



Conference Edition

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2024

ILEETA

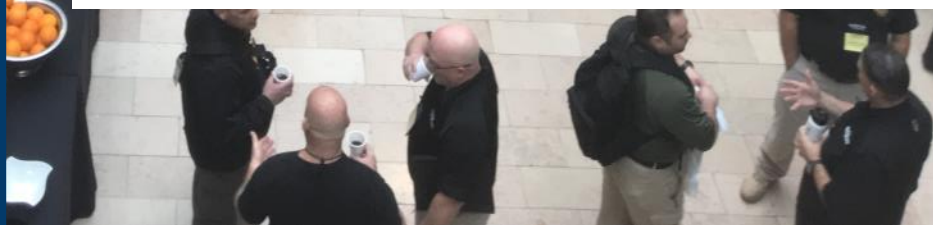
CONFERENCE & EXPO

March 18-23 • Union Station Hotel • St. Louis, MO



ILEETA

International Law Enforcement
Educators and Trainers Association



The ILEETA
Journal

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ILEETA Journal Editorial



Managing Editor:
Kerry Avery

Editorial

Welcome to the conference edition!

As we open the pages of this year's conference edition, we find ourselves on the threshold of another exceptional gathering of minds and spirits within the law enforcement training community. The ILEETA conference always gives us a sense of community and a renewed passion for our shared mission.

The 2024 conference edition is once again the largest journal of the year, with 38 articles on a range of topics from policy to mental health. The diversity of topics is always remarkable and it represents the expanding horizons of law enforcement training.

For those fortunate enough to attend in person, the articles offer more insight into the conference sessions. The conference edition assists you in making the toughest decision of the week, what sessions to attend? For our colleagues who won't be with us physically, we hope this edition offers you a bridge to the insights and inspirations to wherever you are in your journey of service and learning. If there is a topic you would like to know more about, do not hesitate to contact the presenter and ask if they have any resources they can provide.

As we look forward to gathering once more, whether it be in the classrooms, on the mats, or in those invaluable unscheduled moments in the hallways, let us remember the core of what brings us together: the pursuit of excellence in service and protection. The connections we forge, the knowledge we share, and the memories we create are the true heart of the ILEETA conference experience.

So, to all who are preparing to embark on this journey to the 2024 conference, whether it's your first or your fifteenth, know that you are about to be part of something special. And to those who share in our mission from afar, your spirit and dedication are with us, inspiring every word, every lesson, and every moment of connection.

Here's to the future of better law enforcement training. Stay safe, stay inspired, and see you in St. Louis!

Kerry

WHAT'S HAPPENING



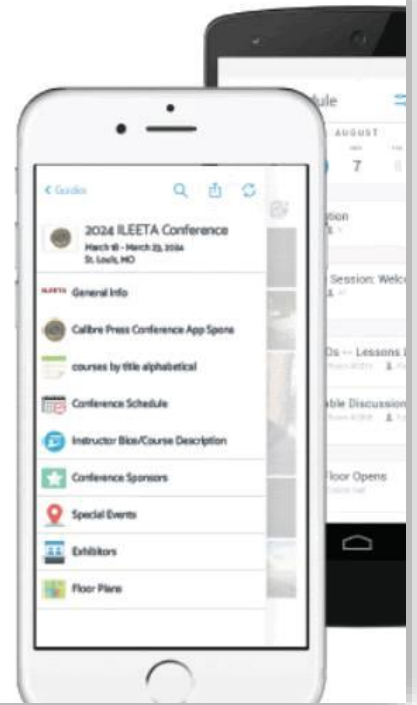
ARTICLE SUBMISSIONS

Deadline for the spring edition article submissions is May 10.

Tap "Download the app" to access the guide on your iOS or Android device.

To access the guide, use the passphrase: **betheanswer**

Prefer the web version? Some content and networking tools may be available to you online.



#ILEETA24

Use the hashtag #ILEETA 24 for all conference related social media posts.

Maximizing Your ILEETA Conference

By Harvey Hedden



The [ILEETA Conference](#) (1) provides opportunities to gain new subject matter expertise, develop and extend professional contacts, find a mentor or collaborator, introduce you to new theories of adult learning, and refresh your interest and enthusiasm in what you do. But none of these can be accomplished passively. You must plan ahead and plan to work at the conference to maximize return on these objectives.

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

Now is the time to think about the training demands for your agency and yourself and examine the curriculum to see what best meets your needs. Focus on a variety of subject matter, instructor background, and don't be afraid to travel outside your regular field and comfort zone to try something new.

The [2024 ILEETA Conference Guidebook app](#) is available now and provides a wealth of resources in your hand. Use the passphrase [betheanswer](#) to access the download. It's a great tool to plan your personal schedule, learn about courses and instructors, take notes, interact with other attendees and more. Please go beyond the course title and check out the course descriptions and instructor bios found on the [conference site map](#) or conference app. Then do some research to see if they have written anything to give you even greater insight to their instruction, (hopefully they have written for this edition of the Journal). If you are attending with a friend or co-worker, use the tag team approach and cover different courses. Remember that two hour blocks of training are repeated.

Think about any special training equipment you might need to bring for the classes you will attend. It is highly recommended that persons attending live fire programs bring their body armor, not just for safety but to "train as we fight". Don't forget charging cords for your devices, medications and clothing appropriate to March in the Midwest. But leave your suit and tie behind. Think practical and tactical garb. (2) Every attendee will be receiving a padfolio and pen as well as a messenger bag and a shopping bag to help you carry your other conference swag and expo purchases.

Even if you have attended the conference before, watch the video [Maximizing your ILEETA Conference Experience](#) (3) by Deputy Executive Director Brian Willis for some great ideas and tips. This year there will be a special orientation at 7:30 pm on Sunday night in Midway 5 for the benefit of first time conference attendees. This orientation will be repeated right after opening ceremonies. The conference veterans will be there to offer their tips and answer any questions you might have. If you have a question during the week and cannot find a conference staff member, don't be afraid to ask another attendee. ILEETA members are happy to help each other.

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

Keep notes on what you learned, (use the app), what you

Conference....con't.

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

Make sure you get adequate rest, nourishment and exercise during the week so you can be at your best to absorb new learning and skills. This is why our hospitality ends at 10 pm. Read the safety rules in the conference program guide and abide by them, as well as any additional protocols the instructor might provide. Everyone at the conference is a safety officer. If you see a problem, say something. Hang onto that program guide to help you follow up post conference and maybe even plan for the next one. Please remember to use the rating feature on the app as well as the conference evaluation to help us improve the conference every year

When you return to work, share what you learned with other trainers, leaders and officers. Sponsor a coffee or

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

- 1) Watch: [What is the ILEETA Conference and what are the benefits of attending?](#) By Brian Willis
- 2) [Conference packing list – Craft Industry Alliance](#)
- 3) Watch: [Maximizing your ILEETA Conference Experience](#) by Brian Willis

ILEETA

About the Author

Harvey V. Hedden is ILEETA's Executive Director, having previously served as Deputy Executive Director for six years. He served 38 years in law enforcement in ranks from patrolman to chief. He spent 22 years in narcotics enforcement and was the Project Director for the Southeast Area Drug Operations Group. Harvey has a B.A. in political science from the University of Wisconsin and has been a law enforcement trainer for 43 years, having trained thousands of officers in the U.S. and abroad in a variety of subject areas.



Meet Me in St. Louis!

A Guide to the ILEETA Host City

By Kim Schlau



Welcome to St. Louis! We are so glad you are here for the 2024 ILEETA Conference. The conference always offers an opportunity to meet trainers from the United States and other countries, as well as being able to attend classes led by these exceptional men and women.

Host Hotel - Union Station

The first train pulled into Union Station on September 1, 1894 at 1:45pm, ushering in a new and exciting time for St. Louis. The city known for being the gateway to the West suddenly became a gateway to all of America. Over the next several years, Union Station would become one of the largest and busiest passenger rail terminals in the world. Although the final train departed October 31, 1978, Union Station has remained an iconic balance of nostalgia and renovation.



Union Station Grand Hall

The stylish and sophisticated Grand Hall features elegant historic touches like the original terrazzo floor, green glazed terracotta bricks, stained glass windows and wooden carpentry detailing. Among the carefully restored details, is the Allegorical Window, a hand-crafted design of stained glass. Three women are depicted in Tiffany glass representing the expanse of train travel in the 1890s from New York to San Francisco with St. Louis in the middle, linking it all together.

Union Station now offers

many attractions, including the St. Louis Aquarium, the St. Louis Wheel, Indoor Ropes Course, Mini-Golf, Mirror Maze and Carousel. Numerous restaurants are also located on the property – menus and operating hours can be found [here](#).



St. Louis Wheel

Have you ever wondered about the significance of the fountain across the street from the hotel? “The Meeting of the Waters” is a figurative allegorical depiction of the Mississippi River, represented by the male figure, and the Missouri River, represented by the female figure. The water sprites, mermaids, and fish symbolize the seventeen main tributaries that enter into the two rivers. Sculptor Carl Milles used bronze and water as the primary sculptural elements. At the same time, he allowed for the presence and interaction of air currents and sunlight to play upon the water and figures as a way of maintaining spontaneity. His fountain design included layouts for the systems of jets, to details of piping dimensions as controls of water velocity and patterns. Completed in 1939, the fountain became a City Landmark in 1971.

St. Louis...con't



Meeting of the Waters Fountain

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

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



St. Louis Arch

CityPark/St. Louis City SC

St. Louis is now home to Major League Soccer and the aptly-named St. Louis City SC. If you're still in town after ILEETA ends, the team will be hosting DC United on Saturday, March 23. Tickets are available [here](#).



CityPark. St. Louis MLS Stadium

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

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

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

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

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

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

St. Louis...con't

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

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

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

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

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

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

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

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





#EmersonHour 2024

by Joe Willis

"What has become clear to you since we last met?"

Ralph Waldo Emerson

Since its inception in 2013, the Emerson Hour has consistently served as the highly anticipated opening event for the annual ILEETA Conference, and 2024 is certainly no exception. All ILEETA members are strongly encouraged to join us at 7:00 pm on Monday night in Midway 5 for what promises to be an exceptional evening!

The essence of the event remains rooted in answering Ralph Waldo Emerson's timeless question:

"What has become clear to you since we last met?"

This year, the lineup of speakers, as always, remains a closely guarded secret until moments before the event commences. The roster comprises a diverse array of ILEETA members, consisting of both established figures within the organization and up-and-coming individuals brimming with insights to share.

The guidelines for speakers remain straightforward:

- No PowerPoint presentations, videos, or other audiovisual aids are permitted.
- Each speaker is allotted a concise 9-minute window to speak candidly on a topic of their choosing.

For trainers attending the ILEETA conference, understanding the unique challenge faced by the speakers comes naturally.

As articulated by the ILEETA Deputy Executive Director, Brian Willis, "As a trainer, an 8-hour presentation is easier than 4 hours, 4 is easier than 2 hours, and 2 hours is easier than a 45-minute keynote. A 9-minute talk, without AV, is likely to be one of the most challenging

presentations you will ever give."



Speaking in front of a room filled with fellow trainers demands meticulous preparation, thoughtful reflection, and ample practice. While the 9-minute talks undoubtedly captivate the audience, for many, the true highlight of Emerson Hour unfolds immediately afterward. Following the powerful, insightful, and often revelatory speeches, attendees are invariably stirred by the challenges posed to them by the speakers. As the hospitality event commences, vibrant discussions ensue, with attendees eagerly engaging with speakers and one another. The energy in the room is palpable, as conversations brim with inspiration and innovative ideas. Undoubtedly, Emerson Hour is an event that attendees eagerly anticipate, fostering connections and igniting a collective spirit of growth and exploration.

As the emcee, and on behalf of the six talented speakers slated to grace the stage this year, we extend a warm invitation and eagerly anticipate your presence at this enriching event. Join us on Monday night as we celebrate the power of storytelling and the spirit of camaraderie that defines the ILEETA community. See you there!

#EmersonHour2024...con't

Previous Speakers:

2013

1. Brian Willis
2. Chip Huth
3. Lou Ann Hamblin
4. Coach Lindsey
5. Tim Janowick
6. Travis Yates

2014

1. Dennis Valone
2. John Bostain
3. Michelle Seibert
4. Chris Bratton
5. Richard Neil
6. Brian Willis

2015

1. Duane Wolfe
2. Kevin Davis
3. Keith Wenzel
4. Carol Greene
5. Roy Bethge
6. Brian Willis

2016

1. Tom Cline
2. John Bennett
3. Brian Willis
4. Mark St. Hilaire
5. Chris Cerino
6. Brian Nanavaty

2017

1. Joe Willis
2. Dan Greene
3. Karen Soloman
4. Phil Carlson
5. Jason Der
6. Thom Dworak

2018

1. Rod Rifredi
2. Ku'u'lei Nitta
3. Simon Boutros
4. Brian Hill
5. Cheryl Funkhouser
6. Jamie Gadoury

2019

1. Dan Fraser
2. Paul Hasselberger
3. Anthony Maness
4. Michael McSellers
5. Michelle Palladini
6. Pete Ebel

2020 / 2021

1. Josh Coffman
2. Doug Wiley
3. Chip Huth
4. Joe Willis
5. Duane Wolfe
6. Brian Willis
7. Brian Hill

2022

1. Mike Huth
2. Dan Greene
3. Antonio Zarzoza
4. Adam Kinakin
5. Jeff McGill
6. Graham Tinnius

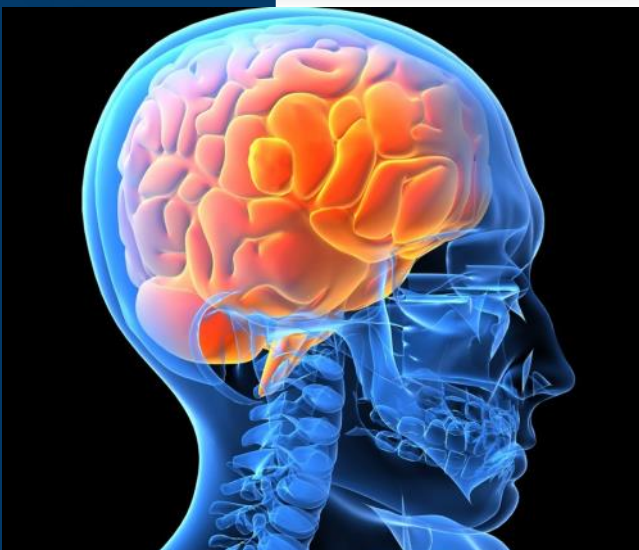
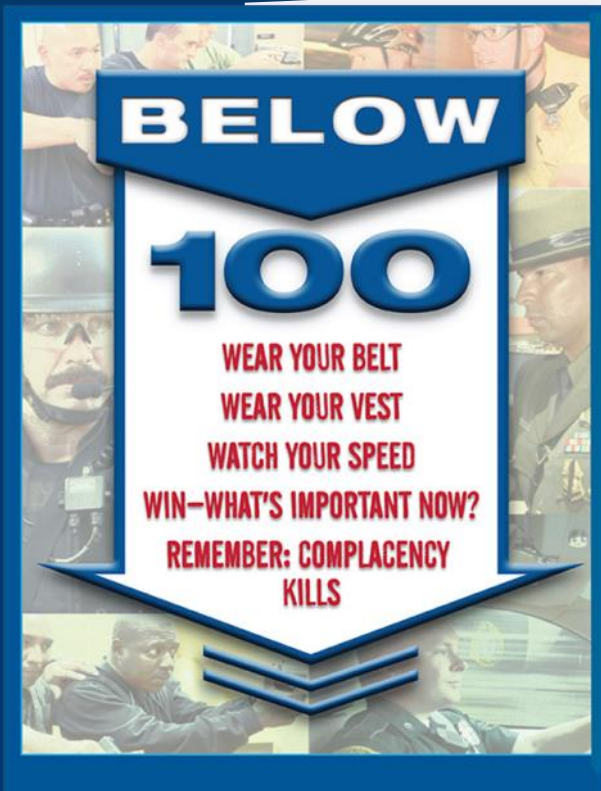
2023

1. Kim Schlau
2. Michael Warren
3. Traci Ciepella
4. Todd Fletcher
5. Oleksandr Liubychenko
6. Tim Janowick

Officer Safety

Use of Force

Editor:
Brian Hill



Making the Case

By Kevin Davis



Do the officers you train know how the legal process post officer involved shooting or other use of force incident has become the *punishment* against them?

Do they understand that at this time in policing, cops are being charged by progressive prosecutors and district attorneys in *perfectly lawful* uses of force?

Years before I wrote [*Use of Force Investigations: A Manual for Law Enforcement*](#) I stated in training programs that we were getting to the point where officers were being charged with crimes in perfectly good use of force incidents and made to prove their innocence rather than being vindicated by professional investigations. I *hate* that I was right, but I never envisioned the current threat of prosecution in policing!

Do you and your investigators understand the legal aspects of arrest and detention, use of force,

Making the Case – my presentation at this year’s conference, presented at 10 a.m. on Monday in Regency A, and 1 p.m. on Thursday afternoon in Grand A, will explore the many legal risks faced by our Brothers & Sisters in Blue after use of force incidents and how you can train them to defend themselves.

The Risks

I just returned yesterday from Columbus, Ohio after testifying in State of Ohio v. Meade. Meade, a former Deputy Sheriff and member of a U.S. Marshal’s Violent Felony Task Force, is on trial for murder. *You can begin watching the trial online [here](#).

The trial has been continued until next Tuesday to allow the defense team to investigate a surprise witness who allegedly came forward after I testified. It’s been more than three years since the OIS incident, and the defense was prepared to rest before this *new* witness came forward.

As in numerous other criminal trials I’ve consulted and

testified on in the last several years with officers as defendants charged with crimes including murder, felonious assault, assault, interfering with civil rights, dereliction of duty – all in use of force incidents, we can and should learn lessons from these prosecutions on methods of attack.

Prosecutions and Defense

We will cover the methods and means of criminal prosecutors working to imprison officers, and the “expert” witnesses who are perfectly willing to testify against them.

We will explore the following and how you can train your officers to prepare:

- **Case studies** – Real life examples of officer prosecutions from Columbus, Ohio to Spotsylvania, Virginia, and points in between. How did prosecutors and their experts create cases against officers? How you can train your officers to begin now to build their defense.
- **Legal** – What the legal standard for use of force is in your state and how to make the case that the use of force was within the law.
- **Policy** – How current “politically correct” policies can work against officers and how they are being introduced in prosecutions.
- **Experts** – Who’s working against L.E. and how they operate. Who can work for you. How you can testify as a trainer/expert in lawful uses of force by your officers and other LEO’s.
- **Body worn cameras and digital video evidence** – How BWC and digital video is being weaponized against officers. Law enforcement is now producing

evidence that can prove their vindicate officers but is being used against them because of lack of preparation.

- **Officer statements and interviews** – Should you submit to an interview or provide a written statement? What you must cover in both.
- **Threat versus Risk** – How this manufactured construct is being used against officers.
- **Ability, Opportunity, and Jeopardy** – How the AOJ pyramid is being constructed against officers. How you should understand AOJ and train your officers to defend their actions.
- **Dispatch Priming** – What the latest research shows about Dispatch Priming and how it can affect officer decision making.
- **Human Factors** – The need to understand and train in the human factors at play in incidents and officers *must document them post incident!*
- **Trial Tactics** – The strategies criminal prosecutors are employing in court against officers and how the defense team can overcome them.

Begin to Win, Now!

Winning on the street begins with knowing the risks, and preparing mentally, as well as physically to not only survive but win out over the deadly and non-deadly threats against you.

Winning in court means knowing the threats that may arise against you, then training and preparing to build a

defense for that possibility *now*.

It is not just officer-involved-shootings or deaths in custody which are resulting in criminal prosecutions. Officers are being charged with criminal offenses such as interfering with civil rights and misdemeanor assault in incidents which involve simple OC spray applications.

Current activist prosecutors seek to imprison officers for life to serve a political agenda. This is not hyperbole but reality!

This *ain't* about how your officers may get sued in civil court. This is about an officer being tried, convicted and going to prison in perfectly lawful uses of force!

This is policing in 2024 and beyond and how the process is being weaponized against police officers in the United States.

It ain't pretty but it is reality and at the 2024 ILEETA Conference, we will help you to prepare to train your officers to win!

See you in St. Louis! We will help you train your officers to win! **ILEETA**

About the Author

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

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International Law Enforcement Educators and Trainers Association



Basics Don't Have to be Boring

by Todd Fletcher

For many officers, when they hear the word “basic”, it can be synonymous with “boring”. It doesn't need to be this way.

In fact, if instructors want marksmanship skills to stick, they need to be entertaining as well as informative. Once your students are having fun in training, they will learn more, enjoy their time on the range, and have better skill retention. Instead of the same boring basics, this live-fire range class will push skill limits by challenging your fundamental skills. We will combine fun and informative live-fire drills with information on how instructors can make their lessons stick.

For far too long, firearms training has been the knuckle-dragging-neanderthal of the training world. We've been doing the same thing, the same way for the past 140 years. It's the epitome of doing things “the way we've always done it”. If you're satisfied with the performance of your students, if you think there is no way they can improve at a faster rate or perform at a higher level, then this class is NOT for you. But, if you are looking for ways to reinforce the fundamentals of marksmanship and make training points and objectives stick, then we hope to see you on the range.

Like all our instructor level classes, we will divide the class into student/coach groups to maximize the amount of unfiltered and honest feedback. No egos are allowed on the range during this class. You will succeed and perform at levels you didn't think possible, but at times you will also struggle. We will be asking you to do things with a level of accuracy you didn't think you were capable of and at speeds that will blow your mind.

How are you going to accomplish these goals? Simple. By applying the fundamentals of marksmanship...quickly. It starts with a solid shooting platform and being able to coach your students on what a solid shooting platform feels like and how it can improve performance. We will show you how to make your students an active participant in their own training.

Drills will include a self-demonstration of how your own shooting platform can breakdown and how to improve it. Then, we will discuss the problems we saw in class so each student will learn from their own mistakes as well as the “shooting gremlins” of other shooters.

We will have an in-depth demonstration of what you need to see from your sighting system. In general, when you're trying to be precise, you need more feedback from your sights. For law enforcement officers, one of the problems we see on the range is most officers cognitively understand that a flash sight picture may be sufficient under some circumstances, but they don't understand how to apply that sight picture, nor do they have confidence in taking advantage of what they saw. During this class, we will apply a precision sight picture and a flash sight picture. We will push you to recognize what you **NEED** to see as opposed to what you **WANT** to see to make a good hit. We will also address how training culture can influence student performance and either give them the confidence to push their limits or restrain them to perform at a minimum standard.



When it comes to trigger control, we will refine your trigger press and trigger reset. This is based on whether an accurate shot under time duress or a precision shot is needed. Just like your sights, not every shot is going to be made using the same type of trigger press. Different circumstances require a different method. These are things the best shooters in the world have known for decades, but law enforcement firearms training is stuck in the past. Remember what I said about being the knuckle-dragging-neanderthals of the training world?

Basics...con't.

This class will use a variety of targets to keep students interested and engaged. We will show instructors how different targets can advance training objectives, and how instructors can save money while training to a higher standard. We guarantee you will pick up new information, new targets, new drills, and a new perspective on law enforcement firearms training.

If you've been to a Combative Firearms Training class before, you will undoubtedly hear some familiar things and shoot some familiar drills. If you haven't attended any of our classes before, you will hear some blasphemous points that may go against what you "know to be true", you will prove to yourself that what you "know to be true" isn't always true, and you will gain an understanding of how training culture has let our students down when it comes to performing at the levels necessary to prevail on the street.

We will do some precision shooting drills, but we will also be doing drills that incorporate multiple skills into drills that challenge shooters of all skill levels. Don't worry if you're not the best shooter in class. No one cares. The only person you're competing against is yourself. Our goal is to push you beyond your comfort zone to reach a new

level of performance that you can continue to develop when you go home to your range. But more importantly, you will learn some new instructor points, new drills, and hopefully gain a better appreciation for how training culture affects student performance.

We hope to see you on the range!

ILEETA

About the Author

Todd Fletcher has over 30 years of law enforcement experience. He is a co-owner of Combative Firearms Training, LLC and serves on the ILEETA Advisory Board. He was awarded the 2022 ILEETA Trainer-of-the-Year annual award recognizing 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. Todd is a regular contributor to the ILEETA Journal, Police1, and American Police Beat magazine. He also earned the 2023 IALEFI Memorial Match Top Gun Award.

He can be contacted at Todd@CombativeFirearms.com.



Developing Concealed Carry Training Program for Law Enforcement

By Lou Ann Hamblin

In 2022 we were contracted by the State of Alaska to design, develop and deliver a concealed carry program for local law enforcement agencies. During the research process it was determined that law enforcement community was no longer the subject matter expert when it comes to equipment. Clearly there are more non-law enforcement concealed carriers (6 states now have over 1 million permit holders (1) compared to law enforcement and that the holster and equipment companies cater more to the private citizen who is equipped with a bit of buying power. None the less law enforcement concealed carriers oftentimes have a different mission and therefore require a different approach to training and equipment.

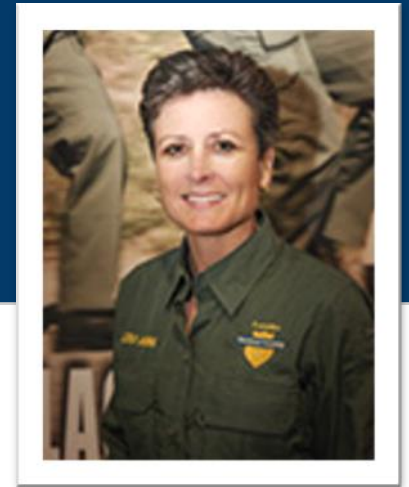
The 2023 SHOT Show was inundated with concealment holsters, spare magazine holders, reduced size chemical aerosol sprays, flashlights and individual first aid kits (IFAK). This was particularly helpful in gathering equipment and technology data for the Alaska project and the class that we will deliver at ILEETA and IALEFI conferences this year.

The idea is to provide the instructor with a foundation and additional resources by which they can hit the ground running when they return to their agencies. The ultimate goal of the presentation is to assist participants in developing a complete concealed carry program for their agency. A short cut, so to speak. Focal areas will include articulating the need for the training. This need may come in the form of reducing blue on blue incidents. We do this by using real world events as case studies. There are many to choose from and some include not only law enforcement but also legally armed citizens.

Equipment considerations are also a focal point. Surprisingly we found that many officers still do not carry a firearm off duty and that while there are many advancements in equipment, many officers still use poor and otherwise unsafe holsters, or even worse, no holster at all. Policy considerations for on duty and off-duty carry are a must. Everything from holsters with retention to

unconventional carry options will be addressed.

Live fire training and standards with considerations of working from concealment are discussed. While we researched for standards we also found that there are practically zero courses of fire and training specifically for the undercover officer. This was the case when I worked undercover over 25 years ago. We developed a functional course of fire for plain clothes and are looking forward to sharing it at ILEETA. Hope to see you there. <https://www.msn.com/en-us/news/us/gun-laws-enacted-across-us-in-2023-made-country-majority-constitutional-carry/ar-AA1m4nmX> **ILEETA**



About the Author

Lou Ann proudly served the law enforcement profession for 22 years before retiring. Lou Ann has had many roles during her law enforcement career to include uniform patrol, bike patrol, undercover narcotics and prostitution operations, and a temporary assignment with a DEA Task Force. She holds a master's degree in human performance technology and instructional design from the University of Michigan. For the last thirty years Lou Ann has specialized in training females training over 6,000 in pistol alone, and is a certified firearms and defensive tactics instructor in a variety of disciplines. Lou Ann conceptualized the nationally recognized Building Warrior Women® training event for women that has been publicized as the finest leadership and survival skills training for female officers in the United States. She instructs internationally in the areas of instructional leadership, training for specialty units to include survival training for school resource officers, female specific, police cycling operator and train-the-trainer level classes. Her national conference presentations include: A Girl and A gun (AGAG), International Law Enforcement Educators and Trainers Association (ILEETA), International Police Mountain Bike Association (IPMBA), and International Association of Law Enforcement Firearms Instructors (IALEFI), Rocky Mountain Women in Law Enforcement (RMWLE), Tactical Strength and Conditioning (TSAC), National Tactical Officers Association (NTOA) conferences, and the International Association of Women Police (IAWP). Lou Ann is a Team One Network adjunct instructor and Master Pistol Instructor through Heckler and Koch and is a certified armorer for a number of weapon systems. She authored the "Firearms Training" chapter in IPMBA's Complete Guide to Public Safety Cycling 2nd ed. and has authored many articles in Law and Order, Police Marksman magazine, PoliceOne.com, IALEFI's "Firearms Instructor" and the IPMBA Newsletter. She currently serves as an advisory board member for ILEETA

Shooting with Science

by Duane Wolfe



Shooting With Science at the 2024 ILEETA Conference will explore the research and training methodologies of improving shooter performance both on the range and more importantly on the street.

It will do that by answering the following questions:

- What is the Quiet Eye and how should it be used by the police when shooting?
- How do I teach the Quiet Eye method to my officers?
- How fast do officers fire in shootings? How do you train them to shoot at that speed accurately?
- What are the physiological effects of stress on a shooter and how does understanding them help improve performance?
- What breathing method works best for police officer to facilitate emotional regulation in critical incidents?
- What are the main causes of accidental/negligent discharges?
- How does trigger finger placement affect speed? Which method may provide a way of reducing accidental/negligent discharges?
- What does the research tell us is the safest method of dealing with an edged weapon attack?
- What is interleaving and how do you use it on the range?
- Why do we need to use research to guide what we do, but at the same time be cautious of what it tells us?
- What is desirable difficulty and how do you use it in training?

- For an officer to be their most effective where do we need to train their focus (mental and visual) to be?
- What is the most effective eye scan pattern used by officers and how do we teach it?
- What is Setchanov's Law and how do you use it to change the mental focus of a shooter to improve performance?
- Does an increase in heart rate lower performance? Or is it something else?
- Where do I find the research that will help me improve my officers training and abilities?

If you attend Shooting With Science all these questions, and more, will be answered.

Whether you are an officer or a firearms instructor this class will give you the foundational strategies to improve shooting performance on the range and on the street.

ILEETA

About the Author

Duane Wolfe served 26 years as a licensed police officer and 28 years as a full-time police trainer. During that time, he served as a patrolman, sergeant, Use of Force Instructor, and Firearms Instructor. He holds a BS in Criminal Justice and an MS in Education. Duane has been a proud ILEETA member since its' founding.

Compatibility & Interoperability Within a Complex ASHER

By Scott M Hyderkhan



Robb Elementary School, Uvalde Texas

On May 24, 2022, an active shooter executed 21 innocent victims, of which 19 were children ranging in age from 9-11 years old. The shooting at Robb Elementary School in Uvalde Texas can be described as cascading circumstances, that when combined led to arguably, one of the most heart wrenching active shooter events in US history. The majority of those circumstances were due to deficits in organization, which resulted in inadequate operational, tactical, and training planning. Organization and culture building are leadership tasks necessary to facilitate mission success in an Active Shooter Hostile/Event Response (ASHER).

In an ASHER, the threat has a say in the fight... That is to say, the Robb Elementary killer, was a highly motivated threat, he was decisive in his moves, seized initiative, and held onto it as long as he could. He was able to break the momentum of the response and thus, exposed the inefficiencies that existed within the overall ASHER response. If the threat were less robust, or if he was neutralized prior to entering Robb Elementary school, the narrative would be one of successful response. The inefficiencies that clearly existed within the organizational structure would not have been exposed simply due to an early termination of hostilities.

Pivotal Moment in Emergency Management

The Robb Elementary school massacre is unique in that it is a perfect storm, so to speak. It displayed obvious competence failures at all echelons, in various institutions, and at every level of government. Unique also in that the victims were children whose parents were onsite to witness the utter ineptitude of society to protect their children. Although Robb Elementary is unique in its specific circumstance, previous challenging active shooter events suggests that inefficiencies in leadership, organizational structure, planning, and preparation are systemic throughout the United States. The Robb Elementary school shooting response is a pivotal moment. It has brought to light weaknesses within our national emergency management of ongoing acts of

violence both in active shooters and Complex Coordinated Terror Attacks. The inability to tailor a joint operation of regional assets, in mustering, maximizing use, and controlling assets, was placed under a microscope. This seminal moment exposes a vulnerability to Complex Coordinated Terror Attacks.

Breaking Points in ASHER Management

Historically speaking, active shooter events that have been manageable occur when casualties are minimal, the footprint of the event is small, the response is inner agency/organic, and the threat neutralized in short order. This creates circumstances that are recognizable and within the participating organizations' spectrum of experience. It also does not evaluate multijurisdictional response plans. Two examples that come to mind are the Gilroy garlic festival shooting, in Gilroy, CA. and the Central Visual Performance Arts High School shooting, in St. Louis. In both cases the participating officers were familiar and had trained together. The casualty counts were minimal. The threat in both cases was neutralized quickly, and the scenes managed competently.

What has in the past and currently proven to be difficult in managing, are the instances of active shooter that are outside the scope of experience of first responders, institutions that are targeted, and other supporting governmental, and private organizations that are in the response and support network. Some outside the scope of experience examples are: Continued ongoing acts of violence or the inability to evacuate wounded due to threat area denial; Large footprint of wounded and killed; Substantial number of seriously injured victims. These issues require additional 1st responders, joint operations of fire and police, high levels of coordination, operational awareness, and discipline to maintain ingress and egress routes, coordination of rotary wing and ground evacuation operations, medical triage and coordination with local, and regional hospitals, to name a few logistical

ASHER....con't.

issues and moving parts. Historic cases in point:

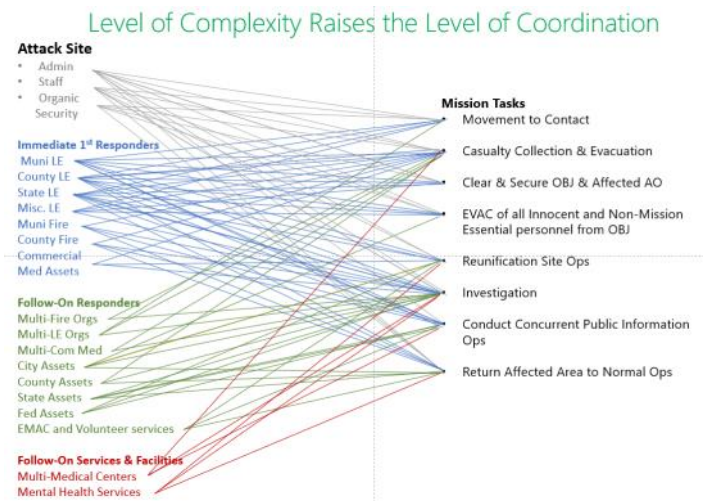
- Sandy Hook Elementary School Massacre, notable issues: First responders' self-dispatching; LE officer vehicles parked and obstructing ingress and egress routes.
- Pulse Night Club, Orlando, Florida, notable issues: Failure to immediately neutralize threat; Barricaded threat obstructing the evacuation of wounded victims that were in the barricaded bathroom; Failure in adequate LE and Fire coordination; Casualty self-evacuation; Inefficiency triage, and medical facility use.
- Las Vegas Mass Shooting: Failure to timely Neutralize threat; Large number of wounded caused casualty collection and evacuation issues; Self, civilian and law enforcement casualty evacuation without triage creates inefficient medical facility use and risks unidentified victims at hospitals.
- Parkland, Florida, Marjory Stoneman Douglas HS: Failure in response to neutralize threat; Lack of LE agency coordination; Inadequate interagency communications.

The ASHER operation is a large endeavor that has 8 distinct subordinate missions. Those missions are:

- Movement to Contact.
- Casualty Collection & Evacuation.
- Clear & Secure Objective & Affected Area.
- Evacuation of All Innocent and Non-Mission Essential Personnel from Objective.
- Reunification Operations.
- Investigation.
- Conduct Concurrent Public Information Operations.
- Return Affected Area to Normal Operation.

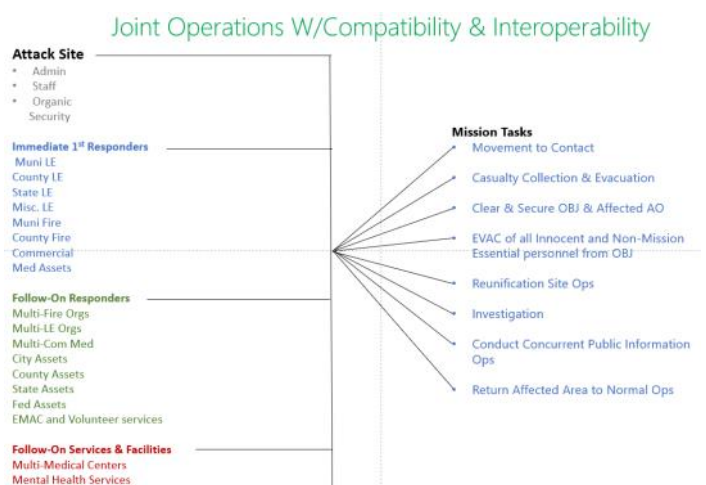
In these subordinate missions, the many partnering groups participating come from an array of diverse institutions, institutions who consist of multiple independent operating organizations, with differing operating procedures, equipment, and philosophies. Figure 1 visualizes the many partnering institutions, and the waves of response that payout in an ASHER, with the partnering that occurs in the 8 subordinate missions. This graphic visualizes the complexity of the ASHER

operation, and why joint operational compatibility and interoperability are necessary to achieve order, competency, and success.



Achieving Compatibility & Interoperability

The missing link in establishing order is cohesive planning and training doctrine. Partnering institutions and organizations within those institutions need shared understanding in strategy, mission, vision for success, and conceptually how we will operate as a team to achieve our vision. They also lack a shared command and control philosophy. The goal in establishing commonality is to achieve ASHER compatibility and interoperability within regional partners. (See figure 2).



Finally, the road to order and success in complex ASHER is the adoption of doctrinal principles in Command,

Operational, Tactical, and Training Planning. It is there that competence, mutual trust, and shared understanding will be achieved, leading the way to an orderly, agile, decisive force, capable of disciplined initiative and prudent risk taking. **ILEETA**

About the Author

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



March 18-23 • Union Station Hotel • St. Louis, MO

Ecological Dynamics: Rethinking Use of Force

By Jeff Johnsgaard



Hopefully members of ILEETA are familiar with the concepts of 'Performance vs.

Learning', how they can best add 'Desirable Difficulties' to their training to make 'Learning Sticky' and the vitally important concepts of 'Retention & Transfer'.

Our 2-hour session at ILEETA 2024 will briefly cover these terms as a foundation for helping us look at a couple of studies done with police officers and finally, argue for a training approach that is non-traditional called Ecological Dynamics and the Constraints Led Approach.

This approach is being utilized in many areas including the NFL, MLB, MMA, and more relevant to us, several Law Enforcement agencies and academies, all with amazing results.

The purpose of the session is not to inundate you with new terms but to have you understand the 'what', 'how' and 'why' of the approach. We will explain why we believe this approach is a must for LE training. How it actually 'saves' time by leading to much higher transfer and most importantly, we will give you physical examples you can use with your officers immediately.

We will give many examples for how to use this approach in

Defensive Tactics and Firearms training.



Pictured above are two photographs from the paper by Dr Kantor et. al., *Evaluation of Tactical Movement and firearm Draw Performance During Charging Knife Attacks* (2023). This paper examined a charging knife attacker at 10, 15, 21, and 30 feet toward an officer who had no decision to make just to draw and fire a minimum of two rounds while doing one of three things (be stationary, move laterally, move backward) to 'survive'.

Trainers familiar with Fore Science® may not be surprised by the outcomes but what is a defining point in this research is 'how' the officers who survived at close distances were able to get their shots off when others were not.

What was the Technique that allowed them to Survive?

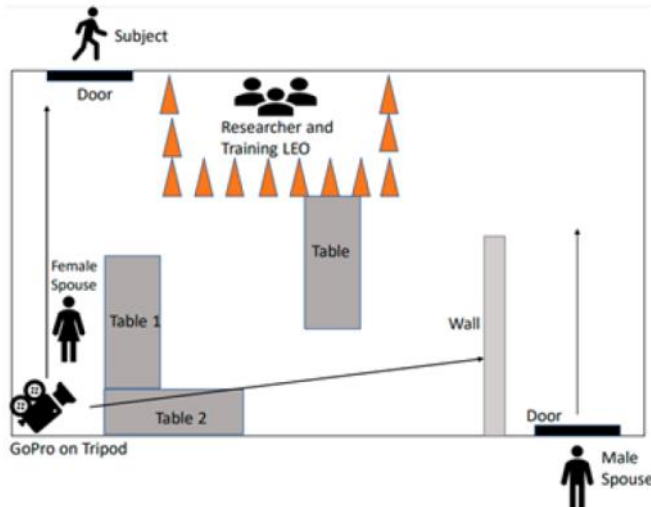
In sharing the technique discovered in the research, we will present four key takeaways from this paper that are applicable and immediately trainable to every officer.

We will then add those key concepts to other Force Science® research, specifically the 2013 *Traffic Stop Study*, showing officer startle response and the 2023 paper from Kantor, Lewinski & Pettitt, *Startle Response and Firearm Draw Performance in Law Enforcement Officers during a Lethal Force Simulated Domestic Assault* (2023). These studies will add in the critical time components of the threat, officer perception and decision-making to answer the question;

Is it possible to train an officer to respond faster when startled and flinching?

Dynamics...con't.

Pictured below is the 2023 papers physical scenario layout where the startle response was not only observed again but amazingly, 'managed' by some officers far more effectively.



Once the important differences between the current LE 'Linear' training approach and this Ecological, 'Non-Linear' approach are understood we will solidify your understanding by giving multiple examples for how you can immediately start integrating this training.

Examples for recruit, in-service experienced officers and even elite performers like SWAT will all be covered.

If you are already familiar with the concepts of Ecological Dynamics and Constraints Led Approach, please come and share your experience and questions. We will be happy to clarify our current understand for best practices in applying this approach.

Again, physical examples for how to apply this approach

to your Use of Force training will be demonstrated and described in the session. They can be observed or participated in, the choice is yours.

Citations

Dysterheft Robb, Jen & Lewinski, William & Pettitt, Robert & O'Neill, Dawn. (2013). The influence of officer positioning on movement during a threatening traffic stop scenario. Law Enforcement Executive Forum. 13. 98-109.

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Officers during a Lethal Force Simulated Domestic Assault. Journal of Forensic Biomechanics, Vol. 14 Issue 2.

ILEETA

About the Author

Det/Sgt Jeff Johnsgaard is a 21-year officer and trainer for his agency. Jeff also instructs the Methods of Instruction course for Force Science & Chris Butler (Raptor Protection) & the Reality Based Instructor course for Ken Murray (Reality Based Training Association). Jeff has over a dozen publications, presents at IALEFI, ILEETA, Force Science & PORAC. Jeff trains and consults for agencies and private companies on evidence-based methodologies for training. Contact & info at www.NaturalTactical.com

ILEETA
International Law Enforcement
Educators and Trainers Association

Mastering the Art of Supervising Use of Force

by Tyson Kilbey



While everyone in the agency plays a vital role in the safe, effective, and objectively reasonable use of force, there is no one more critical to this topic than the front-line supervisor. Everything I am about to share with you applies from officer to command, but the emphasis will be on the critical role of the supervisor. In our prevalent Supervising Use of Force seminar, we divide the study into five areas. So, let us look at the essential five.

First, the foundational knowledge required to effectively lead the use of force or response to resistance encounters. High-level proficiency in any field of study requires an absolute mastery of the basics. These include but are not limited to Federal and State Law and department policy. Furthermore, a supervisor should be familiar with the following topics: Qualified Immunity, Duty to Intervene, Threat Assessment, and De-Escalation measures. The issues mentioned are not exhaustive, but a fantastic place to start.

In section two, we delve into ways to prepare your staff for use-of-force situations. This is so critical due to the often tense, uncertain, and rapidly evolving situations that do not allow the officer time to run decisions by senior officers or consult policy manuals. You can do many things, but the first is to start with why. When your officers know the why, they will be much more invested in the how and the what of dynamic situations. Next, use opportunities throughout the shift and during roll calls to have short but impactful training moments. In our seminar, we give you several examples of what that could look like.

The following sections focus on some critical elements of managing the scene. A supervisor must know not only their role but also the roles of everyone else on the scene. That way, if an important objective is not being met, they can help fill in the gaps. Finally, do not underestimate the power of questions when managing a scene. Sometimes, the right question at the right moment can help steer the event toward a favorable outcome.

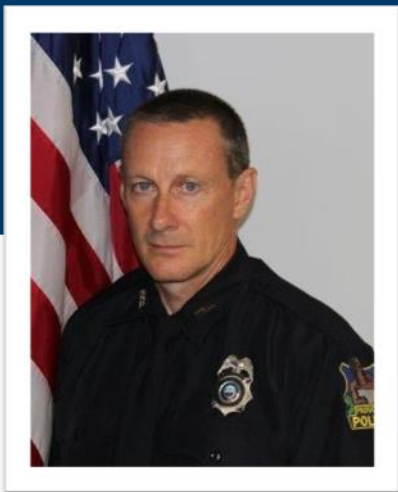
Section four is articulation. It is not enough to physically control a resistance subject; you and your officers must clearly articulate the totality of the circumstances that made your actions objectively reasonable. This must be done in written form for reports and verbally for courtroom testimony. There are some essential elements to great reports and avoidable errors that happen all too often. As a supervisor, you must know what they are.

Finally, we come to the debrief! This is analogous to a sports team reviewing game footage. If you want to perform at your best, you must develop a culture of analyzing the strengths and weaknesses of your performance. When done correctly and with a firm understanding of the difference between a tactical critique and force reasonableness analysis, it is an incredible learning tool.

These components require work and intentional focus, but they are worth it. Your staff, your agency, and your community count on it. Train hard and be safe! **ILEETA**

About the Author

Tyson Kilbey is the Training Unit Captain for the Johnson County Sheriff's Office with 24 years of service in various divisions. He is a Royce Gracie Black Belt and Steel Challenge Grandmaster classified shooter. He is an author and columnist who enjoys writing use of force articles for Police1. He can be reached at Tyson.kilbey@jocogov.org



The Remington 870

by Carlos Kerley Jr.

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

well north of their ninetieth birthday. Introduced in 1950 as a sporting shotgun, from the very beginning it was also heavily marketed toward law enforcement as a tool for their sometimes-violent trade. And so, from the very first 870R, it became the primary law enforcement long gun for many decades. Every officer should be familiar with the 1970 Newhall, CA shooting and the 1986 Miami FBI shootout; the Remington 870 was there with us through those and many others.

When I taught this class at ILEETA in 2023, it crossed my mind it might be cancelled for lack of interest. You can imagine my surprise when I saw it filled by lunch the first morning of enrollment. Harvey later told me the class filled 20 officers in three hours with 20 more on standby; the fastest enrolling class on the roster. Despite some state training academies dropping the shotgun altogether, it hangs on. Last year my students were about a 60-40 mix of less-lethal and full-power, and they came from all over the country; Hawaii to Vermont.

In 2011 I was very fortunate to be chosen for an assignment at my home agency that most officers would never have the opportunity to apply for. From 2011 to retirement in 2018, I was the Firearms Coordinator for the Springfield, MO Police Dept. SPD is staffed a tad less than 400 officers, we ran our own in-house recruit academy, and the firearms staff consisted of a supervisor (me) and an officer who both were assigned directly to the range. The department was pretty finicky about staying current on certifications, so I received a steady dose of armorer classes every three years, which meant two-day Remington 870 classes in 2012, 2015, and 2018.

Teaching others about shooting a firearm is all fine, but if you want to learn about the firearm itself, get into them; lots and lots of them. The more you can see, the more you'll understand, the more you'll recognize problems,

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

And so, we come to this day in time. Remington, or more properly, RemArms, does not offer an armorer class; however, enough officers reached out to ILEETA requesting an 870 Armorer Course that they in turn asked for instructors to submit their proposals. I have put together a PowerPoint with over 250 slides showing all the intricacies I learned through the *870 School-of-Hard-Knocks*. Each student will leave with a small kit of tools to get them through the class and do normal inspections on their 870's when they get back home. Parts are tricky to source in today's time, and RemArms isn't going to help us much. I have some resources to pass along that may help, and we will discuss what non-Remington parts are viable substitutions too.

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

About the Author

The instructor, Carlos Kerley Jr, has been a Firearm Instructor since 1992. The last seven years of a retired career at the Springfield, MO P.D. he was the Range Master in the full time Training Unit for their 391 Officers. He has a Bachelors in Criminal Justice Administration, has been a Police Officer since 1989, and a MO POST Generalist Instructor since 1997. Throughout his 35 year career, he has served roles in Undercover Drugs, Drug Unit Supervisor, Auto Theft Detective, Homicide Response Team, Interstate Drug Interdiction, Crime Scene Tech, Community Services, SRT, and a mix of real-world patrol on the streets. He is currently spending his "retirement" as a police officer with the Paducah, KY P.D serving as a Firearms Trainer & Equipment Manager.

Four Ways Mindful Marksmanship Optimize Performance

by Melissa Aguirre

While the importance of technical expertise and physical training is well acknowledged among law enforcement communities, the role of mental training, recovery, and mindfulness is becoming increasingly recognized. Mindfulness is purposeful behavior with awareness and without reactivity. It is fully participating in a task and being present and aware of the current experience. While some may question the significance of mindfulness for law enforcement, numerous anecdotal reports and studies suggest that shooters who practice mindfulness show improvements in their performance. Other studies demonstrate the efficacy of mindfulness for mental hygiene, physical health, and wellbeing. Mindset, stress regulation, and kinesthetic awareness inform how procedural duties are completed. It is time to emphasize not just the physicality of an operational task but a person's mental state as well.

Mindfulness has found its way into modern shooting disciplines, offering marksmen a unique tool to enhance their focus, control, and overall performance. Mindfulness tools can include breath control, mental hygiene, mindset adjustment, mobility practices, and meditation, to name a few. In the Army, these competencies are infused in tactical mobility training. Utilizing the resources within the nervous system and biomechanics trains the neuromuscular patterns and arousal states to stay regulated under stress and come back to coherence after a stress factor.

This is relevant in the conversation of proactive training and preventive health. Most departments and organizations provide recovery skills after a crisis. Mindful Marksmanship and Mental Performance Trainings offer support on the front end before a crisis ever happens. Training and preparing personnel in regulation skills fosters mental clarity and stability in high-pressure situations. According to studies done in neurobiology, when the limbic brain is active it dampens the prefrontal cortex and pulls ATP from a person's higher executive functioning which can lead to mistakes, limited decision-making, and reactivity. This also leads to repercussions

later seen in coping skills, emotional regulation, and adverse behaviors. By implementing mindfulness skills into operational trainings, law enforcement can practice down-regulation skills in times of calm. Repeated practice creates new neural pathways which make personnel more likely to utilize these tools in times of crisis, maintaining optimal prefrontal cortex function for better judgment and problem-solving.

Meet Mental Performance and Mindful Marksmanship: the process of applying and implementing mindfulness-based skills into field training exercises that increase precision, posture, and efficiency. This is developed through breath control, down-regulation training, and maintaining optimal prefrontal cortex functioning. Four key ways to integrate mindfulness into law enforcement training include:

1. Kinesthetic Awareness | Know Your Body

Firearms training requires precise physical actions. Mobility practices can help personnel develop the self-awareness necessary to understand position when it comes to optimizing marksmanship. Mindful mobility enhances the connection between mind and body, allowing for smoother and more coordinated movements. This synergy is critical in achieving the finesse required for accurate shooting. Kinesthetic literacy and neuromuscular facilitation aids with proper posturing and adapting movement with drills. It awakens an awareness of weight distribution, body control, and mobility. Furthermore, muscle memory for optimal positioning is more likely to develop when practiced in a coherent state, improving the relationship between the body and the firearm. This ability to adjust and adapt positioning for firearms training allows the marksman to efficiently position legs, feet, and posture to be strong, stable, and adaptive.



The Army utilizes the concept of optimizing the soldier, a notion referred to as “The Human Weapon System.” These skills can apply in all domains for training, and the nervous system is the center of how personnel react and respond.

2. Breath Control | Use Your Breath

Breath control informs emotional regulation which is vital in maintaining steady hands, a clear mind, and accuracy. Personnel are often exposed to high-stakes and stressful scenarios. Through training breath control and breath awareness, personnel can intelligently regulate with breath while also applying it for precision. The awareness of how to utilize inhales and exhales to control the nervous system enhances the human weapon system to respond coherently. It can aid in stability, focus, and steadiness, in addition to supporting mental hygiene and health.

3. Mindset and Mental Hygiene | Stabilize Your Mind

One of the primary benefits of mindfulness is the enhanced ability to focus. In law enforcement, this is especially essential during training, qualifications, and at the twenty-four-yard mark when many personnel have difficulty. Mindfulness gets people out of overthinking and into the present moment to attend what is crucial for accurately handling the mission or achieving accuracy in shooting. This enhanced focus can be fostered through mindset training and reframing. Proactive mindfulness practices within the department train these neural pathways, thicken the prefrontal cortex, and develop readiness. Mental hygiene requires habit building in the same ways as physical training; it is something that must be done regularly.

4. Meaning and Sustainability | Know Yourself

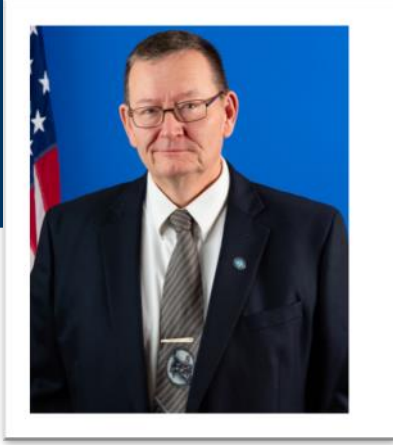
In the text *The Art of War*, ancient Chinese military strategist Sun Tzu suggests, “Know thyself, win every battle.” For any organization to thrive, everyone must have strong self-awareness and a sense of group purpose.

Mindfulness tools aid personnel in curating meaning in what they do by prioritizing intentional actions that align with both individual values and the goals of the larger group. The merging of self-awareness, nervous system control, and mindset helps personnel feel purposeful in training with their firearms and fulfilling duty.

The integration of mindfulness into occupational training offers a holistic approach to improving performance that requires no additional equipment other than what already exists within the human weapon system. As mindfulness practices continues to gain traction in the shooting community, the noticeable benefits stand as a testament to the interconnectedness of mind and body in the pursuit of excellence. **ILEETA**

About the Author

Melissa Aguirre is a Yoga Therapist, Educator and Mindfulness Expert specialized in mind-body modalities for stress management. Aguirre has worked with the US Army for over a decade implementing yoga and mindfulness trainings and programs. She has certified hundreds of yoga teachers and has impacted thousands through her classes, programs and trainings across the US. Melissa can be reached at mel@melmarieyoga.com



Trigger Drills: The Foundation of Perfect Handgun Practice

by Art Aplan

Live fire with a handgun has the potential of masking improper trigger control. Trigger control should be taught in a manner

conducive to learning, practiced in a way that provides proper repetition and monitored so that immediate remediation is possible. This is the foundation of our basic law enforcement academy firearms program.

How can an instructor teach trigger control to others? How can that instructor check for learning? How can a skill be isolated to check for errors in performance?

From Larry Mudgett, former Chief Firearms Instructor for the LAPD, "Perfect practice makes perfect and live fire is often flawed practice. Improper trigger control is not noticed by the shooter or instructor because it is masked by the recoil of the pistol which occurs at almost the same time."¹ In 1985 Mudgett created the trigger drills that were subsequently used at the LAPD academy to unparalleled success. I have been using them with similar positive results.

I have examined a wide variety of technique and technology based methods of teaching marksmanship. All have been found to provide a limited amount of learning and lack realism. When ammunition is completely absent in training, students know it and their shooting performance accommodates the lack of live fire. There are three types of handgun training that can and should be perfect practice.

These are the techniques which will improve a shooter's trigger control:

- Trigger drills conducted by a qualified instructor.
- Dry practice conducted in a safe, structured and disciplined manner.
- Skip loading, also known as "ball and dummy drill" is, when correctly done, the most valuable practice a shooter can conduct.

The four primary trigger drills, the focus of this article, are used to check for sighting and aiming ability, physically demonstrate correct trigger operation, provide effective demonstration of aiming and shooting, and to let the student demonstrate that learning has occurred. Physically engagement by the instructor with the shooter makes learning possible.

The requirement for the instructor to be a competent shooter is critical. Prior to engaging in these drills, student handguns must be checked for zero. The instructor must be able to pick up any handgun and shoot a consistent group. This will help to establish where the pistol shoots in relation to the sights. Failing to do this step may result in a lot of time and effort wasted on the range. Once the instructor has determined that the student's handgun shoots to the point of aim, shooters move on to the drills.

Trigger drills are initially done with dummy or inert training rounds. This provides the trainee with the foundation on how to do the skills without the concerns related to live fire.

Trigger drill one is used to verify that a shooter is utilizing proper sight alignment and sight picture by isolating these skills from his ability to properly press the trigger. Trigger drill two, three and four are used to teach proper trigger control.¹

As with any training methodology, doing something incorrectly can result in failure to learn something with life altering consequences, the firing of a firearm. Improper training creates a habit that may be difficult to change. A faulty introduction such as "familiarization fire" of a pistol magazine's worth of ammunition can introduce a persistent training scar. In a worst case scenario, the training scar may be impossible to repair.

I also use trigger drills to conduct remediation verify in-service performance. Trigger drill four, with the instructor monitoring actual operation of the trigger, will immediately indicate what is taking place when the trigger is pressed. The drills can also remind a shooter of what they are supposed to be doing with their

fundamentals. Unfortunately it is not always a solution as previous training may have deeply ingrained bad habits. Avoiding counter-productive training methods is the best approach.

Trigger drills have proven to be a best practice in our handgun training. In our academy program ammunition use has dropped by a third. Our failure rate is a fraction of a per cent over the last seven years. All of this leads to increased confidence and competence which should be the goal of every firearms training program.

Reference

Lawrence & Stacey Mudgett, "Handgun Instructor Training Manual" (January 2016), 34

ILEETA

About the Author

Art Aplan is a state academy training coordinator and is responsible for firearms training and project facilitation. He has developed a variety of firearms-related programs including basic academy firearms, armed school staff, and pistol permit instructor training. More than 99% of his students pass academy firearms testing.



Understanding Deadly Force Encounters

by Brendan Bartley



Deadly Force is the application of force which is likely to cause serious bodily injury or death. When an officer applies deadly force effectively, the results tend to be permanent. There is no higher responsibility placed upon a law enforcement officer. When the need arises and the legal authority exists, the burden on a young officer will never be greater. Oddly, most officers only have a limited understanding of when it is appropriate to use deadly force. Usually that understanding is based on caselaw they have been taught, but only vaguely understand and cannot clearly define. Even those who paid attention in class and can repeat the caselaw are often unprepared to make the decision to use their firearm in the line of duty.

The burden placed on law enforcement trainers is to prepare officers to appropriately use the ultimate expression of their authority. What does that look like and how is it done. Traditionally, new officers attend an academy where caselaw and state statutes are shown in a PowerPoint presentation, and they later complete a written test on the material. There will often be an instructor who tells a war story about the time they almost shot someone. Occasionally, there will be an instructor who talks about an actual shooting they were involved in. This can be good or bad depending upon the instructor. The fortunate students will get some measure of drills, exercises and scenario-based training focused on deadly force encounters. Unfortunately, the training does not often lend itself to practical application in real world environments. Due to the deficiencies in training, many officers are not prepared for their first deadly force encounter.

In December 2001, I was involved in my first of three Officer Involved Shootings. Unfortunately, I was not prepared, nor were the other officers with me. Shortly after the incident, we were told we did a great job and for years I believed it. Over-time, as I became more experienced and attended numerous trainings, I began to recognize where I could have done better. For a long time, I assumed that experience and years of training were the dual key to appropriately and effectively

responding to a deadly force encounter.

However, that does nothing for a new officer, because they don't have years of training and experience. As a trainer I could pass on my knowledge, but being told how I did something only goes so far. What must be done is breaking down what an officer needs, in a deadly force encounter, into a few simple components. The four corners of a good deadly force training program are law/caselaw, mental, physical, and technical training.

The first component is a thorough understanding of the law and caselaw related to deadly force. Do not simply review federal caselaw, because state laws and state level caselaw vary from state to state. Make sure to teach based on the laws and caselaw from your state. It seems counter intuitive but, there can be contradictions between state and federal law. An example is, not every state has a law that specifically allows law enforcement to use deadly force. While federal caselaw gives law enforcement guidance on when using force is acceptable, make sure to provide a complete view of the law. Once the first component, basic knowledge, has been crossed it is time prepare the new officers for reality. New officers need to be mentally, physically, and technically prepared for a deadly force encounter.

To mentally prepare an officer you must build resiliency. An officer involved shooting can be highly stressful. To get an officer mentally prepared, trainers must place them under similar stress. Find ways to induce high levels of stress, as close as possible to "combat stress" in a training environment. Another aspect of mental preparedness is overcoming the natural reluctance to shoot a person. Most people are naturally averse to potentially taking a person's life. It is up to the instructor to find a way to develop the student's ability to overcome this reluctance. Getting students ready for the aftermath of using deadly force is the final piece to mental preparedness. Every person reacts differently to taking a life. The students need to be given a broad-spectrum

view if the feelings and emotions they may have. Some may feel sorrow, others will be emotionally confused, and others will feel no strong emotion. All these reactions are acceptable.

Yes, you guessed it, physical preparation is about physical fitness. Don't worry, not every police officer needs to be Tier 1 Operator fit. The body's response to high levels of stress is a dramatic increase in heart and respiration rate. The result is a reduction in the ability to accurately recognize and respond effectively to threats. Being physically fit does two major things to help one cope with the high stress levels. The more fit a person is the more effectively the body will maintain a lower heart and respiration rate. Secondly, strenuous exercise causes an increased heart and respiration rate. A person's ability to think clearly while under physical stress is increased if they regularly put their body in that condition, through exercise. Most law enforcement agencies do not have regular physical fitness training programs. Instructors will need to find ways to encourage officers to maintain physical fitness on their own.

Being technically prepared is about being proficient with your equipment, particularly firearms. That sounds like a given and it is, but maybe not for the reason you think. Of course, officers need to be able to hit the target. Being

extremely confident in their ability with a firearm will give them an advantage, that some people may not consider. It is the advantage of time. Officers who have no doubt about their ability to neutralize a threat, will have more time to assess the threat. This officer is more likely to make good decisions. Officers who lack confidence in their ability may rush their decision to use deadly force, without a thorough threat assessment.

In a time when officers actions are being second-guessed more than ever, it is important to prepare officers to use deadly force appropriately. The intent of the class, Understanding Deadly Force Encounters, is to help instructors develop more comprehensive training programs, methods of instruction will be discussed, and examples of real-world application will be provided. It's time to prepare officers to make the best decisions possible in a deadly force encounter. **ILEETA**

About the Author

Brendan Bartley has served in law enforcement for twenty-six years as an Officer, Detective, Sergeant, Special Agent and as the Assistant Academy Director for the Newport News Police Department. He has more than twenty-years' experience as an Instructor and SWAT Team Leader and has been involved in more than a dozen deadly force encounters.



Enhancing Officer Safety and Community Relations: The BolaWrap Solution

by Rodney Sherrod



“BolaWrap does not rely on pain for compliance.”

Law enforcement agencies worldwide are grappling with the need for effective tools to address use-of-force incidents and ensure the safety of both officers and the communities they serve. One innovative solution gaining recognition is BolaWrap from Wrap Technologies – a handheld force option designed to remotely restrain suspects, minimizing the risk of injury and escalating force levels.

The Current Landscape of Use-of-Force Incidents

The ongoing debate surrounding the use of force by law enforcement has prompted a call for reforms in policing. According to the FBI's 2021 statistics, approximately 51% of reported use-of-force incidents resulted in bodily injury, with around 17% involving the discharge of a firearm. However, the accuracy of these numbers is limited by the fact that not all agencies are required to report use-of-force incidents.

The inadequacy of current use-of-force guidelines in providing officers with effective de-escalation and force prevention strategies during interactions with distressed citizens is a pressing issue. In crisis situations where communication breaks down, officers must prioritize community safety while employing only necessary levels of force.

BolaWrap: A Revolutionary Force Option

BolaWrap, a patented handheld tool from Wrap Technologies, has gained global acceptance for its ability to safely restrain individuals during moments of crisis. This pre-escalation and apprehension tool discharge a Kevlar tether, allowing officers to detain individuals from a safe distance while minimizing the risk of pain and

injury.

Unlike traditional pain-compliance devices, BolaWrap offers a non-invasive alternative to the use-of-force continuum, addressing a gap that has persisted for over 25 years. Adopted by more than 1000 agencies in the United States and 60 countries, BolaWrap has proven effective in de-escalating encounters between officers and citizens.



BolaWrap in Action

When deployed, BolaWrap's Kevlar cord wraps around specific areas on the body, such as the lower legs or the upper body between wrists and elbows. While causing a momentary sensation, BolaWrap does not rely on pain for compliance. Instead, it prompts a change in the individual's OODA loop, creating a window of opportunity for officers to safely approach and take the person into custody.

BolaWrap....con't.

Training and Certification for Safer Outcomes

Wrap Technologies prioritizes training for effective deployment and emphasizes the value of BolaWrap adoption. The two-tiered training program includes a certified Instructor Training Course meeting international standards and a user-operator training program at the agency or department level.

Instructors cover 16 training objectives over a seven-hour course, incorporating live deployments and scenario-based exercises. Certification is valid for two years, ensuring ongoing competence. User-operators, authorized to carry and deploy BolaWrap, maintain their certification through annual display and deployment assessments.

A Solution for Safer Communities

BolaWrap represents a proactive approach to officer safety and community relations. Its design intentionally avoids resembling a firearm, resembling everyday objects like a stud finder or TV remote control. This intentional

design choice aims to provide clarity to community members witnessing an encounter, assuring them that officers are using non-invasive methods to subdue individuals safely and painlessly.

As citizens increasingly record officer-citizen encounters, community perception of police involvement is crucial. BolaWrap, with its emphasis on de-escalation and non-lethal methods, contributes to fostering positive community relationships and aligning with the collective goal of prioritizing safer outcomes and saving lives.

BolaWrap stands as a pivotal force option, offering law enforcement agencies an innovative tool to address use-of-force concerns, enhance officer safety, and build trust within the communities they serve. **ILEETA**

About the Author

Rodney Sherrod is a retired Police Commander from the Lexington, Kentucky Police Department with 22 years of service, and is currently the Vice President of BolaWrap Training at Wrap Technologies.
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Use of Force Articulation

by Paul Duffy



Use of Force is arguably the most important topic presented to both novice and experienced officers as the topic feeds into other realms from firearms, less than lethal tools, patrol tactics, defensive tactics, to effective communication. As such, the burden shared by all law enforcement instructors, not just use of force instructors, is that something you say or do can save an officer's life. Conversely, something you say or do can cost an officer their life by injecting confusion and hesitation. A hard lesson learned by me and other instructors with the United States Marshals Service focused on the reality-based scenarios we incorporated into training. Specifically, we were so focused on the performance of the student we immediately ended the scenario once a force option was used to provide feedback. After action reviews of Deputy US Marshal involved critical incidents revealed a strong confidence in their ability to apply a force option, however, there existed a universal lack of confidence in post critical incident steps. The resulting changes to scenarios now require students to take logical and legal post incident steps such as proper notification, rendering aid, and securing the scene. More importantly, utilizing the student-centered instructional model, students are required to articulate their actions both verbally and at times in writing.

Poor or ineffective articulation of a use of force can make an otherwise reasonable use of force appear unreasonable and subject the officer to administrative, civil, or criminal jeopardy. In our litigious society, any use of force will likely result in civil action by a plaintiff. However, in my capacity as an expert witness, I have encountered effective articulation that resulted in the dismissal of the plaintiff's case or resulted in a settlement for much less than the plaintiff wanted. It is the instructor's responsibility to elicit effective articulation by allowing the student to narrate their scenario response and asking questions to fill in voids ensuring student knowledge construction. While it can be time-consuming, students must also be afforded the opportunity to produce written use of force reports as well. Effective use of force articulation utilizes the senses, facts rather than

conclusions, and references an officer's training and experience.

Instructors must be critical and constructive when providing feedback on use of force reports to ensure students have effectively conveyed the reasonableness of their actions. This can be accomplished by emphasizing the reference to an officer's senses of sight, hearing, touch, smell, and taste. While it may be difficult to discern a situation resulting in an officer referencing the use of smell and taste, imagine a shooting incident with the smell of cordite in the air or an officer being struck in the face and tasting the copper in the blood. Use of force report should provide the reader an image of the occurrence happening in the mind's eye allowing the reader to feel like they are the officer on the scene using reasonable force in circumstances that are tense, uncertain, and rapidly evolving. An analogy I use when teaching Use of Force Issues is; if you can hand an actor your report and they can replicate what occurred, it is an effective use of force report.

An effective use of force report also uses facts rather than conclusions. In simpler terms, the officer should avoid the use of cop talk or jargon. It is the instructor's responsibility to ensure jargon is not used either in verbal or written communication regarding the use of force. Conclusive statements and phrases include but are not limited to non-compliant, resistant, officer safety, furtive movement, and fighting stance. Facts are descriptive in nature, an example would be "The suspect clenched their fist at shoulder height, his right leg stepped back with his left shoulder moving forward, he tucked his chin..." instead of using the conclusive statement fighting stance.

Another trait of an effective use of force report is an officer's reference to their training and experience. Every officer, either novice or with years of service, brings training and experience to the job. Neither the training nor the experience must be law enforcement related. An officer that trains in some type of fighting art may

Articulation....con't.

recognize and articulate a suspect's preparation to fight and can reference that training and experience in their report. Experience may also include written texts, educational references, previous military experience, or intelligence reports concerning current trends. Of course, law enforcement training and experience apply as well. As an example, officers can reference utilizing a less lethal tool in accordance with policy and most recent training. Instructors can best glean training and experience from their students by asking questions during the debrief such as "What was your training regarding this situation?" or "Have you been in a situation similar to this before?"

Law enforcement instructors share a heavy burden striving to ensure the safety of their students and fellow officers. That is safety from physical harm, however, it also includes safety from administrative, criminal, or civil liability. One of the best ways to accomplish this mission is to ensure officers effectively articulate the reasonableness of their actions during training both verbally and in writing. **ILEETA**

About the Author

Paul Duffy has served with the United States Marshals Service (USMS) for over thirty years in various capacities to include as a Training Academy Instructor at the Federal Law Enforcement Training Center, a Sex Offender Investigative Coordinator, and Investigator for the Office of Professional Responsibility (OPR). Paul obtained instructor certifications in Use of Force, Basic Tactics, Active Shooter, Less-Than-Lethal Devices, Firearms, and Instructional Systems Design and was the program lead for the USMS Adjunct Instructor Training Program teaching attendees how to teach. Paul has presented Use of Force Issues around the nation to federal, state, and local law enforcement as well as federal and state prosecutors. In his capacity as an Investigator for OPR, Paul was responsible for reviewing all use of force reports submitted by USMS Operational Personnel and Task Force Officers and was the lead investigator on numerous officer involved shootings. While with the USMS, Paul served as an expert witness in numerous use of force cases in both state and federal courts and continues work as an expert witness with Group Nine Risk Consulting. As a Group Nine Consultant, Paul also completes security vulnerability assessments and conducts training. Paul can be reached at paul@groupnine.us



REPULS Irritant Chemical Spray

by Mike Kleber



Chemical irritants have been a standard piece of equipment gear for law enforcement officers for many years. However, use of traditional OC/Pepper Spray presents significant challenges and increasing public scrutiny due to health hazards from harmful aerosol cross-contamination ingestion and requires extensive and costly decontamination of everything OC/Pepper Spray touches. Law enforcement agencies are re-evaluating current practices and looking for new use of force solutions that can remain impactful without causing injuries and health risks to perpetrators, assisting officers, or non-involved bystanders.

Crotega Safety Solutions LLC, a Minnesota-based company, has developed and patented a new revolutionary award-winning water-based chemical irritant called REPULS Irritant Spray that offers clear advantages over traditional OC/Pepper Spray use. This article highlights the key safety attributes of REPULS and its growing endorsement across the public safety spectrum as law enforcement makes the switch to this more effective Non-Lethal Use of Force Option.

What Makes REPULS Irritant Spray A More Desirable Law Enforcement Solution?

The patented REPULS Irritant Spray is a new generation of chemical irritant unlike anything in the market that offers clear advantages over traditional OC/Pepper Spray.

REPULS Irritant Spray is not an aerosol spray but rather a water-based ballistic spray that is target-specific avoiding cross contamination and blowback to any nearby assisting officers, non-involved bystanders, vehicles, hospitals, or other surfaces.

REPULS is an ocular irritant that when sprayed on an individual's forehead/eyes it induces an immediate eye irritation and involuntary closure of the eyes along with other sensory irritants without permanent injury. The psychological effects are panic due to sensory deprivation and fear due to involuntary eye closure which can help lead to quicker and safer apprehension of the threat.

REPULS is the only chemical irritant spray that can be quickly mitigated by flushing the

face and skin with just water. It only takes a few minutes to regain sensory functions.

REPULS is the most humane and cost-effective irritant spray on the market while still

being an effective deterrent.

REPULS can be safely used indoors. REPULS is the first chemical irritant approved for indoor use by a Minnesota healthcare facility for their hospital, emergency rooms, surgery centers, health-care offices, and ambulances.

REPULS went through an extensive battery of toxicity and irritation tests in accordance with Title 40 of the Code of Federal Regulations to ensure its safe use.

REPULS Methods of Dispensing:

REPULS Irritant Spray can be dispensed in a variety of effective non-lethal defense methods that can help Deter, Disrupt, and Delay™ Active Assailants & Perpetrators.

Law Enforcement Cannisters:

REPULS cannisters come in three varied sizes with spray range of 17 to 21 feet. REPULS Delivers a ballistic stream for direct contact impact. REPULS can safely be used indoors or outdoors. Easy to clean up by diluting with water.

Law Enforcement SentiPak™ used for riots, crowd-control, large community events, etc. A ruggedized backpack with 64 oz bag of REPULS. Spray range of thirty-six feet.

The switch to REPULS Irritant Spray is happening across the United States.

REPULS....con't.

REPULS has seen unprecedented annual growth after being named the Platinum Award Winner For Best Less Lethal Tactical Equipment in the 2020 ASTORS Homeland Security Awards.

Proposed new law enforcement agency and administrative guidelines across the United States are specifically listing REPULS as an approved irritant for Level 2 Use of Force.

REPULS Law Enforcement Training Sessions are occurring at Police Academies, Sheriff Departments, Police Departments, and Law Enforcement Agencies across the United States which is a mandatory requirement before full endorsement and REPULS commercialization can occur. **ILEETA**

About the Authors

Sheriff Rich Stanek (Ret) is a 40-year veteran of law enforcement who served twelve years as Sheriff of Hennepin County (Minneapolis, MN) and is currently co-founder and principal consultant with Public Safety Strategies Group, LLC commented: "In my forty years of public safety experience, I believe REPULS has the opportunity to revolutionize how law enforcement and public security responds to resistance and aggression. I have witnessed the effects and quick mitigation of REPULS and feel it is the next viable generation of irritant spray that will be a safer and more effective use of force option."

Mike Kleber, Crotega's Director of Training, is a thirty-year veteran and decorated retired Police Officer from Minnesota. He has been training officers at all levels, domestically and internationally, for over 21 years. Crotega ensures that Public Safety Professionals are personally trained to demonstrate safe, effective, and efficient deployment and use of their REPULS chemical irritant chemical spray for optimum results.
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Instructor Development





Unlocking the Potential of Interactive Elearning: A BYOD Session

by Kerry Avery, MEd.

“Bring your own device (B.Y.O.D.) means bring your laptop or tablet to the session to work in the software developing your own slides.”

Online learning increases access and convenience for training. Thanks to advances in technology and the internet, it is now easier than ever to develop interactive elearning modules. This year I am introducing a "Bring Your Own Device" (BYOD) session focused on Articulate Storyline 360, a leading tool in creating interactive eLearning experiences. BYOD means bring your laptop or tablet to the session to work in the software developing your own slides.

Benefits of Interactive eLearning

Numerous studies show online learning is as effective as classroom. Interactive eLearning offers a multitude of benefits:

- **Flexible Learning:** Officers can access training at their convenience, accommodating diverse schedules and learning paces.
- **Immediate Feedback:** Interactive quizzes and scenarios provide instant feedback, reinforcing learning and identifying areas for improvement.
- **Cost-Effective:** Once developed, eLearning modules can be reused and easily updated, reducing the need for repeated live training sessions.
- **Decision-Making Scenarios:** Increase experience and decision-making skills with realistic scenarios.

Why Articulate Storyline 360?

Articulate Storyline 360 is a powerful, user-friendly platform that enables trainers to create customized, interactive eLearning courses. It is designed for educators who seek to make their content more engaging,

informative, and memorable. For law enforcement trainers, the ability to simulate scenarios, incorporate decision-making paths, and provide immediate feedback through quizzes and interactions is invaluable. You may be surprised at how quickly you can become proficient in Storyline. Articulate Storyline is primarily used on windows computers. Read this [article](#) on how to access it from a Mac.

What to Expect in This Session

I know it is a challenge to give up two blocks to attend a four-hour session. The session is divided into two segments. The first half is a demonstration and discussion on eLearning, hosting modules, technical requirements and the capabilities of Articulate Storyline 360. Attendees will gain insights into the principles of effective online learning and how these can be leveraged to develop impactful training modules.

Following the demonstration, the session transitions into a hands-on workshop. Participants will have the opportunity to apply what they've learned by creating their own eLearning content. Guidance will be provided on module format, designing engaging slides, creating interactions that simulate real-life decisions, and developing quizzes to assess and reinforce learning. This practical experience is aimed at empowering instructors with the skills and confidence to develop their own eLearning courses.

Preparing for the Session

The first block of the session does not require a laptop or tablet. BYOD sessions are common at learning and development conferences but it is a novel concept at the ILEETA conference. Hands-on sessions don't only belong

on the mats or at the range. I am inviting participants to bring their laptops to try their hand at developing some content in Articulate Storyline 360 software. You will leave with the basics of using the software and some interactive slides you can use in a module.

To ensure a seamless experience, attendees are encouraged to download the free [30-day trial of Storyline 360](#) prior to the conference.

Conclusion

This BYOD session represents more than just an introduction to a tool; it's a gateway to transforming law enforcement training through technology. It's an invitation to explore the potential of eLearning in developing the skills and knowledge of law enforcement personnel, making them more equipped to face the challenges of their roles.

Whether you're a seasoned educator or new to the world of eLearning, this session promises valuable insights and hands-on experience in harnessing the power of Articulate Storyline 360 for impactful training.

Together, we can enhance the effectiveness of our training programs, better prepare our officers for the field, and ultimately contribute to the safety and security of our communities. **ILEETA**

About the Author

Kerry Avery is the owner of [Odin Training Solutions Inc.](#) Kerry has a Master's degree in Education and 20 years' experience designing training programs, with the last 15 years working with law enforcement to develop classroom, online and blended learning courses. In addition to course development, Kerry coaches and teaches law enforcement instructors on course design and facilitation. She has worked with agencies in Canada, the United States, and internationally for Amentum with ICITAP in Central America and Ukraine. Kerry is the editor for the ILEETA Journal, and has presented at the ILEETA, IADLEST, NAFTA and IACP conferences. She can be reached at Kerry.Avery@shaw.ca.



Rock Your Opening

by Dan Fraser



Can we admit that most presentations suck? You can often tell if a talk or a course is going to be good or not by how it starts. When a presenter opens with, “Hello, my name is Dr. Fraser. It’s so nice to be here. Today my talk is on how the moon’s phases may be affecting your report writing...” A one-way ticket to Snoozeville! TED speakers don’t do this and neither do comedians, so why do we keep doing it as presenters?

The start of a presentation is like the start of a race. There is tension and everyone is waiting for something to happen. Why waste that moment with the same old greeting, name, bio and visiting with the audience?

The goal of training is for your audience to remember what was taught so that they can use that skill or information in the real world - in the scientific literature they call this Retention and Transfer.

Before you can have RETENTION, you must have their ATTENTION.

Your audience is not engaged intellectually, they are engaged emotionally. Starting your talk at an emotional level is the best way to ensure that you captivate them.

Cool...so how do we do that?

Here are a few quick examples:

Start with a STORY – Everyone loves a good story and we’re programmed to listen in. Imagine your first words are, “I was done”. This leads into a story of how you were frustrated or exasperated and what you did to fix it. Then tie that into your material and how the audience feels.

Ask a QUESTION – “Has anyone else here worked for a boss who was a micromanager?” Couple this with putting your hand up and the audience will do the same. Not only are they hooked by a shared experience, you’re training them to interact with you right from your opening line.

SURPRISE your audience – “Trainers have been lied to about how much their students actually remember”. This is just one of many examples of a startling or surprising

statement. It is a formula that you can fill in based on your subject matter.

“[X group] have been lied to about ____.”

For example: cops, trainers, handgun users, the motoring public, etc. Try using an alarming statistic or provocative quote.

Were you hooked by the opening line of this article? Good. It was a surprising question made with intention.

After you’ve hooked them with your opener, the important thing is to show how it relates to your message or subject matter. You’ve got them leaning in. Now you can go ahead and tell them who you are and enough about you to establish your credibility on your topic.

Having great content isn’t enough...open with purpose to grab your audience’s attention and set yourself apart.

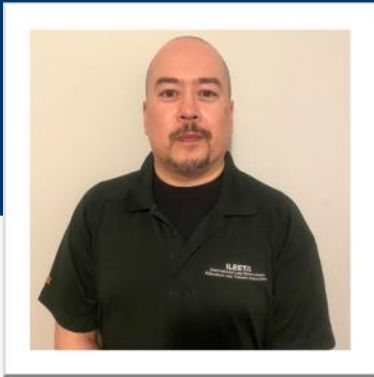
ILEETA

About the Author

Dan Fraser is a presentation maven. He takes hard lessons from over 25 years of building and delivering dynamic presentations in government and the private sector - and hands them to you on a silver platter. Dan has spent over two decades in law enforcement in Alberta, Canada, where he has trained thousands of officers and partner agencies. He uses his experience as a stand-up comedian to help instructors hone their ability to deliver unforgettable training. Dan is author of the book, Kickass Presentations – Wow Audiences with PowerPoint Slides that Click, Humor that’s Quick and Messages that Stick. He can be reached at kickasspresentations@gmail.com

Course Design for Dummies

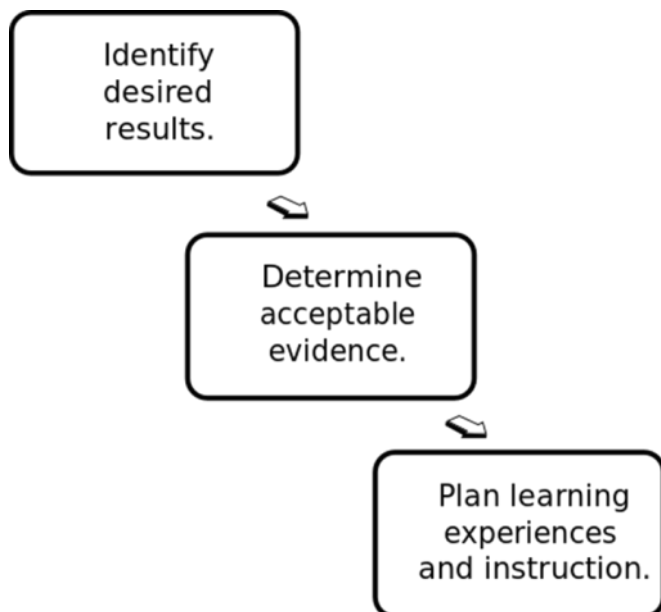
by Jason Der



If you have ever been asked to construct a training program, wanted to pitch an idea for a new

course, or maybe you've been thinking about presenting at the ILEETA conference, then you're probably thinking the same thing as a lot of us: where do I start? If you want to be scientific about it, then the place to start is at the end.

A few months ago, the Chief asked me if I would be willing to be the Lead Instructor for our recruit training program. I jumped at the chance to take on that role but there was a caveat. I would be temporarily reassigned to HQ with the goal of assessing and overhauling the entire recruit training program before the next class. I was excited, anxious, and I had no idea where to begin. I had constructed some small lessons and modules before, but never anything on such a large scope. Fortunately, I'm married to a professional educator who referred me to the theory of Understanding by Design developed by Grant Wiggins and Jay McTighe (Bowen, 2017).



Understand by Design (UbD) is different than traditional methods of curriculum design. It uses an intentional

approach that focuses on the overarching learning goals and how the students will be assessed prior to designing any content or learning exercises. UbD is also referred to as "backward design" because the system starts with the end goals and works backward to the development of the lesson itself. It shifts the focus from teaching back to learning which creates a student-centered course. The goal is to give students the tools to take what they know, and what they will eventually know, and make a mindful connection between the ideas.

UbD has three stages. The first is identifying the desired results which is comprised of course/program standards, objectives, and learning outcomes. It's the "big ideas" and the specific things about those ideas that you want the students to know by the end of the course. Stage one is the time to ask what essential questions/skills the students should be able to answer/perform as well as what potential misconceptions they may have. There are three levels of learning goals which are acquisition (basic facts or skills), meaning making (constructing understanding of the key ideas/processes), and transfer (autonomously applying the information/skill effectively in new or novel situations). By identifying the desired results first, you will stay on track and avoid scope creep where content that doesn't match the goals you had set gets added. Knowing where you are going helps you get there so begin with the end in mind.

The second stage is determining acceptable evidence. This involves the designing of exams, tests, rubrics, or other evaluation methods that will assess the student's learning against the learning goals that have been established. The student-centered nature of UbD lends itself to designers being able to develop appropriate criteria for the authentic measurement of student performance and it gives instructors the flexibility to find multiple ways for students to display evidence of learning. Students are the most effective at displaying their understanding of the material when they are given authentic and complex ways to demonstrate it. Complexity provides an opportunity to exhibit analysis, self-assessment, and shifts in perspective while constructing their answers. Examples of complex assessments that you can use are projects and problem-

based or performance-task evaluations.

The third stage is planning the learning exercises and instructional delivery. This is where course design has traditionally started because it's where the instructor's focus tends to be. If you're the one teaching, your mind is likely on how you're going to teach rather than why you're teaching it or how you're going to measure the learning. Whatever learning exercises are developed should accurately engage the learners to the level which you want them to perform in the assessment phase. For example, a lesson on a complex motor skill that will be measured under stress needs to be taught using a learning exercise that mimics those conditions or the student will likely not be able to meet the expectations of the assessment. The learning exercises should provide flexibility for the instructor to make changes for learners who need extra assistance as well as learners who are excelling.

Using UbD will give you an evidence-based method for creating courses that put the learner at the center of everything you do. The primary goal of instruction is to create learning so focus on the learning before you consider the method of instruction. The primary goal of learning is to gain understanding so focus on problem solving and decision-making as the frames for your assessments and learning exercises. Backward design takes an approach of continuous improvement to both design and to learning. The quality of learner's work, engagement, and assessments provide feedback to the designer on what improvements or adjustments need to

be made to meet the curriculum objectives. Therefore, it is an iterative process for effective and adaptive program development. As Wiggins and McTighe wrote, *"The best designs derive backward from the learnings sought."* When it comes designing your courses, begin at the end and you will maximize your results.

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Figure of the Backwards Design Process adapted from Bowen, Ryan S., (2017). Understanding by Design. Vanderbilt University Center for Teaching. Retrieved February 4, 2024, from <https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/>

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ILEETA

About the Author

Jason Der is his 16th year of service as a law enforcement officer with an undisclosed agency in Saskatchewan (Canada) where he is currently assigned as the Lead Instructor for his agency's recruit training program. Jason continues to work as a field trainer and has previously served as an adjunct instructor at the academy for arrest and control tactics, legal studies, use of force, tactical communications, specialized restraint systems, and report writing. Jason has been a member of the provincial Training Advisory Group which analyzed overall effectiveness and made recommendations to command staff on developing improvements for recruit and in-service training programs. He is a volunteer with the Law Enforcement Torch Run for Special Olympics and in his spare time he loves to travel with his wife Heidi.

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Elevating Law Enforcement Training: The Imperative of Adaptive Leadership

by Al Bello



In the ever-evolving landscape of law enforcement, the demands placed upon officers are not only becoming more complex but are also requiring an unprecedented level of adaptability and leadership. As we look towards the future of law enforcement training, the focus must shift towards equipping our officers not just with tactical skills, but with the leadership acumen necessary to navigate the multifaceted challenges they face. This is where the Adaptive Leader™ instruction, set to be featured in a 4-hour block at the upcoming International Law Enforcement Educators and Trainers Association (ILEETA) conference, becomes not just relevant, but essential.

Traditional law enforcement training has been remarkably effective in preparing officers for the technical aspects of their roles. However, the rapidly changing societal dynamics, the increased scrutiny on law enforcement actions, and the complex nature of modern threats have highlighted a gap. There is a pressing need for training that transcends the physical and tactical, venturing into the realms of cognitive and emotional intelligence, adaptability, and leadership under pressure.

Introducing Adaptive Leader™

The Adaptive Leader™ curriculum is designed to bridge this gap. Crafted by seasoned professionals with extensive experience in both law enforcement leadership, military leadership, and leadership development, this program is not just another leadership course. It is a targeted, law enforcement-specific exploration of adaptive leadership principles, aimed at empowering officers to lead from the front, regardless of their rank or role.

For far too long leadership training is reserved for officers that get promoted or are moved into positions that require the supervision of others. This could mean an officer who was a non-supervisor for the first ten years of his or her career is deemed “not in need of” leadership training by most law enforcement standards. WE AIM TO CHANGE THAT.

Why Trainers Should Attend

For trainers, educators, and department leaders, sitting through this 4-hour block of instruction is an opportunity to pioneer a shift in their departments’ training paradigms. Here’s why:

- 1. Revolutionizing Officer Preparedness:** Learn how to prepare officers for the unpredictable, teaching them to think on their feet and make sound decisions in fluid situations. The Adaptive Leader™ focuses on real-world applicability, ensuring that the lessons learned are immediately transferable to the field.
- 2. Building Resilient Departments:** Discover strategies to foster resilience within your ranks. In an era where burnout and stress are prevalent, learn how to cultivate an environment that promotes mental toughness, perseverance, and a positive team dynamic.
- 3. Enhancing Community Relations:** At the heart of effective law enforcement is the trust of the community served. Explore how adaptive leadership can improve officer-community interactions, leading to better outcomes and strengthened public trust.
- 4. Staying Ahead of the Curve:** The law enforcement landscape is continuously evolving, and so should our training methods. By embracing adaptive leadership principles, trainers can ensure their departments remain adaptable and responsive to new challenges.

Personal and Professional Growth: This session is not just about departmental improvement—it’s also about personal growth. Trainers and leaders will leave with insights into their leadership styles, strengths, and areas for development, equipped with tools to embark on their continuous improvement journey.

The Adaptive Leader™ Difference

What sets the Adaptive Leader™ instruction apart is its grounding in practical experience and its focus on

Leadership...con't.

immediate applicability. It's not theoretical—it's a hands-on, minds-on approach that challenges conventional thinking and encourages innovation in leadership and training practices.

In conclusion, the Adaptive Leader™ 4-hour block at the ILEETA conference is more than just a training session; it's an investment in the future of law enforcement. It promises not only to enhance the capabilities of individual officers but to fundamentally transform the way departments operate, leading to more effective, adaptable, and community-focused law enforcement.

As trainers and leaders in law enforcement, we have an obligation to ensure our officers are prepared for the challenges of today and tomorrow. The Adaptive Leader™ instruction offers the tools, insights, and innovative approaches necessary to meet this obligation. Don't miss this opportunity to be at the forefront of law enforcement training evolution.

Offset Consulting's Adaptive Leader™ program will be briefed on the morning of the 21st of March during the ILEETA conference. **ILEETA**

About the Author

Al Bello is a distinguished figure in law enforcement and public safety training, recognized for pioneering innovative approaches to

leadership and tactical readiness. With over two decades of dedicated service to both the US Marine and Law Enforcement, Al brings a wealth of firsthand experience to the forefront of law enforcement education.

As the CEO and Founder of Offset Consulting LLC, and Offset Tactical Training, he has carved out a niche in developing and delivering the Adaptive Leader™ curriculum, a program that has set new standards in law enforcement leadership training. Al's expertise is not just rooted in his military and policing background but is also enriched by academic rigor, holding a Masters Degree from the University of Chicago and currently working toward earning a PhD in Organizational Conflict with a focus on leadership and training.

Al's career is highlighted by his commitment to enhancing the capabilities of law enforcement personnel, focusing on adaptability, decision-making under stress, and fostering leadership at all levels. He is a sought-after speaker and consultant, known for his engaging workshops and seminars at national conferences, including the prestigious International Law Enforcement Educators and Trainers Association (ILEETA).

Beyond the badge and the boardroom, Al is dedicated to bridging the gap between law enforcement and the communities they serve, advocating for progressive training methodologies that promote ethical policing and public trust. His contributions to the field have been recognized in various law enforcement publications, and he continues to influence the next generation of law enforcement leadership through mentorship and thought leadership.

In every aspect of his professional journey, Al embodies the spirit of continuous improvement and the belief that effective leadership is the cornerstone of safe, resilient communities.



Elevate Your Training: The Power of Improv in Law Enforcement

by Jessica Crowley



Police trainers, you've poured your heart and soul into honing your skills and knowledge.

But let's face it, training fatigue is real. Trainees might be disengaged, resistant, or simply burnt out. You need a fresh approach, a way to rekindle their passion, boost their skills, and create a truly memorable learning experience. That's where improv comes in.

Yes, you read that right. Improv – the seemingly silly activity associated with wacky costumes and awkward games. But hear me out. Improv, at its core, is about active listening, clear communication, thinking on your feet, and adapting to unpredictable situations. Sound familiar? These are precisely the skills you strive to instill in your trainees. In the high-stakes arena of law enforcement training, precision and adaptability are paramount. Yet, traditional methods often fall short in preparing officers for the dynamic realities of their profession. Law enforcement officers face many challenges beyond the physical aspects of their job. Negative attitudes, lack of support, and the pervasive "us vs. them" mentality can erode morale and hinder effective training and officer's mindset and energy profoundly influence their performance. Officers often show up to training with a fixed mindset, lack the desire to be in training, bored with the repetition of the "same old thing", they may be apprehensive, fear judgment from their peers and the pressure to avoid failure, among others. However, what if trainers could shift the mindset of personnel before the start of the training day, leaving them with skill sets that will impact them professionally and in their personal lives? While a 20-minute improv session may not be life-changing, the cumulative effect of incorporating improvisation into training over time can be profound.

Enter improvisation – a powerful yet underutilized tool that can revolutionize police training. Beyond mere performance, improv fosters active listening, acceptance, creative problem-solving, communication and decision making – essential skills for today's officers.

As trainers, it's crucial to recognize that improv is not about being funny or performing; it's about creating an environment of trust and collaboration. By cultivating a mindset of acceptance and openness, trainers can empower officers to embrace uncertainty and creatively approach challenges. Drawing from personal experience, I discovered the transformative power of "Yes And" during my tenure as an in-house instructor and patrol sergeant. Initially skeptical, I challenged myself to apply this principle in staff meetings, leading to increased engagement, collaboration, and mutual respect among colleagues. I discovered the depth of improv as applied the concepts and learnings in the course of my duty day. Where I was once very scripted and focused on ensuring I reached a desired outcome on traffic stops and various calls, improv developed a more focused, fluid, curious and present in the moment demeanor, catching the tells which influenced how I interacted, de-escalated and responded to incidents.

At its core, improv is about being present in the moment and trusting oneself and others. Officers can enhance their wellness and performance by letting go of rigid scripts and embracing spontaneity. Improv stimulates the production of feel-good chemicals in the brain, such as DHEA, which counteracts the stress hormone cortisol. As highlighted in the book "Life Unscripted," our scripts in everyday policing keep us trapped in routine patterns. By incorporating improv, we break free from these constraints, fostering creativity, adaptability, and connection.

Incorporating improv into the training day can profoundly impact group dynamics, fostering a growth mindset, support, and teamwork. By encouraging officers to think on their feet and adapt to unexpected situations, improv prepares them to perform under pressure and overcome challenges effectively. Moreover, laughter – a natural byproduct of improv – promotes emotional balance, reduces stress, and strengthens relationships within the force and with the community.

Furthermore, improvisational exercises are powerful tools to enhance focus and performance while combating groupthink. Officers sharpen their cognitive abilities and

Improv...con't.

develop resilience in uncertainty by engaging in activities requiring quick thinking and adaptation. Additionally, the collaborative nature of improv encourages officers to support one another and work as a cohesive team, fostering a culture of trust, acceptance and camaraderie.

Incorporating improvisational techniques into police training represents a paradigm shift in how we prepare officers for the complexities of modern policing. By embracing the principles of improv, trainers can create a culture of resilience, collaboration, and creativity, ultimately building a safer, healthier, and more connected police force. Join us in exploring the transformative power of improv and unlock a new era of excellence in law enforcement training.

Ready to transform your training and empower your fellow officers? Join me at the ILEETA Conference for my presentation, "Improvise, Adapt, Protect: Using Improv to Increase Police Safety." We'll explore practical improv exercises and discover how laughter can lead to a more

confident, capable, and connected police force. **ILEETA**

About the Author

Jessica Crowley is a 27-year retired police sergeant where she was an in-house instructor and Crisis Intervention and Wellness Coordinator. She is a mental performance specialist, certified Life and Performance coach and uses improv games with clients, athletic teams and enjoys performing at Westside Improv.



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Assessing Training: How Do We Improve Teaching and Learning

by Kelly Enos



A critical component of training is assessing if students learned anything and to identify gaps in learning

and instruction. The assessment of teaching and learning is critical if instructors want to improve instruction. When instructors assess learning in the classroom, they are trying to determine the quality of learning, gaps in learning and how to improve in those areas. Once they identify gaps in learning, they make changes and again assess those changes to determine if they have improved learning, what many in academia call “closing the loop.”

There are several ways to assess teaching and learning to determine if instructors have been effective. During the conference workshop, at least eight methods will be discussed in detail. All of these assessment methods have been used successfully for decades in academia and are absolutely applicable to law enforcement training. The following are just a few of the techniques that have proven effective in the classroom.

The Muddiest Paper

At any point in a class, the instructor asks students to take out a half sheet of paper and answer one question: Up to this point in the class, what is still not clear. These anonymous responses are collected and reviewed during the break. Instructors quickly realize what is working and what is not working in the training.

The advantage of this technique is we can assess if students understand the concepts early on and make corrections in real time.

Mid-Workshop Evaluation

At the end of day one of a three-day training class, the instructor hands out a brief four-question survey to assess the teaching techniques and how students are learning. Students respond anonymously to what is working well and what can be improved.

The value of administering a Mid-Course Survey is the instructor is able to make needed adjustments in teaching before the class is over. Too often instructors receive this feedback at the end of the course where there is no

opportunity to make the needed corrections.

Student Response systems

Student response systems have been used for many years in academia with great success in engaging students and assessing learning. Some of those response systems involve the purchase of special electronic equipment that is installed on a laptop and the use of clickers issued to students. Other response systems involve students logging into an online program and interacting with the instructor through their smartphones. These different response systems allow students to engage with the material and assess their own learning.

One of the most popular student response systems used in academia today is [Kahoot](#). Kahoot is a free game-based learning platform used in classrooms across the United States to engage students and assess learning. Kahoot allows instructors to poll or quiz students to test their knowledge of the material. These can be posed as multiple-choice questions, puzzles or true and false. During a quiz or test, participants pick a username that may or may not be their actual name. After all responses are submitted, Kahoot will project on the screen who is the highest scoring student, further encouraging participation. Kahoot can also be played in team mode meaning, two students pair up to respond to questions from one phone. Team names are portrayed on the projector screen.

These are just a few of the way's trainers can assess instruction in the classroom. Instructors are obligated to assess if they are meeting the learning needs of their students, getting into the habit of receiving feedback, making changes, and re-assessing to improve teaching and learning in the classroom. **ILEETA**

About the Author

Mr. Kelly William Enos is the Vice Chair of the Administration of Justice Program at Los Angeles Mission College and former Acting Dean of Academic Affairs. Prior to entering academia, Mr. Enos served as a police officer with the Culver City Police Department and later a deputy sheriff with the Los Angeles County Sheriff's Department. He can be reached at enoskw@lamission.edu.

RDS Transition: Proven Teaching Methods

by Ron LaPedis



There are three ways to answer when asked why you are teaching a skill and why you are teaching it in a specific manner. These are:

1. Because I said so (popular with parents of toddlers and teens).
2. Because we have experience that proves this is an important skill and have gone through multiple iterations to validate the teaching method.
3. Why do you think we are teaching this skill and using this method?

In the manner of teaching someone to fish instead of handing him a fish, the third method lets students reason out the answer themselves, so that it will stick with them when they are learning a new skill that takes reps and patience to perfect – and maintain.

Speaking of fishing, whether new to firearms or transitioning from irons to red dot sights (RDS), many students “fish” to find the dot, wagging their firearm around to get it to show up. So, the first drill teaches students how to make the dot appear consistently.

Like every exercise, the objective is to build the motor pathways (sometimes called muscle memory) that will make the student successful when they need to put their skills to the test on the street, which means repetition until the student can complete the drill successfully.

How many times do you think we hear students complain about doing “basic” exercises because they consistently pass qual, while range staff are standing there watching their muzzle going in circles? It would be unethical to allow a student like this onto the street – and you could be called into court and asked about their training when an OIS goes bad.

I want to pause to give credit where it is due for this ILEETA session. For any agency working to build a red dot transition course, the San Mateo County Sheriff’s Office (SMSO) has done much of the heavy lifting for you.

I was privileged to take multiple instructor level classes with [Rangemaster Sgt. David Weidner](#) and his staff at the SMSO range. The methods they teach, the way they teach them, and the order of exercises have been changed over time due to lessons learned from previous classes.

While these law-enforcement sensitive materials are being provided to you without charge, the San Mateo County Sheriff’s Office and the author / instructor do not accept any responsibility or liability for their use.

Because ILEETA members have so much valuable training available to them this week, we have pared the original two-day 16-hour class to less than a quarter of the time so that we can concentrate on the most important skills and training methods to help make you more successful at what you do. For example, why do we teach trigger control before we let a student zero their RDS? Bring your answer to class!

Accuracy vs precision

The main goal in every drill is accuracy and not necessarily precision. What does that mean? Accuracy describes how close your fired shots are to the point of aim (POA), while precision is a measurement of how close your impacts (POI) are to each other.

It does not matter how precise you are as a shooter if you are not accurate. Putting tightly grouped shots into a hostage, like [this LAPD OIS](#), doesn’t make things better, while one shot to a suspect’s head will stop the threat. We teach students that unless they know their exact POI before sending a round downrange, they should not take the shot – because they may not be given the opportunity to correct and shoot again.

Automatic holdover correction, not taking a shot unless you know exactly where your bullet will hit, and micrometer trigger control all add up to why we feel the

dot drill is so important and is done at multiple distances. Only after students can place every shot exactly where they want are they allowed to open things up and start calling a hit if they are inside the 10 ring or the IALEFI / FBI "milk bottle."

Learning speed versus accuracy is a critical skill. Tactically, there are times when one outweighs the other and it may be a split-second decision in which direction to go. If the suspect is away from others with nothing behind, then speed. If the suspect is holding a hostage or in front of bystanders, then accuracy. This decision-making skill can be reinforced using a firearms simulator with different scenarios.

The Drills

If you don't have a RDS properly mounted and zeroed (we like 15 yards, but check with your rangemaster or armorer), please read [this article](#) to assist you. You also will need an appropriate holster and duty belt for your sidearm.

You are welcome to download the drills document, PowerPoint deck, and dot drill target so you can get a head start on these drills which we will be running at the STL Metro PD range.

- #2 Draw Presentation – Dry Fire (0 rounds)
- #3 Trigger Prep (dry then live) (30 rounds)

- #4 Occluded Optic / Dot Drill (20 rounds)
- #5 Accuracy Drill (20 rounds)
- #6 Alignment Drill (12 rounds)
- #7 Optic Obstruction Drill (30 rounds)
- #8 The 6, 6, and 6 Drill (18 rounds)
- #10 Ernest Langdon Drill (B8) (30 rounds)

Total: 160 rounds

Summary

This train the trainer course is fast-paced and intense with each skill building upon the previous one. See you at the range! **ILEETA**

About the Author

Ron is an NRA, USCCA, and California DOJ Certified Firearms Instructor. He writes on multiple topics for Police1.com and Police & Security News, with the installation and usage of Red Dots being among the most popular.

He enjoys assembling and tweaking firearms and consults on active shooter response for organizations wishing to harden their facilities and train their employees. Ron also is a first responder with his local sheriff's office and a cybersecurity educator.

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Opportunities for Trainers to Support Constitutional Decision-Making

By Dianne Beer-Maxwell, Jon Blum,
Tim Bonadies and Randy Means



Law enforcement officers in the United States swear an oath to use their authority to enforce laws in support of the

Constitution and respect the rights of all individuals. From the time they graduate from a basic academy, officers engage with community members in a variety of circumstances that require a profound understanding of constitutional legal standards and the ability to properly apply them consistently. While officers must possess a high degree of constitutional knowledge to make decisions, studies suggest that the legal education most officers receive during basic training is insufficient compared to the detailed understanding required to perform daily on the job. This is evident in “the over-enforcement of statutes, misapplication of fundamental rights, and especially in the misunderstanding of the intersection of statutory law and constitutional safeguards.” [1] Officers who do not possess an adequate foundation in the law are often unprepared to make quick decisions about what actions they may legally take. [2] This introduces the potential for significant consequences involving officers, agencies, and the public. Violations of the U.S. Constitution can be career-ending decisions that also cause evidence suppression in major cases, immense civil liability, criminal prosecution of the violating law enforcement officer, and, of course, erosion of legitimacy and public trust.

While most officers receive basic instruction in constitutional law during their academy training (along with hundreds of hours of other critical information and skills), constitutional decision-making is a critical skill that should be reinforced not just during the academy but throughout an officer’s career. “Officers whose understanding of the law stagnates at the academy level cannot be expected to act reasonably and lawfully later in their careers. Police executives have noted officers who are sued for civil rights violations typically are not rookies, but have at least a few years of experience.” [3]

Recent research conducted by the International Association of Directors of Law Enforcement Standards

and Training (IADLEST) has confirmed that integration of content throughout a training experience and repeated exposure to information can help officers retain information. [4]

IADLEST, supported by the U.S. Department of Justice Bureau of Justice Assistance, is developing resources and innovative job aids to connect leaders, supervisors, trainers, FTOs, and front-line officers with critical foundational principles of constitutionality. The resources developed through this project will provide users access to specific information, foundational principles, real-life scenarios, expert insight, court case findings, and more. More information about this project is available at: <https://www.iadlest.org/our-services/constitutional-policing>.

Trainers are uniquely positioned to help reinforce the importance of constitutional decision-making and connect existing training content and experiences to help officers apply their understanding of constitutionality. Join the workshop Competent, Confident, and Constitutional Decision-Making on Monday March 18th and Wednesday March 20th at 1:00 p.m. to discuss strategies trainers can use to close gaps in competence and confidence when it comes to constitutional decision-making and how to access no-cost resources to that end.

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Constitutional...con't.

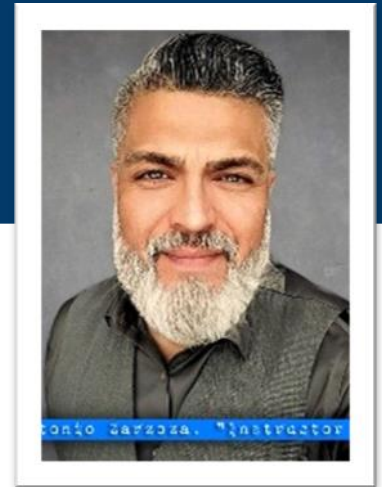
The Bureau of Justice Assistance is a component of the Office of Justice Programs, which also includes the Bureau of Justice Statistics, the National Institute of Justice, the Office of Juvenile Justice and Delinquency Prevention, the Office for Victims of Crime, and Office of Sex Offender Sentencing, Monitoring, Apprehending, Registering, and Tracking. Points of view or opinions in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Justice.

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Color Management in PowerPoint: Unlocking the Magic of Color Psychology in Presentation Design

by Antonio Zarzoza "Instructor Z"



As effective instructors, we must recognize the pivotal role that color plays in the success of any presentation, regardless of its subject matter. Whether delivering a straightforward "Legal Updates" course or a highly technical "Police Response to Ambush Attacks" session, the colors we choose can significantly influence the mood, emotions, and perceptions of our audience, irrespective of their experience level or rookie/veteran status. Understanding the psychology of color is key to creating presentations that are engaging, memorable, and effective. In this article, we'll delve into the intricacies of color psychology in PowerPoint presentation design and provide practical tips on utilizing color more effectively.



Color and Emotion

Color possesses the ability to evoke strong emotions and influence mood and behavior, as it is processed by the limbic system in our brain, responsible for emotional responses. Carefully selecting colors for your presentation is essential, considering their impact on your audience.

For instance, warm colors such as red, orange, and yellow can evoke excitement, energy, and warmth, making them ideal for emphasizing crucial information or calls to action. On the other hand, cool colors like blue, green, and purple can instill feelings of calmness, serenity, and relaxation, creating stability and trust—ideal for presenting data or statistics.

Color and Contrast

Another critical aspect of presentation design is contrast—the difference between two colors—which can draw attention to specific elements in your presentation. High-contrast schemes, like black and white, enhance clarity and simplicity, making text and images stand out. However, it's essential to use contrast sparingly to avoid overwhelming and distracting your audience.

Utilizing complementary colors, those opposite each other on the color wheel, is an effective way to create contrast and highlight specific elements. For example, pairing a blue background with orange text can produce a visually striking and attention-grabbing effect.

Color and Branding

In addition to evoking emotions and creating contrast, color plays a vital role in branding and identity. Consistent use of colors in your presentations reinforces your brand, making your content more recognizable and memorable. Ensure that, if your company has established brand colors, you incorporate them to maintain consistency and reinforce your brand identity.

However, when creating presentations for specific events or audiences, consider their preferences and expectations, adjusting your color scheme accordingly.

The Basics of Color Psychology

Color psychology is the exploration of how colors influence human behavior, emotions, and perceptions, exhibiting variations across cultures and individuals. The key lies in understanding the fundamental emotions and associations tied to different colors, as this awareness significantly enhances the impact of your PowerPoint presentations.

Each color serves as a brushstroke on the canvas of

human experience. Red, for instance, evokes love and urgency in Western cultures, while symbolizing luck and prosperity in certain Asian societies. Orange radiates enthusiasm and creativity, yellow embodies happiness and clarity, and green brings forth a sense of growth and harmony. Blue engenders trust and calmness, purple introduces luxury and imagination, while black exudes elegance and authority. White, on the other hand, signifies purity and simplicity.

These colors transcend mere visual elements; they act as emotional triggers, establishing a connection between your message and the audience's sentiments. This understanding empowers presenters to wield colors intentionally, transforming presentations into vibrant canvases that resonate with viewers on an emotional level. In essence, the basics of color psychology offer a concise yet profound language for creating impactful presentations that leave a lasting impression on the human psyche.

Using Color Effectively in PowerPoint Presentation Design

Now that you understand the psychology of color, it's time to apply it in your PowerPoint presentation design. Here are some tips:

1. **Consistent Color Scheme:** Choose a theme-matching color scheme and use it consistently for a cohesive and professional look.
2. **Highlight Key Points:** Use color strategically to draw attention to important information or key points.
3. **Utilize Contrast:** Use contrasting colors to make text and graphics stand out for enhanced readability.
4. **Consider Your Audience:** Be mindful of cultural and individual differences in color perception, especially when presenting to an international audience.

Moderation is Key: Avoid overusing colors, stick to a simple color scheme, and use color strategically to enhance your message.

In conclusion, the psychology of color is a crucial factor in PowerPoint presentation design. By comprehending the emotions and perceptions associated with different colors, you can create engaging, memorable, and effective presentations. Strategically use color to highlight key points, create contrast, and improve content readability. Consider cultural differences and avoid overusing colors. With these tips in mind, you'll create presentations that leave a lasting impression on your audience.

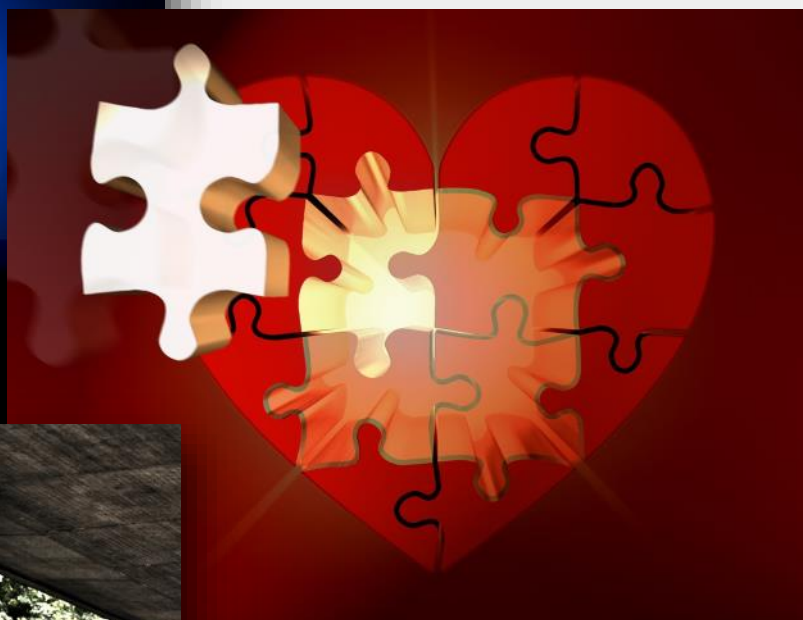
For a deeper exploration of this topic, join me at the upcoming 2024 ILEETA Conference in St. Louis, MO. I will be facilitating two presentations on different dates. Look up my course titled "Color Management in PowerPoint Design with Instructor Z" and let's unleash the magic of visually engaging, relevant, and interactive PowerPoint presentations. **ILEETA**

About the Author

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

Law Enforcement Environment & Health and Wellness

Editor:
Kim Schlau



Fraud Alert! How to Recognize and Overcome Imposter Syndrome

by Kim Schlau



“**T**hey all know. It’s only a matter of

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

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

What is Imposter Syndrome?

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

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

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

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

perceived abilities can also lead to feeling inadequate and unworthy.

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

The Voices in Our Heads

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

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

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

F.A.I.L. – First Attempt In Learning

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

face of those imperfections.

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

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

TL;DR

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

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

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

About the Author

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



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Playing Devil's Advocate to Write Rock-Solid Police Reports

By Christopher E. K. Pfannkuche



Playing Devil's Advocate:

"Playing Devil's Advocate" is a unique skill to be taught by training instructors ... a skill involving anticipating questions of fact and issues before they are brought up by opposing defense counsel in court. The ability to anticipate issues, in turn, is a skill learned through the following experiences: 1)- handling a variety of criminal encounters on the streets; and 2)- testifying on cross-examination in court on other cases. "Playing Devil's Advocate to Write Rock-Solid Police Reports" is a culmination of these experiences and is a mark of expertise in the field of report-writing.

Writing solid, professional police reports is a skill learned and refined through time and experience. A good training instructor will teach his/her trainees that when handling criminal investigations, they must: 1)- get the "big picture" of what happened"; 2)- determine the "key relevant details"; 3)- be thorough in their investigation; 4) - anticipate questions and issues that might arise in court; and 5)- then write their reports with straightforward, impartial, factual clarity, including all "key relevant details" regarding pertinent details which they might be asked about in court on the witness stand. These reports must: 1)- include factual details about the incident; 2)- set forth the evidence; 3)- include any identifications and statements; 4)-validate the actions taken by the officers; and 5)- establish probable cause for arrest by setting forth the elements that support the charges. The key to writing good reports is to articulate, articulate, articulate!

A criminal court is the last stop for every criminal arrest made by police officers. It is in a court of law that criminal charges will ultimately prevail or fail, often based on the strength of an officer's reports. It is here that a good defense attorney will try to diminish or destroy an officer's case by attacking that officer's own reports and using the officer's own reports to impeach that officer, thereby weakening the officer's credibility and weakening or destroying the case against the charged offender, based upon what is, or what is not, contained in the officer's own police reports, or based on the way the officer phrased the facts of the initial crime and subsequent police investigation in his/her reports. The

result is that charges are often reduced, dismissed, or thrown out at trial. Every police officer must therefore write his/her reports with this in mind. The best way to ensure

success in court is to "anticipate" the defense strategy of using these attacks while writing your reports by "Playing Devil's Advocate to Write Rock-Solid Police Reports".

Facts and Nothing But the Facts:

No report can ever provide ALL the information on a crime, to the smallest detail, nor should it. What is important is that a report contains all "key relevant details" known to the officer as of that time. If supplemental information later becomes available, the filing of a supplemental report setting forth those additional details will be required.

To be clear, it is a police officer's function to report the facts of a crime and the results of his/her subsequent criminal investigation, from an impartial viewpoint, and not to be an arbiter of justice. Police reports are not a place for embellishment. Non-essential details, baseless information, and personal opinions should not be randomly and needlessly added just to make the reports more believable, or the arrest and charges more justifiable. In fact, to do so is unprofessional! A police officer's goal is not to simply get convictions, but to "seek justice." Comprehensive and impartial police reports are the pathway towards this goal. As they often say in TV shows, a police report should be solely about the "facts and nothing but the facts". These facts must be truthful, accurate, and comprehensive. These facts should be presented in a straightforward and unbiased fashion. This requires developing a skill in report writing, which is only acquired over time and through experience. These are the true signs of skilled and professional police work.

Four-Corners Rule:

The "Four-Corners Rule", when applied to police reports,

Devil's Advocate...con't.

asserts that when officers testify in court, they must confine their testimony to the information contained within the “four-corners” of their own reports. No embellishment is allowed. However, since officers must answer every question asked of them in court, they are free to testify as to additional “minor” details.

However, problems arise when officers take the witness stand and embellish their testimony by adding “key relevant details” that are not contained within the “four-corners” of their police reports. This results in officers often getting impeached based on contradictions or omissions in their own reports.

Consequently, when writing your police reports, one key question that you must repeatedly ask yourself is: “What important details might a defense attorney ask me in court on cross-examination”? Officers must include all pertinent information in their reports, if it was available and known at the time of writing the report, and then be prepared to include it and then answer questions based on that information.

Impeachment:

An officer is considered “impeached” if his/her testimony in court: 1)- contradicts something in their reports; or 2)- embellishes upon and/or adds important information not contained in, or omitted from, their reports. Every time an officer is impeached, his/her credibility is diminished and the case against the charged offender is weakened. The goal is to avoid being impeached by conforming an officer’s testimony to the “four-corners” of the contents of his/her reports.

Remember: No one has a perfect memory. An officer’s reports can be made available to him/her on the witness stand to refresh his/her memory if his/her memory is exhausted. Never guess when testifying. If an officer is not sure, or does not recall, that officer should simply ask to see his/her reports!

My “AAA Template” ©:

During my numerous years of instructing countless law enforcement officers and investigators I have developed a unique report-writing guide, a “AAA Template” ©, for officers to follow and adhere to.

First “A” – Accumulate – When handling a criminal offense and conducting your investigation it is crucial that you absorb all the information that you can, especially the “key relevant details”. To accumulate information an officer must: 1)- Closely examine the crime scene; 2)- gather all the facts; 3)- interview every victim and witness in detail; 4)- double check each victim’s and witness’ vantage point and “viewing angle”; 5)- take statements; 6)- examine all evidence in detail; 7)- check for videos; 8)- take time interviewing any in-custody suspects, taking careful note of any admissions; 9)- have the scene photographed and mapped, if appropriate; 10)- inventory all evidence; and 11)- determine what evidence will have to be submitted to the lab for analysis.

Second “A” – Anticipate – Think about what you will need to put in your reports while you are still “working” the crime scene and conducting your investigation. Then play “Devil’s Advocate”, thinking about your reports from a defense attorney’s hindsight perspective. Ask yourself: “What questions and issues might arise in court, and what missing “key relevant details” a defense attorney would look for in your reports to attack you with on cross-examination, and then be prepared to include those “key relevant details” in your reports, if that information is available.

Third “A” – Articulate – When you write your reports put your thoughts into words with clarity. Be “detail oriented”. Articulation is a skill learned and developed through time and experience. It is a skill that will help keep you out of trouble down the road. It is a skill that also might protect yourself from getting sued civilly, based on a false arrest claim under a federal Sec. 1983 Civil Rights violation claim.

Three Key Elements:

In the process of writing your police reports you must focus on three elements: 1) Content – (including the “key

Devil's Advocate...con't.

relevant details"); 2)- Phraseology – (the terminology that you use); and 3)- Chronology – (you must present your investigation while maintaining a proper timeline).

Four Major Guidelines:

When writing your reports there are also four major guidelines that you must keep in mind: 1)- Paint the Picture – You must adequately “paint the picture” of what happened in your reports so that others can “see” and “understand” what actually happened just by reading your reports; 2)- Courtroom Perspective – When writing your reports you must look at them from a “courtroom perspective” and ask yourself what can be used from your own reports to impeach you with on cross-examination; 3)- Total Stranger Rule – your reports should be detailed and specific enough that (hypothetically) a total stranger who was never involved in the case investigation could pick up your reports, read them, and testify accurately as to all the major “key relevant details”; and 4)- Not in Reports – If it is not in your reports, it did not happen! You cannot just testify to something in court, adding major details not contained in your reports, or you will be impeached on the witness stand in court. Every time you are impeached your credibility, and hence your case, is further damaged.

In Conclusion:

Professional police report writing is a skill learned and refined over time. The ability to teach good report writing demonstrates a high level of writing expertise. The key is to articulate, articulate, articulate! “Playing Devil’s Advocate” is a skill involving anticipating issues before they arise and then including that information in your reports. Anticipating issues is a skill learned through time and experience. The ability to properly teach “Playing Devil’s Advocate to Write Rock-Solid Police Reports” is the benchmark of a truly skilled law enforcement training instructor.

ILEETA

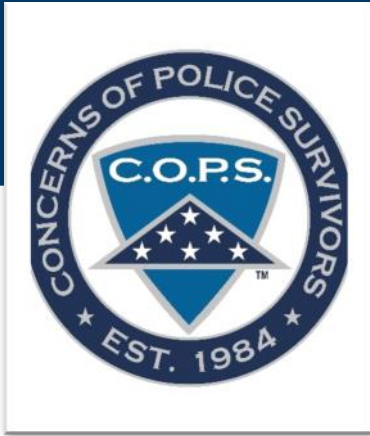
About the Author

CHRISTOPHER E. K. PFANNKUCHE is an experienced 44-year Trial Attorney from Chicago, 31-year Criminal Prosecutor and Trial Supervisor, an IADLEST Nationally & Internationally Certified Law Enforcement Training Instructor, a NAFTO Nationally Certified Police Field Training Officer, a licensed Private Detective, and a certified Teacher. He is a co-founder of the Metropolitan Crime Commission. He is a published legal author and has taught Criminal Law and Legal Writing. He has presented police and attorney training programs for over 20 years and is a staff training instructor for ILEETA since 2019, NAFTO, and LETOA-Wisc., as well as in the Chicagoland area. Contact info: Email: LAWPILOT@aol.com / Cell: 312-213-6951.



C.O.P.S - Before the Tragedy

By: Sarah Slone



Concerns of Police Survivors (C.O.P.S.) continues to put awareness at the forefront of our tasks. Quite simply, we just

want law enforcement across the country to know who we are and how we can help, preferably before tragedy occurs.

Throughout the year, we have representatives at conferences hosted by law enforcement organizations such as the Fraternal Order of Police, International Association of Chiefs of Police, National Sheriff's Association, and ILEETA. While we are often there to present on topics such as "How to Respond to a Line-of-Duty Death," it's the networking with the attendees that is so vital. A comment that is said all too often is, "Our department didn't even know about you guys until we lost an officer."

This is a problem in many ways. First, I'm glad we were there for your department when such a critical incident occurred. Having support for the surviving family members and co-workers, as well as assisting the department with funeral planning, benefits, and other immediate needs are tasks that C.O.P.S. and our 55 chapters excel in. But there is so much more to what C.O.P.S. can offer departments across the nation.

The Traumas of Law Enforcement Trainings were created by C.O.P.S. in 1995. Each year, these training locations are held in nine different areas, spread out throughout the United States. On average, attendance is around 200 law enforcement professionals at each training. While the topic of responding to a line-of-duty death is discussed, presenters hone in on health, wellness, preparedness, peer-support, and developing policies to prioritize and implement these topics within the department. This three-day training, which is FREE to attend, is about taking care of yourself and the officers in your department on a day-to-day basis, and making sure the entire department is prepared if a critical incident occurs. To date, over 20,000 people have completed the training.

In the past decade, many incidents impacted the law enforcement profession as a whole. The incidents in Ferguson (MO) in 2014, the shootings in Dallas (TX) and Baton Rouge (LA) in 2016, and the death of George Floyd in 2020. All of these incidents have played a part in the mental health of men and women in uniform. The invisible threat of COVID took far too many heroes from us, and ambush-style incidents have increased. Stress can take a heavy toll, especially if you feel you have to internalize your concerns.

The C.O.P.S. National Conference on Law Enforcement Wellness & Trauma offers the law enforcement community that outlet. This conference is held once a year in November, with this year's event being held October 31- November 3 in Orlando (FL). The Traumas of Law Enforcement trainings are a classroom style setup, where the conference is more interactive. There are multiple sessions to choose from, as well as keynote speakers that offer firsthand experience and impactful stories.

You do not have to be a surviving co-worker to attend the trainings or the conference. Active and retired law enforcement, as well as chaplains and peer-support team members, are encouraged to attend. Spouses/Significant Others are also welcome at the conference for an additional fee, as personal life topics such as "Raising a Law Enforcement Family" will be available.

If you are a member of a law enforcement family, or an officer yourself, please do not wait until tragedy happens to reach out for the tools C.O.P.S. can offer. A strong support system is just a phone call or email away and we look forward to connecting with you. For more information, visit www.concernsofpolicesurvivors.org.

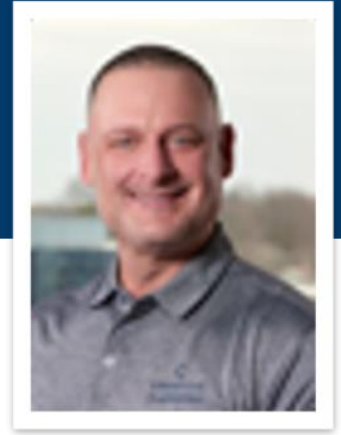
ILEETA

About the Author

Sara Slone has been the Communications Director for the C.O.P.S. National Office for 11 years. She has presented on the topic of "How to Respond to a Line-Of-Duty Death" as well as general presentations on C.O.P.S. services and mission.

Four Tips for Financial Freedom

By Travis George



Law enforcement officers (LEOs) often face extreme pressure and stress that can take a toll over time. So, it's not surprising that many law enforcement officers begin counting down the days until they can retire. If you're considering an early retirement, you'll want to make sure you're financially prepared. The following tips can help.

Understand your pension benefits.

Pension benefits are becoming more and more uncommon in the general workforce as employers shift the responsibility of investing for retirement to employees. Fortunately, most departments continue to offer pension plans for LEOs. It's not uncommon for police officers who have been working for 20 plus years to retire with a pension equivalent to 50% or more of their salary. But that likely won't be enough to fund your desired lifestyle throughout retirement.

In order to answer this question, you'll need to have an idea about what your monthly expenses in retirement may be. Estimating your monthly expenses is key pre-retirement, as this will directly impact the trajectory of your future retirement expenses and retirement goals. You can compare these estimated expenses to your anticipated pension benefits in order to identify any potential savings gaps that will need to be filled.

Save and invest for the future.

If you have a goal of retiring early, you'll likely need to supplement your pension benefits with additional savings. Saving and investing through a variety of retirement accounts throughout your working years can help ensure you'll have enough to fund your lifestyle in retirement. Consider contributing toward the deferred compensation plan offered by your department, such as a 457(b) or 401(k) plan, as well as to a traditional and/or Roth IRA.

Consider a second career.

Perhaps you're ready to retire from but don't want to give up working completely. Usually, those who opt to retire early must at least take on a part-time job to achieve their

desired income. Many LEOs choose to pursue second careers in education, sales, or other fields. No matter what your passion, retiring early provides a great opportunity to pursue new career interests.

Have a financial plan in place.

Having a financial plan in place is essential to identifying, implementing, and achieving your retirement strategy. Your comprehensive financial plan serves as a road map toward accomplishing your goals and living your desired lifestyle in retirement. It should incorporate all aspects of your financial life, including investment management, estate planning, tax planning, insurance planning, retirement income planning and more.

Are you considering early retirement or in it for the long haul? Either way, financial planning is life planning and requires a holistic approach.

For more information contact Travis George, Retired Police Lieutenant. (travis.george@creativeplanning.com). With nearly 27 years of law enforcement experience, Lt. George understands the physical, mental, and emotional impacts of the job. Equip yourself with financial knowledge to take the guesswork out of your future.

To learn more attend Pathway to Financial Wellness at ILEETA 2024! **ILEETA**

About the Author:

Lt. Travis George (ret.) is a member of Creative Planning's Practice Development Team, which is comprised of experienced LEO executives across the US. Drawing on 27 years of experience, he supports Creative Planning's LE specialty practice by educating and empowering the LE community on the wellness benefits of sound financial planning. Additionally, Travis works with a fiduciary team that helps to improve access to employer-based retirement plans, in addition to conducting individual pension analysis for a variety of government defined benefit plans nationwide.

Medical Training Suited for Your Operating Environment

By Robert Carlson



Medical training for Law Enforcement must be tailored to fit our operating conditions and the type of injuries likely to be encountered. It also

needs to focus on utilizing the resources most likely available to the officer. It certainly would make no sense to train a patrol officer on using resources only available to EMS, and even worse, to use the medical training afforded to EMS as the standard for officers. Officers deal primarily with trauma injuries in scenes that are inherently not safe; thus, our training needs to focus on that hazardous environment and how to get casualties to a location that is safer for us to render the critical care required. Conversely, the environment where training instructors (specifically firearms instructors) work presents an entirely separate set of problems. Instructors, generally in a more stable environment, can prevent injuries through planning but only if they understand the most likely injuries to occur and then provide care more in line with conventional EMS standards for those most common injuries.

Ambushes on Law Enforcement officers increased by a staggering 200% in 2020, the most significant increase in recent years. We know that the majority of unprovoked attacks against officers occur when the officer is alone, for their solitude emboldens the suspect's perception of success, with good reason. There are many studies on police ambushes revealing certain universal findings. The officer is going to receive injuries in a staggeringly high percentage actual ambush instances, which means medical interventions will be required. Even officers who are responding to assist are at increased risk. In nearly half of the events, a follow-on officer is wounded. The unfortunate reality is the injured officer will likely be exposed to continued threats, as current data shows over half of the officers wounded in the line of duty failed to use cover even though it was immediately available. This data tells us that we are going to have to move the injured officer off of the "X" before we render any medical aid.

Grabbing a casualty and rushing them behind cover may very well be our first instinct, but in a tactical scenario, we must ensure this is done with a plan and purpose. Officers must learn to restrain their urgency and think about the best or safest course of action, or we risk only adding more casualties to the problem. We need to do a rapid remote assessment to determine whether the casualty even needs rescuing. If the casualty can move on their own, they can be directed to cover while the partner provides security. A harder decision to make is whether the casualties injuries are survivable or are we placing rescuing officers into oncoming fire at no benefit to the casualty. If officers do assess that a rescue is the best course of action, it needs to be done with a plan. There are multiple techniques for moving a wounded person, and it's not a one-size-fits-all approach. Officers will need to consider their own abilities in relation to the patient's size as well as the distance of the move. Taking a split second before we break cover ourselves to devise the best way of moving the casualty will most certainly result in a faster movement to cover that is safer for the casualty and the rescuer.

At the ILEETA Conference, I will offer two sessions titled "Getting off the "X" Casualty movements for Law Enforcement," covering how to decide the best approach to moving a casualty to an initial point of cover. Students will learn and practice different techniques for moving casualties alone or with multiple officers and how to assist a partially responsive casualty.

Just as our patrol officers must be trained in the tactical environments they operate in; instructors must be able to anticipate the injuries we encounter require a different measure of response based on our environments. Firearms training certainly has the potential to be the most dangerous part of our training program, and all instructors involved in firearms training must be prepared to render medical aid throughout the training program; however, it's easy to become very narrowly focused on injuries from bullets being discharged. While a weapon discharge injury is undoubtedly the most high-risk injury on our range, it is likely the lowest frequency. As firearms instructors, we need to be trained for the injuries we are going to encounter most often, such as environmental

injuries, and just as importantly, mitigate those injuries where possible. This is not to imply that we should discount being prepared for a weapon discharge resulting in an injury; instructors are required to know how to treat these injuries properly, but because of the environment we are likely working in, the process will be slightly different than if that injury was encountered on the street.

One of the most significant differences between tactical medicine and that which is done on the range is we can create plans and processes to understand why injuries occur, how to reduce their occurrence, and how to learn from them afterward. In addition to the sessions on casualty movements, I will be offering two sessions on "Medical Response for Firearms Instructors." Several accrediting agencies require firearms instructors be trained to medically react to the specific type of injuries that may occur during the training, and agencies must have a written directive detailing instructor responsibilities and emergency care. We will go over how

to do medical planning and accident prevention during training and how to respond to the injuries we are likely to see. Students will be able to receive a certificate of attendance for the session to document their Instructor-specific training. **ILEETA**

About the Author

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

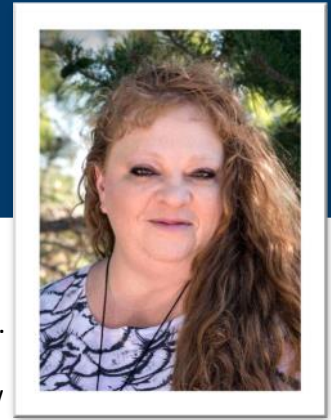


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Tactical Yoga and More...

By Traci Ciepiela



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

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

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

I let it happen, I willingly followed her through on her instructions, which didn’t include any downward dog, so don’t worry about that. The vast majority of the moments are done on the ground comfortably laying on your back. The movements activated and strengthened muscles that I wasn’t used to, so I was a little sore, but within two weeks, the click in my knee was gone. Let me repeat that, the click and the pain was gone.

The strength in that knee has maintained over the last decade. I even discovered last year I have a partial MCL tear in my other knee that didn’t ever hurt. I have no idea when the tear occurred but my knees were in really great shape from the yoga I didn’t want to do originally.

This class is called Tactical Yoga, and more because there is more than just the yoga movements, I will teach you. I will also provide a power point with slides you can print that explain each movement in detail. I will also be brining with me, for you to try - different tools that are all about pain relief. Tennis Balls, Golf Balls, a Trigger Point Pro, Near-Infrared Light Therapy, and the newest pain reliever – “The Squishie.”

“Squishies” are something I discovered after I woke up with a Migraine one morning. I was planning to attend an event in town and after a few meds and some dark room time I managed to go. I stopped at a table that was selling “squishies” I had never seen it before. The dealer said it was rather new to the market and might actually be able to help with the lingering migraine pain. I made the purchase, put it on the back of my neck and it didn’t take long before the pain was gone and I felt great. Of course, that could just be circumstantial, however, it works time and time again. Not only on Migraine pain but even on some of those aches and pains. I love to use it in my office on my shoulder when I have to use my keyboard, for some reason I get pain in my shoulder. I pop that little disc on my shoulder and pain starts to subside. I will have some samples for you to try, I have some I can sell at cost.

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

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

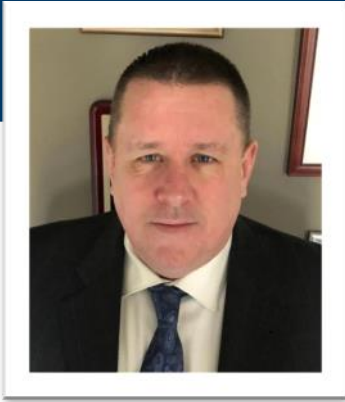
There is plenty to try and plenty to learn in this jam packed 1.5 session twice during this week at ILEETA. Nothing I will show you or allow you to try can hurt you. You never know, it might just help. **ILEETA**

About the Author:

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

The Greatest Sin of Law Enforcement

By Andrew DeMuth Jr.



Law enforcement professionals deserve nothing less than the most exceptional leadership possible. By virtue of this noble profession, they are modern-day knights and

are entitled to work for spectacular leaders.

So why do we continue to fail them?

Year after year, this industry promotes thousands of line officers (police officers, corrections officers, troopers, deputies, special agents, etc.) into supervisory roles. Most often in the rank of sergeant or corporal, this group truly serves as the tip of the spear. They lead teams into the most dangerous and challenging situations one can imagine.

Think about it: horrific plane crashes, school shootings, and natural disasters. Violent domestic disputes, serious motor vehicle wrecks, and civil disturbances. And, of course, the smaller yet just-as-dangerous calls law enforcement responds to every day.

Front-line supervisors must also manage strong personalities, keep watchful for subordinates in crisis, counsel their people in the aftermath of handling tragedy and turmoil, inspire performance from their team, ensure proper behavior and conduct, and serve as competent ambassadors of the organization to their people.

It really is an incredible job, and to some - including this writer - the most challenging of all jobs in law enforcement.

So why, then, in state after state and training after training, do law enforcement professionals report that their agencies provide little to no training for new front-line supervisors? We have posed this question in every leadership class we have given since 2000. From the answers, agencies can be broken down into three groups.

The first group gets it right. They have a comprehensive

training program designed to prepare their people for the supervisor role. This group is rare, though. In a class of 30-40 attendees, there might be one that falls into this group.

The second group includes agencies that have *something* but not nearly enough. Deputies from one agency reported that their agency's only requirement was that their people attend at least one full-day leadership class from a commercial training provider. Something, but not nearly enough.

The last group is the majority. These agencies require nothing and provide nothing in the way of leadership or supervisory training. Newly hired supervisors are just expected to know how to manage all the craziness that comes from calls for service and all the challenges that come from leading people. Most will send their people to some type of training as it becomes available at a later date, but this can take months and even longer (In one of our classes, we had a nine-year sergeant, and it was his first-ever leadership class). 80% of the agencies fall into this group.

Think about that: front-line supervisors lead heavily armed teams into confrontational situations every day, and most are given little to no training to carry out this role.

This is the biggest failure in law enforcement today, and it must be fixed. Two of the most common bases for lawsuits against law enforcement are failure to train and failure to supervise. Knowing this, we are fine with putting our people in supervisory positions and not training them. How did this get to be okay?

For the 2024 ILEETA Conference, we will be presenting the following:

Leadership Factory! Launching a Leadership Development Program

In this presentation, attendees will receive a digital ready-to-go leadership development and training program for new supervisors they can take back to their agencies. It is

a fully editable three-phase plan that can be personalized to agency branding and customized to the specific needs of the organization.

Phase I addresses the offer and acceptance of the position. It begins with a contract that can be used for new supervisors. Rather than serve as a legally enforceable document, it is meant to make clear what will be expected from them in the new role. It is also meant to convey the seriousness and responsibility of becoming a formal law enforcement leader.

Phase II consists of a proper orientation for the position. This includes sit-downs with several levels of the chain of command for advice and expectations. It also includes being issued the equipment, resources, and access needed by front-line supervisors.

Phase III is the equivalent of an FTO program but for sergeants and corporals. It comes complete with sections on administrative training, operational training, and leadership training. Again, it can and should be customized to agency needs.

The actual ILEETA presentation will take students through the current dynamic taking place throughout the country and make the case as to why no one should ever be put in a supervisory position without the proper training.

We'll then go through our training program and detail how agencies can have a comprehensive plan that sets new supervisors up for success and fulfills the organization's obligation to its citizens. A significant aspect of this program is that it is just as relevant and applicable to smaller agencies as it is to larger ones.

The handouts will be distributed digitally, as it would be too much paper for traveling. Both PDF and editable Microsoft Word documents will be available for download or via email.

The primary objectives of the program are to set our new supervisors up to succeed and protect our organizations

from liability.

But there was one more goal in presenting this training. We wanted to give attendees (at least those from agencies that do not have a leadership development program in place for new supervisors) something they could bring back that would help justify attending this year's ILEETA Conference and better their chances of attending next year. As ILEETA trainers, we should all be mindful of this. We must give attendees actionable takeaways.

So, join us at ILEETA Week (March 18-23) on Tuesday at 8:00 a.m. in Midway 9 or on Thursday at 3:00 p.m. in Midway 7.

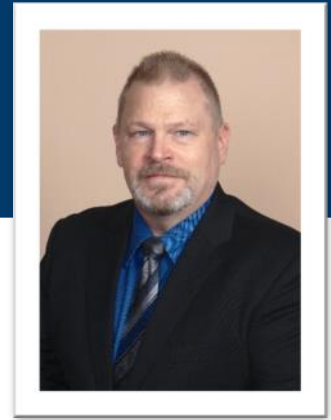
ILEETA

About the Author:

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

Girl on a Billboard

By R. “Doc” Davis



In the middle of a South Florida October, a local police department responded to a call about an emotionally distressed teenager sitting on a billboard on the side of an interstate highway. What would follow would be an event filled with a tragic series of mistakes. Among these were; policy failures, errors in judgement, and critically poor awareness of officers' wellbeing. Perhaps worst of all, was the all-too-common mistake of judging officers' performance by the ultimate outcome of the event and not by comparing their performance to any specific performance standards.

The incident started around 0930 hrs. when a woman called 911 to report that she had just been in an argument with her teenage daughter, who had now run away from their home. Prior to officers' arriving on scene the mother called back stating that the daughter was potentially suicidal and had been found, sitting on the catwalk beneath a billboard on the side of a nearby interstate highway. This information changed the course of the call, with it now being a priority and negotiators being tasked with responding.

Despite agency policy being very specific on who and how many members of the negotiation team to call out for any such event, only the two negotiators currently on shift received notification about the incident. Upon arrival, negotiators were tasked with determining which of the two would be responsible for being the primary negotiator, since the only method of communicating with the teen was through the use of a fire department bucket truck. This bucket would only allow three people inside, the firefighter operating the device, one negotiator, and room for the teen once successfully talked into joining them.

Despite an intense fear of heights, our intrepid negotiator focused on the work at hand and began the conversation with the teen. While this was happening, the teen was ever aware of the intense amount of scrutiny her situation was receiving from the masses gathering below to watch events unfold. This included the highest ranking on scene member of the police department who was diligently recording events in the form on photographs on his cellular phone for use in later social media postings.

Despite initial setbacks and difficulties, the entire incident, from the beginning of negotiations to the end, lasted a little less than one hour. After the teen came down from her perch, the negotiators were replaying the incident in their minds. It was at this time that our social media focused scene commander came over and attempted the use of comedy. Not only did this attempt fail, it also had negative repercussions on a negotiator who was still trying to comprehend the mindset of a “child” who had moments earlier been considering suicide.

After helping to damage the psyche of the negotiator, the scene commander then went and made an incredibly tone-deaf notification to the child's mother about how her daughter's situation had been resolved.

In total, this class will begin with a debrief of a suicide intervention involving a teenage female threatening to jump off of a billboard's catwalk. It will then move into discussions regarding best practices, policy issues, as well as the importance of leadership's awareness of officer wellness as related to the psychological trauma of these types of incidents. **ILEETA**

About the Author:

After 20 years in law enforcement R. “Doc” Davis retired as a Sgt. from the Boynton Beach Florida police department, who now runs his own company providing training to law enforcement professionals. He holds a PhD in psychology and focuses on the areas of hostage/crisis negotiation, crisis intervention, and autism awareness. Davisrdoc@gmail.com

Suicide: The Biggest Threat to Officer Safety

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



First responders are killing themselves at approximately twice the rate of the general population. While not a new statistic, it is leaving a towering question: Why? Why, when there are so

many resources available to those that are experiencing suicidality? Why, when access to these resources is usually available 24/7/365 and are manned by real people on the other side of the call, just waiting for someone to reach out?

I have provided counseling, training and support to hundreds of first responders for almost thirty years. One of the most difficult and heart-wrenching situations involve suicide. These events leave behind untold depths of grief, bereavement and mourning; the effects of which can be felt for years.

We will always have to fight the stigma of asking for help. Stigma is mainly tied to lack of trust in the process and the outcome, and are the overriding obstacles that must be addressed and dismantled before any change can occur. Getting in front of the suicide issue will require putting together a complete and consistent plan of action, from one's beginning in the job all the way to retirement. Normalizing the psychological toll of doing the job requires all levels of rank to be thoroughly knowledgeable about how to start the conversation and ensure that it becomes a vital component of organizational climate.

Making a real difference in suicide statistics will require a reliance on three areas:

- Leadership (Organizational Support)
- Peer Support (Internal Support)
- Effective Mental Health Resources (External Support)

Although the effects of the jobs on first responders' mental wellbeing have been widely documented, my experience has been that the detrimental effects of

unsupportive leadership can be insidious and incredibly damaging to personnel. Adding to that are personal stressors that personnel may already be trying to deal with and it becomes a toxic environment on both private and professional levels.



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

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

Research has focused on contributory elements that can exist prior to the taking of one's life, and much speculation has been offered about underlying reasons. There are significant areas of entrapment when it comes to stress reactions. Risk factors are well known. Isolation, sleep disturbance, hopelessness, family conflict, physical illness and depression are just some. Our presentation will highlight the effects of these personal stressors on the life of a first responder, and how they contribute to ongoing struggles with suicidal ideation.

To that end, there needs to be more emphasis on training our peer support teams to be trauma-informed. We know that they can be one of the most critical elements of change, but they must be familiar, visible and effective.

Suicide...con't.

Not just for facilitating critical incident stress management, but having the ability to open a deeper conversation about an officer's current life in 1-on-1 meetings. They must also be able to recognize when an officer needs more intensive support and have the resources necessary to bridge the gap between the officer and that extra help in the immediacy. That is the key. Resourcing someone at the time that they most need it is crucial to giving a struggling officer a sense of control, and ultimately hope.

Lastly, organizational leadership needs to fully understand that culturally competent and knowledgeable mental health clinicians must be available, convenient and effective. These clinicians are able to work with struggling officers on their personal and family issues, as well as professional stressors. Having a confidential outlet and the ability to talk with a clinician that fully understands all the elements of a first responder career can offer stability and hope. Lack of such a resource can actually re-traumatize officers. First responder mental health should never be a "check the box" for HR or leadership.

A psychologically safe work environment demands that leadership that is capable, peer support is fully trained in trauma informed coaching, and mental health resources

are knowledgeable and available. Psychological safety simply cannot exist without them. **ILEETA**

About the Authors:

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

Training Experience:

*Critical Incident Stress Management/Peer Support
Advanced Suicide Awareness Facilitator
Law Enforcement Cultural Competence for Mental Health Clinicians
Law Enforcement Stress (Recruit Classes)
Georgia POST General Instructor*

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

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

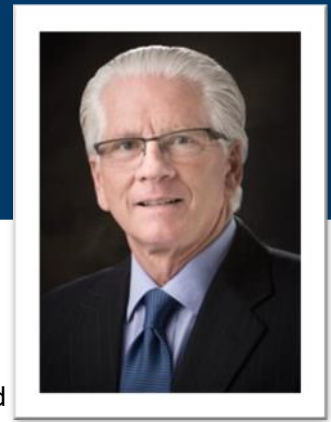
Training Experience:

*Firefighter Survival
R.I.T. (Rapid Intervention Team)
Hazardous Materials
Mental Health Awareness
National speaker: First Responder Suicide Awareness since 2021.*



Constitutional Policing: What 45 Years of Teaching This Topic Has Taught Me

By Attorney Randy Means, J.D.



This training will highlight and spotlight critical constitutional law but is more about *how* to teach and assure learning than it is about the substantive constitutional principles involved. The instructor's 45 years of hindsight allows him unusual clarity of relevant foresight. It is straight talk, loaded with examples and practical applications, about *how* trainers and other leaders can best assure critical knowledge and needed motivation in a complex area of law that gets law enforcement in trouble every day in America.

There will also be discussion of the disagreement, even among experts, as to exactly how "constitutional policing" should be defined and how to reduce negative potentials of that disagreement. The parts of the Constitution that apply directly to police work are entirely prohibitory and establish only the outermost boundaries of police behavior – what officers absolutely *cannot* do. Officers must also understand what they *can* do.

There are a number of investigative activities that are constitutionally *permissible*, and might allow officers to be more effective in crime fighting, but local authorities in some jurisdictions may not approve of and therefore prohibit by policy or other local mandate. These local authorities may include state legislatures, prosecutors, judges, and agency policy-makers, all of whom rightly hold much sway over the investigative behaviors of law enforcement officers.

So, although some dynamics are lawful (assuming state law permits), some local authorities nonetheless do not want them utilized, given differing agendas and sometimes conflicting beliefs and even confusion as to what the law actually requires. Naturally, all this can cause officer confusion, frustration, lack of confidence and even training problems. Solutions to these problems lie mostly in committed leadership at all levels, appropriate policy, and resulting recurrent training and testing.

Defined literally and most narrowly, "constitutional policing" is policing that does not explicitly violate the U.S. Constitution. And that is certainly a good start. Viewed more broadly though, and perhaps better, "constitutional policing" involves a constellation of inter-related,

overlapping, interactive, overarching, inextricably intertwined and necessarily integrated dynamics. Whether they are considered to be literally part of constitutional policing per se or alternately as collateral and/or aspirational aspects of its facilitation, they include:

- Ethics and Ethical Preparation, including Bias-Fighting
- Community Policing – Legitimacy, Procedural Fairness, Procedural Justice
- Trust Building, Compassion, Caring (and more)
- Human Relations and Interpersonal Communication
- Emotional and Spiritual Well-Being (Officers)
- Cultural and Sub-Cultural Competence
- Judgment, Decision Making and Critical Thinking
- Emotional Intelligence and Emotion Management
- Use of Force – Physical Fitness, Tactical Proficiency, De-Escalation, Non-Escalation
- Policy, Training, Supervision, Oversight, Accountability and Discipline
- Properly Conducted Internal Affairs Work
- Focused and Committed Leadership – Top Down, Bottom Up

Quite a bundle, all this, and there is more. But this is what it takes to make "constitutional policing" work out properly in the broader and better sense of that term. For best results, these dynamics should be taken on in prioritized tiers.

Tier 1 would be the constitutional imperatives, the absolute requirements and constraints. Tier 2 would involve what officer's "can do" – *maybe* – depending on

Constitutional...con't.

whether their state law and local dictates allow. Tier 3 would recognize that it is not always just *what* we do, but *how* we do it, that makes the difference. For example: the way we listen to, talk to, and treat people.

All of this, and more, is part of community trust building – born of legitimacy, procedural justice and fairness – and of tightening the ship, individually and organizationally, regarding constitutional policing. There is a huge need to get this right and there are still big problems – misunderstandings, knowledge gaps, consequent mistakes, and sometimes even negative organizational culture. Given the importance of this work, we need major error control initiatives which will require an “all-hands-on-deck” approach, with top-down, bottom-up leadership.

Discussion Topics Include:

- Arriving at a “working definition” of “constitutional policing.”
- The most likely reason an officer might violate someone’s constitutional rights.
- Reasons an officer might *knowingly* violate someone’s constitutional rights.
- Potential consequences of constitutional violations by police.
- Constitutional policing practices the constitution allows but local officials often do not.
- Potential issues in the training philosophy of “full reach of lawful authority.”
- How officers may be exposed to misinformation and even “un-information.”
- Why policy and training must function as conjoined twins.
- Why truly discerning testing is crucial to effective and defensible training efforts.
- The role of supervisors and managers in supporting constitutional policing goals.
- Reasons that non-traditional training methodology may be useful in this arena.
- How all of the above issues should be treated in terms of training systems and practices.
- The role of all law enforcement trainers in helping to assure positive situational outcomes.
- Spotlighting and highlighting of key areas of constitutional policing.

All law enforcement leaders at all levels, notably including trainers, are responsible for helping to assure critical knowledge and high-quality outcomes in this vital area. Leadership involvement and training initiatives can help, or hinder, these dynamics. This training explains and demonstrates appropriate constitutional policing training methods, and how “non-legal” training, systems and standards must support our “legal” efforts and inspire officers to apply core values to situational dynamics. Often, it’s not just what we do, but how we do it, that draws attention and concern.

Because of the breadth of needed discussions and the short time-frame of this training, it will not involve testing or the small-group and other iterative learning methods that would be normal in a longer session. Rather, each instructional objective will appear sequentially on a classroom screen and instructor-led introductory information will be presented. Then, there will be multi-directional, interactive Q&A facilitated by the instructor to the point that conclusions can be reached and learning is assured. **ILEETA**

About the Author:

Military leader; top-tier law school; attorney/author specializing in police law and leadership; department head at a state academy; in-house counsel to a major city police department; decades a national consultant/trainer; currently USDOJ-vetted trainer on constitutional policing for the Los Angeles Sheriff's Department and the IADLEST-selected constitutional policing expert in a national police training project. Email: randy.means@randymeans.com.



Cultivating the Next Generation of Law Enforcement

By Angeleic Huth

Law enforcement professionals must cultivate the next generation who will protect,

investigate, and serve. 'Cultivating the Next Generation of Law Enforcement' introduces information for those interested in what a Law Enforcement Career and Technical Education program is, what students do in the program, and how to become involved.

We will discuss the relevance of beginning tough conversations with students, recognizing cultural differences, and some ways to best keep respectful communication present while teaching a police-related curriculum in the high school classroom. There is information on how to maximize opportunities while sharing knowledge in these programs, communicating with stakeholders, and building industry relationships. Highlights of collaboration projects between education programs will be shared along with ideas to enhance the positive use of social media with teens.

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

These high school law enforcement programs may be stand-alone as part of high school class offerings or can be one of many offerings at a Career and Technical Education (CTE) center. According to Advance CTE, there are 12.3 million students enrolled in career programs across the United States. In this CTE world, there are sixteen career clusters, or tracks, where students can explore and/or hone in on their area of interest. Law enforcement falls into one of these tracks which also includes security, corrections, lawyers, and paralegals.

During this course at ILEETA, I'll share information from my experiences with high school law enforcement programs, peer teachers, administrators, and students. You might be surprised to learn the many similarities between the role of a police trainer and the role of a high school police program teacher.

Why is a High School Law Enforcement Program Important?

Due to high enrollment numbers in the early Spring of 2020, I was fortunate to be hired as a second law enforcement program teacher for my career center. Shortly after, national newsworthy incidents occurred in law enforcement and enrollment ultimately reduced by 40% over a two-year period. These school program enrollment numbers are hurting in similar ways that law enforcement struggles with hiring. In many locations, the numbers just aren't there. Cultivating the interest among this age group through creating meaningful programs with local schools may help to grow programs and build trust in your community for the future of the profession.

Another important aspect is sharing some of your stories with students. I've never been one to tell good work stories in casual conversations because the bottom line is we've all encountered our own versions of the same types of calls-for-service, regardless of where in the world our agency is. However, it is beneficial to share the good stories and the 'could've done better' stories so students can learn about it all. I'm a proponent of that in police training as well.

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

How Can You Get Involved?

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

- *Start a full-time or part-time program at your local high school.* While there are many administrative tasks and signatures involved with the upstart of these

Generation...con't.

programs, the rewards and positive impacts are endless.

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

The opportunity to initiate a conversation and connect with a student should never be taken for granted. We all joined the law enforcement profession to ultimately help others, so keep in mind that just one self-initiated positive interaction with a student may assist the trajectory of their future paths. If you are working an extra assignment at a ball game or presenting at an elementary school, lean into those community policing skills and really invest in the students you are around. While I cannot promise you the adrenalin dumps of police work (wow do I miss those!), I can assure you that the knowledge & opportunity you provide to these groups of students will impact and influence the profession.

ILEETA

About the Author

Angeleic Huth currently teaches law enforcement/police science at a career center in the Kansas City metro area and was named the 2023 National New Teacher of the Year (3-5 years on) for the Association of Career and Technical Education Trade & Industrial Skills Division. She is retired from the KCMO/PD where she served as a police officer, spending her last three years as the lead Physical Training & Defensive Tactics Instructor at the police academy. She continues to train law enforcement and civilian groups in various programs, writes curricula for police training, and is a safety, security, & policy consultant.



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Success Strategies for the FTO and Frontline Leader

By Steve Pratt



The Field Training Officer and Frontline Leader today are facing a multitude of issues that in days gone by we didn't have to concern ourselves with. Today we have to identify and implement strategies which will develop the newer officers so they will stay in the profession, as well as thrive in the profession. We believe we have developed some strategies which will help all organizations.

In *Success Strategies For the FTO and Frontline Leader*, we will begin with identifying some of the issues, experiences and expectations stakeholders are facing. Next, we will learn which role we as trainer/leader may need to employ to develop the people we lead. Are we a trainer, instructor or educator? Understanding that role will guide us in how to best help our trainee develop and build confidence in the new skills they will be learning. We will discuss some novel concepts from the world of negotiations such as Tactical Empathy, enhancing our communication skills and how to reframe our debriefing approach to be more thoughtful, and less accusatory.

As important as communicating to the trainee what we want them know is, equally important is, we teach them skills to make the knowledge stick and then be able to retrieve it, when they need it. Based upon your organization's needs, some topics need to come from memory and others, we just need to teach them where and how to retrieve the information. To answer the question, how do we know if they know what we want them to know? We test it. We will discuss various

strategies on how to evaluate if the trainee knows what we need them to know.

Lastly, we will invest in a tool which isn't traditionally used by law enforcement agencies, at least at the Field Training level or Frontline Leader level, the SWOT analysis. If we are in a position where we are unable to employ one or more of the other tools we discussed earlier in the class, then the SWOT analysis tool can help us understand and develop the people we are leading. We will discuss how we can deploy this tool as a Field Training Officer or as Frontline Leader. If time allows, we will have group exercises to aid us in developing the concepts presented in the class.

ILEETA

About the Author

Steve is an original ILEETA member, and retired Springfield Police sergeant. Steve has been either a full-time or part-time trainer since 1996. Steve has been the Assistant Academy Director and Continuing Education Coordinator for the Drury University Law Enforcement Academy since the fall of 2017. Steve has developed a DT, FTO, and Frontline Leadership Courses, along with multiple classes on De-Escalation and Implicit Biases for the DLEA. Prior to his law enforcement career, Steve served in the United State Marine Corps for 9 ½ years.

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Educators and Trainers Association

Community Policing: Putting the Unity Back into the Community

By Steve Sheridan



Why are we still struggling with developing successful

Community Policing Programs (COP)? Why,

when we hear of a successful COP, does it not last?

Let us start off by looking at the definition of a community. It is defined as: a group of people living in the same place or having a particular characteristic in common, a feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals.

We see the repetitive word of “common.” What we know about today is “common” has a new meaning. Common sense is no longer an accurate statement to use when discussing behavior. We now need to use “good sense” as it is no longer common. The new phrase we are overusing is “the new normal.” We use this to explain away poor behavior. I am fairly certain we do not want this “new normal” to really become normal. With an emphasis on the word common, we need to look into whether or not information is actually common when it comes to public safety. We know the answer, there is no common knowledge regarding crime and crime prevention. It is all about the “spin.”

Does your community know the mission of law enforcement; do we even know the mission as police officers? Even more interesting, why are the law enforcement missions so vastly different from one agency to another and in the same county even? We are policing the same population. If your organization and or your community does not know the mission, how do anyone know what they are community policing towards? Is there actually a “common” understanding? We need to clean up the law enforcement mission. At its base the mission is straight forward – To Keep the Peace While Maintaining Law, Order, and Civility.

Does your community know they have a responsibility when it comes to crime prevention? Yes, a responsibility, not a challenge, but a responsibility to be a part of the proper crime prevention for the community. Have we

established, within the community, a common understanding of every community member’s role in crime prevention? We have a document which establishes the responsibility of everyone when it comes to crime prevention – the Peelian Principles. Do you know them and what they represent? Does your community? Until we establish responsibility, we can’t have proper accountability.

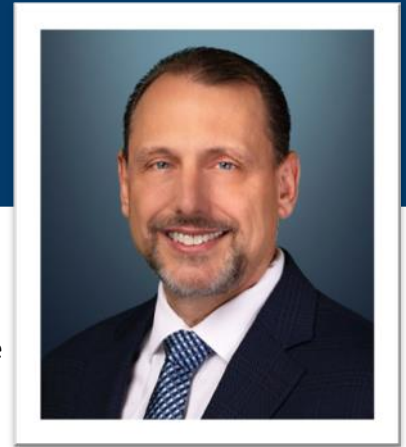
The goal of “community policing” should be to engage the community to a level of commitment, not just compliance. How do we accomplish this? How do we re-establish that we, the police, are just as much a part of the community as anyone else, or any other profession? It is a fairly simple answer. It boils down to leadership. Leadership across the board, not just police leadership but every leader within the community needs to be actively involved. A big secret to the success of community commitment is realizing the leadership role of everyone in the organization. Putting the Unity Back into Community is a look at how we get the community back into community policing – everyone has a responsibility when it comes to public safety. Everyone. **ILEETA**

About the Author:

Steve has been a police officer and supervisor for 28 years and has been an instructor for over 26. Steve has a degree in Sociology from FSU, and a Masters in Adult Education from University of Phoenix. He provides guidance to agencies around the country regarding leadership, community relations, de-escalation, and more.

Suicidal Subjects: Recognition, Communication and the Law

By Troy Siewert



Suicide is one of the leading causes of death in the United States. According to the Centers for Disease Control, 48,183 Americans died by suicide in 2021. The provisional number for 2022 shows a 2.6% increase to 49,449 Americans— an all-time high. If this wasn't bad enough, the statistics do not include the number of suicide attempts (1.70 million in 2021) or the immeasurable number of individuals who contemplated suicide.

Considering these facts, it's easy to see why law enforcement officers frequently encounter subjects who are contemplating, planning, or attempting suicide.

Unfortunately, many officers have yet to receive any formal training on how to effectively address these types of calls. They dutifully respond with the best of intentions but frequently end up frustrated and thinking, "I'm a cop, not a therapist; how do I know whether or not this individual is suicidal?"

It is not uncommon for officers to feel pressured in these situations by the belief that they are obligated to take action yet have only two available options: arrest or transport to the hospital emergency room.

Furthermore, these calls often require officers to make difficult decisions, in a relatively short amount of time, with limited (known) options, and no specialized training to guide their response. It's no wonder some officers begin to feel overwhelmed and indecisive.

Having the appropriate knowledge, skills, and strategy to navigate these delicate situations will help officers be more confident and effective in helping individuals in crisis.

So, what can officers do to respond to these types of calls more effectively?

To begin with, officers should make every effort to get as much quality, relevant information as they can before arriving on scene. Relying solely on what is provided in the initial dispatch is often insufficient and could prove costly. Asking for additional valuable information will

guide officers in their response and help them to make better decisions once they are there. Some examples would be diagnosis of mental illness,

medication prescription and compliance, suicidal threats that were made, access to means, and substance use.

Once on scene, it is important for officers to understand the dynamics of a suicidal crisis and their role in helping to connect an individual in crisis with appropriate resources. The ideal outcome should be for an individual to willingly engage in the ongoing use of appropriate resources, thereby reducing or potentially eliminating future crises and calls for service. This is where, without training and knowledge of available resources, many officers can begin to feel out of their element.

Having a simple strategy, or framework, which is easily applied to these types of calls can help guide officers through the relatively unfamiliar role they fill during these incidents. By breaking up the overall interaction into a series of steps, officers gain a sense of structure and direction which, in turn, increases their confidence and ability.

One such approach that officers can use to help guide them on these calls is the R-E-D Strategy.

The R-E-D Strategy consists of three basic steps.

- Step #1: Rapport and Explore
- Step #2: Evaluate and Collaborate
- Step #3: Document Appropriately

Each of these steps has several important components which clarify what the officer needs to do in that phase of the call. By grouping the components into three basic steps officers are provided a clear path for successfully navigating the interaction.

Overall, this framework does not ask officers to make a prediction about suicide attempts or death by suicide as potential outcomes for each call. That is impossible to do.

The R-E-D approach is a plan-based strategy. It guides officers on what to look for, the questions to ask, and how to develop what they believe to be the most appropriate plan going forward based upon what they've learned.

By following this plan-based approach, officers can improve their ability to assess a crisis and more effectively develop a resolution. They no longer need to feel so lost – as though they are wandering through a crisis with no sense of direction – and figuring things out as they go.

There is one additional factor involved in law enforcement response to suicidal subjects that is of the utmost importance for officers to consider– the law.

What does case law say about law enforcement response to a subject who is suicidal?

Many law enforcement officers are surprised to learn that, generally speaking, they do not have a legal duty to protect individuals from self-harm. In fact, there are times when it may be a better course of action to tactically disengage rather than pushing the issue and potentially escalating the situation.

Officers should be well-versed in such legal concepts as: Graham factors (Graham v. Connor), safety priorities,

State-created danger, and fourth amendment rights vs. government interest. Many states have “red flag laws” that officers should also be aware of as a potential option to consider. Not being familiar with these concepts can lead to misinformed decisions, poor outcomes, and potential liability. These, and other, legal principles and concepts can be considered in R-E-D Strategy step #2: Evaluate and Collaborate.

If you'd like to learn more information about the R-E-D Strategy and the relevant case law surrounding law enforcement response to suicidal subjects, so that you can more effectively respond to these types of calls, be sure to attend “Suicidal Subjects: Recognition, Communication, and the Law,” presented by Lt. Troy Siewert (ret.) and Lyla Zeidan, Esq. at the 2024 ILEETA conference in St. Louis.

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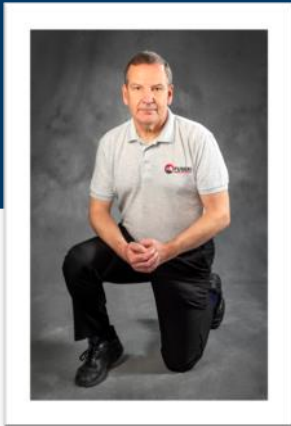
About the Author

Troy Siewert is a retired lieutenant with 30 years of service at the Orland Park, Illinois Police Department. He is a certified CIT coordinator, CIT officer, crisis intervention specialist, and crisis negotiator. Troy has been an LEO instructor in Illinois since 2017 and is also an IADLEST-certified instructor. He can be contacted via email: Troy@InsightfulCrisisResponse.com.

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Lies, Cons and Psychopaths

By Martin J. Smith PhD.



Policing is about understanding people. There are many people we deal with, in all walks of life, including: offenders, witnesses, even colleagues, family or friends. Some of these people

may have what can be termed “a darker personality”. This term might come across as “bad” or “evil” and this can be the case, but in a more general psychological terms, dark personality tends to describe a number of very broad terms and can also be very subtle and unseen until the control and manipulation has a strong hold.

Another term used is “Toxic Types”.

“Although each person’s character is as unique as a fingerprint, we can notice throughout history certain types that keep recurring and that can be particularly pernicious to deal with. As opposed to the more obviously evil or manipulative characters that you can spot a mile away, these types are trickier.” Greene 2020 P64

A core defence against what I often term as “being played” is to develop a greater understanding of this type of individual, what they are capable of, and how they get away with it.

Individuals I have termed “CIMs” or Controlling, Intimidating and Manipulative personalities have a range of tools at their disposal which they draw upon with ease some of these tools include:

Impression Management Tactics

Weaponised Language skills

Levers to aid manipulation and control

Our own vulnerabilities used against us

Common Indicators / signs / traits

CIM’s or dark personality types tends to describe a number of very broad traits including:

Manipulative and Callous

Selfish and Dishonest

Disagreeable / Antagonistic

Impulsive / Risk Taker

Immoral / Exploitative and cannot be trusted,

High levels of deceit and lies.

But what complicates things is they are also often charismatic and charming, subtle and plausible and highly engaging.

Impression Management Tactics

One way they do this is through the use of Impression Management Tactics. IM tactics can be defined as the process by which individuals attempt to control the impressions others form of them. We all use impression management (IM) tactics in some form or another. CIM Personalities use IM tactics more and are better at them.

Examples of IM tactics include:

Mastering of nonverbal cues, managing how they respond to things to gain the maximum rapport and lower any suspicions or defences we may have against them.

Being a good method actor, able to adapt quickly to expected roles, be it commanding, subservient, friendly way or showing concern or anxiety if the situation demands it.

Adapting to the audience, a key skill of any good communicator especially those wanting to manipulate or control is to be flexible and blend in with an audience.

Creating the proper first impression, this is done both at a communication level and appearance level. This individual can quickly scan you and identify points of interest, what you wear, your watch or even the ring tone on your phone all have potential points of interest.

Project role relevant qualities which help you warm to them and ultimately trust them.

Other IM tactics can include being good at self-promotion, being able to ingratiate themselves to you by flattery or opinion conformity, simply agree with everything you say to your face even though they may completely disagree with everything.

Weaponised / Divisive Language and Behaviour

It is important to realise that language is behaviour and many displaying CIM traits clearly demonstrate a range of language patterns and behaviours designed to achieve a number of often negative objectives of control and manipulation.

The use of such weaponised language can result in a number of possible outcomes, three main ones being:

Divisive - Always looking to control, intimate or manipulate a person or situation.

Damage - Potential to cause some level of upset, undermining or embarrassment.

Dangerous - Ever mindful that this type of language and behaviour used often enough can have dangerous outcomes if not effectively checked.

Levers to aid manipulation and control

CIM's will use a range of tools to control, intimidate and manipulate anyone they come into contact with. One of these tools or levers is the creation of uncertainty. Consistency fulfils important needs in our lives.

Often the actions of the CIM are inconsistent with our normal view of the world or how people should behave towards others. It is this lack of consistency which creates uncertainty and disorientation which opens doors for control, intimidation and manipulation.

One of the terms highlighted here is developing a sense of certainty, can we trust the information that we are getting? There are five sources of uncertainty (Klein 1998 p112) we need to pay attention to, these being:

Missing information - They can often withhold information or not give you the full picture, a jigsaw with missing pieces.

Unreliable information - The alarm bell in our head will often shout out not to trust information given and we should heed that alarm.

Conflicting information - Information may come from a trusted colleague but because it is inconsistent with what the CIM is giving you, or doing, the doubt is created and often the CIM is better at, and better placed, to convince you that their information is to be trusted.

Noisy information - Too much irrelevant details coming in at one time or at a rapid rate. Again they are often able to throw many things into the mix at once and we have information overload.

Confusing information - You can have plenty of trustworthy people trying to help you and give you good advice but because of the disorientation created by the CIM there is just too much information to process.

Our own vulnerabilities used against us

What can make us a target for a CIM? The first important point is that everyone has vulnerabilities and is open to be a target. There are however some "Vulnerability Buttons" that can make us more susceptible.

Harriet Braiker PhD highlights a number of buttons we all have that can make us vulnerable. These are not weaknesses but vulnerabilities. What is the difference? Weaknesses can be seen as negative and things you should not have, but vulnerability is things we can do too much of and too quickly which can in the hands of the CIM.

Braiker poses the question “Who is vulnerable to manipulation?” The short answer is: everyone. It is worth taking time to consider what might be your vulnerability buttons. Psychologist Alan Godwin highlights some of the more general traps we can all fall into when it comes to control and manipulation, these include:

A naïveté expectation - Seeing the best in people and hoping that everyone can be reasoned with.

Projective Identification - The idea that this must be me, it must be my fault.

Incremental Acclimation - When things gradually over time, in small doses we don't notice what is happening so easily or quickly.

Hoping for change - Anyone has the capability to change but two keys things must be in place for that to occur. The person must recognise there is a problem and they must want to change. For the CIM there is no recognition that they are in any way a problem.

Being reasonable - We are working under the false impression this person is reasonable and can see an alternative viewpoint.

Check out Martin's ILEETA 2024 conference presentation
- Lies, Cons and Psychopaths.

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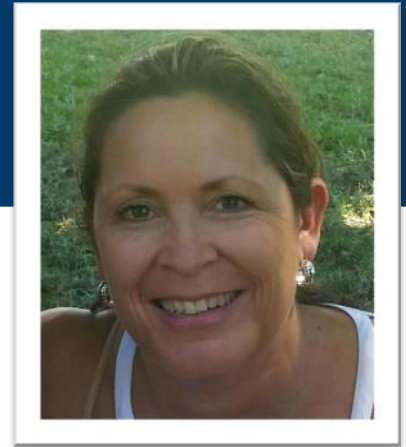
About the Author:

Martin Smith is based in the UK and is a retired Police Inspector with 25 years policing experience. He is a specialist training consultant specialising in dealing with manipulation and controlling types in the workplace. For more information on Martin or any of his programmes he can be contacted directly via email - info@taking-control.co.uk or phone him on 07 973 410 010.



Narcissist Abuse: The Unspoken Trauma

By Gina Rivera Sokolich



Understanding how to handle individuals with narcissistic traits can be beneficial for law enforcement officers. By gaining an understanding of the key traits and behaviors displayed by narcissistic individuals LEOs can equip themselves with valuable knowledge that can be of great help.

Individuals with narcissistic traits can indeed complicate situations. Some may feel the need to make their presence known, which can potentially interfere with investigations or other police work. It is important for law enforcement officers to be aware of these behaviors and approach each situation with a level head and a clear understanding of the facts at hand. By doing so, officers can work to minimize any disruptions caused by narcissistic individuals without compromising the integrity of their work.

In this session, we will discuss the traits, behaviors, and potential situations law enforcement officers should be aware of when dealing with a narcissist.

Narcissists have an inflated sense of entitlement, believing they are special and exempt from rules. They are skilled manipulators, using charm and intimidation to get their way. They lack empathy, disregarding the feelings and needs of others.

Despite their grandiose self-image, narcissists have fragile self-esteem and become aggressive or defensive when criticized. They frequently violate personal boundaries invading personal space and ignoring social norms. Narcissists struggle to take accountability for their actions often deflecting blame onto others. There is a risk of aggression when their self-image or control is threatened.

Narcissists constantly seek admiration and attention, boasting about their achievements and demanding recognition. While they manipulate others, they can also be vulnerable to manipulation due to underlying insecurities.

With this knowledge, law enforcement officers can approach encounters with narcissistic individuals cautiously, maintaining clear boundaries and prioritizing

safety.

Learn about cases where innocent individuals have been unlawfully detained by law enforcement,

all because of the confusion caused by narcissists.

Law enforcement officers who have experienced trauma caused by a narcissist or have dealt with them on scene can seek help. My organization offers support and resources to help officers overcome the negative effects of these experiences and be able to move forward.

Don't let the actions of manipulative individuals affect your work and well-being. Don't let the actions of manipulative individuals go unnoticed, join us and discover how we can help prevent such incidents from happening.

Don't miss out on the opportunity to learn more about this important topic.

Contact us right away to find out what assistance we can provide. **ILEETA**

About the Author:

Gina Rivera Sokolich has been in private practice as a Licensed Professional Counselor in Ballwin, Missouri for over 6 years. Gina is a Certified Trauma Professional and a retiree from the field of EMS. Gina is very passionate about her work in the Mental Health Field and working with First Responders. During sessions, Gina utilizes EMDR, CBT, and Brainspotting modalities. Email: respondingfirstcounseling@gmail.com/respondingfirst.com



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