



Winter Edition

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ILEETA ★

International Law Enforcement
Educators and Trainers Association

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ILEETA Journal Editorial



The Beginning and The End



Managing Editor:
Kerry Avery

This is my first ILEETA Journal as editor. It's a tall order to take over from Roy Bethge, who has inspired me to challenge myself and maintain a growth mindset since we first met in 2013. My perspective is quite different as a Canadian civilian, but like Roy, I am passionate about making law enforcement training the best it can be with the budgets we have. I look forward to continuing the tradition of exploring the current trends, issues, and research affecting law enforcement trainers.

This is the final edition for 2015. The end of the year is a time for reflection. Sadly, 2015 is another year in which the goal of Below 100 was not reached. At the time of writing, the [Officer Down Memorial Page](#) reports 123 line of duty deaths in the United States. This number is down by 4% from 2014 which is a move in the right direction. Gunfire deaths are down by 22%, but automobile related deaths are up by 2%.



On a personal note, I attended my first regimental funeral for Cst. Wynn of the R.C.M.P. lost in the line of duty in January. I would have never imagined I would be attending another one in June for Cst. Daniel Woodall, the first member of the Edmonton Police Service to die in the line of duty in 25 years. This loss shook our service to its core, but the amazing support from the community and our blue family (internationally) really helped us cope.

As trainers it's our responsibility to continue working to keep decreasing this number because these aren't just statistics, these are family members.

2015 was a year in which I saw law enforcement continue to find their voice by engaging in social media. My social media feeds used to feel like an endless onslaught of negative statements about "the police." I now find the opinions in social media are a little more balanced and more people are expressing their support for law enforcement. I see agencies engaging citizens regularly through facebook and twitter. Community policing has expanded to the online world. The law enforcement profession is still continuously being scrutinized, but I think agencies have started to tell the "other side of the story." It's encouraging to see you gain some control over the narrative.

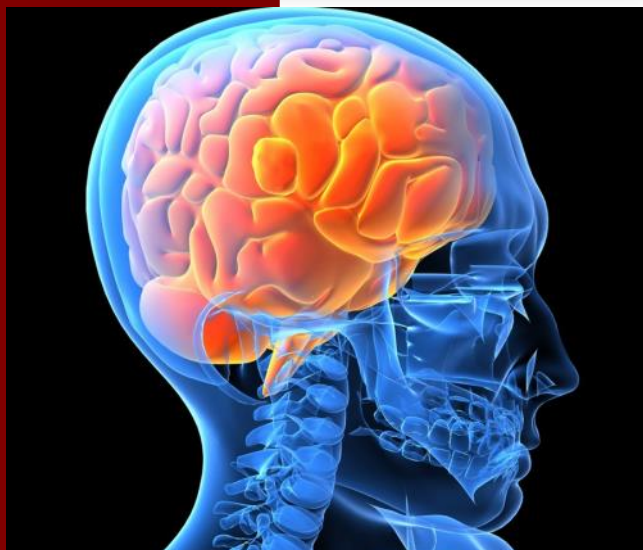
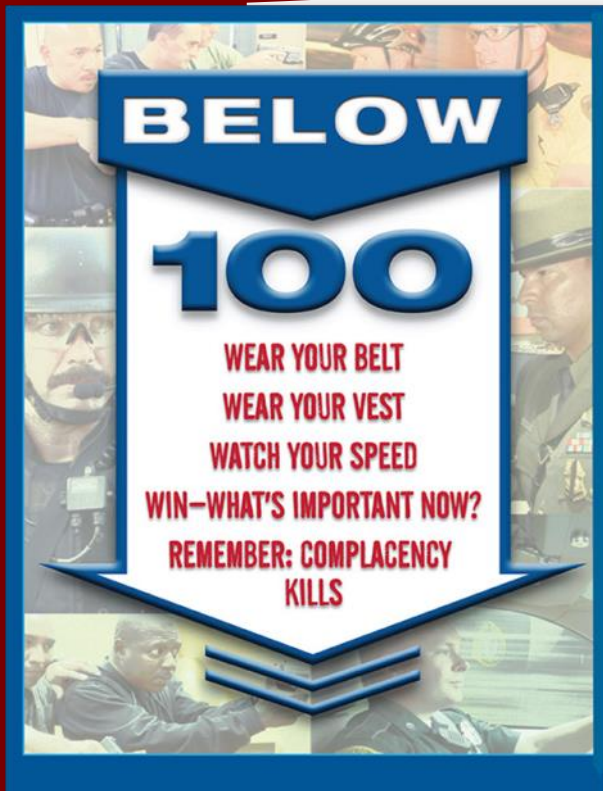
I wish you all a Merry Christmas and Happy New Year! Here's to 2016, another year and another opportunity for growth. I look forward to reading all of the article submissions, continuing to share information through the Journal, and spending a week sharing experiences, learning, and coalescing at the ILEETA Conference March 13-18.

Kerry

Editorial

Officer Safety Use of Force

Editor:
Brian Hill



Officers Facing Criminal Charges; Faulty Decision Making?

by Laura A. Zimmerman, Ph.D.
& David Blake M.Sc.



An increasing number of law enforcement officers face criminal charges because the decisions they made during high-stakes incidents resulted in unexpected and often tragic outcomes. The gravity of the charges, ranging from aggravated assault to murder, are concerning when applied under the Graham Standard,

which allows officers to determine force reasonableness at the scene. The perspective of the officer is a key component of this standard, but the science behind the cognitive processes that make up an officer's determination of reasonableness is rarely considered within the courts or in law enforcement training.

Training and experience allow officers to develop their ability to perceive and process information during unfolding incidents. These experiences create unconscious patterns, called schema, that allow for quick assessments and generally accurate judgments. However, judgments that rely heavily on previous experience can sometimes steer officers wrong, particularly when under time pressure. When humans rely on schema without taking into account new or unusual information, they are prone to making biased decisions. Unfortunately, the quick and efficient assessments officers make using schema can also lead them to disregard atypical information in unfolding events, judge the situation as a match to their existing schema, and make inappropriate decisions. This bias can result in tragic errors.

Consider the potential for biased decision making in the context of a criminal encounter when a suspect moves his hand toward his waistband. The threat schemas officers likely develop are based on experiencing incidents in

which they have found handguns in suspects' waistbands or have been assaulted by suspects who pull a weapon from that area. This schema likely produces a similar threat assessment and response across similar incidents and often, an officer's often unconscious and immediate response is necessary for self-preservation. However, in some situations, unique indicators may signal that the typical response is not appropriate. If the officer misses these schema-inconsistent indicators, they may react to a gun threat when no gun is present.

While the bias described above provides a reasonable officer perspective under Graham, officers are increasingly being disciplined or criminally charged because they relied on a schema that may also save their lives. This increasing trend toward punitive action highlights the necessity to educate officers on how schema develops and how unconscious bias can influence decision making. Included in this education should be training to identify and overcome bias when making decisions.



Schema; your unconscious judgment

Schemas are mental maps people rely on to classify incoming information almost effortlessly and make quick interpretations; sometimes without conscious thought. Consider this situation: You and your significant other walk into a coffee shop. Your attention is immediately

Faulty Decision Making?...con't

drawn to a heavily tattooed male wearing all red sitting at a table. After you exit the shop, you say to your mate, "I wouldn't expect to see a gang member in this place?" Your mate replies, "What gang member?" You wonder why you are so incredibly perceptive to the surrounding environment while your mate seems so clueless. The difference is that you have an internal mental model or schemata for a gang member that allows you to effectively match internal patterns of gang member physical characteristics and behaviors to what you see as you move through your environment. This perception allows you to make a rapid judgment of the individual and assessment of his threat level.



However, when making these assessments, it is important to consider that these quick, often unconscious, judgments could be wrong. The supposed gang member might have been a tourist who is unfamiliar with the city's gang culture, or just a guy who likes to wear red. All humans, not just officers, develop schema to reduce the effort it takes to assess their environments and navigate the countless decisions they face each day. Everyone views the world with some bias, mainly because biases are extremely difficult to recognize and mitigate. Police officers develop biases based on the amount and type of crime they see every day and who they see committing the crimes. The challenge is in not letting bias override assessment of the unique characteristics of each individual event.

Decision Making Exercises – Correcting for bias.

While difficult, it is not impossible to identify and reduce the influence of biases. To do this, officers can question

assumptions and look for evidence that disconfirms their current beliefs. In practice and training, it is useful for officers to practice considering other possibilities, formulating multiple interpretations of situations, playing devil's advocate, and taking a third person perspective by imagining how bystanders viewing the scene might interpret the situation.

A low-cost way to correct for bias in training is to use decision-making exercises or tabletop discussions to present short scenarios to officers and have them make decisions about how they would handle the situations. These scenarios should be typical, so officers could rely on schema to make quick decisions; however, embedded in these scenarios should be information that potentially promotes bias.

Consider this tabletop discussion in your next briefing:

Dispatch reports a gang member who the caller "thinks might be armed with a handgun" is in the parking lot of a popular strip mall. The caller believes the reported gang member has a handgun because she saw the "gang member" keep adjusting a bulge at the front left of his shirt. He is with a group the caller describes as, "boisterous". The call comes in around noon and the lunch crowd is in full swing indicating that the parking lot will be full of cars and patrons. The male in question is wearing baggy shorts and a loose blue t-shirt and has headphones over his ears. The primary officer arrives on scene and spots the male matching the description. Additionally, the responding officer notes the, "gang-member" is heavily tattooed, has dread locks, and is wearing baggy pants; what do you do?

To open the door to bias, the scenario should present ambiguous cues, novel cues, or cues contrary to the prior information. For instance, a facilitator might add the "gang member" is carrying a skateboard (conflict?), or is in the area of an airsoft venue. Officers might assess the situation through the lens of previous experiences and existing beliefs while disregarding current incoming information. Facilitators should provide officers with only one to two

Faulty Decision Making?...con't

minutes to decide how they would handle each situation and then ask officers present their decisions and their reasoning for their choices.

A critical part of these exercises is the facilitated discussion. Facilitators should ask questions that require officers to think critically about their decision processes, including the information they used to assess the situation and how they arrived at their conclusions. A key objective is to identify where biased thinking can occur and discuss ways to overcome it. Discussing the variety of officer perceptions, judgments and decisions in a given situation slows down the assessment and decision and provides all officers with alternative assessments they can access later and use to mitigate potentially biased responses.

Some critical thinking questions a facilitator might ask about the above scenario include: As the primary officer, how would you respond to this scene? Why did you choose that course of action? What specific indicators lead to your decision? How else might you interpret those indicators? Does this situation fit a standard situation? If not, how is it different? What outcome do you expect by taking your chosen action? What do you think might have happened if you chose a different course of action? What mistakes might an officer make in this situation?

Facilitators should ask questions about the specific decisions and the indicators officers focus on. After officers describe their assessments and decisions, facilitators should ask questions related to potential biases. Actively discussing potential bias in training will help officers notice unique indicators and spot biases during actual time-pressured incidents, adjust their assessments, and make unbiased decisions.

Conclusion

Law enforcement is under the lens of a microscope in ways never before experienced. The decisions officers make may very well be the difference between life and death. For these reasons, the time has come to take a look at our current training methodologies and begin considering others. Decision making can be trained and it

is now more vital than ever for a long and successful career. Be Vigilant. Be Safe. **ILEETA**

About the Authors

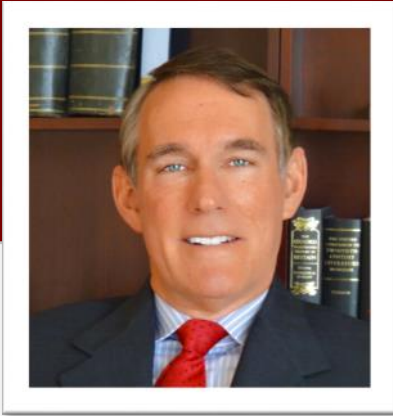
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Two Body-Worn Camera Techniques Worth Training

by Lt. Daniel Zehnder



There have been a number of stories in the news recently regarding body-worn camera (BWC) officers

arriving on critical incidents, including officer involved shootings, and not having their cameras activated. While all the details of some of these incidents have not been fully disclosed, they illustrate one of the key objectives that should be central to any BWC training program. Policy should direct, and officers should be taught, that BWCs should be activated as early in an event as possible. Ideally, this would be when assigned to a call for service by dispatch. Activating the camera should become as automatic as acknowledging receipt of the call. This will ensure that the BWC has had time to activate and run through any pre-activation buffer. The same process should be taught for officer initiated events. Though frequently officers have less time to activate the BWC on these types of events they can maximize that time by being taught to “project” the event and activate at the time of notifying the dispatcher of the event. Occasionally these events happen very quickly. Officers should be taught to never sacrifice officer safety or to lose focus on immediately controlling the situation in favor of activating the BWC. However, the BWC should be activated as soon as safely practical. With training and practice officers can develop the habit of projecting the event and activating the camera pre-event. Technology is rapidly catching up with the need for pre-event activation. Many BWC manufacturers offer solutions for automatic camera activation tied to mechanical activities such as emergency light bar activation and opening of the patrol car door. These are frequently an additional cost item for the agency so officers may not have them to rely on. If they are available, officers should still get in to the habit of turning on their cameras long before these triggering devices.

A second technique, that goes hand-in-hand with early activation, is the concept of event narration. This concept grew out of best practices in the deployment of BWCs in the United Kingdom where it is termed “monologuing”. This is essentially what it sounds like; officers narrating what is happening before, during (when practical) and

after an event. Officers simply talk to the camera as if they were narrating key facts and observations of the event. This helps in a number of ways. First, it clearly documents what an officer knows and observes throughout the event. This can be critical in major events such as an officer involved shooting. Take the following scenario as an example, both with and without “monologuing”.

The first example is without “monologuing”. Officers are dispatched late at night to a domestic disturbance at an apartment complex. They activate their BWCs immediately after receiving the call. Upon arrival they exit their patrol vehicle and begin walking up the steps to the second floor apartment. Suddenly the door bursts open and a male runs out onto the landing and points something at officers. The officers immediately engage the suspect and stop the threat. The man was armed with a handgun.

Now take the same scenario with “monologuing”. Upon receiving the call officers immediately activate their cameras. Once through pre-event buffering they begin their monologue. In it, one officer relates that he has been to this same apartment twice before on domestic violence calls. The husband has always left before they arrived but he took reports of the incidents. The wife had received substantial injuries in both events. During the last event, two days before, the wife stated that her husband told her that if she ever called the police again he would kill her and make the cops kill him before he allowed himself to go to jail. She told them he had access to a handgun. Upon arrival the officers exit their patrol car and as they approach the stairway, the second officer states that she hears screaming from the apartment just as the door opens and the male exits and points something at the officers. The officers immediately engage the suspect and stop the threat.

These two examples illustrate how much more powerful a video recording with narration can be and this is true for routine calls as well as the critical ones. Secondly, this narration becomes extremely important in court.

Body Worn Camera Techniques ...con't

Consider the latter of the two scenarios above with a different outcome. The male exits the apartment and points an object at the officers. They fire at the man and kill him. They then discover the object wasn't a gun. How much more impactful does the recording become when it is played in post-shooting reviews and for the public?

While there are certainly limitations to the practicality of both of these techniques, when executed properly they can be very effective at giving both the courts and the public a clear and more comprehensive insight into an officer's actions. Consider adding them to your current or future BWC programs.

About the Author

Lt Dan Zehnder is the Body-Worn Camera Program Manager with the Las Vegas Metropolitan Police Department. He has had numerous patrol and training assignments of his 20-year career. He is also the Chief Consultant of the Principis Group, a consulting and training service company. He can be reached at dzehnder@principisgroup.com.

A promotional graphic for the 2016 ILEETA Conference & Expo. The background is a dark red with a geometric, low-poly pattern. A grey banner across the middle contains the event title and location. Above the banner, a laurel wreath encloses the dates. To the right, a grey ribbon says 'REGISTER TODAY!'. Below the banner, four bullet points list event features. A QR code is in the bottom right corner.

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Firearm Combatives for the Street

by Todd Fletcher



Over the last twenty years, we have seen a dramatic change in how

we train our law enforcement officers. Firearms training has begun to reflect the reality of actual street encounters. In the past, most firearms training was conducted “on the line” under strict control of the Rangemaster and his “range safety rules”. The addition of the “range safety rules” to the standard Firearms Safety Rules created a barrier that needed to be broken in order to effectively train our officers.

Depending on the year, our hit rate in officer involved shootings hovers somewhere between 15-20%. This is embarrassing. Worst of all, it doesn’t say much about the training we have provided. Fortunately, more and more instructors are looking for ways to bring the street to the range.

Range Safety Rules are facility rules that go above and beyond the standard Firearms Safety Rules. There are really good range safety rules such as requiring all shooters and spectators to wear a brimmed hat as well as ear and eye protection. However, there are some range safety rules that prevent instructors from bringing the street to the range. This includes rules like the “180° Rule”, no rapid fire, and the rule preventing anyone from being forward of the firing line. On the face of it, these seem like simple rules designed to keep everyone safe. In practice, it prevents us from training like we fight.

Before some readers get all hot under the collar, bear with me a few more moments. On the range, the Firearms Safety Rules and range safety rules guide firearms training and use. On the street, the Firearms Safety Rules, case law, state law, and agency policy guide the use of firearms.

Let me give a few examples so we’re on the same page. The “180° Rule” on the range prevents us from training officers to move around in a 360° threat environment safely with their firearms ready to defend their lives and

the lives of others. If they move around in a 360° environment on the range, their muzzles will be pointing somewhere other than down range. One officer might even be standing behind someone who is down range. On the street, there are many scenarios where they would be moving up and down range with their firearms out and ready: building searches, high-risk vehicle stops, high-risk arrests, active shooters, and many others.

The range safety rule preventing anyone from being forward of the firing line is another rule keeping us from bringing the street to the range. If it’s not safe to move forward of the firing line, how do you train for officer down rescues or bounding overwatch drills? No matter how you do it, someone is moving forward of the firing line. The more range safety rules you implement, the less relevance your training has on the street. If we expect officers to be able to perform something on the street in an *uncontrolled* environment, then we need to allow them to perform it on the range in a *controlled* environment.



Photo 1: A shooter during a Combative Firearms Training patrol rifle class running a zig-zag live-fire drill.

Now, I’m NOT giving anyone permission or an excuse to do something stupid like having people standing next to target stands while another officer is firing at the target. We’ve all seen those videos, and I’m not condoning this kind of idiocy in any way, shape, or form. That is incredibly stupid and brings absolutely no training value to the range.

The best way to keep our officers safe on the range during this type of training is to ensure instructors understand what we’re training to accomplish, how the drills are going to be taught and run, and how to position

Firearm Combatives ...con't



themselves to maintain a safe training environment. When instructors understand the drills and have an idea where shooters are going to be, they can position themselves where they can best stop and prevent safety problems. The best way to mitigate dangerous range conditions is by improving instructor positioning.

Instructors should be watching their shooters during drills and other courses of fire. They should be moving with the shooter and in a position where they can intervene when necessary. This may include controlling the firearm and guiding the shooter safely from one place to another in the event the shooter loses situational awareness. Instructors who are active participants can provide safe and realistic conditions for everyone on the range.

It is up to firearms instructors to continue to develop drills and courses of fire that are practical and realistic. We need to continue advancing our training curriculum from simple qualification to combat preparation. Our officers deserve to be trained to the highest possible standards. Let us set those standards by providing realistic training on the range so our officers are prepared when they hit the streets. **ILEETA**

Photo 2: Cpt. Mike Boyle (ret.), New Jersey Fish & Wildlife Department, instructing an advanced shotgun training drill. Note two shooters on the range moving up and down range during a live-fire drill. Also note the safe orientation of the shooter's muzzles.

About the Author

Todd Fletcher is a patrol sergeant in Central Oregon with over 21 years of law enforcement experience. He presents firearms training at the basic, advanced, and instructor development levels. He has presented instructor development training at multiple regional, national, and international conferences including the ILEETA Conference. He is also a charter member and staff instructor for NLEFIA. He owns Combative Firearms Training, LLC providing firearms training, instructor development classes, and force response training to law enforcement, military, private security, and armed citizens. He can be contacted at todd@combativefirearms.com.

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In Custody Death and Restraint Asphyxiation

by Dr. John Daniel



Many law enforcement agencies across the country are

dealing with an increase in Subjects who die while in custody. Multiple reasons have been given for these Occurrences but training has been slow to catch up on preventing subject's death.

We will explore a few signs, symptoms, and appropriate responses in order to give Law enforcement administrations a resource when they address these issues in their policies and training guidance.



Positional Asphyxia and sudden death was reported by the National Law Enforcement Technology Center in a 1995 article by Dr. Charles Petty a forensic Pathologist. Today we see a rise in custody deaths and cases involving drugs that are mainly related to stimulants such as cocaine. A cause of death called excited delirium is a misnomer because excitement and delirium are symptoms yet cannot kill you but positional asphyxiation in relation to restraints can. Today's officers must understand that when dealing with persons who are obviously under the influence of something, that it can actually be a prescription medication that they take or have a medical condition that can make them exhibit

signs and symptoms of someone who just did cocaine.

Chemical and medical conditions that cause symptoms (Partial List):

- Cocaine
- Meth
- SSRIs (Antidepressants)
- Parkinson Medications
- Neuromuscular blockers
- Antipsychotics

The approach to this kind of subject should also cause pause before reaction from the responding officer such as calling for immediate back up and having EMS respond. Today's subjects are not the typical subjects that were arrested in the past. Subjects back then only had one substance involved such as alcohol and few actual known medical conditions. Today when you approach someone they may have more than one substance on board and multiple medical problems to include obesity (which in itself can cause hypoventilation syndrome), heart disease, etc. Those kinds of problems only exacerbate the bodies stress response when physical confrontation happens. The addition of hormones such as epinephrine and cortisol is synergistic when coupled with illicit or prescribed medications, medical conditions, etc.

When dealing with subjects who exhibit (SIP) Substance Induced Psychosis, First assess if the subject really needs direct physical contact immediately to keep them from hurting themselves or others. If not, contain the subject without putting yourself in harms way. When back up arrives and the necessity for takedown and restraint of the subject is warranted; make sure EMS is readily available for any emergent care that arises.

The officer on the scene will be making many split second decisions in taking the subject in to custody, more so than the usual arrest. Should they follow most use of force departmental policies, (those include chemical spray and

In Custody Death...con't

Taser) teaching least amount of use of force is best. The main problem with using those two restraint control techniques (chemical and Taser) is that chemical sprays increase the upper respiratory secretions with nasal drainage and tearing along with causing the subject to cough impairing breathing and can cause the stomach to regurgitate putting even more caustic material into the mouth and upper airway. In other cases the Taser has proved ineffective in making the subject lose control of motor movement and has only made them further enraged. After reading many cases where the final outcome was death and then looking at cases where the subject was restrained, treated and went on to answer their charges, the following are some considerations that officers on the scene can do that can make a difference in the final arrest outcome.

- Have EMS present
- Have multiple back up
- “SWARM” the subject using appropriate force and restraint
- Stop and hold appropriate force once the subject is restrained, adjust that force once the subject is controlled
- If the subject is prone, Do not place all your weight on their upper torso and lay them on their side or sit them up as soon as safe to do so
- During all aspects of the arrest until appropriate disposition, watch the subject’s airway and respirations. If at anytime you see distress of any type have EMS check the subject immediately.
- Work with your local EMS agency if possible to have a protocol that allows EMS to give medications that will act as a chemical restraint.
- If the subject becomes unresponsive and has no pulse, start CPR immediately
- If any question about the subjects medical condition, have the detention medical personnel or the emergency room evaluate the subject

- Document, Document, Document on everything that happened!

Administrations as well as individual officers are now under the microscope from the public more than ever. Administrations should have positional restraint policies in place and training on restraining subjects like the ones with SIP thru venues such as classroom interaction with the officer interacting with a subject who displays SIP and other use of force scenarios in place. Course training documented in officers training files are mandatory. Failure to train will devastate a department and municipality quickly when it could have been prevented or legally defended by taking a small amount of time to incorporate this type of training into officer’s annual in-service. **ILEETA**

About the Author

Dr. Daniel has been in law enforcement since 1990 as either a reserve or full-time officer and worked both corrections, courts and patrol. He has also served on the SWAT team and was over only one of two nationally accredited jail medical units in the state of Tennessee. He is currently an Internal Medicine/Hospitalist physician and is currently serving as reserve officer with Unicoi County Sheriffs Department. Among his certifications in law enforcement, Dr. Daniel is a Master RIPP restraint instructor.



Case Law and Decision-Making

by Lt. Daniel Modell (Ret.)



Mastering the basic legal principles governing use of force is a critical preliminary to streamlining decision-making in the field. Immersion in the concrete narratives that form the essential core of case law, coupled with the legal lessons to be gleaned from them, builds and enriches experience—vicarious to be sure, but pertinent and meaningful, nonetheless. Experience, in turn, feeds solid decision-making. Mere procedural mandates, undefined and unexplained, steeped in negatives, too often serve as a pale substitute for the richness of established case law, engendering a low-grade uncertainty bathed in tacit fear of repercussion—legal and otherwise. Fear breeds hesitation. In the street, hesitation can be lethal.

Solid understanding of “when”, “how” and “to what extent” force has been and can be employed, and the legal reasoning that grounds it both empowers, in the proper sense, and limits, in the proper sense. This legal reasoning through case histories thus defines, in practice, a sphere of action—action that answers the rapidly evolving dynamics inherent to policing.

Fundamentals

Legally, use of force by police is evaluated under standards established in the Fourth Amendment to the Constitution which states: “The right of the people to be secure in their persons, houses, papers and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.”

The practice of policing, from arrests and investigatory stops to handcuffing, restraining and, at times, shooting— involves at its core “seizures” of persons. In *Terry v. Ohio*, the court summed it neatly: “It must be recognized that whenever a police officer accosts an individual and restrains his freedom to walk away, he has ‘seized’ that person” (*Terry v. Ohio*, 1968). To comport with the standards established in the Constitution, police officers must be reasonable in their “seizures,” that is, centrally, in their use of force.

“Reasonable” is a forgiving term in the sense that it can apply to a range of actions under any given set of circumstances. In struggling to place a resisting criminal under arrest, I may strike or tackle; another may use pepper spray. Both may be reasonable courses of action given the range of variables that govern the context in our respective cases (size, age, exhaustion, crime, etc.). The point is important because *procedural* mandates governing use of force fashioned by particular agencies often contravene the *constitutional* mandates in practice. Imposing and ill-defined language about “minimum necessary” and “least intrusive” force that finds no voice in existing law is both confusing and unforgiving. Contrast the range of actions that may find expression under the general concept of “reasonableness” with the cramped action entailed by “minimum” and “least.” Logically, the superlative “least” can refer to only one thing in the same way and for the same reason that “tallest” or “fastest” can refer to only one thing. More to the point, legally and conceptually, to determine what constitutes the “least”



under threat of violence requires a calculation that is unreasonable under circumstances that are, by nature, volatile and unpredictable; the calculation would be, in any case, “inherently subjective” as the ninth circuit noted in *Scott v. Henrich* (For incisive analysis of what it would mean to require police officers to effect this calculation under real world violence, see also *Plakas v. Drinski*).

An essential corollary worth noting is that the courts do not raise questions about whether the actions of a police officer are grounded in an assessment of the circumstances confronted that is, in some ultimate sense, correct or incorrect. They rather set themselves the task of determining whether the assessment and subsequent actions are reasonable or unreasonable given the circumstances confronted. This principle is best illustrated in *Graham v. Connor*.

Case Law: Illustration and Value

Graham v. Connor was decided on May 15, 1989 by the United States Supreme Court. The core facts of the case follow.

The Plaintiff, Graham, a diabetic, asked a friend, Berry, to drive him to a convenience store for Orange Juice to counteract the onset of an insulin reaction. Berry stopped in front of the store and remained in the vehicle with the engine running. Graham rushed into the store. Once inside, seeing a long line, Graham rushed out of the store and back into Berry’s car. He asked Berry to drive him to a friend’s house, at which point Berry sped away. Police Officer Connor, seeing Berry pull up to the store, remain in the driver’s side seat with the vehicle running, Graham rush in and out of the store quickly, and the car then speed away became suspicious and followed the car. Connor initiated an investigatory stop of the vehicle, ordering the pair to wait while he ascertained what happened at the store. Back-up officers arrived and secured the suspects with handcuffs, rejecting explanations from Graham about his condition. As Connor sought to ascertain what had happened at the store, Graham suffered a diabetic attack. As is commonly the case with diabetic attacks, Graham started to engage in eccentric behavior, running around the police vehicle

and babbling incoherently. Police officers tackled him, and he lapsed into unconsciousness. After ascertaining that nothing had happened, Connor returned from the store and released Graham.

Graham filed suit, alleging that Police used excessive force in effecting the stop.

In one obvious sense, Officer Connor made a mistake. He misinterpreted the facts confronting him. But his misinterpretation, in itself, is not the decisive factor in the case legally (or tactically, I would add). The courts do not require “correctness.” To do so would be to demand omniscience without naming it. The courts demand “reasonableness.” So, what do the Courts mean by “reasonable?”

“Reasonableness” must be judged according to an “objective standard.” In part, this means that police officers may *not* use “inarticulate hunches” or “subjective good faith,” however well-intentioned. Reasonableness is rather a function of “specific and articulable facts” and rational inferences from those facts.

The Supreme Court has held that “objectively reasonable” means reasonable in light of *facts* and *circumstances* confronting law enforcement *at the time* (not in hindsight) without regard to underlying intent or motivation (*Graham v. Connor*, 1989). What confronted Connor at the time of the incident? A car pulls in front of a store. The driver remains in the vehicle with the engine running. The passenger rushes in and out of the store and the car races off. Given what he knew at the time, was it reasonable for Connor to conclude that a larceny might have occurred? Denial seems tendentious. As the Court noted, if Connor had failed to investigate the actions observed and a larceny *had* been committed, he would have been accused of dereliction.

At the time is a crucial phrase. Referencing a second circuit court decision, *Johnson v. Glick*, the Court noted: “Not every push or shove, even if it may later seem unnecessary in the peace of a Judge’s chambers” violates the Fourth Amendment (*Graham v. Connor*, 1989).

In the *Graham* case, the Court specified a general framework for assessing whether force applied by police officers is reasonable in particular circumstances: “The calculus of reasonableness must embody allowance for the fact that Police Officers are often forced to make split-second judgments—in circumstances that are tense, uncertain and rapidly evolving—about the amount of force that is necessary in a particular situation” (*Graham v. Connor*, 1989).

The description of policing is rich with insight and the concept of reasonableness developed in its telling is tethered to over two centuries of (legal) history, centered in a network of mutually related case narratives finding a burgeoning refinement over time. That network provides stable, consistent, broad-ranging and positive guidance to police—illustrated concretely across an array of seminal cases—when and to the extent that it is taught systematically rather than as a perfunctory footnote to internal procedural orthodoxies that enshrine an alternative standard *ex nihilo*, discrete from rather than continuous with established law.

Decision-Making under Stress

How does a vibrant knowledge of case law facilitate decision-making?

Let me tender a refinement. The question raised here is about a certain kind of decision-making—the kind of high stakes, time-compressed decision-making that is an essential (though not exclusive) feature of policing rather than about decision-making as such.

Under controlled settings in which time and safety are not immanent concerns, decision-making may function by way of comparative analysis. One might outline a series of possible options, filter those options through a set of analytics, draw inferential projections about likely outcomes and elect the option that best meets the desired end. This model of decision-making is sensible when contemplating prospects for employment, reckoning where to pursue a degree or weighing factors in purchasing a home (although in *Sources of Power: How*

People Make Decisions, Gary Klein argues that we employ this model far less than we tend to think [Klein, 1998]). We do not and cannot employ this model of decision-making under urgent circumstances swimming in pandemonium. As someone attacks with fists, a knife, a club, a gun, one does not, in the nature of the case, define a series of options, tease out the virtues and vices of each, compare the relative advantages according to a prescribed analytic and select the “best” option in light of the analysis. The idea that the psychophysiological dynamics of real world violence, teeming with adrenaline, perceptual narrowing, cognitive deterioration, impeded motor skill and much else, accommodate meaningful comparative analysis is a dangerous illusion. Under urgent circumstances demanding immediate action, that kind of analysis would be a police officer’s (indeed, anyone’s) undoing. This is why tactical instruction that vomits a clump of options onto trainees—options swimming in fine and complex motor skill—so often fails in practice. Such instruction labors under an unrealistic and dysfunctional model of what is possible in a real world, violent encounter.

High stakes, time-compressed decision-making is, in Klein’s phrase, recognition-primed rather than comparative (Klein, 1998, p.). It is intuitive rather than analytical. It is steeped in and driven by experience rather than by syllogism. The flow of recognition-primed decision-making is, roughly (and not necessarily consciously): “What is happening here and now is something *like* what I, or someone else that I know of, has encountered in the past. I (or someone) tried this before in these circumstances and it worked. I will try it here.”

Klein has noted that identifying precisely in what expertise consists is an elusive endeavor (Klein, 1998, p.). Experts “see” the world—or the part of it in which they are expert—differently than the novice. Experts are sensitive to features and patterns of the environments in which they work missed by novices. Though difficult to describe this “seeing” in detail, experience feeds it. Building expertise means in substantial part building experience. Experience can be direct or vicarious. Case law provides vicarious experience (this is particularly

important for novices who, in the nature of the case, have little direct experience on which to draw). The narratives of case law involve events that have, in fact, happened to police officers—and might just as well happen to any police officer. They carry an additional value: a binding assessment by the courts attached to the factual detail that serves to guide officers going forward. The guidance can generally be captured in simple principles. The upshot of *Graham v. Connor* may be summarized as: “You do not always have to be right but you do always have to be reasonable.”

The kind of experience captured in concrete narratives of real world events wedded to clear guidance moving forward lifts a cognitive burden—a burden neurotically joined to fretting over “what ifs.” “What if I am wrong? If I am wrong, what is going to happen to me? What if I make a mistake? Will I be supported? Will I face trial? Imprisonment?” No good comes of decision-making overladen with hand-wringing hypotheticals during dynamically evolving encounters. If police officers were steeped in and embraced the knowledge that comes with case law, including the knowledge that they need not achieve an all-knowing perfection in action but simply reasonableness given what they see, hear and know at the moment, they would be free to focus on tactical concerns and swift resolution without the neurotic fear of repercussion that too often culminates in questionable decisions. **ILEETA**

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About the Author

Lieutenant Daniel Modell is a twenty-year veteran of the New York City Police Department, recently retired. He has served as Coordinator of the Tactical Training Unit and Training Coordinator for the Firearms and Tactics Section. Lieutenant Modell is also Adjunct Professor at the State University of New York-FIT where he inaugurated and taught its self-defense program. In addition, he serves as Chief Executive Officer of Ares Tactical and Emergency Management Solutions. Lieutenant Modell secured a Bachelor of Arts Degree, Philosophy, New York University, 1989 and a Master of Arts Degree, Philosophy, University of Texas-Austin, 1994. He studied under Fellowship, Fordham University, 1994-1995. He may be contacted via e-mail at dm14937@verizon.net.



Instructor Development

Editor:
Thom Dworak



W.I.N. - Focus on the Right 'D'

by Brian Willis



W.I.N. is a simple, but powerful acronym I picked up from the famous college football coach Lou Holtz. It stands for 'What's Important Now?' and Coach Holtz used it to help the young men he coached prioritize the choices they were faced with every day and make better decisions. As law enforcement professionals we need to take a lesson from Coach Holtz and ask ourselves What's Important Now? numerous times every day. This question, which I refer to as Life's Most Powerful Question, will help you prioritize the choices you are faced with every day and assist in your decision making. The purpose of this column is to stimulate thought, debate, and reflection on critical issues in law enforcement training and to challenge all of you to ask, and answer, What's Important Now?

What's Important Now? Focus on the right 'D'.

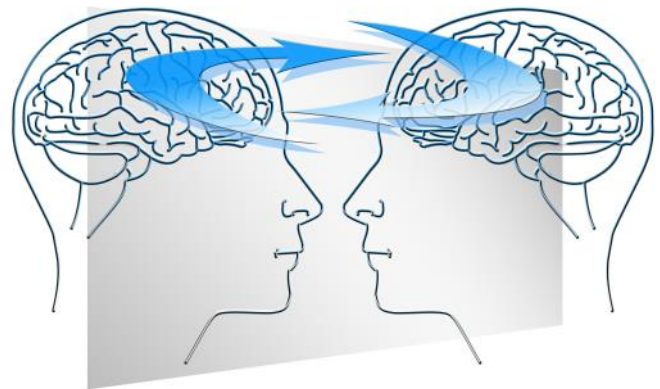
Disengagement and De-escalation have become the new buzz words in law enforcement. Across North America Chiefs and Sheriffs are telling their trainers to find training programs that focus on Disengagement and De-escalation.

Why? Because as a profession we have allowed the screamers, the yellers, the protestors, the politicians and the special interest groups to bully us into believing that disengagement and de-escalation, along with body cameras, are the panaceas that will end all the strife, controversy and conflict and mean the police will never again have to use force.

We need to stand up and say, "Stop". Stop the madness. Disengagement and de-escalation is not a magic wand that will some how make everyone happy. They are, and always have been part of the repertoire of law enforcement professionals.

Instead of focusing on these two issues, ensure you are focusing on the important "D Word" – Decision

Making. You should be teaching decision making in all areas of training by building decision training into everything you teach. Decision making includes disengagement and de-escalation. Decision training teaches officers what they can do, when they can do it and when it is appropriate to do what the law and policy allow them to do. Decision making also factors in that just because you can, does not mean you should.



Start by going through your training programs and identifying:

1. All the ways you currently teach decision making. This will demonstrate that you are already addressing this critical topic.
2. All the places where you can include decision making in your training. This will allow you to enhance the training.

As part of decision training teach your officers the following two questions to help guide the decision making process:

1. What's Important Now?
2. What is the right thing to do?

Focus on the Right 'D'...con't

When you teach officers to make good decisions they will use sound tactics and reasonable force. They will also accept responsibility when they do make a mistake and make the decision to stand up, man up or woman up, own up, learn from the experience and move forward.

In addition to teaching decision making in every aspect of training law enforcement training, executives and trainers need to educate the public about decision making. There are two elements of this:

1. Educating the public about the realities of human performance and decision making in tense, uncertain, rapidly evolving and time pressure situations. This includes educating people about the effects of stress on the mind and body, memory under stress, action time, reaction time and response time and the limitations of video.
2. Engaging in dialogue about the decisions citizens make and how their actions influence the response of law enforcement professionals. The most critical decision every citizen needs to make is to obey the law. If they do decide to break the law or are stopped by the police they need to decide to cooperate and follow the directions of the police. The majority of use of force incidents are subject driven. The subject always has the ability to cooperate. If they decide not to cooperate they are creating a situation where the police will likely have to use force to control the subject and the situation. The subject's level of resistance or aggression will determine the level of force needed by the officer to establish control. If the subject believes the commands or directions of the police are unlawful they should decide to comply and then after the event lodge a complaint.

If both the police, and the communities they serve, focus on making better decisions we will eliminate many of the perceived problems that are currently the focus of the evening news. This includes deciding to focus on building and enhancing relationship between the police agencies and the communities. The police and the communities deciding we all own a piece of any issues that exist and deciding to take responsibility to make things better.



It is time to decide to focus on the most important 'D', the one at the core of great organizations and great relationship and is fundamental to effective training and good leadership Decisions. **ILEETA**

About the Author

Brian Willis is an internationally recognized thought leader, speaker, trainer, and author. He is the President of the innovative training company Winning Mind Training and serves as the Deputy Executive Director for ILEETA. Brian is the recipient of a Lifetime Achievement Award in recognition of his contribution and commitment to Officer Safety in Canada and was named Law Officer Trainer of the Year for 2011.



Many of the Things We Were Familiar With, Aren't Familiar Anymore

by Phil Carlson



Let's repeat that: Many of the things we were familiar with, aren't familiar anymore.

While discussing all the recent events surrounding law enforcement in our country, my son made that statement and it really got me thinking. What did he mean? He meant, that although we know there are very dangerous things in our line of work that we always need to be aware of, let's face it, there's some things that are very familiar to us and we kind of take them for granted. They are familiar to us and we think about them in certain ways and don't necessarily equate danger to them. But the reality of today's world is that many of these things aren't familiar to us anymore.

As trainers, we have to change the way we think about these things and prepare for them in different ways, and we have to build that into our training. As Managing Editor Roy Bethege stated in the latest ILEETA Journal (Winter Edition 2015, Volume 5, Edition 3), "At the core of ILEETA is the idea that training of our law enforcement officers must be the primary change agent within our profession." Sometimes, changing the way we look at things which on the surface appear obvious can be challenging. Getting others to change the way they look at them can be even more of a challenge. What things exactly are we talking about? Here are some examples:

- Getting dressed for duty: Do we put our uniform on at home and walk out the front door of our house to go to work? That is very familiar. While we should always be on alert, the thought of getting targeted and shot coming out of our homes in uniform on the way to work is not that familiar to us. But it has to be now.
- Take home cars: One of the greatest benefits I enjoyed as a patrol officer was having a take home car. I mean, come on - my very own police car assigned to me that I get to take home and park in my driveway? That was great. One of the reasons for the take home car program was to help deter crime in the neighborhoods we lived in, and to give a sense of omnipresence. That is very familiar. In today's world, instead of a deterrent, that marked unit can actually attract a cop hater to where we live. Not so familiar.

We and our families must be vigilant about coming to and leaving our homes and checking our vehicles before getting in them, as well as paying closer attention to our surroundings.

- Parking at the PD: No take home cars? Where do we park our POV and walk to the Headquarters / Precinct / Substation? Usually it is in the parking lot reserved for officer's POV's. That is very familiar. We should never believe that the cop haters and bad guys don't know where we park and may target us there. Not so familiar.
- Fuel pumps: Take a 10-8 and go fuel up the patrol car, or fuel it up at the end of the shift. That is very familiar. But now, we have to scan the area and keep our head on a swivel while fueling up. It's easy for the bad guys to learn our routine. Not so familiar anymore.
- Driving on patrol and responding to calls: It used to be we looked for the criminal and they would run from us. That is very familiar. Now they are looking to target us randomly because of the color of our uniform. Not so familiar. It used to be that our senses were heightened as we arrived at the call. That is very familiar. Now our senses have to be heightened just driving around or sitting in traffic. Not so familiar.
- Off duty jobs: Working off duty at high school basketball games, car lots, etc. That is very familiar. When my wife worked for Florida Highway Patrol, she would work off duty jobs at rest areas on the interstates. Again, very familiar. The thought of sitting there all night in a stationary patrol car in the dark, is very concerning now. Not so familiar.
- Our favorite coffee stop: Those are very familiar. Store owners generally love having the police there as a deterrent. As with our take home cars, that deterrent can now be an attraction to the cop haters who know we frequent there. Not so familiar.
- Training venues: Lots of cops gathered together in a safe environment with lots of camaraderie. That is

Not Familiar Anymore...con't

very familiar. We have instituted a segment at our Command Presence training sites, that in addition to going over basic housekeeping etiquette and emergency information for the venue, we now discuss what we would do if an active shooter / killer or cop hater entered the venue and started shooting into the large number of officers assembled in one place who are not in a "I'm working the street" mindset. Not so familiar. Like anything, without a plan we just don't function as well.

The bottom line is that our profession has always had its unique set of dangers, and as a law enforcement community we do a good job of addressing those dangers. What other professionals in society always sit with their back to the wall in a public venue? Here's the difference - while we are generally alert to our surroundings, we typically use our Threat Assessment principles and switch "ON" while enroute to a call or when actually dealing with a subject or subjects.

Now the game has changed, and our Threat Assessment and Situational Awareness have to be constant and

continuous. We have to utilize it in situations that we haven't been familiar utilizing it in the past. But the question is, how do we stay "ON" like that for a 12 hour shift? That would be mentally exhausting! The reality is, this has to become our new familiar. We must devote a great deal of time to our mindset and understanding how the brain works, specifically the roles of the conscious and sub-conscious minds. We can learn how to program our sub-conscious mind to make these things we've discussed, our new "familiar", to make it part of our daily habits and rituals.

Today more than ever, we must expect the unexpected. We can't get caught off guard or be surprised by things. We should be prepared for the unexpected and instead be surprised when they don't happen. Not paranoid, just prepared. In today's environment, that is the best way to stay safe and effective. **ILEETA**

About the Author

Phil Carlson has over 30 years experience in law enforcement at the state and local level and at the federal level with the Department of Homeland Security, as a Lead Senior Instructor at the Federal Law Enforcement Training Center (FLETC). He is the co-owner and Lead

A promotional graphic for the 2016 ILEETA Conference & Expo. The graphic features a dark red background with a laurel wreath emblem containing the text "MARCH 13 - 18 2016". A grey banner across the middle reads "2016 ILEETA Conference & Expo". To the right, a grey box contains the text "REGISTER TODAY!". Below the banner, a list of bullet points highlights the event's offerings: "★ Six days of instructor training for only \$367!", "★ 150 companies featuring cutting-edge products & technology", "★ Over 150 courses and 24 certifications and armorer courses!", and "★ Instructors from around the world". At the bottom right, there is a QR code and contact information: "Hyatt Regency O'Hare | Rosemont, IL", "262.767.1406 | www.ileeta.org".

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Designing a Successful Autism Awareness Training Program for Law Enforcement

by Alicia Lutman, Victoria Beasley, Tayler Crum, Paulyнна Finocchio, Jason Fried, Amber Hertzler & Amy Ruiz

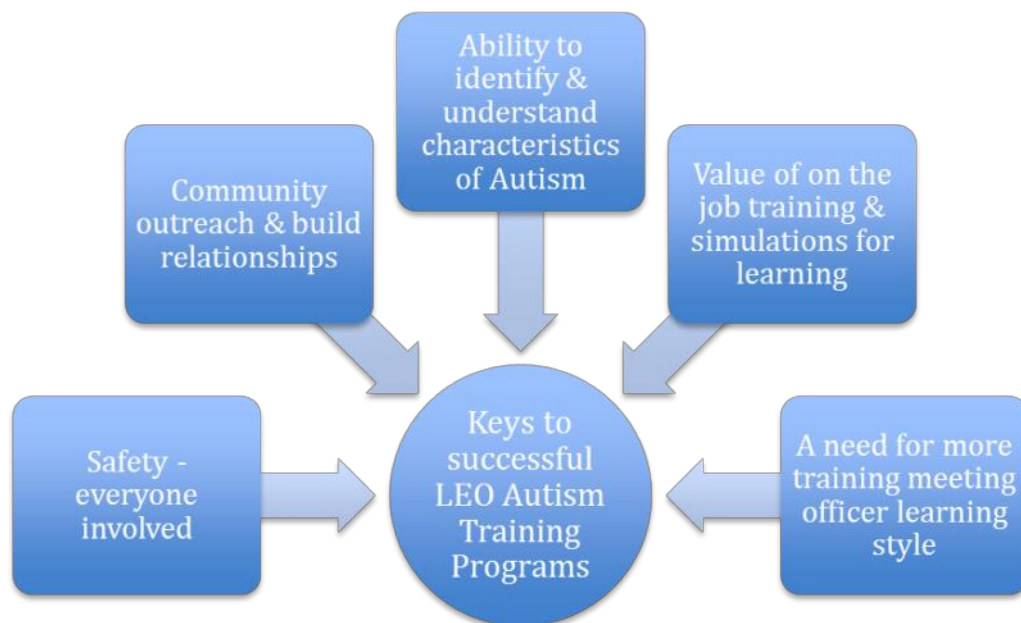


Frantic parents reached out for assistance from the Calumet City police to help manage the behavior of their 15 year old son with Autism who was refusing to go to school. Police were no strangers to the residence; they had been dispatched to the home at least 10 times in the past 2 years, even once having to use a Taser to subdue the teen after he had punched his mother in the face. This time was different; the boy held a kitchen knife and lashed out at one of the responding officers hitting him in the arm. Two officers fired one shot each, eventually killing the young man. The irony of the situation was that 84 officers within the City police department had attended training about individuals with Autism.

So what is the take away message in this instance? It might be easy to pass judgment on the officers saying that they need training about Autism; however, the officers had taken a course. Had too much time lapsed from the training session until the incident? Was the training sufficient to meet the officers' needs? Were the officers provided the best possible training components for their learning styles? Is there a "right time" in an officer's career to train them about specific special populations? All of these questions have been building in my mind since I started my training program for first responders,

and most recently I was able to perform research with a group of students who helped perform interviews with a variety of law enforcement officers to try and gain insight into these questions.

Interviews were completed with five officers from different agencies including: Virginia State Police, DEA, Maryland Deputy Sheriff, and Shenandoah County School Resource officers. During the interviews, five central themes for the implementation of what officers identified as needs for a successful autism awareness program for law enforcement officers emerged. The five themes are depicted in the graphic below and include: the recognition of need for safety with all individuals involved in an emergency, a need for understanding the hands on training components and value of on the job learning for officers, the need for community outreach which must involve both law enforcement agencies and individuals from the community as a whole, the ability to quickly recognize an



Autism Awareness Program...con't

individual who may have autism, and a need to understand that current training opportunities are limited and do not always meet the learning styles of officers.

One top priority identified through interviews is the need to train law enforcement officers to prepare for interactions with individuals on the autism spectrum is to understand the characteristics of the disorder. A very common misconception is that individuals with autism are only children. Looking through many of the news media articles regarding negative encounters between law enforcement officers and individuals with autism you will find many encounters that involve older teenagers and young adults. The other misguided perceptions that needs to be recognized is that individuals with autism all present with the similar characteristics and personality traits. It is important for officers to understand what common characteristics they may come across when working with an individual autism, but more importantly, autism should be presented as a spectrum of disorders and characteristics and should be referred to as autism spectrum disorder (ASD) to help solidify this understanding. And finally, officers need to consider how the common characteristics might impact the ability to provide assistance during a crisis situation. On the right is a table of the typical characteristics and the safety concerns they could pose during an emergency/interactions with law enforcement:

***individuals may or may not demonstrate the listed characteristics**

Characteristic	Safety Concern
Inappropriate laughing or giggling	May seem to be acting disrespectful.
No real fear of danger	May put self in a dangerous situation.
Insensitivity to pain	May not realize they are hurt or someone is hurting them.
Does not want cuddling or touch	May become angry with touch or someone trying to provide emotional comfort.
Sustained or unusual play (often repetitive)	May become angry when play/activity is interrupted
Avoid eye contact	It may seem this person is guilty of something.
Prefer to be alone	May run from help.
Challenge to express needs (may use gestures and not words)	Ask them if they want something and they only point and may not verbally respond to you.
Inappropriate attachment to objects	May appear to be impaired by a substance or have another mental health issue.
Likes routine (things the same)	What part of an emergency/crisis situation/interaction with law enforcement is routine?
Echos words or phrases	It may seem the individual is mocking the authority figure, or it may seem they are answering things appropriately when they really aren't.
Inappropriate response to sound.	Continues to step into the street despite horn honking.
Spins self or objects	May appear to be impaired by a substance or have another mental health issue.
Challenge to interact with others.	May not respond to name, may not respond when spoken to, may demonstrate inappropriate body language.

Source: Davis, B. & Goldmand Schunic, W. 2002.



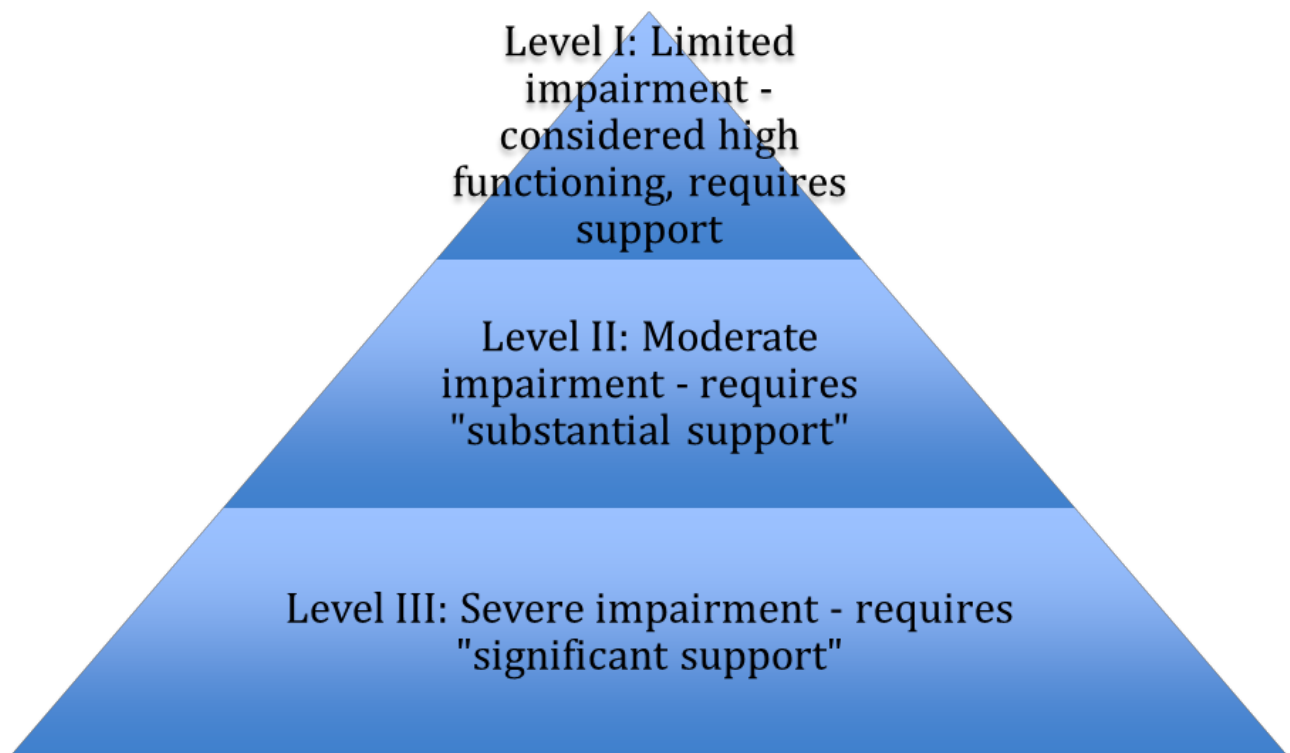
Autism Awareness Program...con't

The picture below provides a visual understanding that autism is a spectrum and that the level of impairment will determine the level of assistance an individual will require for having success in daily activities. The more the level of support increases, the more of the above characteristics an individual will likely demonstrate.

Another priority need for education programs that emerged from officer interviews is that safety for everyone involved needs to be emphasized. Officers will do all they can to keep individuals safe, it is their duty, but how do educators best help them understand how to maintain the safety of an individual with a social/behavioral challenge that ranges on a spectrum from mild to severe. An officer must be able to understand how to keep everyone at the scene safe including the officer. Educators need to provide strategies for deescalating a crisis situation for an individual with autism. One of the most challenging components of a crisis situation for an individual with autism is the aspect of trying to maintain control and routine. If another individual is perceived as a threat to this control or an interruption of routine, the situation can quickly become confrontational. Often times

providing an individual with a choice can increase a feeling of control as opposed to instructing an individual about what to do. There will always be times when speed is ideal, but if you have the opportunity to provide an individual with choices and time to make a decision, it can be the difference between a violent physical outburst and a smooth transition to a safer situation.

Officers can also help to deescalate a situation by having an understanding self-stimulating and self-regulating behaviors. Everyone has strategies to help themselves relax and calm, for some it might be taking a walk and for others it might be playing pool with friends; however, the strategies and individual with autism might select to help calm might not be something an individual from an outside perspective will understand at first glance. We also sometimes demonstrate maladaptive coping strategies such as smoking or drinking excessively, and just as we have maladaptive strategies individuals with autism also at times seek out self-injurious behavior. The chart below organizes some of the behaviors you might come across and explains the potential draw to the behavior for an individual with autism.



Autism Awareness Program...con't

Behavior	Type/classification	Reasoning
Hand flapping	Self-stimulatory	Excitement, calming/regulating
Finger moving/play	Self-stimulatory	Excitement, calming/regulating
Rocking	Self-stimulatory	Calming/regulating
Spinning	Self-stimulatory	Excitement, regulating
Scripting speech	Self-stimulatory	Calming/regulating
Watching Objects	Self-stimulatory	Calming/regulating
Head butting (against	Self-injurious/aggressive/maladaptive	Frustration, anger, anxiety
Head banging (against an object)	Self-injurious/aggressive/maladaptive	Frustration, anger, anxiety – attempting to calm self
Biting (self or others)	Self-injurious/aggressive/maladaptive	Frustration, anger, anxiety – attempting
Scratching (self or others)	Self-injurious/aggressive/maladaptive	Frustration, anger, anxiety – attempting to calm self
Eye-gouging	Self-injurious/aggressive/maladaptive	Frustration, anger, anxiety – attempting
Punching/hitting (self or others)	Self-injurious/aggressive/maladaptive	Frustration, anger, anxiety – attempting to calm self

Source: Lutman, A. (2014, April 14).

Identifying calming self-regulating/stimulating behaviors that do not pose harm is an important factor for understating approach for law enforcement officers working with individuals with autism. Allowing the individual to proceed with the behavior that is not harmful will ensure a more successful interaction, where as attempting to stop the individual from the behavior will likely increase anxiety and the potential for aggression. Self-injurious behaviors clearly play another role and must be stopped to address safety of all potential individuals at risk. Understanding that the individual is expressing frustration and could potentially be experiencing anxiety is essential to deescalating the situation. One of the most productive ways to deescalate a situation in this respect would be to help redirect the individual to a safer form of management for their anger/aggression/anxiety. Children with autism who are provided interventions to address social skills often times are taught better adaptive skills to cope with stress, anger, and aggression; however, not every family has access to intervention services and therefore some individuals became full grown adults who do not know

how to safely and appropriately express their frustrations. This tends to be the situation, which goes awry, because the family is unable to support the individual, and calls out for assistance from law enforcement.

The challenge of keeping individuals safe then folds over into both understanding the need for community outreach as well as training for officers, which were two other themes that occurred during the interview process. Community out reach is a two way street meaning that officers can open the department for visits, go to school safety or career days, but unless parents bring children to the events, no connection will be made. Parents and guardians need to be proactive and help connect individuals with autism to officers so the officers can be seen as someone who can help them as opposed to a stranger to fear. School Resource Officers may actually be able to help provide much needed insight about an individual with autism to community officers who are coming in more frequent contact with specific issues for the child. Parents should also be encouraged to send an information page to the local dispatch with a picture of their child and information about their child in case of elopement. Officers can play a role in this connection and

Autism Awareness Program...con't

out reach, but parents have to be willing to take an active role in the process as well to help make a successful connection.

The final two themes that were identified in the interview process demonstrate the significant need for knowledge and training about autism with an increased understanding for officer on the job training as well as the use of simulations for learning. Officers we interviewed acknowledged that they received very limited training specific to autism and that it was often touched on when discussing mental health and often limited to children. However, officers also pointed out that much of the knowledge they had about autism came from on the job training through experience and practice. This demonstrates a balance and respect needs to be provided with the combination of book or lecture based learning in combination with actually using the skills. The safest place to practice use of skills is during simulations as opposed to trying new techniques and ideas in the field. Officers can also learn from one another and experiences other individuals have seen which can provide a better understanding for both potential negative and positive future encounters. From the information gathered in the interviews, it seems the ideal training program would encompass both instructor driven content as well as simulations to allow practice of the learned content before taking it to the field.

Looking back at the original news article, it is impossible to know exactly what the officers took away from the training program and to know how the program itself was designed, but there are some risk factors that could be identified to help decrease the potential for negative encounters with law enforcement. The primary concern is that officers have been to the location multiple times, this means parents are calling out for help because they are struggling with controlling the behaviors of their child. If the parents are unable to obtain the support services to help address the behavior issues for their child, it is essential that they reach out to the officers in times of calm to allow the boy understand the role of the police and see them in a calm element as opposed to the

continuous episodes of anger and aggression. The officers were in fear for their safety as the child was coming at them with a knife in an aggressive manner. Were less lethal levels of control available or appropriate? We will not know because we are only looking at the scene from an outsider perspective. However, the glimpse we have from this article does highlight the joint responsibility of parents/guardians and law enforcement officers to work together to help decrease the number of negative incidence we see between first responders and individuals with autism.

About the Author

Alicia Lutman is an Associate Professor of Occupational Therapy at Shenandoah University. She has been doing research about program development for autism awareness training for first responders over the past six years. This article is derived from research completed by occupational therapy students at Shenandoah University under her guidance.

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What Exactly Does an Instructional Designer Do?

by Kerry Avery



The question I am most often asked about my job is, “How do you design training for a job you have never done?” As an instructional designer, or training consultant, I work

with various agencies and departments to design their training programs. The title, roles and responsibilities filled by an instructional designer vary based on the position, and their education and experience. An instructional designer is primarily responsible for working with stakeholders (management and subject matter experts) to identify or clarify training needs, design and develop evidence-based training plans, visuals, manuals, and prepare instructors.

Most people (including me) start in training because they have knowledge and experience in an area, and are asked to teach it. In the beginning we design and teach based on our own preferences. Instructional designers study adult education, which provides us a basis in adult learning theories and methodologies. What our education doesn’t provide is a step-by-step how to design training guide because there are too many variables and options for that



to be possible. I was disappointed when I signed up for my first course on designing effective training manuals because I was expecting the teacher to tell me “this is how you design a manual”. Instead I listened for two days on all of the different ways a manual can be designed. Instructional designers figure out best practices through our experiences (every course results in lessons learned) and networking with other learning professionals. Instructional designers figure out how to apply the theories in your environment, to create effective courses which meet your organization’s needs.



An instructional designer can assess training needs. The needs analysis is the step of the design process which is often assumed or determined with very little research. An instructional designer does not make assumptions about what the organization or employees need. They can identify the training needs by conducting interviews with people in different positions to understand the various viewpoints. They are experienced in asking the right questions to really understand the knowledge gaps or goal of the training and the intended outcomes.

Instructional designers are proficient with the design process, but it does not look the same for everyone. Our process for design and development is figured out through our experience. When you work with an

Instructional Designers...con't

instructional designer you benefit from this experience. We lead the process by organizing and facilitating all of the stakeholder meetings. Instructional designers know each step of the process and will tell you what they need to get the job done.

You benefit from the lessons we learn the hard way. Avoid making the mistakes we have made in the past by having an instructional designer provide advice at the various decision points throughout the process. Discussions will include the pros and cons of the options to allow you to make informed decisions together. For example:

- What delivery format is most suited for this course?
- Can an e-learning module meet the needs?
- What are the costs associated with e-learning versus a classroom delivery?
- Do the outcomes require a classroom delivery?
- Can money be saved and effectiveness increased through a blended learning approach?

This is just one decision an instructional designer can help you with, there are decisions to be made at every design and development step.

Having access to an instructional designer may be considered an unaffordable luxury for many agencies and organizations, but working with an instructional designer saves time and money by designing and documenting an effective evidence-based training program the first time. Instructional designers are not there to tell you how to do your job, we are there to assess your training needs and work with you to create the most effective training possible. The subject matter experts worry about the content, the instructional designer worries about how to facilitate it to get the best results. **ILEETA**

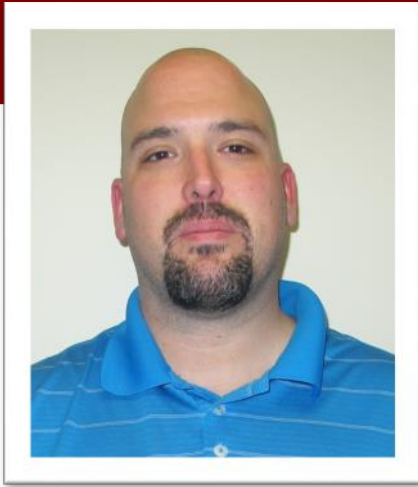
About the Author

Kerry Avery is the owner of Odin Training Solutions Inc. Kerry has over 10 years' experience designing corporate training programs, including 6 years working with law enforcement to develop classroom, online and blended learning courses. Kerry is a Master's of Education – Distance Education student at Athabasca University. She can be reached at Kerry.Avery@shaw.ca.



Applying Maslow's Hierarchy of Needs in Training

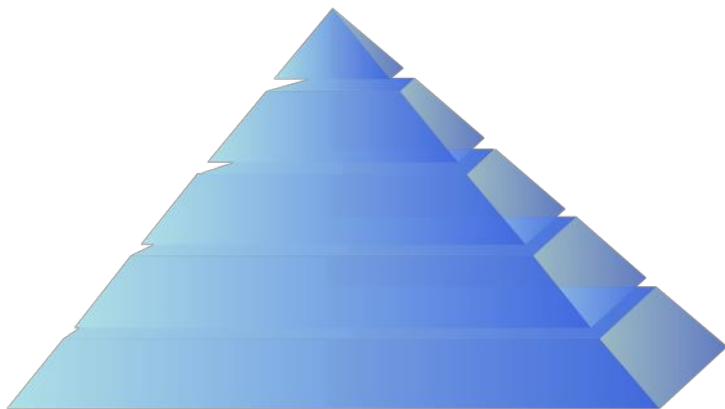
by Dr. Matthew Stiehm



Introduction

The year is 1943 and Dr. Abraham Maslow produces a paradigm shifting paper titled "A Theory of Human Motivation", Dr. Maslow's paper

asserts that there are five layers, levels, or stages to human development. The first or base layer is the most comprehensive and it includes things like breathing, food water, sex, sleep and homeostasis. The second layer deals with security of body, employment, resources, morality, family, health and property. The third layer deals more with relationships, friendship, family, and sexual intimacy. The fourth layer deals with self-esteem and confidence to include respect of self, and respect of others. The final or top layer is one that deals with morality, creativity, spontaneity, problem solving, and acceptance. If you boil the layers down to short simple phrases they are from bottom to top, (1) Physiological , (2) safety, (3) love/belonging, (4) esteem, and (5) Self actualization.



By understanding this human development theory, any instructor/trainers can apply simple strategies to create a more robust classroom to encourage collective, and

collaborative learning. This was noted recently and appreciate in Chief T. Janowick and Sgt. R. Bethge session at the 2014 ILEETA Conference. While I was not present through the entire training session, I contend for the time I was there that the group of students (officers), and class was maintaining in self-actualization, which created for a much richer, more productive collectively learning experience for other students and instructors. This was evident by the discussion collective and collaborating learning that was occurring.

Hierarchy of Needs

If one is looking to understand Maslow's Hierarchy of needs all you need to do is look at the annual ILEETA Conference. The physiological level is the lowest level impacts of the individual at the conference members are encouraged to stay at the conference hotel, there are healthy, and not so healthy snacks which provide for sustenance, as well as coffee and water. The membership of ILEETA is welcomed to the yearly conference with open arms and friendship, and more importantly all the basic needs within the hierarchy are met, more importantly exceeded. If one was to translate this to departmental or recruit training, all the instructor needs to is to have all basic needs met prior to the start of the training.

This means that as a trainer you need to arrive early have the training room set up, material and refreshments ready. This is discussed at length at Disney University on how to create a positive environment. Have you ever been at a training where someone forget to get coffee, or other light refreshments, this causes confusion, more importantly creates a feeling or sense of being uncomfortably. This is an uphill battle for the instructor to overcome. Arrive early, be prepared, get a good room temp, refreshments, know where the bathroom is, and most importantly welcome and invite each and every student that comes into the room. A good trainer/instructor is working the room, right up until the start of class, creating a connection with the attendees.

Maslow's Hierarchy of Needs ...con't

Looking at the second level of Maslow's Hierarchy of Needs, this is safety, while this is not always clear demonstrated or evident in a classroom setting, it is seen with an overwhelming evidence in the hands on classes. But safety is not just ensuring that the magazines are empty, no live weapons in a mat room, and individuals are injury free. But in a course that deals with a complex topics, students (officers) need to know that they are safe to express their individual ideas. In understanding this topic, what happens in the training room as long as it is not a violation of some canon, law, or policy should stay in the training room. That does not mean that concepts discussed in a training room can created a paradigm shift within the organization. Moreover a healthy dialogue should be encouraged, as everyone in the classroom has diverse backgrounds and can bring a unique perspective to the topic. To establish a safe classroom, where there is a free flow of information the instructor can established ground rules. Ground rules should be simple, and limited to around five.

There is a direct nexus to the third level of Maslow's Hierarchy of Needs which of course – love/acceptance – in the classroom setting it directly translates to that everyone allows and appreciates the differences of and in the class. To create love/acceptance set ground rules, and establish guidelines. Provide the students with a chance to speak and provide their voice on the topic. If you were at Brian Willis training at the past (2014) ILEETA Conference, Mr. Willis fosters growth within the audience by acknowledging people to speak, and this in turn creates an environment that allows rich discussions. More importantly it allowed and permitted growth and conversation for the balance of the day, into the week on his topic.

The esteem phase or step might be the most difficult to understand as law enforcement officers are all Alpha's, (notice the caps). But we must all realize our place in a training room. Within the confines of the 700+ members at the ILEETA Conference, how many years of experience do you think is collectively is in attendance? The esteem is not of the attendees of the class, but that of the instructor. The instructor needs to know when to allow a classroom discussion and dialogue, moreover to tap into

the classroom, and collective experiences. This allows for shaping the discussion, presentation and lecture to increase learning.

If you are able to make it through all of the levels then you will have a full functioning classroom, and teaching environment. This is a way to maximize learning, understanding and comprehension of the material. I understand that some classes, and programs need more of a directed learning, than a facilitated learning, but why is that, is it because we are stuck in an old teaching paradigm! I would argue, that these steps can be difficult to navigate, but once you achieve and understand how to move through them in your educational sessions you will have a very robust class.

Conclusion

Understanding basic human theory and applying some of these principles within your classroom, agency, and patrol car can increase students (officers) understanding and comprehension. Which will then lead to higher employee retention rates, happiness, and morale will increase because it shows that the department is wanting to connect with the officers. The purpose of training is to provide for skill development, increased awareness of a topic, or during a policy shift. It is incumbent upon each agency and instructors to ensure that the material is comprehended, moreover that a change occurs. Allowing officers (students) to be a part of the training provides for a more robust assessment of the topics, will clearly address gaps in information, and thus limiting the time for retraining, or updating training material. **ILEETA**

About the Author

Dr. Matt Stiehm was born and raised in Minnesota. He received an Educational Doctorate from Argosy University, where the focus of his research was campus safety and security. He has a Masters Degree of Criminal Justice from Central Missouri State University, with his final paper which focused on the investigation of child abuse and finally a Bachelors of Science from Wayne State College, Nebraska. He has served as a police officer in three states (CA, MN and NE). He currently is a member of ILEETA, and an Associate Member of the IACP.

Where is the 2026 Trainer of the Year ? by Sergeant Thomas Dworak (Ret.)



Each year Law
Officer
magazine bestow the
honor of Law
Enforcement Trainer of
the Year at the ILEETA

Conference. Past recipients include Chief Jeff Chudwin (ret), Brian Willis, John Bostain and "Coach" Bob Lindsey. The award was earned through their dedication and uncompromising belief in make law enforcement training better.

I met John Bostain for the first time, seated next to each other a decade ago at an ILEETA conference. He, like I, was a student, a student of law enforcement training. But with John it was different, right from the beginning he was searching for a different way. The phrase "that's the way we've always done it" doesn't exist in John's vocabulary. John is both a friend and mentor and I celebrated his success at becoming Training of the Year several years later.

My purpose is not to name drop or provide you a who's who list of the training elite. My purpose is a challenge to the membership and law enforcement organizations. That challenge is to the young trainers and those who will mentor them. What are you doing to ensure the next generation of trainers that will provide the new direction in law enforcement training?

Below are some questions to start you off for both the instructor and mentor.

For the young instructors:

- Have you joined ILEETA?
- Do you seek out opportunities for personal development?
- Are you being creative in your training development and presentation?
- Are you searching for the why and providing that message to your students?

For the mentors:

- Are you looking for and encouraging new instructors to become ILEETA members?
- Are you encouraging instructor creativity?
- Have you (or your agency) been supportive of a new instructor's ideas or suggestions and incorporated them into the training curriculum?
- Do you (or your agency) provide time for skill development, instructor development or personal development for the instructor?

John and Brian are outliers. They have become outliers through their dedication, passion, courage and work ethic. Much of that effort was at great personal and professional expense. And I am not talking about money. Time, emotion, sweat along with some blood and tears to become great instructors, mentors, visionaries and friend to many.

So where is trainer of the year for 2026? Is he or she already in the ILEETA family? Who will be hoisting that honor 10 years from now? The answer will reveal itself over time. It has been said the instructor will appear when the students are ready to learn. What are you doing to ensure the instructor will appear? **ILEETA**

About the Author

Sgt. Thomas Dworak (Ret) completed 31 years of service with the Wilmette IL, Police Department. Thom is now a Consultant, Content Contributor and Trainer with IntegritasCRG. Thom provides training across the country to officers with a variety of programs including the Field Training and Evaluation Program, Use of Force Instructor, Instructor Development, Below 100 and Generational Crossroads. Thom can be reached at Thom@Integritascrg.com.

Reviews & Resources

Editor:
Natalie Fleming



Social Liferaft

by James Smith



There seems to be a new digital product for law enforcement officers coming out

every day. Each has a promise of being the next great gadget that officers must have, then it quickly fades away. Usually I ignore these announcements because in the electronic/digital world it always usually new today, obsolete tomorrow. Then somehow it's buy now, then buy the updates every six months or so, or user friendly means, only if the user has a PhD in computer engineering. You probably know the drill.

Recently while conducting some research about social media and terrorism, I came across a company called LifeRaft. As I explored the website, www.socialliferaft.com I noticed they had ads changing every few seconds. The first read "A whole new level of listening on social channels." The next read "Prevent potential threats before it's too late." Then the display read "Identify precise locations and landmarks." The final hook read "Stop bullying and crime before it happens." As most cops would, I thought to myself, "yea right."

I must admit that I was very skeptical at first, but I was intrigued so I looked into LifeRaft a little further. Much to

my surprise the more I investigated LifeRaft, the more I liked it. First, it is web-based and operates in the cloud and that means it can be accessed on almost any device in the field by patrol officer. There was no software to buy or update, and it was affordable for even the smallest law enforcement agency.

I contacted LifeRaft and arranged an on-line demonstration. The company representative was very helpful. All I had to do was follow a few simple instructions and the demo went live. I was pleasantly surprised to see on the screen in front of me my hometown in Wisconsin, so I was familiar with the geography. The demo took me through several outstanding features that were easily navigated.



We focused on a geographical area of one block and noted variety of social media posts, all open source information that could be analyzed for threats of any kind. I was amazed that a single post could be pin pointed to a single residence. Even more exciting was suicidal persons, Jihad Johnnies, or cyber bullying could be pinpointed geographically using key word searches. Language barrier, no problem, the folks at LifeRaft even devised a way for information to be interpreted into English. Speaking as a skeptical Cop I became a believer in LifeRaft and its usefulness to the uniformed patrol officer on the street.

I then directed a few question to Mary Jane Leslie LifeRaft Marketing and Communications Manager. The first

question I posed was when and why was LifeRaft developed? Leslie answered, "We saw a number of challenges and opportunities facing the law enforcement and public safety industry that weren't being met through traditional social media monitoring services, as a result LifeRaft was introduced through a soft launch in January 2014. She further explained "LifeRaft is now the solution to filling those gaps and assisting the LE community by allowing them to utilize the power of social media to their advantage in an instant and actionable manner."

Technology is always changing, so I asked Leslie why the ability to navigate social media websites is important to law enforcement? I got a great answer. Leslie stated. "There has been an undeniable shift in social technology which has literally changed the way humans function on a global level. People are living their lives through social media today and Law Enforcement agencies need to adjust and listen more closely to help mitigate potential risks."

Proactive crime prevention and risk mitigation are literally synonymous and new tools for law enforcement are essential to maintain public safety. Social media in our society has changed the way people communicate, but more importantly to law enforcement is that social media has changed the way crimes are committed and has created a whole new breed of cybercrimes, which calls for new tools in criminal enforcement and crime prevention. I asked Leslie what new tools LifeRaft offered law enforcement; she was quick to respond "The LifeRaft platform provides predictive, actionable, geo-relevant intelligence from the billions of posts daily."

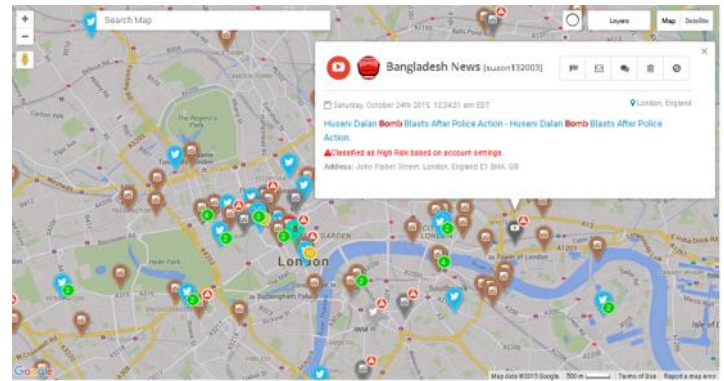
I then prepped some other questions I thought most officers might want to know about LifeRaft and Leslie graciously responded to each. Her answers appear below.

1.As the name implies, how can LifeRaft saves lives or eliminate dangerous situations?

Answer:

LifeRaft's main objective is to improve public safety on whole. We do this by providing LE and emergency services personnel with the tools to identify, target and mitigate potentially dangerous situations, ultimately allowing them to do their job more efficiently. Our goal is

to support the LE community with new tactics to allow them to instantly address potential threats and respond appropriately.



2. Is LR an intelligence or enforcement tool?

Answer:

In the simplest sense, LifeRaft is a social media intelligence platform that enables the LE community to execute on enforcement quicker. When we refer to LifeRaft as a social media intelligence tool, we are referencing the platform's ability to perform monitoring, data mining, targeting, identification, notification, etc.

3. Can LR be used to counter radical websites seeking to recruit others for illegal or radical purposes?

Answer:

Yes. LifeRaft has a number of features within the platform that can help Law Enforcement personnel identify recruitment activities by suspect groups and subsequently act on those issues in an immediate and effective manner.

4. Does LR have the ability to search social media sites in specific areas of a community, the whole community or a region?

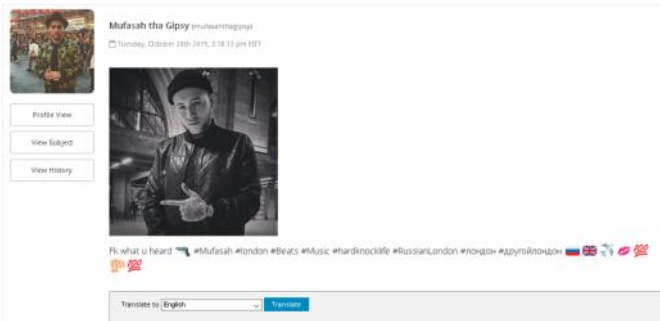
Answer:

Absolutely, we have the ability to monitor on a global scale and also refine the monitoring area down to as small as 10 square meters. LifeRaft has a number of highly important filters to identify and infer location, which customers can utilize to target their monitoring to a specific area, land mark, or neighbourhood block. Further, LifeRaft can then cross reference that area with key terms, dramatically increasing the success of identifying and managing potential crisis situations in real-time.

Social Liferaft...con't

5. What kind of information will LR search for?

Answer: Depending on what the user's specific or tactical initiative is, LifeRaft personnel can look for Gang activities, threats, terrorism, self-harm, event-specific info, etc. Since all queries in LifeRaft are user defined, the search criteria is up to the organization which can be further refined by identifying keywords and geo-keywords, geolocation and emoji's.



6. Is LR affordable for a small police department under 10 officers?

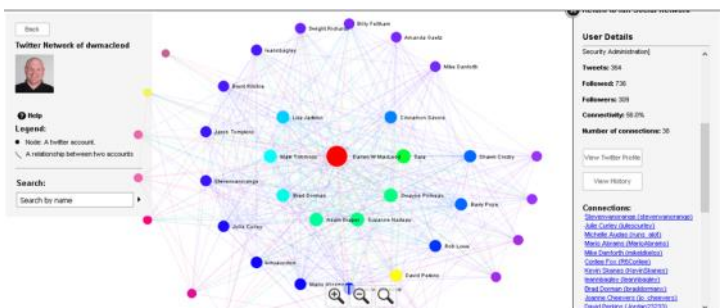
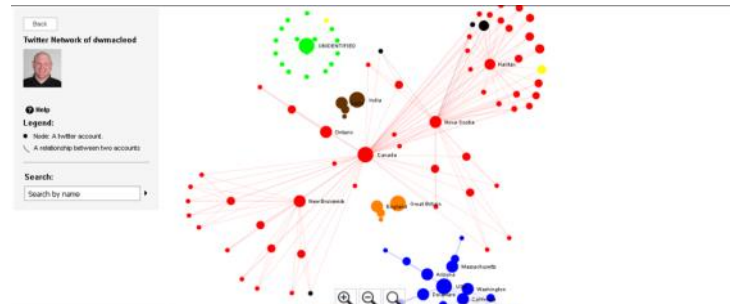
Answer:

Yes, absolutely. LifeRaft is designed to scale to the size of any organization. We take a personalized approach to each of our new customers to determine what the best solution for their organization and with built in immediate alert notification, LifeRaft does not require any additional resources.

It is no secret to anyone that law enforcement is being literally outgunned on the internet with the proliferation of cybercrimes, terrorism recruitment and a host of other threats that surface each day threatening the community an officer serves, and the safety of officers themselves. The LifeRaft platform provides the tools for both uniformed and plain cloths officers' giving them the edge up in gathering predictive, actionable, geo-relevant intelligence. Normally I don't endorse or recommend product, but in this case I do. Check out LifeRaft at , www.socialliferaft.com I don't think you will be disappointed.

About the Author

Jimmy Smith is an ILEETA Charter Member and a member of the Advisory Board. He has served in sworn and non-sworn law enforcement positions for forty years, including positions as Police Chief, Patrol Supervisor, Evidence Technician, Detective and Patrol Officer, Police Recruit School Manager, Law Enforcement Trainer. He has taught at the police recruit, police in-service as well as the community college level. He is an adjunct staff member of OSS Academy®. He is internationally recognized trainer and published author in several law enforcement periodicals. Has rendered Expert Witness opinions for courts in several states. Currently he is a Railroad Special Agent. where he serves as Division Training Officer. He holds BS from Excelsior College in Criminal Justice and an MA in Homeland Security Studies from American Military University. He is a Northwestern University's Center for Public Safety, and University of Louisville's Southern Police Institute Alumni, and a U.S. Army Viet Nam Veteran



ILEETA

International Law Enforcement Educators and Trainers Association

New Member Application

IMPORTANT-PLEASE READ Please be accurate when completing this form, since this information is used to help us contact you. Complete the form fields below and save the PDF with your last name and first initial as the file name. For example: SmithJILEETA.pdf. Send this form and proof of eligibility to info@ileeta.org, or print mail/fax to the address/# below. Proof of membership eligibility can include instructor certifications or a letter from a supervisor/manager of criminal justice agency you have conducted training for. No more than two additional documents please.

Section 1 – New Member Information

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	☐ Home ☐ Agency		Web site if applicable			
Check those that apply: ☐ Criminal Justice Educator ☐ Public Agency Trainer ☐ Privately Employed Trainer ☐ Training Manager ☐ Field Training Officer ☐ Researcher/Author ☐ Other – describe						
Check those that apply: Type of training conducted: ☐ General subjects ☐ Use of force ☐ Safety/Wellness ☐ Firearms ☐ Investigations ☐ Defensive tactics ☐ Other – describe						

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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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