

# Journal

THE FEDERAL LAW ENFORCEMENT TRAINING CENTER

VOLUME 8 FALL 2010

## DHS Secretary Visits FLETC



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# Inside this issue



DOMINICK BRACCIO  
Assistant Director,  
Training  
FLETC

This issue of the Journal spotlights the recent visit by the Department of Homeland Security Secretary Janet Napolitano. After viewing some of the training provided to the 88 Partner Organizations, the Secretary spoke to the FLETC students and staff about the strength of our law enforcement partnerships and the importance to effectively and efficiently train together. Coincidentally, this issue also contains an article about FLETC's first training program entitled "21st Century Leadership for Women in Law Enforcement" conducted for our international partners in Romania. Our own Director, Connie Patrick, participated in training 24 female law enforcement supervisors and executives during the program.

This issue also highlights one of the many new emerging technologies employed by the FLETC - the Avatar Based Interviewing Simulator, the first of its kind in the country. The FLETC frequently employs new technology to train this generation of tech-savvy students at a significant cost savings to the government. While not meant to completely substitute for actual role-based training with professional staff, the Avatar uses speech recognition to provide free flowing practice sessions where students can hone their communication skills and strategies to elicit accurate information from victims, witnesses and suspects while gauging both verbal and non-verbal cues. This new methodology will eventually assist in many facets of law enforcement including the ability of the officer to de-escalate potentially dangerous situations.

Finally, this Journal begins a focus on the Partner Organizations that train at the FLETC for their Criminal Investigator, Uniformed, and Land Management roles in law enforcement. In this issue, learn about the history of the U.S. Capitol Police and their many functions today. Also, see how the Naval Criminal Investigative Service trains at one of the FLETC field sites in Charleston, SC, for their Maritime Liaison Agent Program. Future Journal editions will continue to highlight our Partners and how they train to prepare for their important and diverse assignments.

Training - the cornerstone to peak operational performance. Look inside the FLETC Journal and you'll see where law enforcement partnership begins and the next generation of our countries heroes prepare and train to protect our homeland.

A handwritten signature in black ink, appearing to read 'D Braccio'.

**Dominick Braccio**  
dominick.braccio@dhs.gov

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**Legal Brief-Berghuis v. Thompkins**

**Meggan Sullivan Smith** joined the Legal Division as a Senior Legal Instructor in August 2009. She instructs in FLETC's basic and advanced programs.

Meggan has five years as a criminal defense attorney. From 2004-2008, she tried hundreds of misdemeanor and felony crimes while employed with the Virginia Indigent Defense Commission, Office of the Public Defender in Chesapeake, Va. After leaving the Public Defender's Office, she had a private criminal and appellate practice mainly representing drug offenders.

Smith graduated from Furman University in Greenville, SC with a Bachelor's Degree in Political Science in 1994. She received her Juris Doctorate from Nova Southeastern University, Fort Lauderdale, FL in 2002. She is a member of the Virginia Bar and a Virginia Certified Indigent Defense Counsel.

**Special Agent Stephen (Steve) Knerly** is currently detailed to the FLETC, Glynco, GA from the U.S. Department of Health and Human Services, Office of Inspector General (HHS-OIG), as a Senior Instructor in the Legal Division, where he also serves as a topical area expert in Fifth and Sixth Amendment issues. He was formerly detailed to the Inspector General Criminal Investigator Academy as an instructor and program manager. His career includes nine years of service as a Special Agent with the Internal Revenue Service, Criminal Investigation Division, six years in the private practice of law,

and 11 years as a Special Agent with HHS-OIG.

Knerly holds a Juris Doctor, magna cum laude, from the University of Miami, and undergraduate and graduate degrees in accountancy from the University of South Florida. He is a Certified Public Accountant and member of the Florida State Bar Association.

**Future Training Innovations**

**Jason Kuykendall**, Senior Instructor, Behavioral Science Division (BSD), joined the FLETC Glynco in 2008.

He leads the BSD's Technology Integration Team, which is responsible for integrating technology into the BSD topical areas.

Kuykendall is a former Air Force Office of Special Investigations, Special Agent and currently serves as a First Sergeant for a Georgia Air National Guard Security Forces Squadron based at Savannah, Ga. He earned a Bachelors of Science in Criminal Justice and a Masters of Education from American InterContinental University.

**Leadership Training for Women in Law Enforcement**

**John Patrick, Jr.** is a Program Specialist and Instructor in the FLETC's International Training and Technical Assistance Division. He has also been a Senior Instructor in the Behavioral Science Division (BSD), instructing in the Criminal Investigator Training Program, the Uniformed Police Training Program and nationally and internationally with BSD's Law Enforcement Leadership Institute.



Kuykendall



Speed



Brogan

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# Contributors

Patrick's law enforcement career includes seven years as an Assistant U.S. Attorney in Tampa, FL and five years as a Senior Instructor in the Legal Division at the FLETC, Glynco.

## An Historical Perspective: The USCP

**Glenn Brogan** is a Lieutenant with the United States Capitol Police (USCP) and he is currently the Agency Representative to the FLETC, Glynco, Ga. Prior to his current assignment, Lt. Brogan was a detailed instructor to the FLETC's Physical Techniques Division from 2002-2007.

Prior to his assignment to FLETC in 2002, Brogan was assigned to the USCP's Uniformed Services Bureau where he worked on the Patrol, Senate, House and Capitol Divisions. Lt. Brogan holds a Bachelor's Degree from the University of Maryland in Criminal Justice.

## Firearms Training

**Duke Speed** is an Instructor assigned to FLETC at Cheltenham, Md., in-Service Training, where he provides instruction in firearms, officer response tactics, and physical training. He is a 20-year active-duty veteran of the U.S. Marine Corps with leadership, operational, and training assignments in Force Reconnaissance, Division Reconnaissance, Infantry, Special Operations Training Group, Recruiting, and Aviation. Since retirement from the Marine Corps, he has been employed by the U.S. Navy, U.S. Federal Air Marshal Service, U.S. Department of State (Contractor, Iraq), U.S. FEMA (Contractor, Katrina/Rita) and

the private sector.

Speed has served with FLETC since August 2009, and has a Bachelor of Science (Magna cum Laude) in Criminal Justice from National University, San Diego.

## FLETC Goes Green

**Willis Hunter** presently serves as the Chief of Environmental and Safety Division at the FLETC.

In his current position, Hunter is responsible for ensuring FLETC's compliance with federal and state environmental laws as well as compliance with Occupational Safety and Health Administration laws and regulations. Prior to assuming his current position, Hunter was the FLETC's Chief Counsel for more than six years.

## FLETC Physical Efficiency Battery

**Dr. Bill Norris** is branch chief of the Training Research Branch (TRB) at the FLETC, and is responsible for identifying and developing innovative methodologies that impact law enforcement training.

Norris is a subject matter expert in the area of human performance in law enforcement activities, developed the PEB2002 fitness guidelines, established an extensive database of fitness scores, and published numerous journal articles and a textbook. He is a certified Health/Fitness Director and Exercise Specialist through the American College of Sports Medicine.

Norris received his Bachelors of Science. and Masters of Science. degrees with specialization in Exercise Science

from the University of Akron, and his doctorate in Exercise Physiology from the Ohio State University.

**Charles "Skeet" Brewer** has over 24 years experience with the federal government serving in the FLETC. He currently serves as the Branch Chief, Threat Response Branch within the Counterterrorism Division.

Brewer's past positions at the FLETC have included: Branch Chief, Health and Fitness Branch, Physical Techniques Division (PTD); Law Enforcement Program Specialist; Senior Instructor; Lead Instructor; Athletic Trainer/Instructor, in the PTD.

## Rethinking "Let Me See Your Hands"

**Phil Carlson** is a senior instructor in the FLETC Physical Techniques Division. He has a combined total of 27 years in law enforcement serving as a patrol officer and detective with the Cromwell, Conn. Police Department, a patrol officer and motorcycle officer with the Brevard County, Fla. Sheriff's Office and a patrol officer and trainer with the Orange County, Fla. Sheriff's Office. In his seven years at FLETC, he has also worked as an instructor in the Practical Applications Branch and Tactics Branch of the Enforcement Operations Division.

## Health & Fitness

**Andy Smotzer** is a regular contributing writer to the Journal, and author of numerous articles in several nationally published law enforcement magazines. He is a former Secret Service Uniformed Division Officer. Currently, Smotzer is a Branch Chief for the Physical Techniques Division at FLETC, Glynco.



Patrick



Norris



Hunter



Smotzer



# LegalBrief

*Berghuis v. Thompkins*  
United States Supreme Court  
2010 U.S. LEXIS 4379  
(June 1, 2010)

**Meggan Sullivan Smith**  
and **Stephen Knerly**  
Senior Instructors, Legal



## *Can a Suspect Invoke His Right*

In order to invoke the right to silence, the suspect must say so expressly and unambiguously.

**P**olice in Ohio arrested Thompkins in connection with a shooting in Michigan. Three days after his capture, police officers from Michigan interrogated Thompkins at a jail in Ohio. At the outset of the interrogation, the officer read Thompkins his *Miranda* rights and received Thompkins' verbal confirmation of his understanding, although Thompkins refused to sign a form stating he acknowledged those rights. Over the course of the interrogation, Thompkins was largely silent, answering only a few questions either non-verbally or with simple statements such as "yeah," "no," or "I don't know." After nearly three hours, the officer asked Thompkins whether he believed in and prayed to God, to which he responded, "yes." He then asked Thompkins whether he had asked God for forgiveness for "shooting that boy down." Thompkins again replied, "Yes." This statement was used against him at trial.

The issue before the Supreme Court was whether a defendant's *Miranda* right to silence is violated when, after being advised of his *Miranda* rights,

police continue to question him for three hours while he remains silent, and ultimately obtain an incriminating statement from him?

The Court held that a suspect who receives and understands *Miranda* warnings, and fails to invoke his *Miranda* rights, waives his right to remain silent when offering an uncoerced statement to the police.

The Court examined the suspect's waiver of his right to silence as well as what is required for an invocation of the right to remain silent. When a suspect engages in limited verbal communication with police but never explicitly invokes his right to silence, the court concluded that he had not invoked his right to silence. In order to invoke the right to silence, the suspect must say so expressly and unambiguously. A suspect must give an unambiguous declaration of his intention to invoke his right to remain silent or he has not invoked such a right. The government still has the burden of proving a valid waiver. A valid waiver may be inferred from the facts that the suspect received warnings, understood his rights and ultimately responded to police questioning.

In ruling on this issue for the first



## *to Remain Silent by Remaining Silent?*

time the Court stated that there was no “principled reason to adopt different standards for determining when an accused has invoked the *Miranda* right to remain silent and the *Miranda* right to counsel.” “A requirement of unambiguous invocation of *Miranda* rights results in an objective inquiry that avoids difficulty of proof and provides guidance to officers on how to proceed in the face of ambiguity. If an ambiguous act, omission, or statement could require police to end the interrogation, police would be required to make difficult decisions about an accused’s unclear intent and face the consequence of suppression if they guess wrong.”

This most recent decision impacts the manner in which the police approach and question suspects who have neither explicitly invoked nor waived their *Miranda* rights. First, if a suspect wishes to invoke his right to silence he must affirmatively say so. Though advisable to do so, police are not constitutionally required to obtain an affirmative waiver of rights before questioning a suspect – even when that suspect remains silent for an extended period during an interrogation session.

Second, if and when the otherwise silent suspect eventually and voluntarily chooses to respond, that statement will: 1) be deemed to be a waiver of the right to silence and 2) can be admitted and used as evidence against the suspect. Practically speaking, the police, in the face of a suspect’s continued silence after being given *Miranda* warnings, can continue to question him, even for a couple of hours, in the hopes of getting him to eventually confess.

The *Miranda* Rule remains intact in that police must warn suspects of their rights. The clear and unambiguous invocation of those rights by the suspect still requires police to cease questioning. If the suspect remains silent for a period and then chooses to respond to a question, an officer does not need to stop and get a separate affirmative waiver. While the government always bears the burden of proving a valid *Miranda* waiver was given by the suspect, the waiver can be inferred from the fact that the suspect received *Miranda* warnings, understood his rights, never expressly invoked his rights, and voluntarily responded to the questioning.

*This most recent decision impacts the manner in which the police approach and question suspects who have neither explicitly invoked nor waived their *Miranda* rights.*

**The *Miranda* Rule remains intact in that police must warn suspects of their rights.**



# ABIS

AVATAR BASED INTERVIEW SIMULATOR

Federal Law Enforcement Training Center  
Behavioral Science Division



Homeland  
Security



# Future Training Innovations

## *Introducing the FLETC Avatar-Based Interview Simulator*

**Jason Kuykendall**

Senior Instructor, Behavioral Instructional Methodologies

### AVATAR.....

What is it? Is it just a movie? Talk to members of the FLETC's Behavioral Science Division (BSD), they will say it is the newest tool they have to help students become better interviewers and the first law enforcement based interview simulator of its kind.

Law enforcement officers and agents recognize the importance of interviewing and this feeling has long been reflected in training provided at the FLETC. One of the most effective ways to improve interviewing abilities is to practice; however, finding additional time in the schedule for any of the FLETC's basic training programs is difficult to say the least. In addition to the difficulty of finding more time in the schedule, the cost of roleplayers and additional instructor contact hours affects the overall course cost. Consequently, different ways for students to obtain additional practice in interviewing have to be explored, developed, and utilized.

There are a number of reasons the need to provide more interview training exists, with the major reason being the change in how the current student communicates in comparison to previous students. Currently, the vast majority of FLETC basic students



are from the X and Y generations. These generations have grown up communicating differently than previous generations of law enforcement trainees. Some people are of the opinion the X and Y generations are ineffective at communicating while others say they just communicate differently than previous generations. Regardless, the need to make the students more effective as interviewers still exists. Instructors have the responsibility to meet the training needs of all students.

One major difference in the student population today in comparison to previous students is their familiarity and comfort working with technology. The current generation grew up with technol-

**ABOVE:** The ABIS has been programmed so that students can conduct an interview using the five step interview process they are taught in class. (FLETC photo)

*... the need to make the students more effective as interviewers still exists.*

## Collaboration Leads to ABIS

**Elwin Collins**

Technology Innovation

**H**ow does a training branch find time to research, build and test a solution while maintaining their primary function of instruction? To answer that question look no further than the Training Innovation Division (TID). When the Behavioral Science Division (BSD) wanted to pursue using technology to allow students more time to practice their interviewing skills, they asked the TID about potential options. The TID in turn involved the FLETC Orlando Office, and less than a year later the potential solution in the form of a prototype was already at FLETC Glynco. Resources, such as instructor time, can be very limited in the training divisions.

Finding the proper solution for many of the challenges presented in the training community is important and the TID is available to assist all FLETC training directorates in this process. The TID has resources located at the Glynco training facility as well as embedded with our Department of Defense (DoD) and academic partners in the Central Florida Research Park, Orlando. Having resources available in both locations gives the TID the ability to assist the training community from the time an idea or requirement surfaces. The TID will assist with exploring solutions, determining which option best meets the FLETC's needs and carrying the recommended solution into the implementation and testing phases. Using the resources in the TID to help solve training issues reduces the workload on the training divisions, thus allowing instructors the opportunity to concentrate more on their primary responsibilities. The acquisition of the prototype ABIS is an outstanding example of how the process works.

The BSD approached the TID early in 2009 about using an interview simulator.

**continued, next page**



The FLETC ABIS simulation is programmed to show physical distress—adding realism to the interview. Students must respond accordingly with empathy and appropriate questions. Here an instructor runs and monitors the software program while students perform the interview. (FLETC photo)

ogy and recognize it as a useful tool and an effective way to learn. This attitude presents instructors opportunities to explore additional options to train our students. Instructors are no longer restricted to one type of training. In fact, research and experience suggest training that is offered in different learning styles will reach more students effectively.

The BSD has addressed the need to provide additional interview training time and methodologies with the development of the Avatar Based Interview Simulator (ABIS). The ABIS is an interviewing simulation which permits free-flowing conversation utilizing speech recognition, a computer synthesized voice, and a virtual avatar to create a realistic interactive training experience. In the interview prototype, the students complete the simulation in a mock condominium to simulate the actual interview location.

The ABIS is not solely a BSD project. Members of the BSD Technology Integration Team teamed with FLETC Orlando, the Training Innovations Division,

US Army Public Executive Office for Simulation, Training and Instrumentation (PEO-STRI), and General Dynamics in order to create the ABIS. The ABIS leverages a system developed by PEO-STRI and General Dynamics used for tactical questioning/interviewing utilizing a commercial off the shelf video game engine. The original system currently being used at US Army installations provides both initial and sustainment training for deploying military personnel in the areas of tactical questioning and cultural awareness.

Simulation training is not new in law enforcement or novel to the FLETC; however, simulation training in interviewing is a new adventure. Most people do not automatically associate simulation training to interviewing, but the BSD saw this as an opportunity to be on the forefront of interview training. The reason most people do not associate simulation training to interviewing is most likely because people associate interviewing to interaction between real people, not interaction with a computer. It is very impor-



Feedback is given immediately after the simulation interview. Here an instructor explains details of the feedback report to a student. Specific guidance is then given to improve the student's interviewing skills. (FLETC photo)

tant to note there is no plan to replace or reduce the number of roleplayer interviews included in various training programs because the BSD is developing simulator interviews. Roleplayer interviews are critical to providing students a realistic interviewing experience. The ABIS will be used to reinforce current training methodologies and principles by meeting the need for additional interview practice students consistently request.

One of the most important facets of the ABIS development was how it was designed around Enabling Performance Objectives (EPOs) included in specific BSD lesson plans. In every step of the development process, the BSD subject matter experts referred to the lesson plans to ensure the project would reinforce interviewing principles taught by BSD instructors. In order for the ABIS to be useful to the students it is critical the simulator provides not just an opportunity to conduct an interview, but an opportunity to do so using the five step interview process they were taught in

class. One specific EPO that was addressed in the development of the ABIS was the recognition of indicators of stress, truth, and deception manifested in non-verbal behavior. As we know the vast majority of communication is done non-verbally, so the BSD ensured the ABIS properly demonstrated the appropriate behavior. The non-verbal behavior was specifically placed to show stress without showing deception within the first scenario. The BSD has the ability to adjust the behavior with each scenario in order to properly demonstrate how the interviewee would be responding non-verbally. For instance in future alibi and suspect interview scenarios, students would be able to scrutinize behavior for non-verbal indicators of truth or deception.

The ABIS is designed to take students through a series of interviews created around a kidnapping scenario that occurs on St Simons Island, Ga. The BSD is testing the first scenario: a witness who sees her best friend kidnapped at gunpoint—and is beginning the

After initial discussions, management and instructors of the BSD were invited to meet with the FLETC Orlando team. Leveraging the partnership with various DoD divisions, the TID scheduled demonstrations of interviewing technology for the BSD to evaluate. When the evaluation ended, and the BSD had chosen a technology that would best suit their needs, the TID began the processes needed to bring the technology to the FLETC. These processes included coordination with the FLETC Chief Information Officer (CIO) Directorate and the U.S. Army's Program Executive Office for Simulation, Training, and Instrumentation (PEO STRI). Working with the branches within the FLETC CIO Directorate ensured the proper information technology (IT) requirements were gathered for the statement of work and to meet the requirements for bringing the technology to the FLETC. The completed statement of work and funding were then provided to the PEO STRI office allowing the FLETC to use an Army contract already in place. A prototype interview simulator, with one witness scenario, was delivered in less than a year from the initial idea discussion phase between the BSD and the TID. Technical support for the simulator during the testing phase is being provided by the TID in conjunction with PEO STRI contractors. The BSD continues to test the system with volunteers and provides the feedback to the TID and the simulator development team in Orlando. The information gathered during the testing phase will be used to enhance and prepare the system for implementation.

Providing support throughout the entire development of a project is a TID priority. Our goal is to assist the training community in bringing ideas into existence and to assist with all of the requirements to make this happen. The TID has the resources to aid the training community. The people and technology of FLETC TID, together, can turn ideas into reality.



development of the second scenario—an alibi interview. Each interview was specifically designed to challenge the students in their understanding of the interview process. For instance, in the first interview, the witness is traumatized due to what she and her friend have experienced. The student must recognize this and use the appropriate skills they were taught to address the witness' mental state. In this case, the student must utilize psychological first aid, a set of skills used to relax the interviewee and show them their needs are important to the interviewer. This technique is extremely successful with witnesses and victims who have been involved in traumatic events and have emotional barriers in place that may prevent

*The feedback report is broken down into different sections which explains to the student how much time they spent in each phase of the interview process, timeline, interview highs and lows, essential information, types of questions, and a transcript of the interview.*

them from freely sharing information. If the student fails to attend to the emotional needs of the witness in this scenario, the avatar will go into a "slightly cooperative mode." In the slightly cooperative mode, the witness will still provide accurate information. However, the avatar provides less detail in the first

response. The student must recognize this and use rapport to put the avatar at ease. If this is done correctly, the avatar will go to a "cooperative" mode in which her responses contain more detail and require less follow-up questions. This level of detail incorporated in the interview scenario and avatar behavior is just one example of how much attention the development team focused on making the ABIS experience as realistic as possible for students.

The ABIS was designed to provide students with the opportunity for additional interview practice without the need for an instructor to sit with the student as they completed the interview. Students log into the sys-

tem through a web-based structured environment and conduct a speech-training exercise to familiarize the students with the system. The speech testing allows student to understand how the speech recognition part of the system works. At the conclusion of speech testing, the student is able to read the beginning of the scenario. The student is able to view pre-scenario information including background information about the interviewee, preliminary law enforcement reports, and training objectives covered in the simulation. It is at this point that the student learns about the case and determines their approach for the interview. The student also has the ability to look at training resources such as EPOs and their student text. This allows them to refresh their memory on the skills they were taught in class. When the student is ready to begin the interview he or she can start the simulation with a simple mouse click.

The simulated interview is conducted in the same manner as an actual interview. The students use the five-step interview process they were taught to obtain the information they need to complete their investigation. The amount of time needed to complete the ABIS interview varies from student to student, but averages 30 minutes per student. When the student has completed interview, the student is able to stop the simulation.

At the conclusion of the interview, a very detailed feedback report is made available to students. In order for the students to improve on future interviews, they must know how they did during this interview. There is no grade given for their interview, but they do receive specific guidance in the feedback. The feedback report is broken down into different sections which explains to the student how much time they spent in each phase of the interview process, timeline,

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See ABIS page 34





# Leadership Training for Women in Law Enforcement

**John Patrick, Jr.**  
 Program Specialist, International Training and Technical Assistance

*Thirty years ago, one would have had to look far and wide to find a woman in a leadership position anywhere in law enforcement.*

**Not today...**



**TOP:** The FLETC Director, Connie Patrick (left) and Chief of Staff Jane Titus join a panel discussion to answer questions from the students. **ABOVE:** The historic Odeon Theatre, Bucharest, Romania, was next to the conference center. (FLETC photos)

*Women are at the top of organizational charts across the United States and in many corners of the globe.*

So, if women have assumed leadership roles in ever increasing numbers, one might ask, “Are there special leadership issues that are gender specific to women?” The question stands to reason and may be particularly pertinent to women in law enforcement organizations globally where, in many countries, men still dominate the organization charts.

As for law enforcement specifically, the Department of Homeland Security’s (DHS) Federal Law Enforcement Training Center (FLETC) has provided leadership training for over 20 years to men and women. Through the Law Enforcement Leadership Institute (LELI) programs and presentations, the FLETC has well established itself as a leader in the leadership training field. The LELI at that time was part of the Behavioral Science Division (BSD), and the new Chief of the BSD was Dominick Braccio.

Additionally, the FLETC’s International Training and Technical Assistance (ITT) Division exports law enforcement training, including leadership, throughout the world.

In 2009, the LELI was conducting export training to present and future Romanian leaders. It was during this training session that Claudia Munteanu, a program specialist at the United States Embassy in Bucharest, Romania, had an epiphany – a leadership course designed specifically for women in law enforcement to be conducted in her country.

It was during a “train the trainer” leadership program for Romania that Munteanu and Braccio observed and discussed that the Romanian authori-



ties did not send any female participants to the program, despite the fact that female officers make up approximately 11percent of the law enforcement organization. And so was born a concept, “21st Century Leadership for Women in Law Enforcement.”

Munteanu’s initial course offering was scheduled for 40 hours of training during June 2010 in Bucharest. She

requested that the FLETC coordinate and implement the training since the LELI had been to Bucharest several times previously to deliver leadership training and knew both the routine and the logistics well. The challenge was to design a leadership course that would address specifically women’s issues.

Once the Director of the FLETC,





**CENTER PHOTO:** The leadership class of women in Romanian law enforcement from disciplines including criminal investigation, intelligence, and staff-level leaders. The course was designed to meet leadership challenges specific to women. **TOP PHOTO:** Students participate in a group discussion. **ABOVE:** Claudia Munteanu, a program specialist at the U.S. Embassy, Bucharest, developed the course. (FLETC photos)

Connie Patrick, approved the export, the planning and execution phase fell to Braccio's division to develop the training.

Braccio is no stranger to leadership training. He served as the former Assistant Special Agent in Charge of the DEA Academy in Quantico, VA. Braccio had oversight for training for 87 Foreign offices and their coun-

terparts. During that time, Braccio had consistently observed foreign law enforcement leadership positions and training opportunities to be reserved, for the most part, for the male officers. His concept was to put together an instructional team to present training that would combine basic leadership, the sociology of women's issues and an accomplished female law enforcement

leader who could relate first-hand to these issues and thus, to the class.

ITT's Program Specialist, John Patrick, was assigned to develop and coordinate the new program. He had taught leadership at two of the four International Law Enforcement Academies (ILEAs) when he was an instructor in the BSD. Plus, he was familiar with the subject of women in

law enforcement leadership roles.

For the sociology piece, Braccio already had someone in mind. He had met Dr. Rita Wirrer at a conference months before and knew of her extensive work at the Public Safety Leadership Development Consortium, in particular studying women and their leadership journey. Wirrer's academic background includes studies of theology, philosophy, education, and sociology. She holds two university Master's degrees, a teacher's certificate for higher education and a Doctorate in Education. Since November, 2006, she is responsible for International Police Co-operation in the Rhineland-Palatinate Ministry of the Interior and for Sports in Germany.

The third of the instructor trio/cadre was identified through FLETC's joint training partnership with the Jacksonville Sheriff's Office (JSO) in Florida. The Director of Police Services at JSO is Carol Hladki. Hladki, like Wirrer and John Patrick, is passionate about law enforcement, leadership and women's issues and thus was a perfect fit. Plus, she had been trained and certified at the FLETC by the LELI. Hladki has 25 years experience in law enforcement. She attended the FBI National Academy (209th Session), is a graduate of the Florida Criminal Justice Institute's Senior Leadership Program and holds a Master's Degree in Public Administration from Central Michigan University. The JSO thought it was a grand idea, and they didn't have to ask Hladki twice.

Over the next several months, the three researched, emailed and talked to as many law enforcement women leaders as they could, soliciting ideas to help design a leadership course that would target and address women's issues in this often difficult and challenging career field. The positive reaction of those with whom they talked was intense and motivating. The subject matter not only had wings, but there was passion and strong sentiment in favor of this training.



Munteanu recruited an excellent class of 24 Romanian women to pilot the new course. On June 9, Hladki and John Patrick flew to Bucharest to set it up and were joined by Wirrer from Germany on June 13. Over the weekend, Hladki and John Patrick met with United States Embassy staff, met with the interpreters and went over the course materials. Wirrer came in on schedule, and they spent most of Sunday setting up the classroom at the Ramada Majestic Hotel in downtown Bucharest. The classroom setup was excellent – an interpreter's booth, microphones, headsets, projectors, flip-charts, breakout rooms – a first class training environment!

Monday morning, the United States

Embassy Regional Security Officer (RSO), Troy Larson, kicked it off in style and 21st Century Leadership for Women in Law Enforcement became a reality.

The participants were naturally quiet at first, not knowing exactly what to expect. Wirrer began with an ice breaker, asking the class to introduce themselves and tell about their background and experience. She asked each one what their expectations were, what they intended to take away from the course and to relate what they perceived as issues facing law enforcement women today.

The class was a good mix. The ranking member was a Commissioner — a high rank in Romanian law enforce-





Dr. Rita Wirrer leads a discussion with the first class of 24 Romanian women for the pilot leadership course. (FLETC photo)

ment. Others were criminal investigators, intelligence gatherers, one “Police Officer of the Year,” and a variety of staff level leaders. The first two days consisted of the FLETC LELI presentation of DISC and Values. For most of the class, this was their first exposure to **DISC**, a modern four-dimensional behavioral diversity model developed by Dr. William Marston at Harvard University in 1928. Marston theorized that one can apply the powers of scientific observation to behavior describing normal people in four behavioral patterns: **D**ominant, **I**nfluencer, **S**teady or **C**ompliant — thus, the acronym “DISC.”

The participants engaged slowly at first. However, as they began to relate

to the material - they saw themselves, their family members and their associates in these predictable and observable behavior patterns and understood that human behavior and values were global concerns. They slowly came around; first with curiosity, then with emotion and then, a strong sense of ownership and commitment.

Over the next days, Hladki and Wirrer zeroed in on issues women leaders have contended with, do contend with and are likely to contend with in the future. The reaction by the class was extraordinary and gratifying. Their frequent nodding of heads and facial expressions of, “I’ve been there” were priceless and sent a clear message - the course was on the right track.

As the class progressed, their passion came out and they expressed in no uncertain terms that they believed themselves very qualified and capable to lead and, in many instances, could lead as well or better than their male counterparts. They appreciated that the barriers and obstacles they encountered in their journey were not unique but shared by women everywhere.

The final day’s schedule included a panel discussion where the class was encouraged to ask questions and have dialogue with the panelists. The panel was composed of Wirrer and Hladki, joined by the FLETC Director, Connie Patrick, and the FLETC Chief of Staff, Jane Titus.

Following the panel discussion, Director Patrick delivered the graduation keynote address. Director Patrick was joined by Chief Commissioner Hristache Trofin, Deputy Director of Human Resources, General Inspectorate of the Romanian Police, to finally hand out the first Certificates of Completion. The first iteration of 21st Century Leadership for Women in Law Enforcement was concluded.

The initial offering of 21st Century Leadership for Women in Law Enforcement was well received by the Romanian women, and appears to be a subject of great interest to many. The ILEA Budapest Director Penny Hoback, another female leader in law enforcement from the FBI who shares the ILEA Directorship with the Hungarian authorities, is excited to add this course as a specialized course at the ILEA and bring in female leaders from throughout Eastern Europe and the former Soviet countries to train together.

Munteanu has already added it to the Embassy’s training schedule for Bucharest next year.

*Have you been to one of the top five visited cities in the United States? If you are selected for advanced training in FY11, you may get the opportunity to visit Charleston, South Carolina.*

**D**ivision Chief Doug Einsel, NCIS Training Academy explains why. “The primary focus of the Federal Law Enforcement Training Center (FLETC), Glynco, Georgia, is to provide basic law enforcement training to federal agencies. To ensure the NCIS can still hold advanced training if the Glynco site cannot accommodate it, the NCIS Training Academy has moved some advanced training classes to FLETC Charleston.” In FY08, the NCIS Training Academy held eleven advanced training programs at the FLETC Charleston, training over 240 personnel.

Einsel added “FLETC Charleston provides the NCIS and other agencies new opportunities in training, because of the training platforms and maritime environment.” During FY09, seven advanced NCIS training programs were held, training over 160 personnel.

Traditionally, the primary users of FLETC Charleston have been U.S. Customs and Border Protection, U.S. Coast Guard Maritime Law Enforcement Training Academy, U.S. Immigration and Customs Enforcement, and the U.S. Courts Probation and Pretrial Services Academy. Wayne Anderson, Deputy Assistant Direc-



## The Maritime Liaison Agent

### **Special Agent Tammy Key**

NCIS Academy Representative, FLETC Charleston

tor (DAD), FLETC Charleston, related that the primary mission of FLETC Charleston is Advanced Law Enforcement Training. According to DAD Anderson, use of FLETC Charleston for advanced training is increasing. In 2007, FLETC Charleston instructed 4500 students and in 2009, they instructed 9000 students; a

100% increase. In light of the growing demand for advanced training, there are a number of projects in the works for improvements to FLETC Charleston facilities. In May, 2010, construction of an \$8 million physical training center was completed. In addition, construction has begun on a 400 room single occupancy dormitory





Students board a vessel by rope ladder during MLATP training at FLETC Charleston. (FLETC photo)

## Training Program

projected for completion in August 2011. Although the NCIS Training Academy conducts a variety of advanced training programs at FLETC Charleston, the Maritime Liaison Agent Training Program (MLATP) is the mainstay for NCIS in Charleston. The MLATP is an innovative, collaborative effort. The NCIS Training

Academy and NCIS Combating Terrorism Directorate, in collaboration with the Federal Bureau of Investigation's Maritime Security Program (MSP) and the FLETC Maritime Law Enforcement and Port Security Training Division, located at the Charleston campus, worked together to develop a comprehensive, relevant

and impacting training program. The pilot MLATP course was held in May 2007.

The MLATP is designed for personnel assigned Maritime Liaison Agent responsibilities as well as individuals who will be tasked to conduct activities in support of the National Strategy for Maritime Security. Class composition is personnel from NCIS, FBI, CGIS and occasionally ONI. The MLATP is a very unique one-week training program specifically designed to improve interoperability, synchronization and coordination to enhance National Maritime Security. During this week-long course, students receive training in the Strategic Maritime Threat, Cargo Analysis, Commercial Vessel Boarding and Exploitation, Maritime Document Exploitation; Underway Boarding, Maritime Intelligence Networking, Source Development, Seaport Operations and the National Strategy for Maritime Security. During the program, students board a 494 foot break bulk freighter, conduct interviews and search compartments. During the practical exercise phase, the students conduct an underway boarding and search of a 65 foot high interest vessel in open water.

In addition, during FY10, the NCIS Training Academy and Contingency Response Field Office (CRFO),

See NCIS MLATP page 34





# Secretary Napolitano at FLETC

*Department of Homeland Security Secretary Janet Napolitano's first visit to the Federal Law Enforcement Training Center.*

**D**epartment of Homeland Security (DHS) Secretary Janet Napolitano visited the Federal Law Enforcement Training Center (FLETC) in Glynco, Ga., to observe a demonstration of a flying-while-armed training for law enforcement and deliver remarks about FLETC's role in training law enforcement agents and officers from a multitude of federal, state, local and tribal agencies in order to help keep Americans and their communities safe and secure.

During her remarks, Secretary Napolitano discussed the diverse training FLETC provides to law enforcement professionals throughout the world—using advanced technology, real-life simulations, research and instruction to provide the latest tools and skills to guard against terrorism and other threats, secure U.S. borders, protect the traveling public and build more ready and resilient communities.

She highlighted the tactical flying-while-armed program—a simulation



**THIS PHOTO:** FLETC Director Connie Patrick (l) presents DHS Secretary Janet Napolitano with an honorary FLETC instructor's shirt upon her departure from the training center.

**OPPOSITE PHOTO:** Secretary Napolitano at the podium talking with FLETC students and staff. (FLETC photos)

**PHOTOS THIS PAGE:** 1. DHS Secretary Janet Napolitano participates in a Flying Armed demonstration at FLETC. 2. Secretary Napolitano shares a light moment with FLETC and Customs and Border Protection instructors following a demonstration at the Glynco Port of Entry facility. 3. Secretary Napolitano listens to an interview between a CBP student and a role player during a port of entry training scenario. 4. FLETC Director Patrick presents Secretary Napolitano with an "Honorary Legal Instructor" certificate following her talk with FLETC students and staff.

**PHOTO OPPOSITE:** FLETC and CPB instructors demonstrate an arrest procedure at the Glynco Port of Entry facility during Secretary Napolitano's visit. (FLETC photos)



1

that has provided more than 25,000 law enforcement officers and agents with the training to detect, deter and defeat potential terrorist acts aboard aircraft since 2004.

The FLETC serves 88 federal agencies—including the Transportation Security Administration, U.S. Immigration and Customs Enforcement, U.S. Customs and Border Protection, the Federal Protective Service, the U.S. Secret Service, U.S. Coast Guard and five other DHS agencies—as well as many state, local, tribal, and international partners. The FLETC headquarters in Glynco, GA trains tens of thousands of students, including 67,000 in fiscal year 2009, who participate in consolidated training programs to better protect our nation and critical infrastructure.



2



3



4











# An Historical Perspective: The U.S. Capitol Police

**Glenn Brogan**  
USCP Representative, FLETC

*From its humble beginnings, the USCP has evolved into a full service law enforcement agency with more than 2000 sworn and civilian employees...*

The year was 1801, John Golding was his name and Congress had recently moved from Philadelphia to Washington, D.C. to take up residence in the newly constructed Capitol Building. John Golding was the single watchman who was charged with the task of protecting the United States Capitol. Specifically, he was charged “to take as much care as possible of the property of the United States”. For his efforts he would receive an annual salary of \$371.75. Mr. Golding was not allowed to make arrests and, if backup was needed, he would have to request it from the nearby Marine barracks. It is from this one watchman that the humble origins of the United States Capitol Police (USCP) began.

According to West Virginia Senator Robert Byrd’s history of the Capitol, by 1824, near the completion of the Capitol Rotunda, the number of visitors to the building increased, and a fire in the



**PHOTO OPPOSITE:** U.S. Capitol Police students at FLETC show their esprit d’corps as a class while running a 5 km race. **ABOVE:** U.S. Capitol Police officers on station at the U.S. Capitol Building, Washington DC. **LEFT:** A U.S. Capitol Police officer helps a woman with directions around the nation’s capitol. (U.S. Capitol Police photos)

Capitol’s library in late 1825, “demonstrated the growing need for increased surveillance and the importance of systematic professional protection to avoid the recurrence.” In 1827, President John Quincy Adams ordered the establishment of a regular watch force, which consisted of four men — two for daylight hours, one for nighttime hours and one for relief.

On May 2, 1828, the city of Washington’s police regulations were expanded to include the Capitol and adjacent grounds. This action was likely prompted by an incident involving President Adams’ son, who was serving as his private secretary, when he was beaten in the Capitol Rotunda. The Act of May 2, 1828, empowered the Capitol watchmen with full law enforcement authority. Consequently, 1828 is commemorated as the year in which the USCP was founded. The new force was not required to wear a





The U.S. Capitol Police deploy several different units to help secure the nation's capitol. **TOP PHOTO:** Motorcycle mounted USCP officers in front of the U.S. Capitol building. **MIDDLE:** USCP crowd control officers detain a protester. **BOTTOM:** A USCP canine officer with his four-legged partner.

uniform, but they were directed to be “neat and tidy and present a gentlemanly appearance at all times; to be stern with violators of the laws, but courteous to officials, citizens and strangers.” By 1854, the USCP were wearing uniforms and were armed with heavy hickory canes, but it was not until 1861 that USCP officers were authorized to wear badges.

During the Civil War, the Capitol Police force was increased to three six-man watches, and although military troops supplemented security in and outside the Capitol Building, as the building was open to the public from sunrise to sunset, each watch was compelled to be on duty twelve out of thirty-six hours. In 1867, responsibility of the Capitol Police was turned over to the Sergeants at Arms of the Senate and House of Representatives, who almost immediately authorized the design of new uniforms, added three men to the force, and raised salaries to \$1,000 per year. In 1873, the Capitol Police Board was established, and with the Sergeants at Arms of the Senate and House of Representatives, the Architect of the Capitol was added to the Board.

By the beginning of the twentieth century, the force consisted of 67 men, including a bicycle squad and a newly created detective unit. Each member was armed with a billy club, handcuffs and a distress whistle. Revolvers were furnished at night and for certain important occasions. By 1904, with the openings of the new House and Senate Office Buildings, the force had grown to over 100 officers and the wearing of the uniform became mandatory for on-duty officers. Before the start of World War I, the Capitol grounds had

been expanded to cover 59 acres and approximately 1 million people visited each year. By 1935, the grounds had been expanded to 126 acres, and the head of the force requested 24 additional men to augment the 132-man force, which, at the time, consisted of men ranging in age from 19 to 75 years old. The Captain of Police asked for the adoption of the same standards held by the Metropolitan Washington Police Department, and requested that all new men be between the ages of 21 and 50 years old. Congress agreed to allow the Capitol Police Board to establish specific qualifications.

By 1954, when four terrorists belonging to a Puerto Rican nationalist group fired shots from the House of Representatives gallery, the force consisted of 157 men. As a result of this incident, security was tightened, and visitors were first required to check all packages before entering the House and Senate Galleries. By 1958, the force was headed by a chief and other high-ranking officers permanently detailed from the Metropolitan police force, an arrangement that continued until 1980, when these positions were brought under the control of Congress.

In 1971, a bomb was detonated in the oldest portion of the Senate Wing of the Capitol. Prior to this incident, officers did not routinely check staff and visitors to the Capitol for weapons. After the bombing, several new security measures were put into place, including security screening of everyone who entered the Capitol and Congressional Office Buildings (with the exception of Members of Congress), and installation of alarms, a closed circuit television system, and metal detectors.

See US CAPITOL POLICE page 35



# Firearms Training

*Are instructors developing a “range mindset” or a “combat mindset” when training law enforcement officers?*

**Richard “Duke” Speed**

Lead Instructor, Cheltenham In Service Training



A student on the range being coached by a FLETC firearms instructor. (FLETC photo)

Every law enforcement agency that requires its officers to carry firearms in the performance of their duties has some semblance of a firearms training and qualification program in place. Typically, it involves shooting a qualification course for score on a quarterly, semi-annual, or annual basis. Unfortunately, the priority seems to be focused on the officer achieving a satisfactory qualifying score rather than preparing them for the potential of a real-world, down and dirty gunfight with an assailant who is hell-bent on seriously injuring or killing the officer.

Law enforcement trainers should be asking, “Are we developing a range mindset in our law enforcement officers (LEOs) or are we developing a combat mindset?” Of course, the answer should be a combat mindset.

This raises the question of how best to achieve this desired result of developing a combat mindset through proper firearms and reality-based scenario training.

## **The tone of the organization starts at the top and rolls downhill**

“There are no bad units, only bad leaders” is an old Marine Corps saying that resonates with truth in every unit - military, law enforcement, and private sector. The leadership of the law enforcement organization must develop the mindset that it is preparing its LEOs not for the possibility that a lethal confrontation may happen, but rather for the chance that it will happen. If the leadership sets this tone, everyone within the chain of command, including the training department, will buy into this concept and the proper mindset for training will be set. Henceforth, trainees will understand that they are not merely shooting a paper target to achieve a desired score, but

employing techniques and tactics as if their lives literally depended upon it.

### **Develop good habits rather than reinforcing “training scars”**

When trainees are shooting at a paper target, it's very easy to develop a “range mentality”. They are typically shooting on a covered range that provides a dry, level, and well-lit surface. Their targets are generally stationary, they know the distance to their targets, and they don't have anything shooting back at them. Contrast this with the harsh streets of the real world and now LEOs are faced with an environment where they may be operating in unknown territory with uneven terrain, poor footing, low light, obstacles, barricades, multiple threats, and an assailant or multiple assailants who are moving (rather than standing in plain sight waiting to be shot).

In training, there is a fine line between providing training that is realistic and providing training that is safe. Organizations lean heavily toward one side or the other, which is far from the ideal and can prove to have devastating results. The key is to find a balance of the two whereby firearm training becomes both safe and realistic. There are several simple solutions that will facilitate this.

### **1. Make qualification and training two separate entities**

Qualification for score is merely a verification of the standards required for the officer to carry his/her firearm. As stated in the excellent book, *In Defense of Self and Others*, retired FBI authors Urey W. Patrick and John C. Hall write, “A qualification course is a rote exercise that does not require any exercise of judgement as to the appropriate level of force. The shooter starts shooting when signaled, and stops when signaled without any consideration of the necessity or appropriateness of the act of shooting. There is no uncertainty as to the target, its location or its actions and

intentions. The shooter always shoots the same target in the same place in the same manner under the same time constraints. There is no need to be concerned for the safety of others. There is nothing unpracticed, unanticipated or unknown in the resolution of the course. Yet these are the factors that real training must resolve.”

### **2. Require Law Enforcement Officers to wear duty equipment and attire when firing**

If everyday equipment and attire includes a Level IV armored vest, drop holster, 5 ammunition magazines, and a chemical mask, LEOs should wear this equipment when firing on the range in order to develop their body firing positions and muscle memory (the common term today is a conditioned response). Because firing with a vest is different than firing with a t-shirt, LEOs should train as they would fight while on duty.

### **3. Develop a “will to win” versus a “will to survive” mindset**

Train LEOs to win the fight rather than survive it. An officer can be crippled or paralyzed for life and survive the fight. Train LEOs to have the mindset that they need to win. This will encourage initiative and reduce hesitation under stress.

### **4. Incorporate moving off-line when firing strings of fire**

In a real gunfight, the LEO and the assailant(s) will be moving in order to gain a position of advantage. Train LEOs to take a step or two “off-line” before and after firing in order to replicate real world scenarios and to develop the desired conditioned response and mindset.

### **5. Incorporate scanning into all firing drills**

With a range mentality, LEOs develop “training scars” by being too quick to re-holster their handguns or too quick to lower the muzzle of their

*In a real gunfight, the LEO and the assailant(s) will be moving in order to gain a position of advantage. Train LEOs to take a step or two “off-line” before and after firing in order to replicate real world scenarios and to develop the desired conditioned response and mindset.*



rifles or shotguns. Ensure that officers are scanning forward, left, right, and rear to ensure that there are no more threats before re-holstering or lowering their muzzles. As long as targets are faced, LEOs should be scanning for additional threats.

#### **6. Implement use of cover and concealment drills into firearm and tactics training**

LEOs should know how to use cover and concealment properly, how to include proper selection of cover and concealment and how to shoot over and around it. Ensure that LEOs are receiving plenty of live fire drills utilizing cover as this is how they are taught to fight in a real-world gunfight. Trainers don't want to build a training scar by having them shoot in the open all of the time.

#### **7. Train as a team**

Contact and cover drills are great for

developing tactical communications, confidence, and teamwork. Drills should incorporate bounding over-watch tactics whereby one officer provides protective fire while the other seeks a position of cover. Officers should practice communication utilizing plain language while conducting drills.

#### **8. Train for weapon transitions, malfunctions, and combat reloading**

All reloading should be done with a tactical mindset. LEOs need to clear their own weapon malfunctions and have the mentality that they should get back into the fight as quickly and efficiently as possible. When a slide locks to the rear, an emergency reload should be conducted; LEOs should be taught the proper manner to do this. When a student "raises his non-firing hand" to let an instructor know he has a weapon issue a training scar is devel-

**ABOVE:** Students, wearing helmets and armored vests, from the Naval Criminal Investigative Service fire on one of FLETC's indoor ranges. (FLETC photo)



*Flow drills should include all levels of force, up to and including the use of deadly force. Something that seems to be often lost in NLTA training is the actual placement of handcuffs on “suspects” as well as use of force de-escalation drills.*

oped. If LEOs are trusted enough to have a weapon issued to them, trainers ought to develop enough trust and confidence in the individual to allow that officer to correct weapon malfunctions. More importantly, it’s up to the trainers to develop the confidence and competence in their shooters.

### **9. Train LEOs to shoot until the threat is eliminated**

Incorporate multiple shot drills into the firearm training program. During a deadly force encounter, LEOs need to be trained to shoot until the threat is eliminated, be it after using one round or an entire magazine of ammunition. Drills incorporating 2, 3, 4, 5, and 6 round rhythm strings of fire will serve to reinforce this point.

### **10. Utilize various target systems**

In addition to the standard target silhouettes, utilize “good guy/bad guy” targets in order to encourage target discrimination, percentage shots, and something other than firing at the 5-ring of a paper target. Incorporate 3-dimensional targets such as mannequins and, when possible, place targets at various ranges to add realism to the drills. Reactive targets and

steel are also a great way to provide instant feedback and to develop speed and precision within students. Train students that “center of mass” isn’t just center mass of the chest area, but center mass of whatever body part is exposed during a deadly force encounter.

### **11. Utilize flow drills to link all training objectives**

Tie together all training objectives by utilizing non-lethal training ammunition (NLTA) and a tactical village/raid house training environment. Flow drills should include all levels of force, up to and including the use of deadly force. Something that seems to be often lost in NLTA training is the actual placement of handcuffs on “suspects” as well as use of force de-escalation drills. NLTA scenario-based training is only limited by the imagination of the trainers.

Trainers are responsible for not only providing instruction in the technical skills of LEOs, but more importantly, in developing the proper combat mindset and will to win in trainees. Innovative, out-of-the box firearms instruction will better serve to prepare our officers for real-world threats.

Students with FLETC firearms instructors on one of the facility’s indoor ranges. (FLETC photo)





# The FLETC Physical Efficiency Battery

*30 years of growth and guidance*

**Dr. Bill Norris and Charles "Skeet" Brewer**  
Training Research

In 1980, the Federal Law Enforcement Training Center (FLETC) had no assessment instrument to determine physical readiness or fitness for law enforcement training. The most commonly used approach by law enforcement agencies was to select items that were physiologically and medically linked. The general thinking was to focus on conditions that could lead to possible injury, limited duty assignments, early retirements or even death. It made good sense to have a physical fitness standard and program for both officer and agency alike.

**ABOVE:** A FLETC student measures her flexibility during a physical fitness test. (FLETC photo)

Through extensive research, the International Association of Chiefs of Police (IACP) subsequently published data identifying heart related conditions as the single greatest cause of early retirement and the second greatest cause of limited duty assignments. Two well known projects followed the IACP report. The first was an extensive research manual/project supported by the Law Enforcement Assistance Administration (LEAA), under the Omnibus Crime Control and Safe Streets Act of 1968. The title of the project was “Physical Fitness Programs for Law Enforcement Officers: A Manual for Police Administrators.”

A second report was published by Marcella D. Woods from the University of Washington on physical fitness programs for police officers under a grant from the State of Washington.

Based upon the existing research, the Physical Specialties Branch at FLETC created a physical assessment battery of five items and called it the Physical Efficiency Battery (PEB). The five components of the PEB are: Cardiovascular Fitness, Upper Body Strength, Trunk Flexibility, Body Composition, and Agility. Upon closer inspection, health professionals would classify the first four assessment items as

“health-related fitness” measurements and the last assessment, Agility, as a “performance-related” measurement.

Cardiovascular Fitness is measured by the 1.5 mile run and is the

most commonly used procedure to determine aerobic capacity. Upper Body Strength is critical for a more efficient and effective performance of handcuffing, takedowns, defensive tactics, weapon retention, and numerous other officer safety and survival techniques and is determined by using the maximum amount of resistance (weight in pounds) an individual can lift using a bench press apparatus. Trunk Flexibility is measured by the sit and reach test: the most commonly used test to evaluate hip and lower back extensibility. Body Composition or percent body fat is measured using skinfold calipers and provides a good index of performance ability as well as cardiovascular risk. Agility is determined using the Illinois Agility Test, which predicts an individual’s capacity to maneuver around obstacles and make rapid adjustments concerning the pursuit of a suspect or escape from a threatening environment — critical skills for the law enforcement profession. Health-related fitness focuses on those body systems that enable individuals to perform routine tasks easily and respond to emergencies without undue fatigue. Improvement of “health-related fitness” allows the individual to function more efficiently throughout their working career and/or lifetime and address the primary concerns of the initial IACP report. This rationale for fitness standards and programming was used by virtually all law enforcement agencies during the 1970’s, 1980’s, and early 1990’s.

Another unique activity began in 1987 with regard to the newly developed PEB scoring system, the retention of PEB scores in database. Dr. Bill Norris asked Jeff Rowland, FLETC Information Technology Specialist, to go as far back in time as possible (which was 1985) and download the data for further analysis. This would allow for a more thorough examination of PEB scores, and improved feedback for students and PO’s. What began as a sound business



A FLETC instructor checks a student’s speed and agility during a physical fitness test. (FLETC photo)



*...it [the PEB] does provide meaningful information related to the physical preparedness of the candidates, and their ability to fully participate in training upon arrival.*

practice to ensure fair and consistent scoring scales has continued for 25 years and the database has grown to over 147,000 students. This makes it one of the largest fitness databases in the world – and certainly the largest database of federal law enforcement officers. This extensive database has allowed the PEB to provide additional levels of fairness through smaller and more precise age groups. The original PEB age groups were 20-29, 30-39, and 40 & above for both males and females. The vast database has allowed the PEB to incorporate five year increments with the oldest group being 60 & above for males, and 55 & above for females.

#### **A Different PEB**

Prior to 2002, the FLETC PEB took the raw performance value such as a run time or the amount of weight lifted, then “scaled” the score on a 70-100 scale so it could be easily compared to written scores, allowing students to quickly understand how well they performed. The 88 Partner Organizations (POs) have diverse missions, and the FLETC believes that these organizations are best positioned to determine the required physical capabilities of their personnel. In 2002, a revised PEB (PEB 2002) scoring system was instituted that used values from the database and are displayed as percentiles. This allows individuals and agencies alike to determine how a specific performance value compares to that of other law enforcement peers. When a 37 year old male has a run time of 14:32, which places him at the 33rd percentile, it becomes readily apparent that 33 percent (or one-third) of his law enforcement peers had a poorer performance and two-thirds had a better performance in that assessment

area. The scale is self-evident. Since the data used to develop these scales was collected on individuals taking their entrance test or pre-test at the FLETC, the new scale clearly shows by percentiles how law enforcement personnel performed on each test area by age group and gender. The POs at the FLETC as well as other agencies can now select whatever level of performance they feel is appropriate for their employees.

#### **2010 Advisory Fitness Standard**

In 2008, several POs requested additional guidance and assistance in the development of scale that would enable them to better identify individuals who are not physically prepared to attend basic training at the FLETC.

In an effort to be more cost efficient, the POs were hoping to avoid losing travel and training funds to the increasing number of students who were unable satisfactorily participate in training and had to either return at a later date or were terminated from their agency.

During two separate Curriculum Advisory Council (CAC) meetings, Branch Chief “Skeet” Brewer spearheaded an effort to establish an Advisory (suggested) Fitness Standard (AFS) that the PO’s could consider when conducting the selection process for a group of applicants. To strengthen the relationship to physical training success, only three PEB components were selected: the 1.5 mile run, the one repetition bench press, and the Illinois Agility Test.

During 2009, several meetings were held at Glynco, GA and Washington, D.C. with PO staff and representatives from the Department of Justice (DOJ) that included Jennifer Rivera, Chief - Federal Programs Branch/Civil

Division; John Gadzichowski, Chief - Employment Litigation Section/Civil Rights Division; and Sharon Seeley, Acting Deputy Chief - Employment Litigation Section/Civil Rights Division. Dave Brunjes, FLETC’s Chief Counsel and Diane Buchli, Attorney/Advisor were in attendance at the Washington, D.C. meeting along with the Chief Counsel from the Department of Homeland Security (DHS), Office of Personnel Management (OPM), and legal counsels for many POs. A meeting was also held with the OPM Office of Medical Policy and Programs. Subsequently, the FLETC received support from all involved for the establishment of the AFS, as well as the proposed direction/methodology suggested.

Finally, the FLETC developed the AFS as a tool to assist POs in the determination of whether their candidates are physically ready for basic law enforcement training – not as a prerequisite to attend training. The advisory standard developed by Branch Chiefs Brewer and Norris can be utilized by the POs to assist them in making candidate selections and preparations prior to training. While it certainly cannot ensure success in training, it does provide meaningful information related to the physical preparedness of the candidates, and their ability to fully participate in training upon arrival.

On January 12, 2010, FLETC Director Connie Patrick shared the newly created Advisory Fitness Standard with the POs. Since then, numerous agencies have utilized the AFS in various areas of their selection process both to better inform their potential candidates, and also to guide their selection staff as to the physical demands of law enforcement training.

## NCIS MLATP

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in collaboration with the FLETC Maritime Law Enforcement and Port Security Training Division (Charleston campus), will be launching the Maritime Afloat Investigations Training Program (MAITP). The MAITP incorporates the best of the MLATP with the addition of specific courses of instruction for Agents who will be assigned Special Agent Afloat assignments, participate in counter-piracy

missions or other similar maritime investigations/operations. This new training program is replacing the traditional Special Agent Afloat training course that has historically been held in Norfolk.

The FLETC Charleston is the perfect place to accommodate maritime training. It has the second largest container seaport on the East Coast and the fourth largest container seaport in North America. The port is considered the second most productive port in the world behind Hong Kong.

Along with major shipping channels, container terminals, port support operations, and numerous rivers and ravines; a wide range of classroom instruction is enhanced by real life hands-on scenario-based exercises for students.

There are four NCIS-sponsored MLATP programs scheduled, two Basic Physical Security programs, one Automatic Weapons/Operators Training Program, and the Overseas Operations Training Program.

## ABIS

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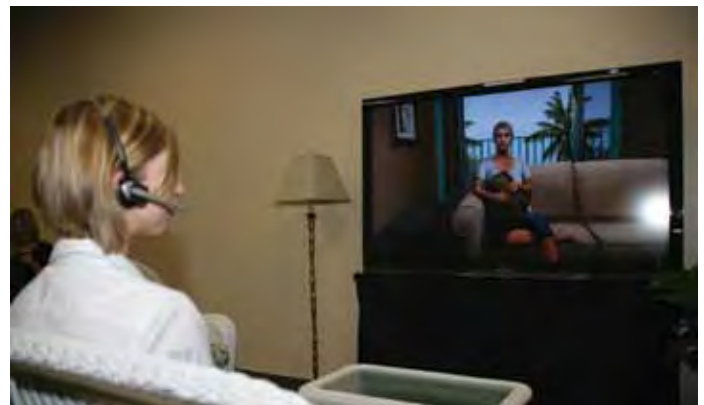
interview highs and lows, essential information, types of questions, and a transcript of the interview. Each feedback area shows specific information to the student. In the interview highs and lows section, students are able to see specific areas where they either did something positive or negative. If a student receives a mark in this section, they are given tailored feedback on how to improve this section and where to look in the student text to find additional information about that particular topic. One of the most beneficial areas of the feedback report is the essential information section. This section shows the students what information needs to be obtained in order to move on in the investigation. Students are presented a grid with the most important information. In this grid, the students can see if they missed or obtained certain information. If students missed the information, then they are given sample questions that would have provided the missed information. This allows students to not only see what information they missed, but gives them a viable way to ask effective questions in the future.

In the current interviewing laboratories and practical exercises, which are part of the basic curriculum, an

instructor provides student feedback as a result of observing the exercise. One current limitation of instructor feedback during existing laboratories is that it relies on students' ability to interpret verbal feedback in a way they can apply in the future.

This is not the case for the ABIS. The student is able to receive objective feedback in a written format from the system that can be referenced as they continue in their training. For instance, the ABIS provides the students with the number of questions structured less effectively. The student can see each one of those questions and realize they are actually asking in the wrong format. This is not always the case with instructor feedback. As an instructor it is difficult to count the number of questions asked during an interview, but the ABIS can accurately provide this information to the students, ultimately helping to improve their skill level.

The ABIS arrived on the FLETC in March and is being tested voluntarily by students. About 50 students have used the system. Each student is given a pre and post use survey to capture valuable feedback. One recur-



A high definition screen is used to bring more realism to the FLETC ABIS.

ring theme in student feedback is appreciation for how the ABIS allows for thoughtful formulation of questions without the pressure of interaction with a roleplayer during the students' first attempt at an investigative interview. Students felt this was invaluable in preparing them for in-person interview experiences later in their training program. Students also expressed overwhelming regard for the detailed feedback the ABIS provided at the conclusion of the interview. The survey information is being compiled and evaluated to demonstrate how the students are responding to the ABIS. This information will be used to modify the ABIS as appropriate and ensure the system evolves into a premier interview training tool that is responsive to the diverse needs of students from all generations.

## US Capitol Police

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In addition, a hazardous devices unit and K-9 explosives detection teams were established to respond to threats. Also, the Department was increased from 621 employees to 1,000.

In 1972, Congress passed legislation authorizing members of the Department to carry their service weapons at all times. On September 16, 1974, the first two female Capitol Police officers were hired. Also in the early 1970s, Ceremonial Unit was created. A small contingent of USCP officers recognized the need to have a formal unit dedicated to representing the Department at congressional, civic, and local ceremonies. The dedication of these officers was the catalyst for an award winning unit that has been referred to as the “honor guard experts of law enforcement.”

In 1981, the jurisdiction of the Capitol Police was expanded from the Capitol Building and Grounds to the entire nation. Statutory authority was received to protect Members and Officers of Congress when those Members and their families traveled away from Capitol Hill. This same year, the Department’s Containment and Emergency Response Team (CERT) was created. CERT provides specialized response capability for events requiring heightened protective measures, conducts and coordinates reconnaissance operations for visiting Heads of State and dignitaries, and participates in and coordinates assault operations occurring on the Capitol Grounds. CERT is also capable of conducting counter-sniper operations and in providing specialized response capabilities during hostage/barricade situations.

On November 7, 1983, the Senate had planned to work late into the evening, but because deliberations proceeded more smoothly than expected, the body adjourned at 7:02 p.m. A crowded reception, held near



USCP honor guard fold a U.S. flag following a ceremony.

the Senate Chamber, broke up two hours later. Consequently, at 10:58 p.m., when a thunderous explosion tore through the second floor of the Capitol’s north wing, the adjacent halls were virtually deserted. Many lives had been spared. Minutes before the blast, a caller claiming to represent the “Armed Resistance Unit” had warned the Capitol switchboard that a bomb had been placed near the chamber in retaliation for recent U.S. military involvement in Grenada and Lebanon.

The force of the device, hidden under a bench at the eastern end of the corridor outside the chamber, blew off the door to the office of Democratic Leader Robert C. Byrd. The blast also punched a potentially lethal hole in a wall partition sending a shower of pulverized brick, plaster, and glass into the Republican cloakroom. Although the explosion caused no structural damage to the Capitol, it shattered mirrors, chandeliers, and furniture. Damage was calculated damages at \$250,000.

As a result of the bombing, metal

detectors, which had previously only been outside galleries, were placed at public entrances, and hallways outside the chambers were closed to the general public. In addition, identification badges were created for staff and accredited press and visitors.

The USCP continues to have the authority to furnish personal protection to any of the 535 members of Congress, officers of Congress, or Congressional family members, in any area of the United States and its territories and possessions. As a result, the Department’s Dignitary Protection Division provides daily protective coverage for members of Congress, at Congressional events, Head of State visits, Joint Sessions of Congress, Joint Meetings and many other special events.

The first formal training USCP officers received was in 1947, and this training stressed courtesy and neatness. However, much has changed since 1947. For example, the USCP has been a partner with the Federal

See US CAPITOL POLICE page 36



## US Capitol Police

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Captain Kenny M. Wheeler, U.S. Capitol Police, has his badge pinned on by his daughter, Faith Wheeler, during his promotion ceremony to the rank of captain. (Photos courtesy of the U.S. Capitol Police)

Law Enforcement Training Center (FLETC) since it was originally established by the Department of Treasury in Washington, DC in 1970, and it has continued their partnership in Glynco, as well as at the FLETC's facility in Cheltenham, Maryland. USCP recruit officers participate in the 12 week Uniformed Police Training Program at FLETC Glynco, followed by 12 weeks of agency specific training at FLETC Cheltenham. At FLETC Cheltenham, recruit officers receive instruction from USCP instructors on a number of topics, such as, instruction in DC Code, HAZMAT training, security screening, and dignitary protection. The training USCP recruit officers receive at both Glynco and Cheltenham has been an integral part in preparing

them for the challenges that come with protecting the Nation's Capitol.

In addition to participation in the FLETC's UPTP, members of the Department's Threat Assessment, Intelligence and Criminal Investigation Units attend the Criminal Investigator Program after receiving assignment to one of these units. Also, Members of the Dignitary Protection Program attend the one week agency advanced High Center of Gravity/Armored Vehicle Training Program that is conducted at the FLETC, Glynco.

As a federal agency, the USCP has several external entities — principally the Government Accounting Office, Office of Inspector General, and Congressional committees — which regularly inspect and evaluate the operational and administrative compo-

nents of the Department. In addition to these external oversight bodies, the USCP sought CALEA Law Enforcement Accreditation and received its initial award in 1999. Since this time, the USCP has twice been reaccredited.

The United States Capitol is synonymous with liberty and freedom throughout the world. Under the dome resides the center and focal point of America's legislative branch of government. From its humble beginnings, the USCP has evolved into a full service law enforcement agency led by Chief Phillip D. Morse, Sr. with more than 2000 sworn and civilian employees. The USCP will continue its unique and historical mission to protect this icon and the people who work and visit it.



## Rethinking “Let Me See Your Hands”

Physical Techniques instructors should emphasize “control the hands”

**Philip Carlson**

Senior Instructor, Physical Techniques

*Every law enforcement officer (LEO) has said those five words at one time or another during their careers.*

**T**hey approach a seemingly compliant suspect to talk, frisk for weapons, or place under arrest. As the officer approaches, he or she may notice the hands of the suspect are in their pockets, behind their back, or hidden in some manner. The officer commands, “Let me see your hands.” It’s ingrained in all officers to say this.

However, is it the best command to give in that situation? When an officer tells someone to show them their hands, are they truly ready for what might happen when the suspect brings their hands towards the officer as they were instructed and given permission to do so? Most officers would say of course they are ready. Real life situations and training scenarios show otherwise. Most officers are not truly ready for a subject having a weapon in their hand. This article examines the dynamics of a seemingly routine low-risk encounter.

**ABOVE:** A knife is drawn by the suspect and thrust at the officer. According to the author, when an officer gives the command, “Let me see your hands,” it is — in essence — giving the suspect permission to confront the officer with a weapon. (FLETC photo)

Officers make numerous encounters daily where they don't have their weapons out because the suspect is seemingly compliant. If the suspect's hands are in their front pockets, for example, why does an officer want to see their hands? They want to because they could possibly be holding a weapon that the officer can't see — so officers routinely say, "Let me see your hands."

Think about this.

If an officer truly believes in their mind that the suspect has a weapon in their hand in that pocket, why would the officer stand close to them without their weapon drawn, and give the suspect permission to draw that weapon out of their pocket and bring it towards them? It just doesn't make sense. It's almost like telling the brain it doesn't really believe the subject has a weapon, when in reality the subject does. Many officers give this command without really thinking about it, again, because it's so embedded. If they are confronted with a weapon, the consequence is that their mind is so far behind what is actually happening. Their response is compromised.

The response of telling a suspect to show their hands is deeply rooted in law enforcement culture, so much that sometimes officers don't realize they are doing it. This response is what many officers give when observed over and over in the field, on reality police shows, and in scenario based training. Not surprisingly, many recruits and students get their perceptions of how police work is done through television, movies and other media. This behavior is reinforced through television police drama shows and movies. In a recent episode of a television police drama, a veteran officer is training a new officer in a field training program. He goes to great lengths to warn the new officer about how the hands can hurt you. He says with great passion, "The hands are what will kill you, hands, hands, hands, you've got to get them to show you their hands." Absolutely! The hands are what will hurt officers. But there



never seems to be much discussion on how to "control" the subject's hands. Instead the focus remains on merely saying, "let me see your hands."

### Reality Lesson

The Federal Law Enforcement Training Center (FLETC) staff had the opportunity to hear Sgt. Marcus Young speak about an unfortunate incident in which he was shot numerous times by a suspect. During the incident, Young encountered the suspect at about ten feet away with both hands in his pockets. Young commanded the suspect to take his hands out of his pocket. Initially the suspect did

not respond. When Young ordered him again to take his hands out of his pockets, the suspect responded that he had a knife, produced it and attacked Young. Young gained control of the suspect's arm. But then the suspect pulled a gun from his other pocket and shot Young several times. After a violent struggle, Young was able to shoot and kill the suspect<sup>(1)</sup>. According to Young, in retrospect, he shouldn't have told the suspect to remove his hands from his pockets until he had controlled him in some other manner.

Magazine articles regarding this incident stated that the order to "take your hands out of your pockets" was





A FLETC instructor and students demonstrate a tactically sound and effective method to control and clear the hands of a subject. (FLETC photo)

intuitive for any cop in the same situation”<sup>(2)</sup>. If that’s the case, what makes it *intuitive* for officers to say? It shouldn’t be intuitive to do this. Rather it should be intuitive for officers to control the hands and have the subject bring them into view on the officer’s terms—when it is tactically sound to do so. It is a great disservice to students and fellow officers if this “intuitive” response is not addressed in training. Instructors have difficulty because this response is in students from previous experience. Many students will admit they’ve seen this response on television shows and movies. In fact, as soon as students are put in an arrest

scenario, many approach the subject empty handed and immediately say “let me see your hands”. Many times they don’t realize they just gave that command. If the suspect produces a weapon and points it at the officer, they are almost always surprised by it. Their response is more of panic than being mentally prepared.

Countless incidents are reported in which officers told the suspect to “let me see your hands” and were then caught off guard when the suspect produced a weapon. In most of these incidents, the suspect did exactly what they were told to do and given permission to do—they showed their

hands. The problem is they weren’t empty handed. They had a gun and they were firing. Or they had a knife and they were stabbing.

### **Mindset in Training**

Advanced classes like “The Winning Mind – Excellence in Training” by Brian Willis, and most recently “Shockknife Spontaneous Edged Weapon Defense” can help retrain the mindset of law enforcement officers. Both courses emphasize the importance of how the brain works in spontaneous encounters with subjects. When the unexpected happens, danger is posed to a law enforcement officer. There is a moment in time where the conscious or trained mind is not yet operating. The officer reverts to a survival mode in which they have a “flinch response” until their trained mind catches up. Initially in those situations, conscious decision making does not take place<sup>(3)(4)</sup>. By giving the command “let me see your hands” the officer has basically given the subject permission to draw their firearm and point it at them. Because the officer has told their brain to expect this movement, they experience lag time in perceiving the danger. It is known that action is quicker than reaction. Therefore, even if an officer were anticipating that the suspect would produce a weapon, he or she would be behind in their reaction. This all goes back to answering the question, why would a law enforcement officer give a subject permission to bring their hands toward them if they really believed the suspect had a weapon in it? They shouldn’t. So how can officers control the subject’s hands in a tactically sound

way? By directing subjects to remove their hands according to the officer's commands under conditions that are tactically sound for the officer.

### Tactically Sound Options

There are many ways and styles of performing the different techniques that are applied in law enforcement. One of the things the Physical Techniques Division (PTD) prides itself on is not professing "the one and only way" to do things. Rather, PTD teaches "a way" which has been found to be tactically sound and effective.

The following is taught in Threat Assessment as it relates to controlling and clearing the hands: on the officer's initial approach to a subject, the use of cover, concealment and barriers is emphasized. If no cover is available, the emphasis is on maintaining safe distance and staying on the move. An officer, having approached a suspect, will be unable to see a suspect's hands if they are in one of three positions:

- 1) In the pockets (pants, jacket, vest),
- 2) Behind the back, or
- 3) The arms are folded across the chest concealing the hands.

Of course there are many other ways a subject's hands may be concealed from the officer. The suspect may be sitting on their hands in a chair or in the seat of a motor vehicle. In an office setting, the suspect's hands may be in a desk drawer or hidden by a computer. The suspect may be working under the hood of a vehicle on the officer's initial approach.

As the officer encounters the subject in any of these positions, rather than giving the command "let me see your hands", they should identify themselves as a law enforcement officer and

give the command, "don't move, keep your hands right where they are." The mere act of saying this rather than "let me see your hands" sets the mindset correctly. If it tells the brain there is a real possibility that a weapon may be concealed in the suspect's hands. The officer then chooses how to control the suspect. If his or her hands are in his or her pocket, a good option is to have the suspect turn away from the officer and spread their feet, putting them in a position of disadvantage. Then direct him or her to slowly remove one hand at a time from their pocket and raise it above their head. Typically the palm of the suspect's hand will be visible to the officer as he or she removes it from his or her pocket. This process can be repeated with the other hand. If it is not an arrest situation, have the suspect turn around and lower his or her hands and make it clear to him or her to keep them at their sides. Similar tactics can be used if the suspect's hands are behind their back. Upon initial approach, the officer should tell the suspect to not move and to keep their hands right where they are. Again, the officer can have the suspect slowly turn around as they look to see the palm of the suspect's hands, actively looking for a weapon. The same tactic can be used if the arms are folded across the chest. The officer should tell the suspect to keep their hands right where he or she is, and have him or her turn around and spread his or her feet. Then raise one hand at a time above his or her head until the officer is sure the hands are clear.

There are several advantages to turning the suspect around with his or her back to the officer. One advantage is that the officer should recognize the suspect's appropriate movements associated with the commands given

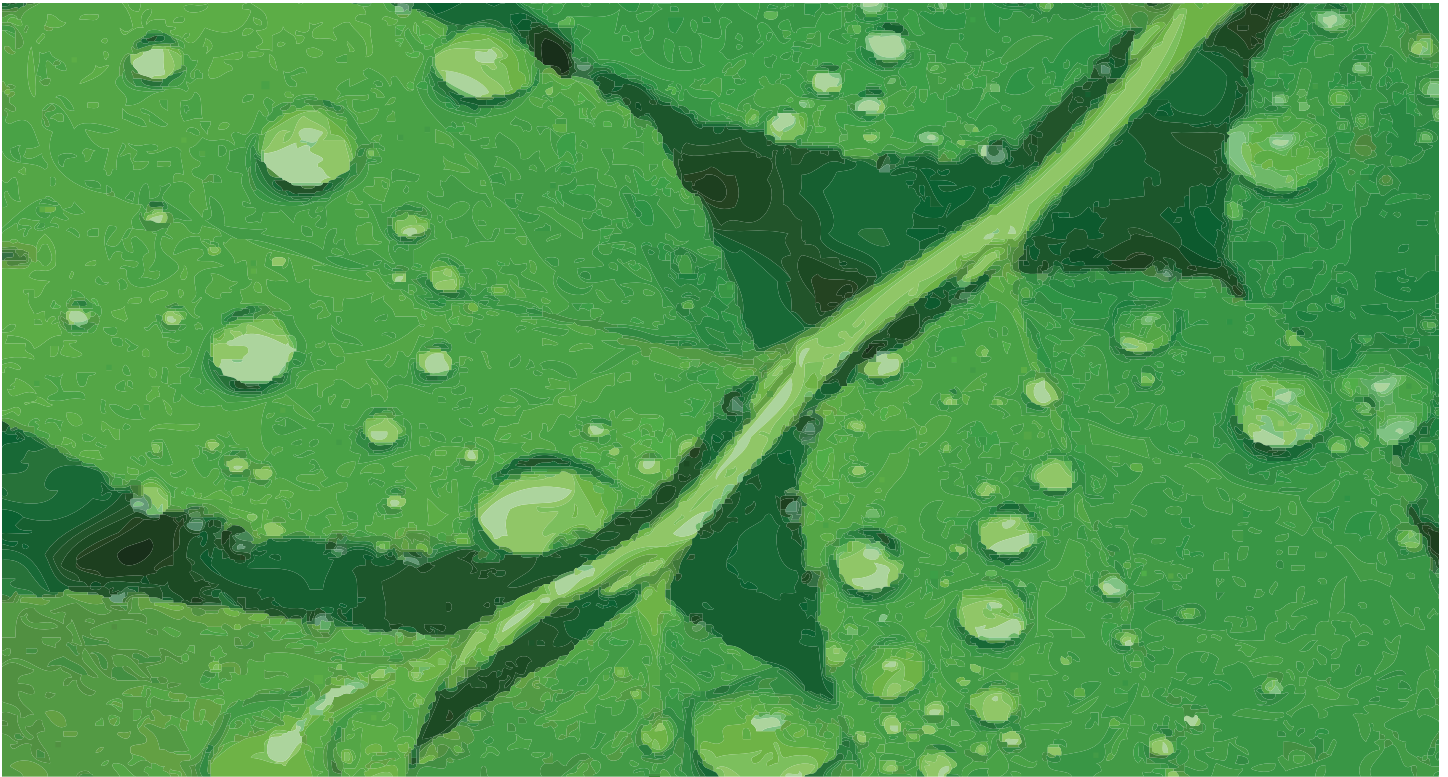
as they relate to the suspect's hands. This is called the "permission to move" principle. When an officer gives the suspect "permission to move", any erratic movement the suspect makes other than what was directed may be an indicator of a possible assault. Second, having the suspect turn with their back to the officer makes it more difficult for the subject to attain target acquisition if they do indeed have a weapon. Optimally, the officer is behind or close to cover during this encounter. If no cover is available, the officer should stay on the move while giving this command. The officer should not be in the same place they were when the suspect heard them give their last command<sup>(5)</sup>.

In police work, there are many actions and many phrases (cop talk) that get passed on and seem to be correct. However, if they are not tactically sound, they shouldn't be perpetuated.

As Thomas Paine, author of "Common Sense" wrote, "A long habit of not thinking a thing wrong, gives it a superficial appearance of being right."

Controlling and clearing a subject's hands is absolutely one of the most important things a law enforcement officer does on their initial contact with any suspect. To deliberately and tactically control and clear a suspect's hands is crucial — and the right thing to do.

1. Enforcement Operation Division LP 5046, Use of Force, Attachment #1, The Marcus Young Incident, March 7, 2003, Ukiah, CA
2. American Handgunner Magazine, Sept.–Oct. 2004, One Gun, No Hands – The Marcus Young Incident, by Massad Ayoob
3. Shockknife Edged Weapon Defense Instructor Manual, 2010
4. The Winning Mind – Excellence In Training, by Brian Willis
5. Physical Techniques Division LP 8489, Threat Assessment and Response



# FLETC Goes Green - Part II

**Willis Hunter**

Division Chief, Environmental and Safety

## **Firearms Division Activities**

It has long been recognized that shooting lead bullets indoors in the volumes that are expended at FLETC ranges can create not only an environmental problem, but a health problem as well for employees who are exposed to the airborne lead dust. To eliminate these problems, Firearms Division (FAD) employees and Environmental and Safety Division (EVS) employees have been working for more than a decade to develop a safe and effective green ammunition training round.

Today, FLETC firearms experts say that the performance characteristics of the green training rounds we are using are virtually indistinguishable from the traditional lead training round. The green round uses a projectile that disintegrates into a fine powder upon striking the steel bullet traps on FLETC ranges. This powder is completely recyclable making this a win-win for all parties. The bullet is safer for FAD employees who would have traditionally been exposed to lead dust in the air, and the weapon and round perform at the same level as the traditional lead round. In addition, EVS can recycle the expended powder rather than dispose of it as a hazardous waste as lead

*Editor's Note: FLETC Goes Green Part I was published in the spring edition of the FLETC Journal. For your digital copy go online: [www.fletc.gov/reference/reports](http://www.fletc.gov/reference/reports).*



rounds were done in the past.

But FAD is working on even more environmental improvements. With more and more training being conducted indoors in places like mock airline fuselages, EVS and the FAD have identified the need for a simmunitions round that does not use a lead primer. Last year the two organizations met and established an acceptable level for lead in primers that will virtually eliminate measurable lead from all simmunitions rounds. The FAD is continuing to work with manufacturers to reach this new level of safety.

Finally, with the help of the EVS staff, FAD has been diligently working to identify an effective bio-based weapons cleaner. After experimenting

*According to Glynco gunsmiths, this product has no adverse effects on the user such as a noxious odor or skin irritation, yet it performs better than any product they have used before.*

with several different bio-based cleaners, FAD has identified a product called Gunzilla. Gunzilla works as both a weapons cleaner and a lubricant. According to FLETC gunsmiths, this product has no adverse

effects such as a noxious odor or skin irritation, and it performs better than any product they have used before. The gunsmiths are effusive in their praise of the product and claim that it cleans weapons in half the time, it lubricates weapons better and it extends the expected life of FLETC's firearms.

### **Driver Marine Division Activities**

The Driver Marine Division (DMD) has had several recent environmental successes that merit mention. The first success occurred about two years ago when EVS employees observed that marine boat boarding training was utilizing simmunitions in a way that presented an environmental problem. During the training, students were being trained to approach a target boat and engage gunfire with hostile targets that suddenly appeared on the target boat. Recognizing that many of the simmunitions rounds and ejected brass casings were falling into the coastal

river where the training occurred, EVS began searching for a more environmentally friendly way to accomplish this training.

After conducting research to find a solution, EVS employees identified a product produced by LaserShot, a firearms training company. The new technology that has been fielded in the boarding program utilizes a laser mounted on the student's handgun, along with blank rounds that create a realistic shooting experience. The laser is connected to a computer that records the student's shooting effectiveness and provides quick feedback to the student and instructors. Lastly, the boat on which the shooter rides is equipped with netting surrounding the bow of the boat to prevent ejected brass from falling into the river. The end result has been training that is extremely realistic and effective, while reflecting the DMD's commitment to environmental protection.

The Marine Training Branch is not the only DMD activity that has been "going green." Prior to its realignment under the Property Management Division, DMD garage personnel partnered with EVS to examine green purchasing options for their vehicle fleet. As part of the partnership, garage personnel conducted a year of experimentation to determine whether there would be any adverse impact if training vehicles were equipped with retread tires and re-refined engine oil. The results of the experiments revealed that there was no drop-off in the performance of training vehicles using retread tires, except on the high speed driving courses. Accordingly, their Glynco training fleet is now equipped with less expensive retread tires on the vehicles engaged in non-emergency vehicle operations (NEVO) and skid training, as well as on the vehicles driven by role players.

As for re-refined oil, DMD personnel determined that using re-refined oil also did not adversely affect the DMD fleet. However, rather than



using re-refined oil, DMD's mechanics argued that using synthetic oil would be both a better environmental alternative and provide a greater cost savings for FLETC. According to DMD personnel, using either traditional oil or re-refined oil, each vehicle in the training fleet would require two oil changes per year. They pointed out that if the FLETC switched to synthetic oil, vehicles would require only one oil change per vehicle per year, thereby resulting in nearly a 50% savings on oil, oil filters and down time. Furthermore, while synthetic oil is slightly more expensive than traditional oil, it is much less costly when the number of required oil changes are cut in half.

### **Natural Resources Management**

Another big change at the FLETC has been the implementation of an Integrated Natural Resources Management Plan (INRMP). An INRMP is

a detailed analysis of a facility's natural resources as well as a plan for the management of those resources. The Sikes Act, 16 USC 670a, has long required the use of INRMPS at Department of Defense facilities, which typically can consist of several thousand acres of land and water. But since the FLETC's properties are not that large, it has never used an INRMP. Nevertheless, EVS staff members developed an INRMP for the Glynco campus in 2008 and a biologist was added to the EVS staff to implement the plan and manage the natural resources.

Included in the plan are requirements to conduct controlled forest burns on an annual basis to help control the Glynco tick population and reduce the underbrush that could serve as fuel in the event of a wildfire. The plan also includes a requirement that the EVS staff operate deer feeders, in which the deer attracted to the feeders rub against socks that are filled

**PHOTO ABOVE.** Driver Marine Division students at FLETC hone their skills in pursuit boat handling. The FLETC can equip its boats with netting surrounding the bow to prevent brass from falling into the water. (FLETC photo)

with an anti-tick medicated powder. Another requirement included in the plan is that the staff will conduct an annual deer count and ensure that the deer herd does not exceed that which can be safely and successfully supported on the campus.

Another requirement of the INRMP is an annual summer and winter bird count. Bird counts are conducted as a way of determining the overall environmental health of a facility. The larger and more diverse the bird population is suggests that the overall environmental health of the facility is good. The first winter bird count was carried out at Glynco on December 22, 2008 by four volunteers from the Glynn County Audubon Society. A total of 405 birds were identified representing 51 bird species.

A summer bird count was conducted on May 3, 2009 by the Audubon Society. On this occasion, the volunteer counters identified 50 bird species and 392 individual birds. Combing the two lists, Glynco has been identified as a refuge for 77 species of birds on our documented bird list. This has provided the EVS staff with a great snapshot of the FLETC's environmental health and helps as the FLETC moves forward in the management of its precious natural resources.

### Future Changes

Where does the FLETC go from here? One of the most significant changes of EO 13514 is a mandate for Federal agencies to set goals for the reduction of greenhouse gas emissions. In the very near future, the FLETC energy committee will meet to set a target for these reductions. The primary way to reduce these emissions, however, is to reduce the use of electricity and petroleum products.

Another change on the horizon is an EVS goal to develop INRMPs for other FLETC campuses that have significant acreage to manage, specifically Artesia and Cheltenham. Both of these will prove very challenging given the tremendous diversity of these facilities – one being located in a desert environment and one being located on or near the very sensitive Chesapeake Bay estuary. At a minimum there will be a need to address storm water runoff at Cheltenham and examine the desert wildlife in the Artesia complex.

Another pending goal is the implementation of recycling programs at all of the FLETC campuses. In a recent customer satisfaction survey conducted by EVS, the number one comment submitted by EVS' customers was a desire to see recycling programs at our campuses. Fortunately, this is a project that EVS personnel have been working on for the past year. In fact, EVS has already implemented recycling at FLETC's Charleston and Cheltenham facilities.

Implementing recycling in these locations was fairly easy considering they are located in communities that already have strong recycling programs. Implementing recycling at Artesia and Glynco, however, will be much more of a challenge.

In hopes of meeting this challenge, EVS convened a group of volunteers in the summer of 2008 to study the implementation of recycling at Glynco. Numerous options were studied including single-stream recycling versus traditional multi-stream recycling. Other options were also examined like partnering with Glynn County, Fort Stewart or Kings Bay Submarine Base. Numerous experts were consulted from the State of Georgia and even in the recycling industry. The final decision after months of analysis was that Glynco would best be served by initiating a traditional recycling program staffed with inmate labor under the supervision of EVS personnel. EVS also commenced cardboard recycling at Glynco December 1, 2009. Other commodities like paper, plastic and aluminum cans will be added as the program matures.

### Closing Thoughts

In the environmental community and throughout government today, the new focus is on sustainability. All activities are expected to operate in a sustainable manner. Sustainability can mean different things to different people. For example, some hikers espouse the philosophy of *Leave No Trace*, — hiking in such a way that others cannot find any trace that they previously passed that way. This could be a tremendous aspirational goal for the way FLETC conducts its activities. However, in reality, it is simply not attainable. With the type of activities FLETC engages in while conducting law enforcement training, there will always be reminders people were here.

Perhaps the better definition of sustainability, and the definition FLETC can adopt, is the one taught to Boy Scouts. When going camping in the Boy Scouts, scouts are taught to leave their campsite better than they found it. This is also a great goal and is one everyone can work toward, both at work and at home. Everyone can do something to leave their "campsite" better than found.

To leave the world a little better place takes everyone working together. At the FLETC employees are the greatest resource and they can serve as EVS' eyes and ears. If employees see or hear of activities that they feel harm the environment, they are encouraged to contact EVS so that can explore corrective options. This facility is part of a larger community. If everyone works together, they can leave FLETC a better place.



**D**id you know that the Federal Law Enforcement Training Center (FLETC) has six athletic trainers (two at Charleston and four here at Glynco)? These exceptional people are highly educated and trained in their profession. Their professional backgrounds are also interesting and diverse. Our team has worked at different levels in their profession to include high school, college (University of Notre Dame, Massachusetts Institute of Technology, Virginia Military Institute, and Wake Forest University), professional football (New England Patriots), as well as the private sector. Their combined years of field experience go beyond 100 years. Licenses held by some of the athletic trainers include paramedic, basic life support, advanced cardiac life support, and as Red Cross instructors. The athletic trainers have also written numerous articles over the years. Some of the areas in which they have written: injury prevention, emergency care, sports medicine, protective appliances, occupational health and safety, and athletic training. All of our athletic trainers are active members and certified by the National Athletic Trainers' Association (NATA).

What's their mission? To keep the students in training and the staff physically prepared to conduct training. During the course of a busy day, they may see as many as 150 patients. They open at 7:00 a.m. and close at 6:30 p.m., and will stay later if an emergency occurs. I've watched them work on many occasions; their knowledge, skills, abilities, compassion and total dedication to our mission is very impressive and at the highest level. They treat, tape and rehabilitate those who protect our homeland. Their services include but are not limited to injury assessment, planning of specific treatment and rehabilitation programs, counseling/education/instruction on injury prevention and



FLETC photo

## Professionals Behind the Scenes

### Andy Smotzer

Branch Chief, Health and Fitness

injury management, and providing technical expertise in the areas of physical and aerobic conditioning. They serve as first responders to the Physical Techniques Division (PTD) as well as for center-wide emergencies. They support the promotion of the FLETC's Employee Wellness Program (EWP) and serve as instructors in specific areas of instruction in our Law Enforcement Fitness Coordinator Training Program (LEFCTP) and the Law Enforcement Fitness Coordinator Refresher Training Program (LEFCRTP).

I know with the new EWP under way, many of us will begin training and starting work out programs. So if you have any injuries, aches or pains, need some guidance in injury prevention, health, conditioning, or in any other related areas, do not hesitate, stop by and talk with our athletic trainers. They will greet you with a warm smile and be more than happy to help.

**PHOTO ABOVE:** Larry Thompson, an athletic trainer at the FLETC checks an employee's knee injury.

*Athletic Trainers at FLETC keep the students in training and the staff physically prepared to conduct training! During the course of a busy day, they may see as many as 150 patients.*

## FLETC's 20<sup>th</sup> Honor Graduate of the Year

# Eric Wadsworth, FEMA Police

The FLETC presented its “Honor Graduate of the Year” Award for 2009 to Federal Emergency Management Agency (FEMA) Officer Eric S. Wadsworth during a ceremony July 1. This award is presented annually to the FLETC basic training honor graduate having the highest academic average.

Wadsworth graduated from the FLETC's Uniformed Police Training Program Class 922 on Nov. 9, 2009, with an academic average of 98.20, firearms score of 292 out of 300, and a Physical Efficiency Battery (PEB) score in the 97th percentile.

The guest speaker for the event was FEMA Administrator W. Craig Fugate. Fugate leads the agency in its mission to support the nation in a risk-based, comprehensive emergency management system of preparedness, protection, response, recovery and mitigation, to reduce the loss of life and property and protect the nation from all hazards including natural disasters, acts of terrorism and other man-made disasters.

Prior to his appointment as FEMA Administrator, Fugate served as director of the Florida Division of Emergency Management. As the director of the agency from 2001 to 2009, he coordinated disaster response, recovery, preparedness and mitigation efforts with each of the state's 67 counties and local governments.

“I want to congratulate Officer Wadsworth and all of the graduates of the Federal Law Enforcement Training Center,” said FEMA Administra-



Eric Wadsworth, FEMA Police Officer. FLETC 2009 Honor Graduate (FLETC photo)

tor Craig Fugate. “It’s an honor to be here today, addressing law enforcement officers from across the Department of Homeland Security and the rest of the federal family. No one agency or department – or even the federal government – can do it alone. The FLETC is an example of the kind of coordination and teamwork that allows us all to better serve our communities and keep people safe.”

“Over the twenty-year history of this award, just about every agency has been recognized the U.S. Secret Service, Capitol Police, Coast Guard, Diplomatic Security Service, Customs and Border Protection, National Park Service, Air Force Office of Special Investigations – and now – the Federal Emergency Management Agency,” said FLETC Director Connie Patrick. “Eric, your performance is a tribute to FEMA’s Mount Weather Police

Department and its recruitment and hiring standards, coupled with your dedication and determination to master all the skills and knowledge necessary to become a federal officer.”

Wadsworth is a police officer at the Mount Weather Emergency Operations Center. In this role, he is tasked with force protection of the facility including access control, traffic enforcement, accident investigations and criminal investigations.

Prior to his position with FEMA, he was a state trooper with the Commonwealth of Virginia, Department of State Police, graduating in the top ten of his class and receiving the male physical fitness award. During his nearly nine years as a state trooper, he was an active member of the State Police Tactical/SWAT Team, responding to hundreds of calls for service. Wadsworth was also a Field Training Officer with the Virginia State Police.

Throughout his career, Wadsworth has received numerous awards for his accomplishments and service to the Commonwealth of Virginia. He received the Mothers’ Against Drunk Drivers’ Award, and Top Cop Award. He was also a member of the Virginia State Police Tactical/SWAT team that received first, second and third place consistently in their annual regional SWAT team competitions.

Wadsworth is a graduate from Mountain Empire Community College, Big Stone Gap, Va. He holds an Associate’s degree in criminal justice/police science with a Law Enforcement Option Certificate.



FLETC photo

## FLETC Holds 25th Annual Peace Officers Memorial Day Ceremony

The Federal Law Enforcement Training Center (FLETC) held its 25th annual Peace Officers Memorial Day ceremony May 26, to honor those FLETC graduates who have lost their lives in the performance of duty. The ceremony is a joint observance with other area law enforcement agencies in southeast Georgia, including the Brunswick Police Department, Glynn County Police Department and Sheriff's Office and the Georgia State Patrol.

The keynote speaker was Roberto Correa, Deputy Chief Patrol Agent, U.S. Customs and Border Protection, Office of Training and Development. "The FLETC Peace Officers Memorial...helps our newest members of law enforcement...to establish a lasting connection with the past and the sacrifices made by all fallen officers and agents," said Correa. "This connection will help provide them with a deeper understanding of what it means to be a law enforcement officer."

FLETC Deputy Director Ken Keene introduced Chief Correa and welcomed the full auditorium to the solemn ceremony. "All of the men and women whose names

we will call today answered a higher calling; they are the thin blue line," said Keene. "They laid down their lives to protect our freedoms and the way of life we all cherish."

The ceremony included the reading of the FLETC graduates' honor roll of names by Assistant Director Michael Hanneld. Captain Stephen Adams, Law Enforcement Section, Georgia Department of Natural Resources Wildlife Resources Division, read the State and Local agencies honor roll of 40 names from area law enforcement agencies. In addition to the reading of the honor roll, the program included vocal presentations and the playing of Taps.

This year, two names were added to the memorial, bringing the total to 172 since the FLETC's creation in 1970. Cruz C. McGuire and Robert W. Rosas, Jr., both of the U.S. Customs and Border Protection, Border Patrol, were honored during this year's ceremony. For more information and a full listing of the FLETC Graduate Memorial, visit <http://www.fletc.gov/about-fletc/fletc-graduates-memorial/>.





We train those who protect our homeland

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