different angles all the time so the goal of interleaving is to build elaborate mental schemas that students can refer to when applying learned concepts and use as scaffolds to facilitate the acquisition of new knowledge and skills (Wazir et al, 2021).

An important tool in interleaving is the use of exemplars which are prototypical or excellent models. An exemplar can be an idealistic demonstration of a specific motor skill, an iconic image of something to be memorized, or any example/model which captures the desired lesson you want the student to learn. Exemplars set a benchmark for the comparison and contrast effect in the lesson to follow and it helps students react to any novel changes which is something new, unusual, or unexpected. Research shows that "the effectiveness of interleaving exemplars of different categories enhanced inductive learning of the concepts based on those exemplars" (Kornell and Bjork, 2008, p. 585). This means that comparing exemplars allows students to adapt to novel changes more aptly because it develops metacognition which is how to think rather than just what to think.

Interleaving...con't.

The side benefit of interleaving is that it helps students become better students. By demonstrating interleaved instruction, students can use those same principles to prepare for exams and gain the benefit of increased retention. This in turn creates better problem solvers who can better adapt to changes in their environment by drawing on all the lessons they've learned. Szpiro et al (2014) showed that "interleaving training on a given task can enable learning on a different task. Cross-task training not only enabled visual learning, it also facilitated it relative to extensive training with one task suggesting that different tasks during training can affect each other and further enhance learning." Interleaving is therefore a powerful tool for studying as well as instructional delivery.

Students generally find that interleaving takes more effort, perceive it to be more difficult, and find it less rewarding. (Anthonysamy, 2021). But it is this desirable difficulty that makes interleaving so effective. It is analogous to strengthening muscle by doing resistance training or increasing cardiovascular endurance by running. The intention is to foster a learning environment where "neural processes responsible for performing the trained task are stimulated sufficiently while in a sensitized state" (Wright et al, 2010). Because of the increased difficulty for students, instructors should ensure that they create robust yet flexible lesson plans that invite student feedback to ensure it's working. Explaining to the students the reason for mixing up the lessons at the onset is an important step to alleviate concerns. This is also an opportunity to utilize preassessments for setting a baseline on student knowledge as well as showing them the overall goal of the interleaved lessons to follow. When adapting lesson plans to incorporate interleaving instructors may need to reduce the total number of questions because of the increased cognitive demand for the students. Students may feel negatively about interleaving even when assessment of their performance indicates that they have improved. This is because they are used to blocking which requires less front-end effort. Instructors can counter this by explaining the purpose and expectations of interleaving prior to starting the lesson.

There are a variety of ways to utilize interleaving. You can mix up old and new content simply by rearranging the chronological order of the lessons or use cumulative testing which has questions about previous content imbedded in the test for the new content. Station rotations allow you to teach a basic concept then move the student through instructor-led stations with novel applications of the concept or you can teach an introductory mix of related concepts then move students through stations where they must decide which concept is applicable before utilizing it. Examples for motor skills learning are mixed bag drills where students move from one station to the next and react to subject behavior changes at each station or shooting drills where students move down the line and the barriers and/or targets change at each stop. The capstone would be integrated lessons where motor skills are performed then during the debrief the student relates their decisions to policy, case law, report writing, and providing testimony in court. If that last example sounds familiar, then you probably recognize it as a comprehensive reality-based training scenario which is interleaving in action.

Interleaving is a great tool for instructors because it's inexpensive and can be adopted without any changes to the curriculum. It is ideally integrated at the instructional design stage, but any instructor can incorporate interleaving into their learning environment. The spacing between lessons creates an inherent opportunity for reflection which enhances student declarative and procedural memory. But it is an investment with the rewards seen down the road. Be prepared to work through that desirable difficulty with solid lesson plans and by soliciting student feedback. Mix it up for your next lesson and see how it improves student performance.

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About the Author

Jason Der is in his 15th year of service with an undisclosed agency in Saskatchewan (Canada). During his tenure Jason has worked as a field trainer, arrest and control tactics instructor, academy instructor, and scenario safety officer. Jason has previously served on his agency's provincial Equipment Advisory Group as well as the Training Advisory Group. Jason is a volunteer with the Law Enforcement Torch Run for Special Olympics and is the Social Media Director for the LETR in Saskatchewan.



Achieving Consistent Instruction with Multiple Instructors

by Patrick Horine



An always present challenge for academy instructors and supervisors is achieving and maintaining consistent instruction with multiple instructors over time. Even competent, well-intentioned instructors will struggle for consistency without proper support.

While the lesson plan is typically used to standardize training, practical hands-on training often provides minimal guidance to standardize training.

Training that is not consistent – that is, is not consistently presented from one iteration to the next – is not valid and exposes instructors and the agency to potential liability.

Inconsistent training may come about because of:

- Inadequate supervision – Without adequate oversight, instructors may vary from the lesson plan content or use unauthorized materials, e.g., motivational video
- Poorly trained or prepared instructors – A poorly trained instructor will not be able to perform competently due to their lack of skills. A poorly prepared instructor, such as one who is told to teach a class at the last minute without adequate preparation time, may fail to follow the lesson plan and instructional guidance due to the lack of preparation.
- Inadequate time or resources for training – Academy instruction demands close attention to time management. An instructor who goes over their allotted time forces the next instructor to rush through training to get back on schedule.
- Inadequate instructional guidance – Lesson plans written as outlines or vague practical application guidance will inevitably lead to inconsistent instruction amongst the instructors over time.

To ensure training is consistent, each of these potential causes—proper supervision, instructor training program, budgeting of resources, and thorough instructional guidance—must be addressed.

Lesson plans must be written with enough detail for any qualified instructor to provide consistent instruction. Agencies should have a current lesson plan for each topic instructed and require instructors to use it for instruction. Allowing multiple instructors to teach the same subject, each creating their own personal lesson plan, is highly likely to lead to inconsistent instruction and confusion amongst students. To be clear, instructors should personalize their copy of approved lesson plans and use appropriate personal anecdotes while remaining consistent with the lesson content.

Examinations must be written such that any instructor or administrator can provide the examination. Written test administrators should not have authority to modify testing procedures or scoring. Issues such as a student challenging whether credit should be given for an answer or concerns about testing conditions must be forwarded to the appropriate supervisor for action. This will ensure consistency in resolving test-taking issues and keep administrators aware of testing issues.

For practical exercises/performance evaluations, a practical exercise guide will provide detailed guidance on conducting scenario-based training. The practical exercise guide is an extension of the lesson plan and provides the same level of detail. For practical evaluations, a checklist with sufficient detail to standardize evaluations is essential. Instructors should be briefed prior to the evaluation to ensure consistent interpretation and scoring of the checklist.

Although detailed, well-written lesson plans do an outstanding job of standardizing training in the classroom environment, they may be inadequate for this purpose during practical application drills. In these cases, I recommend using drill cards to standardize training. Drill cards are developed with other curriculum materials and go through the same validation and approval process. The drill cards are used during the practical application to structure the training in a consistent manner.

Consistent...con't.

Drill cards are a detailed guide that supplement the lesson plan. The drill cards plan out the use of time during practical application to ensure the progression and drills conducted are done consistently from instructor to instructor and from class to class.

For example, a range drill card book will specify the specific drills to be conducted, in order, and the number of repetitions. This aids not only in standardizing the training, but projecting resource requirements such as consumables (ammunition in this case) and time.

There is no standard format for drill cards. However, sufficient detail must be provided to ensure drills are conducted the same by different instructors over time. Drill cards work best for subjects for which the students will train on numerous skills over the course of several training sessions. Firearms training, defensive tactics training and physical fitness training all can be standardized through drill cards.

In summary, achieving consistent instruction requires supervision, well trained instructors, adequate resources and time, and lastly, detailed lesson plans and practical application instructional guidance such as drill cards. By employing these recommendations, you will ensure consistent training over time. **ILEETA**

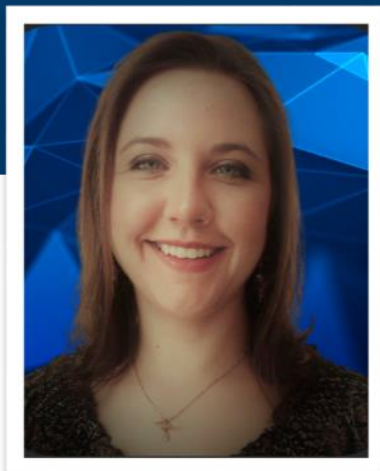
About the Author

Patrick Horine served 20 years in Marine Corps Law Enforcement. Currently, he works for Homeland Security Solutions, Inc. as the curriculum and accreditation manager for the Marine Corps Police Academy, Fort Leonard Wood, MO. Patrick has a Master's degree in Educational Leadership and has taught instructor development for the past 20 years. He can be reached at horinep@hssi.com.



Stop Hurting My Brain! A Panel Discussion of the Psychological Impacts of Scenario-Based Training

by Alexandra Kitty Nelson



Stress. Law enforcement. Realistic training. Cumulative trauma. Stress injury. Exhaustion. Generally speaking, the current state of policing is pressure-laden

whether managing external incidents or navigating internal politics. I have yet to meet an officer who has described their agency as a mentally healthy, nurturing environment where officers successfully weather trauma and serenity reigns. Realistically, some occupational stress is inevitable and exposure to trauma is likely. Total avoidance of trauma and stress is not a reasonable approach given that police officers exist to problem-solve and maintain the peace. We prepare officers to confront real life situations through training and realistic scenario-based training is an effective educational method. As scenario-based training has evolved, the effects of stress on physical performance, cognitive load, and decision-making have been studied. But have we given sufficient attention to what happens once the scenario is complete?

Imagine a training day in AnyTown, USA. The officer trainee has just been exposed to the sights, sounds, and smells of a traumatic incident during a realistic scenario-based training. The trauma exposure induces physiological and cognitive stress responses in the officer. By the end of their standard 8-hour training day, that same officer experiences multiple, back-to-back traumas as a part of training before flying out the door as quickly as possible to get home, off to their second job, or “anywhere but there.” Scenario debriefs focus heavily on tactics and decision-making with little room for discussion of the emotional and psychological toll to be paid for bearing witness to varying degrees of horrific situations. Persistent stress responses without resolution can lead to cognitive dysfunction and physical injury. Extrapolate those exposures over the course of a week of training... and then years of a career. Finally, after taking into account that research indicates stress responses experienced in training are similar to those experienced in real life, add trauma exposure during training to the

traumas officers experience on the street. Phew!! That’s a lot!

Throughout their time as law enforcement professionals, officers collect an assortment of traumatic experiences retaining select memories of those encounters. Their internal processing of those experiences and memories varies for many reasons including their personal level of experience and psychological makeup going in to the incident along with cognitive processing and external support systems coming out of the incident. The traumas officers encounter compounded with the associated exposures to the emotions of survivors, offenders, and witnesses accumulate as encounters continue to occur. As trainers, we have learned and corrected for methods and concepts causing “training scars” over the years. I propose that attending to officer mental health during training and normalizing practical, evidence-based post-training decompression methods are additional areas where we may not be serving our officers well...or at all. We must ask ourselves if this is another training scar that needs attention.

In light of contemporary focus on officer mental health, the law enforcement profession is obligated to look inward at its contributions to stress injury. Robust training not only teaches the task but also prepares personnel for managing accompanying occupational stressors. Addressing trauma exposure and how to manage its effects during scenario-based training are opportunities to bolster resilience and train officers to use stress reduction techniques they can translate to real life. This is also an opportunity to reduce the negative impact of accumulated trauma officers inevitably amass over the course of their careers. As we realize the effects of trauma exposure in our officers, it is our responsibility as trainers and good partners to do more to create psychologically safe environments in which our students can thrive.

On Thursday afternoon at the annual ILEETA training conference (March 23rd), we will start a conversation about the psychological effects of scenario-based training on police personnel. Subject matter experts weighing in on the topic include Lynn Westover (SLC Squared –

behavior pattern recognition expert), Nicole Florisi (VirTra – law enforcement subject matter expert), Von Kliem, MCJ, JD, LLM (Force Science Director of Consulting Division – human factors application in force encounters expert), and Jeff Johnsgaard (Natural Tactical Systems – realistic scenario training expert). We will identify the benefits of consciously considering student mental health in training plans, describe the challenges such consideration poses for trainers, and explore how to create trauma-informed training environments. Come join the discussion!

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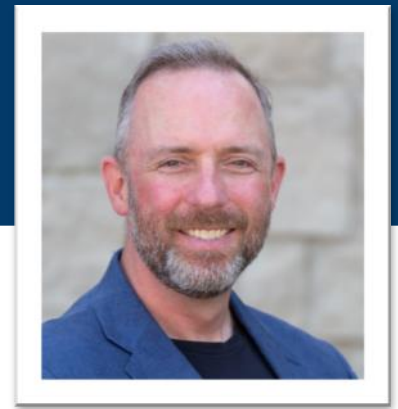
About the Author

Sgt. Alexandra Kitty Nelson works as a day shift supervisor in Chicago's northwest suburbs. She recently completed her master's in psychology with a concentration on trauma for which she researched the effects of training on officer psychology. Sgt. Nelson coaches firearms, active shooter incident management, crisis intervention, and communication skills. She currently serves as 3rd vice president for IALEFI and Senior Associate of Content Delivery for ILET. Sgt. Nelson can be reached at phoenix@firearmstrainingltd.com



Data Visualization Tehniques (For Regular People)

by Dan Fraser



We all hate it...and yet as instructors we nearly all continue to do it. We insert charts and graphs into our slide decks that make perfect sense to us but may mean little to our audience.

Your audience doesn't want your data – they want your conclusions. What does this data mean and why is it important to them?

Data Visualization - or “Data Viz” for the cool kids out there - just means taking raw numbers and turning them into a graphical representation. Using data to support your message can be a great thing - and might even be necessary for your audience. But many charts and graphs leave your audience lost as to what's important, where to put their eye, and what it all means. Before using a chart of any kind, ask yourself what story you're trying to tell. Does this chart serve your audience, or can you get the point across some other way?

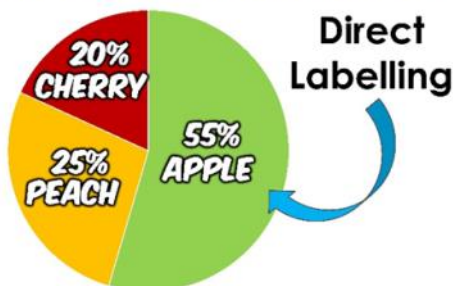
Chances are, you're not making many of your own graphs and charts – you're getting them from other sources like research papers, journal articles and websites. This means that you're presenting it to your audience in its original form, which may not be the best for them.

The chart is the PROOF - not the message.

The question we need to ask ourselves is what are we trying to communicate? Figure out what your takeaway message is for your slide and make that the focus. All too often, slides lead with a title, not a message.

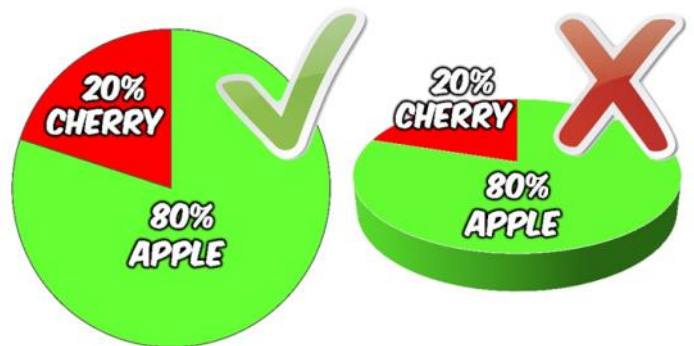
Define your takeaway message and put that up front.

APPLE PIE WAS THE FAVORITE!



Here's an example using a pie chart. Pie charts must show mutually exclusive categories that add up to 100%. First off, do you need the pie chart? If you do, consider keeping it to no more than about 5 slices – any more and it becomes hard to read. Next, use Direct Labelling.

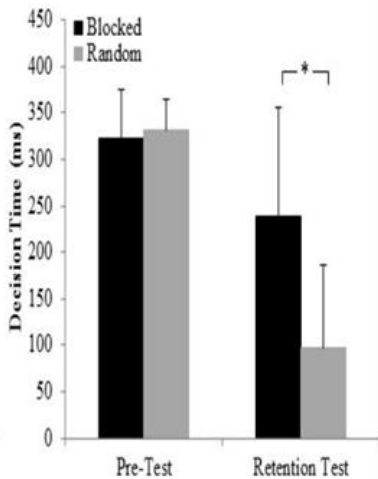
Direct labelling is exactly what it sounds like – putting the labels of your chart or graph directly onto or next to the part it represents, rather than in a legend. Direct labels are faster for everyone to read (less zig-zagging eye movement). They are also grayscale and colorblind-friendly.



Those 3D graphs look cool, but they often mislead the audience by making some slices appear to be larger or smaller than they really are. Avoid this pitfall by sticking with the top-down view.

In this next example, we start with a boring bar graph – notice how you have to hunt around to find out what each bar represents. You can figure this chart out (maybe) without help, but why not make it easier for your audience? The improved version has been flipped horizontally to use direct labels, and the takeaway message is obvious to everyone. This new graph was created in PowerPoint using the Insert Shape function to draw the boxes.

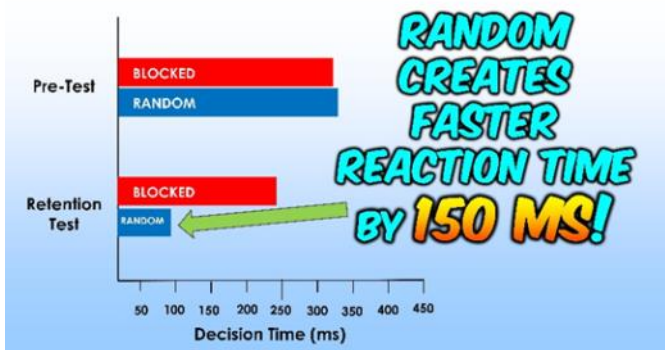
Visualization....con't.



Your presentation isn't about you, it's about your audience. Give them the "so what" along with the numbers in easily consumable images to improve their retention and their success when they leave your presentation. **ILEETA**

About the Author

Dan is a presentation maven. He takes hard lessons from over 25 years of speaking experience and uses them to help instructors hone their ability to deliver unforgettable training. He is the author of the book *Kickass Presentations – Wow Audiences with PowerPoint Slides that Click, Humor that's Quick and Messages that Stick*. Dan can be reached at www.frasertrainingsolutions.com



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Death by PowerPoint Resuscitation Tactics: 3 Quick Fixes to Take Your Presentation from Ouch to Wow

by Antonio Zarzoza, "Instructor Z"



Let's start with a moment of silence in memory of all those fallen souls that have succumbed to the monster of Death by PowerPoint. Now let's talk about the

why? Why is it that although technology has evolved to what it is now, with Artificial Intelligence, powerful editing software, image, and video libraries available to all with a simple click of a mouse, and many other digital design resources at our disposal, why then is it that the vast majority of the PowerPoint presentation "designs" we see at our police academies, in-service programs, or at the conference halls still suck?

I have been a law enforcement officer for 23 years and a police trainer for 19, but it wasn't until recently when I ventured into adding PowerPoint Design services to our training company. That's how I soon realized that the problem does not lie in innovation. In fact, all my clients arrive with very innovative ideas of what they envision as the final product. I just add the technical expertise and materialize it onto a well-constructed design, a design that originated from their own innovation. So, if the problem does not lie in innovation, where is the problem then? The problem lies in not knowing where to click. See, when you know where to click and by adding an ounce of creativity, the sky is the limit.

PowerPoint by default offers a very simple user interface, it has simple to use menus and a rather simple deck for users to add on what they wish. The problem here is that such an easy user interface creates an illusion of design that falls short from actual design and results in mere decoration. Just go ahead and open PowerPoint, click on "new presentation" and see what happens. Right at the center of your screen you have PowerPoint already telling you what to do, namely "Click here to add title", "Click here to add subtitle." Now insert the next slide and the same thing happens again, with the differences that now PowerPoint is offering you eight "simple options" to insert either pictures, videos, charts, stock images, icons,

tables, SmartArt graphics, or 3D models. So, what are users to do with those simple offerings? Simply put, replace the need for convenience and click here and there to end up with a crowded slide, lengthy bulleted lists, misaligned images, irrelevant icons, etc.

Just because anyone can find their way on to "creating" a PowerPoint presentation doesn't mean everyone can create a well-designed, functional presentation. It just means that anyone can populate a slide with several design elements, and that is where the problem starts. PowerPoint is very forgiving and allows users for self-taught experiences that rather than fixing the problem, perpetuates the proverbial DEATH BY POWERPOINT. With that in mind, here are 3 quick fixes that are as forgiving as PowerPoint's user interface.



Cut or drop the bullet points:

Just because PowerPoint has bullets is no reason to use them. There is no way you can convey as much information in a slide full of bullets as you can in a slide with a single -relevant- picture on it. There is no law that says everything you say must fit in a bullet. In fact, teaching by bullet points was never one of the more

PowerPoint...con't.

interesting approaches in school, was it? Think back to the classes that you enjoyed. Most of the time they were the ones where the teacher related the material to real life by telling a story that illustrated the points. Which would you rather hear? A sound-bite explanation of the four pieces that need to be proven in a lawsuit over negligence or a story about how someone was negligent and got sued over it?

Remember that PowerPoint is not a Word Processor, the point of a PowerPoint slide is not to cram as much information into a single slide as possible, bulleted list, or otherwise. The idea of a slide is to have memory joggers that trigger thinking in the audience. That means you do not need to even have complete sentences, much less a bulleted list (although it is a bonus if the words are spelled correctly). Simple statements and relevant images work just fine. And your audience will appreciate that.

So how exactly do you do that? Take a close look at your slide and consider the fundamental rule of one message per slide, so if you have 10 bullets point in a single list, go ahead and break it down into 10 individual slides, then consider the need to include words, or just place a relevant image that will serve to reinforce the spoken message, instead of text that will just repeat it. Now, if you absolutely, positively, and without a doubt you need a bulleted list, just respect the “rules” and limit your bulleted lists to no more than six bullets per slide, no less than 32 pt size font, and if possible, convert your list to SmartArt for a better visually rich experience that will aid comprehension and retention of content.

USE DARK BACKGROUNDS AND CONTRASTING COLORS:

Have you ever attended a presentation where you are unable to read or clearly distinguish the content on the projection screen because the text color was too light, or the text was blending into the background? Frustrating, right? An important part of creating a good presentation is ensuring that your content has enough contrast. To do that, my recommendation is to stick to dark backgrounds and place emphasis on contrast.

As a principle of design, contrast refers to the arrangement of opposite elements and effects. For

example, light and dark colors, smooth and rough textures, large and small shapes. Contrast can be used to create variety, visual interest, and trigger an emotional response in an artwork.

Aside from adding visual interest, contrast is also essential for content visibility and legibility. If there isn't enough contrast between your text and the background or enough color contrast between lines on a graph, your audience is going to have trouble reading and understanding your content.

Therefore, the most common application of contrast in PowerPoint is color, so we must be careful of the relationship between the background color and the color of text, shapes, images, and other design elements placed on that slide. The idea here is not that one of mere “looks”, but to make our slides easy to follow, after all, your PowerPoint design should be viewer friendly to reach the intended goal of your presentation. This is where the combination of dark backgrounds with warm text/shapes (white, yellow, amber, etc.) plays an important role in ensuring that your audience will be able to process the content of your slides, and follow you with ease and less eye strain.

Lastly, another important reminder, is the fact that most conference and training rooms are equipped with projectors, which regardless of quality, what they do is the project light. So, remember this, whatever you see on your computer screen while designing your presentation, it will dramatically change when projected on the conference/training room. Therefore, be mindful of the contrast levels of your design elements.

USE FORMATTED BACKGROUNDS AND LAYERED TEXT FOR VISUAL HARMONY AND ORDER ON YOUR SLIDE

There is nothing more distracting than convoluted slides where we cannot distinguish the focal point. The scariest part is that it doesn't take much to create this effect of visual disorder.

The ultra-common practice of placing bulleted lists on one side of the slide, an image on the opposite side, a title on top, and an agency logo or slogan anywhere else,

PowerPoint...con't.

it's all it takes to break visual harmony on a PowerPoint slide. However, this seems to be the trend for as long as PowerPoint has been on the market. In other words, everyone is doing it, and because of that, it seems that it has been normalized.

A great alternative for this definite death by PowerPoint inducing method is to fill the entire slide with a relevant image, then inserting a semitransparent layer where you can subsequently place text, shapes, icons, etc. You can even edit the text with shadows, glow, or outlines to make it stand out from the image. Does this sound too complicated? Give it a try and you will be surprised how this alternative can truly take your designs to a different dimension of more visually rich designs.

If you wish to explore these alternatives in a more guided manner, I invite you to join me at the 2023 ILEETA conference where I will be presenting "Death by PowerPoint Resuscitation Tactics: from OUCH to WOW" tentatively scheduled for Monday 03/20 at the NY Central at 1300H, and Friday 03/24 at the Grand D at 1300H.

ILEETA

About the Author

Antonio Zarzoza, "Instructor Z" is a 20+ year veteran cop and an internationally recognized police & corrections trainer. He serves as lead instructor & training coordinator for the University of Texas Advanced Law Enforcement Training Center in Edinburg, TX. He is a Microsoft PowerPoint Specialist, a Certified Microsoft PowerPoint Associate, and a recognized PowerPoint design expert. Zarzoza has served with the US Dept. of State as a contract police trainer providing specialized training for law enforcement officials in Mexico and other countries in Latin America. He may be reached at antonio.zarzoza@utrgv.edu

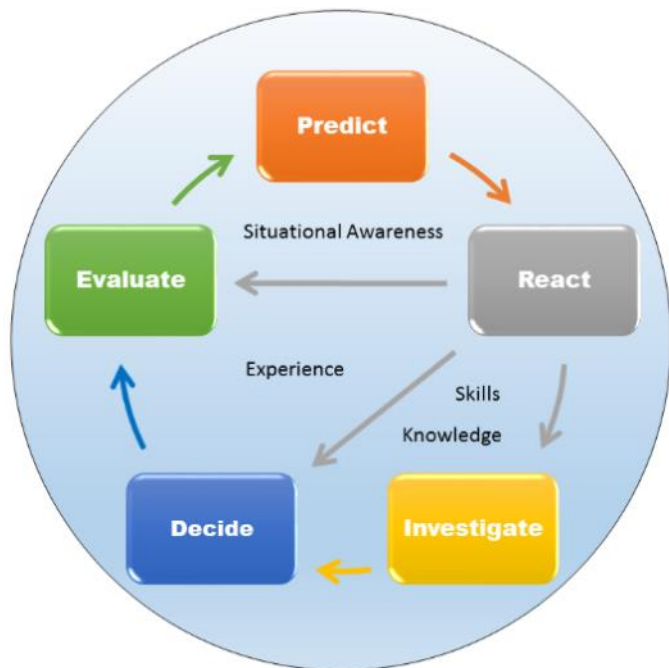


Training with P-R-I-D-E

by Jason Devlin



The concepts of the OODA Loop, System 1/2 Thinking, Forecasting, Perception/Reaction, Intuition, and Recognition Primed Decision-Making were all developed independently of each other. Often, that is also the way these concepts are being taught in law enforcement trainings. It is then left up to the students to determine the best way to utilize these concepts in their jobs or trainings they develop. The P-R-I-D-E Adaptive Decision-Making Model was specifically developed as a single model that encompasses all of these concepts and more for ease of use by both students and instructors.



The Training with P-R-I-D-E Course for the 2023 ILEETA Conference was developed to share some of the ways Scottsdale Police Department (AZ) is utilizing the P-R-I-D-E Adaptive Decision-Making Model to train officers to make better, more consistent decisions. It provides a roadmap for trainers of all disciplines (FTO, Firearms, Use of Force, Defensive Tactics, TASER, etc.) to plan, validate, and instruct their students in a consistent decision-making process. Scottsdale Police Department has been implementing the P-R-I-D-E Adaptive Decision-Making Model for over 6 years and has been growing it into all aspects of the police department with great success.

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About the Author

Sergeant Jason Devlin has been with Scottsdale PD (AZ) since 2003. He has served as a patrol officer, DUI officer, patrol sergeant, and is currently the training sergeant of the Professional Development Unit. Current duties include supervision of the Field Training Program, Emerging Leaders Program, and Adaptive Decision-Making Program. Jason has over 25 years of instructing experience and has been a keynote speaker/presenter at multiple conferences.

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The Proper Focus of Report Writing

By Christopher E. K. Pfannkuche



Being a police training instructor or field training officer requires enormous levels of experience, knowledge, skill,

dedication, and professionalism. There is no higher calling than being a teacher, having both the opportunity and ability to expertly convey your knowledge to others, except for the opportunity to teach the teachers, like here at ILEETA.

Of prime importance in teaching is the ability to instill in newer officers a proper focus in everything they do, starting the moment they arrive on the scene of an incident. This proper focus must then be carried forward at every stage of their case investigation, through everything they do, with everyone with whom they speak, with every bit of evidence that they recover and process, and ultimately in the professional writing of their various police reports, incorporating and memorializing all key relevant details for the benefit of the reader. Police reports are obviously meant to be read by others in the criminal justice system, especially by prosecutors and defense attorneys, so that they can adequately prepare for and handle their respective sides of each case. Consequently, it is important that police reports be written with this perspective in mind.

Having a proper focus when writing a police report is crucial to preparing both a sound and comprehensive report. Achieving this proper focus is an art which, once achieved, results in professional quality police reports. This art is based on knowing what key relevant details about what happened must be included in each report to properly paint the picture so that the reader can easily visualize what happened. Keeping a clear focus on the details will make not only for a more professional report, but also a stronger case to assist the prosecution in court.

To achieve this level of professionalism police officers must have acquired 9 key skills

that will assist each officer in achieving a proper focus

when writing their police reports: 1)- years of experience handling a variety of cases (from speeding tickets, to thefts, domestic cases, financial crimes, fraud cases, burglaries, armed robberies, sexual assaults, aggravated batteries, and murders, etc.); 2)- tenacious investigative skills (knowing not only what is important but also how and where to quickly get the specific information that you need); 3)- educated search procedure skills (whether it is a Terry-stop pat-down search for weapons, a systematic search pursuant to a search warrant execution, a full custodial search pursuant to an arrest, a transport car pre/post search, or a lock-up search); 4)- methodical evidence recovery/handling skills (identifying, securing, photographing, recovering, bagging, and properly inventorying evidence on scene, submitting it to a crime lab for processing and analysis, and then, finally, memorializing the lab analysis results in supplemental reports); 5)- expert interviewing skills (knowing how to skillfully get your subject to open up and provide the details and corroboration that you need to perfect the case); 6)- proficient identification process skills (from photo arrays, to show-ups, line-ups, voice IDs, reverse IDs, unique characteristic IDs, dog-sniff IDs, etc.); 7)- an obsessive determination for the truth (always your ultimate goal, with no room for either embellishment or fabrication); 8)- focused report writing skills at every level (arrest reports, case reports, supplemental reports, detective reports, canvass reports, interview reports, line-up reports, specialized reports, fingerprint analysis reports, various lab analysis reports, and K-9 reports, etc.); and 9)- polished testifying skills (which only come from being well-prepped before, and then critically critiqued after, each time testifying). All this starts the moment you start working the case. The development of each of these skills will help you hone the proper focus in writing your reports from the moment you begin your investigation. Everything that you do, and every bit of relevant evidence that you recover, must be methodologically memorialized in your reports.

Think of each case investigation process as a roadmap, a focus, with a destination in mind. You must keep a focus on what you will ultimately need to include in your reports as you move through each of the various stages of your investigation and conduct your investigation

accordingly to ensure there are no gaps of relevant information.

With that in mind, every officer must focus on three key concepts when writing a report: 1- Content (key relevant details); 2- Phraseology (proper terminology); and 3- Chronology (an accurate timeline). Understanding and properly incorporating each of these three concepts is crucial in achieving a report that flows smoothly and properly.

Further, while keeping these three concepts in mind, officers must also keep four additional points in mind:

First – Painting the picture – Police officers must paint the picture of what happened with their reports, so that others can both clearly see and understand what happened just by reading the reports.

Second – Court's perspective – When writing your reports, you must look at them from a court's perspective. As you write your reports you have to constantly ask yourself what can be used from your own report(s) (either by omission or contradiction) to impeach your own testimony with. You must carefully proof-read your reports, make any necessary corrections, and fill in these gaps before submitting your reports.

Third – Total Stranger Rule – Your police reports should be detailed and specific enough that a total stranger, who was never involved in the case, could pick up your reports, read them, and testify accurately as to all the major relevant details. (Obviously, a total stranger would never actually be allowed to testify on a case in court ... but that is not the point. The actual point is that your reports need to be this detailed.)

Fourth – It did not happen – If it is not in your reports, then it simply did not happen! There are often gaps of major information in reports, places where significant details are simply missing. This is enormously problematic. Further, these flaws are the reason why defense attorneys typically file motions to suppress and go to trial, because they know these are areas where they

can score points and potentially impeach an officer's testimony, thereby attacking that officer's credibility and weakening the Prosecution's case. When defense attorneys see flaws or gaps in police reports they know they have a triable case that they have a chance of winning. Do NOT let this happen! Do NOT make the job of a defense attorney easier! Many officers think that they can simply just fill in this missing information when they are testifying on the witness stand, but this is not only wrong, but also very damaging to the officer's credibility and reliability (both on this and future cases) and to the case, itself.

As a police officer your role is to present the key facts uncovered by your investigation in a simple, straightforward fashion in such a way that it builds a clear case for the prosecution.

IN CONCLUSION – Every police officer needs to develop a proper focus in writing reports. It is up to police training instructors to facilitate this development in their officers. It is an important and collaborative challenge that is rooted in actual experience out on the streets. No one else will know what you know unless you ultimately memorialize it in your reports. No ... you cannot just fill in the gaps with your testimony in court. That only leads to officers being impeached on the witness stand. Everything that an officer does on a case must be done with the forethought that all key relevant details must ultimately be methodically memorialized in your reports. Use your focus as a roadmap. Thus, having a proper focus in report writing is the key, from the moment you initiate your case investigation. In the process ... become a better police officer ... and a better police training instructor! Good luck in all your training endeavors! **ILEETA**

About the Author

CHRISTOPHER E. K. PFANNKUCHE is an experienced 43-year Trial Attorney from Chicago, 31-year Criminal Prosecutor and Trial Supervisor, licensed Private Detective, certified Teacher, and Law Enforcement Training Instructor. He is a nationally certified Police Field Training Officer. He is a co-founder of the Metropolitan Crime Commission. He wrote a book on search warrants and numerous legal articles and has taught Criminal Law and Legal Writing. He has done police and attorney training programs for over 20 years and has taught at ILEETA since 2019. Contact info: Email: LAWPILOT@aol.com / Cell: 312-213-6951.

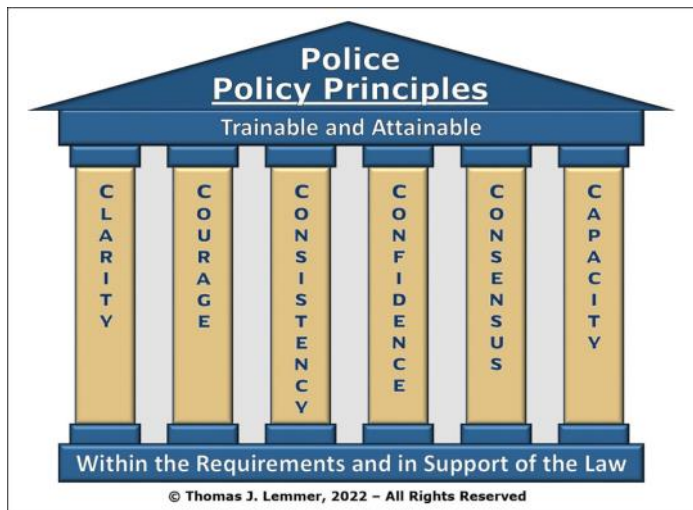
Police Policy Principles and Training

by Thomas J. Lemmer



Policies are critical to the effective operation of police agencies. Bad policies can cost millions in civil damages, litigation defense, and remediation efforts. Bad policies can cost lives and undermine an agency's public safety mission. Within police departments, the policy development process must adhere to sound principles. Highly-effective organizations also understand that there is a direct connection between their policies, training programs, and performance. In meeting their mission, law enforcement agencies must ensure that their policies:

- Rest upon a foundation that is both consistent with and supports the law.
- Are focused on setting the best possible trainable and attainable standards.
- Embrace six core pillars: Clarity, Courage, Consistency, Confidence, Consensus and Capacity.



Clarity

In policing, doubt and uncertainty greatly increase the risk of errors, unintended outcomes, even tragedies. With clarity, a policy provides guidance that is direct, and the standards and expectations established through a clearly-written policy are easily understood. The central function of any policy is to answer the core who, what, when, where, why and how questions related to an issue.

Depending on the issue, the order of the questions may change and the level of emphasis on the specific questions may take on greater or lesser importance. Yet, relative to policy development, clarity in answering the core questions is essential to effective policy implementation.

Courage

Police executives must meet their policy challenges acknowledging that both public and officer safety are priority concerns. Fostering officer safety and wellness requires addressing the inherent dangers of the work. Agency leaders must also ensure that all issues which fail to meet the highest professional standards are properly addressed. Supervisory courage is required to ensure that personnel are properly guided and appropriately monitored in the implementation of the agency's policies. Officers must demonstrate the courage necessary to perform their duties in a manner that simultaneously enhances public safety, defends individual liberty, secures civil liberties, and honors their oaths.

Consistency

Police policy efforts must maintain a focus on enhancing the agency's consistency in its techniques, tactics, and strategies utilized to meet its goals and objectives. The approaches directed by an agency must seek balance within the range of circumstances that any specific policy addresses. Best practice policies must be appropriately scalable to the specifics of the incident then at hand – yet similar across all incidents identifiable as resting in proximity to each other along the scale. The principle of consistency requires appropriate logic and reason for the necessity of variation allowed under the policy, based upon the facts and circumstances then encountered. An agency's policies must not establish conflicting instruction, guidance, and requirements upon those tasked with carrying out the various elements of any one policy. The best policies provide consistency between

interpretation and actual implementation by the agency's personnel, and they allow those officers to both follow the policy and fully meet their public safety mission, as well as the obligations of their oaths.

Confidence

While no policy can direct the actions of individuals not working within the involved organization, the policies of every law enforcement agency should foster confidence both internally among the agency's members and externally with the public, community stakeholders, other agencies, the courts, and elected officials. Each policy should be crafted such that the members of the organization take on the challenges of their assignments, and do the work needing to be done where, when and how needed. As an agency's officers and supervisory personnel take on the responsibilities and risks that are incumbent upon them, the relevant policies should reasonably foster confidence in their implementation. Policies that are unclear, ignore operational complexities, lessen agency effectiveness, place officers in conflict with their oaths, and needlessly raise administrative, liability, and safety risks cannot reasonably be expected to establish the internal agency confidence necessary for successful policy implementation.

Consensus

Professional consensus can help build confidence in the subsequent policy and the related approaches established by an agency. When there is internal agency consensus, policy implementation flows more easily and operational outcomes are more likely to follow the established guidelines. This is especially true when there is agreement between leadership and the line personnel tasked with carrying out the policy. Here again, leadership is key to the legitimacy of the process and the strength of the final policy. Those directing the policy development process must actively seek out expertise and the practical experience that surrounds the issue under review. Consensus built from best practice policies allows an agency's officers to do their work in a manner that promotes both an understanding of police operations and overall support within the community.

Capacity

An organization's policies should enhance and expand the performance of its personnel and the agency overall. Capacity-reducing policies are costly. Policy capacity errors lay the groundwork for failed operations. Each agency policy should help build the capacity of the agency overall and among its personnel to effectively perform the work of the agency. Doing so requires policies that maximize the ability of the agency to meet its crime prevention and public safety mission, consistent with the demands of constitutional policing, and consistent with informed community expectations. This sixth principle most directly underscores the need for the policy development process to have a trainable and attainable focus.

Policy, Training and the Mission

Even as all of this is true, police policy development is often foolishly approached much like art. The untrained observer is left to just know supposedly good policy when they see it. Compounding this deficiency, with bad policies, agency personnel can be left improperly trained on critical issues. Understanding the Six Pillars of Police Policy is key. The training development process provides each agency with a valuable policy quality assurance opportunity. If it's not trainable, it's not attainable. When the policy and training development processes are effectively linked, an agency's ability to meet its public safety mission is substantially enhanced. **ILEETA**

About the Author

Rising to the rank of deputy chief, Thomas Lemmer served more than 34 years with the Chicago Police Department. He holds B.A. and M.A. degrees in Criminal Justice. For seven years he was an undergraduate instructor at Loyola University Chicago. His areas of expertise include police policy development, supervisory engagement, and management accountability. He is an active consultant and writer on public safety issues.

Professional Jealousy: Taming the Green Eyed Monster

By: Harvey Hedden



Comparing ourselves to others is a natural human response. It starts with our siblings, schoolmates, and friends and eventually follows us into the workplace. Trainers are subject matter experts of law enforcement and as a result are often the recipient of such comparisons by others in the agency. It is also likely that your boss, almost certainly a human being, has needs and could view your success as a trainer as a threat to their own status, popularity, and upward mobility. Psychologists refer to this perception as relative deprivation (1). As a result they may develop envy, jealousy and/or frustration towards you that may cause them to act in a manner that impacts you personally and professionally. One only has to bring up the subject with other trainers to realize how common this condition is and in my course for the 2023 ILEETA Conference, Professional Jealousy: Taming the Green Eyed Monster, we will attempt to find solutions and not just share our horror stories.

A natural response to any attack upon us is to fight back. This includes actions that are the result of “downward envy”. Our first instinct is to argue and challenge the boss which almost never turns out well. Avoiding contact and hiding from the boss is likely to reinforce their beliefs and make you the target of a bully boss. The most effective response is one of competence and compassion. We don’t accept the attack upon us but we don’t respond by slinging insults in return. We are the rational adult in this situation and we will work to bring the boss back to the rational and away from the emotional side of their brain (much like a crisis negotiator).

The first step to mitigation is to understand the psychology of relative deprivation as well as the severity of the condition. In some cases, personal communication can resolve misunderstandings, but in others it may be necessary to respond to their downward envy by managing up, which is also the title of a helpful text on working more effectively with a difficult boss (2). In some cases, you may have to do a little investigation and develop sources closer to the boss to determine the extent of the problem from a boss that is mildly annoyed to one wanting you to quit.

We must also examine our own behaviors to determine if what we are doing, sometimes unconsciously, is contributing to our boss’s perceptions.

Do we share credit with our co-workers for our successes? Do we overtly seek the spotlight? Do we give credit when others succeed? Do we give credit to our boss for providing opportunities and support that have led to our success? It’s easy to become focused on ourselves when things go well but it is also important to empower our peers and our boss to succeed. For example, if you have been given some additional project by managers above your boss as a result of your positive achievements, ask that your boss and peers assist/confer with you during critical phases. By doing so you are also team building and it is less likely someone will try to sabotage your efforts. In our session we will delve deeper into ways to reduce jealousy and create understanding. (3) (4)

Working for a jealous boss can make life unpleasant. It is important to take care of ourselves. Remind yourself that you are OK, that you are a valuable member of the agency. Take care of your health, get adequate sleep and nourishment. Talk to a friend outside the job, take a walk. If necessary seek counseling and avoid the more traditional responses such as alcohol and other temporary treatments. Sometimes writing down your thoughts can help you stop thinking about them so you can sleep.

What if none of your efforts are successful? Keep a record of what was said or done to you, who was present, how you responded, and how you attempted to resolve the problem. Note how this condition has impacted your performance (careful), home life, health, and feelings of worth. You may have no choice but to request a meeting with your boss’s superior or human resources. In that event such documentation will be important to your case. Unfortunately it may also influence your reputation and your relationship with your next boss. If these efforts also fail and you are truly miserable there are other places to work so get working on that C.V. Your health can be

impacted by a bad boss long after your retire. In today's state of criminal justice and economy there is an agency that will want you. (5)

I hope you will join us to explore this subject further and that you will have a great week at the ILEETA Conference.

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About the Author

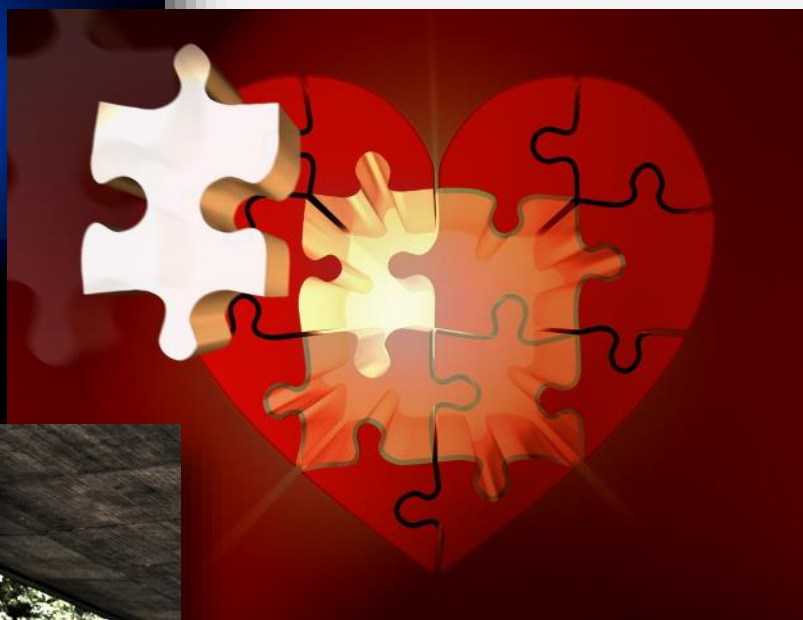
Harvey V. Hedden is ILEETA's Executive Director, having previously served as Deputy Executive Director for six years. He served 38 years in law enforcement in ranks from patrolman to chief. He spent 22 years in narcotics enforcement and was the Project Director for the Southeast Area Drug Operations Group. Harvey has a B.A. in political science from the University of Wisconsin and has been a law enforcement trainer for 42 years, having trained thousands of officers in the U.S. and abroad in a variety of subject areas, including use of force, investigations, firearms and defensive tactics. In these areas he has testified as an expert witness, written numerous articles and was a contributor to many law enforcement training videos, books and guides.

ILEETA★2023

CELEBRATING 20 YEARS OF PURSUING EXCELLENCE
IN LAW ENFORCEMENT TRAINING

Law Enforcement Environment & Health and Wellness

Editor:
Kim Schlau



Fraud Alert! How to Recognize and Overcome Imposter Syndrome

by Kim Schlau



“They all know. It’s only a matter of

time until I’m called out. I’m a fraud.”

Sound familiar? You’re not alone. An estimated 70 percent of us at some point will likely experience feelings of inadequacy and “fakeness” that accompany imposter syndrome. In fact, many successful people have struggled with imposter syndrome, and have achieved amazing things in spite of it. There is hope that you can overcome imposter syndrome.

What is Imposter Syndrome?

Imposter syndrome is a psychological term that refers to feelings of inadequacy and self-doubt experienced by individuals, despite evidence of their competence. The phenomenon was first identified in the 1970s, and since then, has been studied extensively in different fields, including psychology, education, and business. Imposter syndrome can affect individuals from all walks of life, regardless of their background, education, or experience.

Imposter syndrome is defined as a persistent internal experience of believing that one’s accomplishments are the result of luck or deceit, rather than actual ability. This can lead to feelings of fraudulence and self-doubt, even in the face of evidence to the contrary. Individuals with imposter syndrome often attribute their successes to external factors, such as being in the right place at the right time or having good luck. They may also fear that they will eventually be exposed as a fraud and their true abilities will be revealed.

Individuals suffering from imposter syndrome often experience feelings of inadequacy, despite evidence of success. They may also have difficulty accepting compliments and struggle to acknowledge their own achievements. They can be perfectionists, and have a fear of making mistakes.

So, what causes us to feel like an imposter? It can stem from many causes, including lack of support and validation from our peers, negative past experiences and self-esteem issues, and societal pressures such as the need to succeed. Comparing ourselves to others and their

perceived abilities can also lead to feeling inadequate and unworthy.

The impact of imposter syndrome can lead to reduced confidence and lower self-esteem, decreased satisfaction and productivity in our jobs and lives, cause additional stress and anxiety, and prevent us from taking on new challenges and opportunities.

The Voices in Our Heads

“You’re not good enough.” “You don’t belong.” “Everyone else is smarter than me.” “You have nothing to offer.” “Why are you here?”

Does any of that sound familiar? Would you talk to your family or friends like that? Then why do we insult ourselves? That negative self-talk is debilitating, and leads to imposter syndrome, which then leads to further negative self-talk, and now you’re caught in a vicious circle. When we place unrealistic expectations on ourselves, and we fail to meet those expectations, we feel inadequate and fear exposure of our failures.

Recognizing our triggers can help us overcome those feelings of self-doubt. Allowing yourself some grace and practicing self-compassion is one way of silencing those negative thoughts. Take a step back and ask yourself “why am I saying these things to myself?” Reflecting and questioning your negative internal dialogue can help identify past experiences that led to those feelings. Be kind to yourself and allow your self-compassion dialogue to quiet your imposter syndrome voice.

F.A.I.L. – First Attempt In Learning

Unfortunately, failure is part of life. The mere thought of making a mistake can bring up that emotional cocktail of anxiety, stress, frustration and guilt. However, if we never fail, we can never learn from those mistakes. No one starts as an expert. We all had to learn to walk, talk, speak, read. We rarely get it right the first time, but eventually we know what we’re doing. Allowing ourselves, and others, the space to fail alleviates the anxiety and stress of messing up. It can be frustrating when we can’t grasp a concept immediately, and sometimes we’ll never achieve expert status. And that’s ok. Knowing our imperfections teaches us our true strengths and limitations. We are still enough, even in the

face of those imperfections.

While those who experience imposter syndrome often experience higher rates of burnout, stagnancy, and personal and professional dissatisfaction, they also tend to be successful. This may stem from the fact that sufferers are perfectionists and over-achievers and tend to put in extra time and effort to counteract any perceived justification for their fears.

As with tackling any new skill, it takes time, practice, dedication and courage to try something outside your comfort zone. Imposter syndrome is something you've probably struggled with all your life. Unlearning those habits isn't going to happen overnight. You're going to have setbacks. Just remember when you have a challenging day, don't give up. Progress, not perfection, is the goal. Small steps lead to larger strides.

TL;DR

Imposter syndrome affects individuals from all walks of life and can have significant impacts on an individual's

confidence, self-esteem, and overall well-being.

Understanding the causes and symptoms of imposter syndrome is important for those who may be experiencing it and for those who may encounter individuals affected by it. Recognizing and acknowledging the internal experience of imposter syndrome, as well as seeking support and validation, can help us overcome those feelings of inadequacy and move towards a more confident and fulfilling life. **ILEETA**

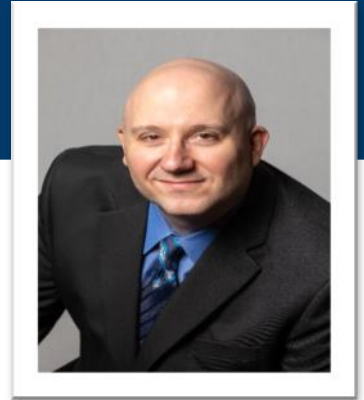
About the Author

Kim Schlau lost two daughters in 2007 to a traffic crash caused by a distracted Illinois State Trooper. Since 2009, Kim has spoken at numerous law enforcement agencies, academies and conferences throughout the United States, as well as schools and businesses to prevent crashes due to speed and distracted driving. Kim is a section editor of the ILEETA Journal, and can be reached at kimberly.schlau@gmail.com.



Developing and Maintaining Your CIT Program Practically

By Nicholas Greco, M.S., BCETS, CATSM, FAAETS



Crisis Intervention Team (CIT) programs have been in existence since 1988; however, it has only been in the last 10-15 years that we have seen an increase in the number of officers being trained across the country. While staffing and budget issues typically have been a reason for lack of training, quite often adoption of a CIT program has more to do with the actual development and successful execution of CIT in small and mid-size agencies. The public and elected officials have been vocal in wanting more CIT, but they have not always provided the funding to do so. CIT programs have the potential to be successful and impactful to the community if designed and maintained properly from the very beginning. CIT is not a standalone, panacea to fix the shortcomings of mental health care nor should CIT be seen as a band aid for the lack of resources. In fact, CIT is only one part of a 6-part model that works when the community, the courts, hospitals, politicians, LE all work together. But where does an agency or even a group of agencies start? Should you go and contract with a company or provide CIT all in-house? What are some of the risks to in-house versus standardization through a vendor? What are your State's guidelines on CIT? Where do you get funding and how do you maintain funding as grants ultimately dry up? More importantly, despite political and public pressure, should everyone be CIT trained or should CIT remain an LE specialty? And how do you maintain the quality and integrity of your CIT program?

In this presentation, the above questions and more will be answered. Many departments may have a brand new or current CIT program that may be struggling for funding, staffing, or a need to revamp and refresh their curriculum. Others may still need new tools, techniques, and tips to keep officers engaged in the material. This presentation is geared for both new and existing CIT programs to get the knowledge and information they need to bring back to their own programs.

Whether you are just starting or considering a CIT program you will learn what it takes to start a CIT program from the ground up, from involving the main decision makers to getting solid LE knowledgeable instructors and community support. We will walk through

the necessary training objectives that must be met, setting the tone for the week, and how to present a week's worth of material and scenarios in a digestible format. We will highlight the importance of maintaining updated and relevant material for your Basic CIT curriculum to avoid "resting on laurels" or having your program stagnate and become irrelevant. We will demonstrate how organizing a comprehensive initiative to accomplish goals that involves the right experts and key opinion leaders early in the process sets the foundation for success. We will look at how to handle inflexible timelines to meet submission deadlines to State regulators, and evaluate lessons learned in the process. We will highlight specific Basic CIT modules such as Working with Older Adults and Psychotropic Medications to demonstrate the tactical/practical nature of a CIT program that balances both the technical and the key components that officers need to use when working with individuals in crisis. We will also break down a few different CIT programs to see how they compare and contrast to one another. We will look at the differences in each program's curriculum, scenarios, topics, training venue, as well as funding sources. Ultimately, you will learn how to create, maintain, and adapt your program to changing needs.

All attendees will receive a laminated Psychiatric Medication Quick List, a reference list to the major mental disorders, as well as additional useful handouts and tools they can immediately use in the field as well as incorporate into their developing or current program.

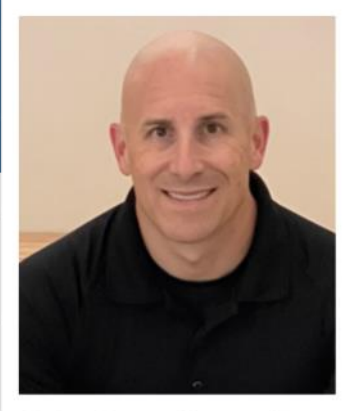
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Nicholas Greco IV, M.S., B.C.E.T.S., C.A.T.S.M., F.A.A.E.T.S., President and Founder of C3 Education and Research, Inc. Nick has 27 years of experience training civilians and first responders. He is an approved CIT instructor with ILETSB, a CIT instructor for the Chicago Police Department, CIT Coordinator for both the Lake County Sheriff and NAMI-Kenosha, an ILEETA member, and a CIT International Certified CIT Coordinator.

The Shelf

By: Jason Sery



The other night I slowly rolled up to a stop light in my patrol car. It was the end of a busy day and my mind scrolled through the different events over the past

several hours. Officers from various shifts had put in enormous work bouncing between disturbances with weapons, thefts, crashes, overdoses, and petty neighborhood disputes. Shifting gears between high-priority calls and the mundane is an aspect of the job I have always enjoyed; however, it is also a part of the job that can be incredibly draining. The end of busy shifts often combines a strange sense of satisfaction and accomplishment blended with impatience and fatigue. There is a cost to this profession. A substantial cost. Yet, I consistently see the men and women I serve alongside perform with a level of energy and expertise that makes me incredibly proud.

As a supervisor, I also responded to many of these calls throughout the day. I watched, guided, and assisted in different situations, and as I sat at the stop light, I recalled the insights into the many lives encountered during the day. Some were fueled by alcohol and other drugs, some by anger and unreasonableness, and all involved significant brokenness. However, this is the bread and butter of policing. It is the regular day in and day out of patrol work, and with it comes a cumulative cost. Without a complete understanding of this, the effects of what we see and experience on the job can significantly accumulate and adversely impact our lives. I have seen this play out with many police officers, including myself.

At the start of my career, the newness and excitement of each shift were unbelievable. Like many, in my naivety, I felt like I would do the job for free. Even when I slept, my dreams were often police related and fueled with adrenaline. I loved it and felt called to it; however, as the years ticked away, I started to sense the negative aspects of the job building. Cynicism, dopamine chasing, apathy, and depression all became part of my rollercoaster ride. Even though I knew something was off, I shrugged it off as part of the profession. I enjoyed work yet was blindly

indifferent to the negative aspects accumulating inside. Year after year, I would simply box up adverse events and put them on the shelf. The thought of unpacking things never crossed my mind. In fact, just the opposite. I knew the content of those boxes. They needed to stay closed - and even locked.

This method worked for a long time until my shelf began to bend and break under the weight. Even then, I resorted to reorganizing, reinforcing, and propping up my shelf to avoid dealing with the content in the boxes. Additionally, I convinced myself that this was done with altruistic motives, as I certainly did not want to expose my family and friends to the darkness of the world boxed on the shelf. Again, this worked for a long time - until it didn't. Eventually, my shelf collapsed under the weight, nearly costing me my life. I am so thankful for the support of those close to me and God's grace that helped me through that time.

A good friend of mine still refers to our profession as the best job ever. After 30-plus years of policing - nearly all on patrol - he retired and now serves as a chaplain. He will be the first to tell you about the significant cost of the job. Yet, he navigated it to the end with a positive perspective and few boxes left on the shelf. Is this just how he is wired?

I believe there is more to it. It begins with recognizing that the negative and dark parts of the job affect us all. We are all human, and no one is immune to it. When we acknowledge the cumulative effects of job-related stress and trauma, we can consciously choose other methods to reduce and redirect these effects to stay resilient throughout our careers. Of course, our individual personalities, experiences, and mindset contribute to this process. Yet, as we understand these effects and move forward in healthy ways, we are better equipped to serve our communities and influence those within our profession.

Looking back on over two decades of police work, I would still do it all over again; however, I now process and enjoy the job in different ways. Like most agencies, we are hiring new officers in droves to increase staffing and fill

retirement vacancies. I have discovered a passion for sharing authentically about my own struggles and journey through this career to help new officers stay well and resilient from the first day on the job. I believe all of us are obligated to help with this task, and it starts with understanding our own journey and unpacking the boxes left on the shelf. **ILEETA**

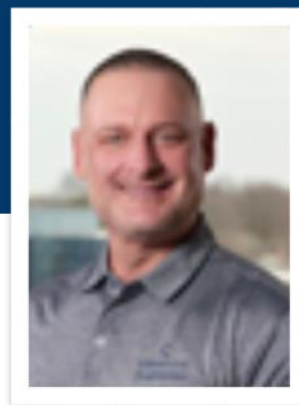
About the Author

*Jason Sery has been a police officer for over 20 years and currently works a patrol sergeant for a mid-sized agency. He is committed to helping officers stay well and resilient in their careers by understanding their own story and journey. Jason is the author of *More Than A Cop*, and founder of the nonprofit organization Foundation IV.*



What Does Retirement Look Like For You?

By Travis George



What does retirement really look like for you? Have you asked yourself the following questions.

1. I am going to retire at age, (Fill in the blank).
2. Do I or will I have enough money in my Deferred Compensation plan when I retire?
3. Am I even saving in my Deferred Compensation plan?
4. What other sources of savings do I have that may or may not be needed in retirement?
5. Do I expect to have the same standard of living when I retire? Am I going to want more or live with less?
6. Do I plan on working after I retire from law enforcement; full-time, part-time, not at all?
7. Have I thought about how taxes will impact my retirement?
8. How long do I expect to be in retirement?
9. Do I have enough Life Insurance?
10. What if I or my spouse gets sick or becomes disabled?
11. Do I completely understand how to maximize the use of my pension benefits?
12. Do I have a strategic financial plan with achievable goals?
13. Do I have an Estate Plan; Will, Trust, Powers of Attorney?
14. Do I want to leave a legacy-my children money, my grandchildren money?

This is certainly not meant to alarm you, but these are real-life legitimate questions we must ask ourselves. We did not get into this line of work to have to fully understand financial planning, but as we all know, the day comes quicker than we expect. Are we really prepared?

Just working as a Wal-Mart greeter or sipping margaritas pool side is not much of a financial plan. If you want to learn more about how to maximize life after law enforcement, then you need to attend Pathway to Financial Wellness. We will aim to answer all these questions, and even more so, give you the tools and peace of mind to know that when you decide to hang up the badge for good, you will be equipped for success, and your financial safeguards will be in place. **ILEETA**

About the Author:

Travis George is a retired Lieutenant, who has nearly 27 years of law enforcement experience. Throughout his career he served in a variety of different roles, to include, patrol, investigations, canine, SWAT, training and development, recruiting and hiring, and community services.

Lt. George currently serves as an Operation's Manager, and Practice Development Specialist with Creative Planning, a large independent Wealth Management Fiduciary, headquartered in Overland Park, KS. Lt., George provides financial wellness training, and retirement planning education to law enforcement across the county and assists individuals on implementing comprehensive financial plans through strategic pension and asset analysis, estate planning, and tax planning.

Law Enforcement Tactical Medicine

By Robert Carlson



The public expects more from its law enforcement officers today than ever before. Officers today must be skilled in filling a variety of roles that

typically used to be filled by other agencies. One of those roles is that of rendering medical aid to trauma victims. Traditionally, this was the role of EMS once they arrived on the scene. However, depending on the scenario, that EMS response could be delayed. Thus, officers must become skilled in providing lifesaving aid. As instructors, we have been conducting medical training for years. Still, traditional first aid training fails to address the treatment of trauma injuries in the tactical scenarios that police often work in. We must tailor that training to fit the specific environments that officers will be working in with the level of equipment the officer will have available. More critically, we must conduct that training to promote learning retention and understanding.

The United States military developed a tactical medical training program designed to be utilized by all service members to address the most commonly identified causes of death on the battlefield that could be prevented by first responder treatment. This program is known as Tactical Combat Casualty Care or TCCC. The studies done by the Committee for Tactical Combat Casualty Care identified that the causes of death initial responders could prevent were massive arterial bleeding from the extremities, respiratory compromise leading to tension pneumothorax, and lastly, airway compromise. Because of the similarities in wound patterns, these injuries also apply to law enforcement, although the specific percentages are likely different. Many law enforcement instructors quickly realized officers needed tactical medical training and instituted TCCC training for their agencies. However, TCCC was developed for the military and not for civilian application. The medical treatments prescribed in TCCC are meant for specific use. They do not cover the diverse patient populations, increased liability, and lower standard of care for civilian law enforcement. Even the Committee for Tactical Combat Casualty Care, the TCCC regulatory body, has stated that TCCC is not to

be used in civilian settings.

TCCC is a great program, but with its focus on military care and lack of proper transition to civilian populations, Law Enforcement needs a different program that understands the unique needs of the tactical environment officers operate. The Tactical Emergency Casualty Care or TECC program is a set of medical guidelines produced by the Committee for Tactical Emergency Casualty Care. Based upon the lessons learned by the CoTCCC, but using medical studies on civilian care populations. The TECC guidelines encompass the operating parameters of civilian law enforcement and EMS. Law Enforcement typically has a much shorter duration between their initial contact and transfer to a higher level of care. Thus our medical training does not require the same complexity as military medicine. Also, the military traditionally operates in larger teams, which affords more resources for care. Law Enforcement is typically alone or, at best, with a partner, so our medical program needs to focus more on remaining focused on the threat and learning how to render self-aid. It is critical that officers are trained and skilled in rendering medical aid to themselves, and any tactical medical course that does not focus on this is doing an extreme disservice to their students.

Law Enforcement tactical medical training needs to address the injuries in the order that will cause a casualty to die first. This is where tactical trauma differs from conventional first aid. In trauma injuries, a patient can die from arterial bleeding in less than 90 seconds. Thus, controlling arterial bleeding from the arms and legs should be prioritized above all other injuries. This prioritization of care is laid out in an algorithm known as M.A.R.C.H. Officers need to understand how to address injuries in the proper order, especially when dealing with multiple casualties.

Tactical medical training is essential for officers to have. The days of waiting for EMS to arrive on the scene once we have made the scene safe are long gone. It will take hours to declare a location safe in tactical events such as active shooters. Casualties are dying. Officers must start rendering aid as soon as we have mitigated the threat. Medical training is not an option but a necessity.

Medicine...con't.

Unfortunately, American police agencies are inundated with training requirements, and with reduced manpower, training time gets harder and harder each year. A good TECC class is a bare minimum of 8hrs and ideally 16-24 hours. Many agencies consider this a daunting task of attempting to fit a program into a packed training schedule. With the choice of figuring out how to get every officer thru a 2-day class or focus on another training task that can be completed faster, often the option is the latter. Our end goal is an entire multiday TECC course, but we must at least provide some quality training in the meantime.

As instructors, we must arm our students with the skills needed to operate safely in their duties. With regard to medical, that training must be conducted in a way that maximizes skill retention and is tailored for the specific environment and injuries they are likely to encounter. We cannot view medical training as a one size fits all approach. By following the guidelines within the TECC program, we can train officers to safely operate in the complex tactical environments seen by law enforcement while addressing the diverse civilian patient populations and training limitations imposed on police agencies.

I will be conducting two separate presentations at this year's ILEETA conference on tactical medicine. On

Thursday he will be discussing how to interleave TECC training into an In-Service Training block when agencies are struggling to accommodate a full multiday TECC course. Additionally, Thursday and Saturday he will be presenting on Medical Response for Firearms Instructors to training instructors in how to address the specific injuries that are commonly found while conducting live fire training. **ILEETA**

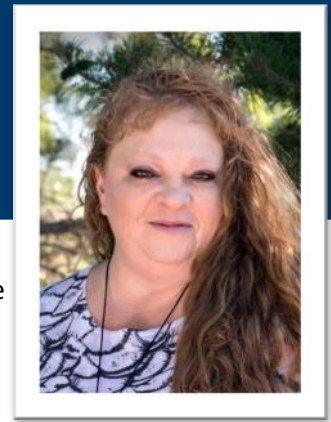
About the Author

Robert Carlson is a firearms instructor for the Memphis, TN, Police Department specializing in Active Shooter, Counter-Ambush, and Tactical Medicine training. He is the lead TECC instructor for the Mississippi National Guard's Regional Counterdrug Training Academy, providing no-cost training to law enforcement across the country. He has been recognized as an expert in Active Shooter Response for Law Enforcement. Robert owns Brave Defender Training Group LLC and is an IADLEST Nationally Certified Instructor.



Tactical Yoga, Squishies, Oil and More...

By Traci Ciepiela



A career in law enforcement comes with a variety of ailments. Knee issues, back pain, sleeplessness, not to mention the headaches and the stress and the anxiety. If you are tired of taking ibuprofen daily and then struggling to sleep nightly (or whenever you get to sleep) it is possible that some of the issues you are experiencing can be alleviated or end altogether with Tactical Yoga and More.

Tactical Yoga came about as I personally felt I was close to needing some kind of knee surgery. My personal trainer at the time felt that I might benefit from some yoga and trust me, my original response was no thank you. Little did I know I would come to eat my words with a side of crow.

I had a knee that clicked when I went up stairs, I had the same knee that just didn't feel right all the time. I have those typical back problems that required daily pops and cracks to handle, little did I know that the personal trainer was right.

So, I let it happen, I willingly followed her through certain movements, which didn't include any downward dog, so don't worry about that. The vast majority of the moments are done on the ground comfortably laying on your back. Yes the movements activated and strengthened muscles that I wasn't used to, but within two weeks, the click in my knee was gone. The strength in that knee has maintained over the last decade. I even discovered this year I have a partial MCL tear in my other knee that didn't ever hurt. I have no idea when the tear occurred but my knees were in really great shape from the yoga I didn't want to do.

This class is called Tactical Yoga, squishies, oil and more because there is more than just the yoga movements, I will teach you. I will also provide a power point with slides you can print that explain each movement in detail. I discovered a few years ago at ILEETA that some of you are already into using oils some of you may be diffusing a lemon or orange flavor in your homes or offices. I will bring with me for you to try different oils that are all about pain relief. I use both of them frequently. I am not an oil dealer but if you like something you try I can

provide information on where to obtain it. I will have limited samples I can sell at cost.

"Squishies" are something I discovered not long ago. The morning of discovery I woke up with a migraine but I wanted to go to a conference in town, so as soon as I could stand the pain I headed out. I stopped at a table that was selling "squishies" the dealer said it was rather new to the market and might actually be able to help with the lingering migraine pain. I made the purchase, put it on the back of my neck and it didn't take long before the pain was gone and I felt great. Of course, that could just be circumstantial, however, it works time and time again. Not only on Migraine pain but even on some of those aches and pains. I love to use it in my office on my shoulder when I have to use my keyboard, for some reason I get pain in my shoulder. I pop that little disc on my shoulder and pain starts to subside. I will have some samples for you to try, I have some I can sell at cost.

But it doesn't stop there. I will cover what is commonly known as tapping. Ever struggle with an issue that brings up anxiety? Maybe your kids deal with anxiety around test days in school. I will teach you the 9 points on the body to simply tap to relieve the anxiety issues.

Having trouble sleeping? I will show you the way to get as close as possible to actual sleep without being asleep. If you can't sleep being in that "almost sleep" stage can be close to the restorative actions of actual sleep. I've dealt with severe sleep disorders all my life and I often use this process to help me fall asleep or at least get to a point where I am almost asleep so eventually, I slip into the other side.

If you haven't noticed the Near Infrared Light therapy tools and offers out there to try the near infrared lights, I will bring a couple of lights for you to try. We will talk about what red light therapy can do for you and your injuries. I will even be giving away a near infrared light at the conference (bring a business card or provide an email). I will be able to teach you the difference between

the red-light therapy that will work and the ones that won't do a thing for you no matter how many times you go.

There is plenty to try and plenty to learn in this jam packed 1.5 session twice during this week at ILEETA. Nothing I will show you or allow you to try can hurt you. You never know, it might just help prevent a surgery in your own future. **ILEETA**

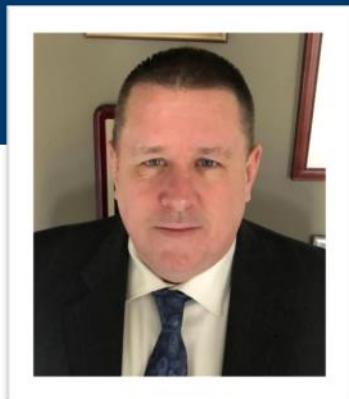
About the Author:

Traci Ciepiela worked in law enforcement for 14 years in Missouri before taking the opportunity to work in education at the community college level. She currently resides and teaches in the Police Science / Criminal Justice Programs at Hawkeye Community College in Waterloo, IA.



Media Relations and Marketing Your Law Enforcement Agency

By Andrew DeMuth Jr.



“The sins of the father are to be laid upon the children.”

This quote from Shakespeare’s *The Merchant of Venice* seems

to fittingly capture the dynamic we see play out over and over. The rest of us must bear responsibility for the act of one - or, more recently, five - officers committed hundreds or even thousands of miles away. The incident is portrayed as representative of our entire noble profession, and, therefore, the rest shall pay in the form of enhanced scrutiny, lowered trust, and overreaching reforms.

We are partly to blame. We have allowed our story to be told by others, and it must end.

As far back as the early 1990s, I remember seeing arrests and other accomplishments made by colleagues never recognized or publicized in the local newspaper. My agency was no different than many others. Our interaction with the media was mostly limited to replying when sent an inquiry. In some cases, this was the result of the press information officer (PIO) position being viewed as a dreaded role given to the administrator with the least amount of seniority. In other cases, this indifference was born out of issuing press releases that were largely ignored by local and regional newspapers.

But the game has changed. We must change too.

Higher salaries, more rigorous standards, and a more proactive approach to community policing has resulted in better law enforcement. Despite what our detractors might say, we are putting out the best product than any time in history: more community-based programs, a tsunami of outreach efforts, and our people (most of our people) finally embracing the importance of amassing community support.

Yet, our approval numbers flounder in poll after poll.

There are two factors causing this. First, we are not doing

nearly enough to tell our story. The second factor is how law enforcement is portrayed in the media combined with our inability - and sometimes unwillingness - to respond to negative coverage.

It’s time to stop blaming the media and take ownership of our own failings.

The U.S. Department of Justice puts the number of law enforcement agencies in the United States at about 18,000. The number of media outlets, according to USA Today, is approximately 3,000. Yes, even though we eclipse the media in total numbers, they do have a greater reach. But how much could we accomplish with 18,000 Facebook, Twitter, LinkedIn, Instagram, and YouTube accounts? Imagine if all 18,000 organizations got on the same page and committed to promoting the successes and accomplishments of our people.

At the 2023 ILEETA Conference, we will discuss this exact topic. We need to completely change the paradigm. If I were a chief in 2023, I wouldn’t want a mere press information officer. Instead, I would want a full public relations agency committed to proactively promoting and telling the story of my organization. That is how I would want my PIO people to view themselves.

The person selected for this position can no longer be the officer with the fewest number of grammar mistakes on his or her reports or the lieutenant who drew the short straw. The selection needs to be a highly skilled professional committed to mastering the art of media relations and marketing. It must be someone entrusted to take this role to the next level. The position itself should be desired, coming with great esteem and the promise of the most elite training available.

In *Media Relations and Marketing Your Law Enforcement Agency*, we will examine the current state of the law enforcement-media dynamic. Simply, what are we getting right and what are we getting wrong. (Spoiler alert, we’re getting a lot more wrong than right.)

We will approach the topic as if we are building this function from the ground up. We will discuss everything

from selecting the right person for the role to crafting a strategy designed to maximize our efforts. And it has to go beyond just media relations. We need to adopt private-sector principles of marketing. This is not manipulation or lying in any way either. It can't be. We would lose all credibility. Instead, it is about taking every opportunity to share our successes and accomplishments large and small.

As far as our failures are concerned, we must be proactive there too. We will also examine successfully navigating crisis situations and the importance of transparency.

We will also take a more pointed look at social media which has been a true game changer. Social media has proven to be both a force multiplier and great equalizer. Never before has it been this easy to reach our citizens directly with exactly what we want to say. A five-platform social media program is an absolute staple of any successful media relations initiative.

What else can we do? How about a speaker bureau within the agency? Local organizations (schools, businesses, fraternal organizations, community groups) are always looking for guest speakers. What a fantastic way of enhancing our image while fostering the public speaking and leadership skills of our people. What about business cards, email signatures, our website, the rear bumper of our patrol cars, the lobby of our building? All of these contribute to how our organizations are perceived and certainly fall under the "marketing" umbrella.

Even if this function is performed part time, it should still be an everyday consideration. What is today's or this week's press release? What is today's social media post? What organization is looking for a speaker this week?

Former Speaker of the House Tip O'Neill famously said, "All politics is local." It is no different with media and public relations; we win over our citizens one person at a time.

So, join us in *Media Relations and Marketing Your Law*

Enforcement Agency at the 2023 ILEETA Conference, and let's take this profession to the next level.

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About the Author:

Andrew A. DeMuth Jr. is the founder and lead presenter for Leading Blue, a company that provides leadership training throughout the nation. Andrew retired from the Freehold Borough Police Department in 2015 after a 25-year career where he managed the media relations program and investigations division in addition to serving as the agency training officer, range master, and intelligence officer. After retiring, he served as a civilian manager for the attorney general's office directing the statewide law enforcement DNA collection program of more than 500 agencies. Andrew also serves as an adjunct professor for two different institutions, and can be reached at Andrew@LeadingBlue.com.

Resilience is an Officer Safety Skill

By Michael Marotta



Several weeks ago I met with a great group of friends, friends that I have known for the better part of 10 years and served alongside with during some critically important moments. These men are servant warriors and account for some of the most difficult jobs within the world of law enforcement. From beat cop, to range instructor, to bicycle patrol and a homicide detective. A few months earlier I had resigned from my 16-year career with a large department in Texas. It was a remarkable moment for a number of reasons. First, I came to realize I was no longer enmeshed in the day to day of the job and second, I had an opportunity to teach others what I had learned. I can share proven resilience skills that were contextualized in ways that make sense to the most tactically sound SWAT Operator all the way to the newly minted cadet drawing a weapon for the first time ever.

Build Resiliency

Law enforcement has seen the focus on officer mental health evolve rapidly in the last several years. This can be attributed to a number of reasons. In addition to an increased number of resources available to officers, they are more able to discuss mental health concerns. In my humble opinion, the biggest change has been first responders across all disciplines discussing mental health openly and normalizing mental health concerns. I am often asked, “What can I do?” or “How can I help my agency?” It can be incredibly daunting when you think about it. The short answer is, BUILD RESILIENCY!

Resilience:

First HELP defines **resilience** as productive behaviors, thoughts, and actions that can be learned. Resilience prepares us to recover from setbacks and thrive in times of adversity.¹

Definitions vary much like the offering above but according to PositivePsychology.com, resilience is simply, “the ability to cope with whatever life throws at you.”

Pretty fitting when you consider as responders sometimes things are actually thrown at us. I digress. From the traumatic scenes, to the perceived lack of support from the public, political ideations and bad policy sometimes it

feels like it is too much.

What if in 5 easy steps practiced consistently you could be more self-regulated, adaptable, self-controlled would we want that as responders. I think the answer would be yes. During the #RANGEofResilience Instructor Workshop at the 2023 ILEETA Conference, we will walk through First H.E.L.P.’s R.A.N.G.E. of Resilience and provide a framework you can take back to your agency and implement immediately into whatever training space you occupy.

The #RANGEofResilience

During the workshop we’ll review five resilience skills and prepare participants to return to their agencies to train these skills in whatever context they currently train officers from the range to the EVOC track to classroom. All trainers and leaders have an obligation to build the resilience of their agency.

R- Recognize the good. According to Stephen Covey, “The way we see the problem is the problem.”

Fundamentally changing the lens in which we view the world is supremely important. Participants will explore how to see negative outcomes through a positive lens. Developing the ability to see positive results on the Shooting range, driving range or rolling on the mat takes intentionality.

A- Active constructive Responding. Listening matters . Listening is a process and is so much more than an auditory function of the body. Theodore Roosevelt famously stated “Nobody cares how much you know until they know how much you care.” Nothing says you care more than actively engaging with someone in the training space. When people feel heard, research shows they are more engaged.

N-Notice the World Around You. No other career field requires more automatic responsiveness than being a responder. The training space requires us to create muscle memory for so many functions so when the time

Resilience...con't.

comes the response is automatic. However in so many areas of our lives we are controlled by the subconscious mind. Autopilot some might call it. Mindfulness or grounding can keep us in the present and help us engage parts of our brains we often shut off in the training environment.

G-Get up and move. The relationship between movement and cognitive functioning is one many of us do not consider. Routine movement of the body can decrease stress, promote vascular health and develop new neural pathways. New developments continue to emerge in how the body responds to physical movement. Exercise can optimize brain function, develop resilience and healthy stress responses.

E-Energy Management. According to Dr Bassel van der Kolk “ Restoring a sense of self is critically important in recovering from trauma..” What Dr Van der Kolk is referring to is breathing. The thing we do our entire lives and give little attention to until we're short on it. In the training environment it seems that breathing is always happening. Here we will talk about the benefits and do some simple breathing techniques .

Join me as we walk through for a 3 hour collaborative workshop where participants will learn how to incorporate simple resilience practices into any training

environment. Training offers us an early intervention opportunity. Learn resilience, learn people, learn performance . A more effective responder community is the goal.

¹Definition of Resilience is adapted from the United States Army Master Resilience Training Program.

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About the Author:

Michael Marotta is a former law enforcement officer and United States Air Force Veteran. He has served as mental health officer, crisis negotiator and his final assignment was serving his agency as a wellness officer. He is now the Training Coordinator for First H.E.L.P. where he is able to continue his work of knocking down barriers for first responders seeking mental health treatment. Mike can be reached at mike@1sthelp.org



Suicide Risk Management: Creating a Culture of Psychological Safety

By Dr. Nancy Wesselink and Lt. (Ret.) Gerald Richmond, CCFES



I have provided counseling, training and support to hundreds of first responders for almost thirty years. By far the most difficult and heart-wrenching situations involve suicide. These events leave behind untold

depths of grief, bereavement and mourning; the effects of which can be felt for years. We will always have to fight the stigma of asking for help. Stigma is mainly tied to lack of trust in the process and the outcome.

Research has focused on contributory elements that can exist prior to the taking of one's life, and much speculation has been offered about underlying reasons. In my never-ending search to try to find out why first responders are taking their lives in such numbers, I have been confronted with some harsh realities.

We know that there are significant areas of what I call "entrapment" when it comes to stress reactions. Risk factors are well known. Isolation, sleep disturbance, hopelessness, family conflict, physical illness and depression are just some. Our presentation will highlight the effects of these personal stressors on the life of a first responder, and how they contribute to ongoing struggles with suicidal ideation.

Although the effects of the jobs on first responders' mental wellbeing have been widely documented, my experience has been that the detrimental effects of poor leadership can be insidious and incredibly damaging to personnel. Adding to that are personal stressors that personnel may already be trying to deal with and it becomes a toxic environment on both private and professional levels.

Research has indicated that a lack of social support is one of the strongest risk factors for PTSD (Post-Traumatic Stress Injury) after traumatic exposure. We can't have a conversation about changing an organization's culture around the topic of suicide unless we first look at how

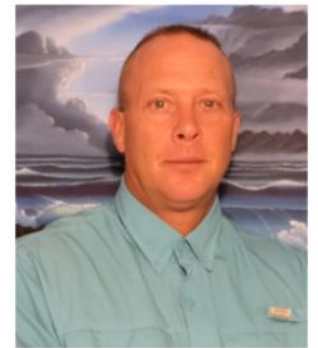
unhealthy leadership creates barriers to do so. Research indicates that there are several factors that can contribute to leadership failure. Examples include: lack of mentoring, promoting people without the proper skills, previous untreated trauma and Post Traumatic Stress Injury, burnout, and lack of emotional intelligence just to name a few.

My experience has shown me that damaging leadership often comes from damaged leaders. Those that came along at a time when mental wellness was never spoken about, much less confronted effectively. These employees rose through the ranks carrying the burden of their psychological traumas. The "suck it up buttercup" culture caused them to compartmentalize "foreign" emotions of sadness, depression, moral injury and distress, with the belief that they would be seen as weak or stupid.

In order to effect culture change, a focus on the ability, or lack thereof, of leaders needs to be at the forefront, along with updated training, policy, and risk management initiatives. Repeated exposure to lower levels of stressors such as bureaucratic mismanagement, insensitivity to someone's personal stress, unfair decision-making, arbitrary rules and constantly shifting priorities must be eradicated and replaced with an emphasis on mental wellness and officer psychological safety.

Leaders have the power and authority to change how personnel experiencing stress are treated by the organization. They must normalize conversations about mental health and wellness, incorporate an environment of acceptance and genuine concern for all employees, and build trust among line-level and command ranks through continuous honest communication.

Leaders hold positions of power which they exert on their organizations, and they have the opportunity to establish an environment that is fair and just. However, inability to provide healthy leadership has been, and continues to be,



Safety...con't.

a huge factor in the overall health and wellbeing of personnel. A psychologically safe work environment demands leadership that is capable of being vulnerable, and vulnerability requires trust. Psychological safety simply cannot exist without it. **ILEETA**

About the Authors:

Dr. Nancy Wesselink is the Founder and Chief Consultant of One Source Counseling and Employee Assistance Services LLC in Georgia.

Training Experience:

Critical Incident Stress Management/Peer Support

Advanced Suicide Awareness

Law Enforcement Cultural Competence for Mental Health Clinicians

Law Enforcement Stress (Recruit Classes)

Georgia POST General Instructor

Providing services since 2002. First Critical Incident response: Atlanta Olympic bombing 1996.

She can be reached at docnancyw@gmail.com

Gerald Richmond retired from Cherokee County Georgia Fire & Emergency Services May 2018 as a Lieutenant/Training Officer. He spent 19 ½ years with the department, 12 of which he was assigned to a Special Operations team.

Training Experience:

Firefighter Survival

R.I.T. (Rapid Intervention Team)

Hazardous Materials

Mental Health Awareness

National speaker: First Responder Suicide Awareness since 2021.

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CELEBRATING 20 YEARS OF PURSUING EXCELLENCE IN LAW ENFORCEMENT TRAINING

Broader Context Investigations into Domestic Violence Crimes to Prevent Homicide

By Christopher Malast



Campaigns or operations to curtail impaired driving have used the slogan, “Stop a Murder in Progress” due to their mission to reduce fatal traffic collisions involving impaired drivers. Conversely, investigations into seriously concerning conduct of domestic abusers often goes overlooked or under investigated for a variety of reasons. These reasons could be under reporting by victims who have had negative experiences or fear of the justice system, communities or cultures that view domestic violence as a private affair, or the responding officer’s inability to see the broader implications of an incident on the relationship as a whole. Whatever the reasons for deficiency in enforcement, the stark reality is that femicide is the leading cause of death in the United States among African American women aged 15 – 45 years. American women (of all races) are killed by intimate partners more often than by any other type of perpetrator, and the number of American women murdered by their current or ex male partners between 2001 and 2012 was 11,766. That number is almost double the number of American troops killed in Afghanistan and Iraq during the same time period.

The best way for American law enforcement to reduce the number of women killed by intimate partners is to take appropriate enforcement action when they can, to disrupt an offender’s progression towards the ultimate act of power and control, the homicide of their victim. A tool in understanding how this offender/victim relationship might progress and what types of behaviors are cause for alarm is the Monckton Smith report from the University of Gloucestershire. This study, which reviewed 372 intimate partner femicides that occurred between 2012-2015, suggested that domestic abuse characterized by coercive control and/or stalking is more likely to end in homicide.

The Monckton Smith Study identified 8 stages in domestic relationships that ended in femicide. Stage One, the Pre-Relationship, describes how the offender acted in other relationships prior to the relationship being examined. Stage Two, Early Relationship, considers how the relationship began. This often presents with an expedited timeline, as once the female commits to this relationship, that commitment cannot be withdrawn. Stage Three is

the Relationship itself and the variety of control mechanisms governing the relationship. Stage Four discusses Triggers, which overwhelmingly revolved around withdrawal of commitment or separation. Stage Five is Escalation, which appears as an attempt to re-establish control or status in the relationship. Stage Six, A Change in Thinking or Decision, seems to occur at the end of a period of escalation, perhaps as a response to perceived irretrievable loss of control. This thinking or decision making can present as a “last chance” and potentially erode the slope to the decision to kill. Stage Seven is the Planning of the homicide, with the final stage, Eight, being Homicide.

Progression through all eight stages is not inevitable. If an offender were to regain control of their victim in an advanced stage, this adjustment has the potential to return the relationship to a lower stage. Equally, interventions at any stage may be effective in stopping the progression. Intervention from a law enforcement perspective could look like the classic punitive example of arresting the offender. Alternatively, and potentially a more impactful intervention, may be delivered in the form of connecting a victim to available resources. These two interventions are not mutually exclusive.

Often, when law enforcement responds to a domestic violence incident, that incident is viewed in a vacuum. The primary concern being the immediate event the responding officer is there to investigate. While probable cause of a given crime is generally limited to the one specific incident at hand, restricting the focus of the conversation to just that will reduce potential resources and interventions available. Teaching officers to learn more about the parties involved and the dynamics of the relationship will surely strengthen their response and any intervention that may come from it. By paying attention to the stages the relationship has gone through and what lethality factors are present, investigating officers should be able to provide more valuable feedback and resources to a victim, build stronger cases against an offender, and

Investigations...con't.

hopefully achieve the ultimate goal of protecting life by preventing a homicide. **ILEETA**

About the Author:

Detective Malast has been a peace officer in Arizona for 19 years. He has worked in patrol, investigations, and training, including being assigned to the Maricopa County Sheriff's Office Basic Training Academy as a Training Sergeant. He is currently assigned to the Tempe Police Department Violent Crimes Squad and specializes in Domestic Violence investigations. Christopher_malast@tempe.gov



Leadership and Community Relations



Change Agent: The Trainer's Leadership Challenge

By Joe Willis



Law enforcement educators and trainers have a unique opportunity to be the change agents that shape the future of the profession. With every officer you train, you have the power to influence their attitudes and behaviors, and to help them develop the skills they need to be effective and ethical members of the profession.

Change Agents

Be the change you want to see in the world.

During the 2023 ILEETA Conference we have an opportunity to explore how instructors can use, *The Five Practices of Exemplary Leadership* to be a more effective change agent. To more effectively be the change they want to see.

The Leadership Challenge

In the last journal I shared an article that detailed the 5 practices and 30 behaviors developed by James Kouzes and Barry Posner, two of the leading experts on leadership. Their book, "The Leadership Challenge" is a widely recognized and highly regarded book on leadership. Originally published in 1987, it has since become a classic in the field and has been revised and updated seven times.

They argue that leadership is not about position or title, but about the actions that leaders take to inspire and guide their followers.

Five practices of exemplary leadership:

- **Model the Way:** Leaders must set the example and live the values they espouse.
- **Inspire a Shared Vision:** Leaders must create a vision of the future that inspires and motivates others.
- **Challenge the Process:** Leaders must continuously challenge the status quo and seek new and innovative ways to achieve their goals.

- **Enable Others to Act:** Leaders must empower and support their followers to take action.
- **Encourage the Heart:** Leaders must recognize and celebrate the contributions of others, and create a positive and uplifting work environment.

By incorporating these practices and their associated 30 behaviors into your work as a trainer, you can create a positive and supportive environment that inspires your trainees to achieve their full potential. You can also help to build a strong foundation of leadership skills and ethical behavior in the next generation of the profession's leaders.

One of the key themes of the Leadership Challenge Workshop is the idea of being a thermostat, not a thermometer. The thermostat metaphor refers to the difference between someone who passively measures the temperature of their environment and someone who actively sets it. The idea is that, like a thermostat, leaders should take control of their environment and shape it to meet their goals and aspirations, rather than simply reacting to it. We all know plenty of people who gladly share their thoughts of how bad things are – just like a thermometer telling us the temperature of the room.

Instead, by acting like a thermostat, you can help to drive cultural change in your department. For example, by modeling the way and inspiring a shared vision, you can create a culture of excellence, where trainees are encouraged to strive for the highest standards of ethical and professional behavior. By challenging the process and enabling others to act, you can encourage trainees to think critically and to seek out new and innovative approaches to problem-solving. And by encouraging the heart, you can recognize and celebrate the accomplishments of your trainees and create a positive and uplifting learning environment. You can be the change you want to see in the profession and the world.

Change...con't.

By attending the 2023 ILEETA Conference and participating in this Leadership Challenge Workshop, you will gain the skills and knowledge you need to become a more effective change agent. You will learn how to use the five practices of exemplary leadership to shape your environment and influence the future of law enforcement. And you will have the opportunity to network with other trainers and to be part of a community of leaders who are committed to shaping a better future for our profession.

See you in Saint Louis!

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Kouzes, J. M., & Posner, B. Z. (2017). The leadership challenge (6th ed.). John Wiley & Sons.

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<https://www.ileeta.org/wp-content/uploads/2023/01/ILEETA-Journal-Vol-23-Ed-4-Winter-2022.pdf>

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About the Author

Joe is a retired US Army Military Police First Sergeant who currently serves as a Training and Development Specialist for the US Navy. He is also the Chief Learning Officer at [First H.E.L.P.](#), an adjunct instructor for [Team One Network](#), and an Advisory Board Member for the [International Law Enforcement Educators and Trainers Association \(ILEETA\)](#). Joe is a certified Leadership Challenge Facilitator and Coach as well as a process improvement Kata Coach.



What WE Want: A Study on Police Expectations, the Results

By Jason Mazeski



In this tumultuous societal environment in which we exist, what exactly does anyone expect of the police!?

Most officers can almost

instantaneously expound the role of the police within the community. As police officers, they have lived that experience time and time again. “Protector”, “social worker”, “enforcer”, “fixer” are all titles that arise when asked the question. Recently, the police found themselves the subject of increased scrutiny and public backlash. Standing on the picket line being stereotyped and verbally abused. The best officers in the world, being categorized and treated as the worst. This is why two years ago I started my journey to study the expectations of the police through the eyes of the those who serve, and those who are served.



To explore how lived experiences dictate the presumptions of each group and finally, how society goes about mending and improving this disparaged, sometimes explosive, relationship. Last year I presented my research proposal at the ILEETA conference to very mixed reviews. My presentation was titled “What Do They Want from Us?”. This title was purposefully provocative with the intent to magnify the community-policing divide. This year, I’m proud to present the findings of my doctoral research, moving away from the dichotomous implications of “Us” and “Them” ... “What WE want; A Study of Police Expectations, The Results”.

Over the last year, I interviewed twenty-four respondents

for this study. Twelve police officers and twelve community members. These participants were sampled from four different jurisdictions, each with differing socio-economical, cultural, and commercial footprints. Participants were brought back together for two focus groups after completing the interview. The interviews and focus groups concentrated on three main questions. First, what is the role of the police, and how did you come to that assumption? Second, what lived experiences can you recall that have helped form your presumptions and expectations of the police. And lastly, how can the community-police relationship be repaired or improved through learning, training, and reform? All of these questions were posed to both samples populations. And here’s just a sample of what they had to say about the state of policing.

As for the role of policing, well, it’s multi-dimensional and nuanced. The role of the police will vary from town to town, city to city, and even neighborhood to neighborhood. The importance of this finding was that these expected roles were almost exclusively based on individual past experiences with the police. The police based them mostly off of what they’ve done in their career. The community based the role on both their lived experiences and the lived experiences of others.

As for critical incidents that have contributed to the expectations of the police, both groups felt lived experiences were vital to the construction of expectations. Community members recalled traffic stops and five-minute interactions from decades past when asked what experiences contributed to their expectations. Community members also saw value in newer experiences, and how more recent experiences have shifted their perspective. The police often cited experiences that occurred before they became officers. Those experiences dictating their personal expectations, both negative and positive. Interesting enough, the police participants saw little value in reflecting on experiences while on the job. Perhaps a missed opportunity for change?

Lastly, both groups expressed a dire need for the police and the community to come together more effectively.

The police participants saw value in police training reform that focused on tactics and critical thinking training. While community members felt police reform should include more stringent educational requirements for officers, mental health and wellness programs for officers, and an increase in communication and cultural sensitivity training.

So where does this lead policing professionals? Those that find themselves at the pinnacle of police training development, policy reform, and procedural change? The oneness and responsibility doesn't fall squarely on the police, it is shared with the community; however, the policing culture needs to begin the process of differentiated "police interaction" and "community engagement". Steps should be taken to engage the community about criminal concerns and police response to those concerns rather than ice cream socials and movie nights at the park. Meaningful engagement means entering an environment where all parties are comfortable in sharing experiences, admitting mistakes, and committing to change.

As seen in this study, the power of experiential learning can easily pivot into a transformational opportunity. Police training should begin incorporating the tenets laid out in both experiential learning theory and transformational learning theory. Research and theory exist, now the difficulty lies on those charged with application and operationalization; executive leaders and those leading without rank within the policing culture.

Overall, this study indicated that while higher education may be seen as "useless" to some police officers. The application of critical thinking, rational discourse, self-reflection, peer debate, and social exposure are all indicative of most college experiences. The ability to analyze different perspectives and create social norms and values that transcend those taught in formative years can greatly and improved ability to connect to an unfamiliar community or culture.

Lastly, each participant was asked what they thought of the term "law enforcement" when it is applied as an adjective used to describe the police. The police participants found the terminology polarizing and felt it

only encapsulated part of their daily functions.

Community members felt more strongly about the term, stating it was "intimidating", "scary", and "very forceful". Societal change and the intricate role the police play in society dictates a reimagining of how the police frame themselves. It may be time to set aside the punisher skulls and sheepdog t-shirts...and rethink how the term "Law Enforcement" is applied.

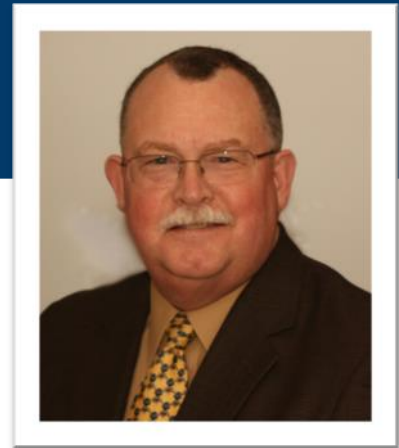
This executive summary merely scratches the surface of my 2023 ILEETA presentation "What We Want: A study of police expectations, the results." I look forward to seeing you all once again! **ILEETA**

About the Author:

Jason Mazeski is in his 16th year with the New York City Police Department. He has a decade worth of experience training police officers and designing curriculum for the NYPD Counterterrorism Division. He is currently assigned to the Strategic Initiatives Bureau, Office of Research and Evaluation. In his spare time, he is an adjunct professor of public speaking at CityTech College. He holds an M.S. in Adult Education and is currently a Doctoral Candidate at Teacher's College, Columbia University researching the expectations and presumptions of the police in 21st century America.

A Vacuum of Leadership

By Dick Fairburn



Almost every day we see another story illustrating the decline in American law enforcement. Sadly, many of the incidents are self-inflicted. We have almost reached the point of a circular firing squad.

We can trace the point of origin in this conflagration to Ferguson, Minneapolis, Uvalde and most recently Memphis. As a profession, we are headed toward a cliff.

I have long felt one of our most pressing problems in law enforcement is a vacuum of leadership. But I must define what I mean by Leadership, as opposed to Management:

Leadership is tactical, Management is strategic,

Leadership is people, Management is organization,

Leadership is a briefing, Management is a meeting.

Managers *direct* from the rear, Leaders *command* from the front.

The Coach *manages* from the sideline, The Quarterback *leads* on the field.

The law enforcement profession in the U.S. simply does not train leadership in a standardized fashion. At least not the way the U.S. military trains leadership. Instead, we have numerous management programs which we call leadership training, such as: FBI National Academy, Southern Police Institute and Northwest School of Staff & Command.

In the U.S. Army Infantry, my military experience, the first level of field leaders are Sergeants at the Squad Leader level, or Second Lieutenants at the Platoon Leader level. These soldiers' first leadership school is designed to give them the skills needed to lead their team into combat and, hopefully, bring them back home when the battle is done. Soldiers who make the Army their career will attend further leadership training and will also receive management training as their careers move away from the front. But, their first training is always leadership, not management.

First-line supervisors in most police agencies are almost

exclusively taught to manage day-to-day operations. They are almost never taught to lead a team of officers into a potentially deadly incident ... how to maximize their

team's ability to neutralize an active shooter (Parkland, FL and Uvalde, TX) or minimize their team's use of unlawful force on a traffic stop (Memphis, TN). IMHO the underlying failure at Parkland, Uvalde and Memphis is exactly the same – a vacuum of leadership.

For 20 years I served as a full-time staff member at the Illinois State Police (ISP) Academy. While we waited for a Director who thought Rapid Deployment (RD) training worthwhile, we conducted research into RD tactics. After debriefing more than 40 historical active shooter events we realized the original RD tactics were inadequate because most of the incidents were over before a team could arrive. We decided to train our officers to make immediate entry, saving the time needed for a full team to arrive. Most RD training programs now emphasize the need to make immediate entry, forming a team on the fly.

While conducting this research I saw one major problem we could face. Most patrol officers in the U.S. work alone and a RD response will start almost exclusively with patrol officers. We respond in a staggered fashion, heading to the location from various points in our jurisdiction. When you couple one-at-a-time arrival with a first-line supervisor who hasn't received any true leadership training, a tragedy is possible. I predicted that if we didn't train RD team leadership principles we could see officers failing to take the immediate, dangerous actions needed to neutralize an active shooter. At the last two high-profile school attacks (Parkland, FL and Uvalde, TX) we saw officers failing to take the necessary action.

From my perspective, the failure of leadership is not just at the street level, it permeates entire rank structures. Because we generally only train management principles, we see top brass trying to "manage" a critical incident from Headquarters instead of trusting competent field

Leaders...con't.

leaders to make the right decisions on the street. SWAT team leaders are constantly second-guessed by a manager on the phone.

We do have a lot of competent leaders on the street. Many of them gained their leadership skills in the military and since 2001 that experience often included actual combat, exactly the skillset we need for assembling and leading a RD team into the scene of a school attack. Some top notch street leaders learned through OJT, working for a solid leader they could emulate. Some agencies have a culture of individual leadership and include the topic in their in-service training programs.

At the ISP Academy we anticipated the need for street-level leadership training. What started as a four-hour block of classroom instruction evolved into a full-week of scenario-based training. ISP Sergeants gained role-playing experience at forming a team of officers, developing a hasty plan and leading that team into a dangerous critical incident.

When we offered the ground-breaking training to outside agencies, they showed up in droves. Those local and federal officers often declared our "Street Leadership" course the best training they had ever seen.

At ILEETA 2023, we will outline the only military-style-

leadership course we have seen in law enforcement in the seminar: "Street Leadership - Never again an Uvalde, Texas!" We will give you important information you can use to foster leaders and work toward leadership training at your agency. We will hopefully whet your appetite for the potential rollout of this class on a nationwide basis.

If we are to turn around the decline in U.S. law enforcement, we will need great street-level leaders to change the way we respond to life-threatening events. Whether it is to immediately neutralize a monster slaughtering children in their school or to stop emotionally overwrought cops beating a prisoner to death, the solution is the same. Strong, competent street-level leaders who will take charge and move their team in a positive direction. **ILEETA**

About the Author

Dick Fairburn had more than 40 years of public safety experience, retiring from active law enforcement in 2021. His law enforcement assignments have included patrol, investigations and administrative assignments ranging from the rank of Deputy Sheriff through Police Chief. Mr. Fairburn has been writing for police publications since 1983 primarily on firearms-related topics. His print articles have appeared in Police Marksman, SWAT, POLICE, Law and Order Police1.com and Guns & Ammo. Dick currently serves as the Carbine columnist for Concealed Carry magazine. He has published two firearms training books through Paladin Press, Police Rifles in 1994 and Building a Better Gunfighter in 2010.

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Planting the Seed for the Next Generation of Law Enforcement

By Angeleic Huth



Law enforcement professionals must cultivate the next generation who will

protect,

investigate, and serve. ‘Planting the Seed for the Next Generation of Law Enforcement’ introduces information for those who want to help grow law enforcement interest among high school students. Discussions in this class include starting programs, communicating with stakeholders, and building industry relationships. Also included is the relevance of beginning tough conversations, recognizing cultural differences, and how to best keep respectful communication among high school students while teaching a police-related curriculum.

If you don’t know about law enforcement programs available for high school students and are interested in what they are, this will be a good introduction class for you. If you are curious how collaboration between law enforcement students & auto technician students make for a great learning experience, please join us. If you need some ideas to enhance the positive use of social media with teens, you will see some ideas here.

What is a High School or Career Center Law Enforcement Program?

These law enforcement programs can be stand alone as part of high school class offerings or can be one of many offerings at a Career and Technical Education (CTE) center. According to Applied Educational Systems powered by iCEV, the United States has 1200 career and technology centers in 41 states. In this CTE world, there are sixteen career clusters, or tracks, where students can explore and/or hone in on their area of interest. Law enforcement falls into one of these tracks which also includes security, corrections, lawyers, and paralegals.

During this course at ILEETA, I’ll share information from my experiences with high school law enforcement programs, peer teachers, administrators, and students.

You might be surprised to learn the many similarities between the role of a department police trainer and the role of a high school police teacher.

Why is a High School Law Enforcement Program Important?

Due to high enrollment numbers in the early Spring of 2020 (pre-COVID) I was fortunate to be hired as the second law enforcement program teacher for my classroom. The month my hiring process began, newsworthy incidents were occurring in law enforcement and enrollment ultimately reduced by 40% over a two-year period. These school programs are hurting in similar ways that law enforcement is struggling with hiring. In many locations, the numbers just aren’t there. Growing interest among this age group through creating meaningful programs with local schools may help to boost these numbers and build trust in your community for the future of the profession.

Another great aspect is these students actually want to hear your police stories. I’ve never been one to “tell work stories” because the bottom line is we’ve all encountered our own versions of many types of calls-for-service, but are all essentially doing the same things, regardless of where our assignment may be in the world. I can say there is a sense of joy in seeing how excited the students are to ask questions and listen intently.

A favorite aspect, according to students, is that they have a voice in classroom discussions. These discussions include a range of topics like fitness, excessive force, respectful communication, and so much more. This leads into sharing things law enforcement as a whole does well and things we need to work on.

How Can You Get Involved?

There are many possibilities on how you can be involved with one of these law enforcement programs. Listed here are just a few of the ideas that will be discussed during the course at ILEETA:

- *Start a full-time or part-time program at your local high school.* While there are many administrative tasks and signatures involved with the upstart of these programs, the rewards and positive impacts are endless.
- *If a program already exists, contact the teacher and ask how you or your agency can be involved.* Some possibilities for involvement include being a guest speaker for the class, participating on the program's advisory committee, and visiting the school with police vehicles, drones, & personnel.
- *Create job shadow and/or mentorship opportunities.* Students enjoy spending time in the industry settings. Providing time where they can sit with dispatchers, police officers, detectives, and jailers at the station ensures they are in the environment that enables a front row opportunity to ask questions for clarification on understanding the whys for different tasks they observe. Mentorships are another great way to match up students with professional police officers, dispatchers, and jailers/corrections officers. These mentors can help to support students throughout the school year, assist them with completing job applications, and have a compassionate ear.

The power of initiating a conversation with a student should never be taken for granted. We all joined the law enforcement profession for varying reasons, so keep in mind that just one positive interaction with a student may assist the trajectory of their future paths. If you are working an extra assignment at a ball game or presenting at an elementary school, lean into those community policing skills and really invest in the students you are around.

While I cannot promise you the adrenalin dumps of police work (wow do I miss those!), I can assure you that the knowledge & opportunity you provide to these groups of students will impact and influence the profession.

ILEETA

About the Author

Angeleic Huth currently teaches law enforcement/police science at a career center in the Kansas City metro area. She is retired from the KCMO/PD where she served as a police officer, spending her last three years as the lead Physical Training & Defensive Tactics Instructor at the police academy. She continues to train law enforcement and civilian groups in various programs, writes curricula for police training, and is a safety, security, & policy consultant.





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Save the completed document using your conference badge name and 2023rf (example: johnsmith2023crf) and email to info@ileeta.org. Please be accurate when completing this form. The information will be used for the conference badge and certificate. You will receive confirmation within 3 business days of receipt. You MUST be an ILEETA member to attend the 2023 ILEETA Conference. If not, please complete Section 2.

Section 1 - Conference Attendee Information If not an ILEETA Member, complete membership application in Section 2

Name	Last		First		M.I.	
Title/Rank			Agency			
Agency Street Address				City		
State		Zip		Agency Phone		
Agency Fax			Agency E-Mail			
Home Street Address				City		
State		Zip		Home Phone		
Home E-Mail				Country		
Preferred Contact	<input type="checkbox"/> Home <input type="checkbox"/> Agency		Web site if applicable			

Check those that apply: ☐ Criminal Justice Educator ☐ Public Agency Trainer ☐ Privately Employed Trainer
☐ Training Manager ☐ Field Training Officer ☐ Researcher/Author ☐ Other – describe

Check those that apply: Type of training conducted: ☐ General subjects ☐ Use of force ☐ Safety/Wellness ☐ Firearms
☐ Investigations ☐ Defensive tactics ☐ Other – describe

Section 2 – New ILEETA Member Application – ILEETA Members Do Not Complete

Please provide verification that you are an instructor in the field of criminal justice. Describe in the space provided the nature of your instruction/training. Additional information such as trainer certification or testimonial/reference letter may be attached to this e-mail/mail/fax (two documents maximum). We will contact you if additional information is required.

Supervisor or Client who can verify you the above

Contact Info for above	Phone		E mail	
ILEETA Sponsor Name if Any				

Payment Information: Full Payment Must Be Made Prior To The Conference - NO EXCEPTIONS!!

<input type="checkbox"/> Conference Registration \$420 <input type="checkbox"/> New Membership \$50	
<input type="checkbox"/> Renewal Membership One Year \$45 <input type="checkbox"/> Renewal Membership Three Year \$120	
Payment Type	<input type="checkbox"/> Credit Card (VISA/ Mastercard) Other <input type="checkbox"/> Check/Money Order <input type="checkbox"/> Purchase Order(before
Card/P.O. Number	Expires
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