

I'm From the FAASTeam and...

WE Need Your Help!!!!

Presented to: Designated Pilot Examiners/CFIs

By: SW Region, FAASTeam Program

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Federal Aviation
Administration



Statistics.....Yikes! What's Goin' On?

- **42% of accidents occur during the landing phase of flight and account for 3.3% of the fatalities.**
- **15% of accidents occur during the take off phase of flight, and account for 14% of fatalities**
- **With well over 50% of the GA accidents due to Take Off and Landing issues, this area is the key to large scale accident reduction**



We have a LOSS of Control Problem!



- This airplane lost control on landing when the pilot flared too high and stalled in West Texas.
- He attempted to taxi the airplane to the ramp, and it worked until the nose wheel collapsed.

Loss of Control



- This “new” private pilot **LOST CONTROL** when he attempted to land on a public highway to look at an auction site, near Pecos, Texas.
- The crosswind caught him and put him into the ditch and a fence.

Objectives

- **Emphasize the importance of teaching and evaluating proper Takeoff and Landing Techniques and Aeronautical Decision Making**
- **Emphasize the part YOU can play in the mission of the FAASTeam to reduce the number of fatal GA accidents resulting from Loss of Control**
- **Outline things you can do as a DPE/CFI to help support the FAASTeam**



- What Part do you play in all of this??



DPE...You are the Filter...the last bastion

- As a DPE, you are the one they have to demonstrate their “finished” skills to. You are **NOT** doing the weak ones a favor by “helping them over the wall”
- You **WILL** lead by example!



CFI...you are the molder, the shaper, the creator of this fledgling airman

- The Flight Instructor has the greatest responsibility...this is your “clone”. So, do you like what you see in the mirror?**
- You are NOT doing them any favors by allowing them to do “sloppy work”.**
- They will learn your habits and techniques, because those are the first ones they see (Remember the Law of Primacy).**



CFI...you are the molder, the shaper, the creator of this fledgling airman

- Prepare for each lesson...give them their money's worth.**
- Prepare for each flight review/instrument competency check...make it meaningful and make it thorough**
- Teach proper takeoff and landing techniques the first time...(Law of Primacy, again)**



Some considerations that may keep them (you) from rippin' your britches on the fence!

- **Turning Base to final make them fly a good STABILIZED approach**
 - Proper runway alignment
 - Properly configured (flaps, gear, etc.)
 - Proper Power setting
 - Trimmed to fly hands off
 - Using a technique that will allow touchdown within the first 1/3 of the runway, at the proper airspeed recommended by the manufacturer for the weight and configuration. (Too much speed is a major factor in landing accidents)
 - Touching down with the runway centerline aligned with the nose/tail wheel



What about the Crosswind???

- **Technique?**
 - Whether “kick or crab”, proper runway alignment must be maintained!!!
 - Upwind wing lowered and runway center line alignment maintained using proper control inputs for the crosswind conditions
 - REMEMBER...



The Landing is NOT over 'til you tie it down!!

- **After touchdown:**

- Increase aileron input into the wind as speed decreases
- Continue to maintain directional control with the rudder.
- Be aware of wind direction while taxiing to the tie down and utilize proper control input to keep you off your back.

–REMEMBER...



Don't let the conditions exceed your limits ... if you start to get that "uncomfortable" feeling...



•**YOU** can help us make a difference in reducing the number of Loss of Control Accidents...**WE NEED** that help!!!

In your day to day activities as a DPE/CFI, make sure you are teaching/evaluating in a fashion that assures proper aircraft control by the pilot.

We are continually in the process of developing new training materials and tools. If you have any ideas that can help us make those materials more effective, please contact:

**James R. McElvain SW Region, FAASTeam
Program Manager**

james.r.mcelvain@faa.gov

