

The ILEETA Journal



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2021



ILEETA

International Law Enforcement
Educators and Trainers Association

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ILEETA Journal Editorial



Managing Editor:
Kerry Avery

Editorial

The postponement and then cancellation of the ILEETA conference in 2020 made an already challenging year feel even darker. For those that regularly attend the conference, we lost an event we look forward to all year. The chance to catch up with old friends, make new friends, and spend a week immersed in ideas to improve law enforcement training. Other people were anticipating their first ILEETA conference and watched that opportunity slip away. Now as we prepare for the 2021 conference many are looking forward to this important piece of normalcy returning while others face the disappointment of missing the conference for a second year. I am in the latter group due to international travel restrictions. Although I am disappointed for myself and everyone else in my position, I also feel encouraged by the number and breadth of articles we received for the annual conference edition. Knowing this many people can attend this year makes me feel like there is a light at the end of this tunnel and one year from now we will be getting ready for a monumental reunion!

Looking back on the past year and reflecting on what it all means for law enforcement and training is challenging because it was a bipolar experience with police going from front line heroes to an oppressive regime almost overnight. We face a never-ending barrage of public opinions on policing. People who have never attended, witnessed, or worked on training in general let alone police training are now telling those of us who have been working to improve training for decades as if we were not aware of this.

Police are and always will be a necessary part of a civilized society and, for a reason we don't always understand, there will always be people willing to answer the call to serve their community as police officers. What I do see from these conversations is an opportunity to further our agenda to improve training. At least if people see the importance and the impact of training they are less likely to cut the budget. We agree that training can be better. That is why ILEETA and the conference are important to us.

The lights in the darkness of the pandemic and the anti-police movement are there. There are common goals to maintain health, save lives, and continue to improve training. For those of you attending the conference, seize this opportunity to absorb information, share, and talk to people about how to improve your training. For those of us who cannot attend, read through the articles, connect with other trainers, and continue to seek out ways to improve. This journal benefits attendees and those who cannot attend a session or the conference. As Brian Willis discussed in the recent learning lab, we are in what Simon Sinek calls the infinite game. Our only goal is to keep improving.

Stay Safe!

Kerry

Meet Me in St. Louis!

A Guide to the ILEETA Host City

By Kim Schlau



Welcome to St. Louis! We are so glad you are here for the 2021 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.

If you attended last year's conference, you may remember construction happening on the lower level of the exhibition hall and outside Union Station near the Trainshed. In December 2019, six new attractions debuted – The Aquarium, Wheel, Mini Golf, Mirror Maze, Rope Course and Carousel. All are located in Union Station, just steps from the conference.

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



The St. Louis Wheel -

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

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

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

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

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

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

Of course, the Arch is St. Louis' most famous landmark. Standing 630 feet high and 630 feet across, the Arch is the tallest memorial in the United States, and the tallest

stainless steel structure in the world. The Arch and its adjacent park grounds have undergone a major renovation. Take the tram up to the top of the Arch and enjoy amazing views of the city of St. Louis to the west and across the Mississippi River to the east into Illinois. Fun fact – no building in downtown St. Louis can be built higher than the Arch.



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

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

National Blues Museum - 615 Washington Street, St. Louis MO

The National Blues Museum explores the Blues and celebrates the genre as the foundation of all modern American music. The facility educates guests in an entertaining environment that includes high impact technology driven experiences, a state-of-the-art theater, artifact-driven exhibits and robust public programming.

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

Indulge your inner child and visit the City Museum. Housed in the 600,000 square-foot former International Shoe Company, the museum is an eclectic mixture of children's playground, funhouse, surrealistic pavilion, and

architectural marvel made out of unique, found objects. Enchanted caves, an aquarium, various tunnels and climbing structures, a 10-story slide, and a rooftop ferris wheel are just some of the many attractions.

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

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

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

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

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

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

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

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

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

Come to the Emerson Hour

by Joe Willis



The Emerson Hour has become an anticipated fixture in the annual ILEETA Conference Schedule and 2021 will be the 8th time six speakers will answer Ralph Waldo Emerson's

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

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

The power of the question becomes evident throughout the week as the conversations continue to unfold. For many of the attendees, the ILEETA Conference is an annual pilgrimage that brings together nearly 1,000 people who are passionate about training. Throughout each day of the conference they move from room to room, learning from each other and sharing ideas. The synergizing happening in the hallways, and in the seats of the magnificent hotel lobby where members gather – by the hundreds is fascinating. The hotel is abuzz with the energy of the swarming minds of great trainers. The diversity of thought is at an all time high when trainers from agencies of all sizes and from every state sit together and ultimately share with one another, what's become clear to them since they last saw each other. In some cases, it may have only been since breakfast. In other cases, its been a full year or more but the under current of the conversations remains the same – "I've been thinking about..."

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



Emerson Hour Speakers:

- ? 2021 Speaker
- ? 2021 Speaker
- ? 2021 Speaker
- ? 2021 Speaker
- ? 2021 Speaker
- ? 2021 Speaker

Emerson Hour...con't

Anthony Maness
Brian Hill
Brian Nanavaty
Brian Willis
Carol Greene
Cheryl Funkhouser
Chip Huth
Chris Bratton
Chris Cerino
Coach Bob Lindsey
Dan Fraser
Dan Greene
Dennis Valone
Duane Wolfe
Jamie Gadoury
Jason Der
Joe Willis
John Bennett
John Bostain
Karen Soloman
Keith Wenzel
Kevin Davis
Ku'ulei Nitta
Lou Ann Hamblin
Mark St. Hilaire
Michael McSellers
Michelle Paladini
Michelle Seibert
Paul Hasselberger
Pete Ebel
Phil Carlson

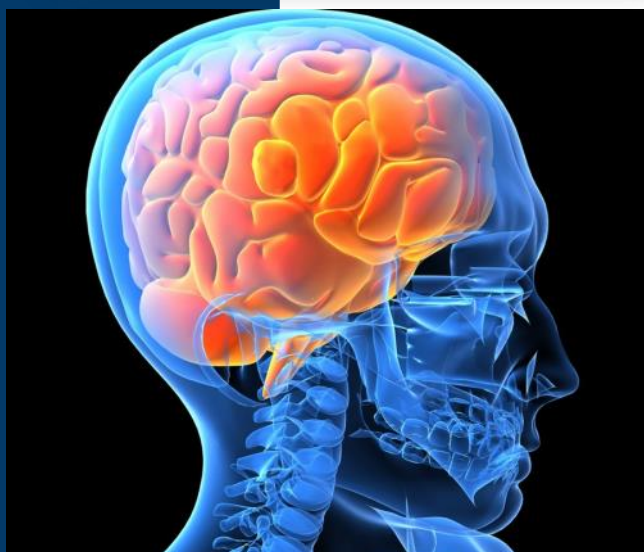
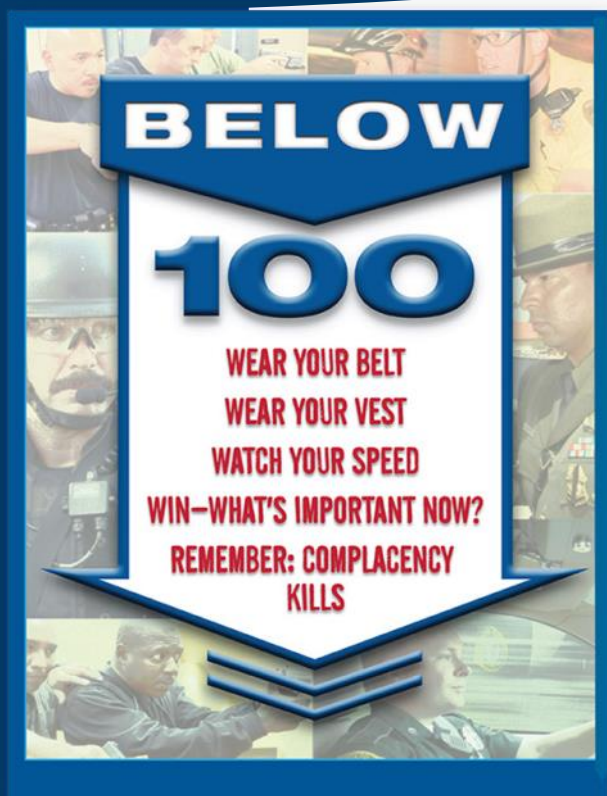
Richard Neil
Rod Rifredi
Roy Bethge
Simon Boutros
Thom Dworak
Tim Janowick
Tom Cline
Travis Yates



Officer Safety

Use of Force

Editor:
Brian Hill



Dynamics of Officer Involved Shootings

by Kevin R. Davis

“Whenever an officer gets involved with these events, the first thing in their minds, once everything has cleared besides, “I’m okay, my family’s okay, my partner’s okay. Okay we got through the incident, now what the hell’s gonna happen?” Especially today, paranoia is gonna set in, “Am I gonna be another officer thrown to the wolves, for doing nothing wrong?” That’s always been there, but today it’s gotten far worse.

“...the emotional damage that is done to the officer by this a poorly done process, whether it’s political or simply incompetent, you’re not just damaging the officer and that family, you are damaging the entire agency because every single officer seeing what that officer went through, even if the eventual outcome is okay - the officer somehow legally survives a big screw-up by the legal system, and manages to retain their job, and manages to not go to jail, every officer is looking at what that officer went through and saying, “What is gonna happen to me if I get involved in a similar situation?” So you’ve now basically traumatized the entire agency and created doubt in the minds of the officers, that they can count on a fair, impartial legal system to have their backs when they haven’t done anything wrong.”

Dr. Alexis Artwohl, “The Psychology of Deadly Force”
Webinar, 23 February 2021, Association of Force Investigators

Dateline Columbus, Ohio (2/3/2021): CPD Officer Adam Coy is indicted by a Grand Jury for Murder in the shooting death of Maurice Hill. New county prosecutor Gary Tyack is quoted “I think for years and years, some police have felt they had immunity as long as they told a story about how they shot someone in self-defense...” “we need to get the message out that if you do succumb to the temptation to shoot, then we will end up penalizing you, maybe even sending you to prison.”

Dateline Rochester, NY (2/23/2021): Officers involved in the death in custody of Daniel Prude, subject voluntarily under the influence of PCP who was experiencing Excited Delirium are “no billed” by a Grand Jury. State of NY Attorney General Letitia James stated, “The criminal justice system has frustrated efforts to hold law

enforcement officers accountable for the unjustified killing of unarmed African Americans. What binds these cases is a tragic loss of life in circumstances in which the death could have been avoided...”

Cause of death was listed as:

- Complications of asphyxia in the setting of physical restraint;
- Excited delirium; and
- Acute phencyclidine intoxication.

Dateline Atlanta, GA (5/30/2020): Two veteran officers, are fired the night of riots in that city based on BWC [video](#) of that incident. During the Civil Service [hearing](#) for Officer Ivory Streeter and [Mark Gardner](#) Attorney Lance LoRusso provides a successful defense which results in both officers retaining their jobs (though both, at the time of this writing, are still facing criminal charges in the incident).

We police in interesting times...

Police Use of Force – Deadly and Non-Deadly Investigations

A little background...for the last year I have been deeply involved in state wide, agency and county criminal justice policy, procedure s with officer involved shooting or in-custody death incidents. From investigator training, prosecutor involvement, State Attorney General involvement, police union defense of officers to Grand Jury presentation of cases.

As [someone](#) who has trained nationally on the subject, consulted, acted as an expert witness and written a [book](#) about the subject, my understanding of the material is based on years of experience.

My belief is that agencies cannot simply create an Officer



Dynamics...con't

Involved Shooting policy and then sit back and think that they will be protected or, their officers properly served, by the procedure.

Even if, by state law or agency decision, an outside investigation is mandated, neither independent nor competent outcome is guaranteed. To think that, ipso facto, a load is taken off the agency and the political gods satisfied by someone driving in from out of town to conduct an investigation is foolish. As the fishing adage goes, "you caught it, you get to clean it," and you'll still have to deal with the consequences of the process and outcome... This is not the time for amateur hour and "winging it." It also not the time for the notion of "it won't happen here," or, "we're just going to call in the state (fill in your investigative agency of choice).

Item: I was asked to be an SME – Subject Matter Expert, to consult on minimum training necessary for investigators on OIS incidents in my state. My list of courses was over multiple week's long and included some of the top programs: Force Science Analyst, Cognitive Interviewing, Digital Video Evidence, Shooting Incident Reconstruction, programs available today. The result? I dissented from the recommendation, withdrew my involvement, and the "committee" decided on a 40 hour program which was not even written or developed and taught by state employees...

Nice to know that the #1 problem area in law enforcement, one in which the process and outcome is being focused on by the *entire world* is supported by an untried, untested and unsupported training program based on reduced cost (it was free) and ease of implementation.

Let me state this, when/if I'm involved in another OIS incident, I want the best, brightest and most highly trained investigator responding!

"The investigators, not all investigators are as well trained... Sometimes, there are well meaning people who just, their agency just hasn't done enough to really fully educate them how to do an impartial investigation, like we talked about earlier, they may be under some political

pressure..."

Dr. Alexis Artwohl, "The Psychology of Deadly Force"
Webinar, 23 February 2021, Association of Force
Investigators

Course Focus

As we have learned, but not necessarily learned from, OIS and In-Custody Death investigation cases are dynamic and involve a multitude of factors, dangers, pitfalls both legal and political that expose – involved officers, investigators, administrators and agencies, to risk.

Let's properly train and prepare. To do otherwise is unprofessional, foolish and foolhardy.

Policing is one of very few jobs, maybe the only job, where we send the employee out to do what they've been ordered to do, what they're expected to do. They use the training that we provided to them, they use the equipment that we provided to them. They risk their life doing it, and the vast majority of time, they do it well, and save lives and then, by virtue of having done that - if it's a shooting or use of force situation, they are now, simply because they did their job, going to be subject of a criminal investigation to find out if they're going to go to jail, or the subject of an administrative investigation to find out if they're going to be disciplined, suspended, terminated."

Dr. Alexis Artwohl, "The Psychology of Deadly Force"
Webinar, 23 February 2021, Association of Force
Investigators

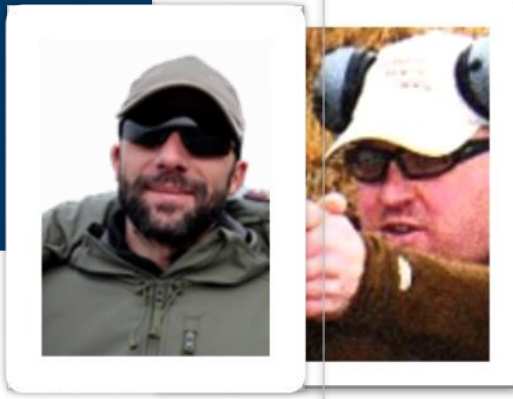
*Hope to see you in St. Louis. My class is being presented: Tuesday, 3/23 (Regency A); and Friday, 3/26 (Missouri Pacific) **ILEETA**

About the Author

Kevin Davis is a full-time officer assigned to the training bureau where he specializes in use of force, firearms and tactical training. With over 23 years in law enforcement, his previous experience includes patrol, corrections, narcotics and he is a former team leader and lead instructor for his agency's SWAT team with over 500 call-outs in tactical operations.

It's All Fun and Games

by Todd Fletcher and Paolo Grandis



Training is serious

business. When it comes to training our law enforcement professionals, training can be a matter of life and death. As a result, when we go to the range, most everything we do is serious. Range time is usually focused on developing the combative skills and mindset needed to prevail when evil calls at our door.

Training seriously is important, but we can't operate in condition orange and red at all times. It's exhausting, and it's not healthy. When we expect our students to continuously operate in life or death mode, a good number of them are going to start tuning out and losing interest. This is human nature. We have a limited amount of time and attention before we start to tune out the same repeated noise.



As a result, instructors need to break things up and have some fun. We can get some serious firearms training accomplished and have fun at the same time. Instead of focusing on the same types of drills we generally see on law enforcement ranges, we can look to diversify what we do in order to increase the fun factor. You can call these types of drills games, races, entertainment, or range recreation, but no matter what you call it, having some fun can improve the learning environment and the culture on our ranges.

This live-fire range class, "It's All Fun & Games", will present some fun and entertaining courses of fire. Some of these drills will be a little silly and wacky, but they're all designed to reinforce the importance of the fundamentals of marksmanship while making training more amusing. We will present courses of fire that include precision marksmanship as well as combative speed and accuracy drills in a different and unique way. Solo drills and team drills will be presented in order to demonstrate different and unique ways to make serious training topics more enjoyable for shooters of all levels.

Along with presenting some unique drills, we will present some new and different targets to make training more interesting. When you're planning the next firearms training session, how much thought do you put into selecting the targets you're going to use? If you're like most instructors, the answer is, "Not much." Most of us generally use the same targets we have always used. These targets are always in stock and ready to go, so we use them without a lot of thought and consideration. When everyone gets to the range, you do a quick briefing, get everyone loaded up, and start hammering away at the same old boring targets you always use. Yawn...

This class will be presented with a challenge to all law enforcement firearms instructors: Change your range culture to make firearms training enjoyable for all your shooters. Range training doesn't need to be rigid, militaristic, and boring. The best instructors understand how to blend serious combative drills with training meant to be fun and interesting. When we make training fun, it can facilitate the learning process, improve skill development, and increase shooter performance. We can have fun while challenging our all-star shooters without overwhelming our new or remedial shooters.

"It's All Fun & Games" is meant as an instructor development class. A solid background in teaching and training shooters will help provide context for the drills presented in class. Throughout this presentation, coaching and teaching points will be emphasized as well as ways to effectively communicate each of the training points and objectives for building better shooters. Lastly, this class puts the "I" in ILEETA. Co-instructors Todd

Fletcher and Paolo Grandis provide a unique international flavor pairing experienced firearm instructors from the United States and Italy.

We can take firearms training seriously while having fun. Training seriously doesn't necessarily mean taking ourselves too seriously. Having fun and playing games on the range can improve our range culture AND make our shooters more prepared to prevail when the wolf arrives. We look forward to seeing you on the range! **ILEETA**

About the Authors

Todd Fletcher recently retired after over 25 years of law enforcement experience. He has presented instructor development training at multiple ILEETA Conferences and IALEFI conferences. Todd writes regularly for PoliceOne and Police & Security News magazine. As co-owner of Combative Firearms Training, LLC, Todd provides firearms training, instructor development classes, force response training, and consultation to law enforcement instructors and agencies. He can be contacted at Todd@CombativeFirearms.com.

Paolo Grandis is a veteran firearms instructor from Mantova, Italy. He has presented firearms classes at several IALEFI conferences and is a first-time attendee at the ILEETA Conference. He has trained numerous military and law enforcement groups worldwide. He is also a product development consultant and instructor for DTG Defence Technology Group specializing in Kalashnikov and HS Produkt weapons. He can be contacted at PabloGrandis@gmail.com.



Ambush: Survival Techniques for an Evolving Threat

By Richard Fairburn



My Ambush seminar has been delivered at about 10 ILEETA conferences but changes slightly each year. My research into police ambush attacks dates back to 1997. I was working at that time in the Illinois State Police (ISP) Intelligence Bureau and was given a project from our Director's office. The Director had read through the FBI's annual Law Enforcement Officers Killed and Assaulted (LEOKA) report and noticed a jump in officers killed in ambush situations. The yellow sticky note said simply, "is this something we need to look at?"

I called the FBI and got copies of the last 10 years of LEOKA statistics and, sure enough, the number of officers killed in ambush situations had taken a sizeable jump and has continued to grow. Being an old firearms instructor, I also noticed a parallel jump in the number of officers killed with centerfire rifles. As these statistics have evolved over the last 24 years, we see the combination of rifles being used in ambush attacks growing ever more common. An ambush committed with a rifle is arguably the deadliest threat officers face on the street.

Awareness

The first articles I wrote and training sessions I delivered about ambush attacks were primarily about awareness. I debriefed several ambush attacks and emphasized the need to be alert and aware. During this process I had moved to the ISP Academy as an instructor and later the Section Chief of the Firearms Training Unit. We had the FBI send a large dump of ambush related LEOKA reports and several of us read through them, trying to find a common denominator. We were looking for some sort of precursor which could alert a responding officer to the threat of a possible ambush. The incidents varied so much no warning signs could be deduced, but one issue did become obvious – when multiple officers were killed/wounded at an ambush they invariably arrived one-at-a-time. That is the normal arrival pattern for police, one-at-a-time, responding to a call from various locations within their jurisdiction.

Team-based Response

My articles on Police1.com and training sessions then expanded to include what we had learned about the danger of one-at-a-time response to an ambush incident. At the same time, we were developing a radical new leadership course at the ISP Academy, teaching first-line supervisors how to take charge of a critical incident and form their police officers into a team. During the Rapid Deployment training years following the

Columbine school attack, the need for strong, street-level leadership and team formation became apparent.

Counter-Ambush Tactics

During these years I had long sought information from ambush attack survivors, but none were found. When using LEOKA statistics for any tactical research one unfortunate fact must be remembered, the data gleaned is coming from officers who lost their fight. While the "A" in LEOKA stands for officers assaulted, few specific details of the assaults are collected, so the ambush data we have comes from the victims. Yet, there HAD to be ambush winners out there.

As I read through my emails one morning at the academy, one appeared from an officer in Wisconsin. It thanked me for my research and writing on the topic of ambush attacks, because some of my tips had saved the lives of the email author and his partner the previous night! Finally, a WIN! After all the OIS investigations were completed, I drove to Sheboygan, Wisconsin and interviewed the officer. The investigation determined that a disgruntled and heavily armed individual had staged a fake armed robbery at a tavern to lure officers into a premeditated ambush, with the goal of killing as many officers as possible. I came away with six dot points which had turned the Wisconsin incident from a potential blood bath to a dead attacker with no police injuries.

Police1 published my article on the Sheboygan incident the same week as that year's ILEETA conference to mesh with my AMBUSH presentation. Even before I could get loaded up for the drive to the conference at St. Louis, readers of the Sheboygan article contacted me with details on their own ambush wins. A minor flood of great information poured in and the old (and small) Intelligence Analyst part of my brain immediately spotted a pattern. The same six success dot points I found in Sheboygan were also found in the subsequent debriefs I conducted with ambush winners.

Existing techniques were the answer!

I had long suspected the Infantry ambush survival tactics I had learned in my youth at Fort Benning's School for Wayward Boys (US Army infantry school) would work for a police ambush

attack. I was right! One of the ambush winners from Bristol, Tennessee was a 26 years veteran of the Tennessee National Guard, an Infantry NCO with a combat tour under his belt, and he totally agreed. Military ambush survival tactics had saved him and probably two other officers in his incident.

The infantry response to a close ambush is, Attack the Ambush. Turn into the threat and attack with all the ferocity and firepower you can muster. The exact opposite of the recommendations made in the 1979 Motorola training film "Survival Shooting Techniques." This training film, originally on 16mm movie film, is available at [https://texasarchive.org/2014_00058]. At about the 19:00 minute time stamp you can see their recommendations for ambush survival at the time – exit the "kill zone" as quickly as possible. For entertainment value, keep watching until you see the infamous and totally ludicrous roll-over shotgun shooting sequence.

Whatever you do, NEVER show this old footage during an ambush survival training session. The concept of "Coaching Forward" dictates that you never show an officer the WRONG way to do something so that image is not on their hard drive to be recalled under stress. The power of the Coaching Forward philosophy needs a separate article to properly discuss.

As an example of questionable training leaving deadly "scars" I submit this incident. In 1994, a Waukesha, Wisconsin police Captain was pursuing bank robbery suspects when they ran their pre-planned pursuit tactic, an impromptu ambush. The suspects made a sudden right turn into a subdivision and panic braked to a stop. By the time the Captain had negotiated the turn he saw both suspects out of the vehicle, armed with M14-style rifles. Being of my generation the Captain probably remembered the "exit the kill zone" training and threw his car into reverse, attempting to back away from the threat. More than 20 rounds of 7.62 NATO ammo was poured into the Captain's vehicle before the son of the robbery team ran back and finished the Captain with a head shot from a handgun. Instead of trying to back away from the threat he should have attacked the ambush by

driving directly at one of the attackers.

The Dot Points:

The ambush survival dot points I gleaned from several ambush winners is simple:

- 1. Stealthy approach:** Giving the officers the element of surprise
- 2. Think ambush/kill zone:** Could this call be an ambush? Where would I be? How can I avoid a kill zone?
- 3. High alert:** Attention to small details (sights, sounds, etc.)
- 4. Instant response:** No hesitation in taking aggressive action
- 5. Counterattack:** No withdrawal or retreat – attacking forward
- 6. Overwhelming use of force:** De-escalation through superior firepower

In the two-hour **AMBUSH: Survival Techniques for an evolving threat** sessions at the 2021 ILEETA conference, I will debrief several ambush incidents and provide the lessons learned. I will further explain the six survival points listed above and provide techniques on how to train your officers to use them effectively.

A BONUS: This year Officer Ian McDowell, Peoria (Illinois) Police Department - retired, will speak during my sessions on the unprovoked attack ambush he survived in 2018. Though receiving a career-ending wound, Ian's instant and violent response saved his life. Shoot Straight and Stay Safe! Ian and I hope to see you at our conference classes, currently scheduled for Thursday morning and Friday afternoon. **ILEETA**

About the Author

Dick Fairburn has more than 40 years of law enforcement experience in both Illinois and Wyoming, working patrol, investigations and administrative assignments. Dick also served as the section chief of a major academy's Firearms Training Unit and critical incident training program. He has a B.S. in Law Enforcement Administration from Western Illinois University and was the Valedictorian of his recruit class at the Illinois State Police Academy. He is the Law Enforcement Firearms columnist for Police1.com. and has published more than 300 feature articles and two books: "Police Rifles" and "Building a Better Gunfighter." Dick is currently serving as the public safety director in a Central Illinois community, overseeing the police and fire departments, as well as the 911 center.

Safe and Effective Range Utilization

by Ed Santos



Over the last few years I have been contracted to inspect an increasing number of outdoor and indoor ranges for projectile

escapement, noise and environmental concerns. Many of these ranges are operated by Law enforcement agencies or support LE Training. As a longtime traveling firearms instructor, NRA Range Technical Team Advisory member, NSSF Range Action Specialist, Range owner and shooting range consultant, it is obvious to me that some ranges are used for training outside the scope of its design.

Law enforcement instructors are always looking for ways to challenge their students and provide the highest level of realistic training possible. Often these efforts are complicated by instructor or student availability, budget constraints, equipment or facilities. I certainly understand these issues but when a range is either underutilized or inappropriately used for training, we should all be concerned. I can't imagine any instructor knowingly putting students at risk by conducting training beyond the design constraints of any facility.

The disconnect in how training is developed and ultimately delivered often comes from the lack of understanding of the facilities capabilities or intended use design constraints. This is especially true for the indoor range environment. I hope that this article will clarify some of the misconceptions of indoor ranges and their capabilities and create enough interest that you do additional research.

The underutilization or inappropriate utilization of indoor ranges should be a concern to us all. If you do not understand the intended range use your indoor facility is designed to accommodate, you may be short changing your students of otherwise realistic training or worse yet putting their health or your staff's health at risk.

The need for realistic training is unquestioned. We need only to look at the federal court guidance for hands-on training: [Tuttle vs Oklahoma](#) The court strongly suggested

the need for realistic firearms training.

Our desire to provide realistic training must not compromise the student or instructor in any way. This can only be accomplished by working within the design considerations of the facility.

Facility Considerations and Issues. One of the first questions that must be answered is, for what purpose was the range originally designed? Was your range intended to support Fixed Firing Line or Dynamic Movement while shooting? Will the Target System, Projectile Containment and Backstop design accommodate movement or shooting beyond the fixed firing line?

Specific issues to be considered include but are not limited to Reduced or Disrupted Airflow, Downrange contamination, Ballistic Control Projectile Escapement, and Range Housekeeping.

The result of your range design evaluation may require you to alter the way training is delivered. You may have to incorporate the use of Green Ammo, Simulation Firearms, or even AirSoft training weapons.

The Training Objective. Only with a clear understanding of your facility capabilities can you determine if your agencies training objectives can be safely accomplished. A very common "in Term" today is ***"Bring the Street to the Range"***! Let's look at a few of the most common issues that are incorporated in meeting the street to range training objective. Moving while shooting, Shooting moving targets, Low-light training, Advanced weapons manipulations, Individual and Team tactics.

Cadre Experience and Your Budget. The emphasis of this article is range design and limitations. However, I would be remiss here if I did not look at how Cadre experience and Budget will impact the way training is ultimately delivered. More advanced live fire exercises require an instructor with a higher level of experience. Firing line management becomes more complex with the incorporation of off line movement, 360 scans, Force on

force training, and the method of maximizing the effectiveness of Square range courses of fire.

Thinking Outside the Box. Ultimately we want to incorporate as many tactical realities whenever possible. A well designed realistic training program should incorporate Movement, Verbalization, Situational awareness, Threat Identification/judgment, Fleeting/surprise threat/target, Multiple threats, Disadvantaged shooting position or condition, Single handed weapons operation, Reactive targets (that don't go down on one round, or may come back up/out to renew threat) to name a few.

Bad Practices. Below I will list a few of the most common "Mistake in Utilization" practices that I have encountered over the last year. I have called out two ranges here. There was a third range where I was scheduled to teach, that had elements of both examples listed below. In this range to officers were injured by flying bullet fragments in one day of training about a week before my arrival. When I was informed of this fact and indicated that my program requires firing forward of the traditional firing line, I was instructed to **"Go ahead... It would be OK; we do it all the time"**. I DID NOT... We found an outdoor range and training was conducted without incident.

Range A

An indoor range where the agency routinely allowed shooters to move and shoot all the way to the backstop. Unfortunately, the range lacked the sufficient number of baffle rows to ensure ballistic safety. Also, the range had an air exhaust system located mid-way down range. That results in the shooters breathing contaminated air whenever they shot from a position forward of the mid-range exhaust vent.

Range B

Another indoor range that allowed shooters to move and shoot from all angles at distances from 75 feet to 3 feet from the backstop, The problem is the backstop was of a steel funnel design where the back stop is essentially a

series of large 4ft wide by 8ft tall funnels positioned across the entire width of the range. This backstop is not designed to allow cross lane shooting. This range also has an air circulation system that is not designed for downrange shooting.

In Summary. I can't discuss every design or range utilization concern here given the limitations of space and the complexity of these issues. Perhaps after analyzing your capabilities, you will find that your facility is capable of supporting more advanced training than you are currently offering. If that is the case, then your students will be better trained and better prepared to win on the street because of the modification to training you will be able to implement.

If you find that you have been exceeding the design capabilities of your facility, then again, your students will benefit from your training modifications and ultimately be safer during the time they are under your supervision and charge.

At this year's ILEETA Conference I will offer a number of suggestions that may help you elevate your level of training given the specific limitations of your facility. Hope to see you all at this year's ILEETA conference. Be Safe...

Be Safe **ILEETA**

About the Author

Ed Santos is founder and CEO of Center Target Sports and the Tactical Services Group, Inc. He is a published author and threat management specialist. He serves as an expert witness on matters of Law Enforcement Training, Personal Defense and Industrial Security. He is a retired Army officer, Reserve Deputy, certified instructor for many Law Enforcement disciplines, and personal protection. Ed offers comprehensive Shooting Range consulting services. These services may include but are not limited to business plan development, facility design, operations/management system development, and industry liaison. He has provided expert analysis, opinions, and legal declarations for litigation cases of range design and operational faults, operational best practices, operations and procedure review, as well as projectile escapement investigations for shooting ranges in Idaho, Montana, California, Tennessee, Texas, West Virginia, Virginia, Pennsylvania, Illinois, Missouri, Washington and many others.

The G.L.O.V.E (Generated Low Output Voltage Emitter)

By Jeff Niklaus

When the public demands a safe society without excessive “Use of Force” what changes and low optic solutions are available to assist in De-escalation?

Most of us have read articles, had discussions or heard people speak on the subject of de-escalation, a more genteel approach to law enforcement and a desire by leaders to employ more non and less-than-lethal tools. However, Law Enforcement and Corrections Officers are the ones in the trenches having to deal directly with disruptive individuals while trying to adhere to laws, policies and procedures that often paint them into the proverbial corner. Officers at times have to make life and death decisions within fractions of a second and many times we tie the hands of those sworn to protect us and it is the criminal who has more rights than the officer. As the men and women of Law Enforcement and Corrections deal with what seems to be an ever increasingly, uncaring, and aggressive society bent on disrespecting and disrupting those in public service, what can be done to help this situation?

Below are 4 influencers that can help change the current atmosphere.

Leadership: True leadership at all levels of government is key in that it sets the conditions for either success or failure. Leaders have to realize that political correctness and personal or political agenda is crippling the capabilities of Law Enforcement and Corrections. Leadership, whether elected or appointed needs to operate from the standpoint of Constitutional integrity with unwavering character, integrity and honesty without fear, expecting the same from their subordinates and peers a like.

Environment: Often time Officer presence and a simple conversation will de-escalate a situation, but sometimes this approach is not enough. Depending on the officer’s experience and comfort level with defensive tactics, weapons, and policies some individuals may automatically back off and use tools that may not require such actions. With today’s “camera ready” society, the public view of

Law Enforcement can easily be skewed and misreported therefore demonizing those trying to serve their communities.

Officers need to know and rest on the fact that as long as they are acting professionally within agency guidelines, their command and their legislators will support their actions and back them up with realistic, common sense laws, policies and procedures. This along with effective training is a true “Force Multiplier”.

Training: In the military, training is undertaken with the ethos, “We train as we fight”. Leadership should afford the opportunity to train often and realistically not only in areas of verbal de-escalation techniques, various lethal and non-lethal tools but add emphasis for “hands on” defensive tactics training. These skills can greatly multiply an officer’s ability when dealing with individuals either in the community or in a cell. With greater confidence officers can react more calmly in situations, which in and of itself can lead to more peaceful de-escalation.

Technology: Are there any new technologies that will allow officers to more confidently engage individuals up close? Does this technology offer more effective “hands on” ability regardless of defensive tactics skills, size, age, gender or strength and will that technology provide the user lower optics and aid in effective de-escalation? The answer is yes. This new technology in Conducted Electrical Weapons from Compliant Technologies is called The G.L.O.V.E. which stands for **Generated Low Output Voltage Emitter**. Compliant Technologies says their main goal is to change how society views Law Enforcement and Corrections and how these agencies can deal with individuals with a non-lethal, non-injurious tool in a quick, humane, and low optics way. This tool can aid in rapid de-escalation while at the same time giving agencies the opportunity to protect their officers, protect their image and protect taxpayer dollars. The G.L.O.V.E. gives officers



the tactical edge through low current applied to skin, which quickly affects the Peripheral Nervous System, achieving what is termed as Neuro-Peripheral Interference.



Compliant Technologies will be offering a free Master Instructor Qualification Course at the ILEETA annual conference in St. Louis this March. This course will qualify individuals to train others in the use of The G.L.O.V.E. and will define Neuro-Peripheral Interference and how is it achieved, Product Specifications, Tactical Considerations, Levels of Application, Hands-On-Training, Maintenance and De-Contamination to name a few.

ILEETA

About the Author

Jeff Niklaus is the founder of Compliant Technologies. Jeff retired from the Army in 2006 as a Chief Warrant Officer Four having flown the UH/ MH-60 A/L Blackhawk for 19+ years. He served as a Fully Mission Qualified Pilot-In-Command with D Company, 1st Battalion, 160th SOAR (ABN), Fort Campbell, KY. Jeff was also assigned to the 101st Airborne Division Fort Campbell, KY where he served as an Instructor Pilot, Instrument Flight Examiner and Standardization Officer. He holds degrees in Forestry, Business Management and Aeronautics. As a soldier and entrepreneur, the process of Training, Evaluation and Standards has been the main focus of Jeff's career. Jeff can be reached at jeff@complianttechnologies.net

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Drill Based Training

By Scott Hyderkhan



“We are what
we
repeatedly
do.

Excellence, therefore, is

not an act but a habit.” -Aristotle

I happened upon the quote above, which was most fortuitous. That’s because drill-based training is the only method that will achieve competence and proficiency in law enforcement’s many physical actions required in the use of tools, tactics, techniques and procedures. In this article we will define drill and the type of tasks that should be drill based. We will also define the term action drill and relationship between individual tasks, collective tasks, and action drills. We will then outline the transition from supporting movement tasks to action drills. Finally, we will identify the trainer groups and types of training environments drill training is exploited.

Merriam-Webster defines drill as:

A: to fix something in the mind or habit pattern of by repetitive instruction.

B: to impart or communicate by repetition.

C: to train or exercise in military drill.

The reoccurring theme in the definitions above is repetitive instruction. Step by step tasks should be trained frequently to be able to execute smoothly, timely and proficiently. Drill based tasks include both individual and collective tasks (Minimum 2 officer element). We further place distinction on tasks based on movement and nonlethal tasks, and tasks utilized in potential lethal force application. We call these tasks action drills.

Action drills are derived from the US Army battle drills and are executed at the point when lethal force may be applied to control a subject(s). A bank of 10 action drills have been compiled that are terrain-based maneuver solutions during an active shooter/coordinated attack event. These drills are based on the possible delivery of lethal force, but may not always end in lethal force

application. Although the 10 action drills were conceived for the purpose of active shooter response, it is also applicable in patrol missions. Collective actions performed during potential lethal force situations throughout the patrol mission spectrum are tactical doctrinally related. For example, maneuver performed during a high-risk traffic stop is based on the same tactics executed during an active shooter in open terrain, both require the employment of maneuver and support elements. Below is the definition of action drill.

Action drill is defined as:

An individual or collective action rapidly executed without application of a deliberate decision-making process, in which an officer or officers in an element apply fire and movement and maneuver to high-risk situations common to law enforcement.

Task Lists by type:

Below is a list of both individual and collective tasks that require repetitive drill training. NOTE, THE LISTS ARE NOT ALL INCLUSIVE.

Individual tasks:

Handcuffing
Defensive tactics
Assess a casualty or injured subject
Hemorrhage control
Apply a dressing to an open abdominal wound
Apply a dressing to an open chest wound
Treat for shock
CPR
Don a protective mask
Hand and arm signals
Individual movement techniques (tactical)
Sidearm draw
Carbine placed into operation
Reduce a malfunction both sidearm and carbine (All types of malfunctions)
LIST IS NOT ALL INCLUSIVE

Drill Based...con't.

Collective Tasks:

Positioning vehicles for high-risk traffic stop
Isolating a scene
Staging assets (Fire, Aid, K-9, Rotary-wing)
Post use of force scene management
Deploying less lethal team in position
Building clearing techniques (Alarms)
Control and detention of a subject or arrestee
Assemble a contact squad/element
Contact team and squad formations
Contact team and squad movement
Consolidate and reorganize
Breach an obstacle
LIST IS NOT ALL INCLUSIVE

Action Drills (Based on the possible delivery of lethal force)

Maneuverable Open Terrain
Channelized Terrain
Breach
Hallway
Stairwell
Corner-Fed Room
Center-Fed Room
Large Room (cafeteria, gymnasiums, hangars, warehouse, etc.)
Stadium/Theater Seating
Tubular Transportation (bus or train)

The Relationship between Individual Tasks, Collective Tasks and Action Drills:

The tasks listed are modular and interrelated. Individual tasks support collective tasks and both individual and collective tasks support action drills. We address or categorize the collective task list as movements and less lethal actions. Movements are related to action drills; in that they are setting officers up for success if such an instance should occur. Action drills are the means to execute maneuver. Proper movement provides officers the tactical advantage in case maneuver is needed. This is the relationship between movement and maneuver.

Transitioning from Movement to Maneuver/Execution of the Action Drill:

The moment we see an action by a threat an analysis begins. The model often utilized for this process is called OODA; Observe, Orient, Decide, Act. In a lethal use of force instance this is internalized by the officer. If an officer is operating alone, the choices within an action drill will be limited, but are still valuable. When operating as an element of officers, the officer in the know must share the OODA information. When operating in a multiple officer element, the transition from movement to action drill is clunky and delayed. In a multiple officer setting the officer in contact must relay what he or she sees and is experiencing. This relay of information is part of "Actions on Contact". Actions on contact serves as a pivot point to the execution of an action drill. Actions on contact alerts the element, identifies the threat, and orients the element to the threat, and subsequently adjusting the orientation of the unit to the threat.

Drill Training:

The first task prior to organizing training is to focus on what is to be trained. This requires a top-down review. This is called "Mission Focused" training. Mission focused training identifies the tactical missions that the agency's patrol section or division are required to perform, the collective tasks that support them and the individual tasks that support the collective tasks. The mission list is called the Mission Essential Task List, METL (pronounced METAL). This allows agencies to identify the key tasks to overall mission success and to focus on those tasks.

Once tasks are identified, conditions and standards must be listed in-order to establish performance measures. In the previously posted article "Better Trained Officers Through Organizational Training Structure", we spoke about the three levels of training; Leader informal training, through rollcall, opportunity and concurrent training, Formal training through agency instructor cadre, and regional joint training exercises. These three levels of training provide the organizational infrastructure to train

Drill Based...con't.

tasks, missions and to conduct exercises to evaluate performance, tactics, techniques, and procedures. The structure outlined above enables agencies to train on individual and collective tasks informally during duty with little cost. It allows agency instructor cadre to group/bunch tasks in-order to develop modular exercise lanes to evaluate small units. It facilitates multi-echelon exercises at the regional level, where small unit performance is easily measured due to standardized performance measures that are in place.

In conclusion, drill based training, organized from regimented and standard based task lists and exercised at all three levels of training (leader informal, agency formal and regional exercises) will provide the frequency in training needed to facilitate the fielding of a professional and competent force. **ILEETA**

About the Author

Scott Hyderkhan's 20 years of service in the US Army is highlighted with a great deal of his service in the 2nd Bn 75th Ranger Regt. Scott retired from the Army in 2001 as a master sergeant. Scott entered service into law enforcement following military service and served for 19 years as a patrol officer with the City of Mercer Island, Washington. During his LE career Scott dedicated his military expertise and SWAT officer experience to evolving his agencies Tactical Response Unit and response capability in mass casualty incidence, specifically active shooter response preparation and training. Scott's military and LE experience spans 39 years. He is the author of the newly published

Active Shooter Response Training: Lone Wolf to Coordinated Attacks 2nd Edition (Routledge, Taylor and Francis Group) and is the president of Kinetic Tactical Training Solutions LLC www.ktts275.com. Scott recently retired in January 2020 from the Mercer Island Police Dept.



Combat Patrol Pistol

by Josh Crosby



This course is built for the patrol officer. The standard across the country is to give state and local officers somewhere in the neighborhood of 80 hours of handgun training in an academy setting. By in large, these training hours consist of someone with a red hat yelling cadence and then a line of cadets firing rounds at a stationary target 3-15 yards away in the bright sunlight. Cadets are expected to demonstrate proficiency with this weapon, involving such drills as a timed reload in a string of fire, as well as firing the weapon strong hand only, as well as support hand only. Many of these “standards” are completed from the 3-15 yard line as well. Students are ultimately then must show proficiency with that weapon and complete a course of approximately 50 rounds, covering a distance of 3-25 yards, combining the one handed shooting, reloads, etc, with a passing score usually in the 75-85 percentile to be considered “qualified”.

As I talk to officers and instructors, they admit that the qualification isn’t enough to always survive a gunfight. Instructors understand that the majority of OIS do not occur in open daylight with stationary targets, yet we continue to qualify our patrol officers with this basic standardization of a box of ammo inside of 25 yards.

In the State of Texas for example, once the officer has satisfied his agency’s qualification course, he is considered trained, and no further firearms training is required. In fact the only requirement is that in one year, he must come back and shoot the qualification course again.

We require so much mandatory training across the board. In all aspects of our job. We have required continuing education for matters such as mental health, de-escalation techniques, off-duty encounters, EDP subjects, canine encounters, etc. The one area of training that requires zero hours of education? Firearms.

How can the most common platform for police officers to use deadly force require no annual training?

When we hear “tactical firearms training”, our mind

brings up images of officers who don’t skip leg day, wearing BDU clothing, carrying AR-15’s and climbing walls. No doubt our specialized units are important, but why is that the only type of firearms training offered. If you’re not a member of a specialized unit, what firearms training is offered to patrol officers, solo motors and SRO’s?

Combat Patrol Pistol is an introduction into gun fighting for the patrol officer. Utilizing what you have and fighting from the position you are in are key to surviving a deadly force encounter on the street. We explore non-traditional shooting positions such as kneeling and prone and the circumstances that may require us to utilize those positions. Threat identification is a key element for combat. Who is our target ? Why is that person a target ? Can we distinguish a target from a non-combatant under stress?

The induced stress is a key element of patrol combat. The officers who barely pass the qualification on a stress free Tuesday afternoon at the manicured department gun range may find that effective rounds on target in a high stress, sub optimal shooting position are much harder to land.

We hope that you’ll join us for Combat Patrol Pistol. This class is fun and intense, and provides a fresh perspective on the daily walk of a patrol officer, and the actual problems they may encounter. **ILEETA**

About the Author

Josh Crosby has 20 years of law enforcement in patrol, narcotics and sex crimes. He has taught 1000’s of police officers, soldiers and federal agents. Josh spent 2 years in the Middle East as a private contractor working in austere environments delivering law enforcement training to specialized police and military units from numerous countries. Josh specializes in handguns, carbine rifles and hand to hand combat. Josh holds certificates as a Texas peace officer, Texas advanced police instructor, police firearms instructor, field training officer and use of force instructor.

K-12 Active Shooters: What We Know

By Morgan Ballis



Over the past two decades, more children have been killed in schools due to active shooter events

than all natural disasters combined. The FBI defines an active shooter as “as one or more individuals actively engaged in killing or attempting to kill people in a populated area” (FBI & DOJ, 2017, p. 1). The FBI, in collaboration with the ALERRT, produced five reports from 2000 to 2019 categorizing active shooter incidents in the United States based on the location of the attack.

According to these reports, there have been 44 active shooter events on kindergarten to twelfth grade (K-12) campuses carried out by 45 assailants. A meta-analysis of these events highlights five key findings and implications for front line officers and law enforcement trainers when preparing to face a K-12 active shooter.

Age

The age of the 45 assailants ranges from 12 to 58 years old. Broken down, 28 of the attackers were between the ages of 12 and 17, nine of the attackers were between the ages of 18 and 21, and eight of the attackers were 25 years of age or older.

Implications: The majority of assailants were under the legal age to purchase the firearms used in the attacks. This greatly restricts the ability of most K-12 active shooters to become proficient with the firearms used before the event. Case studies suggest a high rate of stoppages and/or weapon malfunctions occurring during attacks further indicating a lack of knowledge and experience with their weapon(s). This information should be exploited during training to bolster the confidence of frontline officers when faced with a K-12 active shooter incident as they are likely to face an adversary with little to no firearms training.

Relationship to Site

38 of the 45 assailants were current or former students of

the site being targeted. Two assailants were employees, two attackers had a romantic connection, and three suspects had no connection with targeted school.

Implications: More than 90% of K-12 active shooters have intimate knowledge of the layout, infrastructure, and security features present at the targeted school. This allows assailants to conduct detailed planning and rehearsals prior to the attack. Since the majority of attackers belong to the school they are targeting, they have direct access to a large concentration of victims as well as an increased ability to utilize the element of surprise when victims are most vulnerable. Officers responsible for providing guidance or training to K-12 schools in active shooter response should focus on empowering stakeholders to utilize multi-option response systems such as ALERRT’s *Avoid, Deny, Defend*. Trainers should employ trauma-informed practices to prepare K-12 stakeholders to use options-based strategies.

Weapons & Equipment Used

34 attackers had access to a handgun, 13 had access to a rifle, and 12 had access to a shotgun during the attack. Out of the 45 assailants, 71% carried a single firearm or single firearm platform (handgun, rifle, shotgun) while the remaining 29% carried multiple firearm platforms (e.g., handgun/rifle, rifle/shotgun). Four assailants used, or had the ability to use, explosive devices of which pipe bombs and Molotov cocktails were the primary choice. Only one assailant wore body armor which was stolen from his murdered grandfather, who was a tribal police officer.

Implications: Departments should supply front line officers with Level IV body armor and require officers to wear body armor while on duty. Since handguns are the primary weapons use, trainers can use this information to increase the conviction of officers without body armor. The majority of K-12 active shooter events occur within close quarter environments with assailants who are not intimately familiar with their firearms. As such, the advantages of employing a rifle or shotgun are often lost to suspects during these incidents. Trainers should use

this information when developing scenario-based exercises ensuring officers prevail during every evolution.

Resolution of the Event

37 (84%) of the 44 events ended before off-site law enforcement arrived on scene. These 37 events involved 38 offenders, of which, 22 were subdued by or surrendered to victims who actively resisted. These include three cases where on-site law enforcement shot the assailant. Seven of the 38 suspects fled while nine self-terminated including four after facing some type of resistance. The seven events (16%) that ended after off-site law enforcement arrived were each carried out by a single assailant. One suspect fled the scene with victims, two were subdued and taken into custody, and four self-terminated. All four assailants who self-terminated did so after contact with officers. Three of the seven attackers got into a gun fight with officers, of which, one surrendered and two self-terminated.

Implications: The majority of K-12 active shooter events will end before external law enforcement assets arrive. Trainers should highlight this information to help responding officers embrace the single officer response mindset. Scenarios must reflect historical incidents including situations where victims are restraining the attacker, the assailant has self-terminated, and where the assailant has fled the scene.

Victimization

The average K-12 active shooter event lasts 2-5 minutes with an average police response of 6-12 minutes. Research has indicated the majority of victims who die as a result of gun shots wounds during mass public shootings are shot in the head, chest, or upper back (Smith, et al., 2016). These indications are aligned to case studies which suggest many victims of K-12 incidents are shot at point-blank range and are non-resistant at the time of victimization allowing assailants to shoot victims in locations that are the most likely to result in death (head, upper back, chest). Additionally, research has suggested victims that could have survived their injuries had a window of approximately 10 minutes to receive the

next echelon of care (Smith, et al., 2016). Of the 93 victims killed during these events, none were first responders. Of the 148 victims wounded or injured, only one was an officer. No medical personnel have been killed or injured.

Implications: These are extremely quick and extremely violent events. Since 2000, only one event has involved multiple assailants. Trainers should consider how this information can be used to increase the transition of officers from “stopping the killing” to “stopping the dying”. Based on the common wounding pattern of victims who were killed, a higher emphasis should be placed on sucking chest wounds versus the application of tourniquets. Given the totality available research, law enforcement and medical first responders should consider altering their tactics to a K-12 active shooter giving medical personnel the discretion to enter a scene, including “hot” zones, without a police escort.

Conclusion

K-12 active shooter events are a unique phenomenon that should be examined outside of the context of other mass murder or active shooter events. The overwhelming majority of targeted attacks on K-12 campuses are conducted by minors who are current or former students. As such, trainers and frontline officers must understand how to adapt their training and tactics to the threat they are most likely to encounter. This will fortify officers’ trust in their ability to end the violence and save lives.

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About the Author

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20 Minutes ‘Till It Matters: Developing Live, “On-Demand” Training

by Joe Willis



Tonight, an officer will need to save her own life with a tourniquet. You only have 20-minutes to refresh her on the skill – how would you design the training?

Another officer will need to clear a malfunction with an injured dominant hand. You have 20-minutes to prepare him – how would you design the training?

Is 20 minutes enough?

20 minutes may not seem like a lot of time for training. If you have ever searched the internet for, “How to _____” and taken advantage of the gigabytes of data that were served to you on a single screen you already understand how valuable less than 20-minutes of training can be. Adult learners have grown to appreciate having relevant, brief, and effective on-demand tutorials available 24x7. After watching the video, they often practice what they just learned, usually without the supervision of a coach. This article examines ways we can leverage some of the same principles for live, instructor-led *Opportunity Training*.

Throughout my career I have enjoyed challenging the conventional training by maximizing “**Opportunity Training**” and “**Spiral Learning**.” As the First Sergeant for a Military Police One Station Unit Training (OSUT) we flipped the script with **Mixed Practice** (Brown, Roediger III, & McDaniel, 2014). Instead of relying solely on large blocks of single-topic instruction followed by inconsistent practice and often uncoached sustainment training, we focused on **spacing, interleaving, and varied practice**. We saw significant improvement in quantifiable metrics (such as test scores) but also in the less articulable measurements, like confidence and esprit de corp.

I found it easy to train my people with *Opportunity Training* throughout my career to refresh on perishable skills or to practice for an upcoming qualification. But the formal academy-like training environment of OSUT was not very flexible. Like most training divisions in public service, we were constrained by bureaucracy and a Program of Instruction (POI). So, we had to get creative.

The only time available was unscheduled, “down-time.” At first it might seem like this would be hard to find. But after careful inspection, we found hundreds of hours available for Opportunity Training that could be conducted concurrently with other training events.

Before we go any further, here are a couple of the terms I have already used above and some I will use later to ensure we are all on the same page:

Interleaving: The practice of mixing smaller blocks of multiple subjects over time instead of massing subjects into larger presentations. For a variety of reasons, interleaved practice helps adult learners develop deeper and richer understanding of a subject. (Brown, Roediger III, & McDaniel, 2014, p. 49)

Mixed Practice: Flip the script from the traditional massive blocks of training to a micro-dosed, drip style training. And guess what? It is far more effective (Brown, Roediger III, & McDaniel, 2014).

Opportunity Training: Brief, informal training sessions that are resourced and prepared in advance. Used by supervisors, trainers, and informal leaders to conduct training in bite size chunks when time is available, and the training is most appropriate. Sometimes called, Micro-Learning, On-Demand, or Hip-Pocket Training.

Spiral Learning: Based on the premise that knowledge of a subject expands or strengthens each time the subject is encountered. Spiral learning presents key concepts repeatedly with deepening layers of complexity, or in different applications with each pass.

Spacing: The practice of intentionally spacing out shorter blocks of training. This approach favors the attention span of the adult learner and enables consolidation where the learner traces new information to existing knowledge (Brown, Roediger III, & McDaniel, 2014, p. 48).

Varied Practice: Research shows that mixing up training tasks or changing conditions has a significant impact on a learner's ability to recall the information later. (Brown, Roediger III, & McDaniel, 2014, p. 51)

Instructor Development for Low Light Operations

During the “**Instructor Development for Low Light Operations**” workshop we will use the subject of **Low Light Tactics**, to explore ways to create *Opportunity Training*. This workshop is perfect for trainers, supervisors, FTOs, and anyone who wants to explore instructor-led micro learning. Using **Streamlight™** flashlights and **Team One Network's** low light tactics as the training medium, workshop participants will be guided through the process of creating *Opportunity Training*. Previous students found this workshop helpful for creating roll call, round-robin, and concurrent training. Concurrent training is training provided to students while they wait for their turn to participate in a main training event. A best practice is to assign *concurrent training* to rising stars to develop their ability to train others while practicing on their peers.

Three types of opportunity training

In the workshop we discuss three types of opportunity training:

Introductory

The first exposure to new material. In the academy setting introductory training is generally scheduled as part of the POI. In an operational setting, a leader may introduce a new program, a new piece of equipment, provide a policy update, or share a best practice. Learning outcomes are typically lower order, *remember or understand*. (Armstrong, 2010)

Sustainment

Sustainment training refreshes learners on tasks they are familiar without changing the standards to which they are expected to be proficient and combats the Forgetting Curve (What is the Forgetting Curve?, 2018). This approach strengthens and consolidates learning (Brown,

Roediger III, & McDaniel, 2014, pp. 82-85). However, slight variations in the conditions can leverage the principle of *Varied Practice* (Brown, Roediger III, & McDaniel, 2014, p. 51) thereby elevating the learning level to one of *understanding or application* (Armstrong, 2010).

Enhancement

This is where the conditions vary significantly (“under zero visibility conditions” or “using only your support hand” for instance) or the trainer changes the standards to which the task must be accomplished. For example, reducing the available time or raising the accuracy expectation. This significant change elevates learning even further for deeper understanding, effective application, and even pushing the learner to analyze the material (Armstrong, 2010).



Designing Opportunity Training

Task, Conditions, Standards, and Performance Measures

During the workshop, participants will develop Low Light Opportunity Training using a simple, “**Task, Conditions, and Standards**” approach. Every time I teach this, participants quickly realize that this same model can be applied to everything from low light tactics to EVOC to firearms to evidence collection. You can even use it for coaching little league baseball. It works.

1. **Task:** Determine the TASK the learner will be able to

perform and write it as a learning outcome using Bloom's Taxonomy.

2. **Conditions:** Identify the CONDITIONS under which the learner will be able to perform the task after training and practice. Consider: available equipment, time available, presence of a threat, environmental conditions (in the dark), etc.
3. **Standards:** List the STANDARDS the learner must meet to successfully complete the task. Often these are driven by training standards and policies that already exist. However, for opportunity training – especially *enhancement training* – the trainer can (and often should) raise the standard.
4. **Performance Measures:** for the TASK to be performed to STANDARD under a given set of CONDITIONS, the learner must be able to demonstrate certain PERFORMANCE STANDARDS. These are listed in the sequence they should be performed, comprehensible to the learner and observable by the trainer.
5. **References:** List any REFERENCES required for the training. Where could you or your learner find more information about this TASK.

Determine the Instructional Method

Below is a list of methods that work well for On-Demand training. We will review each of these in more detail during the workshop.

- Presentations – The trainer talks about the technique and may use props or slides.
- Demonstrations – The trainer demonstrates the technique.
- Guided Discussions – The trainer facilitates a conversation about the learning material.
- Guided Practice – Learners practice previously taught material with a trainer as a coach.

- Videos – The trainer has the learners watch a video.
- Simulators – The trainer uses a simulator to create a concrete learning experience.

Prepare the Lesson Plan

An Opportunity Training lesson plan is generally a simple product. Most of mine have been written on a 3x5 note card or sheet of notebook paper. For the workshop, participants are provided with a template. Here are seven lines that should be considered for your *Opportunity Training* lesson plan. The first three are required every time – the other four are highly recommended. We will cover these in more detail during the workshop.

1. Task, Condition, Standards, and Performance measures
2. Key Talking Points – you only have 15 to 30-minutes, what is most important?
3. Training aids – training tourniquet, drag dummy, training gun, flashlight, etc.
4. Media – slides, video, terrain model, flip chart, whiteboards, etc.
5. Practice – How will your learner practice what you have taught?
6. Assessment – How will you measure learning? (Trainer Fuel, 2019)
7. Evaluation – How will you know if your training was effective? (Trainer Fuel, 2019)

Properly prepared *Opportunity Training* provides a framework for trainers to effectively use small windows of opportunities to make a big difference. Because if 20-minutes is all you have, you'll find a way to make it matter.

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On-Demand...con't.

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About the Author

Joe Willis is a Training Specialist with the Center for Army Profession and Ethic (CAPE) and an Adjunct Instructor for Team One Network. He is a retired US Army Military Police First Sergeant. His last few military assignments included; Operations Sergeant Major for a Combined Arms Training Brigade, Senior Enlisted Advisor and Tactics Instructor for the Department of Military Science at West Point, and First Sergeant for Military Police Basic Training. Other assignments include; Law Enforcement Operations Sergeant, Special Reaction Team Commander, and Investigator.



Teaching Others to Get Off the X and Other Hands-On Skills

By Debbie Hilliard



The COVID-19 pandemic has changed nearly every aspect of law enforcement, including training. In particular,

hands-on training has become much more challenging. Often, facilities that were readily available are closed, repurposed or unavailable for training. Close contact between instructors and students and among students has been limited, often reduced to discussions of how to execute a task instead of actual practice. Much of this is inevitable, driven by the need to stop a deadly virus in its tracks. It is not, however, without a cost.

In a recent recruit school, it was obvious that the subtleties of the techniques involved in carries and drags had been lost on the recruits as their ability during scenarios was markedly different from previous classes. As with defensive tactics and martial arts training, when an officer lacks skill and technique; they have to resort to “muscling through” a physical activity. This is not only more difficult for the officer but creates potential for injury. For example, if officers attempt to drag someone to safety without first performing a squat and getting the load close to their center of mass, then reaching through to grasp the other officer’s wrists; there are many consequences that could occur. Lifting with the back can create career-ending injuries and prevent the completion of the rescue. Failing to obtain a grasping or leverage point can result in dropping the downed officer. While there are many ways to perform rescues, not only should the instructor be well-versed in a series of effective techniques, they must be able to work with students to adapt the techniques to size differences, terrain, and distance of the rescue.

The only way to effectively teach and evaluate these techniques is to have students actually perform them. In addition, the instructor must be able to correct the students, help them adapt, and then have the students practice techniques until they are second nature. There are several options to keep the quality of training up while still protecting students from transmission of illnesses without putting everyone in hazmat suits. One

option is to obtain mannequins and have students work with them rather than each other. The mannequins must be carefully cleaned and sanitized between students. Mannequins can be made with old fire hose and other materials if cost is an issue. Another option is to have students pair off and work with only one other student, using masks and frequent hand-sanitizer. This does not give the experience of working with different sizes of downed officers, but it is better than avoiding practical evolutions in the interest of infection control. This article only introduces one challenge of training how to perform rescues and doesn’t give all of the possible solutions for either performing these rescues or training on how to complete them. For more information, trainers are encouraged to attend the course ***Getting off the “X” – fast, efficient techniques for moving the injured to safety*** at the upcoming ILEETA Conference. **ILEETA**

About the Author

Debbie Hilliard has been a Chapel Hill Police Officer since 1984. She served the department as a full-time officer for 4 years before moving to part-time status. Debbie has been the tactical medic for the SERT team for 9 years and cross-trained as an operator for 3 years. She also serves as a part-time investigator with the Wilson’s Mills Police Department.

Instructor Development

Editor:
Thom Dworak



Leaders Don't Train Themselves

by DSgt. (Ret) Andrew A. DeMuth Jr.



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

This is the sentiment from one of the experts we will be discussing at ILEETA 2021. She raises a great point too; nothing puts off subordinates more than not giving them your full attention when they need it. Titled *Leadership Concepts that Must be Part of Annual Training*, communication is one of the leadership areas we'll be addressing in the presentation.

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

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

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

So, where do we begin? The private sector has been utilizing a concept that has been growing in popularity but

has not yet been fully embraced by government, especially law enforcement: the leadership development

program. Simply, it is a permanent leadership training presence within the agency that provides frequent training each year in a variety of ways. For a leadership development program to work, the agency must accept that it is a program, not a singular training event. A program is ongoing and continuous, and this leadership development program must be ongoing and continuous as well. In the class, we'll discuss how such programs work and attendees will receive a template to serve as a guide in putting one together.

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

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

About the Author

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

Informal Learning: What Is It and Should We Use It?

by Anthony Maness



Looking back at my law enforcement career, I have come to realize the first time I recall having

experienced informal learning, was not that monumental. I was still a reserve officer and was “helping” one of the patrol officers complete an arrest affidavit. The officer was busy typing his report and needed to find the “excited wannabe” something to do. The officer told me to list every charge that fit the arrest so I pulled out the jurors instructional manual. I worked through each one of the jury instructions to convict and narrowed down the offenses. I remember a lieutenant walking in the room and asking me what I was doing. I explained, and he asked why I was using that book instead of the statute book. I explained the motivation was the decision to convict would not be based on an officer’s interpretation of the statute’s meaning, but instead on the elements a jury would look at. The lieutenant, knowing I had no background or education in law enforcement, asked what led me to that belief. I explained it was from conversations with experienced officers. That is a nice warm story.

What about when informal learning goes rogue?

What about when you have a deputy who has been assigned to train a new hire and they take shortcuts? When they say things like “you probably shouldn’t do this, but it will be alright for me because I have enough experience I can ‘articulate’ it”? Do you think that new hire is going to follow the policy, or try to take the shortcut? When the new deputy tries to take the

shortcut, the senior deputy argues “I warned them”. Statements are then made like “That’s how we learn” and “You can’t learn everything from a book”. While these statements are definitely true, what is being learned then? The results of this kind of informal learning can be devastating, ranging from write ups and suspensions, to lawsuits, or even worse, violations of civil rights.

Informal learning is like any other tool. When the power of it is harnessed, it can allow for success of the learner who finds it helpful. When allowed to go unchecked, it can cause damage and have unintended consequences. Recognizing everyone has experience with informal learning, either intentionally or unintentionally, both good and bad, having this conversation will help clarify how to use this tool effectively.

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About the Author

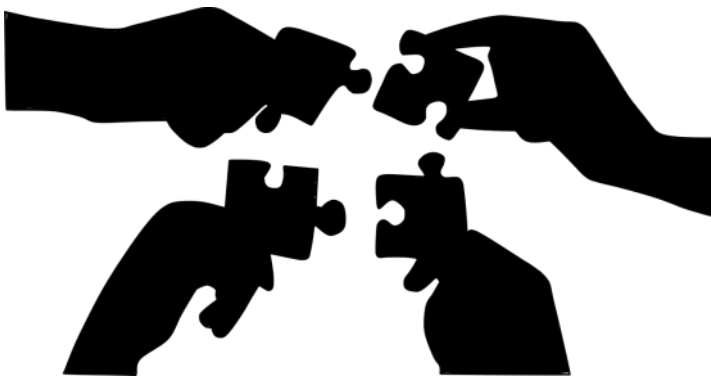
Anthony Maness is a lifelong learner and has a passion for equipping officers with the knowledge to go home safe at the end of every shift. With two decades of service, he has experience at the city, county and state levels of law enforcement. Anthony is currently pursuing his Doctorate in Education.

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Training Became the Gateway to Acceptance, Trust, and a Real Bond with the “Troops”

by Dr. Troy Rodgers

It was early in my career. I had just finished graduate school and I was approached by a training Sgt. at the local police academy to provide some basic run of the mill “stress management” classes. This was not necessarily surprising as this particular Sgt. and I had become friends when I had the opportunity to learn from him a few years earlier when I attended a POST (Peace Officer Standards and Training) program at the local community college. My goal in graduate school was to gain knowledge in psychology and mental health to provide me with the foundation to work effectively in some area of law enforcement or public safety when I was done. So, in my mind it made sense to study alongside the people I would try and work with in the future. I began the police academy program because it fit my schedule (I could attend classes two nights a week and then a full day on Saturdays) and it gave me a glimpse into “their” world. I also figured that it was a good way to gain credibility in a culture driven by type A personalities, competitive tendencies, and earned respect.



As I learned about statutes and fingerprinting, I also was exposed to the culture and the people who chose to be officers. Through the learning process I was able to connect with people in my classes. Through the defensive tactics I was able to gain respect. Few of my classmates at the time knew that their “psychologist” had been a wrestler for many years in high school so he had an advantage when we walked on the mats. The first time I completed a lateral drop on our squad leader and his feet skied in the air, was the first time they were intrigued by my psychological insight. These moments created a bond with the Sgt. that led to his call and training request: could I come down and cover the block of instruction on

stress management for his new recruit class?

The class environment was the same as when I had been there, I was just on the other side of the desk. The material was similar to what I had heard years before, but there was a difference. When I taught the information I spoke their language, I provided insight from a position of familiarity and not distance. In some ways I was one of them, because I cussed and had personal stories. When I started the class, I noticed that they were not excited or ready to learn. They were ready for a lecture from a doctor, an academic, a suit, or someone behind a podium. As the class went on they became curious, some even engaged, they took notes, they listened to the provided information, and eventually they even asked questions. And at that moment I realized the power of training and the power of rapport within training. My degree was my credibility on paper, my police academy experience was my credibility in person, and the training was my in. It was my way to gain facetime with cadets, who would eventually become officers. Training was my way to gain acceptance, familiarity, and trust. At that moment I knew that training was a tool to accomplish my inherent goal as a police psychologist: It was a way to keep officers safe!

The classes began with simple topics like stress management or mental health awareness, and then they evolved into psychological survival or tactical stress desensitization. We used these eye-catching titles to drum up interest in our wellness program. Over time, we started to get specific requests: “Doc can you teach a verbal de-escalation or verbal judo class?” From there it grew to Crisis Intervention Training (CIT) and Crisis Negotiations Training (CNT) and recently it evolved into Interviewing and Interrogation. The classes took on a life of their own and they also spurred officers to call for therapy appointments with our clinician instructors when they were experiencing moments of distress or crisis. Training became our unofficial advertising campaign.

A wise mentor once told me that sometimes unintended consequences can have lasting and highly beneficial



effects. In this situation, training has become our gateway to reaching officers, to providing support, and to bridging the gap between law enforcement and psychological interventions/understanding. **ILEETA**

About the Author

Dr. Rodgers is a police and public safety psychologist who has been practicing in the Southwest for the last 20 years. He has been the Agency Director for Public Safety Psychology Group LLC (PSPG) since 2004. At the present time, he works as a consultant/psychologist for over 140 local, state, and federal law enforcement, fire, and corrections agencies. In 2016, Dr. Rodgers was awarded a Diplomate in Police Psychology from the Society for Police and Criminal Psychology. He was appointed in 2014 by Governor Susana Martinez to the NM Sexual Offender Management Board. In 2019 he became an ethics committee member for the International Association of Chiefs of Police- Police Psychology Section. He is currently a board member for the National Sheriff's Association-Psychology Section. He is also certified as a Master Professional Lecturer by the New Mexico Department of Public Safety Training Academy.





Nextgen Field Training: Born Out of Collaboration

by Jason Devlin

In March 2019, I had the privilege of attending and instructing at the International Law Enforcement Educators and

Trainers Association (ILEETA) Conference. I was able to attend multiple courses over the week, but the ones that had the most impact on me were a couple of classes on field training and applying stress appropriately during training. These classes got me thinking about my department's field training program and the issues we were having training our next generation of police officers.

During one of the classes on field training, the instructor asked the following - How much has policing changed over just the last 5 years? How about the last 25 years? The last 50 years? Then he enlightened the class to the fact that the two most common models for field training used throughout the United States have been in use between 25 and 50 years. That information hit me like a ton of bricks because it was starting to make sense to me why we were having the issues we were having. Law enforcement field training, either for lack of a better option or due to tradition, had failed to keep up with new philosophies in policing, improved instructing/learning strategies, and generational differences by continuing to utilize these models.

Shortly after attending ILEETA, I then had the opportunity to attend the Excellence in Training Class put on by Brian Willis. During that class, he asked us to think of a program that we were responsible for and answer the following questions:

- What do you want to START doing that you aren't already?
- What do you want to STOP doing that isn't working?
- What do you want to CONTINUE doing that is working?
- What are you willing and able to CHANGE?

With the ideas from ILEETA still fresh in my mind, I began writing out my answers to these questions. By the time I got done and reread my thoughts, the seed had been planted. If I could turn these thoughts into a legit field training program, then my agency would have an amazing field training program. So, with those notes, I began writing it out and six months later the Nextgen Field Training Model was developed.

The purpose of the Nextgen Field Training Model was to bring our field training better into alignment with 21st century policing ideals and train new officers in adaptive decision-making while utilizing improved instruction/learning strategies. To do this, the Nextgen Field Training Model was built on five foundational principles:

- Establish a simple set of Standard Evaluation Guidelines that clearly define the expectations of a successful solo capable officer while emphasizing the Nextgen process for getting to this outcome.
- Create a culture of rewarding learner effort and learner risk taking with a distinct separation between training and evaluating that is built upon a crawl-walk-run experiential learning format.
- Emphasize the creation of adaptive decision-makers that can solve complex problems by basing training and debriefing around the P-R-I-D-E Adaptive Decision-Making Model.
- Establish stronger connections between prior knowledge, skills, and experiences and the knowledge, skills, and experiences being taught during field training by implementing the most current instruction/learning strategies available.
- Promote the officer safety concept of treating everyone with dignity and respect, but never compromising officer safety, good tactics, and appropriate use of force.

With these foundational elements in place, the Nextgen Field Training Model was taught to our cadre of current field trainers and implemented starting in September 2019. Over the last year and a half, we have seen excellent results with the 50+ officers-in-training that have gone through the program. Feedback from both field trainers and trainees has been positive.

Without the collaborative environment of the ILEETA Conference, this would not have been possible. If you would like to know more about the Nextgen Field Training Model, feel free to email me at tblleadership@gmail.com. Hopefully, we will all get the chance to collaborate more this March. **ILEETA**

About the Author

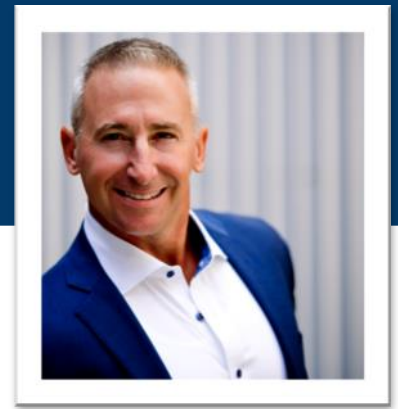
Jason Devlin has been a police officer with the City of Scottsdale (AZ) for 17 years. He has served as a patrol officer, traffic enforcement officer, patrol sergeant, field training sergeant, and is currently the sergeant of the Personnel Development Unit. Jason's primary responsibilities include managing the Field Training Program, Emerging Leaders Program, and facilitating the sergeant promotional process. In his spare time, Jason conducts training and writes about applying positive leadership tactics in the field of law enforcement through social media and on his blog entitled Thin Blue Line of Leadership.

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For Those Who Train Us

by Michael E. Musengo



Law Enforcement professionals face many risks. The unpredictable risks we are forced to face in the moment and the risks we see with alarming regularity and yet consistently fail for lack of preparation, lack of resources, or lack of will.

Our failure to adequately train our trainers, while expecting them to prepare officers for high-stakes decision-making and performance, is so routine that it has become an unwanted cultural norm. We know we are not training our officers to be competent in the infinite number of tasks they are expected to perform. Even so, we continue to expect officers to conduct training miracles after only 40 hours of “Instructor Development.”

Of course, this process starts with who we are selecting as trainers. In many cases, officers are chosen because they perform well in a specific area. If you perform well on the range, you are tapped to go to a firearms instructor course, and if you’re lucky, a general topics instructor course.

I’ve been to many firearms schools, even instructor schools. After each one, I was a better shooter. Not so much a better instructor, which made sense because we weren’t learning how to train others. “Show us you can shoot. Now go train our heroes to win gunfights.”

Being an expert shooter is a prerequisite for firearms instructors, but it’s just one. Trainers need to focus their effort and education in at least three areas: 1) mastering the specific domain (subject) they intend to instruct, 2) integrating that domain into relevant contexts, and 3) effectively transferring that knowledge and skill in a way that students will retain, recall and appropriately apply in real world situations (the domain of the professional trainer).

The question then is how to support trainers with empirically validated methods and strategies. I know there are challenges, and like most of you, I am well versed in our legitimate tribal chants of woe. I’ve seen instructors struggling to take a professionally designed training outline and hack it down to fit into a 1 hour “block.” I’ve seen the bi-annual firearms training planned

around the number of rounds available, forcing trainers to ditch courses of fire. I’ve also felt the embarrassment, anger, and humility upon realizing I was pushing a skill, technique or procedure that was completely antiquated or perhaps even dangerous. I’ve preached training methods based on nothing more than “that’s how I learned to do it and it worked for me.” It is simply not the case that what worked for me, will work for all. Maybe some, but not all.

So how do we reach the rest? What methods are available? How many tools do your trainers have? Are they doing all they can so they can sleep at night with no regrets? Are we supporting them with the time, schools, and resources they need? Are we looking to other professions for their best training methods? If not, we should be.

Professional sports trainers have been using non-traditional and sometimes counter-intuitive methods and concepts for years. Here are a few of the concepts that we should be considering for officer training:

Feedback

Paying close attention to someone performing a skill and giving them immediate correction and feedback intuitively seems like a great training practice. Is it empirically supported? Turns out, probably not in many cases.

You show them you care, because you do, and you are spending quality coaching time with them. What do you think? Want to show them you care? Then do the work to learn what methods work as opposed to what *feels* right.

Empirically supported feedback processes are available and can be tailored to individual learners. It requires mastering concepts like:

1. Open and Closed loop processing,
2. Internal and External Focus of Attention,
3. Think Box & Play Box,
4. Knowledge of Performance vs Knowledge of Results (KP & KR),
5. Automaticity and Cognitive Load.

Listening, observing and determining who would benefit from learning these and more, and to what degree, just to name a few.

Interleaving & spacing vs block & silo, which is finally becoming understood amongst trainers however most still cannot find ways to apply it under their mandates and agency constraints.

When is the last time a trainer took a course that covered how humans make errors? Simply having a user's understanding of Skill, Rule and Knowledge based errors will entirely revamp the way you design training.

A deep dive into the works of Reason, Hollnagel, Conklin and Dekker will change a trainer's methods forever. As trainers, are we using this knowledge when we are designing realistic scenario-based training or are we just designing scenarios based on something that sounded good?

Are we being mindful of concepts like context cues, schemas, mental models and intrinsic or inherent learning and building this information and "space" into our scenarios as well as educating our role players and prioritizing their strict attention to detail?

Can we train our trainers to view our learners as information processing beings, acting and reacting to environmental stimuli and designing scenarios that focus on skill integration and information priority? Are we teaching decision-making by having them make decisions and solve problems or are we teaching students to react through outdated outcome-based 'behavior training'?

models? Are we optimizing skill transfer by understanding the myths, assumptions, and limitations and then applying the strategies that have been proven to be successful?

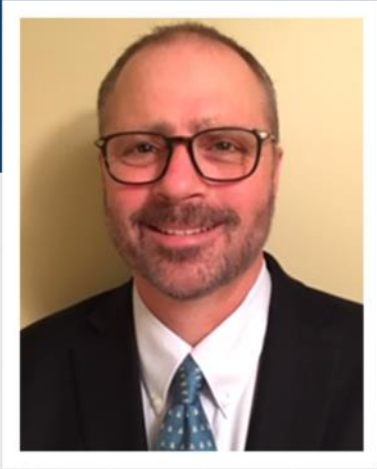
This is where I would like to humbly put my time and energy going forward and I would invite you to join me. Why...because as trainers it's on us and therefore we don't have a choice. **ILEETA**

About the Author

Michael E. Musengo is a current instructor with the Force Science Institute and a recently retired Police Training Commander, SWAT team leader and Director of a mid-sized Regional Police Academy in Syracuse NY, Mike has studied and implemented non-traditional and empirically supported methods of training designed to optimize long term learning, retention and skill transfer. These methods coupled with his experience as an instructor in human performance factors with FSI has helped him develop training curricula for not only the officer on the street but for the trainers who are responsible for them. His focus is on helping each other become more competent instructors using the resources we have available. Mike is also a nationally recognized IADLEST Certified Instructor and considered an expert in several domains within the Law Enforcement Profession.

Intuitive Decision-Making: Engagement, Agency, and Leverage Model

by Roger Callese



Law enforcement educators and trainers are experts. Axiomatic as that statement may be, it is not merely a recognition of their knowledge, skills, and

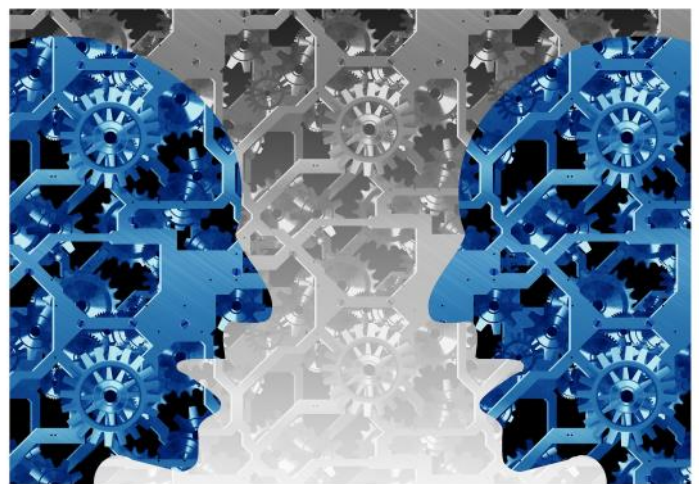
abilities, but an important distinction in understanding their decision-making and that of their novice trainees. Crandall, Klein, and Hoffman (2006) demonstrated that experts don't simply know more, they know differently. The expertise they develop results in a sense of typicality, declarative knowledge, routines, mental models, and perceptual skills that novices do not possess. These attributes are among the reasons an officer is selected for promotion and why they are entrusted in the safety, organizational socialization, and pedagogy of fellow officers.

The distinctions between expert and novice also help us to understand why conceptual decision models, like the *Critical Decision Model* (CDM) and the *OODA Loop* (Coram, 2004), do not explain the naïve decisions of a novice. The research on police decision-making “tends to focus on four general areas: the frequency of occurrence, race, policies, and police education” (McElvain & Kposowa, 2008, p. 506) and not on the critical element of the officer's decision-making process. Through education, training, and experience, police officers develop behavioral patterns and other working rules that govern their reactions to similar situations (Rubinstein, 1973). Klein (1999) identified these responses in his research and developed the *Recognition Primed Decision Model* to describe this process. These are important insights as they allow us to leverage the concepts of patterns and working rules to develop training strategies and interventions that influence behavior and improve the understanding of decision-making.

While there are many professions that must make sense of, and respond to, their realities under difficult circumstances, in my opinion there is no domestic profession that must make decisions under the same

tense, uncertain, and rapidly evolving circumstances in which officers often find themselves. Law enforcement has suffered from a paucity of understanding in the decision-making process (Swanson, Territo, & Taylor (2004). It is necessary and responsible to recognize our limitations in decision making but it is just as important to the future of law enforcement training and practices to maximize officer potential to make reasoned judgments and defensible decisions in complex situations.

It is critical for the profession of law enforcement to be reflective, accountable, and proactive (Walker & Katz, 2005). While being proactive does not encompass the prescribing of actions to resolve every potentiality, it does involve endeavoring to understand and prepare for the emergent, inchoate situations that officers will predictably encounter. Acknowledgment of the limitations of human perception and decision-making does not absolve individuals, especially law enforcement officers, from their responsibility to act within the bounds of our cultural norms, values, and laws, but it does serve the purpose of framing the discourse and study of the decision-making of officers within the context of their duties.



There has been considerable multidisciplinary research conducted on intuition and decision-making, yet there are few studies that look at its role in the context of law enforcement and under specific circumstances in which they must often make decisions. The *Intuitive Decision-*

making: Engagement, Agency, and Leverage (ID:EAL)
Model exploits experience, training, and critical reflection to move a novice officer toward the goal of an improved understanding of decision-making. The ID:EAL Model's recommended application is to inform the development of training to better understand and improve decision-making through the use of critical reflection (Callese, 2017). The ID:EAL Model provides the conceptual and theoretical framework to understand how to accelerate learning and/or ameliorate limitations in the novice-expert divide.

The ID:EAL Model is grounded in original research with gratitude and acknowledgement of the authors and theories on which it is advanced here. **ILEETA**

About the Author

Roger Callese, Ed.D, MS.Ed., is a sergeant with over 20 years of law enforcement experience. He is a National Police Foundation Policing Fellow, nationally recognized education and law enforcement subject matter expert (DOJ, BJA, NTTAC), adjunct professor, and statewide instructor for the Illinois Law Enforcement Training and Standards Board Executive Institute. He has presented original research in decision-making, tactics, procedural justice, and mentoring at regional and national conferences. Veteran of the U.S. Army Reserve and combat veteran of the U.S. Navy.



Ensuring Training Blends With the Mission, Vision, and Values of Your Organization

by Chief (Ret.) Tim Christol



Training assumes change. Though one could argue that change isn't happening with unprecedented speed today – the ride sure is bumpier! And the ability to effectively ride the turbulence personally and lead others through it, is going to be a survival skill for the foreseeable future. As we move people from what they know to something new, we must consider how this behavior and paradigm change impacts not only our students but the culture of the organization.

We must first understand the concepts of our organizational vision, mission, and values. In their basic context they relate to the organization's purpose, the map by which we will pursue our cause, and the behavioral standards by which we will operate.

As trainers and leaders, it is incumbent upon us to ensure each of these components remain strong. We must understand how these create the organizational culture... a sense of identity and belonging for employees and has importance in desired organizational behaviors by overlapping organizational values with individual values. On the other hand, the individual values, beliefs, anticipations, attitudes, behaviors, and actions that employees hold are considered important factors in shaping and adapting organizational culture.

There are three different and often conflicting value systems at play, and it is paramount that we understand them to ensure our ability to blend them. The first, personal values, are held deeply within each person and developed since birth and are focused on "what's best for me". The second system competing in this trio is societal values or, "what's best for the group". The third impacting system is that of the organization which tend to be more "Utilitarian" in nature. If that were not enough, we must remember that each of these competing systems are evolutionary.

Values are immensely influential in creating organizational dynamics, especially at a training/management level. Personal values set standards shaping the decisions and behaviors of trainers/managers thus constituting an ideology and consequently an organizational culture.

To affect change, trainers must Understand the organizational – employee – change cycle. Starting with a macro view of the

organizational culture, accepting a personal openness to change, and visualizing the impact that change has on the employees they train. Openness to change entails becoming more in tune with the trends of our industry (familiarity breeds acceptance of new ideas) and to push themselves to develop more than one option to solve every day-to-day dilemma.

What are some techniques you employ to ensure your training is consistent with organizational expectations? This course outlines these concepts and discusses manners for become the necessary change agent to ensure your organizational and personal culture and values are in sync. **ILEETA**

About the Author

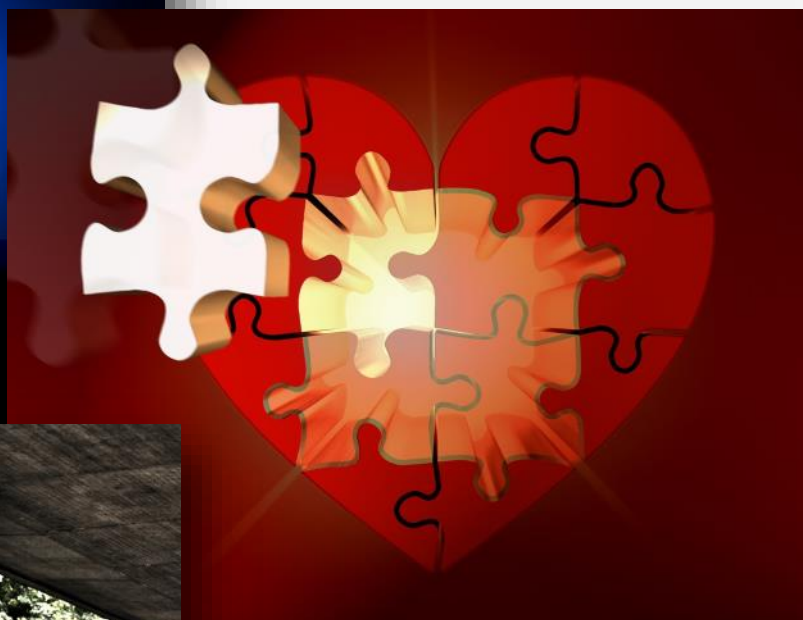
*Retired Chief Tim Christol served 4 decades as a Law Enforcement professional, with 9 years as a Chief of Police, and is presently owner of **Edgeway Strategies**: A training and consulting service targeting public safety and corporate developmental strategies. He taught 12 years at the College level and continues to present at national and international conferences. He has published over a dozen articles in professional publications and is still a regular contributor.*

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Law Enforcement Environment & Health and Wellness

Editor:
Kim Schlau



Leading the Police Family Unit

By: Dr. Laura King



Leadership is an area most law enforcement executives spend a great deal of time cultivating during the course of their professional career. Much effort is spent considering how the lessons we learn can be applied at our police agencies to enhance operations. In this article, we will explore how the same leadership concepts that we effectively apply at work can be harnessed to enhance operations at home.

Our discussion will begin by exploring the complex dynamic of leadership communications. In the police world, often this is not a skill we are forced to gain proficiency in to be successful. Having strong communications skills will make your life easier; especially when it comes to dealing with members of the public. In matters of police operations, often our paramilitary structure supports operations so well that we overlook the finer points of negotiation. At work, if you are the leader, what you say goes. You are the final decision maker. Within our family unit, this approach can not only be ineffective, but also disrespectful and damaging.

Think of what it is you want from your agency. Now think of how you communicate this to your team. Naturally you will think of conversations, but agency direction is communicated in many ways. The mission statement, departmental policies, standard operating procedures, training programs, meetings and agency directives all come together to support the conversations you are having on a daily basis. All these components work together to communicate what it is you expect of your agency to your staff.

Now let us look at the home environment. Each of us have expectations for our home life; whether we refer to them as “expectations” or not, that is what they are. This is natural, normal and human. The important question to ponder is; how effectively are we communicating within our family unit? Chances are the expectations live in your mind and have been seldom, if ever, discussed with the other members of your home team. If expectations are not communicated it is almost impossible for everyone to align their efforts in the same direction. It is important to start making intentional efforts to communicate with the members of operational team at home.

Some police professionals run their family unit with a quasi-paramilitary structure where the police professional is the boss and what that person says goes. Other police families take a more democratic approach to operations. No matter what your personal style is, effective communication is key to ensuring things are headed in the right direction. A family mission statement, goal setting for individual members and regular family meetings can help ensure all people in the family are aligned and working together to create a high functioning team.

Another lesson from leadership that can be taken from the office into the living room is that of the power of intentional effort. The more effort you put into achieving a goal, the more likely it is you will succeed. Oftentimes police professionals are placed in high-pressure, high-stress environments while at work. If we are not mindful, this can manifest as both apathy and complacency at home. While we know the dangers of complacency in the world of law enforcement, the dangers of complacency with the family unit can be just as deadly.

It is time we all take an honest look at how intentionally we are living at home. Is your family a high functioning team who is coming together to work towards common goals? If not we must ask ourselves if we are actively investing time and energy into creating the home life we want. If we are not careful we can spend all our supply of effort and energy trying to navigate complex situations at work. This can result in us expecting things to run smoothly at home but being disappointed by how things actually unfold. If we find we have not been making intentional efforts to lead our family unit it might be time to make a change and start applying some of our leadership strategies from our profession to work for our home team.

All of us have a finite amount of mental and physical energy available to use each day. Once this energy is

used up, it will remain depleted until an intentional effort to recharge oneself is undertaken. If you have had a difficult day at work and feel exhausted when arriving home, make an intentional effort to do something that will recharge your batteries. A 20 minute nap, a refreshing shower or a brisk walk outside will often do the trick. Once this is done, you will find you have the energy to engage with your family in a meaningful way. This has the ability to drastically improve the depth of your relationships.

In order to succeed, we often need to give something our all. Anyone who has put in the long hours in the office knows this to be true. What if you had a new officer who went to work every day but barely put in any effort and expected career success to follow? Most of us would intervene and tell them that success required hard work and dedication. What if that young officer then said to you, "My social life (or maybe my second job) takes so much out of me I just do not have the energy left to give this my all". What would you say to that officer?

I would imagine it would sound something like, "Get your priorities straight". A discussion would likely follow that explains without effort the officer will surely not succeed at any remarkable level... right? Maybe even a statement similar to, "Be prepared to spend the next 20-30 years in patrol young man" would be a fitting addition to attempt to drive the importance of this message home.

Now let us consider what it looks like to ensure success with our families. Doesn't that type of work take the same long hours; the same intentional effort? In fact, aren't most of us using the young officer's excuse with our families? We are tired from work. We had a long day. We had to deal with human ridiculousness at a level most people couldn't even comprehend. We are emotionally drained. We have nothing left to give. Maybe we will have energy on our days off. When the days off come we are tired then too. How likely are we to succeed if we keep using this excuse to put ourselves on autopilot with the people most important to us?

At work, team members are compensated for their efforts through pay. Words of encouragement and

recognition go a long way in the arena of helping people know you appreciate them, but at the end of the day money makes it all happen. At home this dynamic looks a little different. While the recognition and encouragement might be the same; time is the currency of family relationships. Time is the currency of love.

If you are not giving the people in your life your time, you are not giving them what they need to remain happy in the relationship. Your family does not care how much overtime you bring home if you are not spending your time supporting what is important to them. This point cannot be understated. Too many of our brothers and sisters lose their families only to realize in hindsight that their family believed their police person loved the job more than he or she loved the family. This usually happens because of the way the police professional was spending his or her time. Please do not let this happen to you. This dynamic can be proactively managed. Yes you will miss some family things due to work; so make yourself available for other things. Find a way to give your time to your family in a meaningful way. You will never regret it.

Identify your priorities and know them so well that they guide you in every decision you make. Right now, take a pen and write down your top five priorities. Use this list as a guide to help you make decisions. If family ranks above friends, then arriving home late for dinner because you want to go and grab some drinks after shift would be in conflict with your priorities. This is not to say there cannot be days where exceptions can be made, but the rule should stand in most situations. If it does not; you might not be being honest with yourself about what your priorities actually are.

If your health ranks high on the list, you will ensure your choices reflect that priority. A late night that is sure to derail you from your early morning workout routine will happen far less often if you use the list to guide your choices. Rather than giving into the temptation of a good time without thinking the consequences through, you will remain committed to your fitness. I am embarrassed to say that no one really forced me into committing my priorities to writing and using them to guide my actions

until I was in my 40's. I always thought I knew my priorities, but without that list the waters got muddled more often than I would like to admit. In reflecting back, if I had used this trick to help me make choices from a younger age I would have probably made a few better decisions along the way.

In one of my favorite leadership books, "The one thing you need to know..." Marcus Buckingham states the opposite of a leader is a pessimist (Buckingham, 2005). In this statement the message that our attitude directs our course of action really hits home. According to Buckingham optimism is not a natural state of being it is a skill. It is something you have to work on and develop. This can feel counterintuitive to police professionals who often have to look with a critical eye to find the truth in criminal investigations. So is it possible to live in a negative world and maintain a sense of optimism. Buckingham suggests that it is not only possible, but necessary if we want to succeed.

Research from Gallop suggests optimism is a required trait in a successful leader (Buckingham, 2005). Here the concept of leadership is universal; being able to be applies to both professional and personal matters. Leaders, in both venues, must be able to see a bright future. Of course other things are required as well; the willingness to work hard, the wisdom to tell the important from the urgent, and a strong sense of self.

A well-developed sense of self, or ego, allows you to feel secure enough in yourself that you do not have to be the most important person in the room. This is especially important in family matters; allows a person to find and demonstrate humility. It allows an individual to get beyond them self and begin to work toward creating greatness in others. To focus on something bigger than yourself and not feel smaller because of it. What an amazing gift this is to give to the people in your family.

One of the most powerful things you can do to protect the time you spend with your family is to find your joy. If we are not careful, police professionals can lose their smile somewhere along the way after years of exposure to the mad, bad and sad in society. Once the smile is

gone soon the joy follows. Neuroscience reinforces the message sent by Gladwell by showing us a happy brain is 30% more productive than a brain at negative, neutral or stressed (Achor, 2010). This is powerful information for any of us who struggles to find energy for our family after a typical work day.

This science shows us if we can find a way to be happy, we will automatically be one third more engaged in what we are doing. While this has profound implications at work, the possibility to use this to find a way to get police professionals more engaged in their home environments is twice as powerful. The best way for you to have more energy for your family is to make sure you are happy and having fun. Intentionally do the things you love the most. Find a way to share those habits and hobbies with your loved ones. Intentionally look for reasons to laugh or smile. Buckingham shares one other important truth with us in his book; that overconfident optimists outperform realists every time (Buckingham, 2005). Harness this truth and use it for your benefit. A happier, more connected family unit is likely to be the result.

Often family units need the same type of support that any team needs, namely to be; supported, challenged, understood and stretched. Supported helps give them the courage to fail and allows them to know they will be loved even if they do not succeed. Challenging the people you love tells them you believe they can do anything they set out to do. It invokes optimism and self-confidence. It also sets high expectations. Ensuring your family members are understood means you get it; you get them. This is a very powerful way to connect. Only when people feel understood will they go one step farther. To stretch your family means you push the individual members of your team to want more. More for themselves; more out of life. This only works if the person being stretched feels supported and understood.

Let your family members know their success is your primary goal. Remember, people are not a means to an end, they are the end itself (Maxwell, 2018). As police professionals we have studied leadership from many different perspectives. It is time we start bringing some of the positive aspects of our profession home to our

families. Using the concepts presented in this article can help you build a high-functioning, cohesive family unit. By incorporating these guiding principles into the way your family interacts, you can build the foundation to achieve a depth of relationship that is unlike anything you have ever known. How it grows from there is up to you.

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efforts focused on understanding officer wellness and psychological resiliency.

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Dr. Laura L. V. King currently serves as the Chief of Police for the McHenry County Conservation District. Prior her current assignment she served as Chief Investigator for the McHenry County State's Attorney's Office (2016-2018) and retired as the rank of Commander with the McHenry, Illinois, Police Department (1996-2016). She is committed to working to improve police operations through continual

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Embracing Our Servant-Warrior Ethos in an Age of Guardians

By M.C. Williams



With the anti-police pundits, domestic terrorists, politicians and liberal media continuing to be engaged in what is essentially all-out warfare against the us, one of the most hotly debated issues

today is whether or not we are (or should be) "warriors." But what does that word and concept actually mean? And should we toss our oath and warriorhood aside in favor of the weak and ill-defined concept the pundits are now insisting we acquiesce to: the "guardian"?

What is a "warrior"? Webster defines it simply as "a person engaged in some struggle or conflict; a fighter." Is that not us? Are we no longer to "fight" crime?

Fellow law enforcement instructor Brian Willis wrote about this subject on the ten-year anniversary of the 9/11 attacks: "Being a warrior is about embracing the spirit of leadership, commitment, humility, courage, honor, integrity, selflessness, empathy and respect. The same values that are part of the core values of every law enforcement agency in North America. The same values we seek to instill in our children. The same values that are taught in leadership programs around the world. Values that can be wrapped up in three words — the warrior spirit." Exactly!

And then the Bible has this to say (just two of many passages on this subject):

"Blessed be the LORD, my rock, who trains my hands for war, and my fingers for battle." (**Psalm 144:1**)

"The LORD is a warrior; the LORD is His name." (**Exodus 15:3**)

The pundits, of course, adamantly rail against any notion of a righteous and honorable warrior ethos while seeking instead to move us toward a weak and emasculated "guardian" concept that is ever-changing in order to fit their various agendas of its proponents.

Webster defines a guardian as "one that guards," a "custodian." Clearly, not one who takes action, physically protects (often with our lives) or otherwise confronts evil!

Part of the problem is that most today, especially those in academia and the media, have never served in a combat military unit, faced a looting mob or taken on a violent offender as a sworn law enforcement officer. Fewer still truly understand the concept of evil or what it means to be what my friend Lt. Col. Dave Grossman calls a "sheepdog" — a servant-warrior who willingly runs TO the sound of gunfire and chaos to confront it.

And then there is the concept of servanthood. Anyone who follows my own teachings knows that I routinely add the biblical concept of being a "servant" to "warriors" (servant warrior) and "leaders" (servant leadership). What then is our "servant-warrior" ethos? And should we embrace that ethos in this supposed age of "guardians"? My colleagues, we must! Let's break it down further:

Ethos -- The Oxford dictionary defines "ethos" as "the characteristic spirit of a community as revealed in its beliefs and aspirations."

Servant -- In law enforcement, we routinely use phrases like "serve and protect." The word "servant" in the New Testament Greek is "diakonos." We get the word "deacon" from that. It has the same meaning as the word "minister" used by Paul in **Romans 13:1-4** through which God rightly commissions us as His "ministers" (servants) "for good" (the law-abiding public) "and a terror against evil." (the criminal element that preys on the weak and powerless, save but for us).

Put these three terms together (**servant warrior ethos**) and we come up with something like this: And to what should we aspire? Consider the following:

1. To always place the mission first (with the "mission" summed up in our [Law Enforcement Code of Ethics](#)).
2. To never accept defeat and never quit until the mission is accomplished.

3. To confront lawlessness.
4. To serve and protect the innocent.
5. To never leave a fallen comrade.

Ultimately, when we substitute "police officer" for "servant-warrior" (synonymous), we can then rightly reject the whole "guardian" mess and wholly embrace our **servant warrior ethos**.

So help us God!

We'll discuss all this and more next month at the ILEETA Conference! **ILEETA**

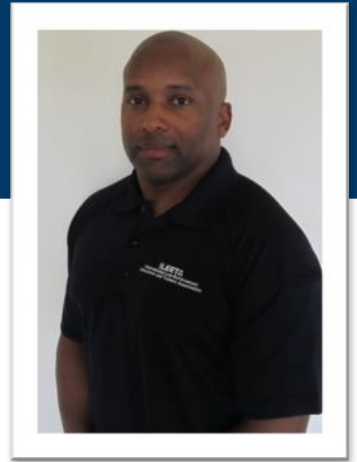
About the Author

Police Detective (ret) and Chaplain Michael "MC" Williams is a 35-year law enforcement veteran (patrol, investigations, SWAT, leadership, training, etc.). He currently serves as a state Criminal Investigator, police Chaplain, ministry leader, speaker and instructor. MC is the founder of [The Centurion Law Enforcement Ministry](#) (an international Christian outreach to law enforcement personnel and their families) and is the past National Board Vice-President of the [Fellowship of Christian Peace Officers – USA](#).



We Are Them and They Are Us

By Darrell Burton



In a speech that I gave to my recruit class on the day of their graduation, I believed that it was the right platform to express a deep concern that was stirred in me by a series of events witnessed on the news the night before. I've decided to provide you with some of that speech below; it speaks to the sentiment and energy of today and where I believe we should be as a profession and a calling.

Good morning and thank you all for attending our ceremony live and in living color. Today is indeed a day of celebration reserved for these men and women that you see here before you today. I'm very proud of them, as I am sure you are and I would like to leave them with just a few words of encouragement before we proceed with our program. Class 156, I need you to become the leaders that you said you would be, and in order to do that, your belief system has to be grounded in sound principal, fed by a healthy environment and propelled forward by your character. Without these ingredients, you will be like so many who have chosen the path of mediocrity in their life. I need you, your department needs you, we need you to believe that there is no "us" and "them" in this line of work but only a "WE". A "WE" in the combined effort to make this world we are living in a better place for humanity. Let this attitude serve as the basis for your interaction with those we serve. Your beliefs dictate your attitude, your attitude controls your perceptions and your perceptions dictate your behavior. Lead from a belief of WE, WE the people, and WE the community, because WE are the community and WE are the people. That shield and that star is a symbol of protection and guardianship, and you are to wear it with the pride of knowing that you stand for something bigger than you and there is no greater job than service. So I say to you today, that if you do this, I cant guarantee that all your days will be sunshine and rainbows but what I can do is assure you, that those we come in contact with, will have been influenced in some positive way, by a woman and man that are not just operating for themselves but for a better world.

I spoke these words to my then recruits, but I wrote them knowing that they apply to the profession in its entirety. Times have changed and we must evolve in our way of

governance. Yes laws need to be enforced and there should be an expectancy that the citizens within our jurisdictions should follow them, but we have strayed to far from the basics. We have turned into the proverbial manger that you only see when you have done something wrong, the supervisor that you only talk to when you are getting a write up and that sound bite on the news when an officer decides to step out of his car and shoot hoops with a kid. How can we expect the community to have a positive relationship with us, if the only times we interact with them are in the worse of times? We now live 1.5 or maybe more hours away from our jurisdiction, we sit in the car 70 to 80 percent of the time, and police activities leagues are almost extinct. If this is the case, then no wonder the community feels disconnected, but even more so we are disconnected, we have essentially alienated ourselves from the people and created what social psychology would term an "ingroup". I cannot tell how many times I hear officers complain and voice their opinion about those protesters, those activist, those, those, those. I can't help but remember parts of a quote that the Rev. Dr. Martin Luther King stated saying " And I must say tonight that a riot is the language of the unheard. And what is it America has failed to hear?"

My thought is what is it that law enforcement has failed to hear over the years? What is it that has caused what Malcom Gladwell would call the tipping point? If Dr. King is right, then what has been going unheard in our communities that we serve? All of these people and I mean the most eclectic of crowds cant possibly be wrong, can they? It is incumbent upon us to do our part and not be so reactive in the dismissal of their concerns. We have to revisit the famous phrase of the "one bad apple" and remember that single apple can spoil the bunch. We have to start getting out of our cars more often and interacting with our community members, so that it's not headline news when an officer does it. We have to stop living so far away from the communities we serve, because your vested interest lies in where you lay your head. We have

to bring back activity leagues to all communities we serve, where boxing, wrestling, martial arts, track and field, etc. are law enforcement sponsored events and or teams. This is a marathon, not a sprint, and overtime the fruits of this labor I believe will pay the profession in a high yielding of respect and understanding from the public. There are always going to be those that do not respect, like or love law enforcement, if you were looking for that go be a Fire Fighter, everyone loves them because they cant take you to jail. Don't expect everyone to praise and thank you for a job that you knew often times would be thankless. If you need it, let me be the first to tell you thank you, I need you out here, we need you out here, however, our families, friends and children are in the streets and they have spoken so we have to listen. So let's tweak some things and invest in being better and doing better, not defunding. I hope that these words reach all of you in good health and as always stay safe and watch your six. #WeAreThemAndTheyAreUS
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Darrell Burton is an Advanced Level Instructor under California POST, with several specialties to include Subject Matter Expert with California POST on Use of Force, Arrest and Control Tactics to Crisis Negotiations. He is currently a Police Academy Coordinator in San Mateo California holding a Masters Degree in Social Work and over 15 years experience in Law Enforcement/Public Service.

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Uncharted Territory

By Thomas Cline



At the 2019 conference, my class on *Tactical Stress Management* was so well received by

participants I intended to present it again in 2020 with improvements. When the Wuhan virus hit, the class was reworked considering the lockdowns and disruptions in personal schedules and stressors. The ILEETA March 2020 Conference was forced to shut down and an attempt was made to run it in August 2020. Alas, another shutdown.

Observing and speaking to cops, the class was awaiting another rewrite. On May 25, 2020, the George Floyd incident in Minneapolis occurred and hell broke loose against police. Law Enforcement officers were indicted, tried, and convicted by most media and many in leadership positions. Leaders having the courage to defend their officers were disparaged while attempts were made to destroy their careers by the media and politicians. Facts and *innocent until proven guilty* meant nothing for officers accused of abusing power, especially if race was involved.

Everything became racial and officers feared for their lives and livelihoods. During my 53 years in Law Enforcement, I've never seen officers exposed to this type of stress for so long. Many were doxxed and had to move their families to keep them safe. I cannot imagine the stress that harassed those officers. The stressors officers have endured for the last year are unprecedented and, honestly, I am not sure how to address them. The closest information I have seen that may address these levels of stress comes from Dr. Jonathan Shay, author of *Achilles in Vietnam*, his documentation of helping Vietnam vets deal with their PTSD. Dr. Shay says the three main causes he found in his clients were:

1. Exposure to interpersonal violence - another human trying to hurt or kill you
2. Betrayal by leadership
- Dehumanizing of the enemy

Do those things ring a bell?

The *Tactical Stress Management* class will attempt to address those causes and how our conscience and moral standards tie into our ability to deal with these stressors. Part of the class will be asking participants to share successful methods they have used. There will also be personal exercises that will begin a stress-reduction plan.

In my last journal article, I cited Thomas Coghlan, retired NYPD detective now a psychologist, who notes that symptoms of post-traumatic stress disorder did not manifest itself in September 11th or Hurricane Katrina first-responders for nine months to a year later!

The 9/11 first responders were supported by the public and promoted in the media as heroes. Leadership, too, gave support and kudos, yet the shock of violence and death deeply affected them. The horror experienced by the 9/11 first responders has been compounded in the last year from the betrayal by leadership that many officers now feel, and who and how they perceive as enemies. I do not think anyone understands the last year and we will have to seek answers as the dis-ease manifests itself. I hope and pray this class will give participants some ideas and options to teach and share with peers and students. **ILEETA**

About the Author

Thomas Cline, a 51-year law enforcement veteran, is past president of the International Association of Ethics Trainers, a writer/trainer at the Chicago Police Academy and a consultant. He's authored *Cop Tales! (Never Spit in a Man's Face...Unless His Mustache is on Fire)* and *Psyche Firefight: L.E. Job Satisfaction in a Hostile Environment*. For information on training and workshops Email: Coptales@gmail.com

How to Use Personality Science to Enhance Training

By Kerry Mensior



I was at an event in downtown San Diego, talking to a girl in her mid-20's. We were at a gathering of people who were interested in learning about having their own business. Gail told me she was a "de-bugger" and I asked what that meant.

She told me she worked on finding "bugs" in computer programs, lines of code where the program stops working and causes an error.

Within 90 seconds of the start of our conversation with her, I knew her primary personality traits (Knowledge) as well as her lowest ranking traits (Nurturer).

That's when "Evil Kerry" popped up. Evil Kerry is what I call the part of me that likes to (harmlessly) mess with people. As a cop for 30-years, I have had lots of chances to exercise that side of me. I can say that I don't ever cause permanent harm, but some of my classic practical jokes come from Evil Kerry!

I started to say Nurturer things to Gail. Things like, "You must really like how you help people with the work that you do." The reaction I got after a couple of phrases like that was stronger than I anticipated. She actually got frustrated with me in how off base I was. She didn't care a bit about helping people, in fact it had never occurred to her that that would even be an outcome.

So I switched gears and started using Knowledge phrases like, "It must take a lot of accuracy to do what you do." and, "You must have to have a lot of logic and expertise to be good at that kind of work." Gail immediately calmed down and was totally into the conversation.

That's when Evil Kerry was in full swing. I switched back to Nurturing words and phrases, just to prove to myself what effect I could have. Boom! Gail was immediately right back to being frustrated and irritated with me!

See, that's what happens when we speak in a different "language" than what the other person can "hear". When we use words and phrases from our primary personality trait and it happens to also be the other person's primary personality, we feel like we've met a

new best friend!

When they're opposite, like I did on purpose with Gail, then the other person seems like an oddball or at least someone that we won't want to talk to again. Have you ever been talking to someone and suddenly, it is like a wall comes up between the two of you? You can see their eyes glaze over and they aren't interested in talking to you anymore? Well, chances are, you're speaking to them in a language they don't "hear" best.

So how does this work in the classroom? How can we use Personality Science to communicate better with our students? One easy to use tool is called "BANKCODE". The acronym BANK stands for the four personality types: Blueprint, Action, Nurturing, Knowledge.

We already know that the average student retention rate is only 10% after 30 days (when only lecture is used). I show instructors how to use methods where you can have a 90% retention rate after 90 days, (not just 30!).

One of those ways is to use Personality Science. I'll be teaching exactly how to use BANK at the ILLETA Conference in just a few weeks. I have 3 classes scheduled, so be sure to get to at least one of them!

In the meantime, here is a free resource for you. You can learn about YOUR personality by going to the following website: MyBankCode.com/Victory

It takes 90 seconds or less and you'll get a free report that's easy to read and full of great information so you can learn about your favorite subject... YOU!

Now, I recommend that you also have the people closest to you do their Bankcode as well.

As a Sergeant, I had my entire squad do it. As a father, I had my kids do it. As a husband, I had my wife do it. Because I want to know what language I speak and what

Personality...con't.

language they speak. It makes conversations faster, more accurate and it helps me connect with them on a deeper and more meaningful level. It literally changes the way that you parent your children!

Between now and ILEETA, be sure to check out that free resource, come see me at ILEETA and also stop past the IDEA booth where I can see how to support you more! (IDEA – International De-Escalation Association website is: TheIdea.World)

- Identify the 4 B.A.N.K. Personality Types and the 12 values associated with each one.
- Demonstrate how to leverage the Personality Science to drive maximum results in your teaching.
- Summarize how your communication skills could improve and how to speak the "language" the other person can best "hear".
- Analyze how decisions are made by each personality.

Course Synopsis

Beginning with an overview of how little information is typically effectively communicated, then moving to how Personality affects communication as well as how to speak in the language the other person can best hear. Next, students will examine how to use these principles for getting the other person to fully comprehend and

ultimately retain the information shared by the instructor.

Course Description

The classes you teach have high-stakes outcomes. You put your students first and you want to make them as safe as possible. Every day you're looking to improve on what already is great training and sometimes it seems that someone in the class wasn't as engaged as they could have been. This class has the secrets so you can answer those concerns! Using Personality Science to understand your students, discover how they make decisions and understand how YOU make decisions is a great way to enhance your training skills. Come find out your Personality and how this class will benefit your students.

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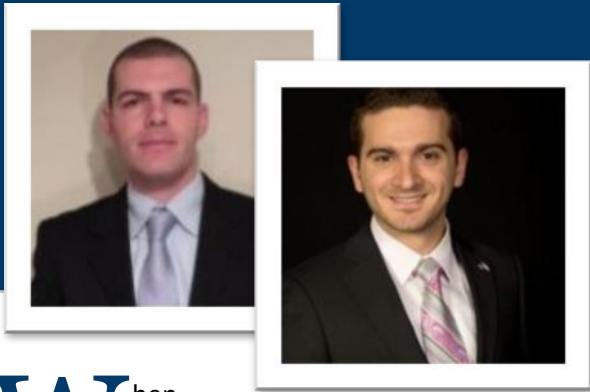
About the Author

A 30-year law enforcement veteran, Kerry recently retired as a Police Sergeant from the San Diego Police Dept. An international speaker, a best-selling author and sought-after Communication Mastery trainer, Kerry teaches you Ninja Communication Skills that are Easy to Understand, Easy to Remember and even Easier to Implement! He can be reached at TomorrowsPoliceOfficer.com

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Educators and Trainers Association

Role of Bystanders in Emergency Events

By Leonid Kalmanovich, Daniel Minusis and Eddy Verhilovsky



When emergency responder personnel in the US are asked if they consider on-scene bystanders to be an asset or a liability, a resource or an impediment to the delivery of care, opinions differ. The consensus seems to be that, on average, they are a little of both.

To begin, let's look at a few important numbers. The national average EMS response time to a 911 call is seven minutes in urban settings and more than fourteen minutes in rural settings (1). The National Fire Protection Association (NFPA) Standard 1710 recommends a travel time of four minutes or less for the arrival of a BLS unit to an incident and eight minutes or less for the arrival of an ALS unit. This recommendation does not address the gathering and mobilization of resources if needed. It is reasonable to assume that in the case of a major event, the first wave of a system-wide emergency response that includes Law Enforcement, Fire Departments, EMS, and other agencies will arrive on-scene in ten minutes or less. The second wave and additional resources will arrive in twenty minutes—possibly later. The American College of Surgeons – Advanced Trauma Life Support and its PHTLS (Pre-Hospital Trauma Life Support) recommendation for pre-hospital responders is to treat and transport the injured to the appropriate facility within ten minutes. The Council on Tactical Combat Casualty Care (CoTCCC) reports that hemorrhagic shock from arterial injury can occur in as little as one minute, and death can occur as little as three minutes. In cases of cardiac arrest, the American Heart Association (AHA) recommends immediate chest compressions and rapid or early defibrillation, as permanent brain damage can occur within five minutes and death can occur in as little as ten minutes. In medical emergencies or the treatment of trauma patients, the first five to ten minutes are crucial to increase the odds of survival.

Traditionally, agencies and first responders have invested valuable time in training and preparation in an effort to respond to emergency events as quickly and safely as

possible. However, recommended guidelines and statistics show that the emergency response system does not always respond as quickly as needed due to distance, inadequate coverage, traffic, resource availability, turnaround times, and staffing. Even the most well-equipped and highly-trained personnel will fail to impact survivability if they do not arrive quickly enough. It is an unfortunate reality that—even today—first responders often arrive at the patient's location more than four minutes after the initial 911 call. When seconds count, four minutes can be a lifetime, so we must recognize the limitations of the emergency response system as it currently exists. One readily available asset that is often already on-scene is the bystander. At times, the emergency response system may need to rely on the bystander(s) to help save lives during the first few minutes of an event. The simplest definition of a bystander is, *"People who are present at the time and place of a disaster."* It is important to emphasize that the decision to be an active or passive bystander is the personal choice of individuals present at an emergency scene.

In recent years, we have witnessed many events in the US where bystanders, with or without training, stepped up and became active bystanders. These individuals provided life-saving first aid while waiting for the local emergency response system to be activated, respond, and arrive on-scene. Often, these active bystanders remained on-scene and assisted the emergency response system. One of those events was the Sutherland Springs Church shooting on November 5th, 2017. When a gunman entered the Sutherland Springs Church and opened fire on the congregation during Sunday Service, Steve, a civilian bystander who lives near the church, decided to take action, confronting the shooter with his personal weapon. Another bystander, Johnny, was sitting in his truck outside the church. When Steve ran to Johnny's truck and told him to pursue the shooter, Johnny did not hesitate. The two pursued the shooter and neutralized the threat. Ultimately, the chase ended when the shooter crashed and came to a stop. Shortly after, law enforcement arrived and took control of the scene. Steve is a middle-

Bystanders...con't.

aged veteran, and Johnny is a young adult without any prior military or first responder experience. While Johnny and Steve pursued the shooter, another active bystander, a nurse, rendered life-saving first aid to victims inside the church. The combined actions and efforts of these active bystanders, each with various skills, undoubtedly impacted the outcome of the event before first responders arrived.

It is not uncommon for bystanders to help others during an emergency event. According to the AHA's statistics for 2017, 356,000 people in the US were victims of pre-hospital sudden cardiac arrest. About 46% received immediate CPR from a bystander. Cardiac arrest is one of the leading causes of death in the US, along with trauma-related blood loss. The AHA's Chain of Survival in cardiac arrest provides a simple yet effective explanation of how an active bystander can render aid in the event of a cardiac arrest. Similar to the AHA's Chain of Survival for cardiac arrest, multiple programs encourage a simple-bystander approach to trauma. The actions recommended in the first minutes of an emergency are not designed to provide definitive treatment, but instead, are meant to "buy the victim some time" until trained first responders arrive and take charge of the scene.

Implementing the Chain of Survival and other simple actions performed by active bystanders are encouraged to increase the chances of survival. Active bystanders should be quickly recognized and utilized by the emergency response system personnel—they are a critical component in the response to emergency events and can play a vital role in saving lives. In recent years, active bystanders' actions in numerous emergency events, such as the 2013 Boston Marathon bombing and the 2017 Las Vegas shooting, have demonstrated this dynamic.

Recognizing bystanders as valuable assets in catastrophic events is a vital first step in improving survivability. It is imperative to provide accessible civilian training, focusing on basic first-aid skills, such as CPR and "Stop the Bleed" techniques. Widespread training will provide bystanders with basic yet vital knowledge and tools that can be utilized to save lives in an emergency event. Other

valuable considerations include training first responders to identify and manage active bystanders in a crisis, and modifying existing "Good Samaritan" laws to provide legal protection to active bystanders.

Howard K. Mell, MD, MPH, CPE1; Shannon N. Mumma, MD2; Brian Hiestand, MD, MPH2; et al.

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Carmit Rapaport, PhD; Isaac Ashkenazi, MD

Better Together: Evolving Social Process between Bystanders and First Responders is a Force Multiplier for Effective Emergency Response

Published: February 5th, 2020

<https://openventio.org/wp-content/uploads/Better-Together-Evolving-Social-Process-between-Bystanders-and-First-Responders-is-a-Force-Multiplier-for-Effective-Emergency-Response-EPOJ-5-117.pdf>

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About the Authors

Leonid Kalmanovich is Director of Law Enforcement Division with PerSys Medical. He has been with PerSys Medical since 2010. During this time Leonid performed multiple sales and business development roles. Leonid established the Law Enforcement division of PerSys in 2011.

Prior to that, Leonid served 10 years in diplomatic security at the Israeli Ministry of Foreign Affairs. His last assignment was at the Israeli Consulate General in Houston, where he served as a Vice Consul/ Deputy Director of the Security Department. As part of his job, Leonid was in charge of overseeing physical and informational security of the members of the diplomatic core. Other main responsibilities included consultation and evaluation of security measures for local community centers, schools, and governmental offices.

Leonid served in the 890th Airborne Battalion of the IDF (Israeli Defense Force).

He graduated from the entrepreneurship program of Wolf Center for Entrepreneurship at Bauer Business School of University of Houston with a BA in Entrepreneurship and Marketing. He is currently enrolled in the Graduate program in Foresight. Leonid is also EMT and volunteer Firefighter with Bellaire Fire Department. He is certified instructor of National Association of Emergency Medical Technician in

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Daniel Manusis is a full-time paramedic working with Harris County ESD-48 Fire Department, one of the country's leading and most progressive ground EMS service and an EMS Lieutenant with Westlake Fire Department. Daniel started his EMS career in 2006 with the Israeli EMS (MDA). Daniel served in active-duty service for three years with the Israeli Defense Forces Army in a combat battalion as a sergeant. Since 2014 Daniel has been a Lieutenant with the U.S. Air Force Auxiliary-CAP and serves as an active Mission Pilot for Search & Rescue, and disaster relief. Daniel is currently working on obtaining his FAA flight instructor license.

Daniel is licensed in the state of Texas as an EMS instructor and serves as a lead faculty lecturer for EMT-Basic and AEMT programs, as well as a certified instructor for ACLS, PALS, BLS, PHTLS, TECC and AMLS.

Daniel is an educator for PerSys Medical, instructing Tactical First Aid, Self-Aid-Buddy Aid, and Stop the Bleed courses with an emphasis on Law Enforcement agencies. Daniel has instructed many Law Enforcement agencies across Texas, including agencies such as Harris County Sheriff Office, the Constable Office, Texas Police Chiefs Association, and the Houston Community College Law Enforcement Academy. Daniel is also currently the education manager for QinFlow, advocating for the use and deployment of pre-hospital blood products to the point of injury.

Eddy Vershilovsky is Director of Sales and Clinical affairs at PerSys Medical. He is providing clinical support to research and development team. Eddy has been with Persys Medical since 2016. During this time Eddy also oversaw sales in the Former USSR countries.

Eddy is paramedic with (Magen David Adom), Israeli EMS System. He served in MADA since 2003 as Emergency Medical Technician and since 2005 as Paramedic. During this time Eddy performed many key roles with the Israeli EMS, such as Paramedic Chief Course Instructor, advance cardiac life support instructor, advanced care paramedic in intensive care unit: and managed few projects with the European Union. Eddy participated in many international missions and serve as a delegate for International Committee of the Red Cross. Eddy graduated from Ben Gurion University of Negev (Israel) with the Bachelor of Science in Emergency Medicine. He also graduated from Tel Aviv university with MPH in Emergency and crisis Management. Eddy served in the Nahal Infantry Brigade of the IDF (Israeli Defense Force) as a combat medic and he is instructor of first aid and tactical medical training.

Don't Let Your Officers Get Blindsided: Recognizing and Responding to Danger Signs

by Brian McKenna



Over the past ten years, 60.7 percent of the police officers feloniously killed in the line of duty were unable to draw their firearm before they were killed, and another 14.1 percent managed to draw but were unable to return fire. In short, almost four out of 5 of the victim officers never had the chance to fight back. There is also considerable anecdotal evidence from officers who have survived lethal attacks that makes it clear that they were caught by surprise. This evidence clearly supports what most police trainers already know—cops are incredibly vulnerable to attack because action is always faster than reaction. To combat this serious threat, we have developed essential defensive measures like WIN and If-Then Thinking, and pushed hard to drill them into our students in order to increase their ability to spot danger signs and respond effectively to them.

While these measures have no doubt gone a long way in making the streets safer for our officers, we also need to account for the unfortunate fact that officers often fail to recognize danger signs for what they are, or ignore them altogether. There are various reasons why this happens, including:

- Dangerous assumptions. Officers sometimes assume that danger signs are something else. One west coast officer spotted a bank robber fleeing the scene, but was under the impression that the actual suspect had already left the area. As a result, he assumed he had the wrong man, and approached him in an unsafe manner. He was wounded just seconds later when the offender opened fire on him.
- Knowledge gaps. We all have gaps in our knowledge, no matter how well informed we may be. One officer in the southeast attempted to detain a suspicious subject who ignored his commands to stop. When he approached the subject and put a hand on his shoulder, the man punched him, and then cut him along the base of his neck during the subsequent struggle.
- Focusing on the hunt. Officers often get so focused on making an arrest, that they miss danger signs.

- Mistaking danger signs as deceitful behavior. The problem here is that many of the behaviors displayed by people who are trying to avoid arrest are the same as the behaviors of those who intend to attack.
- Lack of mental flexibility when under stress or in a hurry. Stress and rushing ahead tend to cloud thinking and thus inhibit mental flexibility and the ability to make accurate threat assessments.
- Pre-arrival prejudices. We tend to see what we expect to see, and this can cloud our judgement about possible danger signs. For example, if an officer is responding to a call in which it he/she is told the offender is armed with a handgun, he/she is more likely to mistake a cell phone, hose nozzle, etc. for a handgun.
- Uncertainty about use-of-force statutes and policies. Any uncertainty about the use of force can lead to dangerous hesitancy, confusion, clouded thinking or even diminished observation skills.
- Fear of consequences from use of force. Especially in today's environment, officers are understandably concerned about the career, financial and criminal consequences. And these concerns can be magnified when the officer is uncertain about the law and policies regarding use of force.

Those of us who are privileged to train our fine officers in officer safety owe them our very best effort in everything we do, and that includes providing them with a firm grounding in the mental skills they will need to win against all odds. Expert situational awareness, threat assessment and decision making are crucial to this goal. So, how do we do this? First, we need to learn as much as we can about these essential mental skills, and then do our best to develop them in our students. Ways to do that :

- Include the use of these skills in reality-based training, and follow up with proper feedback during debriefings.
- Teach them to always scan for danger signs in everything they do, and then formulate a quick plan for dealing with each one. This must be done continually throughout every call, no matter how mundane it may appear to be, until it becomes a mental habit. The habit of scanning for danger will help them remain aware at all times, and the habit of assessing and planning ahead will help them become experts at threat assessment. Question them about their use of this habit during debriefings after reality-based training.
- Emphasize good tactics. Doing so will help ensure that your trainees will be in a good position to respond to danger if attacked. This will in turn make them more confident in their ability to respond to danger, which reduces stress, clears thinking, and improved decision making.
- Raise training in the legal aspects of use of force to a much higher level. It is not enough for our officers to know the statutory and case law on use of force at the academic level. They must know and understand it to the point that they can apply it on the street, under the enormous stress, fear, and confusion of mortal danger.

These ideas are only the tip of the iceberg. I am confident that the fine police instructors in ILEETA and elsewhere in the law enforcement community have the knowhow, teaching skills, and motivation to find ever better ways to teach our trainees the mental skills needed to overcome the obstacles to proper danger awareness and threat assessment.

There has never been a tougher time to be a cop, and our officers are depending on us to give them the training they need survive and thrive in this new and most difficult environment.

Keep up the good work, stay safe, and God bless.

ILEETA

About the Author

Brian is a retired Hazelwood (MO) lieutenant, where he served as a patrol supervisor, trainer and lead firearms instructor. He has written extensively on officer safety topics, specializing in mindset and the analysis of violent police encounters for learning points, and currently teaches officer safety courses for Winning Edge Training.

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The Role of Faith in Officer Resiliency and Survival

By Dr. Sue Weaver



In recent discussions with colleagues and fellow police trainers from around the United States, the topic of the role

of faith, religiosity, or spirituality as it relates to officer wellness has surfaced multiple times. In conducting a literature review, two issues became patently clear: a) of the 18 articles or books on the topic, only three were published in scholarly journals, and b) all articles were somewhat dated, meaning prior to 2013. Although many police trainers, officers, and academies have stated the importance of incorporating faith within the law enforcement training paradigm, little if any spiritual training has actually been put into action.

Let me begin by posing this question: What are the primary reasons individual religiosity (faith) is beneficial to officers? The answer is threefold. First, application of faith has a positive impact on officer survival in a critical incident. Second, application of faith can decrease toxic cynicism, and third, application of faith can have a positive impact on reducing officer suicide. These are all problems commonly encountered by law enforcement officers at some point in their career. As a ballistics vest can protect against gunfire, training and developing faith/spirituality can be a possible protection against the following maladaptive behaviors: burnout, alcohol abuse, domestic abuse, and suicide

Feemster (2007), claimed that spirituality “affects the most critical aspects of practice, performance, vitality, and longevity in the [law enforcement] profession” (p. 9) resulting in resilience.

This research is designed to offer ideas of how departments can build a case for incorporating more spiritual training into the police wellness curriculum. At the very least, individual officers can tap into these benefits and implement spirituality into their personal lives.

Officer wellness should focus on the whole person. Friedman (2005) made a distinction between emotional

wellness and spiritual wellness. According to Cary Friedman (2005), “emotional health is primarily concerned with a person’s internal sense of wholeness, spiritual health is concerned with how a person interacts with an external value system” (p. 7). The emotional dimension can help a person function however. the spiritual aspect can fill with a person with vitality and purpose. Officers need to stay sharp mentally, physically, and spiritually as it is “essential to success in the field” (Friedman, 2005, p. 8).

Situational awareness is taught to officers to increase their safety. Staying sharp mentally is more than employing good situational awareness skills. It includes taking care of one’s mental health. Officers train physically so they can better protect themselves, their partners and the public practicing defensive tactics and weapon retention. These are both important. However, how can officers stay sharp spiritually?

First it is helpful to have an understanding of spirituality. Spirituality has two components: faith and hope. Faith is having a belief, trust and confidence in something. Hope is optimism based on faith. Without faith, hope is weak. A non-biblical example of faith would be saying an officer has faith in his K-9 (a belief and trust in, and confidence). The officer is optimistic that his shift will end well because of his hope/faith in his K-9 partner. To explain spirituality further, we can differentiate between spirituality and religiosity in this manner: spirituality is our belief in an external value system such as the bible, whereas religiosity is the manner in which we live out and practice our spirituality. There are examples of several officers whose spirituality (faith and hope in Christ and the promises in the bible) helped them survive a terrible critical incident. Names that come to mind are Jeremy Romero, John Adsit, Michael Schulman, and John Arroyo. Hearing their stories can inspire others to seek out that source of strength for themselves.

There are various organizations and services to assist law enforcement officers in finding and incorporating spirituality into their lives and training. One is Fellowship of Christian Peace Officers. There are chapters across the

country and in Canada. Their website has offers daily devotionals, bible study, services and other resources. The Billy Graham Evangelical Association has a growing law enforcement ministry. This outreach includes a rapid response team for critical incidents, chaplains for police officers, free law enforcement appreciation dinners, retreats for officers and their spouses, and chiefs' retreats. Many of their retreats and services are free. Some places offer "Cop Church" for officers and their families. In addition, there are various books that contain the stories of officers who tell the story of their unspeakable tragedy and the good that has resulted from their faith and hope in the Lord.

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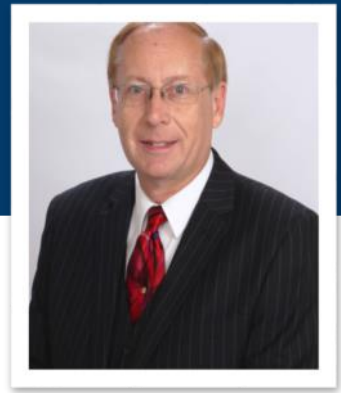
About the Author

Dr. Sue Weaver's career as a police officer spanned 23 years. She worked in California and Wyoming, patrol, K-9, SWAT and was a senior training officer. Weaver was an academy instructor for 5 years in North Carolina Weaver. She has a B.S. degree in Psychology, M.A. in Criminology, & Ph.D. in Criminal Justice & currently teaches criminal justice at Emmanuel College. Dr. Weaver has been an ILEETA member since 2012.



Writing Proper Police Reports: Details Make Your Reports Better

by Christopher E. K. Pfannkuche



As a police officer, every case that you handle is memorialized in the police reports that you write. The quality of those reports often determines the outcome of your case. Writing proper police reports is essential to building a solid case for the prosecutor, to ultimately obtain a conviction in court. But what constitutes a proper police report ... and how to teach this ability to your fellow officers ... are some of the challenges that every police training instructor faces. The answer is simple: Details make your reports better!

The key elements of any police report go far beyond the basics of the “5Ws+H” (who, what, when, where, why and how). You must learn and teach how to “Paint the Picture” of what happened. A helpful rule to follow is Christopher’s “Total Stranger Rule”: Your police reports should be detailed and specific enough that a “total stranger”, who was never involved in the case, could pick up your reports, read them, and testify as to all the “major relevant details” of the case.

Police officers write police reports for three reasons: 1) to accurately memorialize the events in writing for official purposes; 2) to assist the prosecutor in the prosecution of the criminal case in court; and 3) to refresh the officers’ memories in preparation to testifying on the case months or years later and hundreds of arrests later. The problem is that reports often leave gaps as to certain details. These gaps are flaws in your reports.

Defense attorneys always look for flaws in the police reports. That is where they look to start legally attacking each case. Knowing these flaws, a good defense attorney can often destroy a police officer’s credibility, and the whole case with it, on cross examination. Therefore, it is your job to eliminate these flaws before they occur. You must build a solid case. To do so, your reports must clearly “paint the picture” of what happened, in relevant detail.

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

Your reports must cover a variety of relevant details. These relevant details must all be properly memorialized in a way that both aids a prosecutor in court and minimalizes potential legal attacks by defense attorneys. These relevant details include:

- 1) What Brought You to the Scene – This can include: assignment, FLASH message, dispatch, flagged down, on-view, acting on direct information and back-up/assist. Each of these will convey different types of information that you must incorporate into the initial portion of your reports.
- 2) On-Scene Observations and Fact Collecting – Include a brief description of what you first observed upon arriving on the scene. Let your report evolve chronologically.
- 3) Initial On-Scene Interviews – These will assist you in discovering what happened and will often determine what actions you take next.
- 4) Searches – These range from searches of: individuals, to vehicles, to buildings, to active crime scenes. The scope of a search is usually determined by an officer’s observations, exigent circumstances, an active crime scene, consent, or the scope of a search warrant. Each of these must be carefully detailed in your reports.
- 5) Evidence Handling – This includes: securing the scene, protecting the evidence, Evidence Technicians processing the scene, evidence collection, properly inventorying all evidence, chain-of-custody and properly memorializing all this in your reports. Important concepts to remember, and to teach, are: 1) Inventory all evidence related to the case because you have no idea what may later become relevant at trial; and 2) never comeingle evidence. Paramount is closely adhering to Christopher’s “Evidence Preservation” Rule: – Locate it, identify it, photograph it, recover it, preserve it, inventory it (for future use), memorialize it (in your reports), analyze it (at a lab), bring it (to court for trial), testify about it (in court), and impound it (after trial). Maintain a documented “Chain-of-Custody” at every step.

6) Identification Process – This often takes the form of photo arrays, show-ups, or live line-ups, but can also include voice IDs, reverse IDs, one-on-one unexpected encounter IDs, or unique characteristics IDs. Fingerprint and DNA IDs are still other possibilities. Each brings numerous details that must be memorialized.

7) Statements and Miranda – These are a key part of any investigation. They range from: the initial cursory victim/witness interviews, to follow-up more in-depth fact-finding interviews, to formal interviews of a suspect in custody, including the circumstances of advising a suspect as to Miranda Rights. It is important to record these in detail, as well as the circumstances under which they were taken.

8) Arrest / Booking Process – This step often includes further statements and searches and leads to determining criminal histories.

In the process of writing your report remember that “proper terminology” – is crucial. Usage of words like I vs. We, FLASH vs. dispatch, radio description vs. actual on-scene description, on-view vs. on-scene, R/Os (Reporting Officers vs. Responding Officers), street stop vs. detention vs. arrest, dropped vs. tossed, and statement vs. spontaneous utterance routinely cause huge problems in police reports. These terms have different meanings in courts of law than they do on the streets and must be

used properly.

Remember to review and proof-read your reports carefully before officially filing them. Your words and mistakes can have a way of coming back to haunt you.

Finally, use a PowerPoint presentation as part of your training course and make it both Dynamic and interactive to keep your students’ attention. “Expect the unexpected” is my personal rule.

In conclusion – The quality of your police reports can make or break a case. Write them carefully and professionally. Include all relevant details. The ability not just to write ... but also to teach how to write ... a good police report is a “learned talent” that only comes from the insight acquired from years of training, experience, interacting with prosecutors, and testifying in court. Your goal is to be accurate and detailed. Build a solid case. Become a better police officer ... and a better police training instructor! **ILEETA**

About the Author

CHRISTOPHER E. K. PFANNKUCHE is a trial attorney, career Criminal Prosecutor, licensed Private Detective, certified teacher and Police Training Instructor. He is an experienced 31-year criminal prosecutor, serving as a Trial Supervisor, and teaches various police training courses. He wrote a book on search warrants and has taught Criminal Law and Legal Writing. Christopher can be reached at LAWPILOT@aol.com / Cell: 312-213-6951.

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Creating Courage in the Thin Blue Line: The Most Important Attribute of Leadership

By Tim Barfield

“Men don’t follow titles, they follow courage” –

Braveheart (Movie)

Leadership is an oft discussed subject in law enforcement circles. I am convinced that those serving in this profession have a good idea of what the important principles are. I also believe the lack of application of these principles is based almost entirely on the lack of the moral courage to apply them.

Police officers have an incredible ability to be physically courageous, but moral courage is a trait that needs to be developed. I am in my fourth decade of law enforcement service. I have witnessed and participated in great acts of physical courage. What I mean by physical courage is the willingness to risk one’s life to protect others who cannot or will not protect themselves from dangerous situations or people. The stories would fill volumes. But moral courage is not as prevalent. Across all professions, moral courage is the least of all human traits. We need look no further in our profession than the daily headlines. No confidence votes for police chiefs, officers fired or accused without a completed investigation, terrible choices by officers when interacting with the public, lies about police motives to perform their jobs and an inability to retain dedicated servants. Each of these has a basis in a lack of moral courage.

What is moral courage? My working definition is the willingness to publicly take action to defend your values despite the fear of consequences to personal reputation, job status, financial impact or even death. In most cases the lack of moral courage I am talking about may impact all the above but rarely involves loss of life.

The idea of “creating courage” sprung from a prayer group which met prior to the daily activities at the annual ILEETA conference. The resounding theme seemed to be the lack of courage to carry out the known principles of good leadership principles. In preparation for that topic, I have formulated some ideas on how we can help leaders

create the courage they need to achieve excellence. This list is just a few of those ideas.

Values

First on a short list of ideas is to know and then live your value system. Many people believe they have a good value system but without accountability it does not really matter what they believe. I would first suggest you articulate what your values are. It is so much easier to stay on course when your value system is clear. Mine are clear to me and taken from the Bible but you will want to write yours out and put them somewhere before your eyes to reflect on daily.

Fear Factor

The need to be accountable to someone other than yourself will help you have courage when it is needed. My accountability is to the God of the Bible. I fear God more than man. I am not proselytizing, just explaining. For me I fear my choices in this life will meet with accountability after life. If you are not persuaded personally by that fear or you could use earthly accountability, try a mentor or council of friends who share your values. I have a dear friend, older than me, who still uses a mentor and meets weekly for accountability. Knowing we must face someone besides ourselves and give an account of our actions helps our ethical decision making. When I was younger, and my friends would be considering some decision, I remember the phrase “my mom would kill me if...” That fear of answerability would certainly be a cause for pause. Find your fear of accountability that helps you adhere to your values system and not give in to weak moments.

Courage is a Choice

Abraham Lincoln is quoted as saying, “Most folks are as happy as they make up their minds to be.” I know that courage, like happiness, is a choice. Choose to be courageous! Action means conscious decision making. Making conscious decisions to hold to your values forces us to think about the impact this will have on the man in

Courage...con't.

the mirror. Decisions based on feelings require no real thinking and the heart is exceedingly wicked and deceitful.

Knowledge

As a leader, you need to be well versed in many areas. How much time have you invested in your education today? Although training is important, I am also talking about current events, relevant facts about law enforcement and current events, laws, use of force, human performance, ballistics, training, best practices, etc. This is a lot, and you cannot be the expert in everything. Probably one of the easiest ways to be prepared to share the information you will be asked for is to make sure you have the right people around you who are the experts. You need to acknowledge them and use them.

Knowledge is also power, and many people try to secure their position by failing to share information. A leader shares and encourages knowledge in those they serve. When people feel empowered around you and know that they are part of a team, that you want them to be better than you create a situation that secures your future and not limits it. Make a concerted effort to share some of your knowledge every day.

Desire to be Liked

This is probably one of the greatest downfalls of leadership. It is not wrong to be liked but the **desire** to be liked will make the decisions you make about you and not about those impacted. It takes courage to do things that may cost you friends or recognition. Leadership is lonely, it means doing what others will not. Trying to make everyone happy to accomplish this has been a weakness in too many decisions and leaders. Have the courage to stand on values and people will be drawn to that courage.

You Must Love People

The desire to be liked is about you but the ability to love people, your people, is about others. Leadership is about serving and knowing how to love, especially those who might not be loveable, takes real courage. Loving people

is about seeking their greatest good. Sometimes that means recognizing their achievements, sometimes that means firing people. How does firing someone make sense? How does keeping someone in a job they cannot do help them? Loving someone means you will be honest with them. It is seldom the things we say to people that cause anger, but it is how we say it. Let your love for people consider where they came from, their shortcomings and achievements. Seeking the best for people will make you a courageous leader.

Genuine

If you want to learn to be a courageous leader you must learn to be genuine. You are the best you that you can be. Genuine people understand their flaws and strengths. They also understand that teamwork is the best way to pursue excellence. Courageous leaders have learned humility. Humility does not mean that you think less of yourself but that you think of yourself less. Courageous leaders do not pretend to be someone other than themselves. Strong when necessary and vulnerable with those they lead.

Remember that courage is a choice and that means it takes deliberate planning to act courageously. Be deliberate, accountable, vulnerable and loving and knowledgeable and you are on your way to courageous leadership.

Be safe! **ILEETA**

About the Author

Tim Barfield is the Chief of Police in a small Midwestern Ohio town. He has been a police officer for 40 years. Prior to his appointment as chief, he spent 32 years in an inner ring suburb of Cleveland, Ohio. Recently widowed he is a father and grandfather who has a love for police work and police officers with a goal of helping them succeed in an honorable profession.

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Section 1 - Conference Attendee Information
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Name	Last		First		M.I.	
Title/Rank			Agency			
Agency Street Address				City		
State	Zip		Agency Phone			
Agency Fax			Agency E-Mail			
Home Street Address				City		
State	Zip		Home Phone			
Home E-Mail				Country		
Preferred Contact	<input type="checkbox"/> Home <input type="checkbox"/> Agency		Web site if applicable			
Check those that apply: <input type="checkbox"/> Criminal Justice Educator <input type="checkbox"/> Public Agency Trainer <input type="checkbox"/> Privately Employed Trainer						
<input type="checkbox"/> Training Manager <input type="checkbox"/> Field Training Officer <input type="checkbox"/> Researcher/Author <input type="checkbox"/> Other – describe						
Check those that apply: Type of training conducted: <input type="checkbox"/> General subjects <input type="checkbox"/> Use of force <input type="checkbox"/> Safety/Wellness <input type="checkbox"/> Firearms						
<input type="checkbox"/> Investigations <input type="checkbox"/> Defensive tactics <input type="checkbox"/> Other – describe						

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

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