

Standards & Training DIRECTOR Magazine



December 2021



**Using Virtual Reality Effectively In Training
Georgia P.O.S.T.**

The Frontline: Interview with Dawn Reeby

Why and How to Perform a Training Audit

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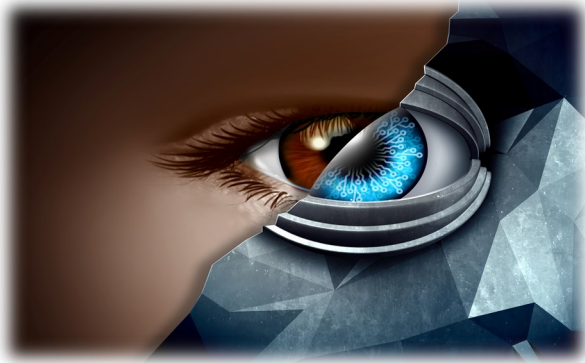
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The front cover represents the IADLEST looking through glasses at the world in search of new IADLEST members to broaden the association's reach in establishing best practice standards for law enforcement.

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Standards and Training.

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Prepared by:

CJData Research & Training
Meridian, Idaho 83646

Editor: William Flink

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Message From The Executive Director



Executive Director Mike Becar

In this edition of *Standards & Training Director Magazine*, we are focusing upon the untapped training capabilities of Virtual Reality, as well as one of our director-member agencies, the State of Georgia's Peace Officer Standards and Training. We are also bringing our readers a new feature that will appear in subsequent magazines. We call it THE FRONTLINE, and through this column we will explore the latest areas of training and instructor expertise through the eyes of those involved in their development and implementation.

Our first article for THE FRONTLINE addresses the training arena of Crime Analysis, and we believe you'll enjoy learning from one of America's leading instructors about where trainer's in this field of expertise can better learn their craft. IADLEST has emphasized the analysis of crime and traffic in our efforts to support NHTSA's Data Driven Analysis of Crime and Traffic (DDACTS) training program. This edition's INSIGHT delves into the analysis of crime and one of the world's premier associations addressing the development and training of law enforcement analysts.

Another area of interest for our readers, is the article presented by Lexipol on providing training audits. Lexipol has outlined their advice for agency training departments in maintaining and documenting a credible training program. Much of what is emphasized in the article can be applied to the requirements that many state POST agencies mandate, or IADLEST's efforts to accredit academies and POST agencies.

We think you will find this edition of *Standards & Training Director Magazine* will be of benefit to your development of training programs and standards, and give you a clearer picture of IADLEST's goals and directed activities.

Upcoming Association Events

Below is an important date that you may want to block out on your calendar.

We will send out additional information with agendas and/or zoom links as the time gets closer.

- **February 6, 2022: IADLEST Executive Meeting, at the National Sheriff's Association Conference, J. W. Marriott Hotel, Washington, D.C., 9:00 A.M.— 3:00 P.M.**



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Why & How to Perform a Law Enforcement Training Audit

By Andrew Birozy

Handguns, long guns, shotguns, conducted energy weapons, body cameras, batons, pepper spray, access to specialized databases, drug detection kits, crime mapping programs—and the list goes on. Law enforcement officers are equipped with a staggering array of tools to help them effectively perform their jobs. As leaders, we often advocate for funding to give our people the latest and greatest tools.

But why do we so often fail to give them the training they need to properly use these tools?

As a law enforcement trainer for over two decades, I have interacted with law enforcement professionals across the nation. Far too often, I see agencies failing to provide officers with the training they need to [stay safe](#) and meet legislative mandates.

If someone performed an audit of your agency's training program, what would they find? Would there be deficiencies in meeting [federal and state training requirements](#)? Would the materials appear dated, insensitive, out of touch? Can you document when, where and how an officer was trained on a specific topic?

If you're not sure, it might be time for a law enforcement training audit.

Why You Need a Law Enforcement Training Audit

We know history is going to repeat itself. When we are not properly trained, bad things will happen. This is why training must remain a top priority for every organization.

[Gordon Graham](#), co-founder of Lexipol, is one of the smartest people I have ever met. He is humble, professional and, to put it plainly, just a darn good guy! I encourage you to read the countless articles he has authored related to risk management. It will change the way you think, approach and react to managing risk.

If you know Mr. Graham or have attended one of his presentations, you are familiar with

the phrase "Predictable Is Preventable." I am not going to try to convey Mr. Graham's approach to risk management. I am not nearly as humorous as he is, nor do I have his vast amount of expertise. What I do want to convey to you is what "Predictable Is Preventable" means to me, specifically in the training arena. It is simple: We can predict that bad things will happen if we do not train our personnel. Therefore, we can *prevent* the bad things from happening if—yep, you guessed it—we train our personnel.

Without question, the primary reason for thorough, evidence-based training is that it greatly enhances the chance an officer will do the right thing and do it safely. Professionally trained officers are far less likely to harm themselves or others. A training audit can help you determine where your training may fall short of best practices and contemporary standards for excellence in policing.

A much less important reason—but still significant—for a training audit is liability protection. It is almost a guarantee that a plaintiff's attorney suing a law enforcement agency will subpoena all the involved officer's training records. Regardless of whether training played an outcome in the incident, if deficiencies are identified in the training record, they will often be used against the agency and the officer.

Lexipol's other co-founder, Bruce Praet, has an enormous amount of experience representing law enforcement agencies in police civil matters, such as shootings, police canine bites and vehicle pursuits. Mr. Praet repeatedly sees law enforcement agency training come under scrutiny in the courtroom. "Plaintiffs' attorneys often focus on some aspect of training and then illustrate how the officer failed to follow that training in a real-world situation," he says. This tactic, he says, underscores the need for agency leaders to

understand exactly what is in their training materials. Where appropriate, training materials should distinguish between training scenarios and real-world applications, where officer discretion and flexibility come into play.

What to Include in a Law Enforcement Training Audit

When was the last time your agency performed an audit on every aspect of your Training Division? I hope when you read this, you will ask someone in your Training Division the same question. If the answer is unknown, then I highly encourage your agency to thoroughly audit every aspect of their Training Division as soon as possible. If your agency does not have the time or personnel to perform an audit, an outside consultant can be retained. The cost of the consultant will likely be far less than what will be paid out in a lawsuit after multiple deficiencies are discovered in your training files. Some risk management pools may even help pay for the cost of the consultant.

At a minimum, the audit should include an examination of the following:

- **Policies/Standard Operating Procedures (SOPs)** – Every [policy](#) and SOP that mandates or suggests the type and frequency of training your personnel attend must be up to date and comply with all federal and state guidelines.
- **Federal and State Guidelines** – Know the type and frequency of training that is federally required as well as training your state mandates for all department personnel. This includes sworn, civilian, line-level, supervisors, managers and executive staff. Some states mandate your employees attend a certain amount of ongoing training. Do you know what your state requires? Some states require [field training officers](#) (FTO) to attend an update class every two or three years. When I taught the FTO update course, at least 25% of the students in every class were out of compliance with their state requirement.
- **Accrediting Organization** – If your agency is accredited by a national or regional organization, you must be aware of the requirements they have pertaining to the type and frequency of your agency's training.

- **City or County Rules and Regulations** – There is a good chance your county or city has a set of rules and regulations that apply to all employees. You need to know if there are any city or county training requirements that apply specifically to police employees.
- **Lesson Plan** – Every course or block of instruction should have a lesson plan. The lesson plan must be up to date and include the details of the content being taught. If you do not have a thorough lesson plan, it will be tough to explain what was taught years later.
- **Informal Training** – Do your supervisors or officers provide impromptu [training during briefing or roll call](#)? Does your dispatch supervisor provide brief training segments to your dispatchers at the beginning of their shift? These are outstanding training opportunities; however, does your Training Division know what is being taught? Do you know if the training being provided is accurate or in compliance with department policy and the law? Is the [training being documented](#) and accounted for? Your Training Division should be prepared to answer these questions.
- **Safety Plan** – If the course or block of instruction requires students to do anything other than sit in a classroom and listen to lecture, a current safety plan should be included with the course outline. The instructors and students must be familiar with the safety plan and most importantly, they must adhere to it.
- **Handouts/Slides/Job Aids** – What handouts are given to the students, what job aids will the students use in class, and how will the instructor deliver the material? Ensure it is all current and consistent with applicable laws, policies and procedures. Many instructors, including me, incorporate humorous video clips into PowerPoint presentations. There is generally nothing wrong with this—until the [inserted clip offends someone](#). Make sure your Training Division reviews and pre-approves everything used to help deliver the course content.
- **Instructor** – Does the instructor teaching the course or block of instruction have the experience, training and knowledge to effectively teach the subject? If not, you are opening yourself up to a potential negligent

Continued on page 6

training claim if something goes wrong.

- **Training Environment** – Where will the training occur? Are there enough restrooms, is it ADA-compliant and is it safe? All this must be considered before the training is presented.
- **Training File** – Is every officer's training documentation up to date? How often are training files reviewed? An audit and frequent review of your files may help your agency discover and rectify documentation deficiencies. If the training isn't documented, it didn't happen.

Worth the Investment

Dedicating time and money to training is much easier said than done. Some agencies are finding it difficult to provide even the most basic law enforcement services. However, we must make training a priority because it is one of the few elements we can control in law enforcement. The nature of the work means harm will come, at times, to our officers and to subjects. Training is how we prevent *unnecessary* harm. And if that's not impetus enough, remember that in the event of a lawsuit, juries are likely not going to be sympathetic when your training deficiencies are laid bare in court.

Depending on the size of your organization and the extent of your training program, an audit can be a daunting venture. However, the benefits far outweigh the consequences of not performing a thorough audit. If you don't find and correct the deficiencies, someone else will.

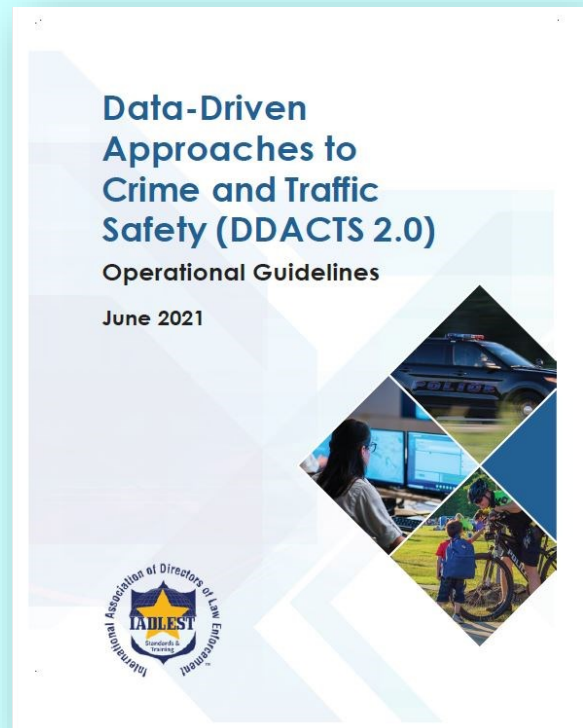
ANDREW BIROZY is a 27-year law enforcement veteran currently serving as a lieutenant in a police department in Southern California. Andrew



has also worked for Lexipol for the past 15 years as a Training Developer. He holds a master of science degree in Law Enforcement Executive Leadership and a bachelor of arts degree in Leadership. Andrew is a California Commission on Peace Officer

Standards and Training Master Instructor and teaches a variety of law enforcement classes throughout the state. He has committed himself to being a life-long learner and teaching helps him

further his passion for learning. Andrew can be contacted at abirozy@lexipol.com.



DDACTS 2.0

DDACTS is a proven, evidence-based system shown to reduce traffic crashes AND crime in the communities that have implemented the system.

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It will show you how to make better use of your patrol officer's uncommitted time.

No specialized software programs are required, and loads of training, both online resources and in-person classes are available at no-cost to departments.

The program scales to both large and small police departments. You owe it to your department and to the community you serve to inform yourself about DDACTS 2.0. Click the link below.

[DDACTS 2.0 Operational Guidelines](#)

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**Registration opens
January 2022**

Contact: yvonne@iadlest.org

IADLEST PARTNER ADVISORY COMMITTEE (IPAC)

The IADLEST Partner Advisory Committee (IPAC) was established in 2019 to support resource development for IADLEST and the advancement of law enforcement training nationwide. Members of the IPAC help ensure that training and standards meet the needs of the public safety industry, help to promote the adoption of best practices, provide IADLEST with perspectives and recommendations regarding selected IADLEST projects, and initiatives and emerging topics in the field. The IPAC seeks to advance the public safety profession with a vision of outcomes-based police training and standards.



IPAC Serves as a:

- ◆ **Technical Advisory Panel** comprised of subject matter experts (SMEs);
- ◆ **Platform** to engage partners and create opportunities for collaboration;
- ◆ **Sounding and advisory board** for IADLEST's current and emerging programs;
- ◆ **Think tank** to assist IADLEST with its mission and strategic plan;
- ◆ **Resource** for law enforcement; and
- ◆ **Forum** to discuss partner (vendor) issues of interest.

IADLEST's

IPAC Member Profiles



The IPAC is currently comprised of fifteen corporate member organizations that provide services to law enforcement and corrections officers and their organizations. Each organization provides a unique perspective to the collective work of the IPAC. In each edition, IADLEST Magazine will provide a brief profile of various IPAC Members to introduce them to IADLEST members.

Columbia Southern University



Renee Wright, M. Ed. has been the Corporate Outreach Team Manager—Criminal Justice and HR/Municipalities for Columbia Southern University for the past 11 years. Renee's passion is helping

law enforcement members and their families to pursue and achieve their personal and professional goals through higher education.

Columbia Southern University is an online university based in Orange Beach, Alabama, that strives to change and improve lives through higher education by enabling students to maximize their professional and personal potential.

Renee can be reached with questions at Renee.Wright@ColumbiaSouthern.edu.

Readers are invited to learn more about Columbia Southern University at:

www.columbiasouthern.edu.



Columbia Southern University is pleased to be a member of the IPAC committee, as well as an educational partner with IADLEST. We are proud to support IADLEST in accomplishing our shared goals and objectives. We also want to assist IADLEST members by offering partnership benefits to their trainees, as well as connecting with the trainees in order to help them achieve their career and educational goals.

IPAC

VirTra



Lon Bartel has been the Director of Training and Curriculum for VirTra for four years. Lon spent 20 years as a police officer, with 12 of those years spent as a Rangemaster and 18 as a law enforcement trainer. Lon is an IADLEST Nationally Certified Instructor and certified by the Force Science Institute as a Use of Force Analyst and Advanced Specialist. In addition to working at VirTra and being on the IPAC committee, Lon co-founded the Arizona Tactical Officers Association and has served on numerous review boards that evaluate officer use of force incidents. Lon's passion is law enforcement training and understanding and researching human performance.

Lon can be reached with questions at lbartel@virtra.com.

VirTra's mission is to save the lives of police and military worldwide by providing them with effective training tools. Readers are invited to learn more about VirTra at www.virtra.com.

IADLEST asked Lon the following questions.

Why is being part of the IPAC a priority for your company?

VirTra strives for its training to be as effective as possible, therefore using research and science-based methods are ideal. Being a part of the IPAC allows VirTra to emphasize the importance of this style of training and help provide officers with a higher educational experience.

How do you bring value to IADLEST and/or to IADLEST members through your involvement in the IPAC?

VirTra does more than just manufacture and sell training simulators – the company's subject matter experts partner with industry experts to create curriculum that is of high value to law enforcement members. VirTra hopes to be an important resource to law enforcement not only with technology, but with relevant content.

IPAC



FORCE SCIENCE[®]
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The mission of the Force Science Institute is to use high-quality research to inform expert decision-making, superior performance, and honest accountability before, during, and after use of force encounters.

Von Kliem has been with Force Science Institute for three years, and currently holds the position as the Director of Consulting Division. Von is passionate about promoting

training performance and investigative standards that reflect the strengths and limitations of human performance.

If you have questions, Von can be contacted at:

von.kliem@forcescience.org.

Readers are invited to learn more about Force Science Institute at forcescience.org.



Why is being part of the IPAC a priority for your company?

The IADLEST Partner Advisory Committee provides a critical link between the multi-disciplinary experts at Force Science and the law enforcement professionals responsible for setting the training and standards for their industry.

How do you bring value to IADLEST and/or to IADLEST members through your involvement in the IPAC?

Force Science is comprised of multi-disciplinary experts who are widely regarded as leaders in the field of emergency medicine, law, human performance, police practices, and psychology. We are comprised of a research division, consulting division, education division, and training division—all of which allow us to have daily interactions with police professionals, attorneys, researchers, and experts from a

wide range of professional disciplines. We can condense lessons learned through our in-house research and through collaboration with outside experts to provide IADLEST members with the most comprehensive, evidence-based insights and recommendations for training and standards.

What is an issue that you see as a concern/priority that should be on the horizon for IADLEST members?

IADLEST members should ensure that any standard used to evaluate or regulate police conduct meets two minimum criteria. First, it must be capable of human performance, allowing for imperfection and inevitable human error in judgment and performance. Second, the standard must be clear enough that officers can predict the lawfulness of their conduct. Any efforts to set standards beyond human performance limits should be strenuously resisted.

IPAC



Cover Story:

Using Virtual Reality Effectively In Training: Challenges and 21st Century Solutions

By Jennifer Lastra and David Cleverdon

Regardless of the industry, public or private sector, or geographic region, there are unprecedented challenges facing today's workforce. These include navigating personal and professional uncertainty, employees unexpectedly quitting their jobs at increasingly alarming rates, and staffing issues due to ongoing labor shortages. While most organizations compete to secure their top talent, these challenges are proving to be exponentially more complex retaining law enforcement and security personnel. With many unique, explicit and demonstrable requirements, both physically (hard skills) and mentally (professional soft skills), investing in seasoned officers and maintaining high levels of engagement is paramount.

Unique Challenges Lead to New Opportunities

In the post-COVID world we live in, these same organizations have been forced to undergo some form of review and overhaul of their training programs to ensure compliance with workplace safety, employee well-being, and maintaining a strong organizational culture. Law enforcement, at the least, is a step ahead of most industries in their

recruiting and hiring processes, placing a high value on selecting candidates with strong integrity, loyalty, and adaptability traits.

Historically, law enforcement training focuses predominately on understanding policies, procedures, and tactics. Officers develop intimate knowledge and specialized training in all aspects of policing from firearms and interrogation, to enhanced driving and self-defense. While these are all highly regarded skills, there are inherent gaps found in enhanced professional skills training that are equally as important to develop.

Officers come into law enforcement with various levels of education. Statutorily, most states require a minimum high school education or GED completion, though, more are entering the field with some college or achieving a college education. Traditional K-12 and higher education institutions are not designed to develop young aspiring leaders. They are not taught the importance of mastering self-awareness, critical thinking, and enhanced mental health and communication skills. Yet, these skills are critical for ensuring successful interactions with community members and teams. Before we dive

into possible solutions to help bridge the learning gaps, let's understand the current challenges associated with ensuring officers are trained from a holistic standpoint.

Affordability and Scalability

Some of the largest challenges for any agency to overcome, is the cost and effort associated with providing training. Generally, most instructor-led training involves some sort of presentation, review of video footage, or role-playing scenario-based simulations. The more interactive, hands-on options require the use of live actors and peer interactions which can present barriers from a budgetary and/or realism standpoint.

Other challenges that traditional simulations present, is that they are usually only available to a limited number of personnel at any given time, and the learning outcomes can vary widely based on attendees. The best outcome achieved is when officers fully participate and share their experience with their peers. However, in reality, knowledge transfer will often be filtered and learning objectives challenged, leading to less than acceptable retention rates.

Variability

Each law enforcement academy or agency has its own methods of conducting training. Procedures or tactics may be slightly different from another agency in a nearby town or city. Each academy may also have its own criteria for awarding inservice or continuing education credits. Turnover in the training department and various constraints based on agency size and geographic location, are additional common obstacles. The net result is that officers may receive varying degrees of training quality, depending on the department or training agency's practices and resources.

Social Impact

Today, police training is under increased scrutiny by community members concerned with high profile cases related to officer excessive use of force, improper handling of interactions with citizens living with some form of mental health or substance

use disorders and perceived racial bias, just to name a few.¹ With so many varying circumstances, environments and scenarios, it is nearly impossible for officers to be fully prepared for what they may encounter next. After reviewing some cases, a lack of sufficient training has been found to be a contributing factor leading to less than favorable outcomes. Rapid deterioration of relationships or insufficient communication between law enforcement and the public also tends to increase mistrust, fear, and anxious behaviors.

“There is a proven technology solution available that many ... are embracing to help develop their leaders ...”

Industry Demand

As discussed, it has become increasingly important for organizations to recognize the need to address workforce challenges and invest in their human capital. In a tight, competitive labor market, agencies must look for new solutions that engage, support, and prepare officers to be as effective in their jobs as possible. So, as training developers we ask, what are the new and innovative training solutions that our agencies should consider, that are cost effective and provide a measurable return on investment? There is a proven technology solution available that many industries are embracing to help develop their leaders, and it's been around for more than a half century.

Virtual Reality (VR)

Since the 1960's, VR has been used to train our soldiers, doctors, and aviators. Experts have known that when sight, touch and sounds are combined, entirely new learning experiences can be achieved. The seamless merging of the mind with sensory perceptions, coupled with a hands-on simulation, generates a full-body physiological response. The term experiential learning embodies this concept as it relates to learning by doing. We often hear that VR is an immersive, engaging and memorable experience, mainly because each of the visual, auditory, and

¹ Dateline, “A Rare Look Inside Police Training in Utah,” NBC, Patrice Taddonio, November 23, 2021, <https://www.pbs.org/wgbh/frontline/article/video-police-training-utah-shots-fired-documentary/>; and “California Must Take Action to Improve Law Enforcement Training, Little Hoover Commission Urges,” Little Hoover Commission, News Release, November 30, 2021, <https://mailchi.mp/4406f78d070c/california-must-take-action-to-improve-law-enforcement-training-little-hoover-commission-urges?e=3ffaa2489d>

tactile learning styles are being activated during the learning process.

The Power of VR

What sets this form of immersive technology apart from other forms of media, is the ability to completely isolate the learner in a headset and place them directly in the middle of an experience. While we haven't physically been transported to another environment, time or place, our imagination takes over and blurs the reality of the experience to create a sense of presence that is fully engrossing.

Maintaining a sense of presence in a VR simulation allows the learner to experience scenarios in environments that are reflective of their natural surroundings, or situations a trainee may encounter on the job. The more realistic the environment is visually and from an auditory standpoint, the deeper an emotional and relatable connection will be achieved. By combining the educational and entertainment components of training, VR simulations have presented an entirely new way for learners to develop a newfound curiosity about themselves and their surroundings.

VR technology is so powerful because in essence, our perceptions (thoughts, memories, stories, anxieties, fears) are activated when immersed in a simulation. Everyone brings their own perceptions to a new environment, perceptions built upon

rules that are structured from past experiences. These perceptions form the "belief window." The belief window guides the learner to interact with the virtual environment in much the same way they would in the real world.

VR experiences are particularly memorable and impactful when used as a training aid for scenarios that could lead to negative consequences, considered too uncomfortable, or even dangerous to train on in real life. The experiences can also offer a wide variety of interactions with people from different cultures, gender identities, disabilities, and various types of mental health and substance abuse disorders to enhance the training. In VR, a trainee can safely participate in a simulation that involves local gangs, or other criminal cultures, behavior or mannerisms. The opportunity to witness different perspectives is eye opening, and can promote introspection.

Benefits of VR training go beyond the trainee being able to practice new skills safely. More importantly, the trainee no longer must guess or assume what the instructor was trying to convey during a lecture. The ability to transport the learner into the virtual environment takes away the subjective context of what the training content is about. It clears up any confusion or ambiguity that may arise in communication between the instructor and the trainee. All of these powerful connections lead to increased knowledge retention rates.

Continued on page 16





First in a Series

of Webinars

2020-2021

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The live webinars start at 9:00 am PST / 12:00 pm EST and will run for approximately one hour.

Recordings of completed webinars are available by using the same Registration link.

Date 2022	Topic	Sponsor**	Archived
January	To Be Scheduled		
Date 2021	Topic	Sponsor**	Archived
January 28th	Using Case Studies	IADLEST	Yes
February 15th	Designing Scenario-Based Practical Exercises	In The Line of Duty	Yes
March 25th	Using Empathy in Curriculum Design	IADLEST	Yes
April 22nd	Developing Objectives that will BLOOM in Your Lesson Plans	IADLEST	Yes
May 27th	Creating Bias-Free Training	EbevyYG Learning Solutions	Yes
June 24th	Creating Effective and Impactful Training Presentations	Calibre Press	Yes
July 12th	Optimal Learning	Calibre Press	Yes
August 12th	Classroom Management & Student Behaviors	IADLEST	Yes
September 23rd	How to Develop Instructor Guides	IADLEST	Yes
October 21st	Reality-Based Training	IADLEST	Yes
November 8th	Setting Subject-Matter Expectations using Force Exemplars	IADLEST	Yes
Date 2020	Topic are archived at: https://www.iadlest.org/training/instructor-development		

**** If your organization would like to sponsor one of our webinars, see our flyer for more details and contact Information:** [Webinar Sponsorship Opportunities](#)

Do you have an idea for a presentation on instructor development? Contact [Mark Damitio](#).

Developing Self Confidence

Immersive experiences also allow learners to privately develop interpersonal skills, allowing them to make mistakes, and learn from them without fear of incrimination or judgement from peers. They can practice self-reflection skills by being placed directly in the middle of a scenario and conversation, where assumptions and facts are gathered. Those assumptions can then lead to alternative endings that force the learner to understand how their unique biases impact personal decision-making capabilities.

Being a 3rd-person observer to an incident and witnessing the responses of other officers is an empowering learning lesson. Participating in an accident reenactment that went terribly wrong, is just as powerful and memorable as the expert role modeling scenarios that are flawlessly executed. The ability to practice randomized interactions and subsequent outcomes, leads to the development of self confidence even under variable conditions.

Walk a Mile in My Shoes

What if you could virtually walk in someone else's shoes – just for a few minutes to actually “feel” what it's like to be a different race, gender, or living with a disability. How could that experience positively impact training outcomes? For example, an officer could better understand the challenges a person experiencing schizophrenia deals with by donning a VR headset and interacting within the simulation.

A 1st-person perspective can, in just a few short minutes, showcase the sometimes-chaotic feeling of visual and auditory stimuli that a person living with this mental health issue feels. Understanding another's perspective in this way is emotionally impactful, leading to the development of empathy skills.

Additionally, empathy style trainings are being developed by agencies and shared with community members, in outreach efforts to better understand the complexities of policing. From various perspectives, citizens are given the task of completing a certain learning objective within a VR simulation. Most community members either could not complete the task or their decisions escalated to an unacceptable outcome. Stepping into the role of an officer in a safe and neutral situation allows the

public to experience a day in the life of a police officer.

Curious to experience a simulation of officers performing a health and welfare check on a citizen, but don't have a VR headset? No problem. It is undeniable that viewing simulations in a headset are the most immersive, but it is not required. Anyone can access the following YouTube link on a relatively current cellphone, tablet, iPad, or computer:

<https://youtu.be/sFXPIVvYahl>.

To explore the environment in 360-degrees, simply rotate around the mobile device or by using a computer mouse much like Google Maps to pan and scan. The sites, sounds, and instruction all combined together create a training experience that is part education, part entertainment. Having a visual aid where all trainees are witnesses to the same scene and then able to discuss the expert role modeling, errors, and omissions is unprecedented. Try it out in a future Crisis Intervention Training session and observe how quickly trainees discuss what they experienced.

Keeping It Safe for Students - KISS

In looking at additional benefits of producing VR training, a successful public awareness program is the KISS campaign. Supported by the Alliance for Safe Traffic Stops, this community training is geared toward educating our most vulnerable new student drivers how to deal with a traffic stop. With the use of 360-degree video footage, students can learn from the driver's seat exactly what to do when being pulled over in a traffic stop simulation.

Traditional drivers' education does not cover the dos and don'ts, nor how to prepare for this inevitable encounter. Having law enforcement officers teach the proper responses and actions each driver needs to know when pulled over, can prevent many misunderstandings and ensure the interaction between parties takes place in a safe and expedient manner. These types of immersive experiences, which highlight the officer's perspective, can lead to a more positive public perception, opening new and intriguing communication channels between the citizens and the officers that protect them.

Continued on page 18

LICENSE PLATE & FACIAL RECOGNITION TRAINING CLASSES

FREE IADLEST CERTIFIED TRAINING

- Continuing Education Credits (CEC)
- In-Service Credits
- 36 Supporting States

THE ONLY VENDOR WITH NATIONALLY CERTIFIED TRAINING COURSES IN LPR AND FACIAL RECOGNITION

Your agency can join the thousands of law enforcement professionals across the nation that are generating leads and closing cases faster with our Vigilant tools. Vigilant training is conducted by former law enforcement professionals with over 100 years of combined experience and a passion for educating officers with a goal of keeping communities safe.

LICENSE PLATE RECOGNITION

Learn about the diverse uses of License Plate Recognition (LPR) technology and how to utilize the tool in real world scenarios. While you will learn about all currently available LPR systems, this course will mostly focus on the LPR database, Vigilant PlateSearch. You will see first-hand how using billions of plate detections can maximize investigative efforts in almost every facet of the job, including both areas of proactive field enforcement and investigations.

FACIAL RECOGNITION

This course will provide an in-depth view of the current state of facial recognition technology, legal aspects and best deployment practices. We will focus on the balance between how to use this technology responsibly and successfully. The trainers of this course will demonstrate the Vigilant FaceSearch program, which is a nationwide cloud-based software, with known sex offenders & millions of open-source images of LEA mugshots that complement your existing local booking images.

In these courses, you will be working through real-world scenarios on the Vigilant PlateSearch & FaceSearch database, utilizing analytical and enhancement tools to apply to real-world scenarios with step-by-step instruction to generate case-solving leads.

At the conclusion of this class, each attendee will retain access to Vigilant LEARN with login credentials for 30 days.



INSTRUCTOR EXPERIENCE:

- LPR Investigations
- Facial Recognition Investigations
- Social Media Investigations
- Narcotics Investigations
- Homicide Investigations
- Real Time Crime Center
- Analysts
- Dispatching

These classes are open to all law enforcement agencies. Attendees do not have to be a Motorola Solutions customer.

To register for these IADLEST Certified courses and to view a schedule of all future training opportunities, please visit us at www.vslea.org

CONTACT

Vigilant Training Team
VigilantTraining@motorolasolutions.com



Technology Advancements

Up until the past few years, immersive technology had been cost-prohibitive, clunky, and some users would feel motion sickness in a VR headset. The VR industry quickly took notice and responded by developing affordable software and hardware solutions to fit almost every industry and training budget. To create affordable VR experiences, software developers have integrated the use of 360-degree video footage and computer-generated simulations into micro training sessions. Many training sessions last no more than 2-5 minutes, which align with real-life, split-second decision-making. A shift from expensive customized training programs to more foundational and generalized off-the-shelf training content is lowering costs and increasing accessibility to the broader consumer market.

The affordability of mobile VR headsets in the \$300 price range has accelerated the opportunity for more experimentation with the technology, and not just with tech enthusiasts and gamers. While playing video games might have been the initial draw, many trainers and law enforcement professionals are recognizing the different ways to use VR and the training opportunities now available to them.

Getting Started Developing VR Training

Standards and Training Director Magazine (S&TDM) sat down to have a conversation with 360 Immersive, and asked a series of questions about how they would advise an academy or training section with an interest in getting started in developing VR training.

S&TDM: What would you advise to trainers considering the move to VR training?

360 Immersive: First, buy a headset, demo some content that is relevant to your organization, and share it with your command staff. Because the biggest challenge is, this is a significant change. It requires change management, and the first thing it requires is for people to understand the power and possibilities of VR technology.

You really can't understand it until you get yourself into a headset. Conceptually you can understand it, but it's the personal emotion provided in scenarios that trigger that "Ah-Ha" moment of, "I can see

where this is the next thing to develop, truly, great training."

People have the misperception about VR, that we're talking about video games. We're not talking about video games; we're talking about the next step in immersive training. It's an evolution of simulations we all know and practice, and it's different from the 3D simulations of the past.

Second, identify those incidents or situations that you need to provide better training due to a training gap. For example, it could be in harassment, discrimination, excessive force claims, traffic accident investigation, or domestic violence. It could emphasize what went well, what didn't go well, or something involving better scene safety that needs to be emphasized. So, it is getting VR used on something that trainers really want to reproduce; that they want to test the technology on.

It's being very deliberate and intentional about the content that you create; or finding a source that has already been created, that can be modified to meet your needs. For instance, other industries may have created learning material similar to your need, which can meet your training requirements if modified. It doesn't have to be complex, but that is where you can start out.

Furthermore, you need to understand that VR is a generational methodology. Within the generation in the workforce right now, people below the age of 45 years old don't need to be in a classroom for long periods of time. Instead, you can give them the introductory classroom lecture and put them in a VR simulation to show their knowledge of the tasks and evaluate their mastery of the subject.

Again, if you're interested in virtual reality methodologies, you need to buy a VR headset. There are several headsets available commercially that will meet the needs of a limited training budget. It doesn't have to be expensive. You can purchase a good headset for around \$300.

S&TDM: What about the camera? What are some things that you should consider?

360 Immersive: Camera technology from 6-7 years ago has evolved greatly, where you don't have to stitch the film together, as was the case then. It's now done automatically with auto-stitch. It is seamless where you don't see the stitches. Also,

most people view things in a 180° frame of reference. You might see more than that, if you are looking around behind you. But, generally, people work in a 180° world. With VR, you're part of the simulation.

The bottom line is, it is easier for the client to shoot their own video. Staff can be taught to film their own video, in very little time. The cameras, themselves, are now shooting 8K, and, as mentioned before, they auto-stitch at a lower resolution inside the camera. It's a very simple process to take the film footage and drop it into an application on your computer. To process the film, it takes a higher-quality personal computer; you can't do this on a ten-year old computer.

The price of a good camera is as low as \$600. You can buy very expensive cameras, but a \$600 camera can do you a good job for training projects. You're not shooting high quality movies, and don't need to have a high quality footage. You're shooting a training scenario, that requires good video footage to get the point across to those learning the required information.

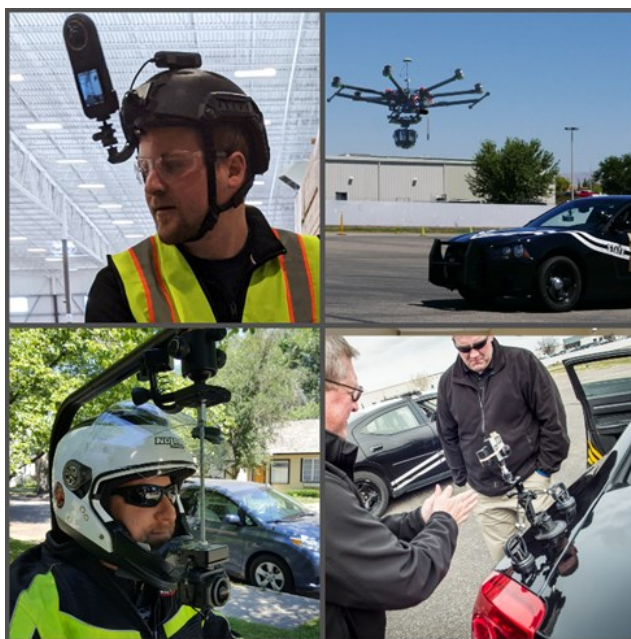
S&TDM: If a department wanted to shoot their own VR simulations, to be more efficient in simulation production or to save money, how difficult is it to operate the 360-degree cameras?

360 Immersive: 360-degree video camera technology has evolved greatly in the past several years. Today's cameras are just slightly larger than a typi-

cal smartphone. The camera systems themselves have evolved to be as simple to operate as someone using their smartphone to capture video or operate a GoPro. In fact, the newer generation of 360-degree video cameras are controlled by the smartphone in your pocket. The cost of these cameras has also significantly decreased in the past few years, and a budget of approximately \$1,000 can buy a descent camera system, additional mounts, and necessary accessories.

S&TDM: You mentioned camera mounts. Is there anything special about mounting a 360-degree camera?

360 Immersive: Today's camera systems are small enough and light enough that they can be placed in multiple locations and situations [pictured below] to capture the best footage for the learning objectives.



They can be hung from drones, mounted to vehicles, or strategically placed for motorcycle training. Helmets with a standard night vision goggle mount allow a department to capture content from a 1st-person point of view in 360-degrees.

For example, if a department was looking to do a training simulation on a PIT maneuver, they could place the helmet on the instructor performing the maneuver. The camera would capture the training dialogue, hand and feet locations, as well as a 360-degree view from the driver's position, portraying vehicle positioning and proper speed. Other camera placement positions could be mounted on each vehicle to offer a unique view of the PIT



maneuver procedure (how the vehicles contact one another). These different views and angles allow the trainee to obtain a clear perspective of the PIT process, prior to performing it live during vehicle training time. This can save time and unnecessary repairs to damaged vehicles.



S&TDM: Okay, once a department has captured a simulation and shot the video sequences, what then?

360 Immersive: The editing of the 360-degree video content does require technical skill and a robust workstation, especially if the department chooses to shoot their video content at an ultra-high 8K resolution to maximize visual quality. Likewise, adding branching or interactivity to the simulation also requires specialized technical skills that may not be readily available as a resource to the average department or academy.

S&TDM: Are there choices that can assist training agencies if they don't have the equipment, resources, or expertise to edit and produce their own VR training?

360 Immersive: Absolutely. A department can very easily and affordably capture their own training content. If they don't have editing resources, they can then decide to partner with a company like *360 Immersion* that specializes in creating training for all types of industries. The process has 3 steps:

- Step 1: Capture specific learning objectives or scenarios using appropriate camera hardware.
- Step 2: Review the footage and select the video clips for editing and identify any additional interactivity requirements.
- Step 3: Send the video files along with their requirements to their editing partner company which does the heavy lifting from a technology standpoint.

The end product: a series of 360-degree video simulations, that can be ready within a few weeks for review.

Viewing the finished simulations is just as easy. The 360-degree experiences can be viewed from a YouTube channel for playback on a VR headset. The content can also be side-loaded directly onto the VR headsets for local playback. These are the least expensive ways to experience VR training content, but not necessarily the most secure methods we would recommend.

S&TDM: What should an academy or department training section look for in a partner or vendor to assist in producing VR training content?

360 Immersive: Training agencies without the needed production resources, should try to work with a local partner, or even collaborate with college or university in their area if they are not comfortable capturing their own video—it's easier, and more affordable. If the training agency is capturing their own footage, then the geographic location of the partner doesn't matter as much. However, it's important to choose a partner that can support the department in all phases of producing and distributing quality VR training, with expertise in:

- **Consulting services**—to include business use case, storyboard and script writing development.
- **Train the trainer services**—train department staff how to properly capture 360-degree videos using industry best practices.
- **Technical support**—questions will arise during the on-site video production shoot, how to operate specific pieces of hardware and troubleshooting.
- **Editing and interactive services**—the expertise to add in computer generated imagery into 360-video experience to illustrate a consequence, or create a hybrid of the two technologies.
- **Options for integration of VR trainings**—as a standalone training aid, included via a hyperlink into a PowerPoint presentation, standard e-Learning course, or uploaded into a private, secure software application.
- **Multiple distribution methods available**—this is dependent upon how the department wants to view simulations: in a VR headset, on a laptop/desktop, iPad, Tablet, Smartphone.
- **Current industry knowledge**—understanding unique use cases, the different types of immersive technologies, and how best to apply them to enhance specific learning objectives to generate favorable training outcomes.

Continued on page 22



Blue to Gold

LAW ENFORCEMENT TRAINING

2022 Upcoming On-Site Training

JANUARY

Pearland Police Department,
Pearland, Texas —

- Advanced Search & Seizure, Advanced Traffic
- 10th Stops, Bulletproof Report Writing, and Real
- World
- 13th De-Escalation & Duty to Intervene

Howard County Police Academy,

- 11th Marriottsville, Maryland —
- Advanced Search & Seizure, Advanced Traffic
- 13th Stops, Advanced Criminal Investigation

Idaho Falls Police Department,

- 18th Idaho Falls, Idaho —
- Advanced Search & Seizure, Advanced Traffic
- 20th Stops, and Bulletproof Report Writing

Newport Beach Police Department,

- 25th Newport, California —
- Advanced Search & Seizure, Advanced Traffic
- 27th Stops, Advanced Criminal Investigation

Las Cruces Police Department,

- 31st Las Cruces, New Mexico —
- Feb Advanced Search & Seizure,
- 1st Advanced Traffic Stops

FEBRUARY

Orange Beach Police Department,
Orange Beach, Alabama —

- 2nd Advanced Interview & Interrogation

Jasper County Sheriff's Office,

- 8th Rensselaer, Indiana —
- Advanced Search & Seizure, Advanced
- 9th Criminal Investigations

Greenville County M-JDEU,

- 15th Greenville, South Carolina —
- Advanced Search & Seizure, Bulletproof
- 16th Report Writing

Salina Police Department,

- 15th Salina, Kansas —
- Advanced Search & Seizure, Advanced Traffic
- 17th Stops, Advanced Criminal Investigations

Coweta Police Department,

- 22nd Coweta, Oklahoma —
- Advanced Search & Seizure, Bulletproof
- 23rd Report Writing

Blue to Gold On-Line Training

December

- 16th Certified Search & Seizure Instructor
- 17th Certified Search & Seizure Instructor
- 27th-28th SRO Basics

February

- 28th Real World De-Escalation & Duty to Intervene

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for more Blue to Gold's training courses.

Blue To Gold uses IADLEST Nationally
Certified Instructors in their training.



S&TDM: What use does VR technology have for a training academy or department?

360 Immersive: The best training simulations for law enforcement academies and training sections are developed by the trainers with subject matter expertise. These experts understand where the knowledge gaps are when attempting to explain a complex process or procedure. They understand adult learning methodologies and the emphasis upon hands-on training. Subject matter experts can look at new learning tools and understand their value to the classroom as a “best practice” in delivering knowledge and experience.

For its part, VR training has proven useful for physical hard skills, such as tactical or active-participant training scenarios, to include: traffic stops, first aid response, or drug interdiction. Additionally, VR training is just as useful in static, non-actor, training scenarios, such as teaching procedures on proper vehicle or building searches, crime scene preservation, and homicide scene investigation. VR can also be useful to develop knowledge on soft skill topics, such as leadership, interpersonal communications, emotional intelligence—illustrating mental health symptoms, and scenarios related to EEOC, OSHA, ADA or other legal/compliance-based issues.

When given the opportunity, instructors can bring forth many more ideas where VR technology could be useful in the training process or for agency community outreach programs.

S&TDM: Speaking of community involvement, how could VR help a department in its community outreach?

360 Immersive: A bonus that VR offers is a refreshing approach towards community outreach. It can illustrate to community members the challenges that officers face while serving the citizens. A virtual ride-a-long can show behind the steering wheel vantage points and how situations unfold for officers requiring them to interpret and respond appropriately.

Day-in-the-life presentations allow people to experience all the different types of activities and duties officers perform. VR can highlight the community service aspects of an officer’s daily life, as well as the difficult and sometimes stressful situations

law enforcement officers encounter. These VR episodes can become valuable showpieces for community events, job fairs, or school demonstrations. VR is a powerful tool to help build bridges between departments and the people they serve.

Industry Trends

There are many industries jumping headfirst into embracing VR technology, and that list continues to grow exponentially. The acceleration of adoption rates can be contributed to the awareness of training organizations and their decision makers witnessing how rapidly the technology industry is evolving and embracing VR. The multi-billion dollar investments being made in VR by companies like Facebook (just rebranded to Meta), Samsung, HTC (just launched an affordable VR headset marketed to promote mindfulness and personal well-being), Microsoft, Sony, Apple, and the list goes on. These corporations understand that most adults between the age of 18 and 35 were raised with technology, and they are extremely tech savvy.

These decision-makers also understand that to compete for the best talent possible, they must meet the learner where they are, on their terms. You accomplish this by giving them the tools they need to succeed, investing in them as individuals, giving them the training and education they want, when they need it, and however they want to consume it. This demographic is also very socially conscious, they are problem solvers, and extremely resourceful. They are also interested in personal development, learning how to communicate better, becoming more self-aware, and taking on more leadership roles.

To attract and retain this type of talent, departments must consider the future of training and how quickly it is evolving.

Besides the leading tech industry giants and their investments fueling adoption rates, many other trends are beginning to build momentum indicating that VR is not a fad—it is indeed part of mainstream culture. The training industry is benefiting from the VR gaming industry. Now, we are beginning to see training simulations that combine the enjoyment benefits of gamification with education, engagement and retention levels are increasing due to increased interactivity, and learners taking control of the training experiences. Multi-player function-

ality, the idea of interacting with others in a virtual setting, adds to the social and team building aspect of training and is becoming much more viable especially for teams that are not centrally located.

To increase realism and immersion, computer generated VR simulations can include an avatar that is programmed using artificial intelligence to instruct the learner through a lesson allowing for self-guided exploration paired with immediate user feedback. The integration of haptic devices and suits are on the rise as well. Haptic technology stimulates the senses of touch and motion giving the learner an immediate response, positive reinforcement, and a heightened sense of presence.

Haptic gloves provide the feeling of grasping or gripping virtual objects or surfaces. This trend has led to affordable haptic suits that lend realism to virtual training environments.



VR training will no longer be available to only the largest and most well-funded organizations, but accessible to all agencies and departments because of the development of generalized off-the-shelf training curriculum. Traditional online training companies will partner with immersive software developers to supplement their existing eLearning and self-paced courses.

An entirely new world of training is unfolding with the ability to empower each learner. The technology has a proven track record of enhanced learning and positive behavioral based outcomes. The time is now to begin exploring the possibilities of VR for training. Trainers should go purchase a headset or borrow one from your kids, grandkids, or head to your nearest library. Try it out, keep an open mind, and get ready – once you experience the power of the technology – your mind will explode with new ideas on how to integrate VR into your next training session.

To show the company's support for all security forces, law enforcement, and government agencies, 360 Immersive is pleased to provide access to their library of workplace safety training. To sign up visit www.shop360immersive.com and try it free for 7-days. For additional access through February 28, 2022, select the BASIC package and at checkout enter coupon code: **IADLEST**.

We thank Jennifer Lastra and David Cleverdon of *360 Immersive* for their contributions to the article.



About 360 Immersive, LLC

[360 Immersive, LLC](http://www.360immersive.com) is a virtual reality software developer based in Boise, ID. Founded in 2001, the woman owned, veteran owned small business continues to push the boundaries of immersive technology to ensure anyone regardless of their socioeconomic status, physical limitations, or preference for learning styles has access to safety training that is engaging, memorable, and affordable.

[360 Immersive, LLC](http://www.360immersive.com) is a company that partners with governments and private business to provide affordable solutions that enhance traditional training with simple and effective VR simulations.

For more information or to provide feedback, contact Jennifer Lastra, Co-Founder and CEO via email at jennifer@360immersive.com, or via LinkedIn at <https://www.linkedin.com/in/thevrlady>.





N.L.E.F.I.A.

Recommended For Law Enforcement Firearms Instructors and Training Academies

The National Law Enforcement Firearms Instructor Association, in cooperation with IADLEST, the Washington State Firearms Instructor Association, Georgia Association of Law Enforcement Firearms Instructors, and Colorado Law Enforcement Firearms Instructor Association have produced a manual providing guidance for firearms instructor training, entitled:

Law Enforcement Firearms Instructor Certification Recommended Standards

The manual was created to identify minimum standards "necessary for a newly certified firearms instructor to be capable of conducting" a proper firearms course. The manual contains recommendations for the number of course training hours, topics to be covered, a sample course schedule, and more. We encourage every firearms instructor and training academy to download a copy of this document from the IADLEST website:

[Click Here](#)

GEORGIA

PEACE OFFICER STANDARDS & TRAINING



Georgia Peace Officer Standards and Training (P.O.S.T.) has been an agency of strength within the law enforcement training institutions of the United States. Being one of the early P.O.S.T. agencies, Georgia P.O.S.T. was established on July 1, 1970. When IADLEST was formed in 1987, it was Georgia P.O.S.T. Director Derrell Carnes that provided the opportunity to gather the nation's P.O.S.T. Directors together. They met in Atlanta to reaffirm and solidify the organization's purpose and structure, in the framework of its predecessor National Association of State Directors of Law Enforcement Training (NASD LET).¹

Today, Georgia P.O.S.T. remains a stable agency under the leadership of its Executive Director Mike Ayers. Organizationally, the agency is composed of an Executive Office and three (3) divisions that affects more than 60,000 officers employed by over 1100 agencies. The three divisions include the Certification Division, Operations Division, and an Investigation Division.

The primary function of the Certification Division is to ensure compliance, by agencies and peace officers, of qualifications and training requirements enumerated in the P.O.S.T. Act and to bring action against those agencies and officers in noncompliance. Other major responsibilities include:

- Processing of peace officer applications for certification and registration

- Issuance of basic certification certificates
- RADAR and Speed Timing device certifications
- Field technical assistance
- Processing of specialty certification for Field Training Officers, Arson Investigators, Identification Technicians, Communications Officers, and Jail Officers
- General and Specialty Instructor Certifications
- Out-of-State course equivalency ratings for approval/disapproval
- Technical assistance to ten regional police academies, and
- Processing and evaluating new course recognition requests

Georgia's P.O.S.T. Council also issues Specialty Certifications to officers and other agency staff. Specialty certifications issued by P.O.S.T. include:

- RADAR, LASAR, VASCAR
- Field Training Officer
- Identification Technician
- Departmental Training Officer
- Instructors
- Career Development Certifications
- Arson Investigator
- Senior Deputy

The Operations Division holds the responsibility for a variety of duties, to include the appeal of sanctions handed down by the Council, probation of officer certifications, Open Records requests, and the regulation and audit of all 29 current academies. The division's other responsibilities include:

- Administrative Hearings
- Rule changes



¹ Flink, William, A Quest for Professionalism: A History of Law Enforcement and an Organization Called IADLEST, 203, International Association of Directors of Law Enforcement Standards and Training, 2020.

- Investigations of alleged acts occurring within a training academy
- Direct oversight of all 29 academies
- Grant management

The Georgia Peace Officer Standards and Training Council has discretionary authority by law, to discipline officers. Disciplinary action is taken in the form of sanctions against an officer's certification. Action is based on the preponderance of evidence that conduct was exhibited which is deemed to be in violation of the P.O.S.T. Act ([O.C.G.A. 35-8 as amended.](#))

The agents that are assigned to the Investigations Division, investigate the involuntary terminations of officers, suspensions of more than 30-days, and alleged criminal involvement of any officer. The investigator then makes a report to P.O.S.T. This report is reviewed and may be submitted to the P.O.S.T. Probable Cause Committee (PCC) for further action or recommendation. The PCC recommendation to the Council may include:

- Revocation of Certification
- Suspension of Certification
- Probation, or
- Other Sanctions as Permitted by Law ([O.C.G.A. 35-8-7.1\(11\)](#))

New programs Georgia P.O.S.T. is involved with at the present time

Beginning in January 2021, Georgia P.O.S.T. implemented several programs designed to select, screen and approve the most qualified candidates for basic mandate training. Following the death of two candidates in 2020, it became apparent that the physical conditioning, mental and physical health of our candidates needed to be more thoroughly examined. As of January 2021, candidates are required to complete both medical and psychological screenings. These programs offer greater latitude to healthcare providers to conduct additional testing based on their professional opinion of the candidates suitability to perform the required tasks associated with basic police training. While most agencies require a potential applicant to successfully pass a psychological screening, prior to this newly adopted rule, there was no requirement by P.O.S.T. to undergo psychological screening. This program serves to provide some degree of psychological screening for every potential law enforcement candidate, regardless of their hiring agency. As a third screening tool, P.O.S.T. initiated a physical agility test (PAT) that must be successfully completed before a candidate is admitted into an academy for mandate training. The test was adopted from South Carolina's P.O.S.T., which has used this

age and gender neutral test for several years.

Among other Georgia P.O.S.T. initiatives, there is an effort to redefine the current equivalence of training (EOT) program. In order to streamline approval of officers transferring to Georgia from other states, P.O.S.T. is curtailing the current battery of written and skill based tests. The current process can take several months to complete and a single failure in any component of this process will require the candidate officer to attend the entire basic academy in Georgia. Our state currently ranks 49th in the nation in terms of minimum length of required training in basic mandate. Many skills taught in one state would be transferrable and equivalent to training requirements in Georgia. Additionally, in Georgia, former officers who have been away from the law enforcement profession for more than three years are required to repeat mandate training if they were hired after January 2012. These officers are also required to complete a cumbersome recertification process every four years or have their certifications suspended.

Beginning January 2022, P.O.S.T. envisions the elimination of the current EOT process. Officers transferring to Georgia from another state will be vetted through a background check and contact with certifying authorities in their state. The officer will then be required to complete a short course in Georgia criminal law, motor vehicle law, firearms qualification, de-escalation, use of force and community oriented policing. These courses can easily be completed online or at a local training academy. These same requirements would also be required of an officer returning to the profession after a three or more year absence.

Another action currently being undertaken by Georgia P.O.S.T., with the assistance of several other agencies, is to explore creating a P.O.S.T. approved training program in Brazilian Jiu Jitsu (BJJ). The program is designed to provide officers with an effective and less lethal tool to be utilized in situations rising to physical altercation with fewer injuries being reported to officers and citizens. Agencies currently supporting this program, have documented a reduced number of complaints resulting from poorly handled arrest confrontations. While the details of this training program are still being developed, we anticipate them to include the following:

1. Minimum of forty hours of training under a BJJ instructor.
2. Successfully demonstrating 20-25 BJJ techniques deemed useful for law enforcement officers. These techniques will be judged by BJJ professionals; and

3. Establishing a BJJ Advisory Committee of peace officers and BJJ professionals to set consisting standards and approve BJJ instructors/academies through a documented vetting program.

Finally, Georgia P.O.S.T. has received a grant to conduct Officer Resiliency Training throughout the state. Never in history, have our Peace Officers been involved in so much complexity and turmoil over the many different roles and responsibilities of their job. Policing is a calling of service from the heart and fairness from the mind. However, peace officers like everyone else are human and subject to all the attributes and frailties of that human condition. The everyday stress from work and pressures from home can combine to result in adverse mental and/or physical health. When an officer experiences poor health, their life, their job, and their responsibilities are all in danger and our service to the public also falters. The Georgia Resiliency program is a proactive intervention that promotes the health and well-being of our peace officers and sustains the exemplary performance we expect from our peace officers.

This training is designed to equip an officer with the training and tools to withstand the pressures of this career as they occur day to day. The curriculum is based around the adoptive fitness of mental, physical, social and spiritual well-being. This course emphasizes the importance of gratitude, goal accomplishment, and a model of self-awareness and understanding of brain function. The program has been very successful, and it has received high praise from attendees and their command staff. The program's ultimate goal is to reduce officer misconduct and self-destructive behavior through changing the culture of traditional law enforcement practice. Additionally, we plan to add a financial resiliency module to the existing training structure. Currently under development, this component will provide officers with skills to manage their personal finances, thus avoiding a major stressor in officers' lives.

Georgia P.O.S.T.'s curriculum and instructional methodology

Since our target audience must be at least 18 years old, we use a curriculum that is based on adult learning student-centered models.

We try to include as much scenario-based training as we can, so that the student receives training that is as close to real life as we can safely offer. Lecture classes provide training from subject matter experts who have been vetted by P.O.S.T. and, of course, our own P.O.S.T. certified instructors.

We also offer virtual training, when appropriate, to



save time and money for our agencies. This allows officers who cannot attend far away classes, due to budget or time restraints, to receive good training without having to be away from work.

Georgia's Academy Structure

The training academies in Georgia are separated into several categories:

State: (Georgia State Patrol, Georgia Department of Natural Resources, Georgia Department of Corrections, Department of Juvenile Justice, Georgia Bureau of Investigations, and Department of Community Supervision). State academies in this category train, exclusively, recruits hired by their agencies.

Departmental: City of Atlanta, Cobb County Police Department, Gwinnett County Police Department, Clayton County Police Department, and DeKalb County Police Department. Departmental academies disseminate basic training exclusively to their own employees.

Regional: North Central Georgia Law Enforcement Training Center, and Fulton County Training Center. Regional academies serve agencies in their surrounding areas.

University System of Georgia and the Technical College System of Georgia: six technical colleges, two four-year university degree programs, one hybrid program, and one two-year college in the process of becoming a certified academy. Students meet the entrance requirements of the academic institution and pay tuition for their studies.

Georgia Public Safety Training Center (GPSTC) oversees seven academies throughout the state, serving a wide array of agencies' needs.

Each academy that produces a basic peace officer, regardless of structure is required to train the state mandated 408-hour basic law enforcement training course. The components may be expanded on, with council approval, as seen fit by the academy director

or college, but all elements must be trained according to the Uniform Law Enforcement Academy Regulations (ULEAR). Different basic courses exist for Corrections Officers, Department of Community Supervision Officers, and Juvenile Justice Officers, and those courses are also required to follow procedures delineated in the ULEAR.

The State of Georgia also certifies Jailers and Communications Officers. The Jailer courses are often run under the supervision of an academy at an actual jail site. With authority granted on a case-by-case basis for such off site instruction by the POST Council. Communications Officer training, due to the specialized equipment required, is almost entirely conducted by GPSTC or an academy with the designated communications lab.

Other New Training Initiatives for Georgia's Law Enforcement Officers

Georgia P.O.S.T. is exploring establishing P.O.S.T. Academies on two military installations in Georgia, in order to provide efficient training and certification for members of the military who are transitioning from military service and bringing their considerable training and experience into the state's civilian law enforcement.

P.O.S.T. has added Auditors to its staff to conduct academy audits, ensuring that all Georgia P.O.S.T. academies are meeting the standards established by the P.O.S.T. Council.

Also, we are looking at an "Evening Academy" at several locations throughout Georgia, in order to facilitate training and certification of individuals who cannot attend the more traditional "9-5" schedule that most P.O.S.T. Academies employ.

The Georgia Philosophy About Training

Georgia P.O.S.T.'s training philosophy is motivated by our mission statement,

"...to provide the citizens of Georgia with qualified, professionally trained, ethical and competent peace officers and criminal justice professionals."

It's a simple statement that we strive to accomplish every day.

We believe that although law enforcement generally has been less receptive to change than other fields, innovation and new ideas are critical to keeping up with our rapidly changing society. It all begins, however, with a focus on integrating the peace officer as someone who has skills and brains to function effectively, which is why we have introduced an "Officer Resiliency Program" to serve the historically neglected fields of mental health, physical wellness, and emotional resiliency. The

stresses facing peace officers has never been greater. Each law enforcement professional and administrator who fails to plan and prepare for officer resiliency, across the wide area of concerns, are failing those officers, and training and resources must be made available for those officers in need.

What Makes A Good Training Program

The elements that make good adult training programs is to ensure there is a difference between training and education. Adults need certain skills to perform their duties as a peace officer, jailer, corrections officers, etc. Those skills should be trained until everyone is proficient. There is no bell curve in training. There is no acceptable failure rate, and we must train to a standard until all master the skill.

Some skills are essential to survival. If a cadet is unable to master a skill after all efforts are exhausted, then and only then should the cadet be removed from the program. Ultimately, to do so could very well save their life. For those new and experienced officers that show they can do the job, failure should not be an option.

Education is the job of the university system. We encourage all officers that have a desire to expand their horizons through higher learning, to do so. The academy system is designed to impart on all attendees the skills necessary to perform their duties to the very best of their abilities: to treat people they encounter with respect in all possible situations, to proficiently and ethically report their observations in fact-based narratives, to intelligently and coherently testify on what they have observed, and to go home alive and well at the end of their shifts.

Special thanks to the staff of Georgia P.O.S.T. for their effort to present this story and to better professionalize Georgia law enforcement.



Mike Ayers



Chris Harvey



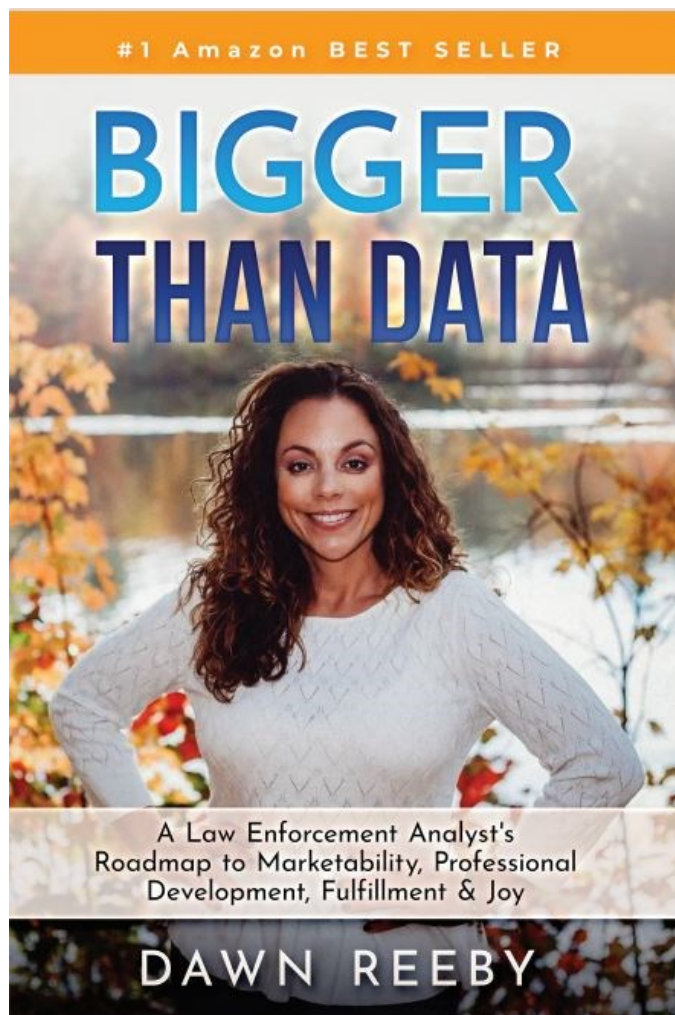
Jeff Miller



Julie Bradley



Ralph Rogers



A NEW DDACTS Resource for Analysts and Agencies

Dawn Reebby, IADLEST's senior DDACTS Analytical Subject Matter Expert, has written a book called "Bigger than Data" for law enforcement agencies.

This book provides agency analysts with the tools they need to be more effective in their analytical efforts that can align with living their best personal lives.

The book provides new and aspiring law enforcement analysts the mindset and tools needed to become the best version of themselves, personally and professionally.

It offers new solutions for proactive, data-driven strategies in the most impactful and sustainable way; and

It shows how to transform the culture in law enforcement to produce excellence in analytics (and in all jobs) in unison with excellence in personal life.

The book includes a significant amount of free bonus resources, including Goal Crafting for Analysts, 5 Things Analysts Must Do Daily, Analyst Mantras, Building Agency Buy-In, and so much more!

Click on the links below to learn more:

[EXCELLENCE IN ANALYTICS](#)

[LINKEDIN](#)

[FACEBOOK](#)

[YourPoliceWrite.com](#)

**Professional Report Writing for
Law Enforcement Officers**

YourPoliceWrite.com is the personal website created by Jean Reynolds, for those in law enforcement who are interested in writing better law enforcement documents.

From the website, you can sign up for a **FREE** Police Writer e-Newsletter and receive a free copy of "10 Days to Better Police Reports," ready to download!

Plus, Jean has included several dynamic website sections that present information entitled: About The Four Types Of Police Reports; Books For Officers; Free Report Writing Course (*multiple lessons that are good if your Sergeant wants to require his officers to improve their report writing skills*); Report Writing Diagnostic Tests And Answer Keys; Report Writing Podcasts; Report Writing Principles; Scenarios for Writing Practice; Usage Skills (*commas, apostrophes, grammar myths, sentence patterns, etc.*); Usage Videos; and Videos on How To Write Reports.

This is an extensive website all administrators and training officers should know about !

What Language Can—and Can't—Do For You

By Jean Reynolds, Ph.D.



Let me tell you about the time my sister Lois and I were murder suspects. Back in the 1970s, she and I took a trip to Europe. One day we rented a car and drove to Southampton, where we were going to take the ferry to Le Havre, in northern France, the next day. Lois had always driven

Volkswagens, so she was delighted that the rental company had a VW on the lot. The agent gave us a map, and off we went.

Southampton turned out to be more confusing than we'd expected. Lois spotted a police officer and stopped to ask for directions to our hotel. He was young, friendly, and helpful. We followed his directions, arrived at the hotel, ate dinner, and settled down to watch some British television before going to bed.

Our evening was interrupted by a phone call from the hotel desk: There was a problem with our car. Lois grabbed her purse and keys and headed downstairs, thinking she'd probably have to find another parking space.

Minutes ticked by—five, ten, fifteen. I kept looking at the clock. Finally she came back to our room, looking shaken.

"The police were there," she said. "They took me into the manager's office for questioning. They thought we were murderers." The story tumbled out. Earlier that summer, two American women in a Volkswagen had reportedly killed someone—and the police were still looking for them. That friendly young cop had memorized the name of our hotel and called his chief. Luckily, Lois's passport proved that we'd been in the US when the crime happened.

After we both calmed down, Lois said something that has stayed with me all these years: "That officer is going to have a great career." He'd

made it his business to keep up with unsolved crimes not just in Southampton, but elsewhere in Britain. And there was more: He was professional, he had a good memory, and he knew what to do when he encountered two potential murder suspects.

Ten years after that trip to England, I became an English professor at a community college. Before long I was also teaching part-time at the police academy attached to the college. I often told cadets (and experienced officers too) the story of that young police officer in Southampton. If you're trying to impress your superiors, I told my classes, fancy words and long-winded sentences aren't going to get you very far. You need to learn how to do your job—and do it well.

It was an important dose of reality for cadets and officers who believed that big words were an open sesame to success. And they weren't the only ones. I've taught in a business school, and over the years I've done consulting work with a variety of businesses and agencies. I discovered that the world is full of people who are afraid to *write plainly*. It's a wail I've heard over and over: "If I skip the big words, how will my boss know that I'm smart?" My answer—that you'll need to find other ways to showcase what you can do—often comes as a shock.

Early in my teaching career I developed a little scenario to help drive that point home:

Imagine that it's your first day at a new job. You're eager to show your new boss what you can do. You go to your desk and find an application form for a parking space. Can you use that form to impress your boss?

Students quickly get the point: If you drive a Chevy Spark, you can't pretend that you own a Porsche or Mercedes. That parking space application isn't going to impress anyone. You're going to have to look for other opportunities to demonstrate what you know and what you can do.

Department Controlled Document - Do Not Duplicate

CASE: 13-9953

YOUR POLICE DEPARTMENT

INCIDENT REPORT

Address/Location: [Redacted]

Occurred from (or at): 2275 [Redacted] and a Remsa [Redacted] building. Myself and Officer [Redacted]

When Reported: 10/21/13 1825

PRIMARY CODE: 0101

SUMMARY: [Redacted]

The next step is a discussion about ways to showcase yourself at your job. Students are quick to come up with practical suggestions: You can volunteer for an extra project. You can maintain a positive attitude. You can find role models to imitate. You can seize opportunities to look, listen, and learn new skills.

These conversations are especially helpful when police officers sign up for advanced courses in police reporting, technical writing, and business correspondence. At the first class meeting I always ask students about their writing habits. Do they proofread their work? Do they follow the writing procedures they've been taught? Are their supervisors pleased with their writing? Are they aware of their writing weaknesses (we all have them), and do they have a plan for improvement?

Often the entire class—including the police officers—responds with sheepish looks and embarrassed grins. That indicates it's time for another conversation—this time about upgrading their writing habits. Maybe—I gently suggest—it's time to stop relying on big words (“I ascertained” instead of “I saw”) and fancy flourishes to make an impression. Perhaps—and the room always gets absolutely quiet when I say this—it's time to make every writing task as professional as possible.

We do some more talking, and I pose a few more questions. “Do your supervisors ever complain that there's too much repetition in your writing? Do they ever say that you need more details and fewer guesses and hunches?”

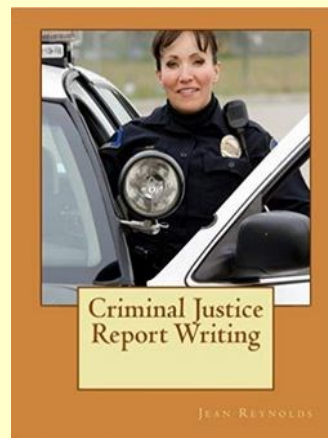
If I'm teaching advanced report writing, I warn officers about time-wasting expressions like *He answered in the affirmative* (instead of “He said yes”), *verbal conflict* (instead of “argument”), and *respective* (a pompous word that adds nothing useful to a sentence).

If you—reading this—want to improve your writing skills, congratulations! I suggest that you begin by making a personal writing plan. Consider using a word processor with a spell checker and grammar checker. Enlist a family member or trusted friend to review your reports and give you feedback. Read magazines, websites, and books with an eye to learning. What does good writing look like? What practices can you imitate? Start keeping a list of writing habits that aren't working for you, and develop a system for changing them.

The suggestions I've just offered will take only a few minutes of your time every day. You'll quickly start seeing results—and so will everyone who reads your reports. Why not get started *now*?

Dr. Jean Reynolds is Professor Emeritus at Polk State College in Florida, where she taught English for over thirty years. She served as a consultant on communications and problem-solving skills to staff in Florida's Department of Corrections. At Polk State College, she has taught report writing classes for recruits and advanced report writing and FTO classes for police and correctional officers. She is the author of Criminal Justice Report Writing.

For more writing practice and updated information about report writing, visit www.YourPoliceWrite.com. Instructors can download free instructional material by sending an email from an official account to: jreynoldswrite@aol.com.



IADLEST's *Standards & Training Director Magazine* is focused upon presenting a series of articles on training development and course design. The articles will be presented by some of our best curriculum developers and specialists in designing training programs. Articles will address the various instructional methodologies that are being used in student-centered learning programs, as well as advanced design techniques that keep today's academy students interested in training topics that are essential for officers to learn about. The articles are presented to enhance training delivery and an understanding of content presented in class, and to challenge department and academy instructors to think beyond their own current abilities.



National Survey: OIS with the use of Pistol RDS

The use of red dot sights (RDS) on duty pistols in law enforcement has become increasingly prevalent across the country over the last three years. There are many academies across the country that are already allowing recruits to use RDS on their duty pistols.

While the use of RDS on pistols has the same benefits as the use of RDS on patrol rifles, the training methodology and transition to this new pistol technology is NOT the same. That is why NLEFIA has already conducted their 2-day RDS for Duty Pistols instructor development course over 30+ times over the last three years.

In March 2019, NLEFIA also launched an active national survey to collect information related to any officer involved shooting (OIS) involving the use of pistol RDS. To date, NLEFIA has had 15 incidents reported nationwide. But there have been several OIS that have not been reported to the survey. This is likely because the agencies or officers are not aware of the survey. We are asking firearms instructors, officers, and academy/agency trainers to spread the word about the survey. A summary of the survey is available upon request to NLEFIA.

The online survey can be found at the NLEFIA home page (nlefia.org), or Click on the Computer Survey Logo to the right.



IADLEST Looks to the Future to Establish National “Best Practices” for Academy Training

By Dr. Timothy Bonadies, IADLEST Academy Innovations Lead Researcher

IADLEST released the results of a new survey finding that most POSTs provide required learning objectives for basic police academies indicating that a significant majority of responding POST directors would augment existing state-level curriculum with an IADLEST -produced police academy textbook.

The nationwide survey of POST Directors was conducted via an online questionnaire from June 20 to 30, 2021. Twenty-eight (28) POST Directors completed the survey, which found:

- 55.6% of state POSTs provide required learning objectives for delivery to all basic police academy sites, while only 7.4% of POSTs provide mandatory written lesson plans.
- 29.6% of POST leaders reported agency officers were responsible for drafting lesson plans.
- 63% of states required curriculum developers to have specific academic, education, or experience-related credentials.
- Only 48.1% of states required academies to use scripted practical exercises for each instructional block.
- Nearly 18% of states rely on a job task analysis conducted over 25 years ago.
- Records retention policies vary widely, with some states archiving student records and lesson plans indefinitely, with others deferring to individual academy discretion.

These findings document significant variation and inconsistency between state POSTs, even in critical areas such as job task analysis frequency, records retention, and lesson plan development processes,” said Mike Becar, IADLEST Executive Director. “While most officers in the United States perform very similar tasks in the first year of their post-academy careers, the huge differences between how state POSTs develop and deliver basic police training indicate officers throughout

the country are learning these tasks in widely disparate ways.”

“IADLEST is exploring a potential new initiative where we hope to conduct a national task analysis for the basic patrol function and then develop scripted and detailed instructor and student materials based on the identified tasks. These materials could then be published in a textbook format, both hard copy and digital, for students and instructors,” said **Peggy Schaefer, IADLEST National Certification Program Project Manager**. “This resource could help agencies and POSTs save money on future task analyses, provide validated training objectives and testing instruments, ensure all academies and POSTs have access to national *best practices* based on a consistently updated literature review. Additionally, this initiative could provide academies and POSTs the ability to integrate all or part of the materials for academy or in-service training.” The law enforcement profession needs this consolidated textbook based on evidence-based procedures and input from experts throughout the country. IADLEST is currently seeking funding for this effort and considering several outside sources. More to come on this exciting possibility!

For further information or to be included in this research, please reach out to peggyschaefer@iadlest.org.

Dr. Timothy Bonadies has 17+ years of law enforcement experience as a federal agent, academy instructor, and curriculum developer. He develops evidence-based training curricula for State POSTs and national industry leaders like the U.S. COPS Office, IACP, and IADLEST. He also serves as the lead researcher for the Academy Innovations project. Tim has a Bachelor of Arts from Notre Dame, a Master of Science from Creighton University, and an EdD from Creighton University.



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Promising Strategies for Strengthening Police Department Wellness Programs

FINDINGS AND RECOMMENDATIONS FROM THE OFFICER
SAFETY AND WELLNESS TECHNICAL ASSISTANCE PROJECT





IADLEST'S INTERVIEW WITH DAWN REEBY

CRIME ANALYST / STRATEGIST AND COACH / AUTHOR

In this edition of *THE FRONTLINE*, we interview Ms. Dawn Reeby on one of the fastest growing areas of specialization in law enforcement today, the crime analyst. The discipline of crime analytics will be discussed from her vast expertise in the field, as a trainer, a producer of systematic training, and one of IADLEST's premier experts on the topic of crime analysis.

Dawn Reeby has been involved in the field of Crime Analysis for most of the past 17 years. She has been affiliated with IADLEST and serves as a senior crime analyst for IADLEST's Crime Analyst training programs and advisory teams. She launched IADLEST's nationally certified (NCP) DDACTS Automation A–Z Series, and also our ten-part analytical series that prepares for crime analysts to use MS Excel and MS Access in their work. Dawn sat down with Standards & Training Magazine to give us her insight into the field of Crime Analysis.



Dawn Reeby

S&TDM: Dawn, you've been involved in the arena of crime analysis for nearly 17 years, what was it that brought this field of law enforcement expertise that encouraged you to focus your career in this specialty?

Ms. Reeby: It's interesting you ask that question, I started in the field of law enforcement analytics, in 1998, as a 32-hour per week intern in Lowell, Massachusetts, under Chief Ed Davis. I started through an internship, in order to accumulate more college credits and experience in the field, and to put my foot into the law enforcement field.

S&TDM: What degree were you seeking at the time you began your internship?

Ms. Reeby: I was in a Bachelor-Master Degree program, so I was taking both undergraduate and master degree subjects. Many of my courses were psychology-based. There were no crime analysis degrees back then; it was really just forensics and criminal psychology, studying patterns of people. It was not necessarily what we know now as crime analysis. My degree started off in Psychology, but ended up being a Bachelor and Master's Degree in Criminal Justice.

S&TDM: What duties did you take part in when you began your internship at Lowell PD?

Ms. Reeby: I was luckier than I could ever have

been. I walked into a police agency that was understaffed, and was told I was going to do real work; and I did. I was given reports to read, and I read them—my job was to find patterns and trends, and to put together bulletins. At the time, reports were hand-written paper reports. The group I worked with took copies of the reports and began to build a system. We read the reports, pulled out all the analytical notes, and we put them into master databases. That was our only way to get data upfront and accurate, at our fingertips, when we needed it most. Later, I led a Prisoner Re-Entry Program to analyze all the offenders that re-entered our community, and determined a way to track how quickly, or not, that they reoffended.

Later, Chief Davis would say, "What do I need to know about my city?" He had a great idea about what crime analysis needed to be. I was able to learn a lot from working with some really great pros, and working with some interesting systems, and that's what shaped the analyst that I became.

Later, I left Lowell PD to do some financial development and analysis work and with the state. In about 2005, I was recruited by Nashua, New Hampshire to build the first crime analysis unit in New Hampshire. I left Nashua after 8½ years. I was doing private work at that time, and left to pursue my business.

S&TDM: What work did you do when you first worked on crime analysis with IADLEST?

Ms. Reeby: Well, at first, IADLEST hired me to do crime analysis training for the State of Texas. I would go out to agencies as an analytical specialist accompanied by some command staff, and help them see, from all angles, how to build analytical capacity. So, my role was to teach the executives the purpose of crime analysis, teach the analyst how to develop their data systems, and from A to Z how to implement the crime analysis function.

I also did work for IADLEST's DDACTS program, where I began to develop training programs. We realized that there wasn't enough training available for crime analysts, so we wrote multiple training courses and presentations that were nationally certified through IADLEST's NCP Program. The free webinars that are on the IADLEST website, are some of the programs that were developed.

In crime analysis, an analyst's role is to identify patterns and trends, and to figure out where to deploy officers so that they can be most impactful. Our job as analysts is to create opportunities for officers and command staff to succeed. It means studying about crimes, the same way you would in DDACTS. It means studying about crashes and crimes and saying, "Hey, Detective, you have ten cases that you don't know about that are all linked; here you go." It means making really actionable statements and products, and providing the kinds of services to make law enforcement succeed.

S&TDM: What is the most exciting part of opening a business and being a coach for law enforcement crime analysts and supervisors?

Ms. Reeby: I would say, being able to better professionalize the field. To be able to praise analysts, to give them the confidence, the tools, and the self-care that they need to be able to accelerate in their field and their home life.

I've worked with hundreds of analysts at this point, and they'll say, "I don't know what I'm doing. I don't know if it's any good;" and they'll work in their silo. Or, a Chief will come and ask me, "Can you just come and make this person think like an analyst." So, what's most satisfying to me is when someone comes to one of our coaching programs and we just eliminate all the fat. I tell them, here is what you need to stick within terms of being excellent in your career, and in terms of serving your agency effectively



and efficiently. We're also transitioning their lives. Because These are humans who, at work, are very stressed out, feeling very undervalued and under-appreciated. They're struggling with reading about robberies, rapes, and murders, and going home to their families; and a lot of them are not police officers. There is not a lot of support for the analysts, themselves. Even with all the wellness and policing training we're seeing now, a lot of it is for the police, and, oh yeah, dispatchers and crime analysts, can come too. But the needs of dispatchers and analysts are different than police officers.

To shift the mindset of analysts, they need any training around confidence building, technical skill development in their job, and in professional skills of public speaking and owning their role. Chiefs want analysts to think like a CEOs, so we've adopted the saying, "I'm a CEO of Crime Analysis, I'm a CEO of my life." Training around how to think like a CEO, how to be understanding of yourself as the person who is responsible and able to deliver excellence, that's what we focus on.

S&TDM: What's the hardest part of being a crime analyst?

Ms. Reeby: I would say, understanding what your role is. The analysts that I see, are asking the Chiefs and Captains what they want. These leaders, oftentimes, have a limited understanding of analytics and don't always know the best products to ask for from the analyst. So the hardest part for the analysts, is to get out on their own and identify what that particular agency needs: based on best practices; based on conversations with other analysts; based on visiting other agencies; based on conversations with IADLEST experts, and figure out how to deliver it to the agency.

S&TDM: Is that typical because analysts don't understand the crime problems of the area?

Ms. Reebby: I think they do that because they don't know what products the Chief and executives want. Because, many times, the Chiefs say, "Tell me how many burglaries there are; that's what I want to know." And, that is really not what a Chief wants. An analyst who is versed and very strong, will say, "I can tell you there were 50 burglaries, but Chief, wouldn't you really want to know if that's an increase or decrease? Or, wouldn't you really want to know, if the 50 burglaries are because Joey returned downtown from prison, and this is what we're seeing?" Some Chiefs think crime analysis is statistics, and crime analysis is not statistics.



We try to help analysts generate ideas by themselves, and deliver the ideas to their team. It's different with every police agency. You really have to know your agency, inside and out. You have to know your data, inside and out. You have to work to build strategies, and use your information to drive the strategies. A lot of folks don't know what that looks like, and that begs the question, what does it look like to succeed here?

S&TDM: Let's change the subject. Why did you write your book?

Ms. Reebby: The thought with my book was to professionalize the field so people understand the value of the analyst—including the analyst knowing their value. It's to help analysts become better professionalized, get increased pay, increase their skill set, gain more confidence, and stay in the field. Retaining analysts is a problem. I've heard too many Chiefs ask, "Why am I losing all my analysts?" The book provides some insight into how to create a quality environment for an analyst, and create wellness for the analyst, as well. Also, the book includes a lot of resource links with free downloads, templates, and all kinds of fun stuff that readers can get for free.

S&TDM: What is your relationship with the International Association of Crime Analysts (IACA)?

Ms. Reebby: Since 2011, I've been a certified analyst with IACA. I teach for them on a regular basis, and I create curriculum for them on a

semi-regular basis. I built the Crime Analysis for Supervisors course, it's called "Optimizing Your Analytical Function." It's a 12-week course that I teach each quarter. Additionally, I teach a one-week Tactical Course and I've worked on several computer application courses with them.

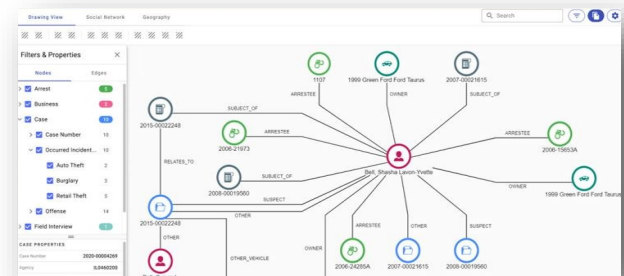
S&TDM: In the next five years, where do you see the profession of Crime Analyst?

Ms. Reebby: It's going to skyrocket. We have already come so far in all these years that I've been involved. This is a technology-driven world, and our analysts have so much power that they can contribute to this. The private sector knows the value of this, and there is so much value that analysts can add. Police have to be up to par, and I think we just have to be there. I see the field of law enforcement analytics as really uplifting. It's shifting in starting pay. People are really starting to see the value of analysts. I see them more embedded as true agents of the agency, and not just support personnel. I see them becoming the pivot point, the go-to person. I see a lot more people like Ed Davis being born; that visionary who understands that he is ahead of the game because he knows the information. So I see the world of analytics growing, tremendously.

S&TDM: What's your opinion of the Universities that have recently developed a crime analyst degree program?

Ms. Reebby: I think it's wonderful that universities are building crime analysis degrees. It's one more step to show that crime analysis is becoming recognized as a profession. However, I think what higher education needs to do is to make sure they are incorporating real-life experience into their programs, the factual information about how crime analysis works in the field. They need to have true experts work with those in academics, to guide the degree developers and ensure what is they teach is effective for those earning a Crime Analysis degree.

It should be noted, that IADLEST and IACA have programs that develop crime analysts. Likewise, Excellence In Analytics makes the everything an



analyst needs; it's in our Analyst Incubator, and it takes twelve months to complete it.

S&TDM: If you were to advise an academy that wanted to train crime analysts, what would you tell them?

Ms. Reebby: I would say get the book. Have them create a professional development program—thinking about the impact that they want to achieve—not the computer skills that they want to teach. One of the mistakes I've seen is building the Excel and Access courses. I think what people need, is an understanding of the fundamentals. They need to know the analytics first, and then figure out what product—what tools—are going to get you to achieve your impact. Teaching students they can perform analytics and what the purpose of analytics is, should be starting points in developing the roadmap for a program.

S&TDM: What do you tell the Chief who is considering developing a crime analyst position in his/her department?

Ms. Reebby: I think there are multiple resources out there for agencies to get started. I think IADLEST is one of the greatest resources out there; because you have people like Dan Howard, Peggy Schaefer, Deb Piehl, Dawn Reebby who can customize what an agency needs; and it's all free for an agency. So, sitting with that agency and starting with a presentation of what law enforcement analytics is, would be a great start. And then, really customizing an implementation plan with a team that understands how to begin to implement a crime analysis program, that's another great start.

BJA is a great resource—they also have technical assistance support for departments in this area.

I do some work for CRI-TAC, which is under IACP. We do one-on-one customized work for departments. I've been working with a community for about a year now, and we've had a site visit and we do remote work, as well, to help agencies build analytical capacity.

So, my advice to the Chief who wants to build a crime analyst position is, you don't have to do it alone. Take advantage of the resources that are out there, particularly the ones that are going to take you from A to Z, like CRI-TAC or IADLEST.

S&TDM: What other advice can you give to the police administrator?



Ms. Reebby: First, law enforcement agencies need to invest in their analysts. You need to give your analysts access to the department's data. Do everything you can to give your analyst access to your data.

The second thing, is to do everything you can to fund your analyst to go to training. IADLEST, BJA, and CRI-TAC have a lot of free resources, but analysts often don't have a training budget; they frequently have to take their own time and pay from their own pocket in order to go to training. Eighty-five percent of the people who attend my Analyst program and Supervisor program, pay for the training, themselves. So, to really understand that crime analysis is a profession and we need regular training, is key; and that does not mean going to one conference a year. That means developing a professional roadmap for them.

Another key issue is the supervisors. Supervisors need leadership support. They need leadership training. I've seen too many law enforcement crime analyst supervisors—they start in a crime analyst position doing an analytical function and, then, they get promoted to the supervisor position. But, they remain doing the analytical function, and not the supervisory function. This is because there's not this real distinction between the two. So, we really need to recognize our crime analyst supervisors as leaders. We need to improve them with leadership training and eliminate the tasks that should not be on a supervisors' plate.

Supervisors need to be thinking about systems. They need to be thinking about quality products for the Chief. They need to be thinking about

strategic partnerships within and outside the agency. They need to be thinking about successful retention strategies. All too often, supervisors are often caught in the web of—well, you still an analyst, can you just do the analyst function—and they don't get the proper training.

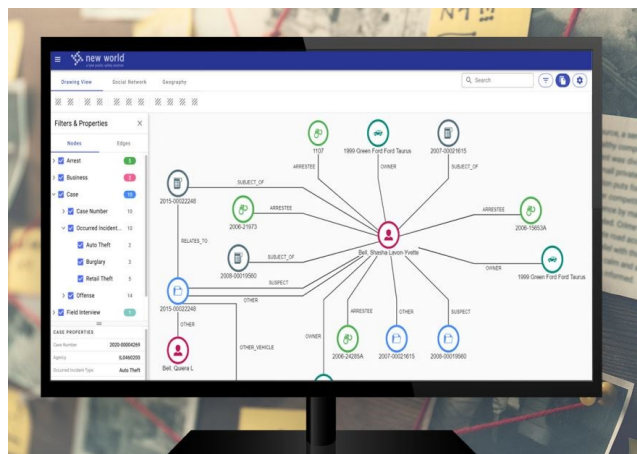
Recently, I worked with an agency where I was asked to teach nine of their supervisors. Some of them were supervisors for 20 years, some of them for three years, and none had ever been through leadership training. My program, which was two weeks long, was their first leadership training. That surprised me. We need to develop supervisors who have the skills to be supervisors. Agencies need to learn to invest in their supervisors, period.



S&TDM: In closing, what would you like to say to our readers, that we have not discussed?

Ms. Reeby: IADLEST is a leader in developing crime analysts. The work that Peggy Schaefer's crew does to send people out to support agencies, is great. A couple of times a year, the crew meets in North Carolina, and we fly analysts in from whatever part of the country they're from, and we teach the analysts for two days in basic crime analysis and two days on intermediate crime analysis topics. IADLEST is able to host these FREE analyst training programs with our NHTSA grant and TxDOT funding.

I've found IADLEST to be a great resource. They're very receptive to ideas the experts have—as the front line—and knowledgeable on what the analyst community needs. For example, IADLEST has a history of presenting onsite analyst training. Within a couple of months of when Covid-19 started, NHTSA and TxDOT, through IADLEST, funded the develop-



ment of six online crime analyst training programs. IADLEST was flexible in pivoting with what the demand of the industry needed. So, NHTSA, IADLEST and TxDOT should be applauded for their willingness to engage in what needed to happen for analyst training.

Finally, analysts should not be the "forgotten group" in an agency. Agency leaders should consider that analysts need training; they need the training to be able to do their jobs effectively, and with wellness concerns included; just the same as all of the department's officers. That is why Excellence in Analytics Consulting, has developed a 12-month leadership program that involves curriculum, community, and one-on-one support for the growth of leaders. This is just one such training opportunity available to Chiefs and Executives for their personnel.

Ms. Reeby can be contacted through her business, Excellence in Analytics, at: <https://excellenceinanalytics.com/about-us>, or through IADLEST. We hope that you have enjoyed learning about the professional field of Crime Analysis and gained some knowledge that will make your training or administration of crime analysts more successful in the future.

The Frontline is presented to bring stories and first-hand information to the IADLEST membership about the complexities of law enforcement and public safety workplace. The interviews will focus upon training and job requirements that instructors and their academies need to be aware of in planning future training schedules.





National Decertification Index

Brooks Bawden Moore Blog

A collaborative site to share information and analysis on the latest congressional, administrative, regulatory, and Federal Government issues that are of interest to the public safety community.

New BBM Podcast: Discussion with IADLEST on the NDI

Posted by [melissanee](#)

[December 9, 2021](#)

Please check out BBM's latest podcast – [*A Discussion with IADLEST on the NDI*](#).

During this [episode](#), Mike Becar – the Executive Director of the International Association of Directors of Law Enforcement Standards and Training (IADLEST) – joins us to share information on the National Decertification Index (NDI). We discuss what information is included in the NDI, who is entering records, who has access to conduct searches, and the basics on how it works.

The podcast is linked above and available [here](#).

IADLEST's information page on the NDI is available [here](#).

The IADLEST FAQ on the NDI is available [here](#).

Please contact the BBM team if you have any questions or need more information.

Related

[New BBM Podcast: Fall 2021 Hill Preview](#)

September 9, 2021

[COPS Office Provides Update on National Decertification Index](#)

January 14, 2021

[New BBM Podcast – A Primer on Byrne JAG and Policing Reform Penalties](#)

September 18, 2020

SAFLEO PROGRAM

The mental and physical wellness of our law enforcement officers is paramount. The law enforcement community deserves better access to officer wellness and suicide prevention resources to help address their well-being.

The National Suicide Awareness for Law Enforcement Officers (SAFLEO) Program, supported by the Bureau of Justice Assistance, answers that need. SAFLEO offers training, customized technical assistance, and online resources designed to help officers engage in help-seeking activities and for agencies to implement wellness and suicide prevention strategies.

Contact us today through www.safleo.org. SAFLEO can help!



ABOUT SAFLEO

Effective suicide prevention training must have a comprehensive approach, focusing on occupational risks and support from law enforcement agencies, colleagues, families, and friends. To combat law enforcement suicide, agencies must place a priority on officer wellness with the same level of attention as tactical training. This goes beyond being just an agency responsibility; we all must place this issue as a priority—it is critical and could mean the difference between life and death.

The [Bureau of Justice Assistance \(BJA\)](#) believes that the law enforcement community deserves better access to officer wellness resources and suicide prevention strategies. It has created a multifaceted approach to address law enforcement suicide. The SAFLEO Program is one of two critical pieces under this work and is funded under the Officer Robert Wilson III Preventing Violence Against Law Enforcement Officers and Ensuring Officer Resilience and Survivability (VALOR) Initiative. BJA, through SAFLEO, provides training, technical assistance, and resources to law enforcement agencies, staff, and families, to raise awareness, smash the stigma, and reduce and prevent law enforcement suicide.

SAFLEO closely collaborates with the [National Consortium on Preventing Law Enforcement Suicide](#), BJA's second critical program in its work to reduce and prevent law enforcement suicide. SAFLEO uses the Consortium's findings and outcomes to ensure that the latest information and strategies in suicide prevention are being addressed in SAFLEO's curriculum and resources.

New Resources Available: <https://www.valorforblue.org/SAFLEO#about>

Federal Training Opportunities for Law Enforcement Officers

There are a number of opportunities for local, state, and tribal law enforcement officers to attend training presented by the federal government. IADLEST maintains a web page listing federal agencies that present this instruction, and some listings have available course catalogs identifying the training programs that are available for those law enforcement officers to attend.

The training offered comes from the following federal agencies:

- Alcohol Tobacco and Firearms
- U.S. Drug Enforcement Administration
- Federal Bureau of Investigation
- Federal Law Enforcement Training Centers
- Federal Emergency Management Agency
- National Highway Traffic Safety Administration
- Community Oriented Policing Services
- Bureau of Justice Assistance



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Process: Washed
Notes: Nutty, Almond

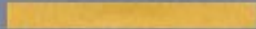
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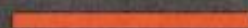
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Process: Washed
Notes: Almond, Dark Chocolate, Nutty

RED LINE SPECIALTY BLEND



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Who We Are

Blue Craft Coffee Roasters is a small batch specialty coffee roasting company which originated in Southwest Florida. We may have started our journey in Florida but we are committed to traveling our great nation and providing quality coffee to individuals, businesses, non-profits, and wholesale partners throughout the United States of America.

Blue Craft Coffee Roasters LLC is owned and operated by Sean and Sara Viara. Sean is a retired police detective with over 20 years of service to the community. The name Blue Craft Coffee helps signify and honor not only the thin blue line which is representative of Law Enforcement, but also ALL First responders and Military personnel, active, retired, and injured in the line of duty.

Our Coffees were named in honor of a life "on the job" with titles such as Stake Out, Pursuit, Resist Rest, and Freedom. We also have unique blends honoring and appropriately named "Blue Line" for the police service, "Red Line" honoring our Firefighters, and "Gold Line" honoring our Dispatchers, Control centers, and 911 operators. We have a half-caff coffee appropriately named "Light Duty" for its easy drinking and if you need a Decaf fix, well that coffee is appropriately named "Flat Line" Beeeeeeeeeeeeeeeeeeeeeeeeeeeep.

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Blends typically have a bad reputation in the specialty coffee industry typically because many roasters combine low quality beans with a small amount of high quality beans for a less than fantastic cup. However, that is changing thanks to BCCR and our commitment to roasting AND blending only the highest quality beans available to us.



MISSION

The mission of Blue Craft Coffee Roasters is to provide the highest possible quality coffee beans while helping others in their greatest time of need.

VISION

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SEE the various coffee blends on the opposite page.

Reconstructing the Flawed Non-Lethal Force Training Model

By Sgt. Frank J. Beran (Ret.)

For a variety of reasons, police use of force continues to polarize our nation. As such, the law enforcement community, citizen's groups, and politicians of good faith are all seeking answers. However, it is the administrative branch of each agency that has the greatest opportunity to make the most impactful changes moving forward. The primary question everyone should be asking is, how can we best prepare officers to defeat active resistance in such a way that will reduce the risk of injury or death to all parties involved? To do this, we must first identify the reasons why many officers have been so inefficient in these situations. This is really the key to illuminating which type of training will be most helpful in the future. With this in mind, administrators should seek to implement universal systems of applying force that provide officers with the best chance to defeat even the most vigorous resistance in the early stages of a physical contest.

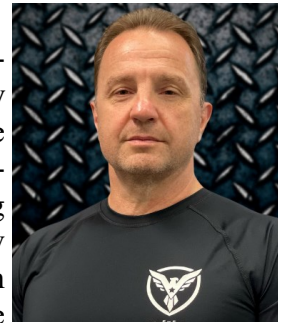
We know from statistical analysis that officers are most likely to use empty hand skills at the onset of such an encounter. Therefore, if officers are equipped with proper field-tested empty hand skills that provide the means to quickly acquire absolute physical control over an arrestee at this critical stage, then the kind of prolonged struggle that frequently results in injuries or death can be avoided. Only when law enforcement administrators and training coordinators accept this simple truth will we be able to adopt skills and tactics that are helpful while eliminating those that have proven to be counterproductive. The sole intent of this essay is to focus on best practices for the use of empty hand skills and to illustrate their critical role in preventing unnecessary escalation of force. Therefore, it should be presumed that any recommendation herein is designed to take place after de-escalation has failed.

When one considers the consequences associated with utilizing ill-conceived skills and strategies during a use of force event, it seems reasonable to conclude that a greater attention to

detail is needed moving forward. What was previously considered an acceptable administrative practice regarding the ongoing training of police personnel, now requires a more hands on approach. If improving the outcomes of these events is our goal, then administrators can no longer afford to fulfill their responsibility of providing empty hand training by randomly selecting arbitrary courses. More thought must be given to the course material and to the qualifications of instructors. Administrators reading this essay should ask themselves if they can remember ever having vetted a training provider, or if they or any members of their staff would know what questions to ask that would aid in authenticating this type of material. When searching for an empty hand force instructor, an administrator must understand the distinction between reality-based skills and those that are theoretical in nature. This ensures that officers are being sent to legitimate subject matter experts which is a critical element to their success in the field.

If the course curriculum hasn't been built on a foundation of reality, then it will likely fail when tested in the real world. The simple practice of stress testing skills permits an instructor to confirm the validity of his material. If the instructor is legitimate, he will be more than willing to give an unrehearsed demonstration of skills and tactics pertinent to his course curriculum. More importantly, he will be able to provide documented accounts of successful real-world applications.

This vetting process is an extremely important administrative responsibility because officers shouldn't be expected to experiment with theoretical skills, principles, and tactics during a use-of-force event. Therefore, administrative duties must extend far beyond adding a meaningless certificate to an officer's file. While acquiring and keeping such certifications may be an administrative priority for obvious reasons, it



is important to recognize that the desire to simply collect documentation that training was provided frequently overshadows the need for functional skills that are useful in the field. As such, police administrators are uniquely positioned to pursue highly transformative changes in law enforcement pertaining to non-lethal use of force outcomes by simply taking the time to understand how to best prepare for these encounters.

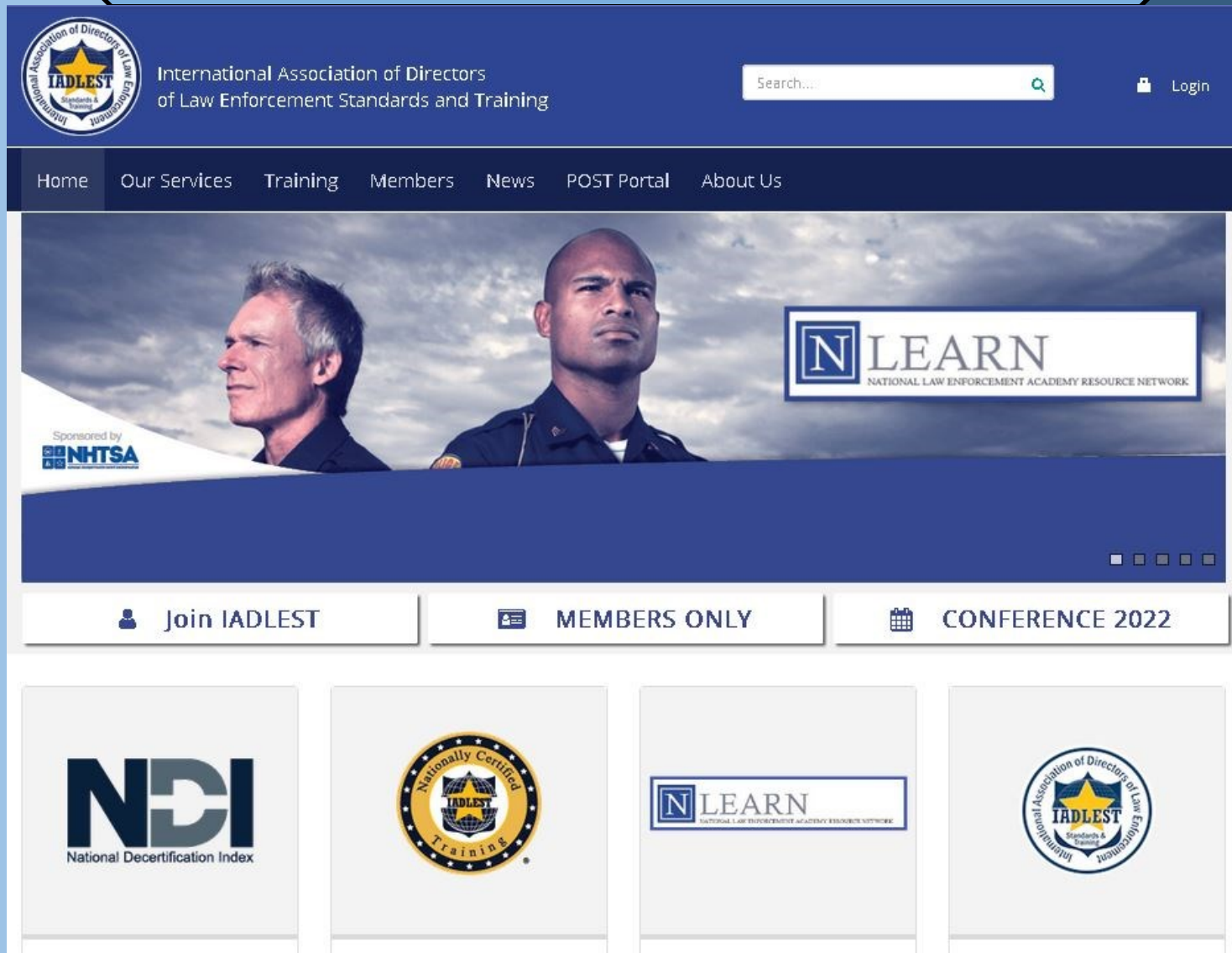
Throughout many years of combat sports training and preparing for fights in various arenas, I have come to realize that there are five essential steps to learning any perishable skill: 1) Learn, 2) Practice, 3) Master, 4) Functionalize, and 5) Maintain. If an administrator fails to insure that use of force training is supported by such a process, it will be extremely difficult for the individual officer to fully assimilate the skills being presented. Inattention to such detail is often exposed when officers malfunction under duress. Despite this, the standard empty hand courses offered to law enforcement personnel are generally eight to forty hours in duration. Now, does anyone honestly think that an officer can be prepared to act efficiently during these highly stressful events within one week? Students can certainly learn and practice new skills during this time but it is unreasonable to think that some level of mastery can be achieved so quickly. In fact, mastery is something that can only be acquired after many hours of repetitive practice. The subsequent byproduct of such practice reveals itself as precise action without conscious thought.

The natural progression to mastery is functionalization. Of the five steps, this is perhaps the most consequential in terms of an officer's performance in the field. To fully functionalize skills, one must pressure test them against live resistance. This is also referred to as force on force training. I often say that all fighters are martial artists but not all martial artists are fighters. Simply put, to become an effective fighter in any arena, one must fight. This rule is no different for police officers than it is for a combat sports athlete. The skills, tactics, and goals may be a bit different, but at the end of the day fighting is fighting. Therefore, asking a non-fighter to teach fighting skills to law enforcement personnel would be like learning to swim from someone who's never been in the water.

Imagine a boxer whose only preparation for a contest was to hit a heavy bag. It's true that he would acquire some punching ability during this time, but his ability to deal with a live opponent would be less than sufficient because his skills would not have been fully functionalized by sparring and other drills that develop spontaneity. The dynamic nature of sparring simulates the real conditions of unarmed fighting which is fluid and unpredictable in nature. Without it, functionalization is impossible.

Finally, once the hard work of adopting and functionalizing new skills has been completed, a certain amount of regular maintenance is required to keep the practitioner operating efficiently over time. For a variety of reasons this step may be the most neglected by law enforcement. Seeking out a training model that offers such a complete process is vital to developing officers who are capable of acting appropriately under pressure. Moreover, finding a training program that embodies these battle-tested principles should be the goal of any well-intentioned administrator.

Based on available statistics, the use of empty hand force far exceeds any other force option available. In preparation for this essay, a use of force sample study was gleaned from the public records of Chicago PD, NYPD, and Dallas PD. The statistics revealed that officers are fifteen times more likely to enter into an empty hand contest with an arrestee than they are to use any other force option at their disposal (Chicago PD Use of Force Dashboard, 2015-Present 2021; Dallas Police Department Response to Resistance 2019, Annual Report 2019; NYPD Use of Force Report, 2019). If the opportunity to seize physical control over the arrestee is squandered due to a misapplication of empty hand skills, the contest is likely to evolve into a much more violent affair. In fact, after studying hours of police use of force film footage, I concluded that the proficient application of empty hand force is vital to preventing this kind of violent escalation. If armed with proper empty hand skills and tactics officers are far less likely to resort to greater violence because they will possess the skills necessary to acquire absolute physical control during the early stages of resistance. Some administrators may believe that acquiring such skills may be too costly and time



IADLEST's Website is full of interesting information for instructors, policymakers, POSTs and Academy members. Located at www.iadlest.org, the information included within our webpages emphasizes our commitment to vast partnerships, projects, programs, instructor information, and the latest articles from our revolving criminal justice carousel. Membership includes access to all of IADLEST's resources, which include lesson plans, articles, policies, Sourcebook information, surveys, information from the National Decertification Database, and much more. Become an IADLEST Member. Find the membership application inside the Members Portal on our website front page.

To research, develop, and share information, ideas and innovations which assist in establishing effective and defensible standards for employment and training of law enforcement officers, and, in those states where dual responsibility exists, correctional personnel.

consuming. However, if you consider that just one mishandled incident of this nature can completely destabilize the fragile police/community relationship, not to mention an entire nation, it is only logical to seek out a training program that proportionately addresses the need for proficiency in these often neglected skills.

In the following sections of this essay, I will explore some of the mistakes and misconceptions that must be corrected in order to empower law enforcement personnel to be more consistently successful in use of force situations moving forward. This essay will explore four fundamental issues that are having a deleterious impact on a portion of today's use of force outcomes. They are: 1) Pain Compliance, 2) Overreliance on force tools, 3) Cuffing before control, and 4) Premature Enforcement Action.

Pain Compliance

The single greatest misnomer in all of law enforcement is the term Pain Compliance. In fact, Pain Compliance stands alone as one of the most counterproductive strategies in modern defensive tactics training. This strategy wrongly seeks to inflict pain as its means to acquire control over an active resister. On its face, this might sound reasonable because pain can definitely have a significant affect. However, in this particular strategy, striking, pressure point manipulations, joint manipulations, conducted energy weapons, impact tools, and aerosol irritants are called upon for use in the space between de-escalation and deadly force. These techniques and strategies are taught by well-intentioned instructors who seemingly have no real understanding for unarmed battle or for the complex functions of the human brain. These folks tend to demonstrate their techniques on compliant training partners who are not permitted to offer any meaningful resistance. Consequently, they conclude that said partner's malleable cooperation somehow affirms the validity of the skills being presented. This is a characteristic common to instructors who have no real fighting experience.

The trouble with this particular approach is that officers who are faced with the need to use force will generally not receive compliance of any kind from the arrestee. Normally, police officers are using force on the enraged, the irrational, someone experiencing Excited Deler-

ium Syndrome (ExDS), or persons under the influence of any number of substances. According to Paul D MacLean, author of *The Triune Brain in Evolution*, and Mark Kroll, PhD., who wrote *8 Facts About Excited Delirium Syndrome*, pain does not have the same effect on people under these psychological or chemical influences as someone who is in a calm state (Kroll, 2019). In fact, pain will most likely serve as a catalyst to exacerbate the confrontation. This involuntary reaction to pain is something that people experience in their everyday lives. For example, if a person were to touch something hot, the immediate and involuntary reaction is to rapidly pull away from the source without any forethought. We humans are hardwired this way to help protect us from danger. Moreover, any law enforcement officer can certainly provide their fair share of anecdotes regarding arrestees who refused to comply despite the use of pain-inducing techniques.

MacLean tells us that the infliction of pain activates the Amygdala which is the part of the limbic system of the human brain (AKA, The Lizard Brain or Primal Core) (MacLean, 1990; SoP, 2021). When humans feel threatened by injury or pain, the hypothalamus triggers what is known as the fight-or-flight response. This process causes the thalamus to send a signal directly to the amygdala before that information has a chance to be processed at the cortex, which is where higher level thinking occurs.

Simply put, the amygdala causes us to act without the benefit of rational thought. Therefore, introducing pain into an already volatile situation is more likely to bring about additional and more vigorous resistance from the arrestee. This additional resistance frequently draws a commensurate reaction from the officer, who often fails to recognize that the techniques being utilized to encourage compliance, are the very reason for his lack of control over the subject. In other words, an officer can play a powerful role in determining which part of the brain has a greater influence over the arrestee's actions. It is safe to assume that when attempting to affect the arrest of a criminal suspect who is actively resisting, all police officers would rather deal with Dr. Jekyll in close quarters instead of Mr. Hyde.

There are many uncontrollable factors that can hinder officers from establishing physical control over an arrestee who is presenting resistance. Therefore, it is important to recognize the physical and psychological effects of pain so that its use can be tailored to the situation versus used as a one size fits all solution. Conversely, absolute physical control can be achieved without causing pain to the arrestee by applying a system of less violent, more powerful leverage-based, team-oriented skills that allows the arrestee to remain in a state of comfortable helplessness as he's maneuvered into the prone position. Consequently, the arrestee is far less likely to offer effective resistance under these conditions. This highly coordinated approach also presents a much more professional and humane visual experience for onlookers.

Overreliance on Tools

A use of force tool can only be an asset if the operator has a complete understanding of its limitations as well as how it fits into a dynamic use of force event. That said, it is difficult to find a law enforcement agency that provides such contextual instruction. When implementing a new tool, administrators provide training for basic handling and operational procedures but little attention is given to how an officer may effectively fight with that particular weapon or device. Lack of guidance as to when the use of a given tool, such as a conducted energy weapon, pepper spray, or a baton is advisable or necessary gives the impression to officers that these tools are an appropriate answer for all use-of-force situations. Evidence of this can be found in a 2019 incident in which a Cincinnati police officer deployed Taser probes into the back of an eleven year old girl (Julie O'Neill, 2018). I think it's fair to say that this officer lacked knowledge of contextual application in this instance, as the child was unarmed and posed no immediate threat to anyone.

Another example of tool overreliance can be seen in a 2017 incident involving Pennsylvania state troopers (2018). On this day, dash cam footage filmed two Pennsylvania state troopers attempting to arrest Daniel Clary. At the onset of this event both troopers took an empty hand approach to the resistance being presented by Mr. Clary. For unknown reasons, one of the

troopers suddenly chose to disengage from a relatively dominant position of control to utilize a conducted energy weapon. This created the opportunity and space Mr. Clary needed to escape the grasp of the trooper who still remained attached to him. Mr. Clary was then able to reach into the interior compartment of his vehicle where he retrieved a handgun and used it to fire at the troopers. This incident perfectly illustrates how dangerous an overreliance on tools can be. As the two troopers experienced, surrendering dominant control to facilitate the use of a tool can lead to unintended escalation in many instances.

Perhaps the best overall example of this took place in Milwaukee Wisconsin during the arrest of Demetrious Lowe (2018). In this 2018 incident, Mr. Lowe was captured on film being noncompliant with Milwaukee Police officers who were verbally directing him to submit to arrest. The officers can be seen striking Mr. Lowe with their batons, deploying pepper spray, and utilizing a conducted energy weapon. It is important to note that none of these tactics were successful in encouraging compliance. In fact, this strategy appeared to further enrage Mr. Lowe and it provided him with freedom of movement which added to the unpredictable nature of this highly volatile incident. Control over Mr. Lowe wasn't established until he charged into a group of officers and was subsequently pushed the ground. If these officers were trained to act together in a coordinated fashion to defeat active resistance, they could have used their numerical advantage to easily bring Mr. Lowe under control in the early stages of the struggle. This could have substantially mitigated the violence that took place. The officer's apparent lack of preparation caused them to continue employing their tools despite the counterproductive consequences of their use.

Unfortunately, this single-minded approach has become typical due to the flawed nature of officer training. With this in mind, law enforcement personnel should be trained to recognize when the use of a given device is appropriate or productive. Moreover, the expectation of device failure should be built into every training scenario so that officers will be prepared for this unavoidable reality. Failure to address these concerns, will inadvertently encourage

officers to thoughtlessly deploy whichever tool or tools they have at their disposal without first evaluating the contest in its entirety. An officer's ability to conduct this analysis before acting is critical to winning the fight quickly and reducing the risk of injury. Therefore, the emphasis in training should be more focused on immediately establishing physical dominance within the framework of these highly volatile and fluid contests versus the oversimplified, one size fits all approach that occurs when officers are allowed to become overly reliant on their force tools. The end result will be far less violence.

Cuffing Before Control

Quickly applying handcuffs onto someone who is resisting arrest is generally a sound strategy. If an officer is able to quickly restrain an active resister, both he and the arrestee are far less likely to be injured in a prolonged struggle. This logic is probably how the concept of speed cuffing came to be. Today, many defensive tactics instructors have adopted this particular methodology which emphasizes the fast and efficient application of handcuffs. Unfortunately, proponents of this method have seemingly overlooked some enormous short-comings regarding its practical usefulness.

The first fundamental flaw is that it requires practitioners to remove their handcuffs from the carrying case before any level of control over the arrestee has been established. If resistance is encountered at this point, officers frequently shift their attention from controlling the arrestee to maintaining control over the handcuffs. Additionally, this practice further relies on an arrestee's ability and willingness to follow a series of complex instructions that are intended to position him into the optimal cuffing position. Unfortunately, this is an unrealistic proposition when an officer is dealing with an enraged, mentally ill, or intoxicated subject who is inclined to offer resistance. Practitioners of this methodology generally claim that swift application of the first cuff is essential and that doing so facilitates the ability to perform a wrist-lock style takedown if resistance is later presented. In theory, this sounds like a reasonable strategy. However, taking someone to the floor by simply manipulating a wrist is hardly practical. In fact, it's silly to expect an officer

to have a significant influence over the actions of a fully grown man without first acquiring control over a larger portion of his body. All fighters know this fundamental truth. For this reason, it is very common for an arrestee to successfully resist after the first cuff has been applied. To augment their handcuffing efforts, officers are frequently trained to utilize pain compliance techniques at this juncture. Following this particular methodology frequently places the officer at a distinct disadvantage as he is now forced to compete for control of his handcuffs while simultaneously encouraging the arrestee to resist with greater vigor due to the pain he's experiencing.



The photos above and below are part of a drill called "The Unimpeded Entry". This drill is practiced with full-contact. It begins with the presumption that de-escalation has failed and that the arrestee has combative intentions. The Unimpeded Entry is part of a five-step arrest and control system called EHF1 (Empty Hand Force, level 1) that has been developed by 5x5 Mission Ready. This drill teaches students to use movement and distraction to create opportunities for the officers to safely make physical contact with the arrestee. Once the students have established their prescribed grips they are instructed to execute a controlled takedown.



During this exercise the man in the middle (the arrestee) is asked to vigorously resist the students attempts to take him to the floor. Safety equipment is worn by all participants. The goal of this exercise is to functionalize skills by simulating the intensity of a real encounter.

Continued on Page 51

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Lead Through Training

The National Highway Traffic Safety Administration (NHTSA), the International Academy of Public Safety and IADLEST sponsor training opportunities that are some of the best law enforcement training programs offered in the United States. Available through the IADLEST web portal find your training at :

<https://www.iadlest.org/>

These programs, and more, strive to advance the professionalism of law enforcement training through quality programs, based upon best practices in training design and presentation.



Science-Based Training

IADLEST and its Partner Advisory Committee have created a digital report as a reference guide for chiefs, sheriff's, mayors, POST Directors, training academy directors and all those who have an investment in police training and education.



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IADLEST and the Texas Department of Transportation are collaborating on two partnerships to provide law enforcement in Texas with a holistic approach to increase public safety by reducing crashes and other social harms through a variety of free training workshops and technical assistance.



Below 100

Below 100 is an initiative to reduce police line-of-duty deaths to fewer than on hundred per year. The Five Tenants:

- Wear Your Belt
- Wear Your Vest
- Watch Your Speed
- WIN—What's Important Now?
- Remember: Complacency Kills!

Evidence of this can be seen in a 2016 incident in which Chicago Police vigorously struggled with Parta Huff after securing a cuff to one of his wrists (Chicago Sun-Times, 2016). At the onset, the cuffing officer immediately lost the ability to use her hands because she chose to maintain a two-handed grip on the free portion of her handcuffs. Consequently, Mr. Huff was free to flail about as another officer attempted a series of ineffective stunning techniques with a conducted energy weapon. This struggle was unnecessarily prolonged and exacerbated because the officers were focused on cuffing and causing pain in lieu of acquiring physical control.

A similar incident occurred in 2014 when Phoenix Arizona Police officers began cuffing Edward Michael Caruth (ABC 15 Arizona, 2014). On this evening, Mr. Caruth was able to successfully resist arrest after his right wrist was cuffed. Like the Chicago officers, these patrolmen were completely focused on handcuffing instead of working together to limit mobility and establish control. Moreover, their use of a conductive energy weapon only seemed to further enrage Mr. Caruth. Because of this flawed strategy the officers missed numerous opportunities to end the struggle in its early stages. This resulted in a much more violent exchange than was necessary. Officers who utilize this speed cuffing/pain compliance model wrongly seek to apply their handcuffs before the arrestee's ability to resist has been taken away. Therefore, when confronted with vigorous physical resistance an officer should never remove his handcuffs from their pouch until dominant physical control has been established. These particular errors can be easily corrected by providing officers with training that emphasize these battle-tested principles.

Premature Enforcement Action

According to a statistical analysis conducted by the FBI, officers are far more likely to be attacked when taking enforcement action alone (Pinizzotto et al., 2006). The study provided insights that were taken directly from a group of convicted offenders who had previously attacked officers. These subjects expressed some variance in their approach to sizing up their victims but they were relatively consistent

regarding their desire to have a one-on-one contest.

While there are many other factors that officers should consider before taking enforcement action, this study reminds us to minimize the instances in which officers initiate enforcement action before their back-up arrives (Pinizzotto et al., 2006). The FBI study found that many officers will allow their perception of an individual to drive their actions. These officers are easily induced into letting their guard down if they receive compliance from a suspected offender. In fact, some of the offenders interviewed in this survey confessed that they feigned compliance to relax the officer while they simultaneously prepared for battle (Pinizzotto et al., 2006).

While it is ideal to establish a numerical advantage prior to taking enforcement action, it is also reasonable to expect that officers will occasionally be forced to act alone due to extreme circumstances. Officers should always weigh their responsibility of maintaining order against the consequences of being unnecessarily aggressive while alone. In other words, if a criminal offender isn't posing an immediate threat, the officer should attempt to delay and de-escalate until additional officers arrive. Having this numerical advantage on scene can greatly reduce an arrestee's desire to resist arrest or physically attack an officer. Moreover, if a physical conflict is imminent a team of officers are far better equipped to minimize the level of violence necessary to counter any resistance. If these officers are properly trained in team-oriented control and restraint tactics they will collectively possess the ability to reduce the likelihood of any unintended consequences associated with the use-of force. This kind of rehearsed efficiency is extremely valuable since it has the potential to prevent the kind of prolonged struggle that frequently evolves into a much more violent exchange.

The 2019 arrest of NFL lineman, Malik McDowell by the Lathrup Village Police Department in Michigan is a perfect illustration of premature enforcement action. (Fox 2 Detroit, 2019) On this evening Mr. McDowell was being uncooperative after he was stopped for traffic violations. At one point he exited his vehicle and walked into a nearby convenient store with the

officer following. A physical contest between the two men began after the officer decided to arrest Mr. McDowell while in the store. The officer was clearly out matched physically and his force tools were ineffective. Consequently, the two men became engaged in an on-going struggle that only ended when other officers arrived on scene. This unnecessary and dangerous encounter could have been completely avoided if the officer would have simply delayed enforcement action until the others arrived.

When confronted with active resistance officers can take one of two primary postures, either control and restraint, or self-defense. An officer who enjoys a significant physical advantage due to superior size and strength or a numerical advantage due to the assistance of fellow officers can and should proceed with control and restraint tactics. However, a single officer with no particular physical edge must consider shifting their strategy to a more self-defense oriented footing. That said, this decision would depend heavily on the actions of the arrestee. It is important to understand that Control & Restraint tactics seek to restrain the arrestee with minimal physical violence. These skills are most effective when officers perform them together in a highly coordinated fashion. If control can be established in the early stages of a struggle then the need for striking, electronic stunning, and other pain causing techniques become obsolete. Moreover, these actions are frequently viewed negatively by on-lookers and generally do not encourage compliance from the arrestee. Conversely, Self-Defense skills are designed to help an officer survive a violent attack until his back-up arrives. These skills are far more violent and require a greater commitment from the officer to learn them.

Administrators should understand that their officers need to be prepared for both of these eventualities. That said, many use of force incidents can be avoided or at least mitigated by simply adopting team oriented strategies that prioritizes the preference to only take action when officers enjoy a numerical advantage. This kind of coordinated efficiency is proven to be effective and can minimize the likelihood of unnecessary violence.

It is important to recognize that untrained or poorly trained officers are a danger to themselves and a liability to their agency. These officers are far more likely to make critical mistakes in use of force situations than their properly trained counterparts. We've learned that proper use of empty hand force is vital for success in the field. If done correctly these essential skills provide officers with the tools necessary to quickly defeat active resistance and subsequently avoid the negative consequences associated with a prolonged struggle.

Law enforcement administrators have a moral responsibility to their staff to ensure that sufficient training is provided. It is imperative that all law enforcement agencies pursue training that not only serves to strengthen the individual officer, but more importantly provides the framework to transform a staff of individuals into a highly coordinated team. We are greater as a whole, than we are as the sum of our individual parts. For this reason, administrators throughout the entire law enforcement community should work to implement a universal system of empty hand force training based on the broad overarching principles discussed previously. Modern police officers require more than just another training program. They need their administrators to take a personal interest in their development, by making certain that they have the skills and tactics necessary to successfully navigate a variety of complex use of force events. This will not only strengthen the police/community relationship over time, but it will also reduce the frequency and severity of use-of-force incidents, and therefore the civil/criminal liability faced by both individual officers and departments.

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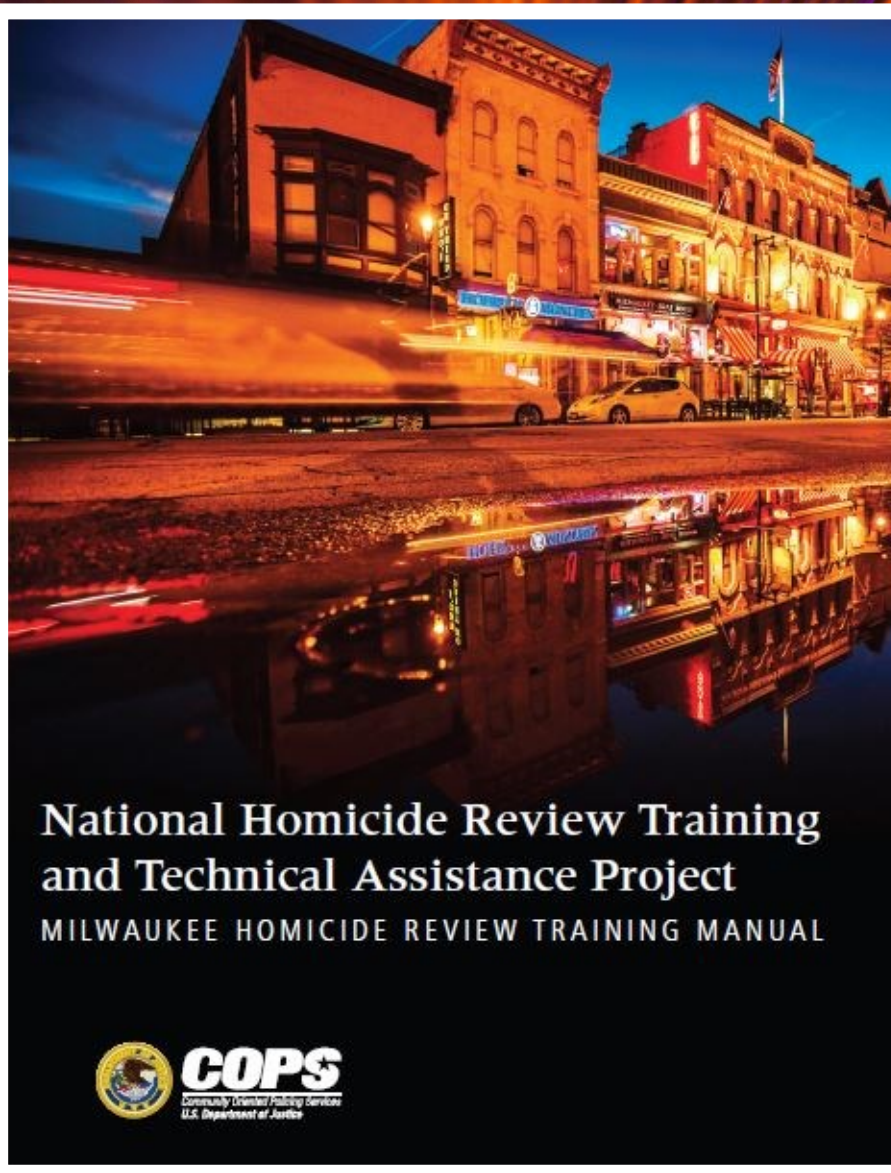
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Sgt. Frank Beran recently retired from the Hodgkins Police Department in Illinois. During his three decades of service he was attached to patrol, gang suppression, and a multi-jurisdictional drug enforcement task force. He was also actively involved in use-of-force training and coordination. He's currently focused on providing functional Empty Hand Force training to police officers with his fellow instructors (Peter Iacavazzi and Mark Turner) at 5x5 Mission Ready. Sgt. Beran is also a veteran of the combat sports and martial arts. He's been an active competitor of the Professional Full-Contact Karate/Kick-Boxing council and holds an Okinawan Karate black belt in addition to a Brazilian JiuJitsu brown belt. He's also participated in amateur boxing, Wrestling, Muay Thai, and MMA exhibitions. His well rounded experience in these empty hand disciplines combined with three decades of law enforcement experience gives him a unique insight into the skills most needed for law enforcement officers to succeed in the field.

About 5x5 Mission Ready :

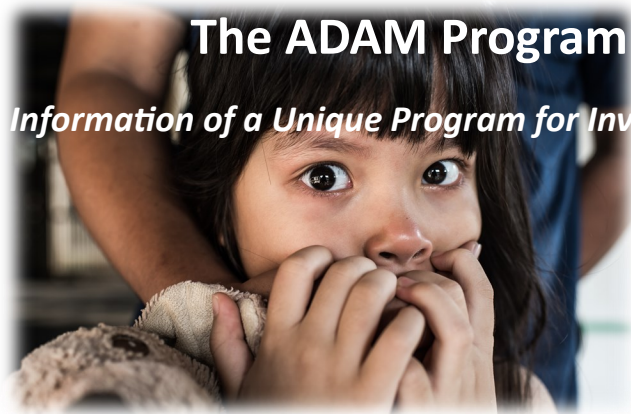
5x5 Mission Ready was formed in 2019 when Sgt. Beran was introduced to Peter Iacavazzi. Peter is a three time BJJ World Champion and had previously been contracted to teach grappling skills to members of the United States Special Warfare Community. Together with their mutual friend, Mark Turner they decided to join forces to help Law-Enforcement Officers become better in this often neglected segment of police training. Mark's qualifications also speak for themselves as he is the first American to have received a Black-Belt from UFC stand-out, Damien Maia. Mark is also a former member of the United States Marine Corps Special Forces and he operates a successful BJJ Academy in Naperville Illinois.

5 x 5
MISSION READY



Since 2005, the Milwaukee Homicide Review Commission has combined the efforts of criminal justice, public health, and community stakeholders to gain a better understanding of homicide through strategic problem analysis, develop innovative and effective responses and prevention strategies, and help focus prevention and intervention resources. Driving this work is the understanding that homicides are preventable. This training manual lays out a series of steps, grouped into ten modules for law enforcement and community service agencies to follow in creating homicide review commissions in their own communities. The recommendations, methods, and strategies provided can be adapted for different contexts, locations, and for other crime and public health problems.

[Click here to view and download the publication.](#)



The ADAM Program and Risks to Children

Information of a Unique Program for Investigators of Abused and Missing Children

By Trish McCall and Michael Breslin

To say we are living in challenging times is an understatement. COVID-19 continues to weigh heavily on our daily lives and both the number of people afflicted with the disease and those who have succumbed to it are staggering. The impact of COVID-19 on the economy, our social norms, schools, and places of worship has been witnessed and unintended consequences are only now being examined.

Children in particular face increased risk of abuse and exploitation and are more vulnerable than ever in the wake of COVID-19 as much of our resources and focus has shifted. The impact of stay-at-home restrictions included increased time spent on-line—often unsupervised—and a decrease in opportunities for mandated reporters to notice signs of abuse. Many child predators have altered their methods to fully exploit these opportunities, and unfortunately, the COVID-19 pandemic and subsequent restrictions are viewed as a prime opportunity to prey on children and the vulnerable.

Daunting Challenge

It is an unfortunate reality, that missing and exploited children continue to be a massive challenge globally. According to the [National Center for Missing & Exploited Children](#), (NCMEC) more than 21.7 million reports of suspected online child sexual exploitation were made to their CyberTipline in 2020. One form of exploitation reported to the CyberTipline is child sex trafficking. Of the more than 26,500 endangered runaways reported to NCMEC in 2020, one in six were likely victims of child sex trafficking. Today, the average age of child sex trafficking victims reported missing to NCMEC is a mere 15 years old.

The Department of Homeland Security understands the critical need to address this issue and in its

[2020 Homeland Threat Assessment](#), it noted that addressing the issue of human trafficking is a priority in the DHS roadmap. “Human trafficking—both sex trafficking and forced labor—remains a significant issue,” the report states. Crimes involving exploited children are also rampant online. In recent years, attempts at child exploitation have increased due to the shifting of tactics of criminals to online streaming services. According to a 2011 Pew Research report, 50% of sexual crimes targeting a minor online were initiated on a social media site.

Resilience of Child Predators

Child exploitation is not new nor the ingenuity and tenacity of the predators to find new and creative ways to further their criminal and abhorrent activities. The technology and communication systems meant to foster good governance and provide for the wellbeing of civil societies are by default the very systems exploited by these criminal actors to commit obscene atrocities against children around the world. Child exploitation in all its forms has no borders. The COVID-19 pandemic has brought transnational crime into our living rooms to include increased risk to children.

Reason for *HOPE*

The problem of child exploitation can seem daunting for good reason—it is. However, there is hope. The United States Marshals Service (USMS) along with its law enforcement partners are at the front line when it comes to this type of criminal and anti-social activity. The successful location and recovery of children due to USMS led operations such as Operation Autumn Hope, Operation Find Our Children and Operation Not Forgotten are a testament to the tenacity and public-private partnerships required to identify, disrupt and dismantle child exploitation rings regardless of location. The recovery of a single child gives us all hope.

Private Sector Capability

The potential for technology to help mitigate and stop criminal activity and improve public safety is widely recognized and offers ample room for collaboration. There are many private sector companies and not-for-profit organizations doing great work in the field of child safety and human trafficking. Private sector tools and capability can and in many cases do yield much influence in this humanitarian effort. Government and law enforcement officials need help. A whole of community approach is required.

LexisNexis® Risk Solutions serves as an example of this essential partnership. In November 2000, the [ADAM Program](#) was developed and donated by LexisNexis Risk Solutions in response to a critical need NCMEC had for rapid photo distribution when a child goes missing. “ADAM” stands for Automated Delivery of Alerts on Missing Children and is named in honor of Adam Walsh.

ADAM uses geo-targeted mapping technology to distribute missing child posters to police, news media, schools, businesses, medical centers and other recipients within a specific geographic search area, such as a state, ZIP code, area code or a combined search area near a city and ZIP code. This program is open to the public for individuals, law enforcement and businesses (US only) to sign up at no cost to receive missing child alerts in their area via adamprogram.com.

ADAM alerts can be sent for all missing child cases, including runaways, which comprise the largest number of all missing children and who are often at great risk for being victims of human trafficking. The more awareness raised about this program can significantly help in the recovery efforts of missing children.

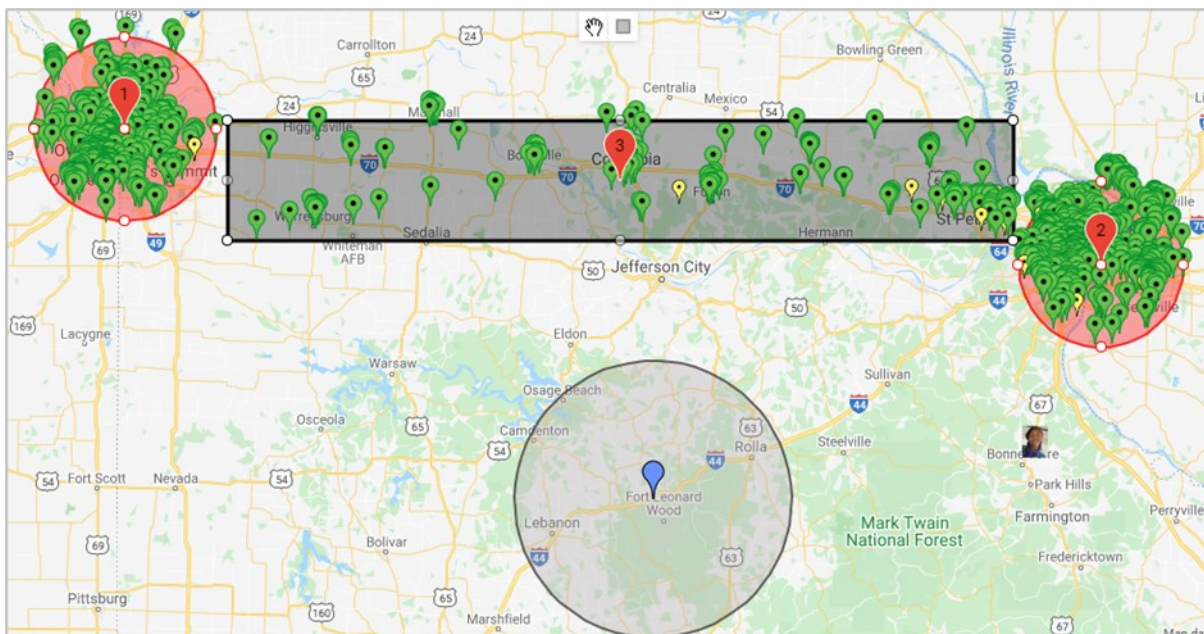
NCMEC has used the ADAM Program to distribute over 1.7 million alerts on over 2,100 missing children cases in 2020. Every person who signs up to receive a missing child alert is one more set of eyes to potentially help law enforcement recover a missing child. Individuals can and do make a difference. In partnership with NCMEC, the ADAM Program has helped recover nearly 200 missing children and assisted in the recovery of countless others.

This partnership leverages technology to benefit society and is intended to allow for collaboration and effective targeted work to safely recover children and support law enforcement efforts to identify and apprehend, the people who would seek to harm them.

“...recovery was the result of using the new ADAM mapping tool, allowing NCMEC to pinpoint a specific area on a map.”

Patti Willingham, Executive Director
Case Management Services, NCMEC





In one such case, a call came into the NCMEC Call Center from someone who received an ADAM poster and led to the recovery of five young children. They were found in the woods after pinpointing a small town where the children and abductor were seen getting supplies.

Whole of Community Approach

The public plays a critical role in the effort to protect children. Individuals having information about a missing child or suspects trafficking or exploiting a child, should contact their local police immediately. The most important thing is to be on the lookout for a missing child. Also, suspicions of abuse and human trafficking can be reported by calling the NCMEC's 24-hour call center at 1-800-THE-LOST (1-800-843-5678) or report such to <https://report.cybertip.org/>.

An effective training and education outreach campaign established by public-private partnership is the Blue Campaign, which helps raise community awareness of the problem - <https://www.dhs.gov/blue-campaign>. NCMEC also provides training, technical assistance and resources to public safety and child-serving professionals. For more information about training options, visit: [Click Here](#).

The continuation and improvement of information sharing platforms between both public and private institutions, police, federal law enforcement agencies, community, civic and educational organizations are a requisite in the fight against child exploitation. The ADAM Program represents a collective approach LexisNexis Risk Solutions utilizes with law enforcement, NCMEC and the public.

The best part of all, is that it can and has led to the recovery of missing children.

About the Authors

Trish McCall, Director Program Management, LexisNexis Risk Solutions Group, is the co-founder of the ADAM Program, a tool donated to The National Center for Missing & Exploited Children by LexisNexis Risk Solutions to assist with the distribution of missing child posters.

Michael Breslin has more than two decades of experience in federal law enforcement and transnational financial and cybercrime investigations. He serves on the Cyber Investigations Advisory Board of the U.S Secret Service and is the Strategic Client Relations Director for Federal Law Enforcement at LexisNexis Risk Solutions. Michael is also a Board Member for the National Center for Missing and Exploited Children.



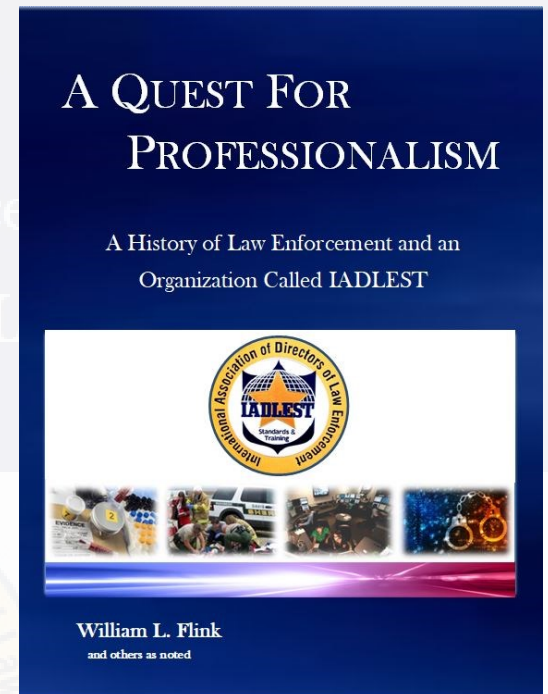
“A Quest For Professionalism”

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Written with a view on law enforcement, with an emphasis on standards and training from the past to the present. More than 700 pages filled with interesting facts, collected from historical manuscripts and writings of the times, and capturing actual records and memories of the persons involved in the decision-making of NASDLET and IADLEST.

This book is a cumulative history of law enforcement events, leading up to and beyond the creation of state agencies of government that continue to oversee how we select and maintain law officers employed within our police agencies. It emphasizes many of the activities that the states and federal government, as well as other associations, undertook to raise awareness and execute programs that enhance public safety. It also renders, in one source document, the historical discussions and decisions of the International Association of Directors of Law Enforcement Standards and Training.

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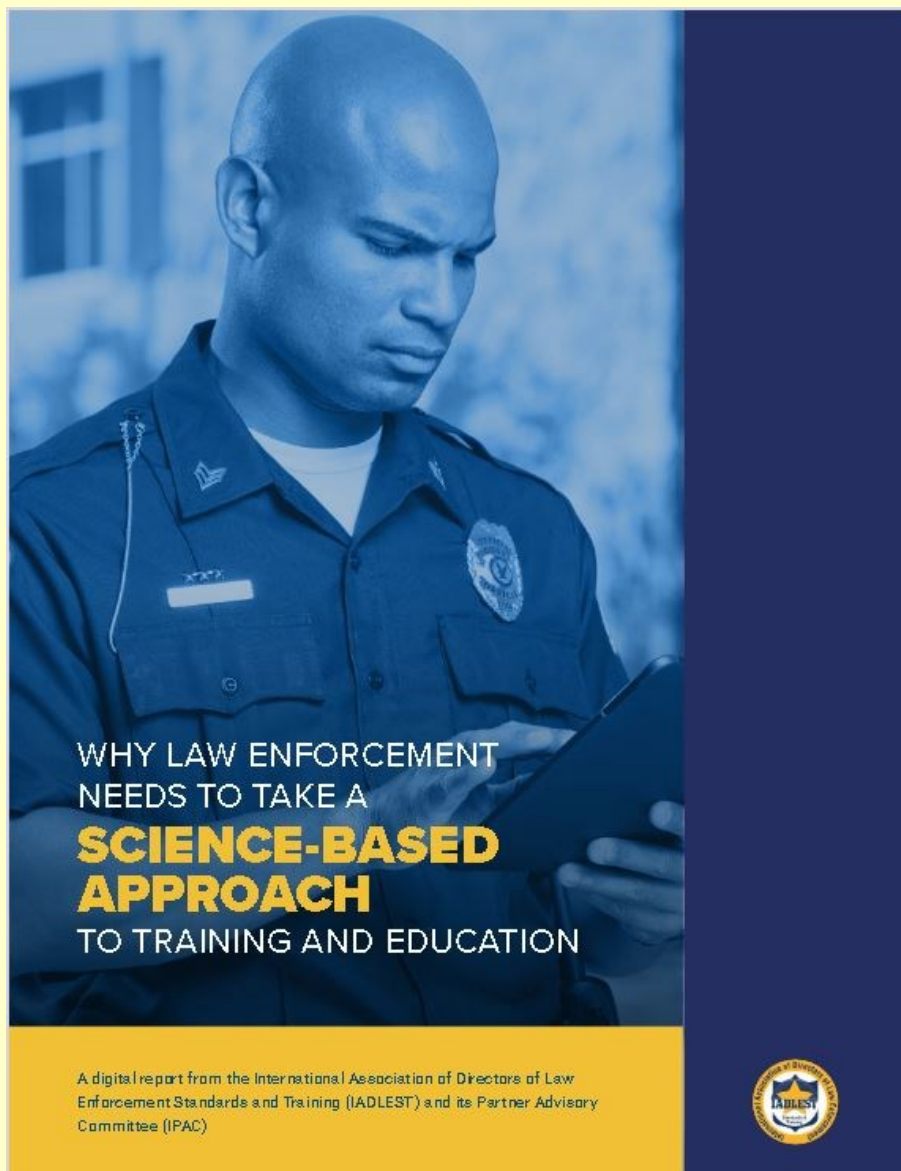
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Discover the four basic principles of learning and retention to increase performance in the field.

Measuring What Matters: The Outcomes and Impact of Science-Based Training

California Must Take Action to Improve Law Enforcement Training, Little Hoover Commission Urges

FOR IMMEDIATE RELEASE

November 30, 2021



California spends millions of dollars on law enforcement training each year yet lawmakers do not mandate serious or thorough evaluation of how that training affects officer behavior on the job. Assessing and improving training for peace officers is an essential step toward meaningful law enforcement reform, and California must take on this crucial work to ensure training achieves intended goals and positively impacts officer behavior, the state’s independent government watchdog urges in a new report.

[*Law Enforcement Training: Identifying What Works for Officers and Communities*](#), a new report from the Little Hoover Commission, calls on California to address current law enforcement training deficiencies and enhance training for its nearly 700 law enforcement agencies and more than 87,000 full-time sworn and reserve peace officers.

This is the Commission’s third publication on law enforcement training and the first to include policy recommendations. It previously released two Issue Briefs on the topic, [*California Law Enforcement Survey*](#) and [*Comparing Law Enforcement Basic Training Academies*](#), that provide critical context and insight into peace officer training in California without making recommendations.

“Law enforcement training is a powerful tool that often sets the tone for an officer’s career, yet there is far too little evidence demonstrating which types of training work best for our officers and communities,” said Commission Chair Pedro Nava. “This must change, and our recommendations provide a clear path forward toward reform.”

In its report, the Commission recommends that the state incorporate academic research into training curriculum by creating a permanent academic review board within the Commission of Peace Officer Standards and Training (POST), among other things.

The report identifies additional aspects of law enforcement training in California that require improvement, including basic training academies, entry level officer training, and ongoing officer education. No overall assessment of California's 41 basic training academies has been conducted to compare how effective each model is in preparing individuals to become peace officers, the Commission found, and entry level training does not always line up with the knowledge and skills officers need in the field.

To correct these deficiencies and strengthen the law enforcement training officers receive, the Commission urges California to assess its basic training academies for effectiveness, right size its approach to entry level training, and develop robust ongoing education for officers throughout their careers.

"These reforms will have a significant impact on our officers, our communities, and our state, and California must commit to making the investment necessary to implement them," said Commissioner Janna Sidley, member of the Commission's law enforcement study subcommittee.

The Commission also calls on California to create a more representative POST Commission by adjusting current membership to add additional public members, including individuals with expertise in academic research and adult education as well as members of vulnerable communities.

"While maintaining a majority of seats for law enforcement, it is imperative that the POST Commission reflects both officers *and* the communities in which they serve," said Chair Nava.

About the Little Hoover Commission

The Little Hoover Commission is America's only permanent, independent citizens commission working to improve state government. A nonpartisan oversight agency created in 1962, the Commission includes 13 Commissioners appointed by the Governor and legislative leaders. The Commission's mission is to investigate state operations and promote efficiency, economy and improved service.



The following three pages are from the Little Hoover Commission Report. They provide the one page Executive Summary of California's Little Hoover Commission, which outlines several challenges identified in the report. Additionally, we've provided two pages of the report's attachments displaying the outcome of nationally surveyed points on law enforcement training in the United States, which the Commission developed during the study. We believe the Little Hoover Commission Report has a value for all state POST and Academy Directors to read and consider.



Issue Brief: California Law Enforcement Survey

November 2021

Executive Summary

In the fall of 2020, the Little Hoover Commission launched a study to examine the role of the Commission on Peace Officer Standards and Training (POST) in shaping law enforcement training standards for California's peace officers. As part of this work, the Commission anonymously surveyed active-duty peace officers in May 2021 to learn more about the training they receive through POST. Over 300 officers responded to the survey, and their answers, detailed in this Issue Brief, provide critical insight into the strengths and shortcomings of police training in California.

Officers' survey responses affirmed the value of the training they receive, but also pointed to problems.

- Overall, training in California is perceived to be superior to training in other states. Over 80 percent of officers said the training they receive is better than the training provided to their peers in different parts of the country.
- Officers overwhelmingly agreed that all forms of training – basic, field, in-service – are relevant to the work they do, yet officers are split on whether this formal training is more important than the informal on-the-job advice they receive from colleagues.
- Over 80 percent said stress-based academies provide essential training for law enforcement, and 76 percent agreed that California should continue using them. Sixty-four percent of officers said non-stress academies are not as effective as stress-based ones for preparing officers for the reality of policing.

Still, throughout the survey officers also identified pressing challenges that could be addressed to improve the training they receive.

- Over half of officers said certain subjects are not adequately covered by existing training curriculum. Mental health, de-escalation, legal processes and procedures, use of force, and officer wellness were identified as topics for which training is lacking.
- Various barriers prevent officers from pursuing additional training. Finding staff to backfill positions while officers receive training is frequently a barrier for 52 percent of respondents, while financing is a roadblock for almost half.
- Nearly 70 percent of officers said there needs to be greater consistency in training across California's 692 law enforcement departments and 41 basic training academies.
- Oversight of training outcomes and their effectiveness is missing. More than 80 percent of officers agreed that POST should monitor training outcomes and adjust its standards and curricula accordingly, while almost 70 percent said POST should incorporate research on training effectiveness into its training standards.

We hope this Brief will serve as a resource for state policymakers as they evaluate ways to improve police training to benefit peace officers and all Californians.

Chart A: The Number of Academies in Each State by Mode of Administration

State	State	Regional	Local	Academic Institution	Total
Alabama		4	3	1	8
Alaska	1		1	1	3
Arizona		5	3	6	14
Arkansas	3		3	1	7
California ³	4	1	9	27	41
Colorado	1	3	7	14	25
Connecticut	2	6			8
Delaware	1	2	1		4
Florida	3	2	2	33	40
Georgia	4	14		7	25
Hawaii	4		4		8
Idaho	1		3	4	8
Illinois	1		2	4	7
Indiana	1	1	3	1	6
Iowa	2	2		2	6
Kansas	2	2	3	1	8
Kentucky	2		3		5
Louisiana	2		25		27
Maine ⁴	1				1
Maryland	1		16	3	20
Massachusetts ⁵	2	5	7	4	18
Michigan ⁶	2		1	17	20
Minnesota				30	30
Mississippi	1	1	13	5	20
Missouri	3	1	5	11	20
Montana	1				1
Nebraska	1		4		5
Nevada	10	6	12		28
New Hampshire	1				1
New Jersey	1		13		14
New Mexico	2		5	3	10
New York	1	15	8	13	37
North Carolina	2		8	56	66
North Dakota	1		1	1	3
Ohio	1		4	38	43
Oklahoma	2		7	10	19
Oregon ⁷	1				1
Pennsylvania	1	2	4	13	20
Rhode Island	2		1		3
South Carolina	1				1
South Dakota	1				1
Tennessee	2		7	2	11
Texas	3	9	60	36	108
Utah	1			9	10
Vermont	1				1
Virginia		11	23		34
Washington	2				2
West Virginia ⁸	1				1
Wisconsin	2		4	16	22
Wyoming	1				1
Nationwide:	86	92	275	369	822

Source: LHC staff conversations and emails with state law enforcement commission directors and personnel.

Chart B: Basic Training Academies per One Million People

Rank	State	Population	Total Academies	Academies per 1M people
50	South Carolina	5,020,806	1	0.2
49	Oregon ⁹	4,129,803	1	0.2
48	Washington	7,404,107	2	0.3
47	Illinois	12,770,631	7	0.5
46	West Virginia ¹⁰	1,817,305	1	0.6
45	New Hampshire	1,348,124	1	0.7
44	Maine ¹¹	1,335,492	1	0.7
43	Indiana	6,665,703	6	0.9
42	Montana	1,050,649	1	1.0
41	California¹²	39,283,497	41	1.0
40	Kentucky	4,449,052	5	1.1
39	South Dakota	870,638	1	1.1
38	Pennsylvania	12,791,530	20	1.6
37	New Jersey	8,878,503	14	1.6
36	Vermont	624,313	1	1.6
35	Tennessee	6,709,356	11	1.6
34	Alabama	4,876,250	8	1.6
33	Wyoming	581,024	1	1.7
32	New York	19,572,319	37	1.9
31	Iowa	3,139,508	6	1.9
30	Florida	20,901,636	40	1.9
29	Arizona	7,050,299	14	2.0
28	Michigan ¹³	9,965,265	20	2.0
27	Connecticut	3,575,074	8	2.2
26	Arkansas	2,999,370	7	2.3
25	Georgia	10,403,847	25	2.4
24	Nebraska	1,914,571	5	2.6
23	Massachusetts ¹⁴	6,850,553	18	2.6
22	Kansas	2,910,652	8	2.7
21	Rhode Island	1,057,231	3	2.8
20	Utah	3,096,848	10	3.2
19	Missouri	6,104,910	20	3.3
18	Maryland	6,018,848	20	3.3
17	Ohio	11,655,397	43	3.7
16	Wisconsin	5,790,716	22	3.8
15	Texas	28,260,856	108	3.8
14	North Dakota	756,717	3	4.0
13	Virginia	8,454,463	34	4.0
12	Alaska	737,068	3	4.1
11	Delaware	957,248	4	4.2
10	Colorado	5,610,349	25	4.5
9	Idaho	1,717,750	8	4.7
8	New Mexico	2,092,454	10	4.8
7	Oklahoma	3,932,870	19	4.8
6	Minnesota	5,563,378	30	5.4
5	Hawaii	1,422,094	8	5.6
4	Louisiana	4,664,362	27	5.8
3	North Carolina	10,264,876	66	6.4
2	Mississippi	2,984,418	20	6.7
1	Nevada	2,972,382	28	9.4
	Nationwide	324,005,112	822	2.5

Source: LHC staff conversations and emails with state law enforcement commission directors and personnel. Also, U.S. Census Bureau. 2015-2019 American Community Survey 5-Year Estimates. Table B01003: Total Population.

DDACTS 2.0 Webinar Series



Throughout 2021, IADLEST held a series of NO-COST 1-hour webinars on using data to manage and deploy resources to decrease crashes, crime and other social harms.

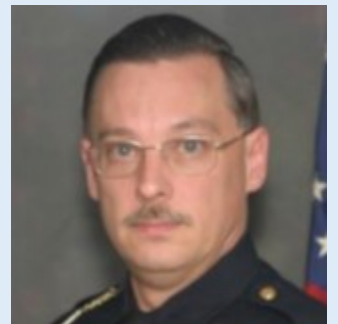
Join our subject matter experts for this NO-COST webinar series as we cover what's new in **Data-Driven Approaches to Crime and Traffic Safety (DDACTS 2.0)**. Each course can be viewed from [IADLEST's website](#) at any time. A list of courses and links to them are on the following page.

Webinar Series Hosts



Peggy Schaefer — IADLEST Project Manager, NHTSA DDACTS. Peggy served as Director of the North Carolina Justice Academy, serving over 85,000 LEOs.

Dan Howard — IADLEST PROJECT Manager, TxDOT DDACTS. Daniel is a retired law enforcement official with more than 35 years in public safety and is a DDACTS SME.



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webpage to
learn more &
register**



NO-COST training for law enforcement DDACTS 2.0 Webinars Available on the IADLEST website

Date 2021	Topic	Objectives	More Details	Registration / Archive
February 18th	DDACTS 2.0 - Overview	Overview	Flyer #1	View Recording
March 18th	Outcomes	Outcomes	Flyer #2	View Recording
April 22nd	Data Collection	Collection	Flyer #3	View Recording
May 27th	Data Analysis	Analysis	Flyer #4	View Recording
June 17th	Partners/Stakeholders	Stakeholders	Flyer #5	View Recording
July 22nd	Strategic Operations	Operations	Flyer #6	View Recording
August 19th	Information Sharing	Sharing	Flyer #7	View Recording
September 15th	Monitor, Evaluate, Adjust	Evaluate	Flyer #8	View Recording

Coming in March: The next edition of IADLEST's *Standards & Training Director Magazine* will explore civil liability in a review of court decisions and their impact upon law enforcement training and academies. In preparation for our review, Lexipol has provided us with a glance at key risk management points that all law enforcement trainers and training institutions should consider when instructing the officers they serve.



RISK MANAGEMENT PERSPECTIVE OF § 1983/ MONELL



POLICE LINE DO NOT CROSS

INSTRUCTIONAL TIPS

DOCUMENTATION

You can be the most outstanding instructor that your academy or department ever saw, but if you don't complete the paperwork that forms the foundation of your lessons—your training isn't worth the time it took to attend your class. “Document, Document, Document!” That has been the crux of law enforcement for more than fifty years. No matter what occurs in police work, you only cover your back and the department's actions if it's documented. It has been the hue and cry of many liability instructors and training administrators that have avoided the banter of civil lawsuits filed against law enforcement, and it's a foundational idea that all law enforcement instructors and academy staff should honor and obey.

Standards of Documentation for Instruction

During their introductory Instructional Development Course (IDC), all instructors learn that a good lesson plan will provide evidence that the training taught met all the goals and performance objectives set forth in the lesson plan. This leads us to a fundamental point in the documentation framework for instruction—how serious was the curriculum developer or instructor when the lesson plan was created?

The idea of what constitutes a good lesson plan tends to get murky in some law enforcement training academies, and the same occurs in institutions of higher learning. I say this after experiencing years reviewing and auditing academy training records, and watching academy instructors and professors prepare and present their lessons. So, this point about how well a lesson plan has been prepared, should not be viewed as being painfully absurd.

An excellent lesson plan is what all academy and training directors desire from those who teach basic law enforcement recruits and in-service courses. What constitutes an ideal lesson plan? Well, it's not walking into class with just a PowerPoint presentation, and it's not a few pages of material with a series of bullet notes without any explanation to them. An ideal lesson plan is complete. It includes detailed information to be discussed with the students, and it may be documented verbatim. So, five years from now, if the instructor faces questions in court about what the officers attending his class learned, the instructor will be able to testify

competently to the content of the course, and a reasonable jury will understand the training provided—believing all essential points were delivered to the class, laying a proper defense of the actions taken by law enforcement.

In its mission to improve law enforcement training nationwide, IADLEST has taken a series of initiatives to stress the important minimum requirements for developing excellent training documentation for training academies and instructors. Through the practices within the IADLEST's National Certification Program (NCP), IADLEST Instructor seminars and webinars, and the IADLEST Academy Accreditation Program, efforts have emphasized the standards of proper training documentation. The NCP, itself, requires specific criteria to be met in the lesson plan before a training course is determined to be following “best practices.” Then, and only then, is the course awarded NCP certification. You can find these criteria in a comprehensive grading rubric, deemed a living document, so that regular review and revision of the best practice standards are not unexpected by reviewers or course developers.¹

Other documentation to be included within the lesson plan, include—in the case of videos used as learning material: the title video and information noting the video source (who produced it); a description of the video content; a description of the purpose of the video to the course content—emphasizing material that students should glean for retention of key knowledge points; and from the key knowledge points, the items that meet performance criteria for the end of course evaluation.

Additionally, the lesson plan should include a complete description of each course training scenario or exercise included within the training program. Each scenario/exercise should provide a sufficient description of the event for the instructor leading the activity. At a minimum, documentation should specify the proper conduct of the scenario role players in performing the exercise script. In addition, it should provide information that allows the exercise instructor to understand the purpose of the scenario or exercise in meeting course performance objectives; and be scripted to ensure that role players speak the intended dialog, in verbatim, during the scenario. The documentation should also in-

clude a description of the successful outcome of scenarios; criteria that the evaluator can use to indicate less than sufficient performance by students; a grading sheet that includes the evaluator's name, agency, date of scenario or exercise evaluation, pass/fail criteria checks that correlate to performance objectives and key knowledge indicators, and available space for the evaluator to document any important observations leading to successful completion or failure to complete the scenario or exercise.

Lesson Plan Cover Sheet

Now, here is something for your consideration. A piece of advice that was once used by one of IADLEST's former POST Director members.

Once you develop a lesson plan, it should pass through an administrative review or audit process before being taught to trainees. This review should be a formal process established by the academy or department training manager. The review process should have criteria to determine if the course is sufficient to meet any reasonable legal challenge.² The review should be documented and include a precise notation of the approval/disapproval of the lesson plan. The review should require signatures of the individuals approving/disapproving the lesson plan.³ As a recommendation, attach the review document to the lesson plan as a front cover sheet. Each time the lesson is taught to recruits or officers, you should copy the lesson plan and cover sheet. The copied document should be marked "Teaching Copy." The Teaching Copy cover sheet should indicate several things: 1) the lesson has been approved for law enforcement training; 2) the instructor has reviewed the lesson prior to course delivery; 3) that during the instructor's pre-lesson review, one of two things occurred—either the instructor observed no need for lesson plan revision, or revisions were recommended before the next training delivery of the lesson; and 4), if revision is recommended, there should be a written notation of the recommendation a future revision of the lesson plan.

At the conclusion of delivering the lesson to recruits or officers, the Instructor should document his/her use of the lesson. For example, the instructor should confirm whether the lesson was taught entirely to the students or not. If specific objectives or parts of the lesson plan were not taught, document the reason why (e.g., not enough time provided, interruptions to the training, failure of electrical equipment or training props or role players at the training, etc.).

Noting the inability of the instructor to complete the lesson plan is a vital indicator for the academy administrator or training manager. The failure to complete a required lesson goal or objective has severe implications for mandated training and student testing results. Noting the areas of the lesson plan not taught, allows training providers to conduct a separate training session to ensure the recruits or officers can gain required knowledge before being tested on the objective or area the instructor did not teach. It also allows for the missing material to be taught before any other training occurs, where the missing instruction might affect knowledge or performance in a subsequent topic of the training program. Making up missed training needs documentation on the same lesson plan cover sheet used to provide the initial course training and, if not, on a subsequent document attached to the Teaching Copy of the lesson plan. Documenting lesson delivery provides evidence of any future claim that the academy or training provider did or did not meet the requirements for course completion.

After the cover sheet has been completed, reviewed, and signed by training management, the Teaching Copy of the lesson plan should be filed (by hard copy or electronically) into the academy or training office course files.

Now, this may all sound complicated, but it supports "best practices." Moreover, it demonstrates training sufficiency if a failure to train or negligent training claim is filed against law enforcement or the academy. It's good to remember; we can't be too cautious in doing the right thing these days. Document !

¹ See the rubric on page 69.

² See the sample policy on pages 72-75.

³ See the sample Approval/Review Form on page 70.

Training Providers

Do you want your in-service training to count nationally?



The IADLEST National Certification Program makes it possible.

[Learn More](#)

Evaluation Form for In-Person Training Content (2020-v1)

Assign a value for each item based on the descriptive categories included.

Values should be assigned in accordance with this scale:

0	1	2	3
Did not do/ Unacceptable	Marginal	Acceptable	Best Practices

LESSON CONTENT

A. General Requirements

- ____ 1. Materials are written in a semi-manuscript format.
- ____ 2. Outline format is consistent throughout the course document.
- ____ 3. Instructor and participant lesson plans are included.
- ____ 4. Grammar, spelling, and punctuation are correct.
- ____ 5. Plan indicates a time frame for the completion of each segment.
- ____ 6. Sufficient questions are included to check participant understanding.
- ____ 7. Training aids are scheduled at the appropriate time.
- ____ 8. Lesson plan schedules a variety of training aids.
- ____ 9. Copies of the training aids are included in the lesson plan package.
- ____ 10. Exercises & demonstration information are clearly written and included in the instructor notes section.
- ____ 11. **Participant/instructor ratios included and are safe.***
- ____ 12. Course schedule and agenda are included.
- ____ 13. Target audience is specified.
- ____ 14. **Content is free from discriminatory examples, terminology, and negative stereotyping.***

B. Objectives/References

- ____ 1. Lesson content includes a clearly articulated instructional goal.
- ____ 2. At least 3 current references are used in the lesson content.
- ____ 3. References are cited correctly using the APA, Turabian or Chicago style.
- ____ 4. Training objectives/outcomes are clearly written and are measurable.
- ____ 5. Competencies and course requirements are clearly established.
- ____ 6. Course credit hours are indicated and practical.
- ____ 7. **Copyright compliance is demonstrated.**

C. Introduction

- ____ 1. Lesson opening includes an instructor introduction and background information.
- ____ 2. Lesson opening includes an appropriate "attention-getter."
- ____ 3. Introduction shows the relationship of this topical subject to other subjects already

presented and/or subjects to be taught in the future.

- ____ 4. Introduction is interesting and appropriate.
- ____ 5. Lesson content explains the importance of this topic and how it will be applied to the participant's job.
- ____ 6. Introductory overview of what will be covered is included.

D. Body

- ____ 1. **Information presented in the lesson content is correct and complies with best practices in the topic area.***
- ____ 2. Lesson content includes essential information that supports each of the objectives/outcomes.
- ____ 3. Lesson content includes teaching techniques that will stimulate participation and facilitate learning.
- ____ 4. Lesson content includes procedural notes to specify teaching strategies.
- ____ 5. Time has been allowed for participants to ask questions and to be actively engaged.

E. Lesson Conclusion

- ____ 1. Summary briefly restates key points/objectives.
- ____ 2. Participants are given an opportunity to ask final and/or follow-up questions.
- ____ 3. Closing statement ends the class on a strong motivational note.
- ____ 4. Endnotes/references included and correctly cited.

F. Testing

- ____ 1. Evaluation materials and grading criteria are included.
- ____ 2. Test is comprehensive.
- ____ 3. Practical skills tests are included.
- ____ 4. Pre-test is included.

G. Course Evaluation/Closing

- ____ 1. Roster is prepared/provided for the course offering and forwarded to POST if requested.
- ____ 2. Participants are given an opportunity to evaluate the training.
- ____ 3. Certificates are awarded to participants.
- ____ 4. All course records are archived for 30 years.

_____ **Total Points Scored**
(Passing Score = 88 points)

***Automatic Failure for non-compliance**

SAMPLE LESSON PLAN APPROVAL / REVIEW FORM

Course Name:

☐ Basic Training

Date of Preparation:

☐ In-Service Training

Course Length (# of hours):

Instructor(s):

List all resources, training aids, audio visuals required for this course:

☐ Contents and materials that are relevant to the course have been reviewed and updated if necessary.

☐ Legal issues pertaining to the course have been reviewed and updated if necessary.

☐ Course objectives, performance outcomes, goals have been reviewed and updated if necessary, to include any correspondence, and written or performance-based testing.

☐ Lesson plan has been reviewed for technical correctness, and reference materials reflect currently accepted practices (see Instructional System Design Guide).

Comments (if any):

Instructor/Reviewer
(Printed Name and Signature)

Date:

Training Manager
(Printed Name and Signature)

Date:

Curriculum Office
(Printed Name and Signature)

Date:

☐ This lesson plan was taught on ___/___/___ and the instruction presented included all information pertaining to the required performance outcomes, training objectives and testing criteria.

☐ This lesson plan was taught on ___/___/___ and the following performance outcome(s), training objective(s) or testing criteria was/were not presented to the students:

Instructor(s) Signature(s):

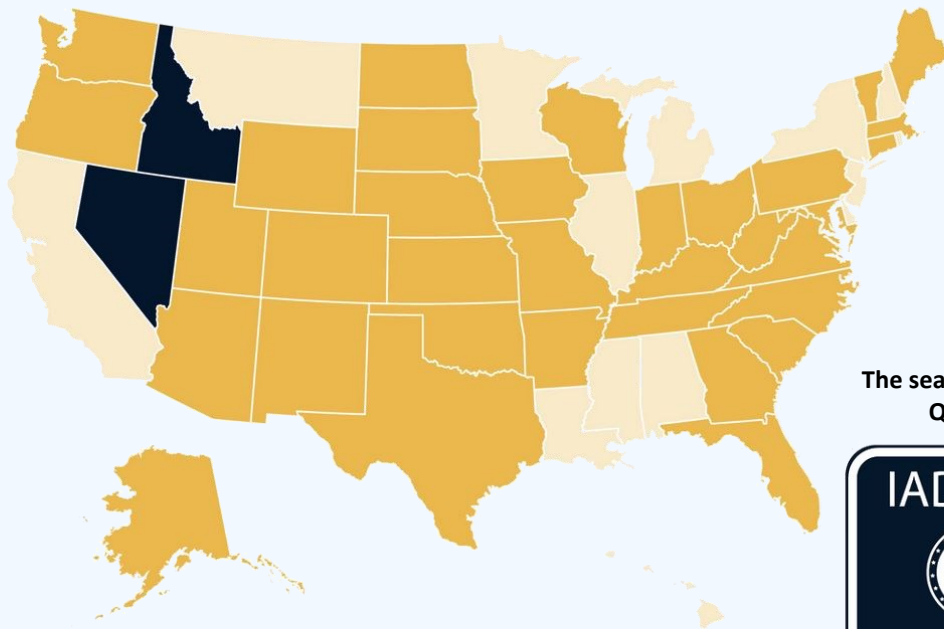
Training Manager's Signature:



For more information
[CLICK HERE](#)

In 2015, IADLEST, in partnership with POST organizations around the Nation launched a new program designed to eliminate many of the problems associated with a lack of standardization within criminal justice training. The IADLEST National Training Certification program establishes minimum standards for vendors providing law enforcement continuing education and ensures the training content meets those quality standards. The standards are designed to meet or exceed any individual State certification requirements ensuring that training achieving National Certification is accepted by all participating POST organizations around the Nation for in-service or advanced training credit.

36 Supporting States



- POST has policies requiring NCP certification*
- POST accepts NCP certified courses.
- NCP will help apply for State's certification

The seal that means
 Quality.



Major County Sheriff's Association Endorses IADLEST NCP



"As an association dedicated to the continuing education of our members, we are very happy to embrace a new, and very high standard, for law enforcement training. The NCP seal will make it easier to select training programs that we know have been critically examined in order to meet the threshold required for NCP endorsement."

Sherriff Sandra Hutchens
 President, Major County Sheriff's Association

The following policy is offered as an example for training agencies that may not have a policy to direct the activities of lesson plan approval, review and revision. It is only a sample. Agencies that use the sample to develop their own policy, should consult with their legal counsel before adopting the policy.

SAMPLE

Lesson Plan Approval, Review and Revision Policy

Page 1 of 4

Section #	Agency Training Bureau and Curriculum Office	Date:
Procedure #	Subject: Lesson Plan Approval, Review and Revision	
References:	Rule: § 69-032 VAC	
	Agency Policy: PA-10-06	
	Training Policy: 12-012	

Commentary: The (Agency) conducts basic training academies for the (Agency's). Law enforcement officers. The (Agency) has the responsibility for the content of the courses it presents to the agency's officers and personnel. The agency has the responsibility for the content of the courses it presents. In the past, the (Agency) POST has not required a review of training materials used by instructors to aid the instruction. Management has discovered that in many cases, no screening process had been undertaken to review these materials prior being shown to the student. This can lead to student being exposed to materials which are not consistent with statewide law enforcement practices and philosophies. The result could lead to students taking incorrect action on the job, based on training material they are exposed to in class.

This procedure is designed to assist presenters in complying with acceptable industry standards for basic academy training and inservice training. While these procedures are developed primarily for use by state-certified instructors presenting agency approved training, the procedures are recommended in the preparation for any agency training presented to agency personnel.

Use of this procedure should serve to enhance training quality and reduce the potential for civil liability, poor tactical decisions, or offensive material that may be used during the training of basic academy or inservice training students based on negative stereotyping.

The following is effective immediately.:

Policy: It is the policy of the (Agency) that training conducted under the authority of the (Agency) will conform to specific standards of style, format, competent information, and regular review for accuracy, content and compliance with good legal, performance, and community relations principles

Purpose: To clearly state, for members of the (Agency) training staff and others, the official position of the (Agency) with regards to approval, review and revision of agency-approved instructional lesson plans.

Definitions: None

Procedure

1. All high-liability lessons shall be reviewed by the POST Subject matter expert(s), curriculum committee, and Division Administrator before the lesson plan is approved. High-liability lessons plans include, but are not limited to:

SAMPLE

Lesson Plan Approval, Review and Revision Policy

Page 2 of 4

Procedure

(Continued):

- a. Firearms Lesson Plan
 - b. All Defensive Tactics Lesson Plans
 - c. OC Spray Lesson Plan
 - d. Impact Weapons
 - e. EVOC
 - f. First Aid
 - g. Use of Force
 - h. Liability
 - i. Search and Seizure, and
 - j. Laws of Arrest
2. The Instructor shall teach each class with an approved lesson plan. A lesson plan shall be considered approved when reviewed, initialed and dated by the Training Manager and the Curriculum Office. In the absence of the Training Manager, the Training Administrator or Deputy Training Administrator may sign and date approval of the lesson plan.
 3. The instructor will review the lesson plan prior to teaching the class and determine if the lesson plan is current, complete and addresses all associated law enforcement outcomes and objectives.
 4. If no revisions are recommended, it shall be noted on the Lesson Plan Approval/Review Form, and the form will be returned to the Curriculum Office through the Training Manager.
 5. If revisions are recommended, they will be proposed on PART A: Lesson Plan Revision Review section of the Lesson Plan Approval/Review Form and forwarded to the Curriculum Office through the Training Manager. Once approved, recommended changes will be incorporated into the lesson plan that will be provided to the instructor for use during the session.
 6. An instructor shall not use a lesson plan or training tool unless prior approval has been authorized under this policy. Likewise, no additional information shall be presented to academy students unless it is contained in the lesson plan or training tools.
 7. In order to comply with this directive and policy, and to implement the policy of having each lesson plan pre-approved before the course is taught, the following procedures will be followed:
 - a. The instructor will be provided with a current lesson plan and a "Lesson Plan Approval/Review Form". The lesson plan will bear the designation of "Teaching Copy" and the current course to be taught (i.e., Patrol Session #165) and may include copies of some, or all, of the following attachments:
 - i) Practical scenarios
 - ii) Practical exercise assessment sheet
 - iii) PowerPoint presentations
 - iv) Brochures, newspaper articles, etc.
 - v) Handouts
 - vi) Training manual
 - vii) Examination questions
 - b. The Instructor shall review the approved lesson plan and all attachments to ensure that the material is accurate and up to date, especially the Course References and Resources, and the Instructional Methods/Aids.
 - c. If no revisions are recommended, the instructor shall initial and date the lesson plan on the Cover Sheet and complete the Instructor's portion of the Lesson Plan Approval/Review Form, as indicated above. The Instructor shall return the lesson plan and the Lesson Plan Approval/Review Form to the Training Manager, as soon as possible.

SAMPLE

Lesson Plan Approval, Review and Revision Policy

Page 3 of 4

Procedure (Continued):

- d. If the Instructor believes revisions are needed to any of the lesson plan materials, the Instructor shall ensure the necessary changes are recommended to the Training Manager on the PART A : Lesson Plan Revision Review section of the Lesson Plan Approval/Review Form before the lesson is taught. Any changes to the lesson plan must be requested in writing using the Lesson Plan Approval/Review Form and approved by both the Training Manager and the Curriculum Office before the course is taught.
- e. It is important that instructors thoroughly review the lesson plan, and all materials associated with the lesson plan, prior to teaching the course to ensure the lesson plan and all of its content are accurate and up to date.
8. Once a request for revision to the lesson plan has been received, the Curriculum Office shall initial a review of the requested revision(s). Revisions are classified as "Minor Revisions" or "Major Revisions" as follows:
 - a. Minor Revisions- Revisions to the lesson plan, PowerPoint presentation, or student resource materials that are brief and primarily for clarification, spelling. This would also cover the inclusion of new material, visual aids, handouts, etc. that have not been approved by POST, and do not qualify as major curriculum change.
 - b. Major Revisions- significant revisions that warrant a more extensive curriculum review, including but not limited to:
 - i) Requests from subject matter experts that would change hours, course content, performance objectives or test questions.
 - ii) Any revision affecting pre-testing, post-testing or qualification by students.
 - iii) Requests to the POST Council to add, delete, or significantly change a course objective(s).
 - iv) A revision that corrects, adds or eliminates legal materials or references to federal or state law.

The review process needed to approve a requested change will be determined on a case-by-case basis and may include review by POST staff and administration or subject matter experts (SMEs).

An update will be considered approved once initialed and dated by the Training Manager and the Curriculum Office, and the Division Administrator for high liability topics (see #2 above). In the absence of the Training Manager, the Training Administrator or Deputy Training Administrator may initial and date approval of the update. At this time, the Curriculum Office shall update the lesson plan in the electronic records system, and the updated lesson plan will become the official lesson plan until such time as a subsequent change is approved.
9. The approved lesson plan will be placed in the permanent session file where it will be retained indefinitely. A copy of the lesson plan and all attachments will be made, stamped as "Teaching Copy" and provided to the instructor(s) for use in the current session. The Instructor shall teach only from the approved "Teaching Copy" and no other.
10. Once the Instructor has completed teaching from the "Teaching Copy" he/she shall check the appropriate block at the lower portion of the Lesson Plan Approval/Review Form indicating whether or not all lesson plan material was instructed to the students; then the Instructor shall sign his/her name in the Instructor Signature block of the form.

SAMPLE

Lesson Plan Approval, Review and Revision Policy

Page 4 of 4

Procedure

11. The "Teaching Copy" and Lesson Plan Approval/Review Form shall be returned to the Curriculum Office by way of the Training Manager. The Instructor shall not leave the training agency until the "Teaching Copy" of the lesson plan is either returned to the Training Manager, Curriculum Office or, if after normal business hours, handed-off to a Training Specialist for return to the Curriculum Office.
12. If the instructor desires additional changes to the lesson plan after teaching the class, he/she shall complete amend PART A : Lesson Plan Revision Review section of the Lesson Plan Approval/Review Form and return this to a Training Specialist, the Training Manager, or the Curriculum Office.
13. Since each lesson plan must be pre-approved before it is taught, instructors should review the approved lesson plan and any attachments as soon as possible. A time limit for review and submission of the lesson plan may be set by the Curriculum Office. If a deadline is indicated, the lesson plan and review forms must be returned by the designated date.
14. Should an instructor have questions about the above procedures, he/she should contact either the Basic Training Manager or the Curriculum Office.

Approving
Authority

Name:

Title:

Date:

Revision Dates:

(Current Revision Date)

Last Revision:



- Discuss US Supreme Court decisions and state-specific statutes that have impacted and governed vehicular pursuit operations
- Discuss the components of the IACP vehicular pursuit policy guide
- Compare your agency's current pursuit policy with the IACP pursuit guidelines
- Develop an action plan for your agency that supports vehicular pursuit operations and addresses any weak or missing areas within the current pursuit policy

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The Pursuit Policy Workshop is a one-hour, NCP Certified training module

[Create Your Login](#)

BJA Building Analytical Capacity **Crime Analysis Webinar Recordings**

The International Association of Directors of Law Enforcement Standards and Training (IADLEST) provides a series of free interactive online workshops in which agency teams of executives, commanders, and analysts create customized action plans to address specific crime analysis challenges within their departments. The webinars assist executives and their teams in identifying how to support actionable analysis within their own departments and use that analysis to drive operations. The webinars are recorded, so students may access them after the presentation.

To watch our webinars click on a link below:

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[Getting the Most Out of Crime Analysis](#)

[Crime Analysis Tactics, Strategies, and Special Operations](#)

[Improving Data Quality for Crime Analysis](#)

[Strategic Crime Analysis: Reducing Hot Spots & Solving Problems](#)

[Tactical Crime Analysis: Stopping Emerging Patterns of Crime](#)

[Using Analysis to Support an Effective CompStat Process](#)

[People, Places Patterns and Problems: A Foundation for Crime Analysis](#)

[Tasking the Collection and Analysis of Intelligence to Inform Decision Making](#)

[12 Questions Executives Should Ask About Their Crime Analysis Capabilities](#)

[7 Key Tips on Effectively Implementing Crime Analysis in Your Department](#)

[Crime Analysis for Organized Retail Theft](#)

[Professional Development in Crime Analysis](#)

[Antelope Valley Crime Fighting Initiative: A Case Study](#)

[The 4P Approach: A Foundation for Crime Analysis and Proactive Policing](#)

[Three Critical Steps for Law Enforcement Analysts to Create a Road Map to Success](#)

[Improving Metrics in Police Agencies](#)

[Using Analysis to Support Gang Enforcement](#)

[Finding the Right Analyst for the Job](#)

[The Benefits of Direct Data Access](#)

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[LINK](#)

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Benefits to IADLEST Members include:

10% tuition discount – this discount applies to each member's spouse and children also.



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UNIVERSITY

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NCU offers over 50 programs in business, technology, education, psychology, social work, health sciences, marriage and family therapy, and, soon, law. Each program has numerous professionally relevant specializations.

Northcentral University is proud to offer current IADLEST employees, members and member organizations



Partner Plus provides access to 80+ regionally-accredited and not-for-profit universities, with 900+ degree program options. When you register interest, you're matched with a personal coach who will guide you through the enrollment process through to graduation. You'll share your personal and professional goals, explore the available options, and create a degree program completely unique to you. You'll continue to get support from your advisor on a regular basis to help ensure your academic success.

Benefits to IADLEST Members include:

10% tuition discount to in-network institutions for each member and their immediate family members

IADLEST MEMBERSHIP

Categories of Membership

POST Director

This is an agency membership available to the director or chief executive officer of any board, council, commission, or other policy making body, which is established and empowered by state law and possesses sole statewide authority and responsibility for the development and implementation of minimum standards and/or training for law enforcement, and where appropriate, correctional personnel. Includes 2 complimentary members.

Annual dues in this category are \$400.00.

Academy Director

Available to any director, or person in charge of administering a law enforcement training academy responsible for the basic and/or in-service training of law enforcement officers. Includes 2 complimentary memberships.

Annual dues in this category are \$300.00

General Member

General membership is available to any professional employee or member of an agency headed by a director, a criminal justice academy, board, council, or other policy-making body, or foreign equivalent, who is actively engaged in the training/education of law enforcement, and where appropriate, correctional personnel.

Annual dues in this category are \$125.00.

Life Member

This membership is available to members who conclude their service in the position which provided eligibility for their membership and whose contributions to IADLEST have been significant.

Sustaining Member

Sustaining membership is limited to any individual, partnership, foundation, corporation, or other entity involved directly or indirectly with the development or training of law enforcement or other criminal justice personnel.

Annual dues in this category are \$300.00.

Corporate Member

IADLEST Corporate memberships are available to any corporation that is involved in or supports law enforcement standards or training.

- **Small-** Under 100 employees. Includes 5 complimentary sustaining memberships. Annual dues \$1,000
- **Medium-** Up to 500 employees. Includes 10 complimentary sustaining memberships Annual dues \$2,500
- **Large-** Over 500 employees. Includes 20 complimentary sustaining memberships Annual dues \$5,000

International Member

Available to any international (outside the United States) employee or member of an agency, academy, board, council, or other policy-making body, who is actively engaged in the training or education of international law enforcement personnel.

Annual dues for this category are \$50



What Does IADLEST Membership Provide You With?

For more information about the International Association of Directors of Law Enforcement Standards and Training, contact Executive Director Michael N. Becar, at mikebecar@iadlest.org or telephone 208-288-5491.

Network of Peers:

Exchange ideas and experiences regarding standards, certifications, and course development with fellow IADLEST members who face similar challenges.

Professional Development:

Participate in our national training conference, access our professional development library, and find the information you need.

Online Resources:

Access the knowledge you need, when you need it, thru IADLEST.org, to stay current on training issues.

Voice in Legislation:

Find strength in numbers by having input on national policies affecting law enforcement standards and training.

NLEARN:

Our network for training entities, assessment and testing strategies, and inter-Academy queries.

Job Postings:

Utilize IADLEST's online ads to reach the best candidates and employees in your profession.



National Decertification Index:

Access this clearinghouse for persons decertified as law enforcement officers for cause.

News:

Receive Quarterly Member publications that share ideas and innovations, saving you research time.

**THE COMMITTED
CATALYST FOR
LAW ENFORCEMENT
IMPROVEMENT**

IADLEST Standards & Training Director Magazine

Author Guidelines

The *IADLEST Standards & Training Director Magazine* is a publication to bring association information to its membership and law enforcement academy personnel. It is designed to enhance knowledge about standards and training development to the forefront for consumption, discussion and implementation. The *IADLEST Standards & Training Director Magazine* is developed as an online-only publication, offering readers, worldwide, dynamic and expansive knowledge about setting “best practice” standards and training for law enforcement, criminal justice and other public safety officers.

The *IADLEST Standards and Training Director Magazine* accepts articles on virtually any topic related to law enforcement standards setting, training development or training enhancement. As an association periodical, *we do not* accept articles that are directed to advertise a specific product or service. However, we do accept graphic advertisements.

Preparation

Feature articles can be 2,000-3,000 words in length. Shorter articles are accepted between 500-1,000 words, or about 1 to 2 pages. A short author biography may be included with the article. Articles should include the name of the author (s), position or title, organization, and email address.

Articles should be written in Microsoft Word (.doc or .docx). Do not send any other text software format. Approved fonts are Arial or Times New Roman. Font size should be 11pt. Line spacing should be at 1.08. Paragraph spacing should be at 0 pts above paragraph and 6 pts after paragraph. Reference citations should be noted by endnotes. Graphics and photographs are encouraged, however, do not embed graphics or photographs in the text. Graphics or photographs may be included with suggested placement in the article, however, final placement will be the decision of the magazine editorial staff.

Upload submissions and any photographs or graphics attached to an email addressed to: STDM@iadlest.org

IADLEST Standards and Training Director Magazine staff members judge articles according to relevance to the audience, factual accuracy, analysis of the information, structure and logical flow, style and ease of reading, and length. IADLEST staff reserve the right to edit all articles for length, clarity, format, and style.

Relevance to the Audience and Factual Accuracy

IADLEST's Standards & Training Director Magazine provides a forum for information exchange throughout the criminal justice standards and training community. Our readers consist of instructors, supervisors, midlevel managers, law enforcement academy directors, directors of peace officer standards and training agencies within the United States, and various national and international law enforcement training institutions, worldwide. Our readership has various levels of English language comprehension and reading abilities. Most have limited time for reading articles. With that in mind, authors should present material in clear, concise, and understandable terms.

Contributors' opinions and statements should not be considered an endorsement by IADLEST for any program, or service. The *IADLEST Standards and Training Director Magazine* is produced by the staff of the IADLEST.

Send article submissions, comments, or inquiries to our e-mail address, or mail them to:

Editor,
Standards & Training Director Magazine,
IADLEST,
152 S. Kestrel Place
Suite 102,
Eagle, Idaho 83616.

Web Address
www.iadlest.org/STDM

E-Mail Address
STDM@iadlest.org



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International Association of Directors
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