

The U.S. Department of Defense Joint Non-Lethal Weapons Program



TRAINING

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JNLWD



Purpose

To provide an overview of Joint and service non-lethal training efforts



U. S. Army

- **New Equipment Training**
- **Training Support Package**





U. S. Marine Corps

- **New Equipment Training**
- **Train the Trainer**





U. S. Joint Training

Non-lethal Individual Weapons Instructors Course



Interservice Training Review Organization (ITRO)



- **Eliminate Duplication of Training Programs**
- **Standardized Instruction**
- **Increased Training Efficiency**
- **Reduced costs associated with training**



NIWIC CDD

(ITRO - approved)

COURSE TITLE:	Nonlethal Individual Weapons Instructor Course
LOCATION:	MARDET Ft. Leonard Wood MO
PURPOSE:	To certify selected service members as nonlethal individual weapons instructors.
SCOPE:	This course is designed for all MOS NCO's, SNCO's and officers.
PREREQUISITES:	Graduated from a instructor development course
LENGTH:	10 Training days
MAX CLASS SIZE:	25
CLASS FREQUENCY:	15





The Curriculum

- **FORCE CONTINUUM**
- **CROWD DYNAMICS/CROWD CONTROL**
- **COMMUNICATION SKILLS**
- **OLERESIN CAPSICUM AEROSOL TRAINING**
- **OPEN HAND CONTROL**
- **IMPACT WEAPONS**
- **NON-ORGANIC NON-LETHAL CAPABILITIES**
- **ROE/LAW**
- **NONLETHAL MUNITIONS & EMPLOYMENT/ LIVE FIRE**
- **BARRIERS/PHYSICAL SECURITY MEASURES**
- **TACTICS**



Levels of Force

Performance Steps

Determine levels of resistance

Identify the factors influencing the decision to use force

Determine if the use of force is required

Determine if Deadly Force is authorized

Determine appropriate level of force to utilize

Formulate appropriate response to situations

Determine if response is authorized by the ROE/LOW

Apply appropriate level of force



Open Hand control

Cordon & Contain

Presence

MWD

Lethal Force

OC Spray

Non-lethal Munitions 9

Tactical Disengagement

22/03/00





Rules of Engagement

22/03/00



Crowd Dynamics/Crowd Control

Performance Steps

- 1. Assess crowd/civil disturbance dynamics**
 - a. Determine the type of civil disturbance**
 - b. Determine the crowd type**
 - c. Determine the factors influencing individual behavior**
 - d. Determine the factors influencing crowd behavior**
 - e. Determine mob factors being employed**



Communication Skills

Performance Steps

1. Assess the individuals state of behavior
 - a. Determine the individuals level of aggression
 - b. Determine the individuals physical threat
2. Employ the appropriate Conflict Management Techniques



22/03/00



12



Oleoresin Capsicum Aerosol Training

Performance Steps

- 1. Determine if the level of O.C. employed is authorized by ROE.**
- 2. Determine the type of O.C. canister to employ**
- 3. Properly employ O.C. to comply with ROE**
- 4. Provide medical/DECON assistance to personnel who have come into contact with O.C.**



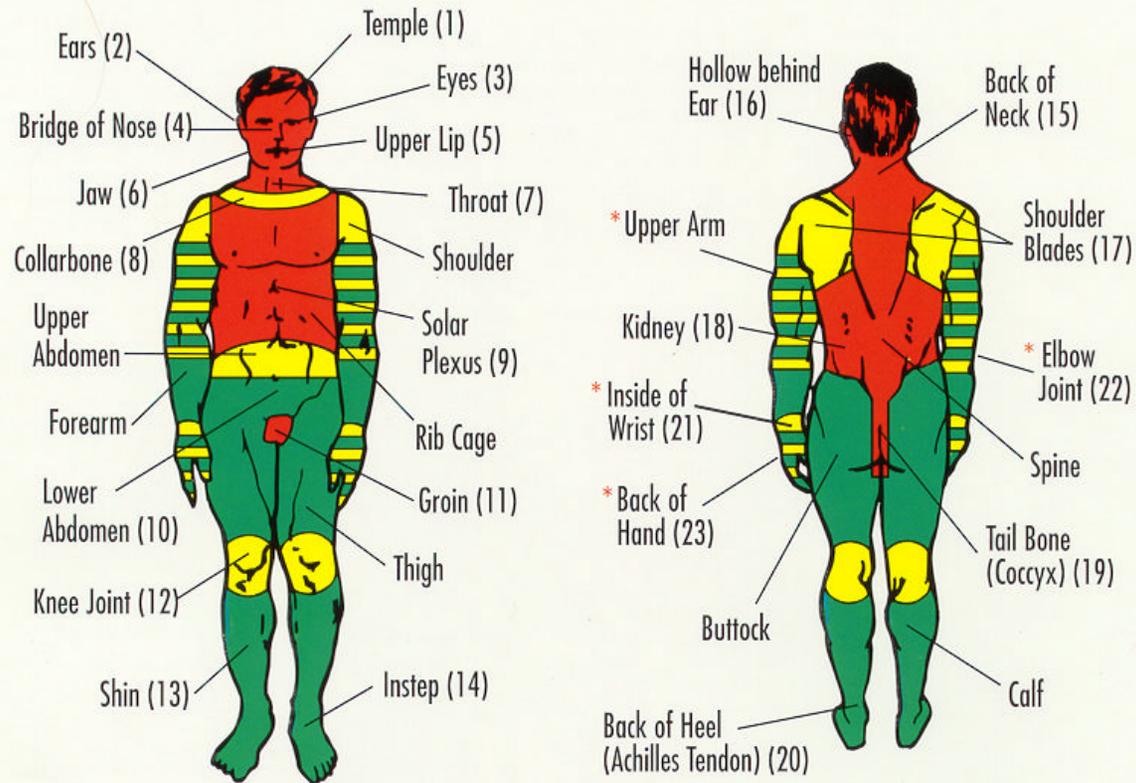
Open Hand Control

Performance Steps

- 1. Utilize proper patterns of movement**
- 2. Utilize proper defensive positions**
- 3. Utilize proper escort techniques**
- 4. Utilize proper arm bar takedown techniques**
- 5. Utilize proper front and rear wrist locks**
- 6. Utilize proper flex cuffing techniques**
- 7. Utilize proper blocking techniques**
- 8. Utilize proper active counter-force techniques**
- 9. Utilize proper weapons retention techniques**



ESCALATION OF TRAUMA BY VITAL AND VULNERABLE AREAS



PRIMARY TARGET AREAS

REASONING: Minimum level of resultant trauma. Injury tends to be temporary rather than permanent, however exceptions can occur.

* In application of a restraint technique.

Note: When performing a block with a baton the WHOLE BODY is a Green Area, except for Head, Neck and Spine.

SECONDARY TARGET AREAS

REASONING: Moderate level of resultant trauma. Injury tends to be more permanent, but may also be temporary.

* In application of a striking technique.

FINAL TARGET AREAS

REASONING: Highest level of resultant trauma. Injury tends to be permanent rather than temporary and may include unconsciousness, serious bodily injury, shock or death.



Recovery Team Employment



Performance Steps

- 1. Identify the belligerent person**
- 2. Establish a recovery team**
- 3. Deploy a recovery team**
- 4. Provide cover/support for the recovery team**
- 5. Subdue a belligerent individual**
- 6. Recover a belligerent individual and recovery team**



Impact Weapons



Performance Steps

- 1. Identify impact weapons target areas**
- 2. Employ proper carrying, blocking, jabbing, and striking techniques**
- 3. Incorporate proper blocking/striking techniques in riot control formations**
- 4. Employ proper retention techniques**
- 5. Be prepared to provide medical support**



NL Munitions

Performance Steps

- 1. 12GA munitions are employed per ROE**
- 2. Determine proper munitions to employ**
- 3. Load appropriate munitions into weapon**
- 4. Engage area targets**
- 5. Engage point targets**
- 6. Clear weapons to condition IV**

note: all munitions have performance steps



Provide Nonlethal Capability Technical Expertise

Performance Steps

- 1. Assess capabilities/limitations of nonlethal assets available**
 - a. Verbal communication capabilities/assets**
 - b. Barriers**
 - c. Riot Control Agents**
 - d. Impact weapons/riot control formations**
 - e. MWD's**
 - f. NL munitions**
 - g. Emerging technologies**



Non-Organic Non-Lethal Capabilities

Performance Steps

- **CAPABILITES**
- **MISSIONS**
- **LIMITATIONS**
 - **Dogs, Fire Fighting Equipment, CAS, Psychological Operations, Civil Affairs ect.**



ROE/ Operations Other Than War

Performance Steps

1. Taught to familiarize the instructor/student with basic ROE/LAW





Nonlethal munitions & Employment of live fire

Performance Steps

- 1. Employ Nonlethal munitions**
- 2. Given a situation determine the proper munition to employ**
- 3. Load appropriate munitions into its weapon system**
- 4. Engage point targets, area targets**
- 5. Clear weapon to condition IV**





Barrier/Physical Security Measures

Performance Steps

1. Taught to familiarize the instructor/student with basic Barrier/Physical Security knowledge





Tactics



Performance Steps

- 1. Taught to familiarize the instructor /student with basic tactics**
- 2. Individual standards such as baton or open hand. Things that can be done individually.**
- 3. Collective standards such as mount training, check points, food distribution points. These are things that must be done with a fire team or higher.**

22/03/00



The Instructors will upon completion of the class

- Be certified to teach all classes
- Leave with outlines, lesson plans, and slides to give all classes.
- Receive a certificate of completion

Abstract For
Non-lethal Defense Conference IV
By
Maj Steve Simpson
U. S. Marine Corps

With every major shift in technology or geopolitical environment there comes a need to develop change in the tactics, techniques and procedures used by the military forces of today. Introducing non-lethals has been met with its share of resistance. Phrases like “operations other than war” (OOTW) and “support and stability operations” (SASO) have introduced themselves to each services vocabulary requiring of service members more than just two choices in regards to the use of force. Non-lethal initiatives provide a wide range of options to commanders but do not replace traditional weapons. This point is made clear by the Department of Defense (DoD) Directive 3000.3 “Policy for Non-Lethal Weapons” which clearly states:

*“.. the availability of non-lethal weapons will not limit
the commander’s inherent authority and obligation to use
all necessary means available and to take all appropriate
action in self defense.”*

Between 1945 and 1988 there were only thirteen United Nations peacekeeping operations; from 1989 to 1995 the number of peacekeeping operations doubled. It is safe to assume that the United States military will continue to become involved in future peace operations. Comprehensive, in depth training for these peacekeeping operations have become critical for operating forces throughout the four services and Special Operations Command. The development of individual non-lethal weapons designed to stop aggression with limited collateral damage to the local populace, resources, and the environment has quickly become the standard for this style of operation.

The concept of using non-lethals has been available for years, only the technology has changed. Resistance to the new technology on the battlefield continues and some still feel there is no need for non-lethal weapons in the military, let alone a well planned training program to support them. Moreover, non-lethal technology will continue to play an important role in these missions, thereby making proper training essential. Dr. Robert J. Bunker emphasized the importance of training when making the statement, “the introduction of non-lethal technology on the battlefield will be as significant as the introduction of gun powder during the European Renaissance.” Historically, mission success has always depended on the quality of training received. Mission success in future operations other than war will also depend on a quality training program which includes force continuum and the use of non-lethals. World War I taught us that fighting a war with 20th Century technology and 19th Century tactics was very costly. Without proper emphasis on tactics and training, we’ll find ourselves fighting with 21st Century technology and 20th Century tactics, which may prove to be just as costly as WWI.

In 1995 Lieutenant General Anthony Zinni, U. S. Marine Corps was tasked with protecting the final withdrawal of United Nations Forces from Somalia. To accomplish Operation United Shield, his organization explored the prospects of using non-lethals. Once the need was identified, a quick response to the task of fielding non-lethal capabilities became the issue. The military consulted civilian and federal law enforcement agencies who were considered the “subject matter experts” (SME) in the use of non-lethals against a forceful, aggressive, but not quite “deadly” adversary. A Non-Lethal Technology Mobile Training Team (MTT) comprised of highly trained and skilled senior staff noncommissioned officers was formed under the auspices of the G-7, 1st Marine Expeditionary Force (MEF), Camp Pendleton, California. Once deployed, integrated and trained, Marines used this non-lethal capability in and around Mogadishu. Although the use of non-lethals was minimal, its impact was positive and determined the need to have this technology available to deploying forces.

Non-lethal was a priority initiative in the Commandant of the Marine Corps’ 1996 planning guidance. The Marine Corps’ War Fighting Lab and other Headquarters Marine Corps sponsored agencies continued to conduct research and experiments with contemporary and merging technologies within the non-lethal arena. One of these initiatives was to provide a “non-lethal capability set” as organizational equipment to each Marine Expeditionary Unit (MEU). The experiment was time consuming and tedious but resulted in a “suite” of gear procured and issued to the deploying Marine units. This equipment and philosophy initiated the requirement to train Marines in more than two options as related to the use of force. As an analogy, the “on-off” switch had to be replaced with a “rheostat”. Training became a serious issue - not only for the service member responsible for using this technology, but also for instructors ultimately responsible for teaching it.

At the 1997 Non-Lethal Defense Conference II General John J. Sheehan, U. S. Marine Corps commented, “Whether it’s US Forces in Somalia, IFOR troops in Bosnia, QRF in Panama or either Haiti or Guantanamo Bay Cuba, we have all faced operational situations where nonlethal weapons and capabilities were needed but unavailable.” Non-lethal weapons are intended to have one, or both of the following characteristics: (1) They have relatively reversible effects on personnel or material; and (2) they affect objects differently within their area of influence. Non-lethals are developed to discourage, delay, or prevent hostile actions; limit escalation; take military action in situations where the use of lethal force is not the preferred; better protect our forces; and temporarily disable equipment, facilities, and personnel. Because of this, substantial effort must be made to training forces in their use as they relate to tactical operations.

Within a year of the Operation United Shield MTT, the non-lethal training capability that I MEF had experienced began to evaporate with the normal change of station orders and retirement of it’s members. I MEF G-7’s Non-Lethal Action Officer harnessed the knowledge of these Marines and developed a training capability within the organization. Military Police Company, 1st Force Service Support Group, Camp Pendleton, California organized and trained a non-lethal instructor cadre. Once institutionalized, they trained units within each MEU, but because a “suite” of non-lethal munitions did not exist to support such training more time passed without fully capturing training and, a significant amount of collective corporate knowledge diminished. In compliance with recommendations and support of the I MEF G-7 Non-Lethal Action Officer, the Military Police School, Marine Corps

Detachment, Fort McClellan, Alabama initiated the development of the Non-lethal Individual Weapons Instructor Course (NIWIC). In managing limited human resources, it is difficult to justify multiple training plans for different services. The NIWIC course has been proposed as DoD training standard.

There's a definite gap between "shoot" and "don't shoot". Non-lethal technology is the way to bridge that gap. Site visits, MTT's, and New Equipment Training Team's (NETT) to the operating theaters of Haiti, Bosnia, Hungary, Germany as well as visits to U. S. installations, determined the requirements for non-lethal training standards and tactics, techniques and procedures for non-lethals.

The task at hand is to "step outside the box," revisit the application of force in today's military operations and develop a program of instruction. In doing so, three substantial observations were made and identified as requirements:

- (1) A program that encompasses all levels of continuum of force as it relates to non-lethals. This program must be supported in theory as well as legally, whether in a courtroom or on CNN.
- (2) The program must consolidate "new equipment training" and tactics, techniques and procedures training.
- (3) A program with training standards that are DoD wide to better support a joint commander and joint environment.

Based on these requirements, the initiative to develop a "train the trainer" course began. The first step was to analyze training needs using the Systems Approach to Training (SAT) model. In the development of a training plan, this is considered the most critical phase because the data obtained forms the basis for the entire instructional process. In analyzing non-lethal training needs, the first question we asked ourselves was "what training was needed?" With the assistance of numerous training organizations, operational units and research and development agencies, the concept for NIWIC was drafted. Maintaining focus on certification and qualification of instructors, eleven sub courses were identified as relevant to a program that would have substantial impact on non-lethals and the way we, as service members respond to operations other than war:

Force Continuum
Crowd Control / Crowd Dynamics
Verbal / Nonverbal Communication Skills
Oleoresin Capsicum Aerosol Training
Open Hand Control / Defensive Tactics
Impact Weapons / Baton Training
Familiarization / Introduction to Military Working Dogs
Rules of Engagement / Law of War
Non-lethal Munitions and their Employment
Barriers / Access Denial / Physical Security Measures

Tactics - Employment of Non-Lethals

Physical activity associated with mental process is defined as psychomotor skills. Psychomotor skills involve mental and physical skills, physical skills that require the learner to execute muscular actions. Most often these actions are in response to another person's opposing action. An individual's decision to use or not to use force, whether lethal or non-lethal, is no longer merely a tactical decision, thus determining teaching psychomotor skills as they relate to judgmental scenarios would be a task. Due to the "CNN factor," the implications of a decision are capable of being broadcast throughout the world. Additionally, we asked the question "What should instructors know and be able to do?" A course designed to enhance an instructor's knowledge, skills and abilities to present psychomotor skills can answer that question in five distinct statements.

- (1) Instructors are committed to students.
- (2) Instructors know the subjects they teach and how to teach those subjects.
- (3) Instructors are responsible for managing and monitoring learning.
- (4) Instructors think systematically about their practice and learn from experience.
- (5) Instructors are members of learning communities.

With these elements is a course which provides the participant a full spectrum view of "how and what we learn as instructors effects how and what we teach and train others". Based on this philosophy, our strategy became clear, the need to develop a "train the trainer" program. This would involve the development of individual training standards (ITS) which would meet the requirement of training service members with non-lethal weapons in support of OOTW and SASO. At this stage, two essential question have been answered; (1) "what are the training needs" and (2) "how will the training be conducted". A third question, just as essential, still remains to be answered; "who requires the training?"

Forces assigned in theaters such as Bosnia or Haiti can be in a very difficult situation. The British Royal Army has occupied Northern Ireland for over twenty-five years and answered the third question, making for a simple solution: Corporals and below. Individual service members and small unit leaders are the ones out there every day interacting with the local populous. The Corporals and below are the ones who manage food distribution points, occupy check points and dismount points and are the ones responsible for making split second decisions involving the use of force. Obviously we have sufficient power to counter any armed adversary and the training to support it. But, how do they respond to the unarmed adversary? Built around the theory of force continuum, these standards satisfy the federal force continuum model as it relates to law enforcement and military operations other than war.

We often think "to be effective, it must be shot from a weapon". To disperse a crowd of Bosnians who are becoming disruptive on a cold, winter day, one needs only to find a water hose. Once wet, no one in their right mind would stand outside for very long.

As the British experience in Northern Ireland points out, today's OOTW missions put service members in close proximity to agitators and aggressors. Whether at a check point in Port-a-Prince or, a food distribution point in Somalia, the space (stand off distance) between local nationals and service members does not always lend itself as being feasible to use conventional methods should the requirement of force be necessary.

A soldier directing a crowd at a food distribution point can unknowingly agitate the group by what is said and how it is said over a bullhorn. Knowing the importance of applying verbal and nonverbal communications skills is very important. A Marine at a checkpoint should be capable of defending himself against combative individuals without "breaking bones" or "stomping on heads." Simple "open hand control techniques" can make the difference in a televised incident. An airman with a riot control baton should be capable of more than just "hitting" people. Knowing proper striking techniques, striking points, defensive techniques and control techniques are essential. Riot control training has been available for years. Simple "romp 'n stomp" is somewhat effective when dealing with a crowd, riot, or mob. But, knowing the difference between a crowd, riot and mob is also important. Knowing what motivates a mob, what initiates a riot and the possible resultant effects of a crowd provides service members with additional tools that prove helpful in dealing with these situations. The service member trained in crowd dynamics is a positive asset to the Joint Task Force Commander.

General A. M. Gray had once made the comment, " a warrior's most formidable weapon is his mind." The results of a service member's mental processes are evident through his actions and words, and his communication skills, as related to dealing with people, are truly the first stage of non-lethal capabilities. Service members deploying on peace-keeping missions must be trained and skilled communicators, unfortunately we see too few examples of good communication skills. The rude sales associate who doesn't care about the customers complaint or the state trooper who is having a bad day and verbally lashes out at a motorist for a minor traffic violation are a couple examples which can be related to as "every day occurrences". Dr. George Thompson, author of "Verbal Judo: The Gentle Art of Persuasion," identified the most dangerous weapon in the street today as being the "cocked tongue". He teaches and lectures the philosophy that the skilled communicator, regardless of the job, must learn to "respond - not react - to situations". Communication skills are an important tool, more so with the added "bull horn" as provided in the non-lethal capability sets issued to each MEU. When issued a bullhorn and no formal training, a service member will:

Establish their authority.

Issue an order or orders.

Make a threat.

Create an environment where conflict is imminent.

To quote Sun-Tzu, “to win a hundred victories in one hundred battles is not the acme skill. To subdue the enemy without fighting is the acme of skill.” Language barriers can most always be a problem for most operations and missions. This mandates the necessity of skilled linguists who are capable of providing a service which bridges the language gap. However, all service members must understand and be capable to apply the principles of sound communication skills. Another area of special consideration is the training of individual contact teams. Properly trained in open hand control techniques, impact weapons, restraints and search, contact teams should be capable of being sent 20-200 meters forward of the base line element to recover individuals as well as injured antagonist in civil disorder operations. “An antagonist who dies from lack of medical attention is every bit as dead as the one who dies from a bullet,” a fact well put by CWO5 Sid Heal in his article Non-Lethal Technology and the Way We Think of Force. Equipped with field gear and T/O weapons would result in injuries to both the service members as well as individuals being controlled. Special consideration is a “must” when training and equipping these small unit elements.

These skills don’t present themselves by “exiting the barrel of a weapon” but are essential when dealing with aggressive individuals. They are “non-lethal” and if used correctly can be a positive asset to commanders in any environment. There is a distinct difference between “Get the hell out of here!” and “Would you mind leaving the area?” Training service members to do the later is the goal. This is beneficial to a Joint Task Force Commander, and supports any operational situation found in an OOTW and SASO environment.

The NIWIC Program of Instruction (POI) provides this type of training. Consisting of approximately 120 hours of instruction and practical exercises, this program covers the entire spectrum of force continuum. The result is an instructor who is certified, capable, equipped and motivated to provide any operational commander with trained service members. Developed to support the non-lethal individual training standards, the program provides a foundation allowing for additional skills to be built. The following is a brief summary of the eleven sub courses:

Force Continuum This sub course introduces the student to the federal force continuum model and the use of force. Upon completion, the student will be able to instruct others on force continuum and the escalation of force.

Crowd Dynamics/Crowd Control This sub course outlines the differences between crowds, mobs and riots and teaches the student basic crowd control techniques which will easily be applied to various situations. Upon completion, the student will be able to instruct and crowd control techniques. The student will be familiarized with classical tactics and techniques, but will also consider nontraditional and small unit application.

Communication Skills This sub course will teach the student how to instruct others on techniques to de-escalate situations by using verbal skills and crisis intervention techniques.

Oleoresin Capsicum Aerosol Training This course will teach the student how to safely and thoroughly instruct others on the uses of oleoresin capsicum aerosol sprays and other riot control agents.

The student will gain an appreciation for decontamination requirements, legal and policy considerations, and tactical considerations imposed by detainees / casualties.

Open Hand Control This sub course will teach the student to employ pressure point control techniques, unarmed self defense measures, weapon retention techniques and other submission / restraint / search techniques. Upon completion, the student will be certified to instruct the aforementioned subjects.

Impact Weapons This sub course will teach the student in the uses of various impact style weapons (batons) to include the rigid straight baton, collapsible straight batons, side handle batons and riot control batons. Upon completion, students will be certified to instruct the use of these impact weapons.

Introduction to Military Working Dogs This sub course will teach the student how to instruct the student on the role of military working dogs and the potential support available to forces requiring non-lethal force options.

Law of War / Rule of Engagement This sub course will teach the student how to instruct classic law of war and standard rules of engagement. Knowing that rules of engagement differ from individual operational theaters, instructors are encouraged to solicit support from assigned Judge Advocate General (JAG) officers. The content of this sub course not only subjects the student to rules of engagement and the law of war but how non-lethals should be viewed as they relate to rules of engagement / law of war.

Non-lethal Munitions & Employment This sub course will teach the student how to instruct the non-lethal munitions available. Students will participate in live fire exercises and upon completion of the course will be certified to instruct others on the employment of such munitions whether type classified or not.

Barriers / Physical Security Measures This sub course will teach the student how to instruct others on barriers and physical security measures available to tactical forces which complement the use of non-lethal force or mitigate the need for deadly force. Upon completion, the student will be able to instruct others on the employment of barriers/physical security expedients.

Tactics This sub course will teach the student how to instruct others on mounted / dismounted tactics and civil disturbance as they are related to the use of non-lethal munitions. Upon completion, the student will be able to instruct others on mounted / dismounted tactics.

Once instructed and trained on the sub courses, NIWIC students are evaluated in establishing “real world” scenarios, enhancing their skills of being capable of executing an entire, non-lethal training exercise.

Non-lethal technology can reduce needless casualties, especially civilian fatalities. Although it is not a replacement for lethal force, it is a necessity and should be part of the “tool kit” we provide deploying forces. With sending this “tool kit,” there is the untiring responsibility to effectively and consistently train all service members equally. The training must be substantial, practical and standard throughout all branches of the Armed Forces and supporting agencies. The elements previously outlined must now be introduced as “objectives”:

- (1) Develop an instructor cadre organic to the operating unit, capable of instituting initial skill training and sustainment training. Training will focus on individual skills and small unit leadership.
- (2) Ensure a program encompasses all levels of continuum of force as it relates to non-lethals. This program must be supported in theory as well as legally, whether in a courtroom or on CNN.
- (3) Ensure the program consolidates “new equipment” training and tactics, techniques and procedures training.
- (4) Mandate non-lethal training standards are DoD wide to better support a joint commander and joint environment. .

These objectives must be met with a standard course of instruction that formally identifies individuals as Non-lethal Instructors for use by all commanders. If not, a dire injustice is done not only to the deploying service member but to the joint environment as a whole. Non-lethal technology provides the opportunity to expand military responses to a variety of missions ranging from low intensity conflict to operations other than war to domestic terrorism.

Due to the wide variety of technologies and missions, the Joint Non-Lethal Weapons Directorate was developed as the focal point for all DoD non-lethal weapons activity. One advantage of this joint office is the effect it can have on preventing the duplication of efforts. With respect for this concept, the same should hold true in regards to training. A single, joint oriented, formal non-lethal instructors course supported by the Joint Non-lethal Weapons Directorate should be institutionalized to support all Services and the U. S. Special Operations Command.

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