



Northwest Illinois Criminal Justice Commission

Jeff Ragan, Regional Director
2308 E. Lincolnway, Suite E - Sterling, IL 61081
Phone: 815-288-6695- Fax: 815-288-6787- www.mtutl.com

Mobile Team Unit #1 is funded in partnership with the Illinois Law Enforcement Training & Standards Board

Ecological Response to Resistance Instructor

DATES: October 20-23, 2025

Registration Ends: October 1, 2025

TIME: 8:00 AM—4:00 PM (40 Hours)

LOCATION: NITAB, 527 Colman Center Drive, Rockford, IL

INSTRUCTOR: F2 Training Systems/Bryce Franck & Frank Ingardona

Instructor Course Synopsis:

This advanced course covers an Ecological Dynamics approach to Control and Defensive Tactics (CDT) instruction. Following this 40-hour course, students will have the foundation necessary to implement a cutting edge, scientifically supported approach to CDT instruction. This course WILL NOT provide a "just do this" technical approach to instruction, but will instead ask potential instructors to intelligently apply scientific instruction to scenario-based exercises specific to their needs.

PURPOSE OF COURSE: This course will give agency and academy instructors the ability to structure CDT training using the Constraints Led Approach (CLA) to create training specific to their department needs.

COURSE DESCRIPTION: The basis of this course is creating a system that fits the performer rather than trying to make the performer fit the system. Most CDT systems prescribe a certain number of "authorized techniques" to very specific situations. These solutions do not account for a vast array of environmental differences in even situations that appear similar. Additionally, these technical approaches fly directly in the face of the U.S. Supreme Courts admonition against "precise mechanical application" in *Graham v. Connor*. Furthermore, this technical approach creates an unintended consequence where officers can be disciplined based on using a technique that is "unauthorized" vs one that is unreasonable for the situation. So, how do we go about creating a "system that fits the performer"? First and foremost, we must acknowledge that environment is never static and rarely the same, even for a single performer. In addition to obvious differences such as size and strength differences, motivation, lighting, fatigue, footing, etc.; We must also consider differences such as response time, available back-up, agency specific policy, agency and general community culture, etc. It would not make sense for a large urban department that has trust issues with the community, short response times, and fairly restrictive use of force policies to train the same technical solutions as a small rural department with high community trust, long response times, and liberal policies. Even though those agencies are bound by the same Constitution, and may be bound by the same state law, they could be bound by different interpretation of those laws, and they will certainly be bound by different physical environmental factors. Once we have acknowledged the massive role of environmental differences, we can look to over-arching principles that will allow performers to find their own reasonable solutions to problems. This way we are building critical decision-making skills into physical skills. We accomplish this through employing a CLA to learning, a method heavily associated with ecological dynamics. Successful students of this course will be able



to construct drills and training sessions based on the CLA by manipulating constraints to create a productive learning environment for a wide range of students.

COURSE GOALS: The goals of this course are as follows:

- Understand the benefits of Ecological Dynamics over classical Information Processing
- Be able to apply a CLA to CDT Training
- Analyze various scenarios to be able to identify the key concepts (invariants) for success
- Apply those concepts to drills that create "repetition without repetition"
- Scale constraints to students of various levels within the same course
- Apply scaffolding to drills to progress skills to gradually more chaotic situations
- Build decision making into physical tactics training
- Identify heuristics to guide high stakes decision making and apply them to skills training

COURSE PREREQUISITES: F2 Training Systems will not enforce any course pre-requisites in terms of prior physical training or instructor experience. It is the responsibility of individual agencies to determine who from their ranks will make an effective instructor. Additionally, agencies must carefully evaluate their own instructors to make sure that they are performing to a satisfactory level. The staff of F2 Training systems can only determine if a potential instructor meets the rigor to pass this course. We cannot provide evaluation once they have returned to their department and are teaching on their own. It should be noted that this is a physically demanding course that requires some level of basic general physical preparedness. A background in combat sports is highly encouraged, as the physical concepts introduced, such as balance, posture, attachments, posture breaks, etc. will make much more sense to someone fluent in the disciplines of combat sports.

There links below will be sent out as pre-course reading a couple of weeks before the course. This reading will prime the learner to better understand pedagogy from an EcoD framework.

Bartel R, (2024). Rethinking Police Training: The Case for a Constraint-led Approach; <http://www.police.com/police-training/rethinking-police-training?the-case-for-a-constraint-led-approach>

Koerner, S. & Staller M. (2020). There Must be an Ideal Solution ... Assessing Training Methods of Knife Defense Performance of Police Recruits
DOI :10.1108/PIJPSM-08-2020-0138

Yearby, T., Myszka, S., Grahn, A., Sievwright, S., Singer, A., & Davids, K.
(2024). Applying an ecological dynamics framework to mixed martial arts training. Sports Coaching Review, 1-28.
<http://doi.org/10.1080/21640629.2024.2325822>

METHODS OF EVALUATION: Each student will be required to conduct 3 "practice" teach backs, as well as one graded teach-back. The graded teach back will require the student to identify a Learning Objective (LO) and construct a 20-30 minute teach back that implements drill progression that successfully meets their required LO. Note: This teach back will be 20-30 min for class purposes, however the full lesson plan must also be submitted. That lesson plan should be for an hour of actual course time, and include an introduction, at least one reference, instructional body, and closing. The lesson plan will be in approved ILETSB format, and include an A2 Form, so the learner can complete class with a ready lesson plan for submission and implementation at their agency.

This course has been certified by ILETSB and approved to meet the following mandates:

Civil Rights – 1 Hr.

Legal Updates – 3 Hrs.

De-Escalation – 9 Hrs./8 Hrs. Scenario Based

Officer Safety Tech. – 18 Hrs./18 Hrs. Scenario Based

Partial funding provided by Illinois Law Enforcement Training and Standards Board and MTU#1's request for certification of this course has been approved by the Illinois Law Enforcement Training and Standards Board

REGISTRATION:

All registrations are received on the [MTU#1 website](#).

After registering on-line, you will be sent the forms cited to fill out and return to our office. All documents can be sent to coppo@mtu1.com or faxed to 815-288-6787. Originals need to be mailed to the office.