

Winter Edition

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The ILEETA Journal



ILEETA

International Law Enforcement
Educators and Trainers Association

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ILEETA Journal Editorial



Managing Editor:
Kerry Avery

The New Year

Happy New Year! As I look back on 2023, it was certainly quieter than the few years before it. Thankfully, line of duty deaths are down to 124 in the United States and the statistics coming out now are showing a decrease in homicides across the country. Unfortunately, Canada had an increase of line of duty deaths with seven, including two from my city. Canada usually averages two to four line of duty deaths a year and this was the highest number in over a decade. Thank you to all police and peace officers who continue to serve.

2023 was a year of recovery and returning to relative normalcy after the pandemic. It was great to see more people at the ILEETA conference this year and the classes were excellent. We have also had excellent engagement with journal article submissions with a very full winter edition that includes a number of articles from new authors, the results of a recruit training research study, as well as articles from many regular contributors including, Kevin Davis, Todd Fletcher, Duane Wolfe, Dan Fraser, Jeff Johnsgaard, Dr. Matther Loeslie, Andrew DeMuth, Jesse Gonzalez, Kim Schlau, Instructor Z and Darrell Burton. We are lucky to have so many ILEETA members who are willing to volunteer their time and share their knowledge. This year Joe Willis, Todd Fletcher and Brian Hill hosted the ILEETA live sessions which have enabled us to stay connected and learn throughout the year.

I wish I was optimistic for a great year as the calendar changes but this is a presidential election year and the last two have been pretty tumultuous so we do not know what this year is going to bring. I do hope, above everything else, that 2024 sees a victory and the return of peace and security to our friends and colleagues in Ukraine.

My goal this year is to continue focusing on my circle of influence. Put energy into the areas I have control and influence instead of focusing my resources on things that are outside of my control. Working in law enforcement exposes us to a lot of things that are out of our control but we still get to choose where to focus our time and energy.

What is your goal or focus for the year? We will post on the ILEETA facebook group page to hear from you.

Take care of yourselves and stay safe!

Kerry

Editorial

WHAT'S HAPPENING



ARTICLE SUBMISSIONS

Deadline for the conference article submissions is February 10.

The next edition of the journal is dedicated to the conference. All conference instructors are invited to submit an article to provide more information about your presentation topic.

The purpose of the conference edition is to provide more than a short description of the session topic for conference attendees and ILEETA members who are unable to attend the conference. If you cannot attend the conference, consider contacting the instructor for more information.

Article guidelines:

- 1200 word count limit is enforced for this edition.
- Include a short bio, written in the third person, at the end of the article.
- Include a head shot, if we do not have one on file.

Nominate a trainer who has gone above and beyond to promote the cause of training and enhance the competence and confidence of the officers they train.

Someone who sees training as a calling, not just another job or assignment and has put in the time and energy to ensure they provide the best training possible for the law enforcement professionals they train.

NOMINATIONS FOR TRAINER OF THE YEAR NOW BEING ACCEPTED

Nomination deadline: February 4, 2024

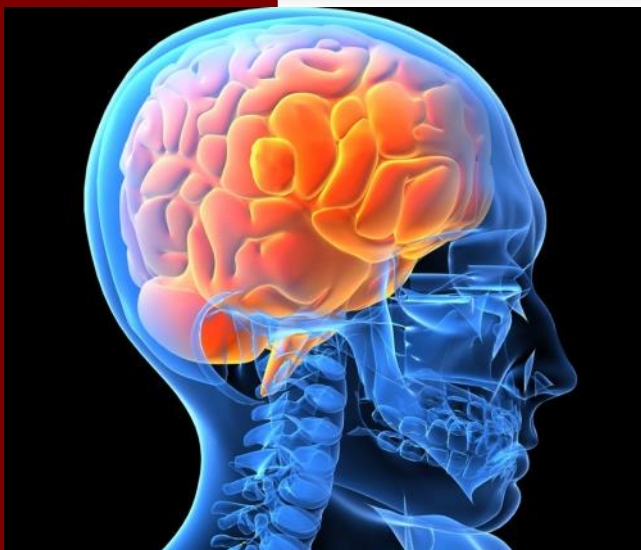
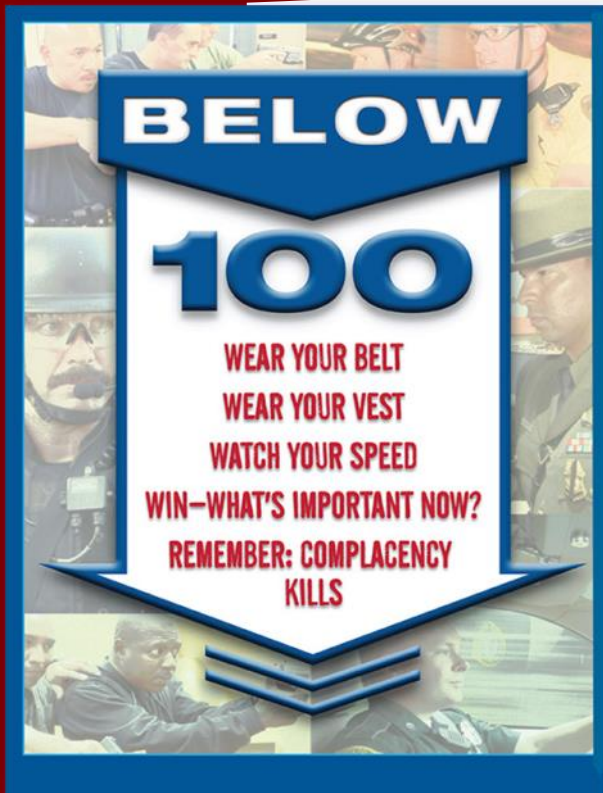
Members of the public can nominate

<https://ileeta.wildapricot.org/event-5086872>

WWW.ILEETA.ORG

Officer Safety Use of Force

Editor:
Brian Hill



Reflection

by Kevin R. Davis



I'm sitting in the Detroit International Airport as I begin to write this piece. I'm trying to get home and have had a six-hour layover since my first flight of the day was delayed for over an hour causing me to miss my flight into Cleveland.

Modern day travel...

I'm returning home after spending this week in Connecticut attending the DLG – Daigle Law Group's 2023 Use of Force Summit.

It was a good conference, spent with like minded LEO's, supervisors, administrators, attorneys, use of force consultants, and expert witnesses. The last time I attended the program was in 2018, so it was nice to see how things have changed, improved, and/or become more concerning.

In short, law enforcement use of force has changed, improved, and certainly become more interesting and more.

My first expert witness case, defending a LEO's use of force, was in 2002. This non-deadly use of force incident resulted in a police sergeant being charged with felonious assault. It was the first time that I had to use *Graham v. Connor* to defend an officer in court. The first time I had to answer a prosecutor's cross-examination question on where in the *Graham* decision it said force was to be judged, "at the moment," it occurs. When he gave me the *Graham* case and I read it on the stand, the prosecutor said, "That's not what that means." To which I answered, "Do you want me to read it again?" The sergeant was acquitted of all charges.

I'm currently defending multiple officers in two states on excessive force related charges. I'm still flummoxed by the lack of knowledge of officers, supervisors, and attorneys on use of force legal standards.

At the DLG Use of Force Summit, I was taken by the A) Number of instructors I knew, B) How politely respectful they were to me, "I wish I brought a copy of your book to have you sign," and, "I've read your stuff for years," and

C) How much of what I was first forced to muddle through is now common knowledge based on good training.

Though it made me feel somewhat old, "well Captain Obvious, you are retired from LE and *not a spring chicken anymore...*"

That said, here were some takeaways from the presentations and other recent use of force related topics:

Item: Video. Agencies have got to educate, train, access software, and prepare themselves to handle not only officer produced digital video evidence, i.e. Body Worn Cameras, but also *all manner of video* including cell phone and surveillance systems. Agencies must identify experts in the field they can use to examine digital video evidence. From persons who can: subclip, crop, install time codes, advise on frame rate, compression, refresh rate, and more, there is a ton of advanced work that may need to be done during a use of force investigation.

Item: As with our amazing conference, those in the use of force business (and who's not in LE nowadays) must attend advanced training. Though my friend Dr. Bill Lewinski and Force Science are currently being attacked, Dr. Lewinski is a constant source of the latest research in this realm. If Force Science is not conducting the research, they are sharing the latest and greatest in the field.

Item: Spencer Fromby from the National Tactical Officers Association presented on the N.T.O.A.'s research into police "[Public Order Response and Operations Standards](#)." I had communicated with Spencer prior to the Use of Force Summit and it was a pleasure to meet him. His presentation dealt with the many issues involved in policing protests and responding to the riots in the modern age. It is incumbent for every police agency to research and train along the new legal and tactical standards.

Item: Prior to my trip to Connecticut, ILEETA members Jim Glennon from Calibre Press hosted a free webinar featuring ILEETA member and attorney Laura Scarry and attorney Scott Wood. Both these legal powerhouses have tremendous experience defending officers. Part of this webinar was on Graham v. Connor and how it is applied, *or not*, in criminal prosecutions of officers around the country. This was a topic covered at the DLG Use of Force Summit as well. In short, that application of Graham is questionable throughout the U.S. My own experience indicates that it depends on the state you're in, and the judge presiding over the case. As an example, I worked two cases in the Commonwealth of Virginia. Both OIS incidents resulted in charges against the LEO's involved. Both occurred after Virginia passed new, more restrictive standards on the use of deadly force by law enforcement. Though Virginia had been teaching the Graham standard prior, the judge in Case #1 stated that Graham was a civil case and did not apply. Interestingly, the prosecutor made a motion that the new state laws did not apply as they were civil as well. Curiouser and curiouser said Alice. Case #2 resulted in a directed verdict dismissing the felony charges after the prosecution rested.

Item: After the six hour layover in Detroit, I made it home after 1 a.m., had a quick few days (in which cold symptoms hit me hard). Then, it was driving 4 ½ hours to Indianapolis to testify in State of Indiana v. Horlock and Schauwecker. These two IMPD officers were charged with Battery and other offenses from a use of force in the May, 2020 George Floyd riots in that city. The riots resulted in (3) murders, 8 million in property destruction, over 100 people arrested, and an unknown number of officers assaulted. The incident this case came from was on the third day of rioting when the officers involved attempted to make arrests for a mayor's ordered 8 p.m. curfew. A group of suspects had gathered at a major intersection downtown. When officers approached, one of the female subjects approached a police sergeant with hands out to submit to arrest. She would later state that she anticipated arrest and was submitting. Once the sergeant grasp her hands, she violently pulled away and assaulted him with an elbow to his chest. The police supervisor ordered an officer to use a Pepper Ball launcher on the suspect which failed to incapacitate her. Officer Horlock attempted to grab her and she pulled

away. Officer Schauwecker then approached and struck her three times with his straight baton in the right thigh. Officer Horlock then struck her two times in the left tibial motor point after which, she sat down on her heels and was taken into custody. The baton impacts caused bruising only. The second female subject had approached to within touching distance which caused Horlock to drop his baton. Schauwecker then walks up and strikes/shoves the female across the upper body with a horizontal strike. She loses her balance, and falls to the sidewalk, whereupon she is taken into custody. Injuries are only light bruising. An indictment was sought for both officers based primarily on the [video](#). During my testimony, it was clear the prosecutor clearly did not understand Graham, nor police use of force. Though the incident started with a simple arrest for a curfew violation, it was escalated by both females into assault against an officer, resisting arrest, and obstruction of justice. I'm happy to say that both officers were acquitted after ten hours of deliberations.

Conclusion

From excellent webinars to real incidents, the learning process for police use of force is ongoing. ILEETA's excellent conference provides multiple training [opportunities](#) for up-to-date material on the threats, both actual and legal, facing LE.

It is reassuring to see ILEETA members attending and instructing throughout the country in our mission to keep officers safe, out of legal trouble, and acquitted of spurious political criminal charges them.

What have you done today to increase your knowledge base and further this mission? **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

Don't Be a D!<k

by Todd Fletcher



“An instructor who treats their students with respect, dignity, and empathy is likely to get better results and develop better officers.”

Most law enforcement instructors become trainers because they have found something they're passionate about and want to share their enthusiasm with other officers. Whether it's becoming a field training officer, a defensive tactics instructor, a firearm instructor, or some other specialty, instructors can have tremendous impact on their students, training programs, and equipment purchase decisions. This influence ultimately affects the overall culture of a department, illustrating how trainers have can have a long reach.

The officers we teach can run the gamut from new officers who are full of energy and can't believe someone is paying them to do this job, to more street-savvy and cynical veteran officers. As an instructor, your goal is to get these two groups of officers and everyone in between, trained up to perform to the best of their abilities. Unfortunately, too many instructors get the coveted “instructor certification,” let the title go to their head, and suddenly begin treating their students poorly. If this is you, or you know someone similar, read on because we have an epidemic of instructors who are d!<k\$.

Storytelling time

I don't know where or when this problem started, but I know it was prevalent long before I became a police officer. For some reason unbeknownst to me, a lot of instructors appear to want their students to dislike them. I don't understand it, but I can't think of another reason why so many instructors mistreat their students. Is it possible they believe it will motivate students to perform at a higher level? I'm not sure, but I know for a fact how I

would respond to instructors like this: I tuned them out and simply got through mandatory training as fast as possible. As I got older and less patient, I started to just walk out the door. If I wanted to be treated poorly, I would contact my local cable or cell phone company.

As a police officer, I was lucky enough to have had several knowledgeable and very patient mentors. I also suffered a few instructors who were total buffoons. At the police academy, there were two defensive tactics instructors who told the class we couldn't be considered a successful group unless at least two of us were injured during DT training. These instructors made DT classes at the academy a horrible experience that no one enjoyed.

Conversely, I had a firearm instructor who obviously cared deeply about all his students. He showed compassion and empathy and was willing to go the extra mile to help everyone succeed. This instructor was a very talented shooter, but he never appeared to be showing off. He



An instructor who treats their students with respect, dignity, and empathy is likely to get better results and develop better officers.

treated everyone with respect and dignity, taking time outside class to help when he could. Even the students who struggled at the range really enjoyed the experience because this instructor made it enjoyable. His attitude and professionalism rubbed off on the other firearm instructors ultimately strengthening the program.

Rule number 1

Ron Taylor, a friend of mine, fellow officer, and instructor has a rule. Ron's number one rule is, "Don't be a d!ck." This is true for everything. This rule applies on the street, at home, and on the range. When Ron is on the range teaching, he makes it a point to have at least one conversation with everyone in class aside from the normal teacher/student interactions. Even when he's hot and tired, he knows it isn't about him. It's about his students. I have seen firsthand how his personal approach to training benefited students, so when we started Combative Firearms Training, Ron became our first adjunct instructor.

Using Ron's Rule number 1 as a guideline, we try to make every student feel they're an integral part of the class. There are many instructors who are good at the nuts and bolts of their training material. Their physical skills are top notch, they're knowledgeable, and they stay current with the latest information available. Many perform demonstrations well and convey "the why" in a way students understand. Unfortunately, many of these same instructors treat their students like trash and become complete d!ck\$. Consequently, their students leave the class material in a mental black hole with other check-the-box-training.

It's just as bad in the private training community. I've taken many classes sacrificing my own time and dimes to attend. Most of these were great classes with very good instructors who obviously cared about the class and the material. Unfortunately, a few of these classes were taught by some very well-known instructors who ended up being d!ck\$. They berated, yelled, and embarrassed students who struggled to master the material. These d!ck\$ even found reasons to share the torment when skilled

students made mistakes. When there are so many good instructors who are good people and strong leaders, why spend money training with someone who's a d!ck?

Start with leadership

To be credible instructors, we need to set a positive example during classes and in our daily lives. This includes continuously working to improve our skills, modeling the behavior we want to see from our students, and practicing what we preach. To this end, how we treat others is a direct reflection of our core values. If we treat students with respect and empathy, we will get better results from our training programs.

Modeling behavior isn't just for learning in the academy or in-service training. An instructor's reach extends well beyond the training environment. It goes even further, because when your students become leaders and instructors, much of what they learned about those positions comes from their experiences. The respect, empathy, and patience from training will be reflected by our students.



Even when a student makes a mistake, instructors who treat people well develop a training culture that allows the mistakes to become learning opportunities and not something to be feared.

This is especially true of younger officers, so instructors should take great care in how we speak, act, and treat others in their company. Law enforcement instructors must recognize they are leaders and work to promote leadership skills and behaviors. Instructors who fail the

Don't...con't

leadership litmus test are worse than useless. They actively work against our officers, our departments, and the values of our profession.

Raise your standards

Rule number 1 doesn't mean we fail to hold people accountable for bad behavior or poor performance. We must hold people accountable. Over and above holding others accountable, we must hold ourselves accountable. No matter what we say or what is written on the wall, if substandard performance is allowed and no one is held accountable, that substandard performance becomes the new standard. Leaders uphold standards. We just don't need to be a d!ck about it.

If you take the position of law enforcement instructor, you take on the responsibility for the well-being of others. It's not about you. It's about the people you train. But it goes further than that. It's about the spouses, children, parents, siblings, aunts, uncles, and cousins of the people

you train. You owe it to the families of the people you train to help make their loved one the best officer possible. Be the example you want to see in others, and don't be a d!ck. **ILEETA**

About the Author

Todd Fletcher has 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 firearm instructor development classes to law enforcement, private security, and military instructors. Todd was selected as the 2022 ILEETA Trainer-of-the-Year. He can be contacted at Todd@CombativeFirearms.com.



The 21-Foot Rule is NOT a Rule

by Duane Wolfe



“There is no line in the sand that justifies or negates a use/or non-use of Deadly Force, it’s about the totality of the circumstance and objective reasonableness. “

In 1983 an article entitled “How Close is Too Close” by Dennis Tueller was published. It showed that on average a person could travel 21 feet in 1.5 seconds and the average officer could draw and fire two rounds in the same time. That information has been misunderstood and misapplied and became the “21 Foot Rule”.

That confusion has led to one of two common beliefs about the “Rule”. You are justified in using Deadly Force against anyone armed with an edged weapon within 21 feet. Or you are not justified in using Deadly Force on anyone outside 21 feet. Both are wrong, seriously wrong.

The original “Tueller Drill” was designed to demonstrate action versus reaction. Tueller never called it a rule and denounces the idea of the “21 Foot Rule”.

I want you to place yourself at the 21-foot mark. On a signal a subject armed with an edge weapon will attack you. You will stay at the line and draw your weapon to attempt to stop the threat. If they, and you are average, your second shot would go off as they cross the 21-foot line.

Since two people cannot occupy the same space, at the same time that means that your muzzle, if it wasn’t deflected, is in your attacker’s chest as it goes off. You are being knocked backwards, perhaps you have been stabbed or slashed, perhaps not. Regardless it isn’t a smart or safe place to be. You want more distance when dealing with people armed with impact weapons.

In a test cited by Force Science in 2005 it took an average of 1.5 seconds for officers to draw and fire a single round unsighted at center mass from a Level II holster. The fastest officer was 1.31, the slowest 2.25. A second shot would add ¼ of a second. Adding a flash sight picture for

accuracy would cost an additional 1/10 of a second. A single unsighted shot from a Level III holster averaged 1.7 seconds.

In the drill you know what is about to happen. No surprises, no stress, no decisions to make, just draw and fire. A draw done in tense, uncertain and rapidly evolving event can take longer. More distance gives you more time to make a decision and to respond appropriately.

The Force Science study showed an average time of 1.5-1.7 seconds for an attacker to cross 21 feet. 1.27 seconds for the fastest. The slowest at 2.25 seconds. Do the math and more distance adds up.

In a real attack how many rounds will it take to stop a determined attacker? How many hits will you get under that time compressed, stressful situation? Where will those rounds hit? How many rounds will it take before the attacker stops being a threat? You won’t know until it happens.

Force Science research has suggested increasing the distance to 32 feet to create a safer reactionary gap. Even that distance is no guarantee of safety. There is never a guarantee that any shots fired will hit a vital area to stop and attack. As always, the assailant decides when they stop, not you.

Also an understanding of the physiological effects of stress shows that vision and the ability to judge distance becomes highly impaired. Making any judgement of distance difficult.

Time, distance, and cover are what you need. If you find yourself in a position where you cannot get all three, you may need movement to deal with the attack. Trying to back up faster than a charging attacker often results in

officers being run over or falling down.

Lateral movement to the side takes you off the path of attack, requiring your attacker to adjust their position, which gives you more time to draw and shoot if required. One study shows that moving forward at an angle to the attacker is also effective in dealing with an edged weapon attack. Make moving, drawing, and firing a part of your range time. Empty hand knife defense and Close Quarters Shooting are also critical components of your training.

Most importantly, it's not about the distance. There is no line in the sand that justifies or negates a use/or non-use of Deadly Force, it's about the totality of the circumstance and objective reasonableness. The physical environment and suspect actions are just two considerations that determine the level and immediacy of a threat and the resulting force choice. Understanding your own capabilities, you can gauge your ability to deal with a situation. Understanding the abilities of an assailant, you can judge the level of threat and perhaps create a safer situation.

Distance creates time. Time allows you to assess the

situation, to attempt communication and perhaps get more resources on scene to include non-lethal options. Distance can lower the stress levels of officers and suspects potentially reducing the need for force and provides more time to assess and respond to a threat. Cover lowers the threat level.

21 Feet isn't a Rule. It doesn't authorize a use of Deadly Force below 21 feet nor does it prohibit a use below 21 feet, only the Totality of the Circumstances does. If you don't have Time, Distance and Cover create it whenever possible.

Make Time, Distance and Cover the Rule. **ILEETA**

About the Author

Duane Wolfe was a licensed Peace Officer in Minnesota for 28 years, retiring in 2014. He served as a patrol officer, sergeant, SRT member, investigator, arrest and control tactics instructor and firearms instructor. He also served a full-time instructor at the Alexandria Technical and Community College Law Enforcement Program for 28 years retiring in 2022. He served as the range master and his teaching focus is on officer safety and firearms. He holds a Bachelors Degree in Criminal Justice and a Masters Degree in Education. He is also a certified by the Force Science Institute as a Force Science Analyst.



Improving Performance and Decision-Making. Gaze Training for Law Enforcement

Part 2 of 2 by Jeff Johnsgaard



Part one of this article, published in ILEETA

Journal Vol. 12, Ed. 2 (2022), discussed a question on gaze behavior.

Are there more optimal places for an officer to look when they are in a situation?

Part one discussed Vickers & Lewinski (2012) and Underwood (2007) and how their findings indicated strong evidence to suggest there are more advantageous places for an officer to be 'fixating' (looking). These advantageous places set an officer up to make more accurate, split-second decisions.

By coupling this concept with our first ILEETA Journal article (Vol. 11 Ed. 2, 2021) on the use of the 'Quiet Eye' you create a strong foundation for pairing a visual fixation with the act of presenting and accurately firing one's own weapon (refer to our second ILEETA Journal article on gaze-action coupling in Vol. 11 Ed. 3, 2021).

Together those articles lay out the split-second gaze behavior for identifying a shoot/no shoot while simultaneously performing firearm acquisition, then allows for shifting the gaze and firearm presentation to perform accurate shooting. All those things are taking place in a few seconds or less and they can be taught on purpose with various training drills. We have done this with positive results in performance as measured by reaction time, speed, and accuracy of decisions.

This article will conclude our discussion on gaze behavior by addressing the second question posed in part one of these articles;

Are there any research supported methods for how to actually train an officer's gaze behavior for an entire situation?

We have chosen two articles to present the tested set training program for officer gaze behavior. The first one was initially discussed in our article from ILEETA Journal Vol. 12 Ed. 2 on officer driving. Underwood (2007) offered

a specific training to novice drivers to bring their gaze behavior closer to that of experts.

The goal of the training was for novice drivers to have more fixations in the horizontal plane over the vertical one, especially at higher vehicle speeds. Novices were given training in a simulator and were tested in the lab. Then they were tested during open road driving. Testing the novices after the training, both in the lab and on the open road is key for LE trainers. The testing's results speak to the trainee's ability to retain and recall the information and techniques.

The concepts in the scientific community are called, Retention & Transfer

Retention: Did the learner remember the training for a time period? Did they store the training in long term memory?

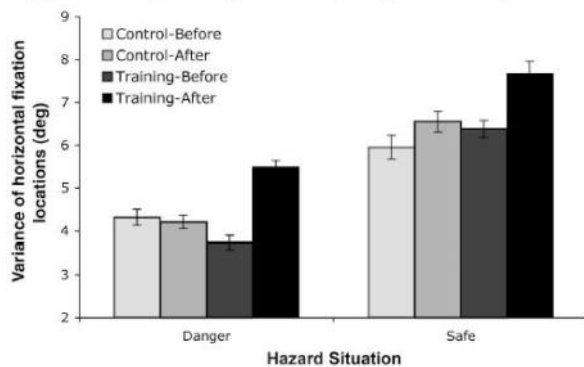
Transfer: Were they able to do the learned skill in a novel environment after time passed? Were they able to bring the skill out in a similar but not identical situation to the one they learned it in?

Retention and Transfer testing forms the foundation of every evidence-based training program. If you are not testing your people weeks and even months after a training program, how do you know if your training program is optimal or not?

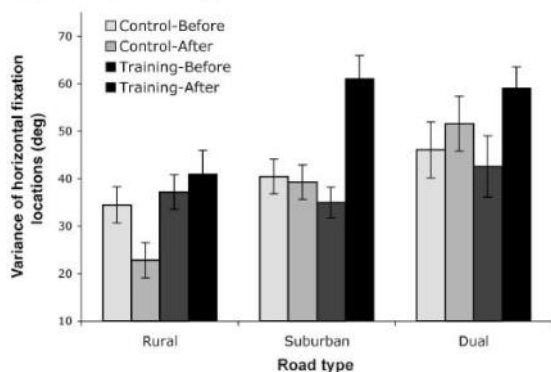
Note: The concepts of Retention & Transfer are absolutely key for LE Trainers to understand. Please see the Methods of Instruction (MOI) course taught by Force Science in the USA and Raptor Protection everywhere else in the world to learn much more.

As you can see from the graphs taken from Underwood (2007) below, the training ranked highly on both Retention and Transfer. If this was not seen the training intervention would not be a good one. (Are your agencies trainers evaluating all your training programs with Transfer testing?)

(A) Laboratory viewing of hazard perception film clips



(B) Driving on three types of roads



To train the novice drivers Underwood (2007) first brought their attention to the fact that they were having far fewer fixations on the horizontal plane when driving at higher speeds as the expert drivers did. The novices were then given opportunity to practice this experientially and in context by being placed into a driving simulator.

On the surface the training protocol seems to be quite simple. Identify the gaze behavior of experts and how it differs from novices. Then teach the novices to replicate that patterning of experts through experiential based learning. This gives novices repetitions in a contextual environment of doing the skill.

A key point multiple authors discuss is, although the focal vision of an officer can be measured with eye tracking technology,

That only informs us to where the persons attention may possibly be directed (Lewinski & Vickers, 2012.) This is important as the purpose of training an officer's gaze is to gain information and use it. If they are 'looking but not

attending' to the information or if they do not understand the relevance of the information, they cannot optimally use it.

The goal of officer gaze training is to improve officer performance and decision-making. Measuring novice drivers and seeing them after training have more expert gaze patterns does not mean the novice drivers are performing safer, or more optimally. Further, it does not mean they will retain the skill or be able to transfer it to a unique situation on the street.

One key to the Underwood (2007) driving training success was that the novices already had contextual knowledge for what they were looking for and then how to react once a possible issue was identified. Officers already had competency with the tool, the vehicle, and what to specifically do when a potential hazard was identified.

The linking of the visual stimulus (road hazard) to a response was already 'wired in' so to speak. The officers already had a high degree of familiarity and competence with the tool and how to utilise it. They already knew they could slow down, steer to avoid or even take more drastic measures like moving into the ditch if necessary.

The novices were told where and when to look. Already coupled was the *why* and the *what* to do if a threat was ID.

This brings an important point to understand, training an officer where to look in a non-driving situation does not come with it the tacit knowledge of what to do immediately upon discovering a potential issue like it does when driving a vehicle.

In driving there are many more rules and structures in place. There are dozens of 'rules of the road'. Even if these rules are not followed, intersections, boulevards, traffic lights and even the physical makeup of a road are all known. Patterns and heuristics are all deeply ingrained for anyone who has been driving for a length of time. Perception-and-Action are coupled as officers learned how to manipulate the vehicle (tool) in context to their environment.

Contrasted driving to dealing with a subject or multiple subjects at a scene and the complexity for what can happen and what you can do greatly increases. There is far more variability to what people can do then what vehicles can do.

All this is to say that there are more defined ways to create advantage or safety when driving. To be able to slow, accelerate or steer is orders of magnitude more complex when dealing with a person or persons at a scene outside of a vehicle. We will now examine a few of these ways in the second article.

In the article done by Heusler, B., & Sutter, C. (2022) titled, Shoot or don't shoot? Tactical gaze control and visual attention training improves police cadets' Decision-Making performance in Live-Fire scenarios, they trained two groups of recruits for 90 minutes each. One group was trained in a more traditional Law enforcement way. Identifying and engaging targets quickly with emphasis on the speed-accuracy trade off. All done with live fire on a range, again focusing on precision and speed with different sizes of target shapes.

The other group was trained for 30 minutes in the classroom on what authors called tactical gaze control, their focus of attention, what cues to look for and where they would be, how human vision works and overall situational awareness for detecting weapons on a suspect. The last 60 minutes were done on the live fire range then practicing on sterile targets then human silhouettes and finally various photo realistic human targets with weapons or not.

Note: The Heusler & Sutter (2022) study examined multiple measures outside the scope of this article, I urge all LE trainers, not just firearms trainers to ponder all its data in their respective skill areas.

Post training performance was compared to pre-training performance for both groups. Multiple measures showed the gaze behavior training had positive implications. This included response time and correct decision-making.

With only one, 90 minute training intervention.

Also examined was muzzle position during the event. The gaze trained group had more optimal muzzle position for much longer which allowed the opportunity to perceive more information and make a better decision. This was specifically trained in the intervention (Taylor, 2020; Heusler & Sutter, 2022.)

Muzzle position is one way to "create safety or advantage" in a situation when an officer is unsure if the subject has a weapon. This addresses one intervention to train officers on purpose so it becomes automatic in those types of situations. Thus, linking perception-to-action for nondriving situations, the question we posed earlier.

Summary

This article looked to discuss evidence-based training on the concept of officer gaze and the importance that training has on setting up an officer to make better decisions.

We found a strong correlation that training on officer gaze behavior can have positive effects on decision-making and performance.

Training officers on the human factors involved in decision making and performance, the way human vision works, how it correlates with attention, the critical cues to look for with a subject, and possibly most important, giving the officers real experiences for identifying these. Then coupling that identification to a response is also a key idea for effective Retention and Transfer.

We have been a part of implementing this training and we can tell you it does not need to be only high-fidelity scenario training. We have had amazing outcomes from doing lower context drilling. Please do not hesitate to reach out to us if you would like a hand implementing these concepts in your training.

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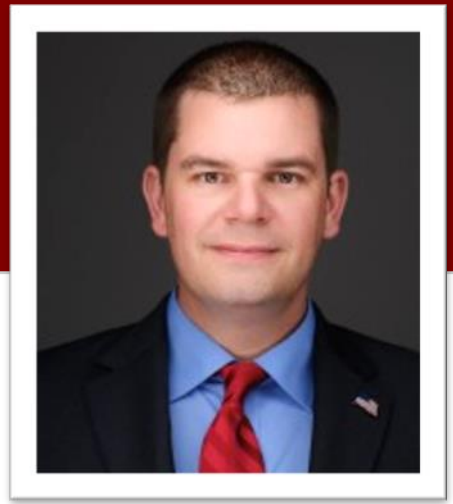
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Rifle Armorer Tips: Extractors, Inserts, and O Rings - Oh My!

by Ryan Skabroud



The typical AR15 style patrol rifle has a 16" or shorter barrel accompanied by a carbine length gas system. As first engineered, the AR15 rifle had a 20" barrel and rifle length gas system. When the gas system started getting shortened, it created some problems with reliable extraction. The shorter gas system draws off pressurized gas from the fired round sooner. Also, the distance the gas travels back to the bolt carrier through the gas tube to unlock the bolt happens sooner. The period the bolt remains stationary and locked after a cartridge is fired is referred to as the dwell time. Dwell time is important as it permits the chamber pressure to decrease to a safe level before the chamber is unlocked. A big part of dwell time is the rifle's gas system length. A pistol length gas system has less dwell time than a carbine; a carbine has less dwell time than a rifle.

As designed, the original rifle length gas system had no issues with extraction once proper cleaning regiments were implemented. It was however noted that the extractor spring was small, had important work to do, and couldn't be made any larger due to the bolt size, so a blue fluorsilicone 0.154" tall insert was added inside the extractor spring to assist with extractor pressure. This original extractor spring was designed to have a free height of 0.167", four coils, and was made from 0.022" diameter A228 music wire.

Using A228 music wire was the only viable option in the 1950s when this rifle was designed, but we have far better materials now. For example, A228 music wire is only temperature resistant to 250 degrees Fahrenheit, then it begins to weaken. This is why the extractor spring is oftentimes the same height as the insert, even though it started its life being 0.013" taller. The spring got warm, got weak, and scrunched down losing some of its spring pressure. This is the reason an armorer should change out an extractor spring that is the same height as the insert. This original spring and insert combination worked well enough that it moved its way right into the M4 style rifle with its shorter carbine length gas system.

Then, Houston, we had numerous problems. Depending on the exact cartridge, a 5.56 cartridge has a chamber pressure of around 60,000 psi. That chamber pressure

has decreased to around 20,000 psi when a rifle length gas system begins being pressurized. However, with less dwell time, a

carbine length gas system still maintains around 30,000 psi chamber pressure when the bolt attempts to extract the cartridge from the chamber. This additional chamber pressure pushes the cartridge brass against the chamber wall with more force and holds it against the chamber walls with greater stickiness; this makes the extractor and spring work harder to overcome this stickiness. Sometimes the spring and insert are not strong enough and the extractor claw slips off from the cartridge case lip, and a failure to extract occurs.

The extractor springs and inserts were not designed for the carbine gas system patrol rifle; they were designed for the 1960s era M16A1 rifle. When this problem became more apparent, one fix was to add a small Viton O ring around the extractor spring and use this in conjunction with the insert. The O ring tried to help the spring the same way the insert does, but with greater surface area than the insert. The O ring was a patch, but not a fix. One problem with the Viton 75 O ring material is that it becomes hard and incompressible at temperatures below -4 Fahrenheit. This does create a concern for those like me in the frozen northern states. These rifles may be exposed to low temperatures for extended periods. When this O ring becomes hard, the extractor is not able to compress the O ring, spring, and insert. This will either result in an extractor that breaks at its pivot point, a cracked and chipped extractor claw, or failure of the extractor to snap over the cartridge lip to fully chamber. Each of these is equally bad. Heck, a cold brittle O ring brought down the space shuttle Challenger, for those residing in colder climates, don't let it take down your rifle too.

Around 2008, the infamous Colt gold extractor spring emerged. This was an actual fix to the problem in lieu of just a patch. This spring has the same 0.167" free height as the original but uses a 0.026" diameter copper plated chrome silicon spring wire. This results in much stronger

spring pressure, greater temperature resistance, and corrosion resistance. There are numerous other manufacturers of enhanced, increased pressure 4 and 5 coil extractor springs, but few of these have plating to assist with corrosion resistance. So, if using these other springs, just remember to give them a drop of oil when cleaning and inspecting to stop corrosion. With the new extractor spring, the black insert also emerged. These new black inserts are made from Buna N (nitrile) material. This material is a bit harder than the original blue silicone material to partner perfectly with the increased pressure spring.



New Black Insert with Colt Gold Extractor Spring. Note the height difference between new spring and insert.



A well-used extractor spring and insert. Note they are the same height.



The modern nitrile black insert and the original silicone blue insert



A factory mil spec extractor spring. The Colt gold extractor spring. And an aftermarket 5 coil enhanced extractor spring

So, next time you pull your extractor off, here are a few tips in addition to checking the extractor for cracks and a sharp claw. First, check the extractor spring height, if it is flush with the insert, time for a new spring as it has weakened. If you have the blue insert, both the spring and insert probably have some miles and years on them, so swap those out with new ones too. When swapping extractor springs, consider using a spring that is made from larger diameter and better material spring wire than the original A228 music wire spring. Last, if you live in a cold climate, maybe try an improved extractor spring, and toss the O ring. Take care and maintain those rifles, someone's life depends on it! **ILEETA**

About the Author

Ryan Skabroud serves as the Dean of Public Safety at Lakeshore Technical College's law enforcement training academy and operates Precious Metals Gunsmithing, a Wisconsin based FFL 07/02 serving firearm and armorer training needs since 2019.

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Instructor Development

Editor:
Thom Dworak



Where to Start

by Kerry Avery, M. Ed.



“One of the theories on memory recall is the primacy effect which finds people remember things better from the beginning.”

Being a trainer means you are in a leadership position because you have the knowledge and skills to be entrusted to prepare new and experienced officers. It is an achievement and an honour to be an instructor. You have a lot of influence on the performance of your organization. You are obviously important.

When you start a new class, you want to ensure the people in your class trust you, so you begin with an introduction outlining all your experience. Now that you have established yourself, maybe you ask the people in the class to introduce themselves. Who is the most important person in this class?

When you move from the front line to training, you move to a support role. It is now your job to support the front line. So, who is actually the most important person in the room? They are. You are there to support them. If there is one thing I cannot stress enough, it is that training is not about you (the instructor); it is about them (the students.)

Considering the focus of training is the students, who should introduce themselves first? It is a bit confusing for people who attend classes I have designed because my classes never start with the instructor gaining credibility by talking about their resume. People expect the standard introduction at the beginning of the class and it throws them off a bit when the instructor begins with something else, but there is a method to the madness.

Instructional design is not a set formula; therefore, it always depends on the class, but there are theories and methods that drive the design. One of the theories on

memory recall is the primacy effect which finds people remember things better from the beginning. When you start a class, what do you want them to remember? Your bio? I doubt your bio will help them on the street so don't waste some of the highest brain power time with your introduction. This is not to say it is not important to provide an introduction and build credibility. It is just not important enough to be first.

A class should start with the most important information, and for adults that is, why are you here? A concept Simon Sinek felt was so important that he wrote an entire book titled, *Start with Why*. A class should start with an exercise, video, story or discussion that focuses on the purpose of the training. For example, a course on interviewing could start with the game – two truths and a lie. Each person in the class gives three facts about themselves but one is not true, and people guess which statement is the lie. Once the exercise is complete, introductions of the students is done and the instructor can lead a discussion on how many people could successfully identify who was lying and the various types of lies including partial truths etc. The discussion ends with an emphasis on the importance of interviews and being a skilled interviewer. Then the instructor provides their introduction.

A number of things are achieved in this example. The exercise sets the tone for the class, that they are going to be participating and thinking instead of sitting and listening to a lecture. It gets people thinking about the complex concept of lying and includes the perspective of the considerations and decisions about how they lied. It highlights the importance of good interview skills. This is valuable information that we want to capitalize on when

memory recall is at its highest, and the focus is on them and the topic instead of the instructor.

A simple way to incorporate this change into your existing training is to reverse the introductions. Have the students introduce themselves first and after they have all gone, the instructor(s) do their introductions. You can even ask the students for questions they want you to answer in your introduction. This small change highlights who is most important in the room.

The instructor has a vital role to share their knowledge and experience but training is more effective when it is designed to meet the needs of the students. **ILEETA**

About the Author

Kerry Avery is the owner of [Odin Training Solutions Inc.](http://OdinTrainingSolutions.com) Kerry has a Master's degree in Education and over 20 years' experience designing training programs, with the last 12 years spent working with law enforcement. Kerry has consulted for various LE agencies and organizations in Canada, the United States, Central America and Ukraine. Kerry teaches in the Certificate in Adult and Continuing Education program at the University of Victoria, and coaches law enforcement instructors on course design and facilitation. Kerry is the Managing Editor for the ILEETA Journal, and has presented at conferences for ILEETA, IADLEST, and IACP. She can be reached at Kerry.Avery@shaw.ca.



Integration Improves Learning Outcomes in Police Academy Training

by Dianne Beer-Maxwell, IADLEST; Jon Blum, FORCE Concepts; Timothy Bonadies, Law Enforcement Leadership; Peggy Schaefer; IADLEST

A field training officer recently asked, “How come my trainee does not know basic skills that were definitely taught during the academy?” A newly minted police officer’s inability to remember and apply basic skills covered during the academy is cause for concern. Unfortunately, little evidence exists about what strategies work best when training recruits, including what techniques are most effective in helping students retain information and skills acquired during the academy. Reasons why recruits do not retain information likely include poorly developed curriculums, ineffective instructor delivery, and individual recruit ability. Other possible factors likely include the sheer volume of materials covered during basic academy settings (the proverbial drinking from a fire-hose experience) and whether or not overlapping concepts are integrated for reinforcement. Simply stated, basic academy recruits are receiving a significant amount of siloed information at a rapid rate. Hence, is it possible for recruits to forget information learned within a matter of weeks? The short answer is yes.

The Study

The Academy Innovations Research Project, managed by the International Association of Directors of Law Enforcement Standards and Training (IADLEST) and supported by the U.S. Department of Justice COPS Office, evaluated the concept of “integration,” a content delivery strategy that combines disciplines typically taught separately. For example, contact and cover tactics are frequently taught in a defensive tactics or patrol duties lesson. However, contact and cover tactics can be integrated into multiple topics (e.g., field interviews, domestic violence investigations). When integrating content across multiple topics, all instructors must deliver information to be learned consistently.

Traditional/Silo
AAABBBCCC

Integrated
AAABBACCA

The study was designed to determine if content “integration” helped police recruits learn and retain information for longer periods compared to traditional siloed lecture approaches used by many law enforcement academies. The research team used in-person and online instruction to compare learning and retention of core communication skills (e.g., body language, paralanguage, active listening). The curriculum was delivered via traditional siloed methods versus integrated deliveries. The following five U.S. law enforcement training academies participated in the research:

- Baltimore Police Academy
- Collin College, Texas Law Enforcement Academy
- Nevada Peace Officer Standards and Training (POST) Academy
- New Mexico Law Enforcement Academy
- Ulster County, New York Police Academy

Participants were divided into four groups: (1) in-person and (2) online **traditional** groups received one lecture-based communication skills lesson, simulating a siloed instructional experience, and (3) in-person and (4) online **integrated** groups received an integrated communication skills curriculum.

ACADEMY INNOVATIONS Experimental Design					
ACTIVITY	IN-PERSON TRADITIONAL	ONLINE TRADITIONAL	IN-PERSON INTEGRATED	ONLINE INTEGRATED	INTERVAL
Pre-Test & Communication Skills	✓	✓	✓	✓	Week 1
Integrated Persons in Crisis			✓	✓	+30 Days
Integrated Motor Vehicle Stops			✓	✓	+60 Days
Post-Test	✓	✓	✓	✓	+90 Days

Integration...con't

The curriculum consisted of an initial communication skills lesson and two additional lessons, *Persons in Crisis* and *Motor Vehicle Stops*. The *Persons in Crisis* and *Motor Vehicle Stops* lessons reinforced content that focused on applying communication and de-escalation skills in these specific contexts. All participants completed a written pre-test with tests following each integrated supplemental instruction (regardless of whether they received supplemental instruction), and a post-test to evaluate how well they learned and retained information over time.

Results

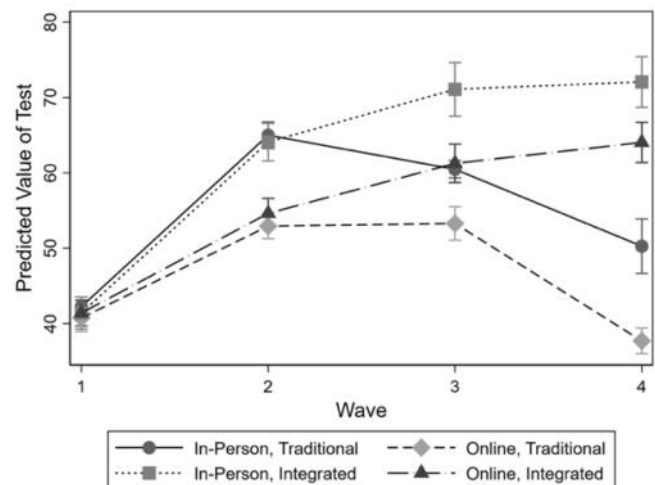
Throughout the experiment's 90-day period, Groups 3 and 4 (in-person and online **integrated**) performed markedly better on written tests than groups 1 and 2 (in-person and online **traditional**). Figure 1 documents the median group performance per test:

Figure 1. Median scores per test

Group	Wave 1 (pre-test) %	Wave 2 (post-test) %	Wave 3 (post-test + 30 days)	Wave 4 (post-test + 60 days)
In-person traditional	47.2	64.2	60.4	51.5
Online traditional	40.5	53.8	54.1	39.4
In-person integrated	42.7	64.4	72.6	72.9
Online integrated	40.4	53.6	59.8	63.8

Figure 2 presents group performance over time:

Figure 2: Group Performance (Median)



The figures above illustrate participants in group 3 (in-person **integrated**) and group 4 (online **integrated**) performed better over time, with the in-person integrated group (group 3) performing best of all groups throughout the experiment. Online integrated group participants also scored higher than traditional lecture groups. Conversely, in-person and online groups that received content via stand-alone, traditional siloed delivery lost significant knowledge over time, starting as soon as 30-days after instruction. The traditional delivery groups performed best on a post-test delivered

Integration...con't

immediately following the initial delivery of lesson content, with student performance declining as the time between lesson delivery and testing increased.

Application

Study results showed that students who received integrated instruction retained knowledge over time, while students who received a traditional lecture and no additional content lost knowledge throughout the trial. The research suggests that using an integrated curriculum enhances a recruit's ability to learn and retain information. Police trainers should consider employing integration strategies to maximize recruit knowledge retention. "Improving Learning Outcomes in Police Academy Training" is the project report that details study results and provides practical integration implementation best practices for use in police instruction. The guide is now available at: <https://portal.cops.usdoj.gov/resourcecenter/content.ashx/cops-r1138-pub.pdf>.

Conclusion

The Academy Innovations Project demonstrated that police recruits who receive an integrated curriculum retain information longer than recruits who receive content in a traditional, siloed manner. With traditional instructional approaches like stand-alone lectures common in police training, the Academy Innovations Project's findings suggest that current police training methods may not fully maximize learning and knowledge retention. From the post-test taken immediately following initial instructions to the Wave 4 test approximately 60 days later, median scores of the in-person traditional group fell from 64.2% to 51.5%, a percentage change of -19.78%. Similarly median scores of the online traditional students fell from 53.8% to 39.4%, a percentage change of -26.77%. These scores demonstrated that, even over a short, 60-day interval, students who received information via traditional instructional approaches lost a significant amount of information. The field training officer was correct to recognize the possibility that recruits taught via traditional instructional means are unable to retain learned information within a matter of weeks. To counter

this knowledge loss, academy staff and other police trainers should apply lessons learned during the Academy Innovations \ Project and consider integrating critical content to increase recruit learning and retention.

Additional information and resources on the Academy Innovations Project, including the practitioners' guide, research publications, and sample integrated communication skills curriculum, are available at <https://www.iadlest.org/our-services/academy-innovations>.

Note: This project was supported, in whole or in part, by cooperative agreement number 2020CKWXK049 awarded by the U.S. Department of Justice, Office of Community Oriented Policing Services. The opinions contained herein are those of the author(s) and do not necessarily represent the official position or policies of the U.S. Department of Justice. References to specific agencies, companies, products, or services should not be considered an endorsement by the author(s) or the U.S. Department of Justice. Rather, the references are illustrations to supplement discussion of the issues.

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Critical Conditions for Effective Motor Learning

by Dan Fraser



“Reality is messy and the training should reflect that.”

What would happen if you released a zoo-raised lion into the wild? That lion may look the part, but they won't have the skills to survive. Sadly, we often do the same to our students. They learn to perform control tactic “techniques” in a padded room on other students who offer little resistance. Then we send them out to put their hands on real criminals. They learn to shoot by repeatedly punching holes in a paper silhouette on a flat range. Then we send them out to real gunfights where the subject often gets to shoot first. To add insult, when students fall short in the wild, we place the blame on them because “they didn't follow their training”.



Image source: pexels-kevin-bidwell-2097709 (Royalty Free)

If you teach any motor skills, the goal is to create adaptive learners who can problem solve on their own when they're out in the real world without a trainer there to hold their hand.

The following are six conditions that, according to the motor learning research, will produce the best results that will transfer into optimal real-world performance.

Learner Motivation

So what? Why is this important? These are questions inside the mind of every learner – so let's make it clear why we are there and what's at stake. When our learners don't care about their training, they fail to take it seriously and to get themselves into the optimal level of physiological arousal and motivation. Ramp up the emotional intensity through gamification. Celebrate and reward success. And it's not just about the students - your own level of engagement and enthusiasm will set the tone for your class.

Early Context Relevance

Excellent performance in any domain requires game intelligence. This means knowing what's important, where it will occur and when it will occur. The best way to develop this is to put learners into contextually rich environments as soon as possible. The quicker we can develop connective tissue to the real world the better. This might mean moving from the mat room to other areas, like parking lots or hallways with low light, as soon as the learners have displayed even the most basic level of skill. This means putting learners into more realistic firearms drills with an opponent and non-lethal training ammo soon after they learn to handle a gun. Aim to have the learning and testing environments match as close as possible to the criterion environment (the real world).

Random & Variable

Random means that skills are practiced in random order, and where the learner does not practice the same task on two consecutive attempts. The learner doesn't know what they will be facing next and is required to read the situation each time.

Variable means practicing the same skill but with constantly changing variations. Here we may have an attacker deliver a kick, but that kick will be varied each time in distance, angle, the leg they use, or the part of the officer's body they attack.

An example of adding both randomness and variability would be to have officers participate in a round-robin exercise. Here we may have six subjects paired with six officers. Each subject is going to initiate a different type of attack or display a different type of behaviour. Perhaps each subject is in a different room of varying size and lighting conditions. The officers don't know what they'll face so they'll have to read the cues every time.

Emotional Intensity

Research has repeatedly shown that training with emotional intensity dramatically increases the long-term retention of the motor skill. When training becomes predictable, repetitive and boring, student motivation tanks - and so does learning. Mix things up (remember random and variable!) to keep students out of autopilot. Make the training challenging. Dial up the fun with games and competitions that get students engaged. Keep students on the edge of their ability. What this doesn't mean is stressing students out for the sake of it. Pressure only needs to be ramped up for very short periods, just like the real world.

Guided Error

The old adage of "perfect practice makes perfect" is a myth. This is only true if the operational environment is identical to the training environment - and for cops, it never is. Law enforcement is full of uncertainty, unpredictability and pressure. The best instructors are those who allow their students to struggle with performance errors and challenges. Mistakes and struggle are not just ok, they are a necessary part of learning. This optimal type of hard is what learning researchers Robert and Elizabeth Bjork call "desirable difficulties." If students don't appear to have a firm grasp of what you're teaching at the end of a training session, that's ok too. Real motor learning takes place off-line, during periods of deep sleep.

Bandwidth Feedback

This concept means that as the student learns, the instructor reduces the amount and type of external feedback. Let your students figure out what's working and what's not, and how to correct it. As students gain proficiency, the instructor allows more space for students to find their own way - just like they will have to do in the real world. Eventually, unless there's a safety issue or students are experiencing a meltdown with their equipment or emotions, trainers can let things play out while the student solves their own problems.

Training like this won't look pretty, with perfect rows of robotic students in choreographed precision - and that's the point. Reality is messy and the training should reflect that.

Use this article as a checklist to take a hard look at your own training. How much zoo lion training are you doing? You owe it to your students to build them into resilient, adaptive decision makers who will survive and thrive in the wild.

For an in-depth education on these and other research-informed practices, check out the Methods of Instruction Course offered by Force Science in the US and Raptor Protection everywhere else. **ILEETA**

About the Author

Dan Fraser has spent over two decades in law enforcement in Alberta, Canada. He has trained thousands of officers in use of force, control tactics, firearms, specialty munitions and interpersonal communication. He is a Master Instructor and Canadian Director of Training for the Reality Based Training Association. As a Methods of Instruction trainer with Raptor Protection, he continues to train officers all over Canada in instructor development and human factors in use of force. He can be reached at Dan@raptorprotection.com

A Few Tips to Set the Ideal Tone for Training

by Dr. Matthew Loeslie



Setting the Tone for Day One of Training

As an educator and trainer, I have the privilege of

teaching multiple policing classes each year. I cannot overstate the significance of the first day of class in establishing the learning environment for the entire class. Here are a few valuable tips to ensure that the first day of class sets the ideal tone for learning.

Know Your Class's Enrollment Numbers

While this may go without saying, it's essential to stay informed about the enrollment numbers for the classes you're teaching. Each class will take on a different dynamic depending on its size. For example, a class of 12 students will foster more open discussion than a class of 40 students. As such you will need to prepare different strategies for engaging classes of various sizes. Additionally, I make a deliberate effort to review the class roster and identify any familiar names. This enables me to purposefully engage with these acquaintances during breaks in class.

Familiarize Yourself with the Classroom Setup

In addition, I consistently make it a priority to visit or obtain a picture of the classroom well in advance of the class to gauge its size and the arrangement of chairs and tables. This practice provides me with valuable insight into how to organize the class for small group activities. I've found that some classrooms are challenging to configure for small groups. Conducting this early assessment will allow me to proactively request a small group-friendly room or prepare an alternative plan to facilitate small group discussions.

Get Acquainted with the Classroom Technology

If you're not using your own technology like projectors, computers, and audio equipment, I make sure to familiarize myself with the classroom technology to ensure it functions properly. In my experience, technology issues are not uncommon on the first day. I

especially aim to avoid troubleshooting technology right before class begins, as this can convey a message of unpreparedness and incompetence to the students. It's helpful to make it your practice to arrive early, preferably the night before to set up, rather than rushing right before class, is helpful.

Incorporate Email Reminders

Importantly, to ensure a smooth start to the class, it is essential to send an email to the students a few weeks before the class begins. This email should include key details such as:

- Welcome
- Overview
- Agenda
- Venue Information
- Parking Details
- Accommodations
- Cancellation Policy
- Your Contact Information

I also send an email a day-before class email, I also express my anticipation and enthusiasm for the upcoming class. This email also includes logistical reminders and key details about date, time and venue. Incorporating emails to student before class not only helps reduce the likelihood of no-shows due to forgetfulness but also encourages proactive cancellations, if necessary. Many trainers mistakenly believe that being a strong natural communicator is sufficient for ensuring a successful class. While communication skills are undoubtedly valuable, the effectiveness of a class is also the result of careful planning and the implementation of the right processes.

Establish Rapport Before the Class Starts

On the first day of class, it's essential to forge a strong bond with your students. I've found that arriving early to set up the necessary technology, such as PowerPoint and audio, is vital. It ensures a smooth start to the presentation, eliminating any potential hiccups. Approximately 15 minutes before the official start time, I position myself outside the classroom door. As students arrive, I warmly welcome and engage in conversation

with the arriving students. This approach, which I gleaned from hosting John Bostain with Command Presence Training, has proven to be incredibly valuable. By fostering a welcoming and interactive environment through casual conversation, I lay the groundwork for active participation from the students once the class kicks off. I've noticed that when I neglect to engage the students in this manner, they tend to be more reserved and less likely to participate during the lesson.

Have the Host Give the Standard Announcements

Whenever possible, it's best to have the host or another individual introduce you. While this may not always be possible, especially in the context of in-house departmental training, it prevents you from having to self-promote, which can come across as prideful. It's a good idea to provide your bio well in advance of the training. The bio you provide needs to strike a balance. You want to provide students with enough information to establish your credibility and expertise, while also not being unreasonably long. Additionally, delegate the task of standard announcements such as the location of restrooms, refreshments, and any other logistical details to the host. Your first impression is crucial, and you don't want to waste it on announcements.

Make a Positive Impression in the First Minutes

Often, our body language communicates louder than the words we speak; therefore, it's crucial to display relaxation, a smile, and confidence. Starting strong and showcasing high energy is essential. Your opening words should be dynamic and captivating to immediately grab your audience's attention. There are various ways to

achieve this. I prefer storytelling to generate interest; however, posing a suspenseful question works well too. You can also leverage the audience's curiosity or share a shocking statistic. It's important not to just wing this part of your training. You should have a clear plan for both the opening and closing remarks. While it's not necessary to memorize your entire training session, you should be extremely intentional about knowing the exact words and delivery for the beginning and end of your class.

Conclusion

In summary, by implementing the above tips, you can effectively set the tone for a successful day one of training. It's important to recognize that the significance of the first day of class extends beyond the day itself, as it plays a pivotal role in establishing a productive learning environment. I trust these insights will help set the ideal tone for learning on your first day of class.

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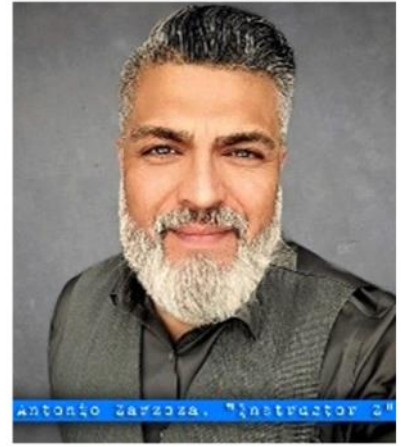
About the Author

Dr. Matthew Loeslie is an Assistant Professor at Minnesota State University, Mankato. He has held leadership roles such as Academic Dean, Criminal Justice Program Director, and Lecturer. In addition to his academic experience, Dr. Loeslie has also served as a police officer and trainer. He holds a Doctor of Criminal Justice from Pennsylvania Western University, California, and a Master of Arts in Criminal Justice Leadership from Concordia University-St. Paul.



Unleashing Greatness: Redefining Police Training for a Transformative Future

by Antonio Zarzoza, "Instructor Z"



"As police instructors, we are not merely teachers; we are agents of change."

In the realm of law enforcement, training plays a vital role in shaping the skills and abilities of police officers. However, when we adopt the same traditional teaching methods used by everyone else, we are bound to achieve the same lackluster results. Many instructors settle for a "check-in-the-box" approach, focusing solely on administrative compliance rather than aiming higher. To truly make a difference, training must be about more than just meeting requirements; it should be about changing behaviors and helping officers transition from being good to becoming great. As James C. Collins famously said, "Good is the enemy of great. That's why so few things become great." As police instructors and agents of change, it is our duty to aim for greatness, equipping our officers to be competent, confident, and proficient protectors of democracy.

Defying the Status Quo:

To achieve effective police training, we must break away from the status quo. We cannot afford to settle for mediocrity any longer. As trainers, we must embrace an open-minded approach, defying traditional practices, and implementing disruptive strategies. It is essential to be willing to adapt best practices and evidence-based training methodologies. By challenging the norm, we create an environment that fosters innovation, growth, and continuous improvement. Embracing new ideas and approaches paves the way for transformative training experiences that yield exceptional results.

Intentional Design:

Effective police training should be intentional and purposeful, designed to highlight the unique talents, skills, knowledge, and abilities of both the trainers and the officers being trained. Teaching by intentional design involves a mindful and goal-oriented approach, where

every aspect of the training is a conscious decision rather than a fortuitous occurrence. By focusing on intentional design, we can tailor the training experience to the specific needs and challenges faced by law enforcement professionals. This approach ensures that training is not just a replication of what others are doing but a deliberate effort to create meaningful and impactful learning experiences.

The Agent of Change:

As police instructors, we are not merely teachers; we are agents of change. Our responsibility goes beyond imparting knowledge; it extends to inspiring transformation. We have the power to shape the future of law enforcement by cultivating a culture of excellence and continuous learning. By challenging ourselves and our students, we push the boundaries of what is possible. We must be relentless in our pursuit of excellence, constantly seeking opportunities to improve and evolve our training methodologies.

Embracing the Call:

In the words of John E. Lewis, "If not us, then who? If not now, then when?" These words resonate deeply in the context of effective police training. The need for change is urgent, and the responsibility falls squarely on our shoulders. We cannot afford to delay or delegate this task to others. The consequences of inaction are far too great. The time to act is now.

Conclusion:

Effective police training requires us to break free from the confines of traditional methods and strive for greatness. It demands intentional design, purposeful teaching, and an unwavering commitment to be agents of change. By defying the status quo, embracing disruptive strategies, and incorporating evidence-based methodologies, we can

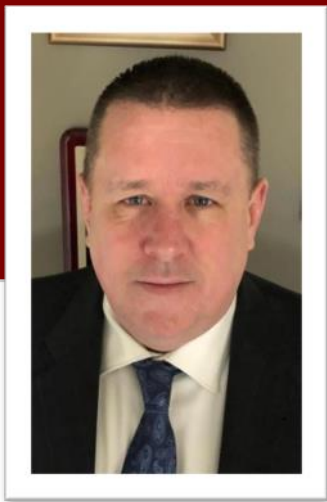
transcend the ordinary and deliver training experiences that foster excellence in our officers. Let us heed the call to action, recognizing that if we do not step up to the challenge, we risk compromising the safety and well-being of our communities. As police instructors, we have the power to shape the future. Let us seize the opportunity and make a lasting impact. **ILEETA**

About the Author

Antonio Zarzoza, better known by students and colleagues as "Instructor Z", is an internationally recognized police & corrections trainer and a renowned speaker at public safety conferences. He is a Texas Master Peace Officer and a 20+ years police veteran serving as the Training Coordinator & Lead Instructor for the Advanced Law Enforcement Training Center at a state university located in Edinburg, Texas where he trains Local, State & Federal Law Enforcement Personnel. Zarzoza has been recognized in state and federal courts as a subject matter expert in the fields of Use of Force, Crisis Intervention, and Best Practices for Instructor Development Training. Zarzoza is a contract trainer with the International Association of Directors of Law Enforcement Standards and Training, and the US Department of State's International Law Enforcement Academies Program. He is a Below 100 Core Trainer, a Certified Force Science Analyst, and a published writer for several reputable police and corrections editorials in the US, Mexico, and Colombia.



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Taking Your Training to the Next Level

by Andrew A. DeMuth Jr.

“There is never a “Mission accomplished!” moment in training. We should always strive to get better.”

I absolutely love an empty classroom: any arrangement, any layout, any size. In an empty classroom, I see ideas. I see possibilities. I see idle, untapped energy. The silence of an empty classroom fuels this sentiment even further. Anything can be done with an empty classroom.

I get the same feeling when looking at a blank PowerPoint, the lone flashing cursor at the top left of an empty Word document, or a fresh yellow pad on which we are about to sketch out a new and challenging course for the range.

In the legions of law enforcement professionals that journey to St. Louis each March, I suspect most feel the same or would if they ever thought about it. No doubt this was part of the DNA in the acorn that grew into the oak that ILEETA is today.

For me, it comes from an immense pride in this profession, a strong desire to offer my contributions to make it even better, and a passion for helping the next generation achieve things we could not.

It comes from possessing the ability to consolidate the thousands of lessons and experiences I've accumulated over three decades and package them into an even better learning experience than what was given to me.

It comes from a love of training.

But training is a unique discipline and not for everyone. You are either passionate about it or want nothing to do with it. Many love the idea of being involved in training, but the public speaking component keeps them away. This is especially true in law enforcement as this particular audience can range from challenging to brutal.

And while only few will join the ranks of law enforcement

educators, even fewer aspire to become the most highly skilled practitioners of the craft. Those in this last category are what generally make up ILEETA. And they are the intended audience for this article.

So, you became a trainer for your agency. My question to you is, “Now what?”

Chances are, the topics you teach are mandated by your state or organization. What about the topic not mandated? What about the topic that *is* your passion? Tactics? Search and seizure? Vehicle traps? Unattended death investigations? Gangs?

What stops you from putting together a killer two-hour workshop that could be taught at your regional academy, maybe even team-taught with a colleague? Eventually, it could be expanded to a four-hour workshop or even a full-day class.

Those who head agency training programs should be encouraging this. We should also be pushing for our people to become subject matter experts in their respective areas rather than just “trainers.” There is never a “Mission accomplished!” moment in training. We should always strive to get better. Bringing the show to a regional academy will certainly help advance toward that goal.

It will also fill a void that some states are experiencing today. [A recent article](#) out of Kentucky reported that a lack of instructors was the primary obstacle for a regional police academy. We need to do a better job developing local trainers.

This could burgeon into becoming a regional, state, or national speaker or even an expert on the topic.

Another consideration is life after law enforcement. The great thing about training is that it is a universal skill set.

The same cannot be said for many other law enforcement disciplines. There is always a need for great trainers in the private sector. You could even continue teaching law enforcement via a position with a regional academy or your own business.

Many consider taking the next step but find reasons not to take the chance. "My agency might not allow it. They probably don't need another instructor. I don't really have the time."

I was guilty of all three. Over the course of my 25-year career as a sworn officer, I never made the jump. "Maybe next year," I would tell myself.

After retiring and taking a position with our attorney general's office, I was thrust into the role I avoided my entire career and participated in more than 200 training courses over several years throughout my state. It was one of the best things to ever happen to me professionally. My passion for law enforcement training grew even further, and I ended up launching a business that allows me to do it throughout the country.

While I prefer not to engage in regrets, If I were to do it again, I would have started much earlier.

No more.

I came across a great quote I look at daily as I placed it right above the computer monitor in my office. It reads, "Fear kills more dreams than failure ever will."

For those of you who made the jump, well done! For those who haven't but have been putting it off, I hope I gave you something to think about.

If you are genuinely passionate about training, consider taking the next step. Consider taking your training skills to the next level. **ILEETA**

About the Author

Andrew A. DeMuth Jr. is the founder and lead presenter for LeadingBlue.com, a firm 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 overseeing the statewide law enforcement DNA collection program of more than



LE Environment & Health and Wellness

Editor:
Kim Schlau



What Are You Forging?

By Duane Wolfe



As an instructor you have the awesome responsibility of training people. Regardless of the subject or area that you train

them in, you form part of the foundation of their profession and their careers. It is through your efforts that their future is forged.

I traveled to Okinawa, Japan last spring. During my visit I had the opportunity to take a lesson from a master swordsmith. I couldn't help drawing comparisons from that lesson.

Holding the hammer

The lesson started with him heating a large bar of steel and then demonstrating how to hold the hammer. He emphasized that I should move the glowing red-hot bar on the anvil versus moving the hammer back and forth. He stressed that I should only hit the red-hot areas, because if I hit the cooler areas I could crack the metal.



If you look at the picture above, I can tell you that I was holding the hammer improperly. Instead of being in the middle so that the hammer head would strike flat, I was holding it at the end ensuring that I would hit with the

edge. This would result in a smaller area of impact, making it more difficult to shape the blade.

To the outside eye, those two small things don't seem apparent or important. As beginning instructors, we often make the same mistake. Good instruction requires an understanding of the subtleties of how people learn to have the proper impact.

The ore and the charcoal

The iron ore used in making the highest quality samurai swords is called Tamahagane. It is made by master ore makers during a grueling days long procedure. Because of this process it is rare and extremely expensive. The small letter opener that I would make was from standard steel.

The charcoal used in the fire was also a special type imported to Okinawa from a source in mainland Japan.

The quality of the ingredients determines the quality of the product. With today's shortage of people willing to enter, law enforcement departments are looking at lowering standards. History shows us what happens when hiring and training standards are lowered.

But, like the swordsmith, it is your responsibility to forge the best product from the resources provided to you.

The rhythm of the hammer

I noticed when the bladesmith struck the blade stock he would strike the blade twice, then tap the anvil once and then continue with the same pattern until the steel cooled and needed to be re-inserted into the forge.

The tap allowed him to observe the material and determine where to strike next. It also served as a form of interleaving. If he had just continued to pound on the steel, the mind would start to lose its focus on the task at hand, as happens in block training.

By introducing that break and a quick assessment of the product he kept his mind focused.

Forging...con't

Shaping the blade

Once I showed limited proficiency, he demonstrated how to form the blade of the letter opener I would be making. Creating a sword takes 4 to 5 months and we only had 4 hours together.

As I worked on my blade, he would provide suggestions and if need be, demonstrate again what I needed to do to complete the task correctly. The master has been a swordsmith for over 40 years. His movements seemed effortless.

An instructor must be willing to put in the hard work before and during class to produce the best student. Good instructors make the difficult appear easy.

Tempering the blade

Once the blade is formed it is heated and then quenched in water to ensure that the steel is strong. The blade must be heated to the proper temperature. As a master bladesmith he could read the color of the flames and the metal. By using the bellows and moving the coals around he ensured the blade was at the proper temperature before plunging it into the water.

Each of our students is different and it is our job to read them and adjust to facilitate their learning to the best of

our ability and theirs.

Honing the edge and polishing the blade

A whetstone is then used to sharpen and polish the blade. It is a long, time-consuming process.

As instructors we must continue our efforts throughout the year, rather than just the annual refresher, so that our officers' training is frequent and ongoing to maintain their edge.

For 20+ years, at the end of every firearms class I taught I would end with this Tibetan Proverb,

"The iron ore thinks itself needlessly tortured in the blast furnace. The tempered steel blade, looks back and understands why."

As a trainer, find your "Why" and use it to forge yourself and those you train. **ILEETA**

About the Author

Duane Wolfe was a licensed Peace Officer in Minnesota for 28 years, retiring in 2014. He served as a patrol officer, sergeant, SRT member, investigator, arrest and control tactics instructor and firearms instructor. He also served a full-time instructor at the Alexandria Technical and Community College Law Enforcement Program for 28 years retiring in 2022. He served as the range master and his teaching focus is on officer safety and firearms. He holds a Bachelors Degree in Criminal Justice and a Masters Degree in Education. He is also a



Protecting the Protectors: Safeguarding Your Estate

by Kim Schlau



Imagine you receive a call advising of a major automobile crash, and you respond to the scene. As you get closer you begin to weave your way through numerous ambulances, fire trucks and additional patrol units, you realize this crash involves fatalities. You get out of your car and see the cloth-draped victims on the pavement.

Now imagine that same crash scene, but this time you are the cloth-draped victim. Who is going to knock on your door and give your family the news? How will your loved ones be notified? Do you have a plan in place to help your family to plan your burial, handle insurance and finances, and the voluminous paperwork that will result from your death?

No one wants to think about his or her death or be reminded of his or her own mortality. Unfortunately, over 100 officers are killed in the line of duty every year (<https://www.odmp.org/>). Being prepared for your own death can prevent additional stress and confusion for your surviving family.

The first step is completing your agency's Emergency Contact Form. Many agencies have a standard form that asks for basic information, such as who to contact in the event of an injury, your physician's contact information, insurance information, and any known allergies and current medications.

If your agency has a more detailed form, be as specific as possible when completing it. And if your agency doesn't have a detailed form, the [COPS website](#) has a comprehensive [Personal Information Form](#) that includes more information, such as names of children, marriage and divorce records, financial institution information, personal insurance policies, and if you have a healthcare directive form ("living will.")

Next, you need to prepare an estate plan, which generally consists of a will and a Medical Power of Attorney. You may be thinking you don't need a will because you don't

make that much money, you are single, or have no children. Anyone who has any type of tangible asset, such as a bank account, vehicle, real estate, or even personal property needs an estate plan.



Having a will is essential for several reasons, as it helps ensure that your wishes are followed and your assets are distributed according to your preferences after your death. A will allows you to specify how you want your assets to be distributed among your beneficiaries. Without a will, the distribution of your assets may be determined by state laws, which might not align with your wishes. By clearly outlining your wishes, you can reduce ambiguity and conflicts among your heirs.

If you have minor children, a will allows you to designate a guardian for them in the event of your death. This is crucial for ensuring that your children are cared for by someone you choose. It will also allow you to set up trusts for their future financial needs, such as higher education.

The other component of your estate plan is a Medical Power of Attorney. In the event that you become incapacitated due to illness, injury, or other reasons, a Medical Power of Attorney allows you to appoint a trusted individual to make healthcare decisions on your behalf. This person, known as your healthcare agent or proxy, can ensure that your wishes regarding medical treatment are followed, including decisions about life-sustaining treatments, organ donation, and other medical

interventions.

If you don't have a designated representative, medical decisions may be left to family members or healthcare providers who may not be familiar with your preferences. Without a clear designation, disagreements about the appropriate course of treatment can arise, leading to unnecessary stress and tension during an already challenging time.



You may be thinking that estate planning can be expensive. There are many free or low-cost options for police officers. Start by asking your local police organization, union representative, or local bar association. Many state and local bar associations will offer these services in May in conjunction with National Police Week.

If you already have an estate plan, now would be a good time to revisit it and make sure all information is current. Also, set a reminder in your calendar for annual updates of all important documents such as real estate deeds, life

insurance policies, and/or motor vehicle titles, using your birthday or work anniversary date. If you are married you may think your (current) spouse is the de facto default beneficiary, but many states only recognize what is designated on the specific document, such as the beneficiary of an insurance policy. Make sure the proper person is listed.

There are also many financial benefits available to survivors and families of fallen officers. The [COPS website](#) has extensive information about these benefits broken down by state, including the [Federal Peace Officer Benefit](#). This is a one-time benefit paid to the survivor of the fallen officer. The current benefit payment is \$437,503.

Having a comprehensive estate plan provides peace of mind, knowing that your wishes will be honored and your loved ones will be taken care of according to your instructions.

This article is not intended to be legal advice. Please consult with a qualified estate planning attorney to help you navigate the legal complexities and create a plan tailored to your specific needs and circumstances.

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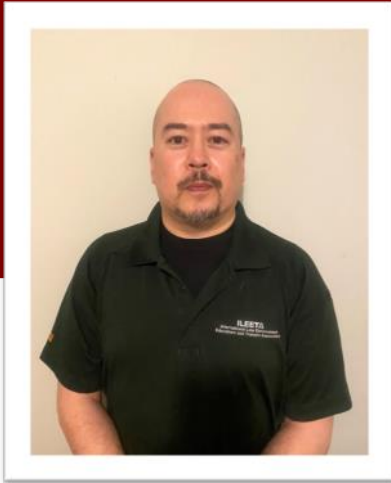
About the Author

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.

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Small Problems: A Lesson in Leadership

by Jason Der



I have recently started a formal leadership position in my agency and with that transition I've begun to reflect on what important leadership lessons I've learned that will shape the type of leader I'm going to be. I've had lots of bad bosses over the years. We all have. I try not to think about them. But when I do it always makes me smile because it makes me think of something I learned from my recently departed Dad. He taught me that even if you have a bad boss, you can learn something from them. We've all had bad bosses and sometimes the lesson is what *not* to do. But sometimes even a bad leader delivers a gem of wisdom. This is one of those lessons.

Many years ago, close to the beginning of my career, I was having a bad day at work. I don't remember if I was cranky because I hadn't slept well, if I was overworked, or if I had some other personal drama in my life that had spilled over into my working hours. But I do remember that I wasn't in a good frame of mind to be conducting law enforcement operations which, at the time, I felt was insightful of me.

It was a slow day, and I had a ton of banked overtime, so I thought I'd take advantage of both and see if I could leave early from my shift. I located my supervisor in the cell block and told him, "I'm feeling off today. Can I clock out early and burn up some OT?" He looked at me, smiled, and replied, "I'm pretty sure we can work something out. Can you hang on a few minutes while I deal with something first?" I was pretty junior, but I'd been on the job long enough to know something was up. I did not think he was a good sergeant for a variety of reasons, but I knew he wasn't being coy or trying to pull a power trip. I knew it was something else. I said, "Sure, just let me know when I can take off." He nodded and I turned around the corner where all I saw was a hot mess.

There was blood all over the place, an officer on the floor, and several others around him tending to his injuries in

low murmurs. I tried to jump in and help, but everything was being handled as smoothly as could be expected given the situation and there was no place for me to assist without being a hindrance. Medics were already on the way and the officer had regained consciousness. I sheepishly walked out of there and thought about how selfish I had been to ask for time off while a fellow officer was injured and lying on the ground. A few moments later I was briefed on what happened: a prisoner made a sudden and unprovoked attack on the officer a few minutes prior. DJ, the injured officer, took him to the ground and he had hit the back of his head on the wall during the takedown. This caused a scalp laceration which was the source of all the blood. Other officers were quick to respond and took the suspect into custody without further incident. Sidebar: if you've never seen a head wound, they tend to bleed a lot even if it's a small cut.



The same supervisor needed someone to pull the CCTV footage from the recording system for evidence and with nothing else I could do to help I volunteered. I numbly dove into the task and secured the required footage in a few minutes. I made some notes, handed the footage off to the supervisor, and typed up a short report. DJ was being cleared by the medics at the scene and the local police service was coming to deal with the suspect. There was nothing left to do. But I was still worried about DJ, so he agreed to let me drive him home while someone followed behind us with his car.

I came back to HQ to find everyone cleaning up, physically

Leadership...con't

and mentally, from the incident. My sergeant found me and said, "Good job. You should take off early like you requested." I was still wired, but I decided that would be the best thing to do. That night (and for many nights after) I had time to reflect on everything that happened. The biggest takeaway for me wasn't the need to be vigilant against ambush attacks. That's a given. It wasn't that leaders need to remain calm in the face of crisis. That's a given too. What struck me as being important is, well, me. That is, I was important to my supervisor. My problems were small, but they were my problems, and he didn't forget about that.

Everyone we lead has problems. That should be self-evident since all of us have our own problems that we're dealing with all the time. When you're in a leadership position your follower's problems might seem small to you, but to them they will feel pretty damn big. Richard Branson once said, "Employees come first. If you take care of the employees, they will take care of the clients." A shorthand version that I've been using as a teaching tool is an old military saying, "Mission first. People

always." You have to take care of your people or nobody will be taking care of the mission.

My sergeant's leadership lesson, whether he intended it or not, is take care of your people and their problems. No matter how small those problems are they belong to them, and if you're a leader those people belong to you. If you don't take care of those little problems then you just have a different problem because as Henry Ford wrote, "There are no big problems, just a lot of little problems."

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About the Author

Jason is in his 16th year of service with an undisclosed agency in Saskatchewan (Canada) where is currently working as the lead instructor for his agency's training academy. During his tenure Jason has been a field trainer, arrest and control tactics instructor, use of force instructor, and taught communications skills and legal studies to recruits. Jason is a volunteer with the Law Enforcement Torch Run for Special Olympics and in his downtime he loves to travel with his wife Heidi.



An Inconvenient Truth: Law Enforcement Suicide

by Darrell Burton



“We must be more aggressive in maintaining officer mental health with no acceptations and no excuses.”

We have to do better. Recently, I received a text message that a Sergeant at a nearby Police Department killed himself. Moments later, I read an article that four Los Angeles Sheriff's Deputies killed themselves within a 24-hour period. I write this as a former law enforcement officer, a former crisis response worker, and as a former clinician. The profession itself is proving to be more deadly than the criminals we are sworn to chase. It's sad to say that more officers are blowing their heads off than losing their lives, by saving lives. Did this statement make you uncomfortable to read? Well, it should make you feel that way! That was my entire point in saying it. No clinically savvy words or phrases, just straight to the point. I want you to feel uncomfortable about this topic and I want you to sit with these facts. Because it is not okay and we as a profession cannot tolerate this any longer.

Change truly occurs when there is an emotional stimulus to your actions, for instance; When your doctor tells you, that you have terminal cancer, your diabetic symptoms are so severe that you will die if life changes are not taken immediately, your weight and diet has caused several blockages in your arteries and now requires a triple bypass surgery, your mother, your husband, your wife, your son or daughter has died due to an intoxicated driver on the road, suddenly we begin to eat right, we start to exercise more, and hopefully we lose the want to be reckless with our drinking. There are countless examples of this, but they all have a nexus of emotional attachment to them. This emotional attachment starts the fire of change in behavior.

Too often, it is written and even practiced to move on and away from painful predicaments, memories and experiences. I'm going to tell you the opposite with this article. Often times we need to lean into the pain, lean into the discomfort, and stand in the moment. I want

your pain to catapult you into making changes within your agency, for members on your teams, and for those who belong in your units. I need you to be pissed off that so many of our brothers and sisters are taking their own lives and you will no longer idly sit by while doing nothing about it. You will not continue to sit in your briefing room another day without asking your co-worker how are they doing. How are your kids doing? How are your divorce proceedings going? These are the questions for real life struggles that we need to be asking one another. We all know the rumors and stories going around the department about our colleagues. Instead of gossiping you should ask them a genuine question out of concern, such as, how are you doing?



Sergeants, you are the backbone of any department and I need you to be better at getting to know the people on your teams, and work to build solid bonds because you need to feel the pulse of your teams. The mastery of leadership not only requires discipline, but also requires building bonds. Chiefs, if you are promoting Sergeants, Lieutenants and/or Captains into these positions of prominence, and they neither have the ability, nor interest to bring people together to bond and effectively

communicate, then you are wrong. This profession requires leaders that build bonds and hold the highest standards set forth by the greatest leaders of the past.

The inconvenient truth that we as a profession must accept, is extreme ownership of this crisis. Author Jocko Willink has written an exceptional book on this concept. It's been too long that we've ignored the psychological impact of law enforcement jobs over time. We've gotten so sensitive that we're scared to ask real questions about personal struggles for fear of human resources complaints. As a profession we have to accept some responsibility for this chaos. Chiefs, I need you to lead from the front in this cultural change and mandate routine psychological evaluations for your officers and deputies. Command staff, you are not exempt from these evaluations. If you mandate bi-annual visits, the stigma of addressing mental health concerns will lessen over time. We must be more aggressive in maintaining officer mental health with no acceptations and no excuses. Leaders, we have to be the change that we want to see in our troops. It will be difficult, but, you wanted the bars and the stars.

In closing, it's important for everyone to know, sometimes, there are no clues and there are no signs that someone will take their own life, they just do it. I've experienced this with a colleague of mine at my old

department. Although there is no guaranteed remedy for our colleagues deciding this, maybe if we had routine psychological check-ups, he would have been comfortable expressing his struggles with an outside party. Or, maybe a trustworthy well-trained peer-support group or program, and he would have disclosed his pain. I'm not sure, but I do know, we need to change our narrative to show our troops that discomfort, the ability to stand in it and work through it, build the resiliency and growth needed to survive whatever life throws our way.

In the words of one of my mentors in the early years of my clinical studies Michael Johnson, "people don't get help because they want to, they get help because they have to," let's make them have to. Keep your people safe! Somebody needs to save the world so it might as well be us. **ILEETA**

About the Author

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





Educator or Trainer: Which Are We?

by Dick Caster

ILEETA is an organization by and for educators or is it for trainers? After all, both terms are a part of the organization's title.

Let's analyze the similarities and differences in these titles. After all, we have chosen to label ourselves as one or the other, or both.

Let me interject a personal bias. As a generality, we "train" animals. We expect to give a stimulus that will elicit a desired response. This is training. This is what we do to have highly-trained canines. In a stress situation, we know that if we do "A", our canine will do "B". This is nothing more than the "Pavlov's Dog" theory; a conditioned response. This is a desired outcome; however, this does not fit the dynamic of training human beings; which is what we do. We must develop skills that allow an officer to react, not the same way for every situation, but assessing the situation and then deciding on the correct response.

Instructor: one skilled in teaching

-Miriam Webster

Trainer: a person who trains someone or something; such as:

a

: one whose occupation is to guide or instruct people in fitness and exercise routines

b

: one who oversees the training of animals

-Miriam Webster

We must remember that when serving as an instructor, you must bring a minimum of two skill sets to the classroom: 1) Subject matter

understanding, and mastery, as well as 2) mastery of instructional skills. Subject matter knowledge and instructional skills are two necessary and distinct qualities a successful instructor must possess. You may be an expert marksman but if you cannot share your expertise with me therefore making me a better shooter; you are of very little value to me.

Good instructors understand that students learn differently. Women learn differently from men. There are visual learners; audio learners; tactile learners and many which are a combination. Good instructors know this prior to teaching and do their best to accommodate these learning styles. The old days of "if you don't get it, that's your problem" are gone. I have had the privilege of working with some top firearms instructors. The good ones know how to improve your skills; one response from a not so good instructor was "just shoot faster."

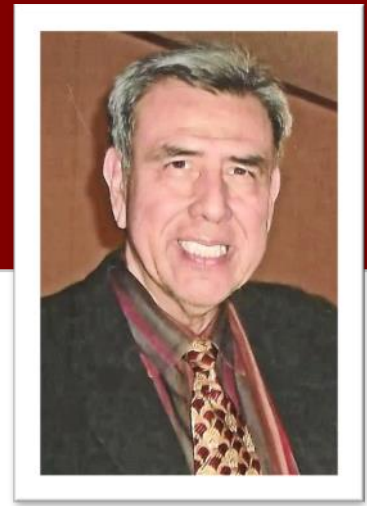
One parting comment. The concept of instructor is as valid for field training officers as well as the academy instructors. I hope the days of an FTO telling his new rookie "The first thing you need to do is forget everything you learned at the academy" are gone. Anything less than that is a condemnation of the police academy's preparation of future officers. **ILEETA**

About the Author

Dick Caster holds a Doctor of Education degree; Masters in Technical Education with a criminal justice concentration and a Bachelor of Arts in English. He has served as the Executive Director of the National Association of School Resource Officers; a member of the Ohio Attorney General's School Safety Task Force and school safety consultant for the Ohio School Boards Association. He holds instructor certification from the Ohio Peace Officers Training Academy in a number of disciplines. He currently is an instructor for the Tactical Defense Institute in West Union, Ohio and the Strategic Training Group of Columbus, Ohio.

Law Enforcement's Latest Challenge: "Male Rage"

by Jesse C. Gonzalez



In today's policing environment Police Officers face many daily challenges, including Active Shooters, lack of public support, soft on crime district attorneys, Officers being ambushed while on duty, and possibility of their actions being filmed and placed online in a manner that questions how they are performing their duties, and which can lead to prosecution, loss of job and jail time.

These issues also lead to difficulty in retained Officers who retire early or just do not want to stay in a profession that has become so much under scrutiny in a negative way, and which may cause them to lose their jobs, family, and their own freedom. These issues also make it extremely challenging to recruit new Officers into the profession of law enforcement.

This leads to the most recent issue/challenge "Male Rage." Police Officers now face, and should have a better understanding this challenge, as it does affect their duties and interactions with individuals who commit crimes. The challenge has been created by online platforms, such as You Tube, X, (formerly Twitter), Facebook. These platforms have created an environment labeled the "Manosphere" where young men ages 18 to 34 spend excessive time on these platforms, where political extremism and sexism are easily found.

First it is important to get a feel as to why so many young men are angry online. Some key issues that have been identified include men often do not do as well in school or in the workplace as women. Many young men do not have relationships that lead to marriage today. Many young men feel that their masculinity is under constant attack by society and the new rules of current male/female relationships.

In addition, the Cleveland Clinic as part of its annual educational program, MENTion It, in partnership with SAVANTA, released a survey which indicates that 65% of men surveyed stated that they would hesitate to ask for help for stress, anxiety or depression (Wheeler, 2023). The study also indicated that these men who were reluctant to seek help would spend up to five hours a day on social media.

When you combine these "Male Rage" issues with mental illness challenges you will see have problems that manifest themselves as violence/ crimes against innocent citizens, which enforcement Officers must manage.

One of the latest examples of this occurred in [Lewiston, Maine](#), October 25th, 2023 when an individual with document mental issues and access to an assault type weapon killed 18th people.

Another incident in 2014, a [22-year-old male student at the University of Santa Barbara](#), California, killed seven people after posting a You Tube video in which he vowed to retaliate against "stuck up blondes" who had rejected him. Online he became a hero to communities of self-described incels, people who are "involuntarily celibate."

In [2018 a Toronto man drove a van](#) through a crowd killing 10 and praising the Santa Barbara killer on Facebook and alluding to an "incel rebellion".

This online culture of "Male Rage" is real and causes damage to young men's lives and leads to actions that become crime against innocent citizens, which in turn become a law enforcement response challenge.

The importance of learning more about this crisis is to help Police Officers to understand why they are seeing more of this type of behavior in their interactions with the public and with these types of crimes and the individuals who commit them.

It is important for Offices to know the "Manosphere is real and that "Male Rage," is online and is encouraged there by others who have fallen victim to the ranting and raving of misguided individuals, who refuse to seek help that is available to them.

The information provided here is meant to help Officers gain new insight into what they are now seeing more of in their daily interactions with the public and in specific cases such as Active Shooter incidents.

Police Officers are not trained to be Psychologists, or counselors, they often only have split second to make life and death decisions, i.e., “Active Shooter” events. They are under constant scrutiny and public evaluation, and any new information they can acquire to help them perform their duties more effectively and safely is essential for them to have. Police Officers must be supported and valued for what they do for their communities they serve.

Use the information provided to help guide you in your perspectives and actions you take in your daily duties and crisis situations. Stay safe out there, watch each others six and come home to your families at the end of your shift.

Reference

Wheeler, T. (2023, September 6). *Cleveland Clinic Survey Examines the Current State of Men’s Health in America*. Cleveland Clinic Newsroom; Cleveland Clinic Newsroom. <https://newsroom.clevelandclinic.org/2023/09/06/cleveland-clinic-survey-examines-the-current-state-of-mens-health-in-america/>

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About the Author

Jesse C. Gonzalez is a Law Enforcement/Private Security Educator/ Advisor. He is an active member of ILEETA, and a frequent contributor to the ILEETA Journal. He has taught professional development programs to Law Enforcement Professionals as a national speaker for the American Management Association, nationally and internationally.

He has presented training programs to over 8100 agencies on the Law Enforcement and Private Security Television Networks. He has also taught professional development programs to the United States Justice Department, Federal Bureau of Corrections, and Police Cross Cultural Programs, at the National Crime Prevention Institute, University of Louisville. His office is located outside of San Antonio, Texas, can be reached at 210-288-8339, mobile, his email is jcgonzalez@bluebon.net





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Save the completed document using your conference badge name and 2024crf (example: johnsmith2024crf) 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 2024 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 \$450 <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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