



A RISKY BUSINESS **“PLAINCLOTHES”** **SITUATIONS**

TRAIN TO AVOID INCIDENTS P. 6

FOLLOW THE SIGN **TRACKING SUSPECTS DOWN AND** **BRINGING THEM TO JUSTICE**

THE ART OF TRACKING P. 18

WHEN YOU TAKE THE PLUNGE **YOU HAVE TWO CHOICES**

SINK OR SWIM

SURVIVAL TRAINING P. 40

ACCREDITATION **DOES IT REALLY MATTER**

FIND OUT WHY IT DOES P. 12

20
YEARS
AND
COUNTING

TRAINING AT
ARTESIA,
NEW MEXICO

SEE
CENTERFOLD

TURN FOR

THE GOOD STUFF

Load Bearing Tactical Vest

(Back)

Back Left Side Upper Pouch

- Field Radio

Inside Back Compartment

- Camel-Back Hydration System with Hydro-Tube

Digital Wood Camo Pattern

- Boonie
- BDU Shirt and Pant

Load Bearing Tactical Vest

(Left-Side)

Upper Pouches

- Compass and Signal Mirror
- Extra Pistol Magazines
- Push to Talk for COM

Left Side Lower Pouches

- MISC. Accessories
- Kevlar Search Gloves
- Stream Light LED

Protective Gear

- Elbow Pads

Tactical Pistol

- Caliber: Dependent Upon Issue and Manufacturer
- Trigger Pull, Semi-Automatic

Add-on

- Tactical Light
- Tactical Holster

Tactical Pouch

- Extra Magazine for Pistol
- Fogger
- Mini Flash Bang



The FLETC Journal Editors and Staff wish to acknowledge and express appreciation to Steve Reese, Department of Interior, US Fish and Wildlife, for his contribution and support by allowing us to stage these scenes and Mike Del'Acqua, Technical Operations Division, FLETC, for taking these photographs and others which so amply enhance visually this publication.

MISSION READY

Load Bearing Tactical Vest

(Right-Side)

Breast Pouch and Cuff Pouch

- Camo Face Paint Kit
- Miranda Card
- Extra Handcuffs

Upper Pouches

- Extra Rifle Magazines
- Pace Beads
- LED Signal Light

Lower Pouches

- Rubber Gloves
- First Aid Kit for Gunshot Victims

Headset

Protective Gear
Knee Pads

Tactical Optics Ready Carbine / Rifle

- Caliber: Dependent Upon Issue and Manufacturer
- Gas-Operated, Semi-Automatic

Add-on

- Tactical Light
- Sight Laser
- Holographic Sighting System
- Nightvision
- Extra Magazine

Back Fanny Pack

- Poncho
- Seismic Sensor
- Passive IR Kit
- Flashlight with IR Filter
- Digital Camera
- Pruning Shears
- Batteries (Radio/Flashlight)
- Electrical Tape
- Nylon Cord 100'
- Flex-Cuffs
- Field Notebook



EQUIPMENT CHECK LIST



Homeland Security

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Front Row (left to right): Alicia Gregory, Patricia Golden, **Second Row:** Andy Smotzer, Keith Gartman, Steve Brooks, William Norris; **Third Row:** Susan Thornton, Richard Hazzard; **Fourth Row:** Elese Carter, Lynna Daniels, Chuck Daenzer

Two Decades Later

Who would have thought that back in 1988 someone had the vision to place a law enforcement training facility in the southwest desert “where the deer and the antelope play?” It seems like only yesterday when Senator Pete Domenici and Congress made the FLETC the proud owner of a former Christian college located in the southeastern New Mexico town of Artesia. In October 2008, this FLETC jewel celebrated its 20th Anniversary.



The Artesia site has grown from a small facility with six buildings and two dozen employees, to a sprawling complex with hundreds of buildings, 450 permanent Federal employees and several hundred contractors. The first few years of operation at Artesia saw a daily Average Resident Student Population (ARSP) of 25 students; yet, today that number is consistently above 1600, and should continue to grow in the coming years. The Artesia site has mirrored Glynco in growth over the past few years, and highlights the success of the FLETC training model combined with the professionalism of this great organization. We are proud and honored to be a part of this “success story” and look forward to the next 20 years.

Woody Wright

Deputy Assistant Director, Artesia



18

36 UNITED STATES INDIAN POLICE ACADEMY



One of the best kept secrets in the Federal Law Enforcement Community.

BACK-COUNTRY TACTICAL TRACKING

Tracking of humans by footprints has been done since man has been walking the Earth. Today, a dying art has been resurrected and put into use by law enforcement.

4 EDITOR'S PAGE

Message from Deputy Assistant Director, Artesia

12 FEDERAL LAW ENFORCEMENT TRAINING ACCREDITATION

ACCREDITATION ENSURES A DISCIPLINED AND SYSTEMATIC APPROACH TO TRAINING

30 THE WAY WE LEARN

BY UNDERSTANDING HOW WE LEARN, INSTRUCTORS CAN MORE EFFECTIVELY DESIGN THEIR CONTENT AND DELIVERY

21 FLETC CELEBRATES 20 YEARS OF TRAINING AT ARTESIA, NEW MEXICO

SPECIAL 20TH ANNIVERSARY CELEBRATION CENTERFOLD

43 KEEPING THE WHEELS TURNING

THERE IS SOMETHING VERY SPECIAL ABOUT THIS GARAGE

47 THE GOLDEN RULE III PLUS CHANGE

TREAT EVERYONE THE WAY YOU WOULD LIKE TO BE TREATED



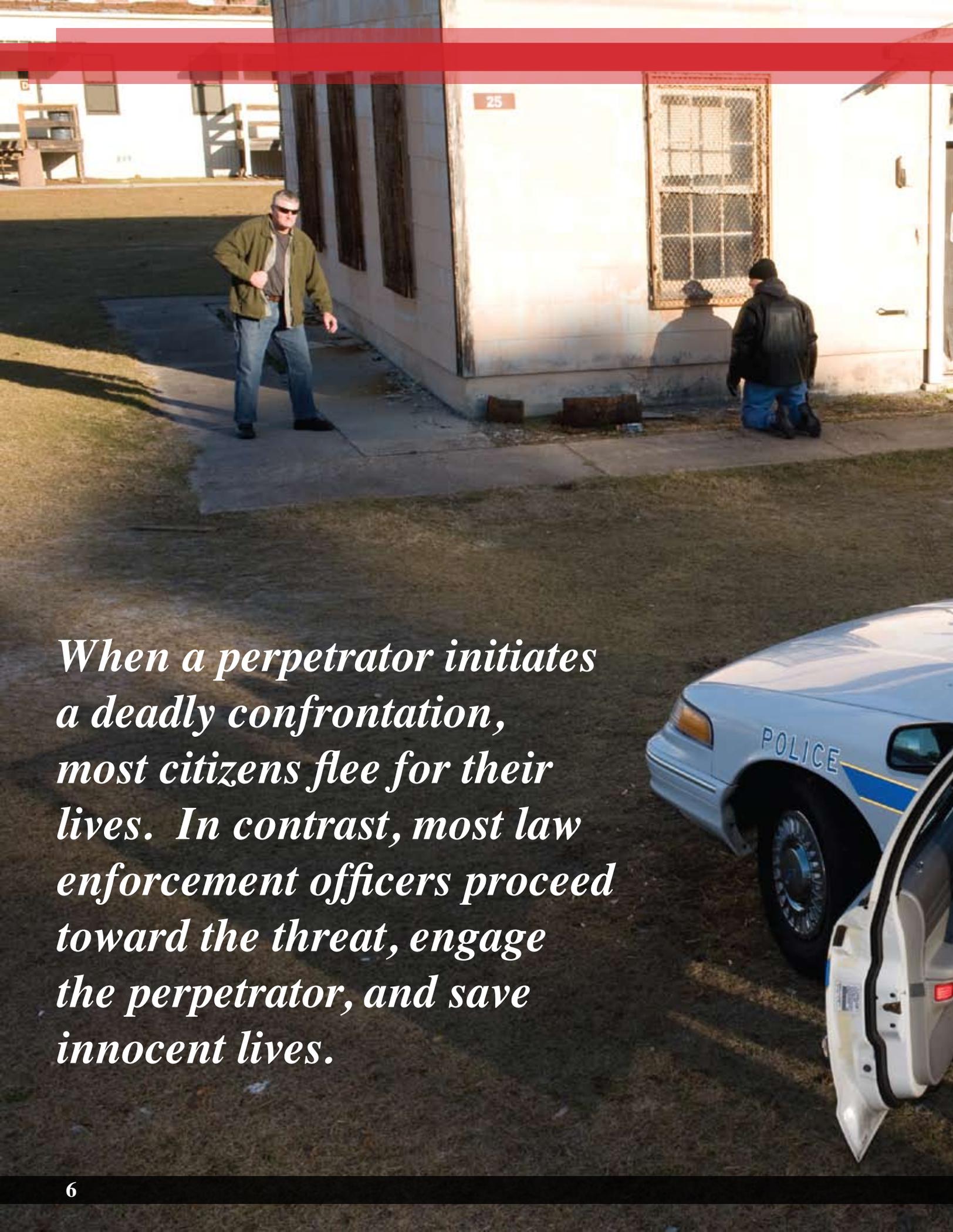
NOT IF YOU GO IN... BUT WHEN

What do you do WHEN you end up in the water? How do you get out of there, is the alligator going to get you, or what other harm may come to you?

6 THE DANGERS OF PLAINCLOTHES RESPONSE

Plainclothes officers may be either in an on-duty or off-duty capacity and not necessarily be from the same agency. To complicate matters further, the high stress of the situation can impact upon the responding officers.





When a perpetrator initiates a deadly confrontation, most citizens flee for their lives. In contrast, most law enforcement officers proceed toward the threat, engage the perpetrator, and save innocent lives.

THE DANGER OF PLAINCLOTHES RESPONSE

By Edmund Zigmund



Photo: Michael Del'Acqua

*All photographs for this article were staged.
Special thanks to Jennifer Solari, Kenneth Brown,
Doug Halsey, and Robert Kolsch*



Photo: Michael De'Acqua

The Responding Uniformed Officer has only a split-second to make a decision

The responding law enforcement officers may be in uniform or “plainclothes.”

Plainclothes officers may be either in an on-duty or off-duty capacity. They may not necessarily be from the same agency; rather they may be from a federal, state, or other local law enforcement agency. To complicate matters further, the high stress of the situation can impact upon the responding officers causing them to experience tunnel vision, auditory exclusion, and other stress related symptoms. Even if proper safety precautions are taken, such circumstances present all the ingredients for a “friendly fire” incident.

On February 12, 2007, a gunman opened fire in a Salt Lake City mall, killing five people and wounding four others¹. At the time of the shooting, an off-duty police officer, Ken Hammond, had just finished having Valentine’s Day dinner with his wife, when he spotted the active shooter in the mall. Officer Hammond drew his off-duty weapon and began yelling continuously, identifying himself as a police officer. He was unable to obtain his police identification from his pocket, and the suspect began firing at Officer Hammond.

Hammond directed his wife, a police dispatcher, to run and call 911. In contacting 911, she informed dispatch that her off-duty husband was on scene

¹ *Off-Duty and Drawing Fire: An Officer’s Firsthand Account of the Utah Active Shooter Incident, April 1, 2007*
< <https://www.police1.com/writers/columnists/Tips/articles/1241261-Mall-shooting-Off-duty-and-drawing-fire>>.

and was actively engaging the suspect. She gave a physical description and told them what he was wearing.

Meanwhile, another officer responded to the scene. Officer Hammond continued yelling that he was a police officer. After being recognized as a fellow officer, Hammond joined the responding officer as they both engaged the suspect shooter in a gunfight. During this time, a SWAT team arrived and also began exchanging gunfire with the suspect. The suspect was killed.

Unlike Officer Hammond, other plainclothes officers who have intervened in law enforcement situations have tragically lost their lives.

On January 28, 2000, two on-duty Providence, Rhode Island, police officers responded to a call. Off-duty Officer Cornel Young, Jr. observed the suspect with a gun confronting the two uniformed officers. With his gun drawn, he attempted to assist the uniformed officers under a city “always armed/always on-duty” policy. This policy required officers to act and assist despite being off-duty and out of uniform. The officers apparently did not recognize Young and ordered him to drop his gun. When he did not drop the weapon, the officers fired upon him. He died a short time later.

The mother of the now deceased Officer Young filed a lawsuit in federal court, suing the City of Providence and various police department supervisors, alleging that they were responsible for the officers’ underlying excessive force violation due to several deficiencies, one being deficient training.

In *Young v. City of Providence*², the First Circuit Court of Appeals said that if the rookie officer who shot Officer Young had, for example, been instructed on the likelihood of encountering off-duty police officers while on-duty, had witnessed situations involving off-duty officers in range and scenario-based training, been instructed on the types of actions off-duty officers could take to attempt to identify themselves, then it could be found that he would have properly recognized the deceased as an off-duty officer and would not have shot him. The court reversed the grant of summary judgment and remanded the failure-to-train claim against the city and its supervisors for trial. At the subsequent trial, several trainers and police officers testified to the type of training that was, in fact, provided to Providence police officers to address off-duty encounters³. Thereafter, a jury found that the City of Providence was not liable for inadequate training⁴.



Circumstances often present all the ingredients for a “Friendly Fire” Incident

² 404 F.3d 4, 30 (1st Cir. 2005).

³ Ryan, Jack, *Always Armed/Always On Duty, Police Link*, <<https://www.policelink.com/training/articles/1839-always-armedalways-on-duty>>.

⁴ *Id.*



Photo: Michael Del'Acqua

The Shooting Officer will likely endure tremendous emotional agony after learning that a fellow Law Enforcement Officer was mistakenly shot or killed.

On January 25, 2008, Officer Christopher Ridley of the Mount Vernon, New York, Police Department was shot and killed after being mistaken for a suspect⁵. Ridley was off-duty when he observed a fight occurring between two homeless men. He exited his vehicle and attempted to break up the fight when he was violently attacked by one of the homeless men. During the struggle, Ridley's handgun fell to the ground and discharged. Meanwhile, two responding Westchester County police officers approached the scene as Ridley retrieved his weapon from the ground. Not realizing Ridley was a police officer, the two officers ordered him to drop his weapon and then fired when he did not comply, fatally wounding him.

As can be seen, an officer who mistakenly shoots a fellow officer in a "friendly-fire" incident may not be held civilly liable, as long as the shooting officer acted reasonably under the totality of the circumstances⁶. Despite not being held civilly liable, however, the shooting officer will likely endure tremendous emotional agony after learning that a fellow law enforcement officer was mistakenly shot or killed. Additionally, the deceased officer's family will bear the suffering involved with the tragic loss of their loved one. With the potential for such outcomes, perhaps the best policy for plainclothes officers is to avoid becoming actively involved in these types of situations. Instead, in some situations, it may be best for a

⁵ *The Officer Down Memorial Page*, Copyright © 1996-2008, <<http://www.odmp.org/officer/19149-detective-christopher-a.-ridley>>.

⁶ See, *Curley v. Klem*, 499 F.3d 199 (3d Cir. 2007) (Court affirmed a jury finding that a police officer acted reasonably under the totality of the circumstances when he mistakenly shot another officer while in pursuit of an armed suspect).

plainclothes officer to notify the local jurisdiction, provide information to responding officers, and then serve as a witness. In other situations, however, this may not be a viable alternative, when innocent lives are in immediate jeopardy due to the active conduct of a perpetrator. It is critical, therefore, that both uniformed and plainclothes officers receive proper training to minimize the dangers to plainclothes officers involved in the response.

To achieve this goal, both uniformed and plainclothes officers should undergo scenario-based training that involves “plainclothes” situations⁷. All officers should be allowed to function in both the uniform and plainclothes roles in a variety of training scenarios⁸. The training should include the following procedures:

- First, if possible, a plainclothes officer should notify dispatch prior to becoming engaged in an incident. The officer should clearly inform dispatch that he or she is in plainclothes; provide one’s description; and request that responding uniformed officers be notified that a plainclothes officer is on the scene.

- Second, a plainclothes officer should prominently display his or her badge and verbally identify themselves as a law enforcement officer by verbal shouts. If clothing is available with “police” markings, it should be donned before engaging in the confrontation.
- Third, if uniformed officers respond to the scene, then plainclothes officers should avoid making any movements which could be perceived as a “threat” by the uniformed officers, and obey any and all commands given by the uniformed officers, unless compliance will place the officer in imminent danger.

While these procedures may not fully guarantee that a “friendly fire” incident will not occur, they do represent the best option for avoiding a “friendly fire” incident should a plainclothes officer need to intervene in a dangerous law enforcement confrontation.

⁷ See generally, *supra* note 3.

⁸ *Id.*

About the Author:

Edmund Zigmund is a Program Specialist in the Office of State and Local Training, Federal Law Enforcement Training Center, Glynco, Georgia. He has a B.A. in Criminal Justice, graduate study in Criminal Justice and holds a J.D. (magna cum laude) from Widener University School of Law. He served as a Police Officer, Sergeant, and Detective Lieutenant with a City Police Department and was a member of an Emergency Services Unit. He was an Assistant District Attorney within the state of Pennsylvania and a Police Legal Instructor at the North Carolina Justice Academy. Prior to his current position, he was a Senior Instructor in the Legal Division of the Federal Law Enforcement Training Center, Glynco, GA.



Federal Law Enforcement Training Accreditation

Gary B. Mitchell

“FLETA” is a term you would have never heard ten years ago, because the organization did not exist. Today, FLETA is becoming one of the most recognized terms in Federal law enforcement. FLETA stands for the Federal Law Enforcement Training Accreditation, and is guided by a vision to promote excellence in law enforcement operations. This vision focuses on the desire to see well trained federal agents and officers who are professional, competent, and able to instill public confidence in federal law enforcement in our country and around the world. Much has been written about the need to provide appropriate training to meet the complexities and demands of the law enforcement officer today. Topics have included the need for specific entry level requirements, more involvement by the academic community to educate law enforcement professionals, involvement of citizens to review law enforcement operations, and peer review through accreditation.

Since the early 1900s, there has been a national effort to raise the level of policing in America through the establishment of training standards. In 1953, the American Bar Association (ABA) published a Model Police Training Act that outlined eight broad functions, including the training process that should be performed by police regulatory

agencies. In 1967, the President’s Commission on Law Enforcement and the Administration of Justice issued its report titled Task Force Report: The Police. The report formally acknowledged that the law enforcement task is as great or greater than that of any other profession, and the performance of this task requires more than physical prowess and common sense. Law enforcement officers engage in the difficult, important, and complex business of helping to regulate human behavior. Their intellectual armament and ethical standards must be no less than their physical prowess. The commission said, “the quality of police service will not significantly improve until higher educational requirements are established for its personnel” and that statement is true today. Foremost among the recommendations that made a significant impact on State and local policing in America was that each state should establish a Police Officer Standards and Training (POST) Commission. While many states established training standards and developed accreditation processes, there were none for federal law enforcement.

Accreditation is a process that has been used in many professional and educational sectors of the United States as a time-proven method for assisting



institutions in the evaluation and improvement of their overall performance and effectiveness. The foundation of any accreditation process is the establishment of published standards containing a clear statement of the professional objectives arrived at through a consensus, by a representative body of the profession.

The practice of accrediting institutions began in the United States more than 200 years ago to accredit professional hospital procedures and to charter colleges and private academies. The process has been successfully applied in fields as diverse as health care services, educational institutions, and more recently, law enforcement agencies and forensic laboratories. In 1979, the Commission on Accreditation for Law Enforcement Agencies (CALEA) was established by a joint effort of the International Chiefs of Police (IACP), National Organization of Black Law Enforcement Executives (NOBLE), National Sheriffs Association (NSA), and the Police Executive Research Forum (PERF). These representatives established professional standards and an accreditation process for law enforcement organizations to use to ensure the quality of their operations.

As the accreditation process grew and became institutionalized in the law enforcement community, several benefits were recognized. In accredited agencies public confidence in the integrity, professionalism, and accountability of the law enforcement agencies was enhanced.

Law enforcement training prepared officers to better handle literal life and death situations and lawsuits were reduced. Liability claims pertaining to training and/or failure to train were minimized. As more law enforcement officers were involved with accredited agencies, they were better able to work together across agency and departmental lines as they shared common terms and techniques. As organizations sought accreditation, training issues, qualification of instructors, improved training methods and techniques became a priority resulting in improved training outcomes. Since the successes of organizations are directly linked to the quality of the training employees receive, accredited organizations are more successful in reaching agency goals. Accreditation ensures a disciplined and systematic approach to operations and training providing supervisors, trainers, course designers,



Members of the FLETA Board: (Front Row, Left - Right) Nancy Stout, Keith Hill, Leonard Tanis, John Moran, John Dooher, Charles DeVita (Second Row, Left - Right) Brian Lamkin, Lane Timm, CMDR Mark Wilbert, Don Web, Sharon Henegan, Ed Winslow



(Left - Right) Gary Mitchell presents CMDR Mark Wilbert, Art Morgan, and Sharon Henegan with a Certificate of Accreditation for the U. S. Customs and Border Protection Integrated Training Program

managers, and administrators with increased confidence that employees will perform in an appropriate and legal manner.

The need for federal law enforcement training standards and accreditation became a more important topic following several highly publicized incidents in the 1990s. These incidents brought the actions of federal law enforcement under scrutiny by the public and the Congress; raising questions about the ability of federal law enforcement agencies to carry out their mission and effectively use their training resources. The public needed assurance that the more than one hundred federal law enforcement agencies in existence, both military and civilian, were meeting a minimum standard of excellence that ensured the effective delivery of law enforcement services, while protecting their constitutional rights. In a January 2000 report to Congress, the Commission on the Advancement of Federal Law Enforcement reinforced the need to develop and implement training standards.

FLETA's history began at the Federal Law Enforcement Training Center (FLETC), as the U. S. Office of Management and Budget provided funding in 2000 to establish a process to validate federal law enforcement training. FLETC created a task force of law enforcement and training professionals from more than fifty federal law enforcement training organizations representing every department of government; the Commission on Accreditation for Law Enforcement Agencies, Inc. (CALEA); the International Association of Directors of Law Enforcement Standards in Training (IADLEST), the professional association representing all of the State POSTs; and various State POST representatives. An early recommendation of the task force was the creation of an Office of Accreditation (OA). The mission of this office is to carry out the work of developing and administering training programs for assessors and accreditation managers, provide training and assistance to training programs and academies seeking accreditation, to serve the board, and to promote accreditation throughout the federal law enforcement community.

In 2002, the FLETA board was officially appointed to take over the work of the task force. The board is made up of federal executives and senior managers with policy-making authority for federal law enforcement training and three non-voting consulting members from the task force.

The board continued the work of developing the FLETA process and approved the first federal law enforcement training accreditation standards in 2003. The FLETA process has six major phases: application, self-assessment, FLETA assessment, board review, accreditation, and re-accreditation. Depending on the scale of the applicant training program and the agency staff dedicated to the process, the accreditation process may be accomplished very quickly or take several years to complete. The first step is an application and the appointment of an accreditation manager. After training, the Accreditation Manager begins an organization-wide process to accomplish the work, conducts an initial assessment to determine the magnitude of the work involved, and develops an accreditation plan. The accreditation manager also identifies non-applicable standards and or standards potentially requiring a waiver request. During the self-assessment, the accreditation manager leads the applicant's effort to establish files, provide proofs and points of contact to verify each standard. As the

phase draws to a conclusion, the applicant enlists volunteers from other Federal law enforcement agencies to conduct an assessment of the agency's current accreditation situation to prepare for the FLETA assessment. The FLETA assessment is the most crucial step in the FLETA process.

Assessment is the phase when the applicant puts all of the work on the table for a team of qualified Assessors to conduct an assessment of the applicant's compliance with the FLETA standards. If there are no discrepancies between the applicant's program/academy and the FLETA standards, the applicant's information is submitted to the FLETA board for accreditation review. If discrepancies are noted, the applicant completes a Corrective Action Plan to bring the deficiencies into compliance before being forwarded for review. Prior to each regularly scheduled FLETA board meeting, the Board conducts public hearings to review the results of the assessments completed. Once the Board is satisfied with the applicant's compliance with the FLETA standards, the board awards FLETA accreditation. After the initial accreditation, the applicant enters the last phase of accreditation which leads to reaccreditation. During this phase, the accredited academy or program must provide annual reports showing continued compliance with the FLETA standards and prepares to complete another FLETA assessment, a process that occurs once every three years.

Department of State Academy proudly displays the FLETA Accreditation Banner



Currently, the Office of Accreditation has almost one hundred applications from agencies for academies and programs to become accredited. Since 2005, the FLETA board has awarded accreditation to the following training academies and training programs.



Federal Law Enforcement Training Accreditation Board

AGENCY	FLETA ACADEMY ACCREDITATION	DATE
DOS	DSS Training Center/Office of Training and Performance Support	9/8/2005
FLETC	Federal Law Enforcement Training Center	3/23/2006
USPIS	Career Development Division	3/23/2006
AFOSI	U.S. Air Force Special Investigation	7/20/2006
IRS	National Criminal Investigation Academy	11/16/2006
USSS	James J. Rowley Training Center	11/16/2006
NCIS	NCIS Training Academy	7/16/2007
FAMS	Federal Air Marshal Training Center	11/15/2007
USCG	U.S. Coast Guard Maritime Law Enforcement Academy	11/15/2007
CBP	Field Operations Academy	7/17/2008
TITGA	TIGTA Academy	11/20/2008

ACADEMY REACCREDITATION

DOS	DSS Training Center/Office of Training and Performance Support	11/20/2008
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FLETA PROGRAM ACCREDITATION

DOE	Basic Security Police Officer Program	9/8/2005
DOS	Basic Special Agent Course	3/23/2006
USPIS	Postal Police Officer Basic Training Program	3/23/2006
USPIS	Basic Inspector Training	3/23/2006
FLETC	Law Enforcement Instructor Training Program	7/20/2006
FLETC	Law Enforcement Control Techniques Instructor Training	11/16/2006
FLETC	Marine Law Enforcement Training Program	11/16/2006
FLETC	Driver Instructor Training Program	11/16/2006
FLETC	Boat Operators Anti-Terrorism Training Program	11/16/2006
USSS	Essentials of Instruction Course	11/16/2006
DOS	Instructor Development Course (formerly Train the Trainer)	11/16/2006
IRS	IRS Special Agent Basic Training Program	11/16/2006
IRS	Basic Instructor/Facilitator Training Program	3/22/2007
FLETC	Law Enforcement Instructor In-Service Training Program	7/19/2007
FLETC	Physical Fitness Coordinator Training Program	7/19/2007
FLETC	Inland Boat Operators Training	7/19/2007
FLETC	Criminal Investigator Training Program	7/19/2007
FRB	Basic Law Enforcement Course	11/15/2007
USPIS	Postal Inspection Service Facilitator	11/15/2007
FAMS	Federal Air Marshal Training Program II	11/15/2007
USCG	Radiation Detection Level II Operators Course	3/17/2008
FLETC	Uniformed Police Training Program	3/17/2008
FLETC	Firearms Instructor Training Program	3/17/2008
NCIS	Protective Service Operations	3/17/2008
NCIS	Special Agent Basic Training Program	3/17/2008
FLETC	Land Management Police Training Program	7/17/2008
CBP	CBP Integrated Training	11/20/2008

PROGRAM REACCREDITATION

DOE	Basic Security Police Officer Training	11/20/2008
DOS	Basic Special Agent Course	11/20/2008
DOS	Instructor Development Course	11/20/2008

While FLETA is not the first accreditation body in American law enforcement, it represents a very important part of the accreditation landscape. Throughout the development of the FLETA process, peer involvement has been encouraged. The task force encompassed a large number of agencies and people interested in improving law enforcement and Federal law enforcement training. Applicant agencies are encouraged to seek the expertise and experience of individuals involved in the accreditation process. The Office of Accreditation seeks and trains individuals to be involved in the accreditation process as assessors, the most critical component of any accreditation process. These individuals become the “eyes and ears” of the FLETA board as they review standard files and conduct interviews and observations

for the FLETA assessment. The assessor pool is made up of law enforcement training practitioners who represent agencies, academies, and training programs having a vested interest in the training accreditation process. Along with assessors, are the members of the accreditation community who provide valuable input to the FLETA board. To keep FLETA transparent and available to the Federal law enforcement training accreditation community, the Office of Accreditation has created a website: WWW.FLETA.GOV. The website provides information about the FLETA accreditation process, FLETA forms, publications, training, events, and discussion forums are available to keep the community informed with the latest accreditation developments.

About the Author:

Gary Mitchell is the Executive Director for the Federal Law Enforcement Training Accreditation Board (FLETA) and a retired Assistant Police Chief of the St. Petersburg (Florida) Police Department. Since 1993, Mr. Mitchell has been a national and Florida assessor/team leader for on-site assessments of police agencies seeking law enforcement accreditation. Mr. Mitchell led the St. Petersburg Police Department (1995) and the Pinellas County (Florida) Sheriff’s Office (2003) through successful reaccreditations with the Commission on Accreditation for Law Enforcement Agencies, Inc.

Mr. Mitchell has a Masters degree in Business Administration and completed the Police Executive Research Forum’s Senior Management Institute for Police (SMIP) leadership program. He is currently completing his doctoral course work at Northcentral University in Organizational Leadership.



BACK-COUNTRY



Tracking of both animals and humans by footprints has been done since man has been walking the Earth. American frontier history tells of Apache Scouts who were enlisted by the United States military to track Geronimo in the nineteenth Century. Today, a dying art has been resurrected and put into use by the military and law enforcement, as well as civilian search and rescue. The United States Border Patrol has used tracking for years, successfully following some tracks as far as one hundred miles.

In recent law enforcement history, cases such as the Elizabeth Smart kidnapping, Eric Rudolph and others tell of trackers coming within feet of the victim or suspect. Tracking is now being used by our military forces at war in the Middle East to locate insurgents wishing to kill and injure our troops. Domestically we have law enforcement officers not only tracking during rescue missions but locating violent suspects running from the law. This type of tracking requires new tactics to reduce the possibility of “over tracking” a suspect and getting too close to them without realizing it. This has sometimes resulted in an ambush for law enforcement officers.

Many people are under the misconception that tracking can only be used in wide open spaces like our frontier west. Perhaps that impression is developed through television and movies. But no person can walk anywhere without leaving at least the most

minuscule sign which a trained officer can follow. Often tracks are found at homicide scenes in blood or leading through grass. Suspects leave sign on sidewalks in wet or dry conditions, down alleyways, almost anywhere as they move from one location to another.

The Federal Law Enforcement Training Center Office of Artesia Operations developed a tracking course in 2005 to meet increased demand for a tracking program that could enable law enforcement officers to identify and follow sign, successfully tracking suspects down and bringing them to justice. This program was developed with input from partner organizations such as the US Forest Service, National Park Service, US Border Patrol, and the Bureau of Land Management. Since its inception, the Back Country Tactical Tracking Training Program has trained several hundred federal, state, and local law enforcement agencies as well as units from the Army Special Forces.

The training is one week long and conducted at a remote training site practicing skills in varied terrain. In that environment, they become aware of a stone that has been moved, a broken blade of grass, shine from a path through grass, a sudden change in direction of a track, and note transition and the effects of time on a track or sign. Student trackers begin their training program with land navigation using a compass and maps.

TACTICAL TRACKING

By David Brewer



Should emergency aid be required, the student must be able to give an exact location for air evacuation or assisting officials to respond to. As the program progresses, each student must learn sign individually then as a team member, alternating positions in that team to ensure every person knows his job. Whether searching for a lost child, an escapee or fleeing suspect, the trackers learn to identify direction of travel, weight, stride or speed of movement and even diversionary tactics.

As a team, tactics are used when a suspect is observed, or the team is surprised by a subject and caught in an ambush situation. Terrain may dictate

the team formation, each team member is briefed on various formations and are able to choose which formation best fits different scenarios. The training ratio is from one to two instructors per team, ensuring there is no one who misses important indicators of sign or direction. The training culminates with the teams working together for a long tracking mission and a final exercise.

This training has resulted in some impressive and successful performances by our graduates. Some examples are: A suspect bales out of a car-jacked vehicle and is tracked to a garage where he and another suspect are found hiding from the police.



This tracking was conducted in a metropolitan area. Another suspect is tracked from a burglary to a stashed vehicle and apprehended. One suspect was tracked from an arson fire to several other arsons and subsequently arrested at his home.

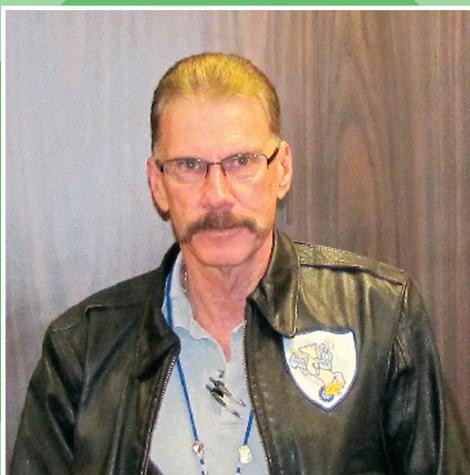
In another case the driver of a vehicle which had been involved in a crash was identified by his footprint on the brake pedal. Finally the case where a sexual assault victim's story is verified by a tracker, showing where she was assaulted, fled, was caught and again assaulted. This not only identified exactly where the assault took place but proved that it was in fact an unwanted assault. In yet another case, federal agents tracked a suspect to a marijuana grow. The armed suspect was hiding from officers but because of the exactness of their tracking procedures thought the agents knew exactly where he was and surrendered.

We have a number of students who are K-9 officers and they use tracking when it is not safe to send their dog after suspects. As a former K-9 Deputy I assure you it would be helpful to understand what the dog had found, not only to verify where



the suspect(s) are hiding but to identify a possible ambush situation before it is too late.

Our program is available to all police agencies whether federal, state or local and is offered at the Artesia, New Mexico facility of the Federal Law Enforcement Training Center. Contact information can be located at the FLETC website, www.fletc.gov.



About the Author:

Mr. Brewer has worked for the FLETC for 20 years, in Physical Techniques Division, Enforcement Techniques Division, Enforcement Operations Division and now in the Investigations/Enforcement Branch OAO. Mr. Brewer was also an investigator in city, county, and state law enforcement prior to coming to FLETC. His background is in narcotics operations, homicide, and tactical operations. He has been Senior Instructor over the Tactical Tracking Program since its inception six years ago.

Federal Law Enforcement Training Center Celebrates 20 Years of Training at Artesia, New Mexico

by Patricia Hopkins

Aerial of FLETC - Artesia - 1988

In 1988 two independent phenomena would collide to create a significant paradigm shift in the world of the Federal Law Enforcement Training Center (FLETC) and the community of Artesia, New Mexico. As a component of the Department of the Treasury, the FLETC conducted almost all of its law enforcement training at the headquarters facility in Glynco, Georgia. Limited training such as export classes and those specific to the needs of western and border protection agencies (e.g. the Department of Interior – Bureau of Indian Affairs, the Border Patrol, and Department of Interior) would conduct FLETC training at a facility in Marana, Arizona. As the desire for organizations to obtain agency specific training facilities, the closure of the Artesia Christian College in 1986 would create an opportunity for the FLETC to expand its delivery of law enforcement training across the country. This was accomplished through a successful partnership between the

city's elected officials, the members of the Artesia Economic Development Committee (AEDC), concerned citizens, congressional representatives, and law enforcement training personnel. The visionary work of Artesia Mayor Ernest Thompson gave the Economic Development Committee the

task to prepare the college-site for its next purpose and to locate a user/owner for the property. The total package price to prepare the location for the new owner was \$500,000. The funding resources for the campus came from donations from private investors (\$200,000), the City of Artesia (\$250,000) and Eddy County (\$50,000).



FLETC - Artesia Flag Raising Ceremony - October 29, 1988

Mrs. Barbara Gandy and Mr. Peyton Yates, as lead members of the

AEDC, placed a call to long time friend Senator Pete Domenici to make an inquiry regarding potential uses for the campus. Having heard the Border Patrol had expressed an interest in acquiring a training facility of their own, the Senator

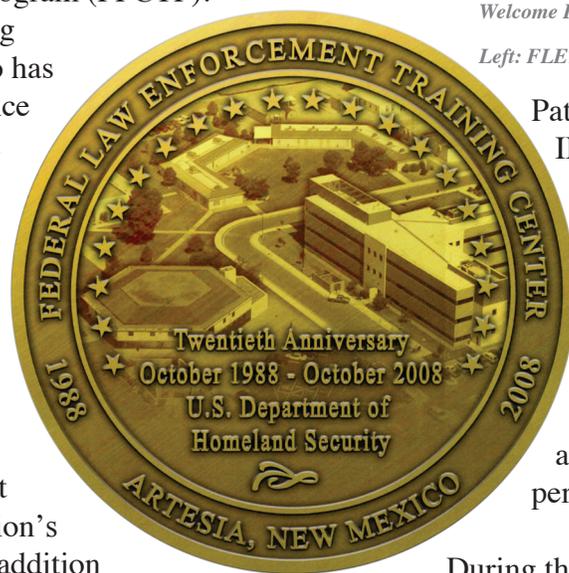
contacted the FLETC in Glynco, and as we know, “the rest is our history!” Finally, congressional supporters from the hill ensured a fair consideration and granted authority for a second FLETC training facility (“FLETC West” as it is dearly referred) in Artesia. On September 22, 1988 President Ronald Reagan signed the bill that authorized the purchase of the property and the development of the FLETC – Artesia, currently the Office of Artesia Operations (OAO).

Under FLETC Director Charles Rinkovich and Artesia Office Director Dave McKinley, law enforcement training began with the first class of students reporting and graduating from the Physical Fitness Coordinator Training Program (PFCTP). An interesting note is that Acting Director Joseph W. Wright, who has served as the DAD for OAO since 2000 was a graduate of this first class, coordinated by Dr. Phil Callicutt and Dr. Bill Norris. The OAO began training and supporting our client organizations with 40 federal employees and contractors, and an average resident student population of 35. The OAO has evolved in its ability to meet the demand for training the Nation’s law enforcement personnel. In addition to students from the DOI – IPA and the Border



Above: Artesia Daily Newspaper and the people of Artesia Welcome FLETC to their Hometown

Left: FLETC - Artesia 20th Anniversary Commemorative Coin



Patrol, OAO trained individuals from INS Advanced, INS – Other Than Permanent Basic Training Program (OTPBTP), INS Detention Officers, Bureau of Prisons (BOP) Detention Officers, Department of Energy Protection, BOP Advanced Training, Firearms Instructor Training, agency specific and state & local law enforcement personnel.

During the period of 1995 to 1999 the Artesia Office Director Jeffery Hesser was responsible for guiding the Center through the INS build-up and continued expansion. Almost every year since the mid 80s the OAO has been challenged by our management team, partner organizations, our own mission and goals and those of our Nation’s interest to deliver fast – focused – and flexible training to our Partner Organization’s (PO’s) students. The selection of a new FLETC Director, W. Ralph Basham, brought about a physical change in new facilities with supporting infrastructure. Artesia received funding for a new dormitory, classroom building 17, the Physical Techniques expansion, and additional security and administrative renovations. The interface between the Artesia facility and the local community grew



First Graduating Class at FLETC - Artesia. Front Row: Graduating Staff Members (L-R) Bill Norris, David McKinley, Phil Callicutt, Bill Kerakos



Opening Ceremonies for the 20th Anniversary Celebration of FLETC - Artesia

Front Row: Deputy Director Keene, Director Patrick, DHS DS Schneider, DAD Wright, Senator (Retired) Domenici, Mrs. Domineci, Mr. Yates

stronger and provided a positive economic impact on the local businesses, family life, and civic support.

In December 1999 the third Artesia Office Director or Deputy Assistant Director (DAD) Ray Havens was appointed. Because Glynco was experiencing training “at – capacity” the OAO received direction to deliver additional training programs in order to conduct Mixed Basic and additional Firearms Instructor Training. Already delivering INS programs throughout the mid 90s and an expansion in early 2000, the Artesia management team was already working on new ways to deliver, identify, and address the evolving training requirements in the areas of tools, tactics, and techniques for our Partner Organizations. When the life changing events of 9–11 took place, the OAO work load from Glynco mushroomed as the demand for additional training was met through the increase of resources (already planned) to address the expansion of Air Marshal training. FLETC underwent another reorganization to include the appointment of FLETC Director, Connie Patrick and Artesia DAD Joseph Wright. The entire OAO was changing before everyone’s eyes. Beginning

in September of 2001 and for each succeeding year, the OAO has expanded its training delivery due to mission related challenges. In 2001 OAO delivered increased Air Marshal training, 2002 saw the increase in training Mixed Basic programs, in 2003 the training of Federal Flight Deck Officers, and in 2004 there was a dramatic increase in USBP agents completing Border Patrol basic and advanced training programs in order to meet the President’s Secure Border Initiative. The average resident student population in 2004 was near 750. By December 2007, OAO was accommodating an ARSP of 1,950. Training has grown by leaps and bounds, utilizing every resource available and given to the design of additional ways of training.

As those members of our Artesia training cadre, administrative personnel and management team recognize, the totality of the FLETC team (especially recognized over 20 years of evolving service) is realized in the commitment of the people. While noble the mission, it is truly found in the individuals who are America’s first line of defense; that each graduate receives excellent tools for life-saving, career-enhancing, and continued personal-development.



Senator (Retired) Pete Domenici and FLETC Director Connie Patrick pose at the Main Entrance of the FLETC Artesia Complex dedicated in his honor

The culmination of Artesia’s 20 years of service and the recognition of the many individuals who have worked and made contributions to our mission, was recognized in the dedication of the FLETC – Artesia facility to the retiring Senator from New Mexico, Pete V. Domenici. While always, the FLETC –

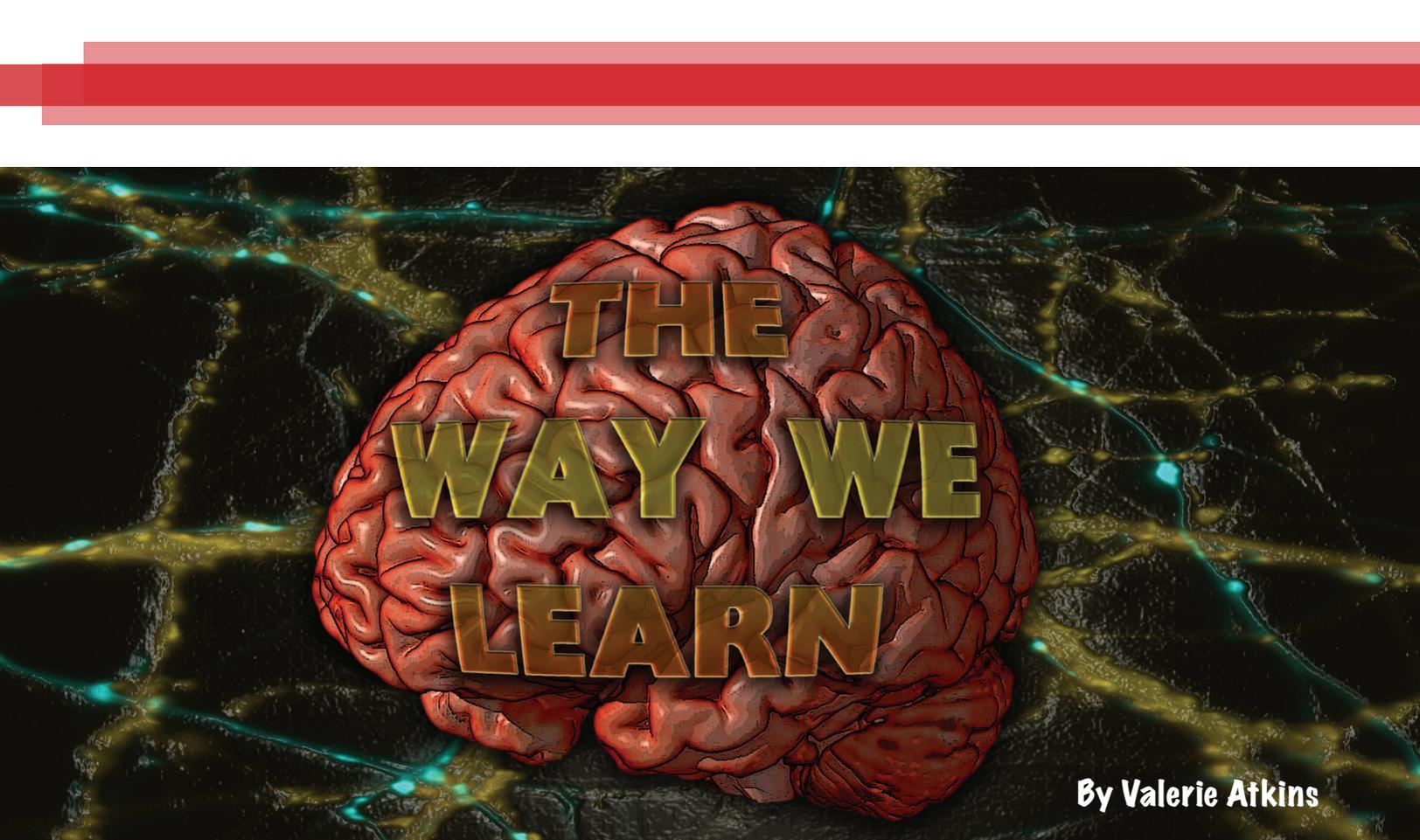
Artesia, the second title/address-line is the “Pete V. Domenici Training Complex”. If you haven’t taken a trip to Artesia lately, you are in for a treat. From the local airline connections in Roswell to the expanded training facility of today, you will be amazed!!!

About the Author:

Ms. Patricia Hopkins has almost 25 years of Federal civilian service experience and has been a part of the FLETC family since 1996. She currently serves as the Special Projects Officer with the Office of Artesia Operations (OAO).

Ms. Hopkins has an undergraduate degree in Education, a master’s degree in Public Administration, and a master’s certificate in Project Management. She is a graduate of a FLETC’s Law Enforcement Instructor Training Program, LEIISTP, and the Southwestern Law Enforcement Institutes “Ethics – Trainer” course, and is a facilitator for the FLETC in the “7 Habits for Highly Effective People (Signature Program)”. Ms. Hopkins has held assignments, serving as a management representative across the FLETC, the FLETA Training Accreditation, with Major-Commands in the Department of the Army and Air Force installations. She currently serves as adjunct instructor for FLETC’s Law Enforcement Leadership Institute, and several colleges and universities in Colorado, Georgia and New Mexico.





THE WAY WE LEARN

By Valerie Atkins

Two students take an exam on the operation, cleaning, sight adjustment, disassembly, and assembly of the AR-15 rifle. Student “A” is in law enforcement, but carries only a sidearm. Student “B” is in law enforcement, but is an activated reservist who will deploy overseas in the near future. Student “A” learned everything for the exam during a five-hour block of instruction given today. Student “B” received the information in four, one-hour blocks of instruction over four days. What advantage, if any, does one student have over the other student with regards to information retention? This article will answer the previous question on instructional delivery and retention, and provide insight into learning theories that guide the design and delivery of training.

It’s been said, that it’s not the content of the course that’s important, but what the student does with the content. While the learner bears a huge responsibility in the learning process, the instructor and the delivery process for the content also have a dramatic impact in determining whether the student will “get it,” and not “forget it.” By understanding how we learn, instructors can more effectively design both their content and delivery

to take advantage of current research. This article also focuses on a complex component of learning: information recall and how recall takes place in the big filing cabinet between our ears (a.k.a. “the brain”). The storage and retrieval of information is key to effective learning. While it’s not difficult to cram “stuff” into the filing cabinet, it’s often difficult to find specific information when we need it. A good instructional plan can have a huge impact on how well information is stored and retrieved. In order to comprehend what takes place during the learning process, we must understand how the brain stores and retrieves information. With that in mind, let’s take a closer look at how the brain and its memory areas work.

Short-Term Memory

The first stage of memory is short-term memory. This is probably the most critical target of instruction. What takes place in short-term memory has the greatest impact on what is learned. Short-term memory lasts for minutes or hours, but is temporary unless it’s committed to long-term memory. Short-term memory is also known as

“working” memory. It is the information that one is thinking about at the moment. Therefore, only the things being thought about and in current awareness at the moment are in one’s short-term memory. The content of this article is entering into short-term memory, while the traffic route used daily to get to work is not in your short-term memory. The contents of this article are floating around in your short-term memory, and may or may not become permanent. Things that prevent short-term memory from converting into long-term memory include interruptions, lack of reinforcement, and lack of motivation. One thing is certain--the phrase “short-term memory” has been used enough times in this one paragraph to reinforce the concept. If you are interrupted or lack the motivation to understand the term, this concept could be gone by tomorrow.

Long-Term Memory

So how do we permanently remember things? What a person knows, their body of knowledge, perceptions, interpretations, emotions, and experiences are stored in long-term memory. Your long-term memory is a lot like a filing cabinet, and in case you are as old as the author, it might resemble an archive! Sometimes one is aware of having learned the information, but the specific facts seem to be lost in the archives! “Stuff” only gets stored in long-term memory when the learner is attentive during the short-term or working-memory phase. This means the learner considered the information meaningful, focused on it, and was motivated to retain the information. The time it takes for “stuff” to transfer from short-term into long-term memory is not known, but research suggests that the transfer is enhanced by Rapid Eye Movement (REM) sleep.

There are numerous studies demonstrating that REM sleep is critical for the conversion of

short-term information into long-term memory. One study identifies 5.5 hours of sleep as a minimum time for short-term memories to convert to long-term memories. Knowing this “window of opportunity” helps trainers in developing blocks of instruction that follow these biological guidelines. Learning can be improved when the old adage of “sleeping on it” is applied. Consider the potential impact on instruction. If important material is taught, and then the learner takes the test immediately afterwards, does that information still convert to long-term memory? You should be able to answer that question by the end of the article. The next topic is how memories are formed.

Chunking It

Memories are actually stored in chunks. One does not see Tom Smith and remember his name by remembering each individual letter of his name, but rather by locating one big chunk of information on Tom Smith that includes his name, that he’s about 6 feet tall, is close in age, has brown hair, and that he’s a good fisherman with a nice boat. Whatever facts or impressions that are stored on Tom Smith, are stored as one chunk of information. It’s stored under “Tom Smith” in our filing cabinet, just like



all our memories are stored for retrieval in our filing cabinet. Our memory of Tom Smith could be a folder three inches thick, worthy of a highly-trained investigator such as those employed as instructors, or it can be a one-page outline, typical of the average recruit officer. Once again, experience, motivation, and concentration all play a role in the amount of data that is stored.

Updating The Files

So what happens when we meet Tom Smith again? We reach up into the filing cabinet, pull the Tom Smith file down out of long-term memory into working memory, and we keep it there while we interact with Tom. In talking with Tom, we notice he's gone gray, and he's added about 50 pounds! We update our file on Tom with these significant tidbits of information. Later, this updated file gets put back in our long-term memory filing cabinet. And so it goes with all learning. While updating the Tom Smith file seems fairly straight forward, updating other memory files is similar to sorting our e-mail into meaningful folders.

Experiences Count

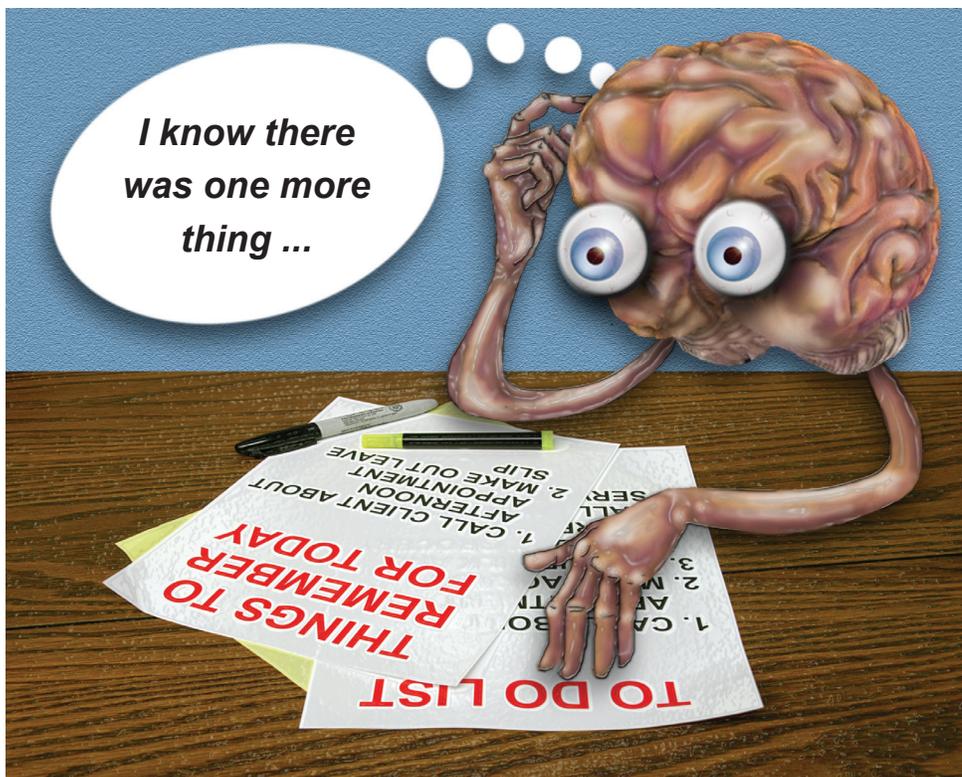
Memories are truly a reflection of who you are and what you have experienced. If you have survived a direct hit by a tornado, you will probably seek cover when you hear the tornado warning sirens. If you have not yet experienced this force of nature, you may in fact, wander outside to get a closer look! Let's take a law enforcement example. We are about to receive instruction on the use of deadly force. What do we know about deadly force? Consider what different students might pull out of their long-term memory filing cabinet:

- *My religion says "thou shall not kill."*
- *I've seen someone shot and killed, and have a vivid memory of it.*
- *You are supposed to shoot to wound bad guys; just like "Walker, Texas Ranger."*
- *I don't like shooting guns or killing. I don't plan on ever doing it, so I don't need this information.*

You get the idea. The students are pulling their "experiences" out of their long-term memory filing cabinet, and trying to add the new deadly force instruction on top of their experiences or thoughts on the topic. The students will modify the existing memory with the new information and then it goes back into long-term memory. There is no telling what this newly modified memory of deadly force looks like. It is the instructor's responsibility to properly shape and re-define what the student knows about deadly force. Then the student needs to sleep on it! Remember several paragraphs ago the term "short-term memory" was described and then reinforced? So too, should important memories be reviewed, practiced, and refined. Deadly force may be presented in the lecture and then three days later, the student might be asked to review some decision-making scenarios on a firearms simulator. The memory of deadly force is retrieved from the file cabinet, modified, clarified, and reinforced with the simulation scenarios, and once again, tucked away. Each time the deadly force topic is reviewed, the knowledge is reinforced, becoming a stronger, clearer memory and experience for the student. Remember the list of items different students might have thought about when the topic was first introduced (religion, shooting to wound, etc.)? Those original experiences or memories prior to the law enforcement instruction are weakened as the newly molded knowledge is reinforced and becomes dominant in the mind of the learner. Thus, we have effected change.

Rule of 7

While our long-term memory filing cabinets appear to have endless storage space, our short-term memory "in box" is pretty darn small. In fact, research has shown that our short-term memory can handle an average of only seven things at a time. Tests have shown that when we are given a list of words to read and remember, the average person can recall about seven words on the list. However, we can remember more things if we "chunk" these words into groups. For example, if the list contains 10 words, and three of them are trout,



knot until some re-learning (and thus re-wiring and reinforcement of the technique) occurs. In the law enforcement context, this could be an issue for handgun loading and clearing procedures, hard and soft hand controls, verbal commands, and yes, even tying knots on boats. When considering training delivery, try to keep the chunks of information within the magic number of seven items, and dissimilar enough to ensure the information transitions properly to the long-term memory filing cabinets.

Order of Training

A simple, yet important rule to follow when conducting training is to ensure that the most

important information in the lesson is conveyed first. Students will generally retain more of what is presented early in the lesson, as opposed to what is presented late in the lesson. Factors influencing this phenomenon include attention levels, motivation, and the rule of seven. Instructional design becomes a little more complicated for lessons where the instructional points build on each other, with the “crescendo” of the learning often coming at the end of the lesson. Topics that fall in this area should be presented through part-task training, and breaking the lesson up into mini-lessons so there are multiple lesson “start” points.

Motor Skill Learning

The learning of skills and improving motor performance has been the target of numerous studies. For those instructors interested in reading more on this subject, recommended readings appear at the end of this article. For the purposes of this article, it is important to clarify the differences between motor learning (performance) and cognitive learning (knowledge). Performance is an observable behavior, whereas, learning, knowing, or

bass, and catfish, we can group this as one chunk of information. This allows us to recall the entire list more effectively. The next day, these groupings of words are retrieved from long-term memory as chunks. The phone company used this research as the basis for the seven digit phone numbers. People can generally recall the seven individual numbers in short-term memory long enough to allow it to enter long-term memory as a chunk of information.

An area of concern, however, is trying to learn very similar chunks of information before they have a chance to gravitate to long-term memory. An example would be learning to tie a Windsor knot, a half-Windsor knot, and a four-in-hand knot. While each technique represents a “chunk” of information, learning them all at the same time would not permit each technique to stand alone as a chunk of information. The three techniques would first transfer to short-term memory, and later to long-term memory as one chunk. When retrieved from memory, it would take considerable time for the thought process to sort through the entire chunk of knot-tying techniques to separate them into three different techniques. In fact, the memory may be so convoluted that the person cannot actually tie the

knowledge are not observable and must be inferred. Motor learning begins the same way all learning begins -- with the knowledge stage. In this stage, we learn the information about the skill, and like other tidbits of knowledge, we create a file on the skill requirements. We then proceed to the refining of the skill stage. This is where we practice the skill, connecting the motor domain to the cognitive domain. As we practice, we assess our performance and correct our mistakes. This phase has us updating our memory of what a good performance of a skill looks and feels like. Finally, we hope to reach the automatic or habitual phase. In this phase, we don't concentrate on the motor performance itself, but rather on the aspects of the performance that may vary the outcome. For example, when learning to shoot, we first learn grip and draw as a set of rules about hand placement on the grip, movements required to break free of the holster, and the smooth movement of the weapon to the supporting hand and shooting position. Second, we learn what this feels like. As we repeat the "push-pull" action required to break free of the holster, we feel and refine what is needed for skillful execution. In the third phase, drawing the weapon is an automatic action and not a series of steps we need to examine and consider. We draw the weapon, and concentrate on the delivery of the shot and the conditions and decisions we make in delivering the shot. So what should trainers know about motor skill learning? There is research that will help us impact motor skill learning that can be controlled through instruction. Here are some key points to consider when teaching motor skills topics.

1. Retention of a skill can be improved through repetition. "Proper practice makes perfect, and more practice makes more perfect" are certainly true. One important factor though, is the law of diminishing returns. There is definitely a threshold for skill improvement from practice, and it is the instructor's/ trainer's job to figure out the threshold of diminishing returns. Tremendous variations influence the "practice factor," and how much is enough to

achieve optimum efficiency, without hitting the performance peak and wasting precious training time.

2. Skills are better retained if the practice is spaced. There is significant research pointing to distributed practice as superior to massed practice, when it comes to performance. The skill and the learning stage of each student will dictate the time you spend with them to learn the skill. In the early stages of learning, you may see mental fatigue kick in and performance actually diminish due to the mental effort involved in processing information (before you get to automatic learning). Depending on the skill and repetitions, physical fatigue may also kick in and impact performance. The experienced instructor should be alert to these changes and consider smaller blocks of instruction in order to optimize performance improvement.

Motivation

One final point on how we learn is the element of motivation. Motivation is a critical component of learning. Research tells us that motivation is both value-based and emotion-based. If we see value in the information, we will be motivated to learn the material. The higher the value we place on the instruction, the greater the effort we apply to paying attention to information and materials presented in class. The emotional nexus also impacts learning and retention. Examples of emotional connections to learning include fear, compassion, hunger, desire, stimulus, and excitement. Often, these emotions are not invoked by the instructor. For example, the class on the AR-15 rifle mentioned initially in this article, may invoke an emotional reaction of fear, trepidation, and thus, a high level of attention and focus for the lone student deploying to a combat zone. Instructors also provide a source of motivation by identifying important issues that may arise during

the performance of the student's future duties. As with other topics presented in this article, the factors of motivation and emotional memories have been the focus of numerous research studies and may be worthy of some additional reading.

Summary

Can you answer the question yet? Student "B" should be better prepared to operate, clean, and disassemble the AR-15 rifle. If you want more exciting reading on learning theory, the two books providing the basis for this article are "The Science of Learning: A Systems Theory Approach," by Robert T. Hays; and "A User's Guide to the Brain: Perception, Attention, and the Four Theaters of the Brain," by John J. Ratey, M.D. Both should provide additional details for instructors looking for ways to effectively connect to the young faces sitting in our classrooms.



About the Author:

Valerie Atkins is the Deputy Assistant Director, Office of Training Management, Federal Law Enforcement Training Center (FLETC). She served in a state and local police department for 14 years in uniform patrol, detective bureau, Down River Area Narcotics Organization (D.R.A.N.O) and as a range master. Selected as a member of the United States International and U.S. Army Rifle teams, Valerie distinguished herself with numerous medals, awards, and championships in high-power rifle competition, and served as an instructor in marksmanship skills. She began her Federal career as a firearms instructor at the FLETC. Valerie holds a Master's degree from Georgia Southern University, and a Bachelor's degree from Madonna University.





The Bureau of Indian Affairs Memorial Ceremony honoring officers slain in Indian Country while on duty is conducted in May of each year. The BIA Indian Country Law Enforcement Memorial was constructed in 1992 and originally located at FLETC Marana, Arizona until 1993, when it was relocated to FLETC-Artesia. The memorial is dedicated to law enforcement officers killed in the line of duty on Indian land. Names on the memorial date from 1889 to the present. The memorial site is designed with specific Indian religious beliefs in mind. It is constructed to resemble the circle of life and is broken in one place to allow for entry and departure. Sage is planted in four directions to signify the location as holy ground. The four areas filled with white, yellow, black and red rocks indicate that all people are related in the spiritual world.



United States Indian Police Academy

By
Thomas E. Woolworth

One of the best kept secrets in the Federal Law Enforcement community is the Indian Country Law Enforcement and in particular the Indian Police Academy. Outside of the Department of the Interior and the Bureau of Indian Affairs (BIA), little is known about the Indian Police Academy training programs.



Cadets receive firearms training

The Indian Police Academy was established in Roswell, New Mexico, on the site of the deactivated Walker Air Force Base in 1969. Law enforcement training for BIA or Tribal law enforcement officers prior to 1969 was almost non-existent. The Indian Police Academy was established to provide a consistent basic police training application model using approved training methods for Officers serving in Indian Country.

The first basic police class was held from March 3 to May 2, 1969. Instructors for the first program were local and state New Mexico law enforcement officers. Administrative oversight for the Indian Police Academy was conducted by the Morton - Thiokol Corporation. Thirteen basic police classes were conducted at Roswell.

In 1973, The Indian Police Academy moved training operations to the campus of Intermountain Indian School at Brigham City, Utah. Instructors for the Indian Police Academy came from the Utah Police Officer Standards and Training (POST) Organization and other Federal agencies. The Basic Police Training Program was 10 weeks in length. Additionally, the Indian Police Academy began training programs for law enforcement supervisory

personnel and correctional officers in high-liability areas such as firearms, driver training, and defensive tactics. More than 30 basic police classes were conducted at Brigham City.

The Indian Police Academy moved to the campus of Evergreen Air Center in Marana, Arizona, in 1984. This move began our current association with the Federal Law Enforcement Training Center (FLETC). With the latest technology and up-to-date training methodology, our association with the FLETC allows the Indian Police Academy to expand training opportunities. Training programs offered include: DARE instructor training, firearms, driver training, and defensive tactics. In-service training was one of many courses offered to provide a consistent base of instruction. The move to Marana and our association with the FLETC allowed the academy to expand the Basic Police Officer Training Program from 10 weeks to 14 weeks. This comprehensive training strategy allowed police officers and criminal investigators the opportunity to participate as academy instructors. For the first time, BIA instructors provided some of the basic police course instruction in the Basic Police Officer Training Program. Increase of basic training classes and the addition of more advanced programs ushered in several additions to the Indian Police Academy. Seventeen basic police classes were conducted at Marana, Arizona.

The Indian Country Law Enforcement Memorial was established at the Indian Police Academy, in association with the International Association of Chiefs of Police, Indian Country Section. This memorial pays homage to the law enforcement officers killed in the line of duty in Indian Country. Originally, 60 names were enshrined on the first Thursday of May in 1992. Each training day, cadets of the Basic Police and Corrections Training Program begin and end their training day in the shadow of the Indian Country Law Enforcement Memorial.

The Indian Police Academy moved to our current home on the campus of the Federal Law

Enforcement Training Center, Artesia, New Mexico, in 1993. As a participating organization with other Federal law enforcement agencies, the Indian Police Academy has numerous resources at our disposal. Our corrections programs integrated numerous instructors from the Bureau of Prisons (BOP) Training Academy as subject matter experts. BOP instructional assistance strengthens the Basic Correctional Officer Training Program with the latest technology and information. The Bureau of Prisons discontinued training operations at Artesia in 1999; however, the increase of FLETC training programs with the US Border Patrol and Immigration and Naturalization Service Officers Academy strengthens our association with our sister law enforcement agencies. Their training program commitment and presence assisted the FLETC in getting modern training facilities and has increased shared training resources.

Today the Indian Police Academy conducts 48 Basic Police Training Programs at the Artesia site, more than 50 Basic Correctional Training Programs, and numerous advanced and specialty training programs. Our training programs are not confined to Artesia. The Indian Police Academy routinely conducts export training programs independently and with the assistance of FLETC instructors. We are constantly expanding our training presence to meet the training challenges in Indian Country.

Cadets "fall-in" for formation



About the Author:

Thomas E. Woolworth joined the United States Indian Police Academy as the Chief of Training on March 30, 2008. Mr. Woolworth previously worked for the Federal Law Enforcement Training Center (FLETC), Office of Artesia Operation (OAO), Artesia Training Directorate (ATD), Driver Training Branch, as a Law Enforcement Specialist, Senior Instructor.

Mr. Woolworth previously worked for the Bureau of Indian Affairs (BIA), Indian Police Academy, Artesia, New Mexico, where he served as a Senior Instructor, Acting Chief of Training, Deputy Chief of Training, Criminal Investigator/Course Developer and Police Officer/Instructor. Mr. Woolworth worked duty assignments with the BIA-Office of Law Enforcement Services in the Internal Affairs Section, and as a Uniform Police Officer at the Indian Police Academy, Marana Arizona and Artesia, New Mexico, Wind River Agency, Ft. Washakie, Wyoming, Red Lake Agency, Red Lake, Minnesota.

Mr. Woolworth began his law enforcement career as a Uniform Police Officer with the Sac and Fox Nation Tribal Police, Stroud, Oklahoma.

Mr. Woolworth is a 1988 graduate of Bureau of Indian Affairs, Indian Police Academy, Basic-Cadet Class 801/055 and a 1994 graduate of the Basic Criminal Investigator Training Program, CITP 9406.

Not If You Go In... But When

BY C. ADAM SANDERS

As a Marine Law Enforcement Officer (MLEO) you are around the water most of your life. What do you do WHEN you end up in the water? The answer is found in the Officer Survival Afloat lab taught by Marine Training Branch instructors.

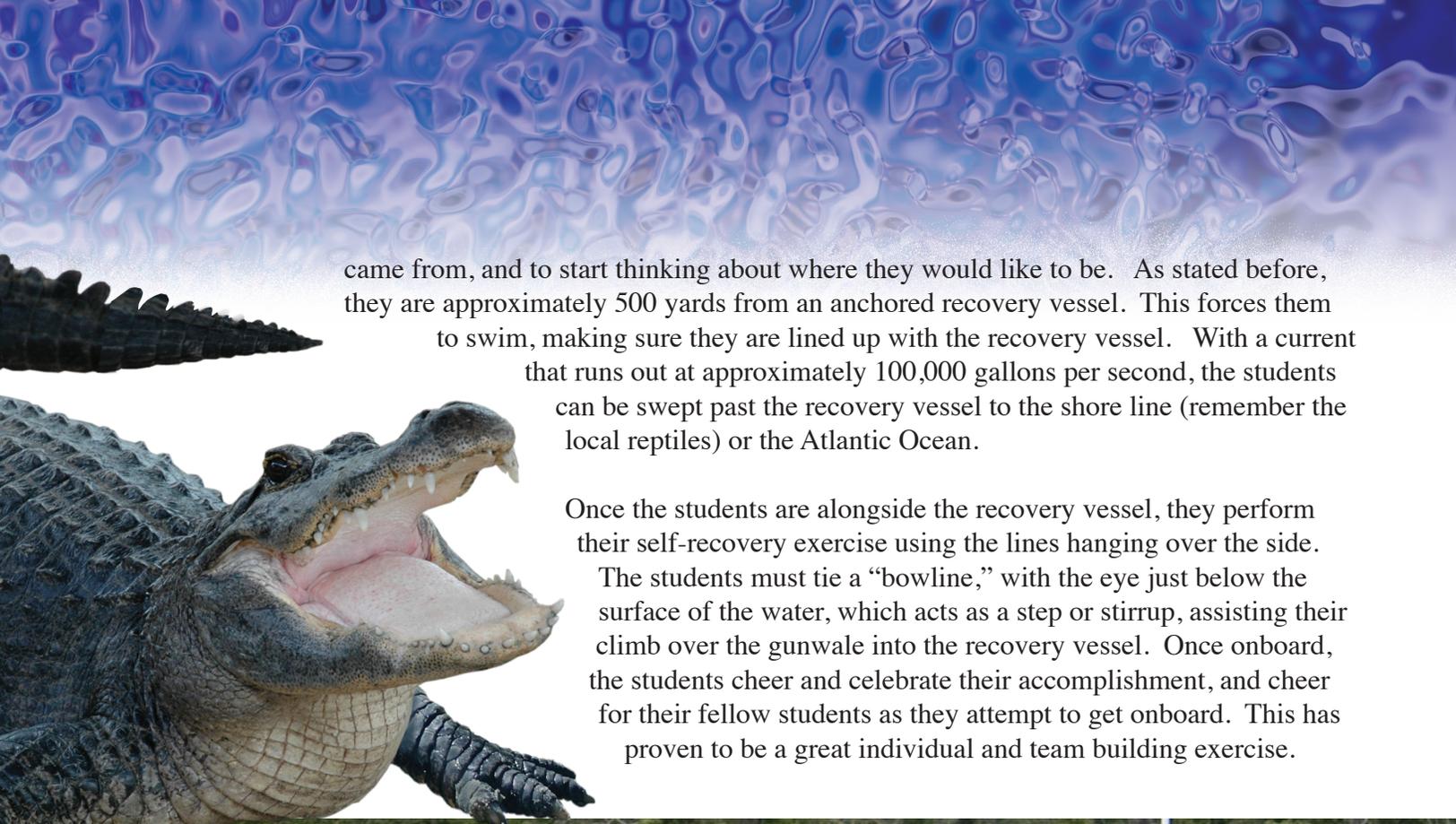
The Marine Training Branch has conducted research and has been training their students for the past three years in the Marine Law Enforcement Training Program (MLETP) and Inland Boat Operators Training Program (IBOT) on the correct response to this unexpected part of the job. If officers find themselves in the water, the first thing that needs to be addressed is how they ended up in the water. What activity were you performing: interviewing a witness, making an arrest, checking the Hull Identification number, taking a long walk on a short pier, or possibly the worst of all, you turned your boat too sharp and ejected yourself. Laugh, but these are very likely scenarios for the Marine Law Enforcement Officer, and they happen more than you might think.

Now you are wet, a little shocked, disoriented, adrift, and wondering what is next. You have several issues that need to be addressed: you need to clear your head, control your breathing, find and cover the threats, and ascertain if these threats

could possibly harm you? You must begin thinking in a tactical frame of mind: how do you get out of there, is the alligator going to get you, or what other harm may come to you?

In the Marine Training Branch we help the students to overcome, or at least gain control over, some of these emotions. This is performed by putting our students into the Altamaha River in Brunswick, GA. Our staff consists of 17 instructors, many of which are certified lifeguards, who work with the students in the water and aboard the safety vessel. Instructors transport six to eight students, who are each wearing a personal floatation device (PFD), to the river. Students are assisted into the water (pushed) at a location 500 yards up current from an anchored vessel. Once they are in the water, the lifeguard onboard the safety vessel will have them attempt to swim back to the safety vessel against the current. As very few students are able to make it anywhere close, the life guard (who is now in the water) will advise them to forget about where they





came from, and to start thinking about where they would like to be. As stated before, they are approximately 500 yards from an anchored recovery vessel. This forces them to swim, making sure they are lined up with the recovery vessel. With a current that runs out at approximately 100,000 gallons per second, the students can be swept past the recovery vessel to the shore line (remember the local reptiles) or the Atlantic Ocean.

Once the students are alongside the recovery vessel, they perform their self-recovery exercise using the lines hanging over the side.

The students must tie a “bowline,” with the eye just below the surface of the water, which acts as a step or stirrup, assisting their climb over the gunwale into the recovery vessel. Once onboard, the students cheer and celebrate their accomplishment, and cheer for their fellow students as they attempt to get onboard. This has proven to be a great individual and team building exercise.





It should also be noted that the Marine Training Branch classes run year round, so the water temperatures can range from the 40s up to the 80s, with the ambient temperature ranging from the 30s

About the Author:

I started my law enforcement career with the United States Coast Guard in 1986. I was assigned to the Coast Guard's first Law Enforcement Deployable Team (LEDET), which deployed aboard U.S. Navy ships in the Caribbean Sea, conducting boardings on "ships of opportunity", transiting or operating in areas frequently used by illegal drug traffickers. Upon completion of my enlistment in 1990, I joined a County Police Department and served for five years in the Patrol Division. I attended training at the State Academy and the Federal Law Enforcement Training Center, graduating from the MLETP-608 in 1996. I transferred to the Traffic Enforcement Division and continued training in Drug Interdiction and Marine Law Enforcement as well as Drivers Training, where I graduated from DITP-702 in 1997.

In 1998, I was hired by FLETC, in the Drivers and Marine Division, assigned to the Drivers Training Branch and served as a backup instructor for Marine Training. I am a graduate of the Criminal Investigator Training Program, CITP-011 and in 2003 was selected as a Senior Instructor with Range Design and Safety. In 2004, I transferred to the Marine Training Branch, Environmental and Safety section which deals with the many safety concerns in the marine environment and seeks ways to prevent or minimize the impact on students and instructors. While serving on the Incident Response Committee, the Incident Response Vehicle (IRV) was developed and I served as a staff lifeguard and rescue diver. I worked closely with Safety and Environmental Division to provide lifeguards proper protective gear for all-weather operations and assisted in the implementation of the Brass Retention Device for the Aim Point Target System to prevent shell casings from entering the water. I'm always looking for new equipment and tools that will help keep the staff and students safe in the marine environment.

to over 100. Some students come to this point of training very anxious, to say the least. The students are somewhat apprehensive about getting into a river, not knowing how to swim very well, and seeing the local alligators. However, once they have completed the swim, they are proud of their accomplishment. It is our goal that they leave here feeling more comfortable if, the unfortunate happens and they are placed in this type of situation.

The Marine Training Branch has been asked what is the purpose of the training. WHEN you end up in the water unexpectedly, you have several considerations to make. It is better to have faced the fear and experienced it in training, than in the field where your life or the life of your partner, is at stake. The main item you want the students to take from this exercise is, that they have been in the water and know what is required to recover themselves and return to safety.



KEEPING THE WHEELS TURNING



By Alicia Gregory

At the Federal Law Enforcement Training Center (FLETC) Glynco Garage, like every other garage, the mechanics perform vehicle maintenance, complete minor and major repairs, and recover disabled vehicles.

However, there is something special about this particular shop. It is the team's attention to detail, ingenious solutions to complex problems, and original designs that give this place a well deserved reputation for excellence.

As law enforcement training has adapted and modernized to keep up with world events, so have the skills required by the garage staff. In addition to the classic auto mechanic proficiency, they need to know electrical, plumbing, welding, engineering, and fabricating just to keep up with the requirements of their customers.

Such challenges are what keep these ten mechanics on their toes because they are never sure what problems they will face when a vehicle comes into their shop. They could be performing maintenance on a golf cart, while at the same time fabricating a safety feature on a training vehicle. It is a challenge to service and maintain nearly 900 vehicles at the Center, which includes FLETC training vehicles and those owned and operated by Partner Organizations.

The team truly takes pride in what they do and the quality of the work they accomplish.

Branch Chief Dick Troyer expressed enormous pride in the performance and development of his team. "We are ready to shift into high gear at a moment's notice," said Troyer. "The mechanics are accustomed to performing urgent requests, because they know someone is counting on them for that piece of equipment."

He said there is never a shortage of work for the garage, and they average more than one hundred requests a month. "We keep the workflow going to ensure that training is not delayed due to mechanical issues."





vehicles are used in the Precision Immobilization Technique (PIT), Counter PIT and Counter Ambush training scenarios.

PIT is a method by which one car pursuing another can force the pursued vehicle to abruptly turn sideways to the direction of travel, causing the driver to lose control and stop. The Counter PIT technique is taught as a counter ambush measure. While practice is crucial, many of the maneuvers can cause damage to vehicles. The fortification on the vehicles greatly reduces the damage.

Not only will vehicle maintenance issues put the brakes on training missions, but it may also compromise the safety of the students and instructors.

“Safety is the number one key to our checks,” said Troyer. “Since parts and pieces get more wear and tear out here, we inspect the vehicles to make sure the instructors and students will be safe and can depend on their vehicles while out on their training.”

Damaged vehicles, however, sometimes need more than a couple of replaced parts and a tune up. When metalwork or metal fabrication is needed, these guys are up to the challenge, creating a completely original protective frame for the fortified training vehicles. These vehicles receive custom designed and fabricated exterior fortification, consisting of steel plates and tubular framing, which is applied to all four corners, the front and rear, and the sides of the vehicle. This fortification protects the vehicles during the various driving techniques taught at the FLETC that require the students to intentionally make contact repeatedly with other vehicles. These

“A lot of people think that all (we) have to do is change the oil, change the filters, and put air in the tires,” said Mike Coger, garage work leader, “but most of the work takes place behind the scenes.”

“We do things that you can’t order or purchase offline, and most don’t exist until we make them,” said Coger. “We design things that, until you come in and ask us, you would never know could be made. The level of complexity in our work is something that you’re only going to get from the experience these guys bring to the table.”

Expert skills and designs is a daring claim to make; however, it is one that is reinforced with every satisfied customer who leaves their shop. The FLETC garage team receives many requests for specialty training technology, including the need for reverse engineering and custom-built special training vehicles and training aids not available in the commercial market.

“The research they do to find ways of making the cars hold the road better has proven invaluable,” said former Driver and Marine Division Chief

Ted Sparks. “Given the way we operate vehicles, and the extent that they are subjected to extreme conditions, the garage often identifies problems that the factory had never discovered. Many of the modifications they make are adopted by the manufacturer once they see it.”

It’s a dynamic environment where new projects challenge the ingenuity and creativity of the seasoned mechanics. One such project was the development of the kill switch on the Driver Training vehicles. FLETC instructors asked the garage staff if they could design a system to shut off the vehicle engine remotely for use in some of the advanced training programs.

Some of FLETC’s advanced driver training programs use these vehicles for protective driving and ambush scenarios. Having a more realistic training environment allows the law enforcement trainees to make real-time decisions. Prior to using the kill car in a training scenario, an instructor would simply tell a student over the radio to turn off the vehicle engine. This verbal command gave students advance warning to think and react to an impending situation.

The team developed a remote shut-off feature using a radio system developed several years earlier at FLETC. Instructors were able to send a signal to the car to shut off the engine, making the training more realistic and challenging.

“The projects where the customers got something they requested, and it came out a whole lot better than they thought it would, are the most satisfying,” said Coger.

“When I arrived here as the Acting Chief in October 2005, I quickly found out

what a vital role these guys play in the operation of the Center, and not just for drivers training,” said Sparks. “Without the garage, training would literally come to a standstill. There is absolutely nothing this crew can’t do to a car, and some of the things they come up with are truly genius.”

Often it is that high level of skill and performance that can cause a greater demand on the team, but it has also contributed to the development of their Most Efficient Organization (MEO) under the A76 process. The garage staff was the first FLETC function to undergo the A76 process, requiring a Competitive Sourcing (CS) competition. After much work, study and process improvements, the group (vehicle maintenance and repair function) won their CS competition in June 2005.

One improvement made as a result of the study was the refinement of workload scheduling and tracking. Troyer explained that different jobs have a different precedence level, which dictates how quickly something must get done. Prioritizing is especially important when there are several vehicles in the yard and only a small team to tackle the workload.





Being on-site allows Dubose to fix the problem, in most cases, immediately -- without taking the vehicle off-line. "We have never had a class stop for vehicle failure. If these vehicles don't work, FLETC shuts down." For more difficult cases that can't be fixed onsite, the damaged car is replaced and taken to the garage for repair. Having both the onsite mechanics and the garage on the Center allows for a much quicker turn around, dramatically reducing the impact on training.

"We do everything we can to make sure that no training is cancelled due to vehicle issues," said Troyer "It is our job to keep wheels turning and mission rolling." According to Lee Dubose, if it rolls, they work on it. And sometimes it doesn't even need to roll. Dubose is one of a few garage mechanics who works full-time supporting the training on the ranges. About 80 percent of Dubose's time is spent on the training ranges. "You never know what you will get out here," explained the mechanic. "You have to be able to think on your feet and work with what you have got."

Currently the 15,000-square foot garage is going through a face-lift. The renovation project will make better use of the space, provide a safer working space and will allow the mechanics to work in an air conditioned environment. Staff members have seen a lot of changes in 30-plus years of operation, but what hasn't changed is their commitment to excellence. Each day brings in a new challenge to the FLETC garage team, and another opportunity to not only accomplish the mission, but to exceed all expectations.

As a public affairs specialist at the Federal Law Enforcement Training Center, Alicia Gregory works to promote public understanding and support of the FLETC's policies and programs. Prior to Alicia's arrival at the FLETC in 2005, she served as a public affairs specialist for 13 years with the U.S. Army Corps of Engineers. Her most recent position with the U.S. Army Corps of Engineers, Charleston District, Charleston, SC, was serving as the District public affairs officer. Alicia has an extensive background in Army Public Affairs, communication techniques, and media relations. In addition to attending the Defense Information School in Fort Meade, Maryland, she attended Armstrong Atlantic State University and South University in Savannah, Georgia.



GOLDEN RULE III

PLUS CHANGE

By Andy Smotzer



This is the third article I've written on the Golden Rule for the FLETC Journal. Just a short review and reminder for those of us in leadership roles concerning the Golden Rule, "Treat everyone the way you like to be treated!" This becomes extremely important when you are in a supervisory or management role. As leaders we should be encouraging and empowering our staff, thanking our employees for doing a good job, and remember that everyone in the organization is important. As supervisors we need to create an environment in which our employees enjoy working. Supervisors need to be approachable and have an open-door policy.

Over the years I have worked for many supervisors and managers that just lock themselves in their offices and use e-mail and their phone to communicate with their staff. In my opinion, this creates a huge communication barrier. If you think you may be one of those bosses, you may want to consider opening your door and talking with your staff. It might surprise you how good it feels.

If you read the past two articles I wrote on the "Golden Rule" you know I'm a big sports fan and study head coaches and how they approach management, supervision and leadership. Some examples that I have used are Terry Francona (Boston Red Sox), Tony Dungy (Indianapolis Colts), and Tom Coughlin (New York Giants). All three of these coaches have been very successful and, won championships with their teams. However, their approaches and styles are different. Both Francona and Dungy are considered nice guys and treat their players well. In fact, Tony Dungy was just voted the coach most players wanted to play for in the NFL player's poll. Two of the top five coaches in the poll were former assistant coaches under Dungy. However, Coach Coughlin didn't make the cut. Tom Coughlin has the reputation of being very hard on his players and before the 2008 football season was told by the New York Giants front office to lighten up on the team. He did loosen up and became more player- friendly, which the team appreciated. In fact the team won the 2008 Super Bowl (the survey was conducted after the championship). I'm looking at two different styles, one being employee friendly and the other being just the opposite. Both styles work and can be successful. However, who would you want to play for?

With this being said, I would like to address the topic of change. If you have worked here at the Federal Law Enforcement Training Center (FLETC) for the past several years, you sure have seen plenty of change. Let's start in March of 2003, when we were transferred from the Department of Treasury to the Department of Homeland Security (DHS). What a transition! Computer testing and certifications, employee surveys, inspections, accreditation, SASS, e-performance, drug testing, background checks, massive expansion, the transferring of personnel and moving entire branches from one division to another (otherwise known as reorganization). If I have left anything out, please forgive me.

Remember, most people dislike change and will resist change because it's so painful for them, and they believe change causes uncertainty with no direction. For most, change causes stress and fear. Knowing this, as managers and supervisors, we are duty bound to make these changes for our staff as easy as possible by letting our staff have some say and ownership of the expansion and reorganization. We also have to be compassionate and understanding when they come to us for help. So when things seem to get confusing just go back to the basics and apply the "Golden Rule," just treat everyone the way you like to be treated and you can't go wrong. Your staff will appreciate your efforts. So which coach do you want to play for?

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