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ILEETA★

International Law Enforcement
Educators and Trainers Association

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ILEETA Journal Editorial



Managing Editor:
Kerry Avery

Editorial

Resolution versus Evolution

As the chapter of 2022 closes and we embark on 2023, what are your reflections on the past year and goals for the new year? Generally I'm not a resolution person, except for the one time 19 years ago when I made a resolution to start running. Lacing up running shoes for the first time, in January, in Northern Canada was a real challenge but I stuck with it and ran my first 5km race on Mothers Day. I went on to finish multiple half marathons and three half ironman distance triathlons. Even though I quit running and triathlon, I have maintained an active lifestyle ever since I made that resolution.

According to the google results, 80% of resolutions broken before the second week of February. People set one big goal such as, I'm going to work out every day or lose <insert set number> of pounds. A month later they do not see the results they feel they have worked for and the goal now seems impossible, so they quit. Then the end of the year comes, they make a new years resolution, start in January and quit again in February.

Is this the same pattern we are experiencing with police reform? There is a catalyst that makes policing a focus. Leadership and politicians set a big goal, then when results are not immediately evident, they quit...until the next catalyst.

What people do not see are the numerous successes we have achieved by continuously taking small steps. Improvement is incremental. Every step we take to learn by attending training, reading research, articles, and books, challenging our current knowledge and assumptions, and engaging in discussions contributes to the evolution of training and policing. Taking what we learn to make changes to training is an ongoing process.

The problem with the resolution and policing solution is they are based on a single goal. When the goal is not met within the expected time, we believe it was a failure and we quit. Instead of a resolution or a goal, we succeed by making incremental changes. Focus on the evolution, not the resolution.

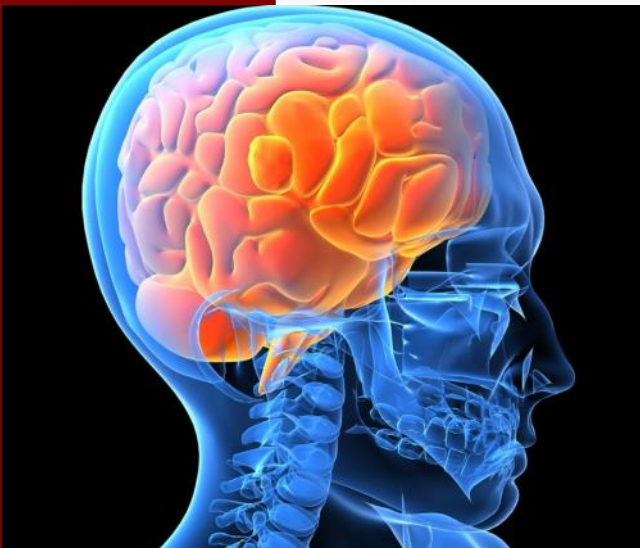
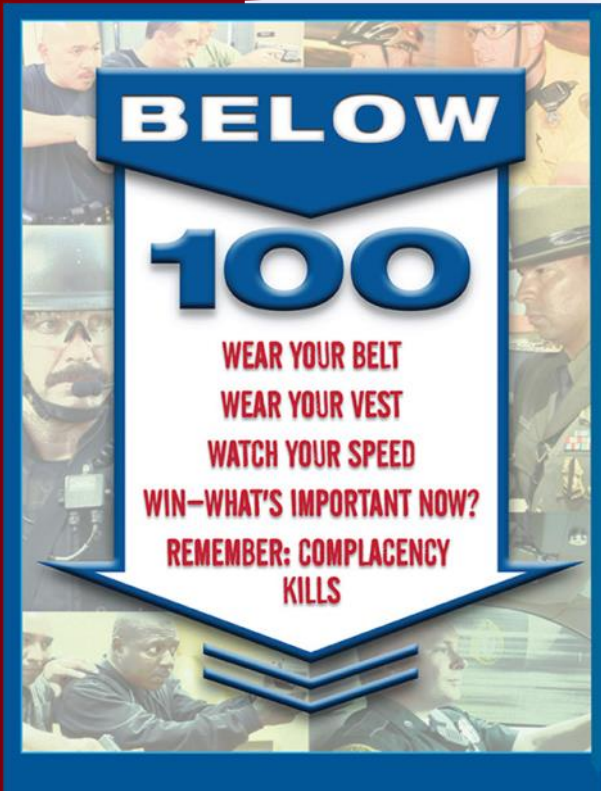
What did you do last year to improve yourself and your training? What are you going to do in 2023?

Happy New Year! Stay Safe!

Kerry

Officer Safety Use of Force

Editor:
Brian Hill



In the Box

by Kevin R. Davis



Still awaiting the verdict. Two days ago, I testified as the prosecutor's office rebuttal witness in a State of Ohio murder case. It's a case in which the defendant is alleged to have, with premeditation and design, murdered his wife.

Part of what I do is provide expert witness services in self-defense cases. I have had five self-defense cases going on this year. All were armed encounters. In three I have been working for the defense, the other two for the prosecution. The bulk of my work this year has been in defense of law enforcement officers. I have consulted or testified in three murder trials this year in which officers have been charged. Two acquittals and one hung jury.

In this case, the defendant alleges self-defense. In his testimony, he stated that his wife tried to shoot him, was disarmed during a scuffle, then as she moved to pick up her dropped .380 pistol, fearing for his life, he advanced on her and shot her three times in the head with his .40 Glock. The last two shots being a brain shot behind her right ear, the final shot was a contact shot to her right cheek.

My testimony was that his actions were not self-defense.



Lessons Learned

Since the defendant had not made a statement after the shooting, my written report was based on available facts and evidence at the time. As always, we must be willing to conduct our own *debriefs and lessons learned* in order

to improve and grow.

**The following is based on my memories after spending over two hours on the stand.*

Up until I took the stand, and even after, the defense objected to my testimony. Such is often the case. The defense insisted on what is called a [*Daubert Hearing*](#) for the judge to determine if I qualified as an expert on private citizen use of force, and self-defense. After a contentious cross examination, the judge certified me as an expert under [*Rule 702*](#). Lessons:

- In most cases, my expertise is stipulated by both sides. This is the second Daubert hearing I've had over the last year. One was requested by the prosecutor's office I am working for to eliminate questions at trial. Both hearings were about as long as the average witness testimony.
- Don't take it personal. Be prepared to defend yourself, and the facts you present. Study and put in the prep time, be prepared.
- Check your paperwork for typos. One prosecutor this year pointed out a typo on my vitae. It was a simple spelling error and had to do with national awards I had received. My answer was, "You are correct, hopefully that does not detract from the awards I received."
- Educate and train yourself. Though I am retired from law enforcement as an officer, I have attended multiple training programs this year – the ILEETA Conference, Blue Line Lawyer Institute's Use of Force Summit, Massad Ayoob Group's Deadly Force Instructor program, TriTech Forensics' Practical Shooting Incident Reconstruction, and countless webinars and online training programs. In this homicide case, the Practical Shooting Incident Reconstruction training became vital to my opinion that the shooting was not self-defense and could not have happened as the defendant alleges.

- For those ILEETA members still working as LEO's, know that my membership and instruction at the ILEETA conferences, as well as writing for this Journal, are always included in my C.V. If you aspire to one day work as an expert, I would encourage you to write for this Journal, and instruct at the conference!
- Write for civilian sector publications. My work for countless periodicals in the firearms and self-defense market was one of the reasons I was accepted by the court as an expert, including my book [Citizen's Guide to Armed Defense](#).

After the 702 hearing, the trial commenced. Lessons learned from the trial:

- Put in the prep time. In order to testify as the state's rebuttal witness, I had to review the defendant's testimony. This required me to go to my office at 05:00 and read the file, after it came in from the court reporter overnight.
- Know the law. In this case, that meant reviewing my state's deadly force self-defense standards. I also reviewed Mas Ayoub's new edition of his book, [Deadly Force: Understanding Your Right to Self-Defense, 2nd Edition](#), and Attorney Andrew Branca's book [The Law of Self-Defense: The Indispensable Guide to the Armed Citizen](#)
- Be prepared to defend your testimony. I testified on many points that the defense attorney had issues with or questioned my recollection of his client's testimony. The next morning, I reviewed the points he brought out and my testimony had been accurate. Study, prepare, don't take it personal.
- Don't get your ego involved. I have testified in countless: preliminary hearings, Grand Juries, suppression hearings, arbitrator's hearings, depositions, trials in – muni, state, and federal court. I anticipate a vigorous cross examination. I enjoy the back and forth and compare it to chess. That said, I've seen other experts testify on court TV, and YouTube. Some react with bruised ego or are seemingly insulted on the stand when questioned. It didn't, and doesn't play well.
- Attorney antics: The defense attorney constantly interrupted me. I repeatedly responded, "Counselor, I was not finished answering the question." As usual when this happens, the judge ordered the attorney to, "Allow the witness to answer the question," or similar. In one exchange the attorney actually said, "He's not answering the question the way I want him to." The judge responded, "He's allowed to answer the question with the answers he articulates." In truth, these antics and courtroom behaviors are easily seen through by the jury for what they are. As has been said, "*when they have the law on their side they pound case law, when they have the truth on their side, they pound the facts, when they have nothing, they pound the table and attack the witness.*"
- Practice your craft. Testimony and coming across well to the jury *in the box*, takes time and work. A former partner of mine hated courtroom testimony and would do almost anything to get out of it. If this becomes widely known, attorneys will make it a point to take cases to court and put the fire under you. I want my reputation to be as a formidable, professional who is prepared, articulate, and knowledgeable.
- Don't sell your ethics. I defend officers on a regular basis. I've also looked at cases and told the attorneys, "*Nope, I can't defend this officer, his force was more than the law allowed.*" I've got to look at the man in the mirror every day, scary I know, and will not compromise my standards, honor, or integrity. Other experts? Well, let's just refer to an old book I read years ago, [Whores of the Court](#) by Margaret A. Hagen, PhD as an example...
- You're an expert! LEO's can develop expertise in many facets of police work. Over the years I've consulted and testified for my former employing city's law department, municipal court prosecutors, as well as the county. I've testified in depositions and employment hearings on a variety of law enforcement topics. From how firearms work, to digital video evidence. Don't sell yourself short, you may have expertise as well and must be prepared to

back up your agency's training in court or civil cases, defend your officers in use of force incidents, and protect your employing government entity from frivolous or unmeritorious civil cases.

Wrap-Up

Just checked the news and the jury is still out. Regardless of which way it goes, I am content with my work on the case. Always room for improvement based on an honest self-assessment and input from the attorneys you were working with/for.

I've sat with officers outside of courtrooms who didn't even bring their reports to court to study while they waited. Their testimony on the stand, *or in the box*, was abysmal and resulted in poor performance, and in some cases, suspects being acquitted.

Taking the stand in court and high performance comes from training, education, and experience – just like on the street. Know your business and work at improving your testimony. Remember, formidability takes time and effort on the street, *and in the box!* **ILEETA**

About the Author

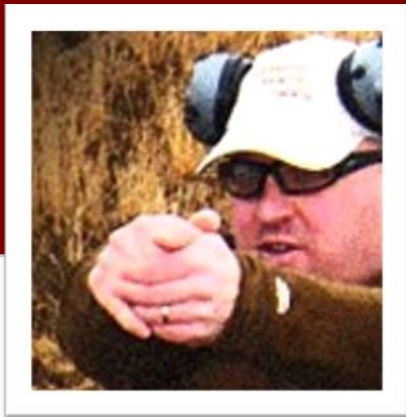
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2023 ILEETA CONFERENCE & EXPO
 ST. LOUIS UNION STATION HOTEL
 ST. LOUIS, MO ★ MARCH 20-25

It May Be Time For an Update

by Todd Fletcher



Being a law enforcement instructor is a critical part of public safety.

Instructors help develop the knowledge, skill, and abilities of our officers. They set expectations, help establish goals for officers and their agency, and provide a direction for the future of their department. When instructors present classes during in-service training, they set the benchmark for the professionalism expected of department members. Law enforcement instructors carry a significant load of responsibility, and it's important to make sure they are well trained and updated regularly with new material and programs.

The Problem

To begin their journey toward becoming an instructor, many officers attend a week-long instructor development class. After that, their on-going training depends mainly on their areas of expertise. For example, a firearm instructor may attend an additional week of handgun instructor training to earn their certification. After that, training may depend on department needs or individual desire. The same thing is true with an emergency vehicle operations instructor. A week of basic instructor development and a week of driving may be all they get before they are deemed qualified to teach law enforcement officers critical skills that may save their lives or the lives of others.

Most law enforcement instructors who teach in-service training stop at this point. Few go beyond this level of training to improve their own knowledge and skills. If you don't believe me, look around your department at the people tasked with training. I worked with firearm instructors who were content with attending a week of handgun instructor training and weren't interested in going any further. Even when my department hosted training, it was like pulling teeth to get them to attend. Worse, when they did attend, they weren't interested in trying something new. All they wanted to do was continue to do what they had always done.

There are some instructors who believe that if they

needed more training, then the department would be willing to spend the money to get them trained. If their department isn't willing or able to send them to more classes, this group can't be bothered to look for ways to improve their knowledge, skill, or abilities. This type of trainer is nothing more than a red shirt and a Sharpie. All they're doing is putting on the costume without having the heart and soul of a law enforcement trainer, instructor, teacher, coach, mentor, and leader.

What makes this even worse are department managers who believe if you are a certified instructor, you know everything you need to know to be an effective instructor. After all, you did get a piece of paper saying you're an instructor. When these managers attend in-service training and experience the same familiar training they received in the academy and earlier in their careers their erroneous beliefs are confirmed.

Law enforcement command staff needs to understand that instructor training, certification, and development is an investment in the department's future. How training time is invested shows department members what is important to the command staff. For instance, if a department invests training time and money in firearms training, defensive tactics, vehicle operations, health and wellness, and professional development, then officers see their safety and well-being is a priority for the department. Conversely, if time is taken away from these topics and replaced by the politically trendy topic of the moment, officers see that political optics are more important than department members.

There are a few outliers who constantly seek more training in their areas of expertise, and if you're reading this article, chances are high that you're one of those outliers. These are the people who regularly look for additional training classes and frequently submit requests to attend through their chain of command. Oftentimes, these instructors get a reputation for wanting to attend everything, but for this group of instructors, their interest is improving their knowledge and skills within their area of expertise. This group of trainers spends time reading articles, looking for new material for classes, and searching for the next best way of doing things. Ongoing research and development are the norm for this group

and gets frustrated by other instructors who aren't as committed and invested.

The Solution

It's time to reinvest in training instructors. As professionals, law enforcement trainers need to raise the bar and push standards to the next level. If we keep saddling ourselves with the curse of low expectations, then we will continue to tolerate poor instructor performance. Continued education and training will keep your abilities current and update your knowledge and skill.

When you attend training, look for opportunities to work on your weaknesses. Instead of practicing the same stuff, in the same way you've always done it, look for new ways of doing things. New methods of instruction, different ways of explaining concepts, and new techniques of delivering content are important components of continuing instructor education. If you're taking a class and the instructor presents a different way of performing a skill, work on performing the skill the new way during class. Don't keep doing the same thing you've always done. Try something new. It may work better for you after some practice. It might not work for you at all. But it might be a solution for one of your students. Remember, it's not about you. It's about the people you train. They are the reason you became an instructor in the first place.

Ongoing training shouldn't be relegated to law enforcement specific classes. As a matter of fact, the only way to overcome some of the institutionalized intellectual incest that has permeated our profession is to

seek information from outside the profession. As a firearm instructor, I make it a point to attend firearm training from different instructors each year. Over the past several years, I've attended training from instructors outside of law enforcement who focused on competitive shooting and self-defense. I was able to use material from each of those instructors to improve my class delivery and content.

If there's a class you want to attend but your department doesn't have the money or inclination to send you, maybe it's time to invest in yourself. Once again, instructors need to raise the standard and set higher expectations for ourselves. If we want to be better, we may need to invest our own time and money in becoming better. Investing in yourself gives you ownership of the training opportunity, and you may find you're a better student for it.

Ongoing instructor training and development is critical to keep our communities safe and officers performing at their best. Don't be just a red shirt and a Sharpie. Be the best example of a professional law enforcement trainer. Just like your cell phone needs regular updates, maybe it's time for you to become "Instructor 2.0". **ILEETA**

About the Author

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

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Getting Officers Motivated to Train: An Approach Grounded in Psychology

by Jeremy Butler, Ph.D. and Shelby Ison, Ph.D.



One of the biggest challenges law enforcement instructors are experiencing within their agencies is getting officers motivated to train. Whether it's fear of injuries, perceived lack of time, or total disinterest in the subject matter, managing multi-hour blocks of instruction with unmotivated officers can be a struggle. This brings up the question, how can instructors increase officer motivation? A good place to find an answer to this question is within Self-Determination Theory (SDT; Deci & Ryan, 1985). According to SDT, individuals experience higher quality motivations (e.g., intrinsic motivation) when three basic psychological needs are met: autonomy, relatedness, and competence (Deci & Ryan, 2000). Let's explore these three needs in the context of police training.

Autonomy

The first psychological need is autonomy. People prefer to engage in activities when they feel they've chosen them. Whenever possible, make officers feel they are a part of the training program development process. A good way to do this is with assessment tools. Survey officers on what they'd like to see incorporated into their training and use their input in your program development. When they see their feedback applied in your training structure, they are more likely to be engaged with the training.

You should also re-evaluate the curriculum as often as necessary to remain up to date with advancements in training. This helps to avoid the "well, we've always done it this way" mentality. Just because something has always been done a certain way, doesn't make it the best way. Training must evolve with advancements in research, technology, and policy. Allowing officers to have input into the direction of the training based on their experience will maximize program quality and buy-in.

Competence

People tend to do things they feel they are good at and avoid activities where they perceive a lack of skill. This partially explains why one of the most difficult training areas to motivate officers is control tactics. The potential

for exposure in their lack of physical capabilities make this area particularly challenging. But competence is linked to confidence. The more success and positive feedback officers receive in training, the more confident they will feel, and the more likely they'll be motivated to keep training. This, in turn, builds the officer's competence in the skillset. However, it is very difficult to reach a certain level of competence (and confidence) if the trainings are scarce. Consistency is key. Your training should be frequent and challenging, while also promoting opportunities for success through pedagogical progressions (instruction that builds skillsets from fundamentals to more challenging situations).

For example, if you are a control tactics instructor teaching a ground control position, you'd probably break down the most important details of the technique. Once the officer demonstrates they understand the position, then you would introduce light resistance to show them how to apply the position more realistically. If the officer struggles to maintain the position, the intensity of the resistance should be decreased, but if they are controlling the position with ease, the intensity can be increased to a moderate level. The point is that officers should leave the training sessions feeling challenged but also accomplished.

Relatedness

People who feel connected to others and have a strong support system also tend to be more motivated to adhere to physical activity programs (Hagger & Chatzisarantis, 2007). Building a sense of community within the police training environment should be considered to aid in motivating officers to train. Imagine an environment where officers are holding each other accountable for getting on the mats or in the gym to train rather than waiting for the next mandatory recertification. It may seem far fetch for some departments, but it is possible; it just requires a cultural shift. And this shift should begin with early career officers.

Officers that are still in their first couple years on the job

are often seeking community, connectedness, and support within the agency as they are adjusting to the career. This is the perfect time for instructors to help them find community and shared values associated with consistent training. Recent police academy graduates are already accustomed to daily training, so inviting them to voluntary in-service trainings, or even off-duty trainings shouldn't feel abnormal. In fact, they may start to see it as a departmental norm. Maintaining regular departmental trainings that offer value and are intentional about creating a sense of community with other officers can create cultural shifts in the departments. For example, instructor and peer feedback during trainings is a simple, effective way to build community. You can foster an environment where officers support each other with words and acts of encouragement (e.g., applause) while pushing themselves through difficult drills. These small yet impactful actions will show officers they are supported and may lead to an increase in participation. If implemented effectively, you will see these values and cultural standards maintained and passed on when the officers eventually enter leadership roles.

Next Steps

SDT has been backed by countless studies in various domains over the past three decades. As you explore implementing these ideas, understand that there will always be some push back regardless of how great your training program may be. However, the more you can fulfill these three psychological needs in training, the

more likely you'll increase officer motivation and engagement. Consider using this theory as a guide to develop strategies for getting officers genuinely interested in your training rather than seeing it as just another mandate.

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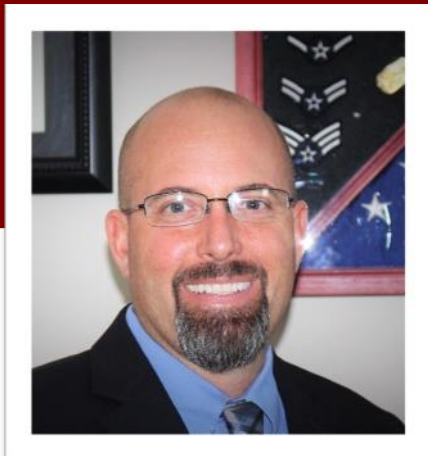
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Developing Evidence-Based ‘Alternative Tactics’ for De-escalation

by Dave Blake



In the late afternoon hours of October 13th 2022, a Dayton Ohio police officer’s

body-worn-camera recorded lengthy attempts to de-escalate a man in clear mental crisis [1]. As officers moved to take the man in to custody for a mental health evaluation, he stabbed one of them in the neck. A forensic timing of the video shows the man was able to arm himself and stab the officer in about 260ms - faster than an eyeblink. The officer survived but the incident provides a foundation for discussing de-escalation and associated tactics by reviewing applicable research associated with the science of human factors. Human factors focuses on human performance capabilities and limitations applied to the equipment, training, environments, situations, and other elements of the operational system.

De-escalation: What do we know?

Contemporary police reform measures, both in the United States and abroad, require police officers to attempt to de-escalate potential violent police-citizen encounters. Unfortunately, the concept of de-escalation has different meanings amongst various stakeholders. A few examples of disagreement include whether de-escalation is a process or an expected outcome and whether de-escalation restricts the use of force or whether early use of non-lethal force can be part of the equation. Few empirically supported answers exist. For instance, one criminal justice researcher recently said this of de-escalation training: “we know little about what it is, what it includes, and whether it is effective” [2]. In fact, although widely accepted – several other researchers state de-escalation training lacks a strong empirical foundation for effectiveness [3 & 4]. Coincidentally, there are no mandates – at least in the United States – on how de-escalation is trained or practiced in the field. This in turn begs to question what tactical considerations are trained to officers to accomplish the varied goals of de-

escalation.

The lack of evidence has not stopped organizations and politicians from establishing policy and legal expectations associated with de-escalation. Take for instance the overly broad definition of de-escalation from the International Association of Chiefs of Police:

An attempt to stabilize the situation and reduce the immediacy of the threat so that more time, options, and resources can be called upon to resolve the situation without the use of force or with the reduction in the force necessary [5].

As vague and ambiguous as this definition may be, some layman may view the simplicity of the IACP narrative as equal to the simplicity in application. Experienced practitioners know the fallacy of oversimplified requirements applied in complex operational situations and environments. Never-the-less, for the purposes of this article the reader is asked to consider the IACP’s stated goals of de-escalation for real world application. The primary goals are reducing the threat, considering options, and bringing in additional resources. Each goal requires one essential element – that element being time. Without time, de-escalation is not feasible. But how much time is necessary? How do officers create the necessary time in any given situation? Lastly, what if any empirical evidence provides answers to these questions? The following quote from a recent research article speaks to the importance of answering these questions:

While there has been substantial research into police use of force in general, and shootings in particular, there has been relatively little research into the human performance factors involved in police shootings. Little is known about how quickly and effectively an officer can respond to different types of threats: yet, this is exactly the type of research that should inform public, court, and police perceptions of use of force events. Better understanding of these factors can help protect the police by helping them to understand

and avoid dangerous situations. The public is also protected when police have a clear understanding of the dynamics of these situations and their actual response capabilities, resulting in better decisions about when force should be utilized and when it should not [6].

Police Tactics and Anecdotal Fallacy

An anecdotal fallacy is a supporting argument – in this case for a specific policing technique or tactic – that is based solely on personal experience or the experiences of a small group of people.

In policing we sometimes fail to ask where, when, why and by whom any tactic or technique was developed or what evidence supports its use. Answers might range from, *it's best practice* or *we've always done it that way*. Unfortunately, best practices are generally born from untested anecdotal evidence of perceived success that may not widely translate to a specific environment or situation. These well-intentioned tactical concepts have been widely accepted – sometimes across decades. Take for instance the use of a 1983 magazine article as the foundation for creating a de-facto line in the sand to use deadly force against suspects armed with a knife (21-foot “rule”). The author, Lt. Dennis Tueller (ret.), has stated a de-facto line in the sand was never his intent [7] – yet the concept persists even today. How do we know some tactics associated with de-escalation will not be looked upon similarly in the future?

One answer is by ensuring de-escalation tactics are developed consistent with the emerging acceptance of evidence-based policing (EBP) practices. *The American Society of Evidence-Based Policing* describes EBP by stating, “policing practices should be based upon scientific evidence about what works best” [8]. EBP requires empirical research findings to be used as an objective foundation for in-field policing practices. Police agencies are then encouraged to conduct their own research in monitoring the implementation of EBP and adjusting as necessary based on data they collect. Therefore, we must take what we know about human performance and apply it to de-escalation tactics so officers can “*understand and avoid dangerous situations*” when feasible. The

remainder of this article provides a framework for using research to begin establishing an evidence-based foundation for deescalation tactics.

The Framework: Applying and Testing the Research

The framework discussed in this section is primarily based on limited summaries of the research literature. In a perfect world, agencies should work with academics to apply the science, however this is a tall order and not always feasible. At the very least, trainers should conduct a full review of the discussed articles with careful attention to the methods used and limitations described in each study. That said, the process of developing evidence-based tactics for de-escalation begins with what the research tells us:

Step One: Review the research on human attack capabilities:

- Prone subjects hiding a gun under their body produced a handgun and fired in an average of 0.61 seconds [9].
- Subjects sitting cross-legged on a curb got up and crossed 5 feet away in an average of 1.29s [10].
- Athletic subjects sprinting from a static position crossed 25.5 feet in an average of 1.6s [11].
- Subjects can throw a straight punch (visible arm movement) in an average of 0.22 seconds [12].
- Subjects stepped forward and performed a thrusting knife attack in an average of 0.61s [13].

Step Two: Review the research on officer response limitations:

- Police officers responding to audible stimuli draw from the holster and fire in an average of 1.82s and can point-shoot from the low ready in an average of 0.64s [14].
- Police officers can transition from a firearm to a TASER in an average of 4.7s and transition from a

De-escalation...con't

TASER to a firearm in an average of 2.4s [15]

- Police officers, in response to a subject charging with a knife from 21-feet, drew and fired in an average of 1.4s while the suspects crossed the distance in 1.5s. Officers who moved laterally were more successful than those who backed up or did not move in avoiding the knife [6].
- Subjects with a gun to their head or down by their side can move the gun and shoot at officers (0.38s) in about the same amount of time as an officer, pointing their weapon at the subject, can return fire (0.39s) [16].
- A review of both the research on attack times and officer response times can provide a baseline understanding of how much TIME is reasonably necessary to accomplish a de-escalation objective (e.g., resources, options). People, situations, environments and other aspects can influence attack and response times.

Step Three: Review the research on stress, skill proficiency, and human error.

- We know that stress associated with threat and time compression can negatively influence decision-making, response time, and motor skills. Examples can be found in at least two of the studies discussed above [6 & 15] where officers are described as fumbling with their gear, failing to activate the TASER safety, being unable to draw their weapon in time or missing a close-range target. This means we want to teach officers methods to reduce stress (e.g., combat breathing) and build resiliency through reality-based training.
- We have little information on how much training is required to establish proficiency in police motor skills and no data on how long before proficiency decays to an unacceptable level. In one study [15], 70% of the involved officers said they had never received training on transitioning between their TASER and firearm which likely influenced their poor performance. This means we don't want to "check a box" but rather

teach skills in a recurring way throughout the year to maintain proficiency.

- We know that dividing attention (internally and externally) can increase response time. Therefore, it is reasonable to assume that an officer focused on verbal communication will require additional time to change gears and respond to an unexpected attack.

Step Four: Application and reality-based testing:

- Develop reality-based scenarios that test various tactics associated with de-escalation while keeping the listed research findings in mind. Test the tactics in different settings (with/without cover or different distances) and situations (armed, unarmed, surprise attack) while recording data on success/failure based on whether officers had time to effectively respond. This should also include officers focused on verbal de-escalation. Using curb-sitting as an example, begin by testing officers in similar situations as found in the research [10], and expand from there. Test whether officers engaged in de-escalation-based communication and operating as they would in the field can successfully defend from various attacks. If they cannot, begin testing new ideas based on the research. For instance, the research presented shows it may take 1.8s for officer to draw and fire a handgun at an armed and attacking suspect while a seated subject may attack from 5 feet in about 1.3s. If the subject is standing, consider research tells us that some subjects may be able to sprint across 25.5 feet in about 1.6s. Therefore, in either case we must dramatically increase our distance from an armed / potentially armed suspect – especially when following some recommendations to remain unarmed (non-threatening) for deescalation purposes. Finally, test the influence of lateral movement, back peddling or using a police vehicle for cover in aggregate with the increased distances.

Step Five: Review policy and legal standards.

- Officers often think they are civilly liable in situations when they are not. If a person experiencing a mental crisis is contained and not threatening others – does

De-escalation...con't

your jurisdiction mandate they be forcefully taken into custody for a mental health evaluation? Under what conditions should you consider a tactical retreat once an immediate threat no longer exists? A lesson in the law on public duty doctrine is necessary and appropriate for de-escalation decision-making [17].

Step Six: Use the information to establish evidence-based tactics for de-escalation.

- Review the data and identify what worked and what didn't work. Brief this information to your chain of command and recommend any relevant changes. Support those changes with not only the information from the published studies, but also with the data you collected. You are now promoting an evidence-based policing tactic / technique and you have the data to defend it.

Take a moment to consider the information provided and apply it to the Dayton video discussed in the opening of this article. Would you train officers to enter the front room and engaged in de-escalation with an unsearched man while in an area that appears to be less than 20 square feet, or would you train them to attempt to bring the man outside and stand significantly further away while using cover to increase the amount of time for de-escalation? Depending on legal or policy aspects in your region, would you tell officers to forcefully take an individual into custody for a mental health evaluation? This is not a critique of the Dayton Officers. Rather it is directly related to training. As trainers – we should all reflect on whether officers are provided the information necessary to make evidence-based decisions about de-escalation and associated tactics.

Conclusion

Internationally, law enforcement officers are no stranger to the need to de-escalate potentially violent police-citizen encounters– when feasible. The feasibility of de-escalation is founded on an officer's ability to create time. The empirical evidence for creating sufficient time in many de-escalation related scenarios does not exist – however, the discussed research on related human performance provides a solid foundation for developing

evidence-based de-escalation tactics.

This article provides a basic framework to begin a process of developing evidence-based de-escalation tactics. The endeavor is difficult, time consuming and may not be feasible for many law enforcement agencies. Lacking the ability to apply the suggested framework, it is minimally important for trainers to teach and demonstrate to their officers the human performance capabilities and limitations from the described studies. The intent should never be to create hypervigilance or de-facto zones for deadly force, but rather to provide officers with the information which allows for better decisions on how best to enhance officer and citizen safety during de-escalation practices.

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Red Dot Duty Handguns: Advantages and Setup

by Nick Kamick



So you would like to transition to red dot handguns? Yes, then this is what you need to know as an instructor. One of the largest advantages that red dot handguns have over traditional iron sights is that it allows the officer to have a clear picture of the threat up to and including the moment where force is used. Being able to keep a constant focus on the threat and continually take in information from a constantly evolving situation is a huge advantage. It would be easy to write page after page of on the studies conducted on use of force using Red Dot Sight (RDS) handguns, how the human body reacts under stress, so on and so forth but I am here to try to keep things simple. So why should you transition? Easy answer, you can see your target and they are inherently more accurate than traditional iron sights. But here are just three advantages listed in no particular order on why you should transition to red dot sights:

Advantage one: Single focal plane

The ability to stay threat focused, as previously explained, allows officers to take in continuous information on the threat and situation. For thousands of years humans have been dispatching animals and other humans alike with the use of spears and bow and arrows etc. To accurately throw a spear or shoot an arrow requires a focus on the desired point of impact or threat. Then one day firearms came along and we were told, “Hey don’t look at the threat, look at the front sight and the target should be blurry.” Iron sights require three focal plane focus and sight alignment: rear sight to front, front sight to target with a hard focus on the front sight. Once sight alignment is established, accuracy is further complicated by sight picture. It is also a requirement to maintain alignment



and place the front sight on the desired point of impact. With an RDS all that is required is a threat focus and then superimposing the dot over the desired point of impact. With the use of traditional iron sights your desired point of impact will almost always be obscured by the front sight. In my own practice I have also found that shooting from unorthodox positions no matter where the dot is located in the window of the optic I was able to obtain acceptable hits on target.

Advantage two: accuracy improvement

This again goes back to having a single focal plane for aiming. The ability to use only a single focal plane for aiming also greatly aids in the ability to track a moving threat, after all we do not work in a static environment. The ability to see your exact desired aiming point aids in accuracy. Initially when officers transition from iron sights to an RDS I have heard many of them say they feel slower with the use of an RDS. What I have found in my own practice as well as training dozens of officers is that because we can be more accurate with an RDS and we expect too, we hold the RDS to that higher standard. What I am trying to explain is that with iron sights many officers “feel” faster because they accept the sight picture and then break the shot. Because you can see so much more with an RDS many Officers take their time for the perfect shot or grouping, when in reality if you want to be fast with an RDS, you absolutely can be by accepting the sight picture. When qualifying officers that have transitioned to RDS handguns I have observed the majority of officers have improved upon their qualification scores. Also, generally speaking, I found that training officers on the use of an RDS handgun is much shorter and simpler than the time needed to achieve the same ability with iron sights. This is not to say iron sights should be abandoned, as in the event an RDS should fail, the officer still needs to understand the proper employment of iron sights.

Advantage three: advantageous in various lighting conditions and single hand weapon manipulation

With the majority of officer involved shootings being in low-light/no-light environments it is imperative to have a

sighting system that allows for less visual confusion and a better overall sight picture. Many modern red dot sights for handguns can be manually adjusted and adapted to a variety of lighting conditions. For myself it has just become another step in my pre-shift check of my equipment and gear. One of the easiest ways to set your dot to a multitude of lighting conditions is to find a white or lightly colored wall and project your weapon light and or hand held light onto the wall. Once you do this, adjust your dot accordingly, your dot should be visible when you use your preferred lighting method. Another advantage that I feel is sometimes overlooked is the ability to manipulate the slide of the handgun with only a single hand. Unfortunately in many officer involved shootings, officers sometimes are taking rounds from the threat first. Many of these rounds are landing in the hands and arms of officers rendering them with the ability to only use a single hand in many cases. In the event that an officer is injured, having a RDS mounted to the slide of his/her firearm allows for easier one handed manipulation of malfunctions due to its larger size and being able to rack the slide off of various objects like doorways, windows, holster, etc.

This is absolutely not an exhaustive list of the advantages of RDS handguns over traditional iron sight handguns. This is just a list put together from my own experience as well as the experiences from other officers and RDS instructors. Dry firing and draw/presentation of this system will greatly aid in shortening the time that it takes to transition to an RDS handgun. Like with anything involving firearms, if this is a system that you find you want to invest in or transition too it is still imperative that you train with it.

Once you have established that you would like to transition to an RDS handgun the next step would be deciding what type of RDS setup you would like to use. In this day and age of technology and manufacturing there are endless options. Closed emitter, open emitter, solar powered, fiber optic powered, too many options to choose from. My personal choice for duty use is a simple battery powered closed emitter with a solar backup. The advantages of a closed emitter over an open emitter is

that the emitter is protected in a closed emitter optic allowing dirt, water, and debris incursion to have little to no effect. In either case it is still necessary to do maintenance on your optic windows just like anything else. Treating the lenses with RainX or Cat Crap can help prevent the buildup of fog and dirt on the lenses and will help water bead off of the optic causing less distortion of your sight picture.



Closed Emitter RDS (Aimpoint Acro P-2)



Closed Emitter RDS (Holosun 509T)



Open Emitter RDS (Trijicon RMR Type 2)

When it comes to duty use or a hard use optic, many like myself lean more towards a closed emitter optic. Not only because of the benefits previously listed but because of their inherent design typically makes them stronger so they can handle more abuse like being dropped and rolled on. However, there are still extremely rugged open emitter optics, the Trijicon RMR is an extremely durable optic but still suffers from the faults that any open emitter will have. Another benefit that I feel is somewhat overlooked is battery changes. The majority of closed emitter optics that I am aware of all have external battery trays that allow you to change the battery without having to remove your optic from the weapon. With some open emitters like the Trijicon RMR the battery is housed underneath the optic. This means that when it comes time to change the battery you have to remove the optic from the slide, change the battery, re-Loctite the screws, torque the screws back down to spec, then re-zero the optic. If you are a range officer/armorer at an agency where you are responsible for maintenance on officer's duty weapons it will save you a lot of time, ammo, stripped screws, and headaches to have those external battery trays.

I hope this article was able to help clarify some the initial topics on getting started into transitioning to an RDS handgun. Like with anything the best way to improve on your RDS handgun skills is to train hard and train often. Part 2 to this article will cover what to address as an

instructor when training on a RDS handgun as well as methods of aiming when you have an RDS failure.

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Nick Kamick has been an Officer with the Rolling Meadows Police Department for 6 years. For the last two years he has been a firearms instructor with an emphasis on Red Dot Handgun instruction/use. Nick also serves as one of RMPD's field training officers. Nick received his instructor certification for Red Dot Handguns through Centrifuge Training with instructor Dan Smith. Nick helped develop the Red Dot Handgun Policy and training procedures for his current agency.

Instructor Development

Editor:
Thom Dworak



Where is Training Going?

by Kerry Avery, M. Ed.



In October I attended a learning and development conference for the first time. After

twenty years of designing and developing training I finally paid a large registration fee (over 3 times the cost of the ILEETA conference) to attend a two and a half day conference and see what is going on in learning and development outside of my little bubble.

The focus was the future and two of the keynote speakers provided their predictions on the continual evolution of technology and how it will integrate into our lives. The keynote speakers were [Michio Kaku](#), a renowned physicist, co-founder of string theory and [Cori Lathan](#), a brain scientist who has developed robots for kids with disabilities, virtual reality technology for the space station, and wearable sensors for training surgeons and soldiers. If you set up a free account with the learning guild, you can watch these keynotes for free [here](#). They talked about how technology has allowed us to better understand the brain and how we will become more connected and integrated with technology.

In addition to the keynotes, I attended sessions on augmented and virtual reality, and the metaverse, both of which are in the early stages. Taking a break from my day-to-day work to learn about the programs and technology we use now and what is coming gave me a lot to think about.

Where Are We Now?

The pandemic launched people into the world of virtual meetings and training. Now that people are returning to in-person training and events, we are experiencing a rush to get back to what we're familiar with and to catch up on all the human interaction we missed over the last two years. Although we may be burnt out from hours of virtual meetings, people recognize the opportunities and

benefits of online platforms. Attending the ILEETA conference is great, but I'm also excited about the live sessions now being offered because they give everyone the opportunity to connect and learn throughout the year. On the downside of the forced pivot to virtual instruction, there is a backlash to distance learning with the often heard phrase, "nothing matches the in-person experience."

Where Are We Going?

When the [VHS](#)* came out, it did not replace the movie theatre experience. What the VHS did was make movies available in a more convenient format. With a VHS we could watch movies in the comfort of our own home, at a time that was convenient. Like the VHS, virtual and online learning formats are not meant to replace the in-person experience, they are another option that is easier and more convenient. We are currently seeing virtual and online learning being considered and used more frequently for delivering training.

Augmented and virtual reality (AR/VR) has been a slow progression. The technology is finally catching up and becoming more affordable with the commercial release of headsets like the Oculus/Meta Quest. I use one of these at home for fun errr I mean research and I can see them becoming more common over the next few years. You really can't beat the immersive experience. I participated in a virtual training demo at the International Association of Chiefs of Police conference trade show and it was impressive. Although all the scenery and people are animated, you feel like you're really standing on that street. I also attended a session on research studies being conducted in Europe on [virtual scenarios](#) for implicit bias training and the results are promising. I am looking forward to watching the continued evolution of VR.

Before we get to full VR, there have been advancements in 3D rendering which we can start incorporating into online learning and classroom visuals. We can now view objects in 3D. [Here](#) is a short video of something I quickly created in powerpoint. We also have the ability to move

through rooms that are animated or 360 photographs. This technology can be used now and I predict we will begin seeing it in our training over the next couple of years.

Further Down the Road

I attended a couple of sessions on the metaverse. I thought the metaverse is a virtual world, like an updated version of Second Life. I learned metaverse will be a constantly connected world that overlays our physical world. Virtual worlds are only a part of the metaverse. It will have digital currency, marketplace, gaming, digital assets, digital humans, social media, shopping, concerts, entertainment, social events, and workplaces. A lot of these components already exist but in the future we will always be connected to the metaverse and it will be a part of our everyday lives; whereas, right now we can put our phone down or turn our computer off and disconnect.

One component of the metaverse will be digital twins. This is all of the personal data compiled to form a digital version of each person. Think about your watch collecting all your health data, plus social media, google searches, shopping, purchases etc. I think I'll be long retired before anyone has to figure out how to police or deliver training in the metaverse.

Conclusion

I love learning about new technologies and thinking about how we can leverage them to better prepare officers, but no software or program delivers effective training without a solid design. The need-to-know instructional design, adult learning principles, and cognitive science is still required. It is even more important as we venture into the use of new technology. Going to a new IMAX 3D theatre with state-of-the-art surround sound and moving seats won't make a movie with no plot, nonsensical script, and terrible actors, a good experience. Crappy training is crappy whether it is in a traditional classroom, a virtual conference, an online module, or in a virtual world. Good training starts with a solid design foundation.

*Link to VHS Wikipedia for anyone who is not old enough to remember this revolution in entertainment.

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Kerry Avery is the owner of [Odin Training Solutions Inc.](#) Kerry has a Master's degree in Education and 20 years' experience designing training programs, with the last 14 years spent working with law enforcement to develop classroom, online and blended learning courses. In addition to course development, Kerry coaches and teaches law enforcement instructors on course design and facilitation. She has worked with agencies in Canada, the United States, and internationally with ICITAP in Central America and Ukraine. Kerry is the Managing Editor for the ILEETA Journal, and has presented at the ILEETA, IADLEST, and IACP conferences. She can be reached at Kerry.Avery@shaw.ca.



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Is Your Training Solid Gold or Gold Plate?

by Chrystal Fletcher



As most agencies dive into their new fiscal year, what better time to reevaluate your training programs, training culture, training staff, and overall efficacy? I'm not talking about simply planning the year's training schedule and curriculum. I'm asking you to look at your program through the critical eye of an appraiser's lens. Is your current training program solid gold, the best it could be, or simply gold plate? If you scratch the surface and it loses its glow, it's time for an overhaul.

Law enforcement training has a long and sordid history of falling short of the mark. It is permeated with what I consider backward thinking. It begins with trainers, administrators, and officers alike, viewing training as something of a necessary evil. Getting our officers, deputies, and agents the lifesaving skills they need is far too important to be minimized. We must do more than simply check the boxes.

No matter your discipline, law enforcement trainers are constantly being asked to do more with less. We have less time, less money, and now less personnel. With the massive recent turnover, agencies are struggling to field full patrol teams. Advanced and ongoing training is being put on the backburner. No matter the reason for the training gaps, it is an issue that must be addressed.

We may have no influence over the amount of time or money allotted, but as trainers we do have the ultimate influence over how effectively and efficiently we use the resources we have. It starts with an attitude adjustment. The training staff must believe that what they do is important. All facets of law enforcement training are vital to the success of our officers, deputies, and agents. The training you provide can help those you work with survive their career physically, mentally, psychologically, and financially. What may seem mundane and insignificant to one could be life changing training to another.

Attitude is contagious. Just as a bad attitude can poison others, an energetic and positive attitude can lift and inspire. Think back to your childhood teachers. Who

touched you more deeply, taught you longer lasting lessons, and instilled a joy for learning? I guarantee that person truly believed in their calling as a teacher and wasn't just going through the motions. Be that kind of teacher. Your influence and reach will go much further than you will ever know.

I understand that we can't always teach the subjects about which we are passionate. If this is the case, be passionate about whom you are teaching. Take on that subject that bores you and create an inspirational presentation. Keep in mind that it's not about you. You are a trainer to help others. Find the self-value and pride in a job well done, because that may be all you get. If you and your people are fortunate, it is likely your hard work will go unnoticed and unappreciated. That is an indication that you have done your job well. You have prepared your people to succeed.

Now is the time to update your classroom and PowerPoint presentations. The days of "death by PowerPoint" are over. Be dynamic. More Tony Robins and Less "Bueller? Bueller?". The PowerPoint is there to assist you with visual aids without *being* your presentation. Think of it more as visual cue cards and not projected textbooks. Find visually stimulating pictures that will evoke emotion and interest in your audience. No one remembers paragraph after paragraph of text. Let's be honest, they likely dozed off a little. I know this may mean starting over, but trust me, it will be well worth the work when your class is engaged, enthusiastic, and awake. What you have to say is important, but it won't do anyone any good if it is lost in the presentation.

Is the material you are presenting current and applicable? Far too much law enforcement training is done out of habit without being updated. I know it is easier to just blindly repeat the material you were given, but as technology and society changes, so must your material. Just because it was the way you were trained, or because it's the way it's always been done, does not make it the

best way. In the past, we have made a lot of mistakes built from good intentions. Now is the time to examine all training through a critical eye. Try to see into the future and look for some of the potential unintended consequences of the conditioned responses we are building. Don't fear trying something new. If it isn't better, you can always fall back on the tried and true.

Look for every opportunity to get yourself and your staff to updated and ongoing training. Don't let the bean counters think that just because you have the paper certifying you as a trainer, you know all you need to know. This kind of thinking not only prevents training programs from moving forward, it causes them to slide backwards. And as I mentioned earlier, we are already playing catchup.

Instructor training will not only keep your skills fresh, it will help you recharge your batteries. In service training is the most difficult thing asked of L.E. trainers. Your and your training staff are faced with a multitude of challenges including scheduling and logistics, time and budget constraints, and preconceived attitudes of those you work with. Taking advantage of things like the ILEETA conference and other instructor training outside your agency, where you are surrounded by fellow like-minded instructors, may be just what the doctor ordered. Seek the opportunities to work on your skills training as well as your instructor skills. Sometimes the teacher, always the student.

Lastly, make a concerted effort to embrace the science of adult learning and training of the adult brain. It goes far

beyond treating them like grown-ups, but this is a good place to start. Keep in mind, those adults you are training are coming in with a lifetime of experiences and opinions. And presumably they were hired because of their ability to use them to make good decisions. You can begin your foray into teaching adults by incorporating into your lesson plans decision-making components. If you build your lesson plans around giving your students buy in and ownership over the material, it will be more easily accepted with better retention.

Law enforcement is a noble career. But it is more than that. It is a lifestyle. What law officers experience touches more than just them. And the gift of knowledge you impart will make a profound difference in the lives you touch. **ILEETA**

About the Author

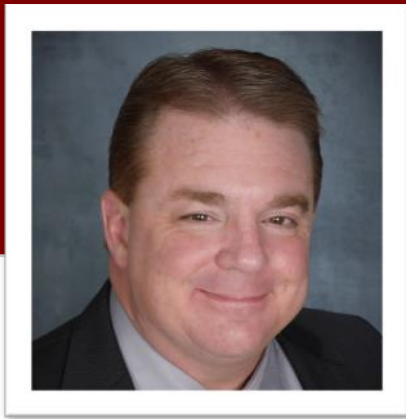
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What Happened to the C's of Police Work?

by Don Moore



As a young policeman, I was constantly bombarded with the

phrase, “remember the three C’s: Contact, Cover, and Concealment.” At that time, most law enforcement training always emphasized the C’s to enhance officer safety. The Three C’s is simply preplanning which helps to bring order out of chaos. We can learn all the tactics and attend all the specialized training, but if we fail to implement the simple abstract concepts and mindset, all is for naught.

Contact includes communication and control of the event while cover and concealment deal with environmental issues that could protect officers and citizens. Remember, concealment is being hidden from sight while cover provides protection. Communication is the key to the entire concept. Deciding who is the contact officer and cover officer, who has what responsibilities, and the plan of action are crucial to a successful resolution. The contact stage does not have to be long and drawn out; it could be a five-second plan devised as the officers approach the location. The necessity of action dictates the amount of time to plan the contact stage.

It only takes one officer to make the contact, and only one officer to talk. Other officers should provide cover, security for the contact officer and be quiet unless it is necessary to talk. There have been multiple instances of uninvolved parties interjecting themselves into law enforcement events and even using the element of surprise to attack police officers. They can do this because no one is designated as the cover officer so 360 security is not established.

Unless the contact officer needs intervening; cover officers should do just that, provide cover. Walk up to a group of people and ask for directions. Inevitably, two or three people will start talking at the same time and the person who asked the question is confused. Take, for example, the 2018 Taser incident in Lancaster, Pennsylvania. The video shows one officer giving commands to the individual. A second officer arrives on the scene and gives conflicting commands to the

individual. The contact officer now perceives a threat even though the subject is listening to the second officer. The contact officer deploys the Taser and incapacitates the individual who was compliant.

Somewhere, somehow, over the years, the Three C’s slowly faded away and were replaced by action-driven decision-making or even a lack of pre-emptive decision-making. A few years ago, I was the passenger officer responding to a burglary in progress call. Before we arrived, I told the primary officer the plan of action and each of our responsibilities once we arrive. He had a quizzical look on his face. He was a seasoned officer who came from another department. He later told me that no one had ever preplanned the response at his previous department, so everyone would get on the scene and try to figure out the response “by the seat of their pants,” which usually resulted in chaos. This seems to have become a common trend.



So, what happened to the Three C’s? That is a good question that we as law enforcement trainers must delve into the brain’s psychology and resurrect the C’s. A cursory search on the internet does not even return the Three C’s concept on the results page. When we discuss high-profile or controversial law enforcement incidents, we are not being critical as we were not on the scene. However, we do a disservice to those that we lead and train not to learn from these incidents to prevent similar events from happening. That leads into a highly publicized and controversial case involving Los Angeles Police in 2018.

LAPD Officers respond to a call of a man with a knife who just stabbed a person. The released body camera footage shows two officers deploy beanbag rounds which the suspect, who is still armed with the knife and covered in

blood, deflects with a metal chair. The suspect grabs an innocent woman and holds the knife to her throat. Three officers close the distance, approaching to the front of the hostage. The officers do not have a clear shot since the suspect has the hostage in front of him. One officer flanks the suspect and from his vantage point, has a clear shot to the suspect's head. All the officers are yelling commands at the suspect. None of the officers communicate with each other and all four fire at the suspect. The suspect is killed as is the hostage. What happened? Again, we must examine this case and make difficult informed conclusions based on the evidence since an innocent person was killed. Review the critical incident debrief and apply tactics and the Three C's:

<https://www.youtube.com/watch?v=BrBoIWnbnhU>

As you watch the video, ask these questions: Who had control of the event? Was there any communication? Was contact, cover, and concealment used? What could have been done better? We must evaluate and examine this incident to determine what went well, what went bad, and what must be done in the future to safeguard innocent life. Yes, we were not there; however, we must also be transparent with the evaluation.

We, as law enforcement trainers and mentors, have a responsibility to ourselves, the officers we train, our teammates, and the public to do the best we can and to implement training tactics and strategies that enhance the professional response, increase safety, and provide better resolution to ever-evolving situations. The police and the public must acknowledge that not every event will end as hoped and sometimes things do happen that complicate the resolution. However, as professionals, we must resurrect and implement those simple concepts that policing was built on so that we can enable and empower our law enforcement teams to develop through personal growth while building trust within the community that we protect and serve! **ILEETA**

About the Author

Don Moore is a current 36-year police veteran serving the Washington University in St. Louis, Missouri community as a patrol officer and teaches over 15 disciplines. He holds several degrees and certificates including a Forensic Psychology Certificate from Washington University. He is the owner and operations director of SBCM Protection Consultants (Making Your World a Better Place) and is a part-time instructor for the Public Agency Training Council (P.A.T.C). Don is a familiar face at ILEETA as he and his wife have been a part of the volunteer staff since ILEETA came to St. Louis.



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Practice Makes Perfect: 30 Ways to Improve Your Leadership Ability

by Joe Willis



Leadership is a skill and like any skill it can be developed.

Leaders exist at all levels of every agency. Some have formal titles from Corporal to Chief and others fill informal leadership roles such as academy instructors and Field Training Officers. In any case, leadership skills can and should be developed using a consistent and well-researched system. For many, their first attempt at leading others is fueled by examples of the good and bad leaders they have experienced. Aspiring leaders do their best to do the good and steer clear of the bad. This approach to leader development has prepared some tremendous leaders but it is difficult to codify and pass from one generation to the next systematically.

In this short article, I would like to introduce a leadership model that can be easily adopted as an agency-wide leadership development system or applied by leaders (formal and informal) as their personal model, regardless of agency culture.

Since the early 1980s James Kouzes and Barry Posner have consistently researched leadership in a wide range of industries and published their findings in the bestselling book, *“The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations.”* The book is currently in its sixth edition with more than 2.5 million copies sold in 20 languages.

A common misconception about leadership is that one is or is not a leader. Whether we realize it or not, each member of the organization from top to bottom can lead others and influence the culture of the organization. More importantly, anyone can become a better leader through intentional practice.

Here are a couple of things to keep in mind when it comes to leadership.

- **Leadership is everyone’s business.** From the most junior to the most senior we all can lead ourselves and others with intentionality. We are responsible for

the success of the organization to the greatest extent of our individual influence. Even if only in our own behavior.

- **Leadership is a relationship.** The relationship between leaders and those they lead is fundamental to effective leadership. Whether it is one to many (the Police Chief) or one to one (the FTO), the practices and behaviors for extraordinary leadership remain the same.
- **Leadership development is self-development.** This article contains 30 recommendations on how to improve as a leader. Leaders are constantly seeking self-improvement and developing all aspects of the craft.
- **The best leaders are the best learners.** As this article explains, leadership is an observable set of skills and behaviors. The best leaders will seek feedback and learn by experimenting.
- **Leadership development is an ongoing process.** Leading is not an event. It is not what we do when we are at the front of the room with all eyes on us. Leadership and the ability to become a better leader is woven into the very fabric of who we are. Some leadership moments will come naturally and work exactly as we hoped. Others, despite our best efforts will fall short. Leadership is an aspiration of choice. The contents of this article are as relevant to the newly appointed FTO as they are to the most senior leader in their organization. The challenge is for each to continually press forward with the discipline of a learning leader who aspires to be better than they were the day before.

Five Practices of Extraordinary Leaders

Five Practices of Extraordinary Leaders

For more than three decades Kouzes and Posner have collected data on the personal best leadership experience of thousands of leaders in nearly every industry from health care to sales to military and of course, law enforcement. In all their research five common practices continually emerge. When leaders are at their best, they:

- Model the way
- Inspire a shared vision
- Challenge the process
- Enable others to act
- Encourage the heart

Five Practices – 30 Behaviors

The practices are supported by six defining behaviors. Leaders who more frequently participate in each of the supporting behaviors are more effective at demonstrating the associated practice. In the section below I will break each of the practices down into their six behaviors and make the argument that leaders at levels, both formal and informal will be more successful if they are intentional about positively engaging in each behavior on regular basis. In future articles I will offer suggestions on how leaders throughout the agency can be intentional about developing each of the behaviors as its own skill.

Model the Way

- Sets a personal example of what he/she expects of others.
- Makes certain that people adhere to the principles and standards that have been agreed upon
- Follows through on promises and commitments he/she make
- Asks for feedback on how his/ her actions affect other people's performance.

- Builds consensus around a common set of values for running our organization.
- Is clear about his/her philosophy of leadership

Inspire a Shared Vision

- Talks about future trends that will influence how our work gets done
- Describes a compelling image of what our future could be like
- Appeals to others to share dream of the future
- Shows others how their long-term interests can be realized by enlisting in a common vision.
- Paints the "big picture" of what we aspire to accomplish
- Speaks with genuine conviction about the higher meaning and purpose of our work.

Challenge the Process

- Seeks out challenging opportunities that test his/her own skills and abilities
- Challenges people to try out new and innovative ways to do their work.
- Actively searches for innovative ways to improve what we do.
- Asks "What can we learn?" when things don't go as expected.
- Identifies measurable milestones that keep projects moving forward.
- Takes initiative in anticipating and responding to change.

Enable Others to Act

- Develops cooperative relationships among the people

Leadership...con't

he/she works with.

- Actively listens to diverse points of view.
- Treats people with dignity and respect.
- Involves people in the decisions that directly impact their job performance.
- Gives people a great deal of freedom and choice in deciding how to do their work.
- Ensures that people grow in their jobs by learning new skills and developing themselves.

Encourage the Heart

- Praises people for a job well done.
- Makes it a point to let people know about his/her confidence in their abilities.
- Makes sure that people are creatively recognized for their contributions to the success of our projects.
- Publicly recognizes people who exemplify commitment to shared values.
- Tells stories of encouragement about the good work of others.
- Gets personally involved in recognizing people and celebrating accomplishments.

Leaders at all levels are encouraged to review the five practices and their associated six behaviors to chart a course for leadership development. Research consistently shows that leaders who more frequently engage on each of the behaviors are more effective leaders who achieve greater results.

The Leadership Practices Inventory®

The **Leadership Practices Inventory®** (LPI) is a 360° instrument that measures the frequency of 30 behaviors, identified by authors Jim Kouzes and Barry Posner, as the behaviors that leaders engage in most frequently while

performing at their best. Research has shown that **the more frequently an individual is perceived as demonstrating the behaviors, the more likely that person will be identified as an effective leader.** The LPI is a tool which helps leaders assess the extent to which they use those practices, so that they can determine a workable strategy for improvement.

Three tips for more effective leadership in the next 30-days:

- Review the list and pick one behavior from each practice. Develop a list of ways to engage in that behavior more effectively over the next 30-days.
- Don't talk about it – just do it. I recommend making these changes quietly and keeping your intentions to yourself. Remember, leadership development is SELF development. If your intentions are true and efforts are sincere your actions will speak louder than words. Be the example.
- Take the LPI® and review your results with a certified LPI coach. Leaders at any level can participate in a Leadership Practices Inventory by visiting (<https://www.leadershipchallenge.com/>). However, to get the most out of the evaluation I recommend reviewing your results with an experienced LPI coach.

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About the Author

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

Trainers as Police Practice and Human Factors Experts

by Von Kliem, MCJ, JD, LL.M



In police use-of-force cases, understanding *human factors* allows us to identify the

psychological, physiological, and environmental conditions that can influence decision-making, performance, and even memory. The goal is to prevent agencies, courts, and communities from developing unrealistic expectations of the perfectly imperfect officers involved in critical incidents.

The Force Science Consulting Division continues to be involved in many of our country's most high-profile police use-of-force cases. Understanding that human factors can influence decision-making and performance generally is not enough. Courts require that force encounters be evaluated from the perspective of a reasonable officer. This means judges, juries, and review boards must not only understand how human factors can influence an officer's *perception* of a critical incident. They must understand how a *police officer* might reasonably interpret that experience as they engage in threat assessments, problem-solving, and physical responses. Enter the police practice expert.

Police Practice Experts

When civilians (e.g., civilian review boards, judges, juries) evaluate police use-of-force cases, experts are required to explain how training, education, and experience inform police tactics, threat assessments, and use-of-force decisions. These *police practice experts* not only identify the relevant facts of a case but also explain the reasonable inferences that an officer might draw from those facts—inferences that are often counterintuitive and would not likely occur to the ordinary judge or juror.

Although police practice experts are increasingly found with advanced degrees in law, human factors, psychology, decision-making, and medicine, most police practice experts and use-of-force experts are *non-*

scientific professional practice experts whose knowledge and opinions are based on professional education, training, and experience—and not scientific research or testing. *This distinction is critical in whether and how these experts will be allowed to testify in court.*

Police practice experts are typically police officers or former police officers who enhance their experience with continuing education, conference presentations, and trade publications. These sources of information summarize relevant police-related scientific research, sociological research, professional practice, and legal and tactical considerations. Although some police practice experts may immerse themselves in peer-reviewed journals or conduct independent research, this appears to be the exception.

Police practice expertise is often the product of real-world experience and lessons shared through academy training, formal field training, in-service, and informal discussions.

Contemporary police training, investigative strategies, and police practice increasingly enjoy the support of scientific literature. However, it is not expected that peer-reviewed studies or empirical analyses exist to support every industry practice or custom. Even where relevant research exists, not every police practice expert will be aware of the study or literature.

Police Practice Experts and Human Factors

Police practice experts, whether they develop training, conduct training, write policy, investigate the use of force, or continue to provide police services, *must understand the potential influence of human factors.*

Understanding the potential influence of human factors is necessary to explain why police do what they do. It does not imply scientific expertise in the underlying psychological or physiological processes driving human factors. This lack of scientific expertise does not imply a lack of qualification—quite the opposite.

Police practice experts are frequently *more qualified* to explain human factors in the context of policing in ways that the typical scientific expert, attorney, and academic researcher is not.

Police Practice vs. Scientific Experts

To understand the distinction between police practice experts and scientific experts, it may be useful to consider the following examples.

Example 1: Action and Response

It is well-settled that even if an officer has their gun out and directed toward a suspect, that suspect may be able to present and fire a gun before the officer can even perceive the attack (let alone respond to the attack). Experts are often needed to explain this action/reaction phenomenon to new police officers, attorneys, and to ordinary jurors.

It may seem intuitive where an officer “has the drop on the suspect” or is “covering the suspect” with their gun, that the officer has the advantage. Ordinarily, they do not.

Police Practice Experts

Police practice experts may have first learned this officer-safety lesson simply because their academy trainer told them that “action beats reaction.” This lesson may have been reinforced through realistic role-playing training or simulations, during which the expert or others were repeatedly “shot” by suspects despite covering those suspects with their training firearms. Initially developed through training, countless real-world deadly-force encounters continue to support this expert understanding of human dynamics.

Police trainers who have learned that merely “covering” an armed suspect may be insufficient, will develop tactics, training, and use-of-force strategies that reflect that reality (e.g., use cover, create distance, physically control the suspect, or preemptively use force). These experts can be used to explain the reasons behind these police practices to those responsible for ensuring police

accountability.

Scientific Experts

Scientific experts have also observed that action will frequently beat reaction. In clinical studies, scientific experts have investigated an officer’s ability to effectively respond to armed threats. In these studies, researchers observed that, even in *ideal lab settings*, an officer with their gun drawn and directed toward the suspect may still average over .80 seconds to respond to a “threat.” On the other hand, the “suspect” is able to initiate and complete their armed assault in an average of .25 seconds (*some much less*).

Although scientific research (like that mentioned above) may support a police practice expert’s opinion, it is usually not the scientific research that created the expertise. Scientific research can validate what police practice experts have learned from experience, *but it is unlikely to fully-inform their expert opinions*.

Beyond the Lab: Real-World Expertise

The scientific experiment described above might present a useful example of a “best case” lab scenario and even prove an important tool for educating a jury. However, police practice experts will likely have much more to say on the subject.

Experience with real-world force encounters and realistic training scenarios may have taught police experts that an officer is likely to take much longer than .80 seconds to respond to a deadly attack. This is because, an officer’s attention is almost always divided, they are multi-tasking, the attack “start” time is often uncertain, and the appropriate response may not be obvious. In other words, officers in real-world force encounters might not even recognize the attack, let alone respond to it in 0.80 seconds.

Example 2: Fail to See

Another example that may be useful in explaining how police practice experts may be distinguished from scientific experts can be found in the areas of perception,

cognition, and memory.

Police Practice Experts

A police practice expert may have seen hundreds of cases wherein a witness or victim's memory was inconsistent with objective video evidence. This occurs in the absence of a motive to lie and with such frequency that it has become a part of investigative training to expect these inconsistencies.

A police practice expert will recognize that even the most honest witness can misremember details of an event. Experts might know through experience that a person's ability to recall events may be impacted by the dynamic and traumatic nature of the event. These experts might be trained to identify the *potential influence* of these human factors in a case, *without being able to conclude with any degree of medical certainty whether or how these human factors influenced a specific individual.*

Instead, investigators, and those who later evaluate use-of-force cases, are trained to recognize that failing to remember details or misremembering details is not definitive proof of deception. This understanding drives interview strategies and informs the evaluation of statements provided during use-of-force (and other criminal) investigations.

Scientific Experts

Scientific research into a person's ability to accurately perceive or remember the details of an event is extensive. Police practice experts ordinarily will not have conducted this research but will consider and rely on the research of scientific experts to shape their investigative strategies and evidence analysis.

For example, Dr. Marc Green is a human factors expert with over 45 years of research experience. Dr. Green has authored over 100 publications in the areas of vision, visual search, attention, perception, reaction time, and human cognition. He is the principal author of the book, [*Forensic Vision: With Applications to Highway Safety*](#).

Although Dr. Green is a human factors expert with

extensive experience investigating traffic accidents, he is an excellent example of how peer-reviewed human factors research from one industry is summarized and applied to police practice.

For example, Dr. Green applied his perception and cognition expertise to police practice. To educate the law enforcement industry, Dr. Green published his analysis in various police trade magazines, which included the *Police Marksman* and *Law and Order* (See "Is It A Gun? Or Is It A Wallet?" Perceptual Factors In Police Shootings of Unarmed Suspects," *Police Marksman*, July/August, pp 52-54, 2005; see also "Proper Eyewitness Identification Procedures," *Law and Order*, pp. 195-198, October 2003).

Learning from the Experts

Top police practice experts are trained to consider the potential influence of human factors in police use-of-force decision-making. They understand how attention and perception factors might influence threat assessments and responses.

Trade magazines, like those utilized by Dr. Green (i.e., *Police Marksman*, *Law and Order*), are among the types of sources relied on by police practice experts to inform their practice and reach their conclusions.

Although peer-reviewed research and empirical studies may not capture the breadth of police practice expertise, they can provide valuable scientific evidence to help explain *why officers do what they do*. They can provide objective support for the reasonableness and reliability of the police practice experts' opinions.

Still, when it is necessary to explain the psychological, neurobiological, or physiological processes that *cause* a human performance effect, or, if it is necessary to determine whether a specific individual experienced that effect, courts will be reluctant to qualify police practice experts for that purpose. Instead, relevant scientific experts should be engaged.

On the other hand, when it is necessary to explain why officers engage in specific tactics, what principles are generally accepted in law enforcement, or what factors

police consider when training, investigating, or engaging in force encounters, *police practice experts are often the most qualified and useful for answering those questions.*

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About the Author

Lewis "Von" Kliem, MCJ, JD, LL.M, has worked as a civilian police officer, civilian and military attorney, educator and author holding over 30 years of experience in the criminal justice profession. Von is both the director of consulting and an executive editor at Force Science. He is the co-owner of Von Kliem Consulting, LLC, where he trains and consults on constitutional policing, use of force analysis, crisis communications and trauma-informed interviewing.

About Force Science, Ltd.

The Force Science Consulting Division continues to advise on some of the most high-profile and complex use of force cases, both nationally and internationally. Please direct inquiries to L. Von Kliem, Director of the Consulting Division, Force Science, Ltd. at 1-800-526-9444 or access our online case consultation inquiry portal here: <https://forms.forcescience.com/forcescience/form/ConsultingIntakeForm/formperma/izFZ6aDwiz5TJPrDWyc5wo8xqDs-62HD8nmej-WbPs8>

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LE Environment & Health and Wellness

Editor:
Kim Schlau



It's the Most Wonderful Time of the Year...Right?

by Kim Schlau



My daughters, Jessica and Kelli, were killed the day after Thanksgiving, a month before Christmas. Thanksgiving was our last day together. We had our traditional Thanksgiving meal, we went to a movie afterward, and I remember thinking how much fun we were having. I treasure that memory.

The next day, they went to their dad's house for Thanksgiving and to take family photos. Our plan was to put up the Christmas tree when they got home from their dad's. We had a tradition of watching the Charlie Brown Christmas program while we decorated the tree. Each of my daughters had their own collectible ornaments that they hung, and then we filled in the spaces with a mixture of ornaments from my childhood and newer ones we bought over the years.



That plan did not happen. Instead, I was told they would never come home, never celebrate another Christmas, another birthday, never live another day. At 18 and 13 their lives were over because of the actions of an Illinois State Trooper, driving 126 mph to a low-priority call while distracted by his personal cell phone and in-car computer.

The tree was still in its box, in the kitchen. I had brought it up from the basement but hadn't yet put it in the living room. It sat in the corner for two days, until I literally threw it back down the stairs, screaming in anger, in grief, in disbelief. How was I supposed to celebrate Christmas for my surviving daughter, Madelyn, without my other

two? I suppose in that moment I thought if I didn't put up the tree and acknowledge the holiday, Christmas wouldn't hurt as much. But that wasn't fair to Maddy, and it wasn't going to change one damn thing.

We were not only thrown into our "new normal" pretty quickly, but started it during the time of year that is purported to be magical, wonderful, festive, families gathered around the tree, peace on earth and all that hooah. I sure as hell didn't feel peaceful or wonderful, and my family was down to two.

My very supportive, understanding and loving husband (boyfriend at the time) suggested that Maddy and I come to his house and help him decorate his tree. He told me, "Maddy needs Christmas this year more than ever." He was right, and in my heart, I knew I had to keep things as "normal" as possible for her. She was eight, she had just lost both of her sisters, and my actions weren't helping.



So, we started living our new normal. We decorated his tree, and then a few days later, decorated our tree. We laughed, we cried, and we got through it. We kept some of our old traditions and started new ones.

Eventually, we started putting up two trees – one main tree and one smaller one with Jessica and Kelli's ornaments. Later we added a Star Wars tree, with Yoda

as the tree topper. At one point I had five Christmas trees in my house, including one on the front porch. The pendulum definitely swung from Grinch to Overachieving Elf!

Everyone has experienced loss, and our memories serve as reminders of that loss. Those feelings are magnified during the holidays. Add to that the stress of decorating your home, baking cookies, shopping for the perfect gift, traveling to see as much family as you can, or feeling guilty because you can't see everyone, you can't afford the perfect gifts, you don't have time to bake, and your house doesn't look like the magazines. Oh yeah, and you have a full-time job to do. No wonder liquor sales go up in December.

The hardest thing for me is letting go of the picture I have in my head of what it is "supposed" to look like. Give yourself some grace. There's no shame in saying, "I can't." If you were the one doing all the baking, ask someone to take it over. Or buy cookies from the store. If you can't put your big tree, put up a small one. When we couldn't handle putting up a separate tree for them, we hung a few of their ornaments on our main tree.

Take comfort in your traditions, but understand some years may be more painful than others. That's ok. There's no right or wrong way to grieve, and grief is not a linear process. Honor their memories through both old and new traditions. One of our new traditions is to decorate their graves with snowman solar lights and red and green flowers. We will light a candle on December 11, [Worldwide Candle Lighting Day](#), to remember all children who have died.



Telling your family and friends that you're struggling can be difficult, but they need to know. Odds are they already suspect, and just want to help you. Accept their help, even if it's just sitting and talking about your loved ones. Share those stories and remember the good times. "Laughter through tears is

my favorite emotion!" (Dolly Parton as Truvy in Steel Magnolias).

The action that has helped me the most over these past fifteen years has been helping others. It started small, with a candlelight vigil and request for donations for our local food bank. Then I was asked to share my story with a local police academy, in hopes that by hearing my story directly, officers would better evaluate when a situation needed high speed driving, and do their job safely. Our foundation gives back to our community through annual food drives and blood drives, awards scholarships in their names, and allows me to share their story with thousands of officers and civilians, across the US and most recently on a global stage.

It's been fifteen years since their deaths. This year, it's just my husband and I. Maddy isn't coming home for Christmas. I just can't get in the holiday mood so far. But I hope that sharing my battles and how I've coped helps those of you in the same boat, and maybe helps me find my holiday spirit.

Remember, you are not alone. Please reach out when you're battling those feelings of grief, loneliness, isolation, despair. Talk to your physician, mental health professional, or clergy. Crisis helplines are also available:

In the US - Call or Text 988 (National Suicide and Crisis Helpline)

In Canada – Call 1-866-585-0445 or Text WELLNESS to 686868 (for youth) or 741741 (for adults)

In UK – Call or Text 111 (www.111.nhs.uk)

In Mexico – Call 5255102550 (Mexico suicide hotline)

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About the Author

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

Update to the Police Officer's Guide to Psychiatric Medication

by Nicolas Greco, M.S., BCETS, CATSM, FAAETS



Recognizing and responding to a mentally ill or emotionally disturbed individual continues to be a popular topic of interest. Since I last wrote on this topic six years ago, there has been a considerable push from politicians, the public, and agencies for police officers to have mental health training. And while many officers out there have gone through or will be going through Crisis Intervention Team (CIT) training, there is a good amount of material thrown at you in a short time frame. Typically, you will get a brief introduction/crash course to psychiatric medications during that long 40-hour CIT week. However, among all the others things covered, it is quite easy for much of that information to get lost in the mix. Most individuals with mental illness you encounter will have most commonly stopped taking their medications, have mixed medications with other illicit or prescribed drugs, have incorrectly taken medications, or are on medications which are not effective. You are encountering mentally ill persons every day and probably in greater frequency in the last few years due to hospital staff shortages, continued lack of funding for community mental health, and a limited number of mental health facilities to take persons to. You continue to have individuals who are repeatedly taken to area hospitals for evaluation or have an individual in your community that everyone knows about. These individuals continue to be sent home, are allowed back on the street, and you continue to be called to deal with them. As a CIT coordinator and instructor, I understand your frustration. I have been in the mental health field for 25 years, and I have seen the length of hospital stays go from 10-14 days to barely 2-3 days, in some cases. This is due mainly to insurance company mandates as well as lack of funding from state and federal agencies. Typically, a mentally ill person is on a psychiatric unit 2-5 days and discharged, hardly enough time for most medications to reach therapeutic levels. Ideally, the person is discharged with medications, given names and numbers of physicians to follow up with, and sent on their way. Problem is, these patients will run out of medications before they will be

able to get an appointment. Many psychiatrists continue to have waiting lists 2-3 months out. Additionally, some psychiatrists have retired or closed their private practice thus further reducing the number of available mental health care providers. Even more concerning, the average age of a psychiatrist in this country is around 55 years of age, and finding a child and adolescent psychiatrist or a geriatric psychiatrist is quite difficult. And while primary care doctors can try to pick up the slack, disorders such as schizophrenia and bipolar disorder are difficult to manage in their practices. Most county mental health centers are overflowing and have significant staffing issues and can't see anyone for 3-6 months, and sadly patients simply don't follow up. In the case of an individual with schizophrenia, he or she will simply stop taking medications and eventually be brought back to the hospital or picked up and jailed for trespassing. Unfortunately, this is why you are seeing more mentally ill persons on your shifts and why many of you are getting mental health and CIT training.

The main purpose of this article is to help fill in some of the gaps and misconceptions regarding psychiatric medications so you can recognize what you may be dealing with when you get a call and arrive on scene. Let's start with the most commonly prescribed and advertised medications – the antidepressants.

Antidepressants are typically used to treat depression; however, these medications are also used to treat other disorders such as Obsessive Compulsive Disorder (OCD), Post-traumatic Stress Disorder (PTSD), Panic Disorder, Social Phobia, Eating Disorders, and Generalized Anxiety Disorder (GAD). One quick note, just because a medication is listed for a certain condition doesn't mean it cannot be prescribed off label by a physician. This means that a medication used for depression may also be used for sleep or anxiety, even if it has not been FDA approved for that indication. The antidepressants break down into a number of classes – there are the Tricyclic Antidepressants (TCAs), the Monoamine Oxidase Inhibitors (MAOIs), the Selective Serotonin Reuptake Inhibitors (SSRIs), Serotonin and Norepinephrine

Reuptake Inhibitors (SNRI's), and those which are unclassified or miscellaneous. The TCAs and MAOIs date back to the 1950s and were used regularly until the discovery of the SSRIs, notably Prozac, in the late 1980s. Many clinicians were happy to have SSRIs to treat depression as the TCAs were known to cause a number of side effects, and if not taken as prescribed, one could easily accidentally or intentionally overdose often resulting in death. Examples of TCAs include: Anafranil (clomipramine), Desyrel (trazadone), Elavil (amitriptyline), Norpramin (desipramine), Pamelor, Aventyl (nortriptyline) and Tofranil (imipramine). The MAOIs like the TCA's take several weeks to work, but there are many significant drug interactions with these agents. In addition, more serious side effects are associated with the MAOIs than with the other antidepressants. When prescribed to patients, they cannot take other antidepressants such as SSRIs concurrently; they must adhere to a specific diet which excludes aged meats and cheeses, pickled and smoked fish, bananas, avocados, raisins, figs, tree nuts, beer and wine. Ingestion of these foods can lead to a hypertensive crisis (dangerously high blood pressure) resulting in the need for immediate medical attention to prevent death. Examples of the MAOIs include: Marplan (isocarboxizid), Nardil (phenelzine), and Parnate (tranylcypromine). By 1988, the introduction of the SSRIs became the first line treatment for depression, meaning they are prescribed first to patients presenting with depression. These medications have fewer side effects when compared to the TCAs and MAOIs and are generally less lethal in overdose. Patients report similar or greater efficacy but better tolerability; and this led to better compliance (or "adherence") with treatment. While the TCAs and MAOIs are still prescribed, it typically occurs when patients have not responded to SSRI or SNRI treatment. Examples of the SSRIs include: Celexa (citalopram), Lexapro (escitalopram oxalate), Paxil and Paxil CR (paroxetine) Prozac (fluoxetine), and Zoloft (sertraline). Unlike the SSRIs which prevent reuptake of serotonin, SNRIs prevent the reuptake of both serotonin and norepinephrine. Examples of the SNRIs include: Cymbalta (duloxetine), Effexor, Effexor XR (venlafaxine), Fetzima (levomilnacipran), and Pristiq (desvenlafaxine). There are also miscellaneous antidepressants such as

nefazodone, Trintellix (vortioxetine), and Wellbutrin (bupropion). A quick side note - If someone is on a low dose of Desyrel (trazadone), say 100mg, this will often be used for sleep and is commonly used across many conditions.

Bipolar disorder is treated with antimanic/mood stabilizers as well as antiepileptic drugs (AEDs) such as Depakote (divalproex sodium). Lithium was one of the first medications discovered in the 1940s and is a very effective drug for many people. Unfortunately, the therapeutic dose is close to the toxic dose. This leads to the need for frequent blood monitoring and becomes time consuming for both patient and clinician which, in turn, has led over the years to the more common usage of the mood stabilizers such as: Carbatrol (carbamazepine), Depakote DR, ER, (divalproex sodium), Equetro (carbamazepine), Lamictal (lamotrigine), and Trileptal (Oxcarbazepine). A number of antipsychotics such as: Abilify (aripiprazole), Latuda (lurasidone), and Seroquel (quetiapine) are also prescribed to treat mania. As the majority of the antipsychotics have been approved by the FDA to treat mania, this is something to keep in mind when you are responding to a call. The type of medication gives you a good idea of what you may be dealing with, but the medication they are taking is not definitive to what they are suffering from. A person taking Latuda may have bipolar disorder or schizophrenia.

Antipsychotics are traditionally prescribed for schizophrenia, but, as discussed above, are used for bipolar disorder as well. The field of psychiatry was dramatically changed in the mid-1950s with the discovery of the first antipsychotic - Thorazine (chlorpromazine). Additional antipsychotic medications (like Haldol) followed over the years, but these medications caused significant side effects such as involuntary movement disorders, and patients stopped taking them. Newer agents called atypical antipsychotics began hitting the marketplace in the late 1980s and 1990s, and more continued to be introduced today. Medications such as Abilify (aripiprazole), Fanapt (iloperidone), Geodon (ziprasidone), Invega (paliperidone), Latuda (lurasidone), and Risperdal (risperidone) are some of the commonly

prescribed atypical antipsychotics. As a side note, a number of the atypical antipsychotics have various formulations besides oral pills such as disintegrating tablets and long acting injectables.

Anxiolytics are prescribed to relieve anxiety and produce feelings of relaxation and some may cause drowsiness. Common benzodiazepines include: Ativan (lorazepam), Klonopin (clonazepam), Librium (chlordiazepoxide), Valium (diazepam), and Xanax, Xanax XR (alprazolam). When mixed with alcohol or other prescribed or illicit drugs, they can result in overdose and even death. The risk of dependence is quite high. Notably, the adulteration of and counterfeiting of Xanax has exploded in the last few years with street Xanax actually containing a combination of Fentanyl and Oxycodone - all the more reason for officers to carry Narcan, not just for others, but for themselves if exposed.

Stimulants are the last class of medications we will discuss and are typically prescribed for ADHD, narcolepsy, obstructive sleep apnea, and shift work disorder. More commonly recognized stimulants are Adderall and Adderall XR, Dexedrine (dextroamphetamine sulfate), Focalin and Focalin XR (dexamethylphenidate), Ritalin (methylphenidate), and Vyvanse (lisdexamfetamine dimesylate). These medications can be abused and those who have a legitimate prescription sometimes share or sell their medication.

In summary, persons with psychiatric illnesses are often on more than one medication, commonly referred to as polypharmacy. A person may be taking an antipsychotic in addition to an antidepressant and anxiolytic. Quite often, you may encounter individuals not taking medications and presenting as psychotic. Worse yet, they may be off prescribed medications and on illicit substances. It is difficult to determine what you may be dealing with if this is your first encounter. Assume that this individual may not see you as a police officer since auditory and visual hallucinations may be distorting their reality. You may be viewed as a threat and treated as such. While verbal de-escalation and training you received at CIT may be helpful in these situations, your safety and well-being is most

important, and you may have to use other hands-on methods. Your department should have general orders in place regarding how to manage persons with mental illness. As many of you have responded to an individual's residence numerous times and may have taken them to the ER in the past, remember not to become complacent. When you get a call to the same residence (let's call him Johnny), find out from dispatch who called. Was it the parent, the girlfriend, or Johnny? Make sure you know what you are going into. Don't assume that Johnny needs to go to the ER again; the family member may be the cause for concern. While every mental health encounter may not go smoothly; the more knowledge you have about mental illness will hopefully give you confidence and competence in these difficult situations.

If you would like a copy of my Psychiatric Medication Quick List that is broken down by indication, medication class, and has both trade and generic names, please email me at psychcomm@yahoo.com for a copy. You may find this list helpful in the field when responding to a call or writing up your report. Feel free to make copies of this list to share with other members of your department.

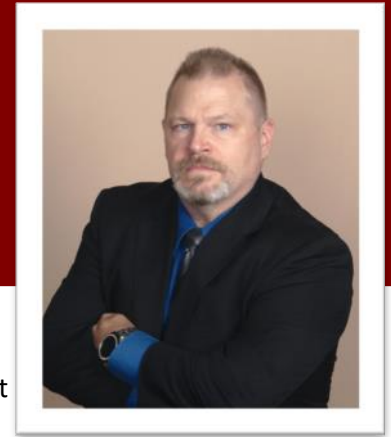
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NICHOLAS GRECO IV, M.S., B.C.E.T.S., C.A.T.S.M., F.A.A.E.T.S., is President and Founder of C3 Education and Research, Inc. Nick has over 25 years of experience training civilians and law enforcement. He has directed, managed and presented on over 600 training programs globally across various topics including depression, bipolar disorder, schizophrenia, verbal de-escalation techniques, post-traumatic stress disorder, burnout, and vicarious traumatization. Nick has authored over 325 book reviews and has authored or co-authored over 35 articles in psychiatry and psychology. He is a subject matter expert for Police1/Lexipol/Cordico and Calibre Press as well as approved CIT instructor with the Illinois Law Enforcement Training and Standards Board (ILETSB), a CIT instructor for the Chicago Police Department, CIT Coordinator and Lead CIT Trainer for the Lake County Sheriff's Office CIT Program, and Basic and Advanced CIT Coordinator and CIP Coordinator for NAMI – Kenosha. Nick is a member of the International Law Enforcement Educators and Trainers Association (ILEETA), IACP, IPSA, LETOA, and CIT International, IPSA Mental Health Section Chair, and a Wellness Support Staff Member for Survivors of Blue Suicide (SBS).

Involuntary Psychological Examinations of Autistic Persons

by Dr. R. “Doc” Davis



The criteria for involuntary psychological evaluations and commitments vary from state to state, but traditionally include an obligatory dangerousness criterion along with the requirement that individuals have some mental health issue (Large et al., 2008). Key differences between states being the language used to define what mental health issues must exist in order to commit the individual without their consent. Specifically, some states require a good faith belief that the subject to be committed have a “mental illness”, while others rely on the term “mental disorder”. As with so many other things in the law, the definitions of these terms can have important ramifications for law enforcement.

The American Psychiatric Association (APA, 2022, p.14) defines a mental disorder as “a syndrome characterized by clinically significant disturbance in an individual’s cognition, emotion regulation, or behavior that reflects a dysfunction in the psychological, biological, or developmental processes underlying mental functioning.” States which instead use the term “mental illness” specifically define that term within their statutes. Regardless of which term is used, a significant number of states include within their statutes a caveat that specific types of psychological issues do not meet the criteria for an individual having either a mental illness or disorder. Frequently included in this exclusionary list, are conditions such as dementia, traumatic brain injury, and developmental disorders. Considering autism is a developmental disability, autistic individuals would not be subject to many states’ involuntary psychological evaluations or commitments.

When considering the purpose and intent of involuntary psychological examinations it makes sense that developmental disabilities such as autism are excluded. The primary purpose of these examinations is to allow for psychological intervention to prevent a subject from committing acts intended to create harm to themselves or others. To understand why this would not be an

appropriate treatment modality for autistic behaviors, it is important to have a better understanding of individuals that are on the spectrum.

Engaging in self-injury behaviors (SIB’s) is a common facet of autism. However, it must be understood that the underlying purpose of SIB’s is not to intentionally harm oneself. While this seems oxymoronic, the purpose of these behaviors is often a subconscious attempt to self-calm. In this regard the SIB may be viewed as an extreme version of “stimming”. Autistic individuals also engage in behaviors that look like temper tantrums, but are in fact known as “meltdowns.” The distinguishing difference between a temper tantrum and a meltdown is the locus of control. Individuals throwing temper tantrums are able to control their behavior, while meltdowns are more akin to seizures in that the individual is unable to consciously control the behavior.



Autistic child who engaged in self-injury behavior causing an abrasion/laceration to the left side of his face. Also visible is a mostly healed bruise to his left eye.

Even though these SIB’s and meltdowns may result in significant injuries (see image above) to the individual there is no “intent” to harm and as such involuntary psychological examinations are not an appropriate intervention method. Being unnecessarily sent for these examinations increases the stressors these individuals face. There is also little, if any, benefit of these

interventions in changing or preventing these behaviors. Additionally, since many state's statutes exclude developmental disabilities from their involuntary examination criteria, agencies face potential legal ramifications for submitting these individuals to the examinations.

One such example can be seen in ongoing litigation in Palm Beach County, Florida. According to D.P. et al v. School Board of Palm Beach County et al, (2021), multiple autistic children were subjected to involuntary examinations for engaging in typical autistic behaviors. The lawsuit specifically names several officers, the chief of the school board police, the entire school board, and the superintendent, claiming that "these children do not need or benefit from involuntary examination and are deeply traumatized by the experience".

Having discussed the ways in which these examinations are inappropriate for autistic individuals we must now discuss the fact that there are times where committing an autistic individual for examination is absolutely the correct thing to do. Research indicates that approximately 70% of autistics suffer from at least one comorbid disorder, and approximately 40% suffer from two or more comorbid disorders (APA, 2022). While it may not be appropriate to commit an individual based on their being autistic, if another disorder is the most likely cause of a concerning behavior it may be appropriate to have them psychologically evaluated.

Another issue of concern is the fact that suicide is a leading cause of death for individuals on the autism spectrum (South et al., 2021). Should officers find themselves faced with an autistic individual who is contemplating, or threatening suicide, an involuntary psychological examination would be an appropriate response to that situation. The benefit of the psychological intervention cannot be denied for subjects who are demonstrating a conscious intent to harm themselves or others.

Ultimately, law enforcement professionals must be familiar with the statutes under which they operate. Additionally, they must be able to properly evaluate the

benefits versus the potential harms involved with involuntarily committing individuals for psychological evaluation so that they can properly determine differences between what they can do and should do in situations involving autistic individuals.

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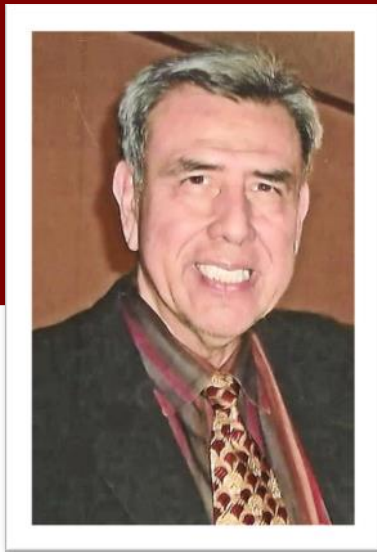
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Dr. R. "Doc" Davis a former Navy Corpsman who served with the 2nd Battalion, 5th Marines. He is also a 20 year veteran of law enforcement, having retired from the Boynton Beach Police Department in Florida, where he built and commanded the agency's hostage negotiation and critical incident stress management programs. Dr. Davis' degree is in psychology and his research interests focus on the areas of crisis intervention, hostage negotiation, human stress responses and Autism.

Law Enforcement's Newest Challenge: Museums Being Attacked

by Jesse C. Gonzalez



Law enforcement Officers are trained to encounter and address any situation in their daily duties. This often

means street crime, domestic violence, and even aggressive or violent protest groups. There is new potential challenge that officers may be facing that will be different than what they have seen in the past.

This new challenge is being faced now by law enforcement professionals in Europe. The threat comes from environmental activists/protesters, who attack high profile museums and priceless art works. They do so to bring attention to their environmental concerns. One of the main groups is "Just Stop Oil." These groups are made up mostly of young adults, who know how to use social media and the liberal press to champion their causes.

Their primary methods of operation, include visiting museum to identify the high-profile art they want to target. They then come back in small groups, and go straight to the artwork, they intend to attack. They then proceed to display slogans on their t-shirts, start making loud statement about their causes, and also throw foodstuffs, such as tomato soup, potato soup or in one case smearing cake on the "Mona Lisa". In order to really gain attention, they glue their hands or in one case a man tried gluing head next to the painting he vandalized. They commit these acts of vandalism in the name of their causes, and because they know these actions work and draw attention to their causes and keep their causes in the public eye, especially with drama driven media which is the norm in the United States.

This leads us to why U.S. law enforcement should place these groups on their intelligence radar. The activists groups and United States museum leaders have identified that American museums are the next targets they will use to promote their issues/causes.

This is reinforced by the fact that organizations in the United States are funding these activists groups. A specific example is the Beverly Hills Climate Emergency Fund, which has provided \$4.6 million dollars to 43 activist groups, which can be used to recruit and train activist members.

What makes these groups unique challenges for law enforcement? First they target only high-profile museums and high value art works. They target these museums to gain the most social media and press attention possible. They condone their actions by stating they do not want to hurt the art, just use it to bring focus to their causes.



The challenges for law enforcement are unique in different ways, having firsthand knowledge as a Director of Museum Security for two high profile museums in the United States. First museum leadership will be extremely reluctant to press charges in these cases, as they will do almost anything to prevent negative publicity for the museum. Additionally, there are many museum staff who will attempt to become involved in the situation and can often become obstacles to law enforcement in how they perform their duties.

These situations will test an officer's communications, tact and diplomacy skills to the extreme. The key for officers is that they are responding to a crime, vandalism, they must secure the scene, and deal with how to remove the

activists from the walls they are glued to. This will often be in conjunction with the fire department who may have to cut part of the wall off to transport the individuals/ individuals to a facility where they can be removed from the object they are glued to and placed under arrest.

These types of situations although rare, should become part of law enforcement intelligence assessments. It is always better to know what may be coming than to have to react as the situation develops. The activists to date have not been violent or aggressive towards law enforcement, but as all officers know that can change in an instant. Address these new challenges as you would any other call for service and stay safe out there.

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Jesse C. Gonzalez is a Law Enforcement/Private Security Advisor. He is an active member of ILEETA and a frequent contributor to the ILEETA journal. He is a Certified Security Trainer and has taught professional development programs to Law Enforcement as an American Management Association Educator. He has presented "best practices" programs to The United States Justice Department, Federal Bureau of Corrections, Cross Cultural Policing programs at the National Crime Prevention Institute, University of Louisville, and has presented programs to the Private Security and Law Enforcement Television Networks, reaching 8100 agencies. His office is located outside of San Antonio, Texas and his contact information is jcgonzalez@bluebon.net, cell 210-288-8339, office 210-658-7877



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Ethics and Forensic Science

by Dr. Matthew Loeslie



In the 1970s and 1980s a ruthless serial killer and rapist used California as their hunting ground. The suspect was known as the East Area Rapist, the Original Night Stalker and most notably the Golden State Killer ("Golden State Killer," 2018). For years, the Golden State Killer filled California with fear, foreboding and trauma. This merciless killer kidnapped and murdered at least 12 people and raped at least 50 people. Additionally, the Golden State Killer is suspected to be connected to other unsolved crimes ("Use of DNA," 2018). Victims suffered intense trauma which was worsened by the reality that all criminal investigation came up short of identifying the suspect. The victim's target were women, yet the killer often made husbands listening to their partners being raped while they were tied up in another room. It is believed the Golden State Killer would phone some of the victims after his crimes to further induce drama (Dowd, 2020).

The murders, kidnappings and rapes appeared to have stopped in 1986; however, the investigation continued. In 2018 there was a breakthrough using a new controversial investigation technique. Using forensic tools, which were not available when the crimes were committed, were key to identifying Joseph James DeAngelo of Orange County California as the killer. Noteworthy, DeAngelo was a former police officer in several jurisdictions and the knowledge gained with this experience helped him evade detection in the past (Wickenheiser, 2019).

Novel Investigative Technique

The technique used to identify DeAngelo was to first identify his relatives using a free, online genetic database populated by individuals researching their family trees (Guerrini, Robinson, Petersen, & McGuire, 2018). Specifically, the investigators used the Golden State

Killer's DNA recovered at a crime scene and then compared it to open source genealogical information on GEDMatch (Guerrini et al., 2018). While the methods seem simple enough, it took about 4 months of intense

family tree construction with the help of a genealogist to narrow potential suspects and eventually identify DeAngelo as the Golden State Killer.

Ethical Implications

The ethical concern for this novel investigative technique should be guided by the ethical principles of the past. At the heart of debate surrounding the ethical issue is, how far should the government be able to go with genetic testing? GEDMatch was not originally designed to solve crimes, but instead it was used to locate relatives. However, to track down DeAngelo as the Golden State Killer, police had to create a fake profile (Zhang, 2018). In essence, the investigators had to lie about who they were and what they were doing in order to solve the case. While, using deception by law enforcement through covert actions and lying is accepted by the courts, the practices of deception are also frowned upon. Additionally, often police view lying as justified and required to solve crime (Miller & Gordon, 2014).

Where the Golden State Killer case is unique, police were not deceiving the criminal serial killer himself, but the general public. Moreover, the methods used by police created potential negative consequences for innocent family members of serial killers who have been publicly shown to be related to a serial killer. Would you want the world to know you were related to a serial killer? Additionally, the police turned family members into genetic informants against the suspect without their permission by using deception.

While looking at the International Chiefs of Police Association (IACP) code of ethics, it is interesting to note it starts by stating, "As a law enforcement officer, my fundamental duty is to serve the community; to safeguard

lives and property; to protect the innocent against

deception..." ("Code of Ethics," 1957, para. 2). It seems clear the methods used to catch the Golden State Killer would be in violation of the IACP ethical code of conduct because it does not protect the innocent against deception. What is more, the investigators actively engage in the deception of the innocent which is the very thing they are supposed to protect innocent against.

Not long ago, the Central Intelligence Agency (CIA) used a fraudulent hepatitis B vaccination project for the sole purpose of collecting DNA in an area of Pakistan to help them identify the relatives of Osama bin Laden. They did this to zero in on where Osama was hiding in Pakistan. The effort failed. As a result, nine vaccine workers were murdered and the United Nations had to withdraw the vaccination teams from Pakistan. Even now, the distrust vaccination programs are prevalent in Pakistan ("Sabotaged Global Health," 2013). While it is the CIA's primary job to use deception, local law enforcement need to be extremely careful using deception.

Conclusion

When analyzing ethical issues, people generally find themselves in two ethical camps. Many would say it is ethical to use the deceptive practices by investigators in the Golden State Killer case because the end result is good and the need to catch the killer outweighs the negative implications of ethical codes or privacy concerns. This type of ethical thinking is known as utilitarian ethics. Yet, others believe fundamentally, it is never right, to do wrong, to do right.

These people are more focused on following the codes and ethical principles and are not as concerned on the end result at the expense of violating ethical codes. This type of ethical thinking is known as deontological ethics. Ultimately, whether or not a person believes the investigators were justified or not justified in the Golden State Killer case probably depends

whether the person has a natural bend towards utilitarian ethics or deontological ethics (Sandel, 2010).

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

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

Supervisor or Client who can verify you the above			
Contact Info for above	Phone		E mail
ILEETA Sponsor Name if Any			

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

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

Save file and send as attachment to INFO@ILEETA.ORG
 Any questions:
 contact ILEETA at 262.767.1406 OR E MAIL INFO@ILEETA.ORG OR GO TO WWW.ILEETA.ORG

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Join or Register online at www.ileeta.org