

Statement of Events occurring on August 14, 2020

Brittany Crews

On August 14th, at approximately 0650 hours, my student and I, Brett Patterson, took off from KADS in Sport Cruiser N467SC heading NE near Greenville. The object of the days training was clearing turns, slow flight, power off stalls, and power on stalls. The day before, August 13, I conducted a one hour ground session with the student explaining the plan for the next lesson and the maneuvers we would be performing. I gave him homework/reading to do, which also included an exercise at the end of the Jepps private lesson book I requested him to complete.

When we arrived at the airport at 6am on August 14, we went and sat down and discussed the power off stalls specifically, and the purpose of the maneuver. I observed that my student had taken several notes, so it seemed to me based upon our discussion and his notes that he had done what I asked and completed his homework.

During the flight, the student practiced and successfully exhibited clearing turn and slow flight maneuvers. We then moved on to power off stalls. I demonstrated power off stall procedures twice so the student could observe the proper steps taken to recover successfully and safely. During those procedures I also explained what I was doing and why, consistent with our earlier ground and pre-flight discussions. When I finished, I asked the student if he was ready to demonstrate the procedure himself, he affirmed that he was ready. I asked the student to set us up for slow flight and then put us into steps for a power off stall.

At approximately 0730, a positive exchange of controls took place where I gave control to the student in order for him to perform the power off stall maneuver. We were at three thousand feet at this time. I instructed the student as he performed the steps on how to accomplish the power off stall as he actually performed the maneuver, again, consistent with our earlier ground and pre-flight discussions.

We were already setup in slow flight with flaps extended. I instructed him to pitch the nose over to obtain a 500 foot per minute (fpm) stabilized descent simulating a landing. At my direction he powered to idle and pitched the nose just above ten degrees. I instructed to him to hold right rudder to keep the airplane coordinated while we wait for the full stall to come. Once the full stall came, I instructed him to fully pitch the nose down to the horizon while increasing power and take out one notch of flaps.

The student was performing steps correctly until attempting to recover from the stall. As the airplane stalled, the stall horn sounded indicating we were coming close to the stall. Instead of pitching down from ten degrees to the horizon, the student pitched down almost fully vertical while at the same time giving the airplane full power. He then turned the yoke to the left causing us to go into a spin. This all took me off guard as it happened in seconds and was totally opposite of what I told him to do and what we had discussed during the ground and pre-flight sessions.

I attempted to recover from the spin by pulling power to idle, placing ailerons in the neutral position, and adding full opposite rudder (right rudder). This was not enough to make any changes or correct the spin. I estimate we were three full spins in and I was increasingly becoming dizzy. I could see the ground approaching and by not being able to gain full control of the airplane, I made the decision to

deploy the parachute installed in the Sport Cruiser. Once the parachute deployed, the airplane descended to the ground where it landed in an open field.