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All right, welcome back. Thanks for joining us, we have a guest today, I'm gonna go ahead and introduce him, you know, you're gonna probably realize pretty quick that this is pretty informal, even though we're gonna be talking about some real stuff, because I have my brother with me today. And so we grew up together, we know each other, well, it'll probably come through. But as always, we appreciate that you're joining us. And hopefully today, you'll get some pretty neat information. I'm gonna go ahead and give him a little rundown on what what he does or has done that I know, he can clear up any gaps that he thinks are, are significant. The main reason that he's here today, I'll start with that, and then I'll work into some other stuff. He just finished up his dissertation. And I know some of you listeners out there. You participated by, you know, helping him collect data, and getting him good, accurate data. And so if you're one of those, thank you so much for doing that. We appreciate it. And as he's completed his dissertation, I thought it would be really cool to have him in here to talk about it. And so let's give you a little bit of background, you know, when we grew up together, so his history is very similar to mine, until about 18. And then he went into the Marine Corps a little before I did, and he spent a lot more time in the Marine Corps than I did. He also went to the Naval Academy. He has what, two two bachelors? Is that? Is that right?

Well, it's it's a bachelor's in physics, essentially. But we all get engineering too. So yeah. Okay. So there

you go. And then he got his master's degree, and then he is now about to wrap up his PhD. So he's, he's educated. He's got a lot of background there. But as important, maybe even more important, as my grandfather would say, he's got a lot of experience he was doing in the military. He did aviation ordnance. And so yeah, that's, that's pretty interesting. Not not too many people do that. He also was an MP, after he finished the Naval Academy. And he ran a couple of businesses. He's now doing some

while he's finishing up his PhD, he's been teaching a lot. So he had a, he can go into details that he wants to go into. But that's a little bit of background that gets you up to where he is right now. Do you have anything that you want to add to that?

Not just one slight correction. It's a it's a doctorate, but it's an EDD. So it's, it's it's on the same plane? It's just tangent? Yes. All.

So we've got an educational doctorate.

Correct. Yeah. So there's doctorates of medicine and doctorates, a lawyer and a JD. And then this one's just education. So it's the same thing. It's just in a different flavor. Yep. Cool.

And today's topic, we're really going to address some of the content of the dissertation. And so really, we want to focus on that today. And hopefully, he'll come back. And you know, we've been talking a little bit about starting something together. So there's the possibility that you'll get a little taste of us working together as we move forward as well. So without any more delays, let's let's jump into it. You finished up let's just talk about the process of doing a dissertation because, you know, we got a good chunk of the audience who have not, who have not achieved the academic level of a doctorate in anything. What in the world is that process like for those who don't know?

So it's a combination of coursework, and then independent research, and, and then independent data gathering. And there's two forms you can go through, which is qualitative analysis or quantitative analysis. In the world of education. The vast majority of the research is in qualitative analysis, but I went a different route here. And went quantitative, I have more of a math mind. And the the mathematical process made more sense to me. So that's that's that the coursework I want, it's around 40 credits roughly if you have a master's degree. And in my particular situation, it took about two and a half years to complete and the dissertation itself, probably about a year and a half of that spent on research, writing of the individual chapters, and then getting getting the, I guess the the proper approvals to conduct the research, there's a lot of steps you have to go through through an IRB, internal review board. So you have to justify what it is to make sure you're not doing any harm in the collection of data and all that stuff. And then once you get that approved, you collect the data, and basically, it's homefree. From there, you just have to analyze it. And that's pretty fun.

Awesome. And they've accepted your dissertation, and it's been approved, you are just now waiting for the the actual diploma that comes through.

That's it. Yep. All done. So that's pretty nice. Yeah,

that's super cool. It's like, I don't know, I think about the the idea of of earning a doctorate in

anything. And part of its appealing, and part of it's like, I mean, really, do I need to do that for any reason. I do a lot of reading and research on my own. But I gotta tell you, it's really, I don't know from a distance. And knowing how much I know you and I've been part of your life. It's really cool that you've done it. I'm like, super proud to have a brother that did it. I just don't know if I'll ever be that brother.

So, you never know. It's, it's weird. It kind of goes back to the Why join the corps? In a sense, like or No, let me back up. Why I picked the Marines over the others, let's say, because I was told that, that the Marines sucked the most. Like it was the hardest, it was the worst initial training. And so I guess from that point on, I just decided, hey, what's the worst possible path to go down? And, and then I've just been picking that ever since. So why not?

That, that sounds like a it sounds like you'd like torture or something.

But yeah, we've talked about that before. Yeah. Pain is good. I enjoy the pain and getting through it. It's not always enjoyable. But it's the other side. Is is where you feel that? Yeah, no,

no, I talk about it on this podcast all the time. Actually, you know, if without discomfort, there's, there's no incentive to grow. Yeah, no, for sure. So all right, well, let's, let's get into it. Like, we're dealing with material, you know, way better than me. Because you've spent the last couple of years looking at it and figuring it out and getting your words as right as you could at this particular juncture in your life. And so, I'm probably going to sound a little less intelligent about, you know, what you wrote. But hopefully, we'll be able to contribute. And more importantly, what I honestly care about the most is this podcast is designed to create perspective and to help people learn and grow on their own. And so I'm gonna venture down some pads here, we'll see, we'll see what happens. I'm going to start with you early in the dissertation, you defined accountability. And you defined it. Let's see, my note here says the definition of accountability is not universally accepted. And I stopped right there when I was reading it. And I'm going, Yeah, that's a problem. But then I also started thinking, I mean, honestly, I was I've been kind of slow about reading this, because it's, you know, when I read things that are really I call them, I call them thick or heavy. I have to reread parts over and over. I'm like, okay, hold on. What does that mean? Again? Look it up. What does that mean? Again, look it up. I do that when I read somebody like CS Lewis, you know, there's, there's a few authors that are like that for me. And, you know, dissertations or journal writing for journals are typically like that. They're just thick or heavy. And I started going well, yeah. But then how do you solve that problem? There can't be a universally accepted definition of accountability, because there's so many variables to it. So then I read on, which can cause confusion within the director, provider and observer relationship. And that's where I paused and I went Holy smokes, that's a problem. And so I would love if you could just spend a minute or so teasing that apart, like helping us understand the director, the provider, and the observer. And why those why those three variables are so hard to get on a single page.

Yes, I mean, that's a whole dissertation in itself, honestly. But I guess the crux of it would be so the, the director is sort of like the Enforcer in the in the relationship, the provider is the one kind of doing the work. And the observer is some third party that can see both pieces. And so that's kind of a

simple version of that. And then the reason that that, that accountability within that dynamic is so important is that the perspectives of each of them is different. And then you combine that with the the worldview of each of those, and you have an exponential, I guess, growth in how accountability can be, I guess, defined or assumed? Does that make sense? It does,

I've actually been putting together it's kind of funny that you went there, because I honestly did not anticipate this next part. But I have been putting together a a podcast I haven't put out yet on the ripple effect. And what you're describing right now is exactly that. It's the idea that once once you pick a group, say the director, we're, the ripple effect is there's millions of data points behind that. And some of those are going to overlap with the provider or the observer. And some of them will have nothing to do they're independent of and that ripple effect of it. And then you add to that one more component, which is overtime, which is a lot of what you hit in your dissertation as you talk about, you know, collecting over time to come up with like, I'm using my language not yours, but norms, right norms within the training model norms within the behavior model. So, it's kind of interesting that it overlaps so let's do this. I'm curious. I don't know if this will work but we're gonna we're gonna give it a shot. There has been several police killings by accident or on purpose, we you know, like that'll be weighed out in the judicial system. But in the month of January, we've got like Keenan Anderson, Tyree, Nichols, Jackson, Lieber, Billy couch, Christopher, Mercurio, and these are all different. They're all different scenarios. And if you know about any of them, most people right now know about the Tyree Nichols one. But these all happened in January. And there's there's been a few more, by the way for the audience, police accidentally do kill people, sometimes it's you know, and sometimes, there there's, you know, behaviors that lead up to it that are problematic. And sometimes it's just the nature of being called to extreme incidents. And things happen. And it's a problem, right? Like, I believe, I don't know if one of these that was reading one, somebody got hit by a cop who was flying down the road, they were crossing the street, had their sirens go in and everything. And didn't they didn't hear the cop see the cop, the cop was reporting to an emergency. No intent, right? But it happens and it gets statistically added to the data. So going back to these, these incidents, how would we, you know, say like, the director, and we're doing a hypothetical, so we don't have to get it perfect. That's not our intent. It's educational here. It's trying to help people understand. How would a director look at one of those incidents? Are you familiar with any of them?

I am familiar with with several of them. Yes.

Okay, so how would a director look at an incident where a person does

so typically, in this in situations like this, it's, it's after the fact so it's, it's an action consequence type of accountability? Where, let's say, some high level executive within let's say, law enforcement or within government will want to hold account the actions that that was observed. So it's, it's in it, it's in time, right Right. So it's the the incident occurred. And then let's say do we hold someone responsible? And then who is that individual? So accountability with regards to responsibility for an action? Does that make sense? Yeah, so you're saying it's past tense? Like there's perfect 100%? Past tense? Yes.

And that leads back to in your. in your dissertation. you talk a lot about the. the independence of. of a

And that leads back to in your, in your dissertation, you talk a lot about the, the independence of, of a provider, like they, they have autonomy in the moment. And they have to, because they're being called to unique situations. So is that okay? So then let's, let's, let's use that bridge and go into what the provider would say about one of these incidents.

They're there in the moment, they are in that world. And so it exists in real time for them, which is part of the title of the dissertation, right, in real time. And, and so they're, they're accountable for their actions in that moment. And so they didn't quite get into this within the dissertation. But there's, there's a project forward. And so what are they? What are they capable of doing? And what are they good at? And then there's in the moment, and then there's after the fact? What did I just do? Kind of a thing, right? So they exist within? Within that? timeframe? All three almost simultaneously. Right? And so for, for them, their, their limited window within that moment? Is where they're really holding themselves accountable. What am I doing not? What did I do? Or what am I going to do? It's what am I doing? And how well, can they do that? How well can they exist in that moment? And that's a that's a tough place within a life or death situation, which is what first responders often find themselves in. Right? So there's, there's a lot of professions that exist within critical decision making. But not all of them are life and death, let's say for themselves or others. And so you're looking at military first responders, and maybe a handful of other moments, let's say a deep sea Fisher, fishermen, you know, out there, were there captains of boats. And if they turn wrong, people die. Right. I mean, you can find some, but we know of first responders and, and military is always existing in that world.

Yeah. Yeah. So the provider has to look at, like what they are capable of. So they're leaning on their history, they have to make critical decisions in the moment. And then, after the fact, they debrief, and try to figure out where they got it right, and where they got it wrong. So that in the future, they have this to

lean on. Yes, and it's fast, it happens fast. All of that even the analysis happens fast.

And so in your dissertation, you make you make a pretty strong case for the importance of training. But let's let's be real, I mean, this is how do you train for the, the impossible, essentially, because they're each situation is going to be unique, you come on to a scene, and there's four people involved, and one of them has mental health, but you have no idea what they're dealing with. But you could tell they've got some mental health stuff going on. Two of them are under the influence of something, and you can tell but you don't know what it is or how it's going to make them behave. And then you're one person's on the phone, and the others are all mad at them, because they made the call and you're there now, when you know, the as a provider, right? And, and the provider shows up, like how in the world? Do you even venture down the path of trying to train for this chunk?

Yes. If I had the answer to that question, I would have much more than a dissertation. So that's I guess that's where I would start. But I guess the Easy, easy answer for me to say is, so I'll just restate the question. How do you train for seemingly the impossible? And the answer is always. And in few military people and you first responders out there, you'll know what I'm talking about. Because it's you have to constantly be thinking about it, constantly be rehearsing it, mentally, and then you have to actively train as much as you can. Because in order to build that repertoire of, of knowledge that

you need to lean on Do you have to experience it over and over and over again, you don't get good at breaking down a weapon. Without doing that over and over again, you don't get good at handling DUI cases or domestic violence cases without experiencing it over and over again. So the more you can train in that, in the hypothetical, and in the real, the better you'll get at it. Does that make sense?

It makes sense to me a little bit. Yes. But I've got some frame of reference to lean on shorthand, much of our audience doesn't. So how do we get to the point where an observer, somebody who is outside of the director in the provider, understands the complexity to see like a director, we would hope at least, is somebody who came up within the system and understands the role and responsibilities of the provider. That's what we would hope that unfortunately, that's not always the case, which is kind of odd to me. That being said, the one who doesn't understand it the most is probably the observer, I would I would presume. And yet, that's the one who wants accountability, the most in a situation where something goes wrong. And I'm not saying that's right or wrong. I'm not I'm not picking aside here on this. I'm just trying to say, how do we get observers to genuinely understand the complexity that a provider is in and be more reasonable in their accountability? Is that even possible?

No, and it shouldn't be, honestly, they, they are a crucial aspect within the accountability system, because they're the ones that are living in the world that the director and provider are supposed to be providing that service to does that. So so they, they, they're crucial, because they they're the outside accountability mechanism that should drive what, what kind of training or what kind of development that the responders gain, and that's what I'm hoping within this dissertation to, to sort of promote and that is, you don't, it's, it's hard to understand what these individuals go through. Because you don't exist in this world, every day. But, but you see things and you should call them out when they are a problem. But you should also call out the good things that you see, because it affects how, so what I call the self efficacy, which is a very, it's a well known academic term for, you know, what it is that you believe you can do. And if all you hear as a first responder is the negative, then it makes it really tough to lean on those experiences that are good, that drive better behavior. And so there, there's they're essential in both call out the negative, absolutely. As first responders, we, we want to be better, there isn't a first responder out there that doesn't want to be better at their job. Just like an athlete, you know, call out the negatives, your foot placement was wrong was a bad shot, whatever, call it out, they want to know because they want to get better. And first responders live in that same world. But we also want to know, hey, when of when have we done it? Right? And, and it drives both things at the same time. Ya

know that absolutely like that. That was a perfect segue. I couldn't have done it any better. Because one of the one of the questions that came up for me, when I was looking at accountability through the lens of your dissertation, you talked about reward and sanction. And in that dynamic, that means there's, I mean, inherently within accountability, there has to be both. And unfortunately, sometimes we highlight mishaps more and they're in the mental health world. We know that this is actually relatively ordinary, we do this as a human process. We look at the flaws more often than the successes. But intentionally creating some balance to that equation, you're saying would be super helpful and the observers are the ones who can do that. Okay, yeah, there. Yes, sir. Roll.

It really is. Yeah, because they don't exist in that world. So it has to come from a place of what did I

see and it and maybe also asked the Question, is that right? You know, is what I saw, right? Am I am I? Am I stating what I'm observing? And is that correct?

Yeah. So you know, I mean, if I'm an observer, then I'm putting myself in the observer position. It might be something where it would be really, really good for me to let my media now that I want some of the good news, like, find find that officer, that EMT who showed up and saved a life. Right? Yeah, for sure. It looks like we got some company back there.

Sorry about that.

No worries, okay. Well, yeah, don't worry about it. Today, I can only see a blur. I have no idea what that is. But I mean, I do, but the audience will have no idea. And so the sidebar for a second is my brother also has a family. He's got three kids and a wife. And, you know, we just saw the blur of one of them. Oh, good. Okay. So, okay. So if we, if we're typically highlighting mishaps, we really want observers to step up, not just highlight mishaps, but highlight the good stuff. And really the best way and observers, I think, potentially could do this, and you tell me, if you have a better idea, is really pushed the media to give us some of the good news. Like really get that done, I think of an example, a few years back here, in my area, we had a situation a really unfortunate situation. I live near lakes and rivers and stuff. And just south of where I live, there was there's a relatively large lake, and a baby was lost in the lake. And there is there was posted an image. As the as the law enforcement pulled the baby out of the water, already deceased, there was an image of the law enforcement person kneeling and just crying over the baby. And, to me, that is something that stuff doesn't make it into the media very much. And there's a reason why like people, a lot of people don't want to see death. And I get that. But the beauty of watching a person, love another person so much, that they never even got to meet that it took them to their knees and brought tears, like our law enforcement, our EMTs unfortunately, they do that routinely. They're there in that regularly. And, and honestly, I would love to see that, that kind of compassion out there a little bit more as an observer. And we just, we just don't. So do you see it differently? Or do you see it similarly?

Yeah, it's, it's hard because we, most of the people we would interact with, and I was former law enforcement. I don't know. Did you talk about that at the very beginning?

I told I told everybody, you're an MP.

Oh, yeah. Okay. So yeah, we, the people we interact with, generally speaking, we don't know. But we want the best for them. We want the outcome to be to be positive. Because we we often don't see them on their best days, I guess is the nice way to put it. Something is wrong, some vehicle incident or, I mean, I could just list a whole bunch, but it's not a they're not good days. If we're there, it's not good. And so we we want to try to make the situation better, which was kind of our motto, you know, make make it better. We can't can't make it fair. We can't make it right. We can't make it you know, perfect. But we can make it better. We can leave it better. And, and sometimes Yeah, I mean working with with families, kids. It's It's really sad. Like it gets it can get really sad. And it's, we're personally

attached to those moments. And, and we don't want we don't want to cause pain in any way. So we're not there responding trying to be like, Okay, how can we how can we make this like, really tough thing, you know, look awesome. That's not or if it's boring, it's perfect. Right? If we never have to take out a weapon, if we never have to do anything physical, it's perfect. That's what we want for them and for us.

And so I mean, maybe I get lost on the point on that one.

No, you're good. I mean, you're basically saying the same thing, which is, you know, you want it to be better. And that's the the idea of, of showing up in the chaos is, is something that you, you moment to moment are looking for a way to make it better than it was a moment ago. It actually leads me to something that I just had this conversation with my my daughter. Cuz it was so frustrating. Okay, so I'm riding along sitting in the passenger seat, my daughter's drive, and she's she's young, she's 16. And, you know, I routinely ride with her, it gives me good daddy daughter time. She doesn't know that. I do that for that reason. But she thinks I just need a ride every time. Sometimes I'm just wanting to be there. And at the end, what happens is I'm sitting there, and the alarm comes on for a police officer. I write the sirens, we hear it, I see the lights. And I tell my daughter, after I realized she's going I'm like, Hold on the you see the sight of the sirens. You hear the sirens, like, pull over. And she's, she says something kind of naive, which is, you know, 16 You got it. Little little grace. That's why I was there. I guess. She goes, she goes, Oh, I thought that was just for the ambulance. Like, oh, what? Are you kidding me? Did you pass the draft, I didn't say that. But in my mind, I'm thinking that. And I said, my response to her was, No, somebody's having a really bad day. And somebody's trying to go help them, you get out of the way, you let them get to somebody who's got a much worse day than us. And if it means we're a little bit late, if we're not having the day that they're having. So get out of the way, let them go by and then carry on with your business. And she didn't really respond, which in a 16 year old world means I heard you. But it's the idea of what you're saying is, you know, you've got to, you've got to show up, you got to do the best that you can. And as an observer, which is what we were in that scenario. We're watching the incident, we didn't get to see the actual incident. But we got to see a portion a narrow portion of it. We had a role to play besides just observing. And sometimes that happens. So

yeah, actually, that's kind of interesting that you said that, because as law enforcement, law enforcement, fire and EMTs, when we arrive on a scene, that is our role at first, we are the observer. There's already a director provider relationship occurring within that moment, if it's a if it's a conflict, and then we have to insert ourselves as a new provider, which is a really interesting dynamic, because we we have to observe it first. So we're back here, we see what's going on, then. Then we insert ourselves and now we become a provider. And we try to change that dynamic and put it on us so we can take the heat within that moment to try to lower the temperature within that environment. Does that make sense?

Yeah, you're talking about de escalation? We do that and family work all the time. Yeah. And that comes back to something that I have hit in my podcast over and over with communication. And that means what you're saying is the the the provider has to be a professional communicator.

Oh, words. Yeah. 100 Yes.

But you Okay, so let me ask this because I honestly don't know I didn't go through the law enforcement path. What what Okay, so, communication is not just words, words are important. But communication is going to be body language positioning. And it's going to be para verbals tone, volume cadence. How? I mean, this is anecdotal. So like, um, you know, like, we're not looking at facts here. I mean, maybe you have some maybe you don't, but how well do we train communication within law enforcement in terms of the big three? The the words, the pair of verbals and the body language

that can vary from department to department? I think baseline training could be a whole lot better Uh, within within that realm, we're very good tactically, and by tactically, I mean use of tools. So within the physical realm, but when it comes to the the non than the non action, I guess you could call it, it could be better, I think. And I would probably have to do further study in that to see how that varies from department to department. I know, in in Oceanside, California, which is a former place that I lived, the cadence, and the tone was really important. And they were really good at it. And that was, that was really cool to see. Because it started from the dispatchers through the radio, and then on scene, like it was they were, they were very well trained on that. And then in another city I worked with, they also were very good with their nonverbal and their positioning was that was actually really neat. Like, they're super professional, and they would come up, and they would make sure that if you take, let's say, so here's a hypothetical, let's say you respond to a domestic, right. And let's say in this situation, let's say it's a man and a woman, and they're outside the home. So you don't have to make entry or knock on the door, which is very dangerous to do. But let's just say you, they're already outside. And the conflict is out there. If you arrive on scene, and they're kind of going at it, let's say verbally, so there's no physical altercation. So you don't have to embed yourself in that. You separate the individuals, right. So you get there and you have a, hopefully you have a partner in that situation, and you separate them, they want to be, even if they're talking with you, they want to be aware of the other. And so they will try to position themselves so that they can talk to you while watching them. And in the clinical world. I don't know if you ever worked with groups and stuff that they might position themselves in a way that's like that, or maybe you do that on purpose, I don't know. But But what we want to do is we want to gain the full attention of the individual that we're speaking with. So if I have let's say, the the male and the other person has the female, we need to position ourselves so that they're forced to not be able to see like, Hey, look at I'm here. Look at me, right, and let's talk about this. And so if the other person starts to move, return, you just turn with them to try to pay nope, back here. You're on me. And let's let's get this this down. And, and so yeah, it's super important. But however, I mean, I think I just went off on a tangent there. But I think, yeah, it's super important. And I think it could be done better. And I don't know if there's a is a is a standard. That could be set. That could be Countrywide, just because culturally, in different areas, we operate differently. So how you do it in Texas may be different than how you do it in Montana versus how you do it in New Jersey. But there should be an emphasis placed on that. On the the, the non tools version of communication. Yes.

Yeah. I mean, you're, I think you're right there, there are cultural differences, depending on where we are, you know, I've seen it, you've seen it, anybody who's really paying attention has has gone anywhere, besides where they are right now, has probably seen how, you know, even going to a gas station, you encounter somebody and it's a different feel. And so that part I get, but there are some

universals, you know, like a smile is a smile. Right? And, you know, there's certain universals, I'll tell you one that would that's pretty universal. And, well, I think it's, it might even be actually completely universal, is a therapist, I don't know that all the therapists do this. But for me, one of them is proximity to the exit. I am always aware of proximity to the exit, not just mine might affect preferably not mine. There's, for instance, my couch in my office is set by the door. I do that intentionally I actually configured my entire office based on the couch needs to be by the door. Because if a client is you know, is going to act out for some reason. I want them to have an escape. That's easy, because if they escape, there's less damage, not just physical damage to the office, but damage to you know, having to go through me. Like I don't want that setup. You know, but in law enforcement at times or with EMTs. They may be literally putting themselves in between And on purpose because you'd like you said, One, they're trained with the physical stuff. But the other is, if they come at you, that's different than if they go at each other. And usually, the observer or the Yeah, that's what they are as observers at that point. But they're the participants in the escalation. They, they are potentially at least less likely to go through you then to, you know, to try to attack the other person. So, yeah, I mean, I think we, I don't know. I mean, anecdotally, just on the side, I think it's something worth looking at. I mean, I would love. I don't know that I'm willing to do that research. But I would love to see if somebody has done the research on communication, and particularly the three things that we talked about the body language, the pair of verbals, and the words, because my understanding is the words are taught pretty routinely. But then I see something like I've watched the Tyree Nichols video, and I see how their words, they got confused. And I'm like, you know, it, you know, as a therapist, I'm going, I mean, I understand. But I'm thinking, I'm actually wondering, like, who was actually in charge on the scene, because they should have been the one barking, the the instructions, and everybody else should have gone secondary, and just repeated the instructions of the first. But that's coming from a chain of command model that I worked from in the military. And so they're all autonomous. In a scenario like that, right. They're using what they think they know, and hoping that they're right. And so they change who's in charge routinely in that video. And it does contribute to a fair amount of confusion. I don't know how much it contributes to his death. But it did create communication confusion. And so

let me help us back just a little bit on that it's in a situation like that there should have been only one person communicating and no repeats. Okay? Only one because in a situation where someone is being detained, or apprehended, what however you want to call, whatever you want to call it. The direction should come from one person so that that person can focus on those directions from that individual. And even if the, the, the order is repeated, exactly, it shifts the focus of the individual to another Commander, I guess, and that, and even if the directions are the same, it still creates confusion, because now you've got two sources of sound coming from two locations. And and you don't want to do that you want it to be clear, it should be one step at a time. And it should be clear from one individual and interesting. And then and then a command like Get on the ground is too vague.

Yeah, no, that's interesting, because I'm putting it into context that I'm familiar with. In a clinical setting, if we were doing say, like, if I was doing co therapy with another therapist, which I've done many, many times, the CO therapy, there's because we are in dialogue, I think there's inherently a difference. It's not, it's not directive, it's it's to create and spur and, you know, create growth, opportunity and spur ideas. And so inherently, that's different. But I'm also thinking even coming in, we do establish a little bit, it's not like a clear hierarchy in the sense of the way hierarchy is established in the military. But it's pretty clear that, Hey, you're the lead, or I'm the lead. And we actually make that known at the very beginning, when we are when whoever's given the instructions

to the group. So if we're giving instruction to the group, it's, it's the one who's giving the initial instructions that technically takes the lead, but doesn't mean they can't hand over the torch, or the torch can't be taken, which is fine, because it's dialogue instead of monologues. And so, but at the end, usually, the wrap up almost inevitably is going to come from the person who started it. So you could open in the close and you know, then the hierarchy. But it's different when you're in a in a critical situation of a, you know, a situation like what we were just talking about. So that's super interesting to me, too. I want to like just out of curiosity, you know, and I know we're going to jump a little bit to something new. Well, before we do, is there anything you want to add to what we've talked about?

No, that's good. I mean, that's kind of the beginning of the dissertation part. And so that's flavor one.

Yeah, right. Okay, so I do want to, I want to talk about this, I'm going back a tiny bit to go forward in a slightly different way for a moment, just because I want to address it. I think of a situation like in Uvalde, Texas, where a bunch of law enforcement showed up to a shooting at a school and didn't act, essentially, that's what happened. They didn't act. They they waited and waited and waited, there was a massive delay. And I think about what you said earlier about the focus, and then I repeated it about how it's easier in terms of psychological approach, to focus on the negatives, and not balance it with some positives. In your research, in terms of decision making, do you think any of that decision making process is, I don't know, delayed at times because of fear of the consequences, as opposed to, you know, being able to say, hey, look, we've gotten all of these rewards, because we act, and we act in a way that is kind of respectful, but also very firm and it loves in a firm way. Do you think that that imbalance is causing some of these frozen opportunities? Or Does that just mean making a reach? No, I

think it is making an impact. And I'm gonna be thinking out loud, based on what I know, of the situation and what I know of the research that I've done. Which I wish I had more knowledge of both Honestly, I feel pretty versed in, in all of these. But but there's, there's always more to learn. But I think so let me, let me see if I can put this as simple as possible. self efficacy, and of what you're able to do. So what you can do, is fully intertwined with the accountability mechanism. They, they're they they are inseparable. Because if you take action, the action always has some sort of consequences, at least in our environment now. And so part of the rehearsal mechanism that EMTs law enforcement and fire go through is, is if I do this, then this, or if I don't do this, then this and how that plays out. And the second, this is usually what what might happen to me, or what might happen to my units, or what might happen to the others, whatever that is, and however that plays out. So in a situation like ivaldi, the accountability mechanism dominated the action mechanism in that situation, or at least that's what it appears to be. Because if there's more than a one or two minute delay, oh, wait, let me back up. From what I understand, they heard shots being fired. So it's not a one or two minute delay. If there's more than a five second delay, then then lives are are ending it right now. So how can the accountability mechanism dominate the action mechanism in that case, and that is, it's experiential, not in maybe their own experience and what they went through, let's say so there's again, this is all hypothetical and putting myself in a position that that I wasn't in, right, I've been in others, but not this one. Their experience is through the consequences that they've observed by others taking actions and maybe those actions not going well. And, and so they didn't want to put themselves possibly they didn't want to put themselves in a position to where if they acted and it went wrong. Now, they're going to feel the effects of that because the accountability from from others

is going to essentially want some sort of responsibility taken and that will fall on them. That individual and that's, that's a really no first responder wants to be in that position. They want to observe a situation and then have the latitude to act as they see fit. Because they're the only ones in a position to observe it in that way. No third party The Observer sees what they see. It's impossible. And so they have to have that latitude. That latitude comes with a lot of responsibility, a lot of personal responsibility. But also let me, let me think it's also

cuz it comes with a heavy weight. Yeah.

And it's not a weight that you can sit on for days. And just okay, choice A, choice B, three, C, what do you it's, that weight is felt really powerfully, really strong. And you, you cannot decide you must act in some way. And you just hope

you're right. Yeah, you really do. Yeah, which, which you addressed in the, in the next part of your dissertation with regard to Cause and Effect Analysis, you went actually into depth, pretty good depth there, I actually really appreciated that part. Because it overlaps with the the, you know, social sciences, what I do the psychology, sociology and, and whatnot. But the idea that we're trying to weigh cause and effect without all of the variables, like you'll you won't ever, you know, it reminds me that the, so you know, this about me, but I don't know how much the audience does. The, you know, when I was in college, at first, I was I was, I was gonna be a mathematician, then I was like, Oh, well, maybe I'll just be a math teacher. And then, you know, so I was a numbers guy. And then I had this epiphany one day sitting in a statistics class. And I realized the most complicated variable on the planet, is the human being. And that's what I went, Oh my gosh, if I'm going to study math, if I'm going to study the real numbers, it has to be in the form of people, you know, and figuring out those puzzle pieces that make people who they are, and behaviors what they become. And, you know, I've spent since then, I've spent pretty much the rest of my life. You know, I quickly moved over into the psychology sociology stuff and went, Okay, yeah, no, this is the most complex math problem on the planet. For sure. 100%, there's, there's no doubt, I can map animals. And I can reasonably predict where they're going. I can map people. And there's no way to predict where they're going. Because there's, there's all these little tiny petri dishes within the big petri dish. And as soon as one of those goes into a new place, all of a sudden, the whole petri dish changes. And we see that time and time again. And then in particular, I went down to trauma track, because of the way in which it affects the entire mechanism. And so, you know, I study the brain and all of that stuff, which I would love to get into at some point, but I do want to check, what's your timeline? I should have checked before.

I've got a few more minutes, so we're okay.

Okay. I don't want to keep you too long. I would love to hear you talked about the schemata mental model. And to me that that bridge that I just I just drew over to the brain science stuff. I would love to know what you learned in that particular area, because it I know, I know, it closely aligns to the brain research, based on what I have seen. And so I'd love I'd love to just get your take when you talked about the schemata mental model. Give us some insight into what what was going on there.

So are you referring to like a little bit further down in the dissertation on? Is that what you're talking about? Or? Yeah,

so here, let me see if I'll pull it up really, real quick on my screen. I just want to make sure I'm referring to the same thing. So let me see I'm on page looks like 19. On 19, you start talking about MDM, the natural natural decision making naturalistic decision making is that right? Correct naturalistic decision making. And then you got into the the you were, you start overlapping a little bit more with what I do. And so I would like to know from your angle, I'm thinking of it like the, you know, the three blind people approach an elephant and I talked about that on my podcast with a fair amount of frequency. And I'm just trying to get the other angles. How did the schemata mental model within you know, naturalistic decision making framework work? How did that play out? Like, give me give me your take on it?

Yeah, so that was something I discovered, like through the research, I hadn't heard of that. So situational awareness, I had heard of choice making I had heard of, but when it came into, you know, the discovery of the naturalistic decision making, and then what's called the RPD, recognition, primed decision, model, those. So this is, the whole framework of of those models is based on experience, and how those experiences get logged in or filed away in in the mind, because those, those become something that all of us not just first responders, but all of us lean on, when it comes to making a decision it in a fast paced environment. So let's say you're, let's just say you're grilling, right, and let's say you're using, let's say you're using coal. And the first time, let's say you're 10 years old, the first time you're ever using coal, and you put the lighter fluid on, but you put too much, right, and it flares up. There's, there's an experiential imprint, put in your mind. And so you know that that's possible, right. And so then you go through life, and you always have that to lean on. And that that sort of develops your, your, your tendencies. And, and so that's what naturalistic decision making is like, it's like, okay, fire firefighter responds to a scene, and they see fire in a certain way, or a certain pattern, and a certain color smoke, and they put all that together. And, you know, six minutes later, the roof collapse, boom, imprint. And then they go through, you know, 25, more fires, and they see none of that, but they see other things, then all of a sudden, it clicks back, and all of a sudden, they see the same combination, and they have firefighters inside trying to make a rescue, right. And so then all of a sudden, they see the flames doing the same thing, the color is the same thing. And then they're like, Y'all gotta get out now. And they're like, You, we got people inside. And, and, and in the commander is like, you're getting out now I understand. But you're getting out. Now you have to. And so they get out. And sure enough, you know, the roof collapses again. And and he just saved a whole bunch of lives, even at the expense of others that maybe could have gotten out. But it they didn't know where they were. So do you spend more lives to try to save more lives? It's like, and so that's what naturalistic decision making is like, it's like, how do you input the most things possible, so that you can lean on those and recognize those? In times

of stress? Yeah, no, that makes sense. You're what you're describing, actually, I wasn't thinking about doing this. But I pulled something up real quick. And I want to, I want to run you through it. Because I don't know. It sounds similar. But I want your thoughts. I put together a presentation, gosh, maybe 10 years ago now, on memory, specifically, because I was doing some brain research. And you're talking

about what I what I frame, my frame of reference is scaffolding. So let me I'm gonna go ahead and try to pull this up and see what happens. We'll see. For those of you who are watching, you might be able to see this on on rumble or YouTube. And I'm going to share a screen with you.

And hopefully this will work.

So can you can you see that Jason? All right. So you've got Yeah, I don't know if I can hit play, and it'll still go or not. But let's try it. All right. Can you see that? Is that big on your screen? It is? Oh, sweet. We'll see how that turns out. Because this is this is a new one for me. So you know, what is a memory? I did this as a group. So Daniel Siegel, Dr. Dr. Siegel, who's, I mean, he's one of one of the people I read almost all of his books. He's incredibly good at it phrasing things so that I can understand them. So he dumbs it down for me. He suggests memory is a combination of a biological response and a cognitive process. It's an experience dependent process. That's what I heard you saying?

Yeah, yeah, essentially. Yep.

So then he goes on and defines it as the way past events affect future function. Okay, so then we talk about types of memory. There's two types of memory, there's implicit memory, a form of memory that doesn't have an internal experience. So it's like a photo. And then there's explicit memory, which is like a video. Does that make sense? You Yes. Okay, so in a situation like this, and I could get into the brain stuff, but I don't want to bore you to death. In a situation like this, what you're saying is the providers? Would they, they have to be scaffolding, old memories in video form because they have to be able to adjust to nuances all the time. Because it's the cause of the effect. If they were dependent on implicit memories, I would suggest that they would be less effective. Because it's they go back to the snapshot, and so they can't play it out in their mind. And so they're really running around collecting explicit memories, or

they should be yes, because implicit memory is like a classroom setting where they're telling you what you should do in a situation. The explicit memory is you either doing it in training, or in real life, where you're actually feeling those. The sensory overload.

Yeah, exactly. So that, to me, is a super, I mean, honestly, I could totally geek out on this. The scaffolding process, the way I describe it here, I'm gonna get out of this too, because the way I just describe the scaffolding process, is you have a set of glasses, I literally will pull out my blue blockers that I use when I'm on the screens too much. And I stick them on and I say, okay, I can see. But it's, it's tinted slightly. What happens if my, my glasses that I put on my face, are are tinted with not just a color issue, but a vision issue, meaning they have somebody else's prescription? Now all of a sudden, the whole world looks different? Is it? Does it make it clearer? Or does it make it blurry? Does it make it you know, make more sense or less sense. And so, you know, I when I talk about scaffolding I talk about you put the glasses on, but then sometimes we leave them on. And we take another set of glasses and put them over the top and another and put them over the top and another and put them

over the top. And by the time we're all it's all said and done, we got 10 pairs of glasses, in our view of the world comes through the initial lens first, right, the idea that that first paradigm, the end, grab that first memory. And so it takes time when I talk about undoing the scaffolding so that we can really, truly learn is a process of undoing the scaffolding and tracing it back to that initial memory where, you know, you, you maybe somebody goes into law enforcement, because they saw mom and dad in a fight the cops came and saved the day. And so they have this sort of I mean, not all law enforcement does this. But some probably get into it for reasons like that. And they have in their way back memory, the idea that they can be a hero, which is great, in one way, and awful in another because if we think we can be a hero, in a chaotic situation, inevitably, we're going to find out, we can't, that there's going to be a situation that dominates us versus you, we can come in and you know, write in and save the day. And so those those kinds of realities hit and cause significant issues because cause and effect, we applied cause and effect to an early memory. And then in the later years, cause and effect didn't work the same way. Because we were in a different role. We were in that director role or the provider role and not the observer role.

Yeah, actually, that's a perfect segue into something else. And we can maybe close with this. But if you if you pull up my model that I put, I think it's on page 44. All right. Let's see if you can show that as you're talking

about here. Let me let me get to it real quick. All right. So give us a moment, folks. Not trying to bore you to death, but also want to make sure we do it right. I'm going to share there you go. And 4040 said so people can see me. If you're with me. You can see me scrolling really, really fast. That's not it. I know which one you're talking about.

Already For now, click on. That's everything I see. Yep, almost should be right up. 45 I guess there you go. Okay.

So this is the second. Go ahead.

This is the conceptual model. So the scaffolding scaffolding thing that you were discussing fits perfectly with with this, which prevents what you're saying from occurring. Because this is also a scarf Holding, because it starts with how the bottom left, and then it's a continuous cycle. So just follow the blue line, and you collect information situate do, and then you collect situate do. And so this is it, this can happen like during an event, or it can happen over years and years of gaining experience. So that very first image that you have, where you think you can be a hero, because you've collected some information, you've situated yourself within that either hypothetically or real, and then you did something or, or envisioned yourself doing something, right? It starts with that, and then you become a cop, or you become an EMT, or become a firefighter, then you experience it for real over and over again. And you start developing this model, where you go around you collect situate, do collect situate do, and you do it in various situations, over and over again, you can actually eliminate that first part where you just think you can be something and you start to realize what you can actually do. Because you might be really good at some stuff, and not good at other things that you thought you might be good at, because you're actually doing it over and over again. And that's where the

training mechanism kicks in. Because you can, you know, after two or three years, you're you're better than then three or four years later, you're even better. And then you become a supervisor, and you start training your people to become better and better at this cycle. So this is event to event and over time in your own development as a as a, as a provider, and as a leader. And, and so you can erase those older memories. Because you know, hey, I thought I could do this, I really can't do that. But I am really good at this. And so then you get yourself in a situation where, you know, you get called to something and you're like, I got this one, I'm good. I know, I'm good at this. And that's this. There's another situation I'm not as good at. But you know that and you don't have to lean on that that first lens that you were talking about, because you've removed it. And now you're looking through the lenses that are that are real, and that really help you. So

so this plays into something like when we're dealing with something like a hero complex, right? Somebody who, who, who just wants to be the hero. There's often, you know, you're talking in this model about the limitations we learn we have, you know, we have strengths, we have limitations. I get that now. But when you have somebody who doesn't accurately assess their strengths and limitations, because of blind spots, right? Sometimes people put on that lens, and they can't look through it another way they are they refuse to write. And so it requires then that leadership accountability in the middle and say, we're no we're going to insert ourselves here. Because no, but they can only do that after the fact.

Yes, but hopefully that fact is in training, not in something real. Because as a as a Marine, and you'll know this, you when you do training over and over again, you can tell who's got it and who doesn't. In those situations, like and, and so you don't have to worry about them in a real situation, because you wouldn't put them in that situation if you can help it.

No, that makes sense to me. Except I'm going to push back a tiny bit. Sure. Because I remember in basic training I had there was we I think we all had them. Do you want me to take this off the screen?

Pretty well believe it or not? You're fine. I mean, unless you need to refer to it.

No. Okay. So there was this recruit. And he Oh my gosh, was he was like the the platoon turd. His motivation to do well was fine. His desire was there. He just could not do it. I remember many times, we were looking for his socks. He just couldn't, he couldn't figure his crap out. ran into him about a year later. And he was he was a grunt and in a year from basic, you know, he, he had promoted to a corporal, which is stupid fast, like, like that is, you know if you're coming out of basic or private, because he was like the platoon term. And you you pick up Corporal within a basically right around a year, year and a half, something like that. And I'm going how in the world, and he looked at me in the eyes and he said Pay me I don't know what happened in basic training, but I just could not organize my thoughts. But once I got out into the fleet, uh, you know, after, after about 30 days, it just started clicking. And so he was not what we thought he was in training. Like, he wasn't even like how to do to survive. I remember, you know, going up a mountain, mother effer. And, and he's, for those who don't know, that's in Camp Pendleton. And it's this endless Hill, basically. And every plateau and like he would, he was in the back, they put him back there on purpose. They were trying to break him

because they were tired of him not figuring it out. And, you know, they were like, well, let's, let's just get him to quit, and then reset him, and then we'll be good. So they had him in the back. And they would, you know, they would call him, and then he would have to run and catch up. And then they'd call him. And so he probably did mount mother ever, twice. While we all did it once. And that's not an exaggeration, like it was they were trying to get him to say I quit. And he didn't, right. So maybe in part that contributed, but we all thought like, whew, me good luck. I wish you well. And I hope to never be in combat with you, too, you know, a year, year and a half later, he figured it out. So sometimes training is different than the real thing. How do you account for that?

Yeah. So he was still in a training mode, he did figure it out through training. So even if it was you go through basic, which is a total unique form of training, where everyone breaks in everyone's a turd, right? To MCT, which is your, you know, you use my still be a turd, but you smell slightly better. Right? That's about it. And then you get into a unit. And now you're still training. So you start removing some of the restrictions from boot camp, let's say to MCT, and then from MCT, to your unit, you start removing those, and that starts freeing up mental capacity to actually engage with the knowledge that you've developed, which was always there, it just didn't, it didn't come out. So that's how I account for that is you've got to remove, you've got to backpedal, you got to take off some of those things that are engaging those cognitive functions, that that are preventing this individual from realizing their own potential. And that's a, and that's part of training, too, you've got to do that you've got to put all the stress on, and then you've got to pull some back and then add it and then pull it back because they have to learn to develop with within that environment. Does that make sense? And so yeah, it was overwhelming him at first. And then maybe over time, he figured out how to deal with that. Because he he had that, that zoom effect, you know, in out in out and was able to start to deal with it.

Yeah. Now it makes me think about, you know, like, you we have, we have a capacity, like a working memory capacity we have, we have a long term memory capacity and a short term memory capacity. You know, and I think, you know, we look at people like servers and restaurants who come by, and they don't carry any pen or any paper or anything. And they take an order for a table of eight and they get it all right. And it's like, how in the world? Do they do that? It's because what they have done is they have really honed the skill of short term memory capacity. They hold it for the next two minutes, three minutes, they get to the screen, pop, pop, pop, pop, and then they totally forget it until they come back to the table with it. So that they've got it in the short term memory. They keep it on recall just long enough to get to the food to the table. And really, most of them My understanding is they they start with one as their their starting point. And that's how they remember it. Like they put it in rooms of their house. It's not short term memory.

Yeah, there's a lot of skills that go into that. But once you get further in my dissertation, you'll get into that as well. No, I've

been I've been looking Oh, okay, cool. I'm already there. But I don't want to dig into it today. It's a long. Yeah, no. But it's a good segue for something that we can dig into the the next time that we made I think that'd be fun. Yeah. Cool. Anyway, awesome. I'm super glad you joined me. Hopefully, the recording went well. Now is the time to find out. Yeah, if nothing else, the video will record and we will go ahead and post that potentially. And I'm gonna go ahead and log us off here. Hey, everybody,

thanks for joining us. You know, stay tuned, you're gonna you're gonna know how to connect If you want to connect with me, you know potentially get you connected with my brother if there's a question you have for him. I'm happy to forward them on and we'll see you next time

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