



TopCops International NewsMagazine

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MEN AND WOMEN OF LAW ENFORCEMENT FROM AROUND THE WORLD

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Bonjour, bienvenue chez le premier on-line périodique de nouvelles pur officiers de police du monde entier ... TopCops ! Merçi à tous nos membres. (Werner Glasse) Bonjour! Bienvenue à la meilleure revue internationale pour policiers à travers le monde disponible sur l'internet... TopCops! Merçi à tous nos membres. (Randall Perry) **Hello! Welcome to the best International magazine for police officers throughout the world available on the internet...TopCops! Thanks to all our members.** ¡Buenos días y bienvenidos a la mejor revista internacional cybernética para policías del mundo entero... Top Cops! Gracias a todos nuestros miembros. (Officer Jose Rodriquez, P.R)

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D. Pannell, US Marshalls Association

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LESC Programs of Instruction

*"Machines don't fight wars. Terrain doesn't fight wars.
Humans fight wars. You must get into the minds of humans.
That's where the battles are won." ~COL John Boyd WWW.LESC.NET/*

This Month:

- I. May trial for 8 police officers: Dates set for Dededo Precinct case
- II. State parole officer killed in Oswego Co. crash
- III. FBI, police investigate Lincoln Park bank robbery
- IV. [Don't mess with the parole officer: shoots, kills knife-wielding man](#); Parole officer shoots, kills man who brandished knife in Queens parole office.
- V. Article by TopCops member Fred T. Leland Jr. Director & Principle Trainer LESC
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May trial for 8 police officers: Dates set for Dededo Precinct case

<http://www.guampdn.com/article/20090401/NEWS01/904010328&referrer=FRONTPAGECAROUSEL>



Eight Guam Police Department officers are scheduled to go to trial next month for the alleged beating of suspects in two separate cases. (Hagatna, Guam)

On March 12, a Superior Court grand jury indicted eight officers from GPD's Dededo precinct in connection with the alleged beating of several suspects in November.

The officers charged were Henry Flores, Joe Duenas, Juan Diaz, James Quenga, Raynold Alcantara, Esmeralda Sabinay, Joaquin Castro and Vincent Perez. A Department of Youth Affairs employee, Benedette Santos, and civilian Luke Tonaichy also were indicted.

Flores and Alcantara were charged in another indictment for allegedly harming another man in November 2003. Both officers were charged with assault as a third-degree felony and as a misdemeanor and with official misconduct as a misdemeanor, twice.

At a criminal trial setting yesterday, Judge Vernon Perez ordered a pretrial conference at 3 p.m. May 15 and jury selection and trial on May 22 for both cases.

Also indicted March 12 were police officer Steven Topasna and police reservist Frank Lujan. Topasna was indicted on charges of using excessive force against Reyमारينو Gagarin, who was in his custody at the time, during an incident in April 2008. He is scheduled to appear before Perez at 3 p.m. April 7 for a criminal trial setting.



State parole officer killed in Oswego Co. crash

By [Megan Coleman](#) - Thursday, March 19, 2009 at 11:03 a.m.

<http://www.cnycentral.com/news/photos.aspx?id=275685>

WEST MONROE, OSWEGO CO. -- **1:00 PM Update:**

A New York State Parole officer was killed in a crash in Oswego County Thursday morning. The interim chairman of the New York State Division of Parole confirms the death of Parole Officer Jeffrey Woolson of Pulaski.

While on duty this morning, Officer Woolson was involved in a single car crash on County Route 11 in the Town of West Monroe that resulted in his death. "Officer Woolson performed his duties with dedication and honor," said Henry Lemons, interim chairman of the New York State Division of Parole. "His death serves as a reminder of the dangers Parole Officers face every day in their work. My thoughts and prayers as well as those of everyone in the Division of Parole go out to Officer Woolson's family, loved ones, co-workers and friends," Lemons said.

Officer Woolson has served the Division with distinction since September of 2006, working in Rochester and Syracuse. Officer Woolson received a master's degree in human service counseling from the State University of New York at Oswego. Prior to becoming a Parole Officer, Woolson worked at the Oswego County Probation Department.

"Parole officers work diligently every day to protect the safety of the public and help those under parole supervision successfully re-enter society," Lemons said. "Officer Woolson personified these ideals and the loss of his contributions to the Division will be greatly missed."

Original Story:

Oswego County Sheriff's Department deputies are investigating a deadly accident. It happened just after 7:00 am Thursday on County Route 11 and Brecheimer Road in the town of West Monroe. Sheriff's Deputies say a man lost control on black ice, careening across the road and slamming into a tree. Deputies have not yet released the victim's name pending notification of family members.

Black ice also appears to be to blame for another crash in the town of Hastings Thursday morning. Black ice and several crashes prompted Central Square schools to delay the start of the elementary school by one hour.



FBI, police investigate Lincoln Park bank robbery

March 20, 2009

<http://www.suntimes.com/news/24-7/1488226,w-lincoln-park-armed-robbery-032009.article>

FROM SUN-TIMES NEWS GROUP WIRE REPORTS

Chicago police and the FBI are investigating the armed robbery of a bank in the North Side's Lincoln Park neighborhood Friday evening.

Just after 5 p.m., a man entered a North Community Bank branch at 2201 N. Halsted St., displayed a handgun and demanded money from the teller, police News Affairs Officer John Mirabelli said.

The robber is described as a black man, 20 to 25 years old and 5-foot-7 wearing a black hooded sweatshirt and blue latex gloves, according to a statement from FBI spokesman Ross Rice.

No injuries were reported in the robbery, and the man fled with an unknown amount of cash.

According to unconfirmed dispatch reports, a security dye pack was taken along with the money.

No arrests had been made as of 6:30 p.m., Rice said. The FBI and Belmont Area detectives are investigating.

Parole officer shoots, kills man who brandished knife in Queens parole office; victim likely parolee

BY [JOE KEMP](#), [ALISON GENDAR](#) AND [JONATHAN LEMIRE](#)
DAILY NEWS WRITERS

[HTTP://WWW.NYDAILYNEWS.COM/NEWS/NY_CRIME/2009/03/31/2009-03-31_PAROLE_OFFICER_SHOOTS_KILLS_MAN_WHO_BRAN.HTML](http://www.nydailynews.com/news/ny_crime/2009/03/31/2009-03-31_PAROLE_OFFICER_SHOOTS_KILLS_MAN_WHO_BRAN.HTML)

Updated Tuesday, March 31st 2009, 10:43 AM



Stablyk/Getty

A parole officer shot and killed a man who pulled out a knife in a Queens parole office. The victim was believed to be a parolee.

A paroled rapist who was once accused of shooting a cop was gunned down Tuesday after a violent confrontation inside a crowded [Queens](#) parole office, officials said.

[Eric Reid](#), 50, refused to hand over the knife he brought into the [Jamaica](#) office and briefly took a female officer hostage before he was felled by several shots from parole officers, officials said.

"He grabbed her by the shirt," said a parolee who witnessed the tense standoff and gave his name as Anthony.

"He was holding her by the arm," Anthony said. "Everyone was running, trying to take cover."

Reid - a registered sex offender released from prison in December after serving 19 years for rape and burglary - arrived at the Merrick Blvd. office at 9:30a.m. and balked when an officer asked to search his backpack, officials said.

Witnesses told police Reid removed a steak knife from the bag and tried to hide it from the female officer. When the officer tried to take it from him, the ex-con grabbed the woman and threatened her with the blade, police sources said.

A pair of [NYPD](#) cops and several parole officers inside the lobby of the two-story office yelled at Reid to drop the knife, but the ex-con refused, sources said.

"They yelled, 'Let her go! Let her go!'" Anthony said.

Two parole officers opened fire, striking Reid in the head and chest, killing him, police sources said. His hostage was uninjured.

The parole officers who opened fire were identified as [Delree Williams](#), a 10-year veteran of the Division of Parole, and [Barry Davis](#), an 18-year veteran.

In addition to the decades he spent behind bars for a 1988 rape in upstate [Schenectady](#), Reid was jailed two other times on burglary convictions, records show.

Reid also was arrested for shooting a cop in the gut in [Bedford-Stuyvesant, Brooklyn](#), in 1978. He was deemed unfit to stand trial and later escaped from a mental institution. jlemire@nydailynews.com



By
Lieutenant Fred Leland
&
Major Don Vandergriff (US Army ret.)

Adaptive Leader Methodology (ALM) offers the law enforcement and first responders a better alternative to the traditional “input-based” or “competency theory” philosophy that currently governs their training programs as well as U.S. public education at all levels. ALM is perhaps best described as “developmental training,” i.e. the development of the individual within the training of a law enforcement task. It emphasizes teaching the “why” behind actions through an emphasis on the fundamental principles that should guide future actions and decisions. ALM is best suited to nurture innovation and adaptability, the characteristics that are absolutely essential on today’s complex streets. The recurring question, however, is this: how does one teach in an ALM environment? What is the “how to” when it comes to implementing the theory behind ALM? Perhaps most importantly, how does a trainer approach leader development using this philosophy?

This last question is of particular importance to our law enforcement entry-level and continuing education and training programs. It is easy to proclaim the need to build adaptive leaders during a PowerPoint briefing, but it is quite another matter to figure out a way to achieve that desired outcome. Luckily, the Adaptive Leader Methodology offers a “how to” guide for leader development and instruction within today’s environment.¹ This methodology emphasizes nurturing effective decision-

¹ The Adaptive Leader Methodology (ALM) is the product of the efforts of MAJ (ret.) Don Vandergriff, a well-known and influential thinker in the area of leader development, is also a contractor in support of Army Capabilities Integration Center Forward (ARCIC Forward). Initially, this instructional method was known as the “Adaptive Leader Course” (ALC). However, because of the confusion generated by the many questions regarding the location of “that adaptive leader,” the name was

making and adaptability through experiential learning. In keeping with the outcomes-based approach to training, ALM focuses on the fundamental principles (the “why”) and encourages experimentation and innovation. Aspiring leaders are allowed to try, and sometimes fail, as they struggle to solve increasingly complex tactical problems. Each individual’s strength of character is tested through a crucible of decision-making exercises and communication drills that require the students to brief and then defend their decisions against focused criticism from their peers and instructors.

As a Lieutenant in the Walpole Police Department and the owner of a law enforcement consulting business (LESC), I have been part of a determined collective effort to improve how we develop law enforcement professionals; and have implemented the approach within our department as well as the training courses I offer through my consulting firm. With ALM serving as the guiding philosophy, retired Army Major Don Vandergriff has implemented instruction based on the ALM model within the Army, and is now starting to spread it outside the Army to law enforcement, businesses and academic organizations. It was clear that the old briefing and lecture-based methods of teaching—called the “competency model”—were falling well short of where the Army wanted to be given the complex environments its leaders and soldiers are facing, so a change was necessary. ALM was their guide as courses redesigned their curriculums to grow the individual while achieving task proficiency. Beginning in 2007 several courses including, the West Point Department of Military Instruction (DMI), captain, lieutenant and non-commissioned officer courses throughout the Army put ALM into practice, learning some valuable lessons along the way. The effort continues, and they continue to implement changes based on those lessons from the initial term. As we write this article, several programs are enjoying unprecedented success and receiving enthusiastic feedback from our students. The purpose of this article is to outline the Army’s efforts to implement ALM within the framework of a law enforcement environment and to communicate their lessons-learned from this exciting period of execution.

Teaching with ALM

As stated above, ALM emphasizes nurturing effective decision-making and adaptability through experiential learning. Experimentation comes first through the execution of Tactical Decision-Making Exercises (TDEs) followed by student briefings of their decisions, plans or orders. After the student explains himself and responds to criticism from his peers and instructor, the group executes an intense instructor-facilitated after-action review (AARs). The “teaching” is accomplished through these AARs as the students discover for themselves the concepts and principles included in that lesson’s learning objectives. Only after this has occurred is the “theory” or doctrine formally introduced by the instructor. The students generally find themselves saying something like this: “Wow! That is what you call it!” There are no preparatory reading assignments or lectures prior to the execution of the TDE. Instead, these readings come afterward, allowing the students to more effectively absorb the information within the context that they already established during their experimentation in the classroom.²

changed to more clearly reflect that this is an approach/methodology rather than an actual course of instruction at a schoolhouse.

² Donald E. Vandergriff, *Raising the Bar: Creating and Nurturing Adaptability to Deal with the Changing Face of War* (Washington, DC: CDI Press, 2006) pg 77-111. Chapter 3 of this book outlines the Program of Instruction (POI) for a course that employs ALM-based instructional methods. Vandergriff’s approach is also supported by the latest learning theory of Dr. Robert Bjork of UCLA.

The Tactical Decision-Making Exercise is the basic tool that is used in ALM based classes regardless of the focus. If it is a decision making scenario where an individual or a team must solve a problem, then each TDE consists of a scenario summary and a map with graphics. The instructor has the option to either hand out a printed copy of the scenario or to issue it verbally to his students, requiring them to listen closely and take notes. The TDEs in ALM based classes are generally of two types: (1) immediate decision exercises that give the students only 30 seconds or a few minutes to make a decision and (2) planning exercises that are longer in duration and culminate in the briefing of orders. In either case, the students are given limited time and limited information to make their decisions and to complete their plans. This induces stress and allows them to discover for themselves that delaying decisions until one has “perfect intelligence” is both unrealistic and ineffective. As in combat, or on the street ever-changing situations are the norm as instructors issue fragmentary orders (FRAGOs) or changes that require the students to make new decisions.⁴ In this way, TDEs nurture adaptability and flexibility as chaos becomes commonplace.

A specific area of emphasis for instructors is the examination of how students use the information at their disposal. Can they distinguish between information that is pertinent in making decisions and that which is insignificant? Can they do so quickly? Can they then translate why that information is important and determine how they should use it? This is the essence of the Boyd Cycle, a 4-step theory of decision-making that was first articulated by Col. John R. Boyd following his study of fighter pilots in combat during the Korean War. Commonly known as “OODA” (observation, orientation, decision, action), the Boyd Cycle is a useful framework for the assessment of students throughout any course using ALM. In ALM based courses and our workshop we focus on the critical step of “orientation” because this is where the students attempted to make sense out of the information at hand. The decision that the student makes is important, but how they arrived at that decision is just as important. Although some might be tempted to draw parallels between OODA and the methodical, process-oriented focus of the Army’s Military Decision-Making Process (MDMP) or known as the “analytical approach” in business and first responder circles, these two concepts are extremely different. The MDMP is “a linear and analytical decision-making approach” while OODA is a guide for how to think that allows for creative thought and innovation without the restrictions of a rigid step-by-step procedure.³ It is also important to understand that ALM instructors do not “teach” the Boyd Cycle. There is no block of instruction or reading assignment devoted to the academic aspects of the OODA Loop. Instead, the Boyd Cycle is merely an intellectual framework for ALM instructors as they guide the execution of TDEs. Students in an ALM based exercise their OODA Loops without knowing that they are doing so.

This approach to teaching often inspires anxiety in the minds of those who have grown comfortable with past methods of instruction. The most common complaint is that “we should teach the basics first!” After all, the critics argue, how can we teach any student how to plan a tactical operation before we teach them the organization and technical aspects of their respective organization? What these critics fail to understand is that students learn much more effectively by experimenting and making mistakes than by having the “answers” spoon-fed to them beforehand. With ALM, students learn through immersion in a scenario. For example in an Army course using ALM, by executing a TDE that requires

³ Ibid., 47-49.

them to employ an air assault infantry platoon with the mission of conducting an ambush, a student will learn not only the principles behind planning an ambush, but they also learn about the assets at their disposal. Such is the same for law enforcement; executing a TDE that requires a response to an active shooter in the workplace, mall or school. Again the student will learn to plan and execute a tactical response and approach to stopping the ongoing deadly action and rescue the injured, while also developing an understanding of what resources they have available to assist in such a dynamic response. Without a single PowerPoint slide or lecture, students learn several complex tactical concepts. Vandergriff and I, as well as many Army instructors have seen that the immersion in the scenario keeps the students mentally engaged in the class, and invariably results in higher levels of enthusiasm and better learning.

The Theory of Maneuver Warfare: A Unifying Framework

Diversity is important in ALM-based courses. Army focused tactical scenarios involve many different types of units as well as a wide variety of operating environments. Law enforcement can apply the same approach. Students solve problems within the context of high-intensity combat, peacekeeping operations, and counter-insurgency (COIN). This diversity is exactly suited to the intent of a course because it makes students adapt to the tactical situation of the day. With each lesson, future leaders—regardless of specialty—“comfort zones” grow ever larger. While this diversity is absolutely essential, it remains important to keep everyone (the instructors as well as the students) moving in the same direction. In order to do this, the course requires a “conceptual azimuth” to guide our efforts. William S. Lind’s theory of Maneuver Warfare offers a unifying framework that binds our lessons together through a common set of themes, and we have discovered this also applies to any organization that relies on each of its members to demonstrate adaptability as it operates in a high intense and ever-changing environment.

First, students learn to approach their analysis of the terrain (or tactical environment) and the opponent (criminal) with the objective of identifying that which they can use to their advantage. With respect to the enemy (criminal element), we teach our students to identify enemy strengths (which they must avoid) and weaknesses (which they must exploit).⁴ Rather than only focusing on producing a product such as an enemy course of action sketch, the cadets seek to gain an understanding of the enemy that is useful for future decision-making. This approach is applicable in any type of operating environment but especially so when facing the complex problems of counter-insurgency or dealing with today’s criminal gangs. With counter-insurgency, today’s criminals and criminal gangs their weaknesses are often much more difficult to identify, and it is harder to find ways to exploit them. However, the reality of our current conflicts shows that finding creative ways to defeat an asymmetrical threat is essential for our tactical leaders.

Secondly, it is vital that students understand the long term consequences of their immediate actions. This requires the ability to operate within the framework of their higher headquarters “Commander’s Intent.” In order to reinforce this concept, students see orders as “contracts” between senior and subordinate. The higher commander assigns a mission (the short term contract) with the

⁴ William S. Lind Maneuver Warfare Handbook (Boulder, CO: Westview Press, 1985) 73-89. Lind describes these concepts as enemy “surfaces and gaps.”

understanding that the subordinate leader will be allowed maximum latitude in figuring out exactly how he will accomplish that mission. The only stipulation is that the subordinate leader's "solution" must not violate the Commander's Intent. This intent constitutes the long term contract between senior and subordinate.⁵ Ethical conduct and adherence to the Rules of Engagement (ROE) are always part of the Commander's Intent, and this serves to emphasize the often strategic-level consequences of actions at the lowest levels. We have found the U.S. Army lessons from their current wars in Iraq and Afghanistan apply to everyday problems that law enforcement encounter. Thus, the way ALM is used by the Army also has applications in developing law enforcement officers and agents.

The last unifying theme in ALM-based courses is that it focuses on the way that "tactics" are defined. In ALM based courses, instructors describe tactics as unique "solutions" to specific problems, not tasks or drills that must be executed through doctrinal formulas or set procedures.⁶ Following fixed rules not only results in predictability, it quickly becomes an excuse for not thinking. Since courses using ALM focus on "how to think" about tactical problem-solving, while developing an individual's competence and confidence, anything that discourages creative thought has no place in its curriculum.

Assessments and Grading

Developing an effective plan for assessing your' students is the most difficult challenge for courses applying ALM as part of their Program of Instruction (POI). The reason for this difficulty is the tendency to seek easily quantifiable methods of assessment. In most course environments so much depends on a student's class rank and the number of people a course graduates, that there is often a burning desire to remove judgment from instructors in favor of a rigid, mathematical grading rubric. In short, there is a natural fear of subjectivity and a longing for the safety of numbers and checklists. But how can one quantify the intangibles of leadership and adaptability? How can you assign a number to creativity and initiative? Despite the many questions, one thing is certain: fill-in-the-blank and multiple choice tests are woefully inadequate for measuring our effectiveness in achieving the desired outcomes for our military science program. Since the ability to memorize information is not a good indicator of one's decision-making skills, there is no reason to use this criterion as a basis for testing. Instead, an ALM based examination focus on things that are much more difficult to quantify, placing a great deal of the responsibility and trust in the individual instructor.

Some ALM based tests are of the short-answer variety. These examinations place in a specific tactical scenario and require them to make decisions. They must then explain the reasons behind their decision in writing. For example, student might be told that he is the commander for a convoy of vehicles that much travel to an assigned destination within the next several hours. After being presented with information about the composition of the convoy, a map, the nature of the enemy threat, and the specifics of the mission and Commander's Intent, the student would have to determine which route he will take and then explain why he selected that route. The instructor then grades him on how he approached solving the problem using the information at hand and how well he communicates his reasoning. This gets to the point of examining "how" the student is thinking, not "what" he is thinking.

⁵ Ibid.,13-15. Lind describes the Commander's Intent as a "long-term contract" between the Commander and his subordinate leaders. The immediate mission is what the Commander wants done, but he allows his subordinates the latitude to exercise creativity and initiative in determining exactly how they will accomplish that mission.

⁶ Ibid., 12.

Another (and more common) assessment technique that ALM instructors use is a “graded TDE.” Just like the short-answer tests, these are scenario-based and require students to make decisions. This technique is virtually identical to a standard in-class TDE with the exception that students are required to write out or brief their solutions to their instructors who, in turn, grade those solutions. In many cases, these examinations require students to produce a concept sketch with short hand-written notes concerning exact guidance for individuals, their teams, the sequence of events, and most importantly the purpose behind various actions.

Regardless of the technique or format of the assessment, the tactical scenario must allow for multiple “correct” ways to solve the problem. For the assessment to be truly effective, students must have the freedom to actually make a decision on their own and formulate a plan rather than being forced to regurgitate a pre-determined “template.” If tests fail to allow room for creativity, students become focused on identifying the “approved solution” rather than thinking for themselves. In order to permit freedom of thought, scenarios must have a significant amount of ambiguity. The situation must be such that one could reasonably interpret the available information in multiple ways. Of course, this does not preclude the existence of “wrong” answers. Violations of the Commander’s Intent, unethical conduct, poor communication, or an unrealistic course of action all constitute an automatic failure. Additionally, if the student is unable to make a decision in the face of the time and information constraints of the test (the worst of all possibilities), he is assigned a failing grade. These “automatic failure criteria” are absolutely essential in communicating to students that they cannot achieve success in the class by going through the motions of employing a template or checklist to the problem.

The intentional ambiguity in the scenarios necessitates other efforts to keep everyone on the same sheet of music when it comes to grading. It is vital to ensure consistency across the board in this area without imposing an overly-restrictive grading rubric that would remove the freedom of judgment from the instructors. In order to effectively “calibrate,” all instructors must participate in a free exchange of ideas regarding the key concepts that are the focus of the upcoming assessment. In ALM-based courses, these group discussions are referred to as Faculty Development (FD) sessions. Not all FD sessions focus on grading, but those that do begin with the instructors actually taking the test followed by an open discussion regarding the content of the exam and how to approach grading. At the end of this exchange, the Course Director compiles the applicable notes from the session into a short set of general guidelines. Because these guidelines are the product of a collective effort, they suffice to keep grading consistent among all instructors.

Conclusion: ALM Works!

One of the essential principles of OBT&E is the requirement to treat the trainee like an adult instead of a child. This encourages them to take ownership of their development and training. Not surprisingly, students at all levels from entry level to senior executives respond according to how they are treated. If the expectation is that they cannot be trusted to do anything without micro-management, then they will act like children. However, if from the very beginning the expectation is that they must actually think on their own and take ownership of their training, they will almost always conduct themselves responsibly.

We have applied this principle in our workshop “Deciding Under Pressure and Fast” workshop over the past three years, as well as this approach inspired a surge in enthusiasm from students from several Army courses. What they seem to enjoy most is the fact that they are actually allowed to make decisions and figure things out on their own. Rather than being asked to regurgitate lists of information, they are required to think creatively under pressure. Many of students took the time to voice their opinions either through the automated end of course survey or via personal emails to their us after our workshop or the courses they completed. Their comments on the method of instruction (ALM) were almost uniformly positive with statements such as the following:

“The previous classes seemed to be merely checking the box. ‘Okay here is a situation and here is how it was resolved. Study it and know it.’ I didn’t like that approach very much. I enjoy the way we did it this in your workshop because it was really my plan or decision that failed or succeeded.”

“Courses in the past have been monotonous and boring. The approach this new course required us to take an interest, make a call, and put ourselves in the shoes of a real leader on the street.”

“I think the class discussions were the best part of the course. We went over alternate solutions for TDEs, and we had to defend ourselves against criticism. This made me more confident in myself, but it also showed me other perspectives and made me work on dealing with criticism.”⁷

Putting ALM into practice in our law enforcement courses will take a lot of time and work on the part of many law enforcement instructors. It will be a collective effort executed within the overarching framework of an outcomes-based training environment. Even though there are always improvements to make, it is clear that Army instructors as well as we have discovered that using ALM in a course results in resounding success. The students and instructors have really enjoyed the experience. Most importantly, the level of performance in the classroom has increased from previous courses. The results speak for themselves: ALM is an effective tool for teaching and developing adaptability regardless of the environment. It is here to stay in the Army, and hopefully take hold in law enforcement

These comments were taken from the anonymous end-of-course surveys that students and participants completed after the conclusion of the workshop “Deciding Under Pressure and Fast” which teaches how to apply ALM in existing POI.

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⁷ These comments were taken from the anonymous end-of-course surveys that students and participants completed after the conclusion of the workshop “Deciding Under Pressure and Fast” which teaches how to apply ALM in existing POI.

Concerns of officers using TASERs at school

06:48 PM EDT on Tuesday, March 31, 2009

By ALEX REED / NewsChannel 36
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http://www.wcnc.com/news/local/stories/wcnc-033109-al-tasers_school.8daee330.html?npc

Concerns of officers using TASERs at school

SALISBURY, N.C. – A group of citizens and law enforcers is trying to stop or at least regulate the use of TASERs by officers on school grounds.

Are police officers using TASERs on students at school? Rita Foil with the Rowan-Salisbury School System says in her district: yes. “Probably two or three incidents that I know of, and that's not to say that there haven't been more,” SHE SAID.

And that's alarming to some parents. “I think it is because bottom line, TASERs are dangerous. People have died using those,” says mother of three Jonie Hickson. The big question is how often does this happen? “All that documentation is handled through the law enforcement,” explained Foil.

Turns out school districts that hire these police officers, also called, School Resource Officers, may not be able to say exactly how many times TASERs have been used. That's because the different police departments that supply those officers to the schools handle the reports.

A spokesperson for Charlotte-Mecklenburg Schools says School Resource Officers there do carry TASERs though they have no record of one ever being used on a student. In fact many school systems, including CMS have their hands are tied so to speak. They couldn't even keep the TASERs off their property if they wanted to because the police departments control which weapons the officers carry at the schools.

“We are not in the place, nor do we have the authority to tell them what to do or what equipment they can use,” says Foil.

So the Rowan County Task Force for Child Abuse Prevention is investigating the issue in hopes they can create a group with the authority to either keep TASERs out of the schools, or at least regulate when and how they are used. “To me TASERs are for adults, they should not be used on children,” says Hickson.

We did discover that the School Resource Officers provided by the Salisbury Police Department and Rowan County Sheriff's Office as well as some other departments do not carry TASERs. If you're curious about the officers at your child's school you can call the school administration to find out.

The task force in Rowan County says this is their top priority and they plan to make recommendations to law enforcement and school officials in the next few months. And we're following the story to see what options you as parents have in this.



