

Standards & Training
DIRECTOR
Magazine



September 2021



Increasing Our International Footprint

How IADLEST Surveys Benefit the Association

We Need A Fresh Perspective on Police Reports

Recruitment and Retention for Workforce Diversity

RESOURCE GUIDEBOOK | 2021



The purpose of this guidebook is to provide the law enforcement field with information about existing resources for promoting work-force diversity through a variety of staffing mechanisms. It is not meant to be exhaustive, but rather to promote awareness of research and professional publications that may not have been visible or accessible to practitioners. Though limited, resources on this issue are growing, and this guidebook attempts to highlight publications that are unique, particularly insightful, or considered foundational. Most of these resources contain rich reference lists that will direct the reader to other literature on issues of interest. This guidebook will help agencies further an evidence-based approach to facilitating diversity among their ranks.

To view this publication, [click here](#).

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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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First in a Series

of Webinars

2020-2021

Beyond the Basics of Instructor Development

JUMPSTART HIGH LEVEL LEARNING

Offered at No Cost to Participants

IADLEST offers a series of NO COST webinars to help you improve your teaching techniques
Becoming a Creative and Effective Instructional Designer

These webinars will be interactive, promoting enhanced professional development opportunities for established advanced officer training and basic academy instructors. In attending the webinars law enforcement instructors and curriculum designers can benefit from shared ideas while at the same time saving valuable training budgets.

The live webinars will start at 9:00 am PST / 12:00 pm EST and will run for approximately one hour. Recordings of the completed webinar will be available by using the same Registration link.

Date 2020	Topic	Sponsor**	Archived
August 27th	Designing Innovative Learning Activities	Lexipol	Yes
September 24th	Incorporating National Standards into Curriculum Design	VirTra	Yes
October 29th	Designing Evaluation Tools (Rubrics)	IADLEST	Yes
November 19th	Conducting Simple Job Task Analysis	Force Concepts	Yes
Date 2021			
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

**** 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](#) at: markdamitio@iadlest.org

Our IADLEST Executive Committee



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Message From The Executive Director

In this issue of Standards & Training Director Magazine, we are focusing on two very important topics for the association. First, the multiple surveys that IADLEST has conducted over the years and their impact upon POST agency and academy development; and second, expanding our international influence throughout the world. Both are discussions that the association members should be interested to learn more about.



Executive Director Mike Becar

In the first article, we present the past work of those IADLEST members involved in producing surveys and analyzing criminal justice information; which was, at one time, a mainstay of the contributions the association developed for its membership. This was especially true, when such information was used to share with legislative bodies or others holding the purse strings for training development. Today, survey work is still very important. We'll examine the importance our surveys can have, and the need for everyone's participation in our survey work, especially in a data-driven world.

The second article describes the long history of international involvement that IADLEST has undertaken, in years past. Each of our members should understand why IADLEST became an international organization, and the benefits of having more participation by the countries of the world. We will present our current activity throughout the world, as well as ideas about the many advantages to having international representation involved in the discussions of the association, and in the activities we strive to achieve.

Message From The Editor

This is our second edition of *Standards & Training Director Magazine*, and it appears like we're going to be a successful publication for the organization. We encourage members to write articles for the association, and to let others interested in law enforcement standards and training understand how our profession works to enhance the future of criminal justice. IADLEST's *Standards & Training Director Magazine* is a forum for innovation, and we're here to publicize the message about the good work conducted within your agencies. By sharing information, we all become more informed and successful in achieving quality police services. I encourage each of you to share this publication with your professional colleagues, and to send us ideas for articles that you would like us to research for you. The Author Guidelines are found inside the back cover of this magazine.

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

IADLEST Conference 2022

Fort Worth, Texas

May 15-18, 2022

Save the Date !

Conference Hotel: Omni Fort Worth.

Please contact yvonne@iadlest.org if you have additional questions.

IN OUR MEMORIES

Leslie Van Beveren

January 26, 1931 – July 30, 2021

Les (Leslie) Van Beveren of Chicago, IL, Holland, Okemos and East Lansing, MI and Estero, FL, passed away in his home surrounded by close family on July 30, 2021. Les is survived by his wife Carol of 68 years, daughters Lynn Heline, Teri Lee Dyke (John), and son Lee (Leslie, Jr) (Doreen), brother Glen (Joyce) Van Beveren, sister Cherie (John) Stevens, and many loving grandchildren, great grandchildren, nieces and nephews. Les was a loving father, husband, grandfather and friend.

Les served four years in the Marine Corps during the Korean War as a radar specialist on an F7F Tomcat. He graduated from Hope College in Holland Michigan where he served on the Holland Police force,



became the first juvenile officer and rose in rank to Chief of Police. Les also graduated from the FBI academy in Quantico, Virginia. As Holland Police Chief, Les served as one of twenty-seven members of the Michigan Commission on Law Enforcement and Criminal Justice, chaired by Governor Milliken. Later, Governor Milliken tasked Les to establish the first Michigan Police Training academies and established minimum competencies for graduating officers to be certified.

As the Michigan POST Director, Les was a founding member of NASDLET and IADLEST, and served both associations in many capacities. Les participated in NASDLET and IADLEST from 1971 to 1988. In July 1989, Les was voted in as a Life Member of IADLEST.

DDACTS 2.0 Webinar Series



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

Series Schedule

DDACTS 2.0 Overview

February 18th @ 2pm EST

Outcomes

March 18th @ 2pm EDT

Data Collection

April 15th @ 2pm EDT

Data Analysis

May 27th @ 2pm EDT

Partners/Stakeholders

June 17th @ 2pm EDT

Strategic Operations

July 22nd @ 2pm EDT

Information Sharing

August 19th @ 2pm EDT

Monitor Evaluate Adjust

September 15th @ 2pm EDT

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. Together we'll explore why this engagement model effectively reduces crashes, crimes, and other social harms.

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.

Daniel 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.



Visit our webpage
to learn more & register



State and Local Law Enforcement Training Academies, 2018

Emily D. Buehler, Ph.D., *BJS Statistician*

A total of 681 state and local law enforcement training academies provided basic training instruction to 59,511 recruits in 2018. The average length of the core basic training program was 83 days. Half of recruits were instructed using a model with equal parts stress (i.e., military or paramilitary style) and nonstress (i.e., adult learning) environments (figure 1). Nearly all recruits were instructed in re-

IADLEST

SOURCEBOOK

2009 SURVEY OF POLICE OFFICER CERTIFICATION PRACTICES

An important part of the certification practices, methods of sharing of revocation action related to a national symposium and dev-

How IADLEST Surveys Benefit the Association

By Michael N. Becar
IADLEST Executive Director

Before the state standards and training (POST) organizations gathered into one cohesive association, surveys of selection and training standards were of interest to many in the criminal justice and legislative field. Some of the earliest studies that began in 1929 and later when POST agencies were forming, were used to help professionalize law enforcement organizations.

When the states joined together in their first association called the National Association of State Directors of Law Enforcement Training (NASDLET), the leaders developed what was called a “Monograph.” The Monograph included several hundred questions ranging from how they were organized and operated, to the standards and training they offered.

The second Monograph was released just after IADLEST was formed from NASDLET. The states were sending out individual questions to the membership, that they needed to have answered. The volume of these state inquiries encouraged IADLEST member directors to call for another project on national POST information. The result came to be known as the IADLEST Sourcebook. The Sourcebook contained similar information to that of NASDLET’s Monograph. Between 1991 and 2006, the Sourcebook became a primary source of information about law enforcement standards and training. Putting together the first

Sourcebook was difficult, but the association knew how important this information was to the membership.

The Sourcebook became one of the most valuable projects that IADLEST developed over its first 15 years. The book was used by every state director as a comparison of what their programs were, and how they compared to other POST organizations. It gave administrators ideas about how they might enhance academy programs and implement better selection standards for law enforcement personnel. Many directors were outspoken in their use of the Sourcebook, indicating that they used it weekly to respond to inquiries or understand ways they might enhance their state’s programs.

The entire Sourcebook survey work encompassed 860 questions, of which IADLEST published the most often asked questions and responses into an Executive Summary of the Sourcebook. Sourcebooks were published in a book version in 1992, 1993, 1994, 1997, 2000. The 1997 and 2000 Sourcebook results were also produced in an electronic database version. The Sourcebook was the only “official” source of current information on the 50 state POST agencies, and the selection and training standards

they regulated. The last publication of the IADLEST Sourcebook was released to the public in 2006, as a .pdf version.

Beginning in 2002, the Bureau of Justice Statistics (BJS), with IADLEST assistance, began to publish a version of data about the academy programs in the United States. BJS has put out surveys several times since 2002, with the most recent version from a 2018 survey being released in July 2021.

There have been a few other surveys published on POST and academy information over the years. However, the most consequential sources have been mentioned above.

Why Support IADLEST-Related Surveys?

Today, there is hardly a month that goes by where one or more member-agencies send out questions to the rest of the member-states on a training or selection process issue. IADLEST has encouraged our Member Directors to respond to the questions, to support their colleagues and efforts to acquire needed information. This remains one of the most valuable benefits of IADLEST membership. But even more important, is how our inquiries can reflect a broader perspective, raising the standards and improving the basic training of all law enforcement officers.

We are an international organization. We solve complex initiatives by learning what others do and how they do it. Our strength as an association, is sharing information about our developing programs, our solidarity of mission, and our willingness to assist

each other, whenever and however we can.

Each time the sourcebook is sent out for responses to the more than 700 questions, it is exhaustive and time consuming. Our vision is to develop an online version of the Sourcebook that can be completed and updated at any time by individual sections, eliminating the need to start from scratch each time.

Without funding, IADLEST has relied on contributions to develop this online sourcebook and Mitch Javidi with the International Academy of Public Safety has committed to developing an online version of the sourcebook. With COVID and the loss of his most recent programmer, work has been delayed but it is our hope that this database will be developed and available to the membership soon.

Conclusion

Information is power. Having the knowledge of what other similar agencies do to select quality personnel and provide training, that is at the “best practices” level, and available to you through the IADLEST database. You will be able to search frequent and emerging training questions facing law enforcement. The database will capture the questions director members need and want to know, along with agency responses when they are provided. Information that is the primary benefit of IADLEST surveys. IADLEST will store and have the ability to update information in a timely manner.



Patrick Judge Receives IADLEST Recognition

On July 14, 2021, after 50 years of service to law enforcement and the training of law enforcement officers, Patrick Judge has retired from IADLEST. On behalf of the association, former Michigan POST Director Dave Harvey invited Pat to a lunch meeting to celebrate the day. With Pat retiring as IADLEST business manager, Mr. Harvey presented Pat with a framed life member certificate and metal life member card, as well as an IADLEST watch and letters of appreciation from Mike Becar, Executive Director of IADLEST and Kim Vickers, President of IADLEST and Executive Director of the Texas Commission on Law Enforcement.



Cover Story:

Increasing Our International Footprint

The growth of the International Association of Directors of Law Enforcement Standards and Training (IADLEST) began to take on a different look during the last ten years, when more and more of the world's countries became aware of the association through the efforts of our annual conferences and the accreditation of academies. At the present, our international reach extends to Europe, the Middle East, Africa, the Philippines, and South and North America. However, there are many more countries for us to extend our influence towards, that will bring better law enforcement training to the people of the world.

Beginning in the late 1980s, IADLEST encouraged participation from distant countries to attend and participate in the discussions and presentations before the membership. Japan, the Netherlands and Panama were some of the first countries to join with U.S. training directors to consult on better training methods for police. Today, we've become much more diverse towards advancing "best practices" through IADLEST's academy accreditation, and courses promoting instructional development and diverse training methodologies. Like others in our sphere of influence, collaboration through our web-based interactions have increased the delivery of the IADLEST message and information sharing, better than we've ever seen before. Our partners have stepped-up to lend their training platforms to the association, which has provided training and a

look at how IADLEST is affecting social and governmental-knowledge of our effectiveness in upgrading law enforcement standards and training.

For the future, we are setting our strategic goals to coincide with those of scientific-based learning, as well as the technologies that develop and drive better policing.

At the present, IADLEST continues to engage with our world partners in several ways. Our relationship with the Department of Justice, International Criminal Investigative Training Assistance Program (ICITAP) is stronger than ever. By sharing a mutual commitment towards enhancing law enforcement worldwide, our ongoing partnership brings the many nations that ICITAP engages with, together for collaboration with our U.S. state directors. The influence that these relationships bring to all that participate, is amazing. The sharing of ideas and programs in a common cause for better law enforcement, creates international good-will and offers opportunities that few ever get to engage in.

For instance, our official visits during the past decade to assist law enforcement training, have taken the association to Eastern Europe, Africa, Central and South America, the Caribbean, and the Middle East. These are but a few of our efforts to bring IADLEST's influence to the world. The number of countries that have joined the association membership at IADLEST Annual



Conferences have never been greater, and we expect to increase such engagements as we continue through the current decade, even though the affect of Covid-19 upon such visits continues to impact world travel.

As we stand before the membership today, IADLEST has accredited, or is in the beginning procedural stages towards our accreditation of, several countries' academy training programs. We also have brought our influence in becoming a sitting-member of the Board of Trustees for the Dubai Police Department, in the United Arab Emirates. Such diverse opportunities and invitations are demonstrative of IADLEST's effectiveness on the world stage. It also speaks well of our reputation and willingness to branch-out and provide assistance, where we once had not tread.

So, what can we do to increase our international footprint in the future? One thing we can do, is to each take the position to make a personal connection with a foreign academy or international training counterpart.

How do we implement this? We do it by reaching out in an effort to learn about another country's law enforcement standards and training system. If you've made a law enforcement friend from a foreign country during your attendance at conferences or through international travel, try to make contact with them, and inquire who they know at their academy or training program, who might wish to share information about law enforcement training in their country. In your contacts with them, tell them about the work of IADLEST and encourage them to join the association or participate in the many web-based training programs or our annual conference.

What are the benefits of these contacts? You may make some life-long friends through these contacts. Or, you might find your POST or academy funding opportunities through the U.S. State Department or U.S. Department of Justice,

that may enable you to bring your new country acquaintance to visit your POST or state academy, to learn about police training in the U.S.

In the past, IADLEST members in Oregon, Kansas, Maryland, New Hampshire and Texas have taken the challenge to make such contacts. They not only created the opportunity for a type of unique relationship, but they provided similar opportunities for state representatives to travel to learn about foreign academy training in their counterpart's country.

The hardest part of such action, is taking advantage of the time to engage in such opportunity. After creating the relationship, offering to share program ideas and training information, becomes easy. You just need to take the step to make the personal connection between yourself and a counterpart. Building trust through exchanging information, and repeating the contact you have with your newly-found counterpart, builds your relationship. And, yes, there is some work to doing this. However, the benefits to you and your counterpart's perspective of the law enforcement profession, will be made stronger and more professionally rewarding.

Bringing your achievement of creating an international relationship to the association has another benefit. You demonstrate clear leadership among your peers, and your willingness to go above and beyond to bring better law enforcement practices to the international forum that IADLEST has become.

Take the challenge. Engage with those that might be able to benefit from your knowledge, and the experiences of your fellow standards and training leaders. Introduce them to IADLEST and encourage them to become a member in our organization. The "International" in our title is there to share with the world. Make a difference to others!

Thirteenth in a Series of Webinars for Advanced Instructor Development

HOW TO DEVELOP INSTRUCTOR GUIDES FOR Continuity, Consistency, & Accountability

Thursday, September 23rd

9:00am – 10:00am PST

Learning and development, and the training it produces, requires three things that are in total alignment with the needs of law enforcement - continuity, consistency, and accountability.

Even today, the bulk of training developed in law enforcement amounts to outlines of bullet points.

The problem is that the further away from detailed training materials one gets, the more inconsistent it is deployed, the more open to liability an agency and instructors may become. In this webinar, we will define continuity, consistency, and accountability, and discuss the key items that must exist in an instructor's guide to create a more regimented and defensible training product.



2021

RICK JACOBS

Rick Jacobs is a former deputy sheriff from Virginia, general instructor, and tactics and firearms instructor. He also has been in the Learning & Development industry for almost 30 years. Rick is a seasoned law enforcement instructor and has applied his training and development skills to other industries such as technology, banking, and the Department of Defense. He has a BS in Philosophy and an MS in Criminal Justice. Rick has also been an educator in graphic arts, philosophy, and criminal justice at several community colleges and four-year institutions. He is an IADLEST Nationally Certified Instructor and a training evaluator for IADLEST's National Certification Program. He is in the process of building training products for law enforcement personnel to help develop skills and knowledge used to improve law enforcement instruction and prepare LEOs for careers beyond law enforcement.

At the end of the webinar, students will be able to:

- Define the terms "continuity, consistency, & accountability" as they relate to law enforcement training.
- Evaluate past and current training materials for continuity, consistency, and accountability.

Registration Link: [Click here](#)

Questions: markdamitio@iadlest.org



Training Standards

Standards and Training encourage “best practices” in training design and delivery.

By Peggy M. Schaefer, NCP Program Director

IADLEST maintains national training standards through the [National Certification Program \(NCP\)](#) and publishes the [Model Minimum Standards](#) outlining Peace Officer's Standards and Training (POST) and Academy recommendations to improve law enforcement training development and delivery at the State and local level.

Every State POST commission accepts NCP certified training for officer training credit.

The NCP applies rigorous standards, utilizes subject matter experts, and incorporates best practices to recognize excellence in law enforcement training. This National Certification simplifies access to training for agencies across the United States by collecting certified courses in a national catalog. Agencies seeking current, evidence-based training find value in this third-party review and certification that focuses on validating quality training programs. Communities can be assured that there is external oversight and enhanced legitimacy in the process.

What constitutes good training?

IADLEST recommends policymakers consider the following when reviewing training models and requirements:

1. All training programs should have complete and detailed written instructor and student lesson plans developed from valid job task and training needs analysis. It is not enough to teach from slides or provide only the slides to the participants. Lesson plans should be scripted and detail the knowledge, skills, and abilities required of the participants.
- Curriculum design should include comprehensive research of the topic(s) or curriculum, source documents written from the research, lesson plan (s) developed from the source documents, and the source documents and lesson plans should be kept on file for reference. Detail all concepts using an endnote system indicating the specific

reference materials used to validate the source.

- Curricula should indicate the dates initially drafted and delivered, and subsequent dates when revised. Curriculum version control is critical to track individual officer attendance.
 - Handout materials should be serialized, and corresponding numbers placed on lesson plans and related curricula.
 - Validation procedures for curricula should be job task-related, contain performance objectives based upon identified training needs, and test items should be valid and reliable in testing the performance objectives.
 - A competent curriculum committee with the appropriate education and background should review and recommend all curriculum. When POST commission directors are the sole curriculum approving authority, they should have the background, education, and credentials necessary to make such judgments. The committee or commission director should have statutory authority to approve or deny curricula.
2. All training programs should engage and challenge the participants mentally and physically with well-designed lesson plans that include discussion questions, in-class collaborative exercises, and realistic, practical exercises replicating the most common tactics and incidents for effective police response. Moreover, training should be delivered using dynamic and competent instructors with advanced knowledge in the specific topic area.
- Instructors should effectively communicate with recruits in a supportive manner and render objective judgments concerning student efforts.
 - Instructors should have the skills to instruct and facilitate in a manner that motivates recruits to learn.

- Instructors should be able to research, revise and write training materials such as source documents, lesson plans, and tests.
3. Good training should be evidence-based and developed in an unbiased manner. Curriculum designers should ensure training materials reflect the law enforcement profession's diversity and the communities they serve.
 - Training should be developed using proven adult learning theory pertaining to instructional design and delivery mentioned above. Special care should be used to ensure that slides, videos, and lesson content do not disparage any individuals' ethnicity, race, or gender.
 - Evidence-based training is developed from research articles and best practices in each topic area. Special care to document legitimate sources is critical.
 4. All training programs should incorporate a variety of learning preferences that will stimulate students and foster content retention. The goal should be to apply training technologies to enhance the students' learning ability, not solely to expedite the training process.
 - Curriculum scripted using adult learning theory involving a variety of engaging activities has the most appeal. These activities should incorporate all learning preferences and styles to accommodate most of the students' needs.
 - Technology can be used in a myriad of ways to engage students and aid retention. Asynchronous online training can be useful with activities that encourage student action, including knowledge checks to show content mastery and video examples.
 - Colorful and professionally developed slides stimulate the senses and help students remember essential concepts.
 - Simulators can reinforce critical skills providing ample practice opportunities to develop skills competency in a variety of areas.
 5. Students should demonstrate content mastery and training transfer with pre-and post-testing. Inadequate performance requires a remediation plan and continuous training in critical topic areas to ensure viable job performance.
 - Student grading policies should be established in terms of pass/fail, re-testing in regards to a failure (if permitted), the appeal of test results, and necessary repeating of a subject area if a failure is substantiated or in case of excessive absence from class. All remedial or re-training should be applied equitably.
- Attendance at courses should be mandated. If a percentage of time is allowed for excused absences (for any reason), the percentage of time a student is allowed to be absent and still pass the course should be determined by each POST commission.
 - Methods of developing test questions conforming to the performance objectives stated in the course should be explained to each student. The test development process should be noted in a procedural format, outlining how the testing program is administered.
 - Testing, whether pre-test or post-test, should be valid and reliable. If pre-testing is used, it should be done with a specific purpose and accurately measure the instructional results.
6. Critical skills areas (vehicle stops, use of deadly force, de-escalation techniques, responding to individuals with mental illness, etc.) should be tested using graded practical exercises. Acceptable pass/fail criterion should be established for each skill, and students should demonstrate proficiency to pass the activity.

For more information, please contact Peggy Schaefer, NCP Program Director at: peggyschaefer@iadlest.org

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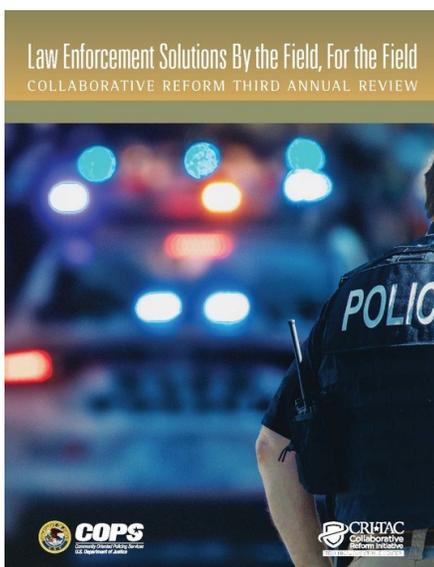
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INTERESTING ARTICLE REGARDING POST OPERATIONS

In the August 2021 edition of the UC Irvine Law Review, Volume 11, Issue 5, Article 7, authors Hilary Rau, Kim S. Buchanan, Monique L. Dixon and Phillip A. Goff wrote an article entitled, "State Regulation of Policing: POST Commissions and Police Accountability." The 39-page article cites many POST agencies and statutes related to them. The article promotes three primary goals they propose will "fill the gap" between public needs and existing POST structures. First they "contend" changes to POST "legislative and institutional" mandates by having as one of their goals to "protect people against incompetent, abusive, or discriminatory policing". Second, they argue that "POST commissions ... should include substantial representation of the public, especially representatives of Black, Native, Latinx, and other communities that experience burdensome or discriminatory policing." Third, they recommend that POST rules adopt better protection from "incompetent or abusive policing."

The article is worth reading. While not every argument they make, or proposal they offer, would be something that POST Commissions would consider in every state, the article does provide the reader a view of what some citizens believe may lead to reform of the police. It also provides POST Directors with a view of what may have to address in the future.

We would like to give a special thanks to Gary Cordner, Baltimore Police Department, for sharing notice of this article with *Standards and Training Director Magazine*. [Click here](#) to read the article.



[Click Here For A Copy](#)

New Publication

A recent publication from the COPS Office reporting on the third year of activity for the Collaborative Reform Initiative Technical Assistance Center (CRI-TAC).

CRI-TAC delivers tailored technical assistance that meets the needs of state, local, territorial, tribal, and campus law enforcement agencies in a "by the field, for the field" approach. This report on CRI-TAC's third year demonstrates how the center has supported law enforcement agencies in their efforts to ensure public safety in their communities. It includes performance metrics, case studies, and testimonials on the efficient and responsible delivery of "by the field, for the field" assistance to campus, local, county, tribal, territorial, and state agencies and highlights plans to do more of the same in 2021.

The report illustrates how the center has supported law enforcement agencies in their efforts to ensure public safety in their communities.

CRI-TAC is the successful partnership between the COPS Office, the International Association of Chiefs of Police (IACP), and leading law enforcement partners—FBI National Academy Associates Inc. (FBINAA), the Fraternal Order of Police (FOP), the International Association of Campus Law Enforcement Administrators (IACLEA), the International Association of Directors of Law Enforcement Standards and Training (IADLEST), the Major County Sheriffs of America (MCSA), the National Association of Women Law Enforcement Executives (NAWLEE), the National Organization of Black Law Enforcement Executives (NOBLE), the National Sheriffs' Association (NSA), and the National Tactical Officers Association (NTOA)—continues to provide critical technical assistance resources to law enforcement agencies through the Collaborative Reform Initiative Technical Assistance Center (CRI-TAC).

We Need a Fresh Perspective on Police Reports

By Jean Reynolds, Ph.D.



If you're reading this article, you probably spend a great deal of time looking at police reports. Perhaps you're sitting at a desk right now with a stack of reports within reach. If that's the case, please pick up a few of them and read the last paragraph or two. (If there are no police reports handy right now, I hope you'll try this experiment later.)

You'll be looking at what's often called the *disposition* of a police report—the final section where all the details are tied together. This is where you learn that the officer logged the evidence into the evidence room, for example, or transported the suspect to jail.

But many police reports nowadays don't include that information—not all of it, anyway. If your agency is typical, many of the reports on your desk lack an essential piece of information: *who* logged in the evidence or drove the suspect to jail.

Here's what I often read instead: "Higgins was transported to the county jail." "The bloody knife and torn shirt were booked into the evidence room." If you believe what the report is telling you, no human action was involved!

Clearly something is wrong here. Police reports are supposed to document *who* did *what*. If Higgins brings charges that he was injured on the ride to jail, or a piece of evidence was mislaid, there's no way to know who performed those actions. Often the rest of the report is written in active voice—but it lapses into passive in that last paragraph.

There's an obvious remedy—convincing officers that they need to use active voice 100% of the time. But this article isn't just about passive voice (even though it's a persistent problem in police reports). I'm suggesting that we need to dig deeper into *why* agencies keep having to deal with the same writing mistakes, including poor word choices, unnecessary repetition, and clumsy sentences.

The most obvious (and wrong, in my opinion) explanation is that officers can't write. It seems logical

until you start thinking about what good professional writing looks like: crisp, precise, and to the point: "I patted Carson down and found a roll of hundred-dollar bills in his left rear pocket."

A good police sentence is much easier to write than a bad one: "Based on my suspicions about the abovenamed suspect, he was patted down, whereupon an object that turned out to be a roll of bills of the hundred-dollar denomination was found upon his person, namely in the left back pocket of his pants." Academies discourage that swollen, outdated style of writing, and officers find it exhausting. Yet that kind of writing stubbornly persists, despite our best efforts to eradicate it. Why?

It's All About Choices

When I conduct a workshop about police reports, I like to challenge officers' assumptions about how police reports should be written. One workshop activity always stimulates a lot of discussion: I ask participants to imagine that they've just been hired to an administrative position at an agency that's new to them. As they're getting to know the agency personnel, they spend some time looking at police reports.

At this point, I distribute a handout with sample sentences written by several officers. What—I ask the group—can you deduce from those sentences?

A lively discussion soon begins. Often participants are particularly interested in two sentences on the handout:

Officer Allen wrote, "I patted down Jefferson and found a roll of hundred-dollar bills in his front right pants pocket."

Officer Bolton wrote, "At about 1:15 AM, Paulson was seen crouching behind some shrubbery in the Smiths' front yard."

Usually there's a senior officer in the room—often a lieutenant—who declares that Officer Bolton is more trustworthy than Officer Allen. Workshop participants nod in agreement as the lieutenant adds that Officer Allen may require careful watching.

Continued on next page



When I ask why Officer Allen can't be trusted, however, the room becomes quiet. Finally someone will say, "I think Officer Allen is covering up something." Someone else will say, "Officer Allen used 'I,' and that's not professional."

At that point, I always ask participants to talk about their courtroom experiences. Do they use the words "I" and "me" in court? I get some surprised looks as officers realize that of course they do. Why, then, does *writing* "I" or "me" signal that someone can't be trusted? No one—not even the lieutenant in the room—can answer that question. But I've worked with many officers who firmly believe that it's true.

Picture someone standing on a sidewalk with one foot pointing to the right and the other foot pointing to the left, trying to walk in *two* directions. It can't be done—but officers try to do it every day in their police reports. In their heads they hear the voice of an academy instructor talking about active voice. But they also spend eight or more hours every day in a workplace that is deeply suspicious of the words *I*, *me*, and *my*. Soon they stop trying to reason their way through the writing process: *I'll just write the way everyone else does, get it over with, and hope for the best.*

Lapses into passive voice are far from the only problem with police reports today. I often read garbled sentences written by officers who—it turns out—can speak English perfectly well when I have a conversation with them. There's nothing wrong with their English: the problem is that they're afraid to write simple, factual sentences.

My biggest concern is that the brevity requirement for police reports has largely been forgotten by today's police writers—even though many agencies recognize that paperwork is a major source of officer stress. I often read reports that are 50 percent longer than they need to be. What's interesting is that once again officers may not be trusting their own eyes and brainpower. Take another look at these two sentences from the first section of this article:

"I patted Carson down and found a roll of hundred-dollar bills in his left rear pocket."

"The suspect was patted down, whereupon an object that turned out to be a roll of bills of the hundred-dollar denomination was found upon his person, namely in the left rear pocket of his pants."

The information in both sentences is exactly the same. In fact, the first sentence actually has *more* information because it includes the names of the officer and the suspect. But in my workshops, there are always a few nervous officers who insist that the first

version *must have* left out something important. A sentence that short *can't* be right.

Why do so many police reports stray from the principles taught in police academies? Those principles are simple enough: *Use active voice. Be objective. Plain language is best. Be efficient.* What is wrong here?

Common sense suggests an obvious explanation: police officers are *doers*, not *writers*. But that explanation points to only one impractical solution: requiring police officers to earn a bachelor's degree in English.

I'm writing this article because I believe there *is* a solution—a practical one that any agency can implement immediately. It involves two steps. The first requires thinking about how police reports evolved, where they're headed, and how we can steer them in a satisfactory direction. The second is using those insights to set some common-sense policies about effective reports.

Where Did Police Reports Come From?

It's a question that always startles officers in my workshops. *Police reports have always been there...haven't they?* It soon becomes apparent, however, that police writing has a complex history—much of it lost in the past. There's no official "founding father" (or "mother") of police reports. No one ever walked into a precinct with stone tablets that laid out the rules for police writing. They developed naturally while the criminal justice field itself was evolving.

Although I can't point to a particular year or university, I'm pretty confident that many report writing practices emerged from college courses in writing. A professor gave an assignment demanding sophisticated arguments—and suddenly the short, direct sentences required for police writing seemed puny.

Very likely another professor gave an impressive lecture about the dangers of subjectivity in analyzing research data: you need to strip away your own thoughts and reactions. Criminal justice professionals took that advice to heart and ordered cops to stop writing sentences beginning with "I saw" and "I heard": you shouldn't admit that you're an observant human being (even though observing is exactly what cops are supposed to do).

Here's a practical example of something that started out *right* in police reports—and then went wrong. Anyone who's ever worked in the law enforcement field knows that it's easy for a weary cop to forget something important in a report.

Eventually a solution was found: having officers memorize the phrase “who, what, when, where, why” as a guide to writing their first sentence. Soon every report began with a sentence like this one: “On January 19, 2021, at 9:34 PM, I, officer Joan Bates ID 373, was dispatched to 1436 Regalo Lane about a break-in.”

But then laptops arrived that had dedicated spaces to be filled in with the officer’s name and the date, time, location, and so on. There were no more worries that an officer might forget an essential piece of information—and no need for that lengthy introductory sentence. You would think that officers would be glad to get rid of it. But some agencies still insist that narratives have to begin that way, even though they can’t come up with a reason for doing it.

I could give more examples, but I’m sure you get the idea: there’s nothing sacred or mystical about report writing. It developed over time as problems cropped up that needed solutions. But as more time passed, the evolutionary process came to halt. Law enforcement professionals stopped trying to think critically about the *how’s* and *why’s* of police writing. “Business as usual” took over.

In my experience, officers tend to have two arguments for holding onto outdated or discredited writing practices:

“The old ways are the best ways.” (If that’s true, why are agencies always investing in new technology?)

“That’s how cops write.” (Then why are we teaching a completely different set of writing practices in our police academies?)

I once acted as a writing coach for an ambitious police officer who was working on his doctoral dissertation. I knew right away that his doctoral committee would be confused when they read his analysis of a series of interviews about youth services. (I have a doctorate myself.) His dissertation was full of statements like “Johnson *advised* me that he had volunteered at a youth center for six months” and “Coleman *advised* me that her parents placed her in foster care when she was nine years old.”

Why did he keep saying “advised...advised...advised” when nobody was giving any actual *advice*? It took some doing, but I finally convinced him to switch to the word everyone uses: *said*. (I used to wonder how he talked to his wife. Did he say, “I *advised* the kids that it was bedtime”?)

Nowadays, when I work with ambitious young officers, I encourage them to use normal English in everything they write—including police reports. Why develop habits that might be hard to break later?

Officers also need to think about the people outside of law enforcement—attorneys, prosecutors, reporters, community leaders—who might read your report and wonder why the writing is so odd. I’ve worked with professionals from many fields, and one principle stands out: good writing is the same in every career. “You write like a professional” is always a compliment. “You write like a cop” may not be.

You Have All the Tools You Need

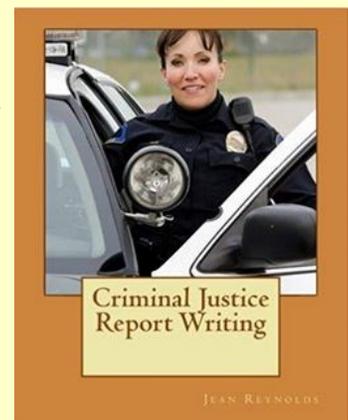
Although it’s helpful to have a writing expert handy when you start a writing project, I want to assure you that you already have all the language tools you need to make many of the improvements I’ve been talking about—starting right now. We all use language every day, all day long. *Everyone* is a language expert.

A good first step is to start asking yourself whether a particular habit is working for you or your agency. Look for repetition and clumsy words. And—if you’re in a position of leadership—look for opportunities to reinforce the need for efficient, sensible police reports. Common sense is always a powerful tool.

Getting stuck in the past can lead to stagnation and inefficiency in *any* profession—not just law enforcement. Whenever you’re working with words, keep looking forward, not backward. Good police writing is easier than you think—if you start applying practical strategies *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.



YourPoliceWrite.com

Professional Report Writing for Law Enforcement Officers

YourPoliceWrite.com is the personal website created by Jean Reynold's, for those 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 !



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.

Recent Federal Government Publication of Interest [Civilian Oversight of Law Enforcement](#)

The Department of Justice's Office of Community Oriented Policing Services (COPS Office) recently announced the release of two new publications on civilian oversight of law enforcement. The publications include: "[Civilian Oversight of Law Enforcement: Report on the State of the Field and Effective Oversight Practices](#)"; an executive summary, and "[The Evolution and Growth of Civilian Oversight: Key Principles for Effectiveness and Sustainability](#)"; and nine case studies. Those case studies provide an in-depth look at civilian oversight in Atlanta (GA), Cambridge (MA), Denver (CO), Indianapolis (IN), Los Angeles (CA), Miami (FL), New Orleans (LA), Philadelphia (PA), and Washington, D.C.

The reports represent part of the efforts of the National Association for Civilian Oversight of Law Enforcement (NACOLE) to expand on, improve, and assist the work of civilian oversight of law enforcement agencies across the country. They provide guidance for oversight practitioners, law enforcement, community organizations, and local officials to further develop effective civilian oversight.

"As the policies, procedures and training requirements of law enforcement agencies across the country have become an increasing focus of the national discussion on law enforcement, these publications couldn't be more timely," said Robert Chapman, Acting Director of the COPS Office. "Not only do the reports cover every aspect of civilian oversight, but the nine case studies provide detailed examples of how the process works in different agencies. Other agencies wishing to develop or refine their own oversight efforts will find this information extremely useful."

The report covers the history of civilian oversight, including how it started and how it continues to grow. Agencies working on their own oversight efforts, or planning to do so, will learn the 13 principles for effective oversight, as well as recommendations for effective practices. The report also covers a variety of aspects of civilian oversight, including budgets, community outreach, the role of the law enforcement agency, and evaluating oversight efforts.



Blue to Gold

LAW ENFORCEMENT TRAINING

Upcoming Year 2021 Training Locations

September

- 29th Blue to Gold Online Training—Free
Real World De-Escalation
- 29th Blue to Gold Online Training
Duty To Intervene

October

- 4th McHenry County Sheriff’s Office,
— Crystal Lake, Illinois —
- 7th Advanced Search & Seizure, Advanced Traffic Stops,
Bulletproof Report Writing, and Real World De-
Escalation & Duty to Intervene
- 4th Millington Police Department,
— Millington, Tennessee —
- 7th Advanced Search & Seizure, Advanced Traffic Stops,
Advanced Criminal Investigation, and Real World De-
Escalation & Duty to Intervene
- 11th Blue to Gold Online —
Real World De-Escalation & Duty to Intervene
- 12th Louisiana District Attorneys Association,
— Baton Rouge, Louisiana —
- 14th Advanced Search & Seizure, Advanced Traffic Stops,
and Bulletproof Report Writing
- 12th Angelina College,
— Lufkin, Texas —
- 14th Advanced Search & Seizure, Advanced Traffic Stops,
and Bulletproof Report Writing
- 29th Hurricane City Police Department,
— Hurricane, Utah —
- 22nd Advanced Search & Seizure, Advanced Traffic Stops,
Advanced Criminal Investigations, and Real World
De-Escalation

- 19th Cleveland Metroparks Police Department,
— Fairview Park, Ohio —
- 22nd Advanced Search and Seizure, Advanced Criminal
Investigations, and Bulletproof Report Writing

November

- 25th Blue to Gold Online Training
— (Closed to South Dakota Law Enforcement)
- 28th Advanced Search & Seizure
- 1st Springfield Police Department,
— Springfield, Utah —
- 3rd Advanced Search & Seizure,, Advanced Traffic
Stops, and Bulletproof Report Writing
- 2nd Painesville Police Department,
— Painesville, Ohio —
- 4th Advanced Search & Seizure,, Advanced Traffic
Stops,, and Bulletproof Report Writing
- 8th Glassboro Police Department,
— Glassboro, New Jersey —
- 10th Advanced Search & Seizure, Advanced Traffic
Stops, Advanced Criminal Investigation, and
Real World De-Escalation & Duty to Intervene
- 16th Oak Harbor Police Department,
— Oak Harbor, Washington —
- 18th Advanced Search & Seizure,, Advanced Traffic
Stops,, and Advanced Criminal Investigation
- 30th Topeka Police Department,
— Topeka, Kansas —
- Dec. 2nd Advanced Search & Seizure, Advanced Criminal
Investigations, and Bulletproof Report Writing

To see additional Blue to Gold’s training courses: [Click here](#).

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





IADLEST Partner Advisory Committee:

A Resource for the Organization, Members, and the Field

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.

The 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.

Learn more about the IPAC, including the recent IPAC publication [Why Law Enforcement Needs to Take a Science-Based Approach to Training and Education](#), on our [webpage](#).

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.

National Command & Staff College



Mitch Javidi, Ph.D., has been the Co-Founder and Chancellor of the National Command & Staff College for 11 years. Mitch is an visionary with over 30 years of practical and hands-on Leadership Development experience in diverse industries including Academia, Military, Law Enforcement, Government, and Technology.

The mission at the Command and Staff College is to educate and develop high performing leaders through modern learning experiences that build and promote community safety, mutual trust, and maximize performance while reducing liability and risks.

Mitch's passion is God, Family, Nation and Delivering Results with Confidence.



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

We receive incredible value by learning from and networking with the leading Subject Matter Experts (SMEs) in the field.

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

I have over 35 years of proven academic and executive leadership experiences from diverse industries to include Academia, Military, Corporate and Law Enforcement. I am a futurist who is passionate about finding innovative systematic solutions to overcome challenges. I believe my experience combined with my desire to go beyond the call of duty and obligation, add significant multi-faceted capacities to the intellectual properties of IADLEST and the IPAC.

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

I suggest a couple:

- Aligning the POST Directors and Academy Directors to think and act as **One Team** with **One Vision** at the National Level.
- Teach what is currently not being taught at the Academy Level. That may solve many of the challenges LEOs and agencies face today. They cannot change the past but they can shape the future. They need to start teaching ...

What they know that they do not know; and

What they do not know that they do not know.

What else do you want readers of the IADLEST magazine to know about your company and/or the IPAC?

With over 16 million hours of training since 2010, National Command and Staff College is the Center of Excellence for Strengthening Performance, Leadership, Resilience, Well-being, and Anti-Fragility.

How can our members reach you if they have questions about the National Command & Staff College?

Email: mjavid@commandcollege.org

Company website URL: www.commandcollege.org

National White Collar Crime Center (NW3C)



Glen Gainer III, NW3C’s President & CEO, has been affiliated with the National White Collar Crime Center (NW3C) for many years prior to taking on the leadership role as NW3C’s President and Chief Executive Officer in 2016. Mr. Gainer was a member of the NW3C Board of Directors since 1994 and served as Chairman of NW3C’s Board of Directors for over 18 years. Prior to becoming NW3C’s President and CEO, Mr. Gainer served as West Virginia’s 19th State Auditor. He was first elected in November 1992 and subsequently re-elected in the next five elections. Through his tenure as the State Auditor of West Virginia and as a leader of NW3C for over 15 years, Glen has developed and retained a passion for ensuring consistent, high-quality training for regulatory and enforcement professionals.

NW3C is a nonprofit company established in 1978. It receives funding from the U.S. Department of Justice and other sources to provide training and technical assistance to state, local, tribal, and territorial police, prosecutors, regulators, and other criminal justice professionals primarily in the areas of high-tech crime, economic crime, and criminal intelligence. In recognition that crime and criminals do not recognize geographic or geopolitical boundaries, NW3C works with other funding sources to provide similar training and technical assistance outside the United States and to the private sector. So, when NW3C can help criminal justice

professionals anywhere, it furthers the core mission of supporting U.S. state and local criminal justice professionals. NW3C also offers three professional certifications for qualified public and private sector individuals.

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

In 2020, NW3C delivered in-person and live online training courses to over 9,000 practitioners. Each course, ranging from one to four days, included a pre-test, post-test, period knowledge checks, and certificates for students. Being part of IPAC allows NW3C to understand and meet the expectations of law enforcement training certification bodies across the United States. It is through being a part of IPAC that NW3C can simultaneously ensure that the highly technical and specialized training offered by NW3C is consistent in development, content, and delivery and it also fits individual jurisdiction's priorities and needs.

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

NW3C leverages its experience in the development and delivery of training via a variety of modalities to bring value to the IADLEST Partnership Advisory Committee (IPAC). NW3C understands the value of ensuring that training is of consistent high quality, with measurable outputs and outcomes, regardless of delivery modality. In addition to the over 9,000 criminal justice practitioners that NW3C trained in 2020 in-person and live online training courses, NW3C delivered online on-demand training to over 36,000 students last year. NW3C professional curriculum developers, subject matter experts, and quality assurance specialists work together to develop and deliver courses across multiple modalities. It is through this high volume of training development and delivery by an integrated team of experts that NW3C can provide insight, perspective, and recommendations to IADLEST as a member of IPAC. NW3C stands with IADLEST in its effort to help ensure that training and standards meet the needs of the public safety industry and promote the adoption of best practices.

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

There is an increasing expectation and demand that training provided to the public safety industry is consistent across jurisdictions and of the highest quality. This consistency and quality must be documented and measurable. Technical and tactical training must include educational components related to lawful application along with civil rights and civil liberties considerations. At the same, there is growing recognition that vicarious trauma, compassion fatigue, and traumatic and chronic stress among public safety professionals are all at crisis levels. POST and law enforcement academy directors and staff are in the best, and sometimes only, position to ensure that training and education for their areas of responsibility meets the highest standards and expectations. NW3C could not be more proud to work with IADLEST through its membership in IPAC in support of the work done by POST and law enforcement academies throughout the United States.

What else do you want readers of the IADLEST magazine to know about your company and/or the IPAC?

NW3C has worked for over 40 years to provide the highest possible training to criminal justice professionals in the areas of high-tech crime, economic crime, digital forensics, intellectual property crime, and criminal intelligence. NW3C is committed to continuing to provide legally sound, high quality training using the most current education development and delivery technologies and pedagogical principles in support of these police, regulators, prosecutors, judges, and other criminal justice professionals.

How can our members reach NW3C if they have questions?

Readers can direct inquiries to Law Enforcement Liaison & Quality Control Coordinator Lori Petro (lpetro@nw3c.org) or check out our website: NW3C.org.

IPAC

BJA Building Analytical Capacity Crime Analysis Webinar Recordings

The Bureau of Justice Assistance and 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 topic areas are consistent with the IADLEST Intensive 2-Day Workshops. The webinars are recorded, so students may access them after the presentation. The webinars on the IADLEST website at:

(Click on the course title below to register and view the free, recorded webinar)

[Understanding Hot Spot Mapping for Police Executives](#)

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

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

[Improving Data Quality for Crime Analysis](#)

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

[Crime Analysis for Organized Retail Theft](#)

[Professional Development in Crime Analysis](#)

[Using Analysis to Support Gang Enforcement](#)

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

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

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

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

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

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

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

[The Benefits of Direct Data Access](#)

[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](#)





ICITAP Mobile Police Trainer - KSA

Supporting the Most Exciting and Meaningful Missions in the World

PAE is currently seeking a qualified candidates to serve as Mobile Police Trainers in the Kingdom of Saudi Arabia (KSA) to deliver classroom and field instruction to members of the Special Forces for Security and Protection (SFSP). These positions will be deployed to Saudi Arabia on a TDY basis for short-term (2-6 weeks at a time) employment, as ICITAP’s training schedule may require. Mobile Trainers may be required to perform their duties in Riyadh, Medina, Tabuk, the Red Sea Resorts area, and other locations to be determined, with support from ICITAP in-country program staff. 25% Post Differential while in-country, USG authorized per diem. Period of performance is through July 31, 2022. To see the full job description and to apply please follow the link below. If you have any questions please email me at: andy.norris@pae.com

Please Note: This is an Independent Contractor position with PAE, it should not be considered an employment relationship with PAE.

POSITION SUMMARY:

The ICITAP KSA program *may* require subject matter experts in any of the following disciplines:

- Leadership & Supervision
- Patrol Operations
- Tourism Policing
- Communications
- Field Training Officer
- Organized Crime
- Driver Training
- Maritime Law Enforcement
- VIP Protection
- Crime Analysis
- Special Event Management
- Cyber Security/Cyber Evidence
- Driving Instructor Development
- Crisis Response Team:
 - Operator and Team Tactics
 - Advanced Team Tactics and Live-Fire
 - Operational Control of a Team
 - Commander’s Course
- Hostage Negotiations
- Active Shooter/Terrorist Response for the First Responding Officer
- Additional areas of expertise may be required as the program develops

REQUIRED SKILLS AND QUALIFICATIONS:

- Minimum 10 years’ experience as a commissioned law enforcement officer
- Minimum 5 years’ experience directly related to the subject matter being taught
- Minimum 5 years’ experience as a law enforcement instructor
- Minimum 1 year previous experience working in an international setting
- Formal certification as a law enforcement instructor, preferably issued by a POST organization or law enforcement training academy
- Superior organizational and time management skills
- Ability to work independently and remotely
- Ability to function well as a team member
- Ability to cope with rapidly changing conditions
- Must have excellent oral and written communication skills
- Must possess a valid U.S. passport
- Must be in good physical condition and able to pass a pre-deployment medical examination

Security Vetting: Must possess a U.S. Government issued security clearance or have the ability to obtain a favorable U.S. Government clearance. Must maintain eligibility at the required certification or clearance level for the position for the duration of the contract. Must be able to obtain a Public Trust Waiver – Moderate

Other requirements apply and a full listing of information related to this opportunity is available for viewing at the following link to apply:

Link To Apply: https://pae.wd1.myworkdayjobs.com/en-US/PAE_Careers/job/OCONUS-Saudi-Arabia/ICITAP-Mobile-Police-Trainer---KSA_R0063436

PAE is proud to be an Equal Opportunity Employer. Our hiring practices provide equal opportunity for employment without regard to race, religion, color, sex, gender, national origin, age, United States military veteran’s status, ancestry, sexual orientation, marital status, family structure, medical condition including genetic characteristics or information, veteran status, or mental or physical disability so long as the essential functions of the job can be performed with or without reasonable accommodation, or any other protected category under federal, state, or local law.

American with Disabilities Act: Action to Watch

JUSTICE DEPARTMENT FILES STATEMENT OF INTEREST IN LAWSUIT REGARDING SCHOOL RESOURCE OFFICERS' ARREST OF CHILD WITH DISABILITIES

A.V., a child , through his mother and next friend Michelle Hanson

v. Douglas County School District RE-1, et. al.

On June 24, 2021, the Justice Department filed a Statement of Interest in the A.V. v. Douglas County School District et. al. lawsuit in the District of Colorado. In this lawsuit, the plaintiff alleges that the Douglas County School District, the Douglas County Sheriff, and their School Resource Officers violated Title II of the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and the Constitution, when School Resource Officers aggressively handcuffed and detained an eleven-year-old with autism spectrum disorder who scratched a classmate with a pencil after the classmate wrote on him with markers. The Statement of Interest reaffirms the Department's long-held position that Title II of the Americans with Disabilities Act applies when law enforcement agencies arrest people with disabilities, including when School Resource Officers arrest children with disabilities. Additionally, the Statement of Interest explains how Title II's reasonable modification requirement applies during School Resource Officers' interactions with children with disabilities and clarifies that public entities may be liable for the actions of their employees, contractors, and agents under Title II.

Summary:

The United States respectfully submits this Statement of Interest under 28 U.S.C. § 517 to address the application of Title II of the Americans with Disabilities Act (ADA), 42 U.S.C. §§ 12131-12134, and its implementing regulation, 28 C.F.R. pt. 35, to arrests. Of particular relevance to this case, the Department implements Title II as to “[a]ll programs, services, and regulatory activities relating to law enforcement.” 28 C.F.R. § 35.190(b)(6). The United States therefore has a strong interest in the proper interpretation of Title II in the context of law enforcement activities, including arrests.

INTRODUCTION

Plaintiff A.V., an eleven-year-old child, alleges that school resource officers (SROs) of the Douglas County Sheriff's Office (DCSO) and Douglas County School District (District) violated Title II of the ADA during his arrest and post-arrest proceedings. According to Plaintiff's complaint, SROs in police uniform knew about A.V.'s disabilities—autism spectrum disorder and a serious emotional disorder—and yet aggressively handcuffed A.V. while he was sitting

quietly and calmly with a school psychologist.

Earlier that morning, A.V., who is sensitive to touch due to his disabilities, poked another student with a pencil after the student wrote on him with markers. After A.V. left the classroom as requested and calmed down, the principal contacted law enforcement and two SROs responded. Despite being told by the school psychologist that A.V. is not highly verbal and tends not to talk, the officers grabbed A.V. by his arms and neck and arrested him when he failed to adequately respond to their requests to come with them. The officers then left A.V. in a patrol car for hours while he banged his head repeatedly against the plexiglass and cried.

During the course of the arrest and investigation, the officers ignored or denied several accommodations requested on A.V.'s behalf based on his disability, such as permitting the principal to move A.V. instead of the officers; making sure A.V. was not in a position to harm himself (a manifestation of his disability); and providing A.V. with medical care needed due to his disability.

In their motions to dismiss, the Sheriff's Office and the School District misinterpret Title II of the ADA. Specifically, Defendants misconstrue their obligation under Title II to make reasonable modifications during an arrest when necessary to avoid disability discrimination, suggesting that A.V.—despite his age, the school context, and known disability—was required to request a reasonable modification during the course of his arrest. DCSO Mot. 3, 6, ECF No. 23; District Mot. 8-9, ECF No. 28. Defendants' reading of the law cannot be squared with the plain text of the ADA, the ADA's implementing regulation, or the weight of circuit court authority. In addition, Defendants argue that they cannot be held liable for damages under Title II for the actions of the SROs in this case. DCSO Mot. 8-12; District Mot. 4-10.

But courts have repeatedly and correctly held public entities liable for the discriminatory actions (and deliberate indifference) of their employees and agents, including officers' actions, during arrest and post-arrest proceedings.

DISCUSSION

Title II Applies to Arrests and Requires Officers to Make Reasonable Modifications to Policies, Practices, and Procedures

While Defendants attempt to cast doubt on the issue, see DCSO Def.'s Mot. 3; District Def.'s Mot. 8, it is clear, from the ADA's text, implementing regulations, and the weight of circuit court caselaw, that Title II applies to arrests. Consistent with these holdings, the Department has repeatedly interpreted Title II to apply to arrests.

Title II's application to arrests includes the obligation to make reasonable modifications. Indeed, Defendants acknowledge, as they must, that courts have recognized an ADA claim for a failure to make reasonable modifications during arrests, but Defendants misconstrue when and how the obligation applies in that context. See, e.g., DCSO Mot. 3. A public entity violates the ADA where its officers or agents fail to provide reasonable modifications to policies, practices, or procedures during an arrest when such modifications are necessary to avoid disability discrimination, unless doing so would fundamentally alter the nature of the service, program, or

activity. See 28 C.F.R. 35.130(b)(7)(i); see, e.g., *Gorman v. Bartch*, 152 F.3d 907, 913 (8th Cir. 1998). The reasonable modification obligation may include making changes to the usual ways of doing things to accommodate an arrestee's disability.

A. Officers Must Make Reasonable Modifications During Arrests When Officers Know, or It Is Obvious, that a Modification is Needed

Defendants suggest that their SROs had no obligation to make reasonable modifications during A.V.'s arrest because A.V. did not request a modification. However, while reasonable modifications often follow a request from a person with a disability, nothing in the statute or regulation conditions the public entity's obligation on such a request. See 28 C.F.R. § 35.130(b)(7)(i) ("A public entity shall make reasonable modifications in policies, practices, or procedures where necessary to avoid discrimination on the basis of disability"). And Defendants' narrow construction cannot be squared with the ADA's legal framework or with its common-sense application in this context.

Courts have repeatedly and properly held that a public entity's obligation to make reasonable modifications is triggered when the entity knows that someone has a disability and needs a modification, including when the need for a modification is obvious, regardless of whether a modification is requested. See, e.g., *Greer v. Richardson Indep. Sch. Dist.*, 472 F. App'x 287, 296 (5th Cir. 2012) (holding that a "failure to expressly 'request' an accommodation is not fatal to an ADA claim where the defendant otherwise had knowledge of the individual's disability and needs but took no action"); *Duvall v. Cnty. of Kitsap*, 260 F.3d 1124, 1139 (9th Cir. 2001) ("When the plaintiff has alerted the public entity to his need for accommodation (or where the need for accommodation is obvious), the public entity is on notice that an accommodation is required.").

These standards apply equally to law enforcement entities. In *Robertson v. Las Animas County Sheriff's Department*, the Tenth Circuit reversed an award of summary

judgment to a detention facility because there were questions of material fact about the facility's knowledge of plaintiff's hearing disability and need for accommodations. 500 F.3d 1185, 1196-98 (10th Cir. 2007). As the Tenth Circuit explained, "a public entity is on notice that an individual needs an accommodation when it knows that an individual requires one, either because that need is obvious or because the individuals request an accommodation." *Id.* at 1197-98. Likewise, in *Sacchetti v. Gallaudet University*, where the defendant did not dispute that its officers knew of the arrestee's inability to communicate because he was deaf, the court held that no accommodation request was needed. 344 F. Supp. 3d 233, 272 (D.D.C. 2018). The court explained that requiring an arrestee with a communication-related disability to request an accommodation would be "baffling as a matter of law and logic," as it would render "the protections of . . . Title II . . . unavailable"

Importantly, and particularly in the case of a child with a disability, a request for modifications need not come only from the child. See *Robertson*, 500 F.3d at 1196 (holding that an entity knows about a disability when it "is obvious or because the individual (or someone else) has informed the entity of the disability"). Especially if the child's disability impacts their ability to communicate, law enforcement entities cannot use the child's failure to make a specific request to avoid liability. Instead, the need could be obvious or the request could be made by a parent or another adult who knows the child and how the child's disability affects them, such as school staff.

The District also argues that the complaint does not support a "plausible inference that A.V. obviously needed an accommodation" and suggests that the fact that A.V. "was sitting calmly" when the SROs arrived means that he did not require modifications. But a law enforcement entity's obligation to make reasonable modifications exists throughout a law enforcement encounter. Thus, even if no modification is needed when SROs arrive on the scene, SROs may become aware of the need for reasonable modifications during their interactions with a child with a disability, based

on information they directly learn from school staff or a child's parent, or that becomes obvious to them over time.

B. A Range of Possible Modifications May Be Reasonable When SROs Arrest a Child with a Disability

Defendants seem to contend that there are no modifications that would have been reasonable here. To support that argument, they rely on cases about SRO arrests of children with disabilities that were decided on summary judgment, where the court had the benefit of a fully developed record.

Here, Plaintiff's complaint alleges that the SROs were notified of A.V.'s disabilities by the principal upon their arrival at the school and several times thereafter by school staff and A.V.'s stepfather. A.V. alleges that multiple requests for modifications were made on his behalf and wholly denied by the SROs, including that A.V. be unhandcuffed; that the officers intervene while A.V. was handcuffed alone in the patrol car and repeatedly banging his head; that A.V.'s stepfather be permitted to see his son; and that A.V. be provided medical care. The facts and procedural posture of this case thus materially differ from the cases on which Defendants rely.

Of course, exigency and safety considerations are important factors in determining if a modification is reasonable, especially if the modification would interfere with an officer's ability to respond to a safety threat. See, e.g., *Waller ex rel. Estate of Hunt v. City of Danville*, 556 F.3d 171, 175 (4th Cir. 2009) ("exigency is one circumstance that bears materially on the inquiry into reasonableness under the ADA"); *Bircoll v. Miami-Dade Cnty.*, 480 F.3d 1072, 1085 (11th Cir. 2007). But the analysis of exigencies and safety concerns must account for the specific circumstances to which officers are responding. For example, the Fifth Circuit declined to find exigent circumstances in the context of an SRO's response to an eight-year-old with autism and other disabilities, who had a behavioral incident at school that included waving a plastic jump rope that the child called "nunchucks." *Wilson v. City of*

Southlake, 936 F.3d 326, 331 (5th Cir. 2019) (reversing a district court’s award of summary judgment to defendants). The court emphasized that “[a] jump rope in the hands of an eight-year-old child is not a weapon and is not capable of inflicting the same injuries or damage as an actual weapon . . . in the hands of an adult,” and further noted that “[a]t the very least, whether an 8-year-old twirling a child’s jump rope created a danger of physical harm or a potentially life-threatening situation is a dispute of material fact.” *Id.*

When exigencies and safety considerations permit, a range of modifications may be reasonable and available to law enforcement officers such as SROs, especially when interacting with or arresting a child with a known disability. Modifications that may be reasonable for officers to implement, depending on the circumstances, include using de-escalation strategies; removing distractions and providing time and space to calm the situation when the child poses no significant safety threat; avoiding or minimizing touching a child whose disability makes them sensitive to touch; and waiting for a parent or guardian to arrive before making the arrest. If circumstances prevent the officer from waiting for the parent or guardian to arrive, a reasonable modification also could include having a trusted non-law enforcement school staff member, such as a school psychologist, principal, teacher, or paraprofessional, help to effectively communicate with the child and to de-escalate, if needed.

There were a number of claims that were made and rejected by the court and, due to the findings listed in the record, the United States requested the Court to consider the Statement of Interest in the litigation.

This case reveals many court actions that should be considered by standards and training institutions in developing or revising training materials regarding arrests and the ADA. We encourage curriculum developers to read the many cases cited in this action, and to discuss the potential affect of this DOJ Statement of Interest with your appropriate legal counsel.

To read more about this Statement of Interest, case law cited, or the ADA: [Click Here](#).

It appears that more Americans with Disabilities Act (ADA) actions involving law enforcement, are being reported in various publications and websites. As it was in the early days of the ADA’s enactment, law enforcement and our training facilities must stay vigilant in following these reports and civil cases. It’s imperative that those we train understand the circumstances from which they evolved, and the directions the courts are taking toward informing law enforcement of the “*dos and don’t s*” of the ADA law.

Thanks to attorneys that support better-trained law enforcement officers, we have several means to follow these important actions. With that said, another recent reporting of another ADA event was given attention by Michael Brave, to pass on to trainers and academy staff. In his article, Mr. Brave told the story of an *unpublished* case out of the 5th Circuit, *Phillips v. Prator*, No. CV 18-994, Slip Copy, 2020 WL 609642 (W.D. La. Feb. 7, 2020), *aff’d in part, rev’d in part and remanded sub nom. Phillips v. Prator*, No. 20-30110, --- Fed.Appx. ---, 2021 WL 3376524 (5th Cir. Aug. 3, 2021)

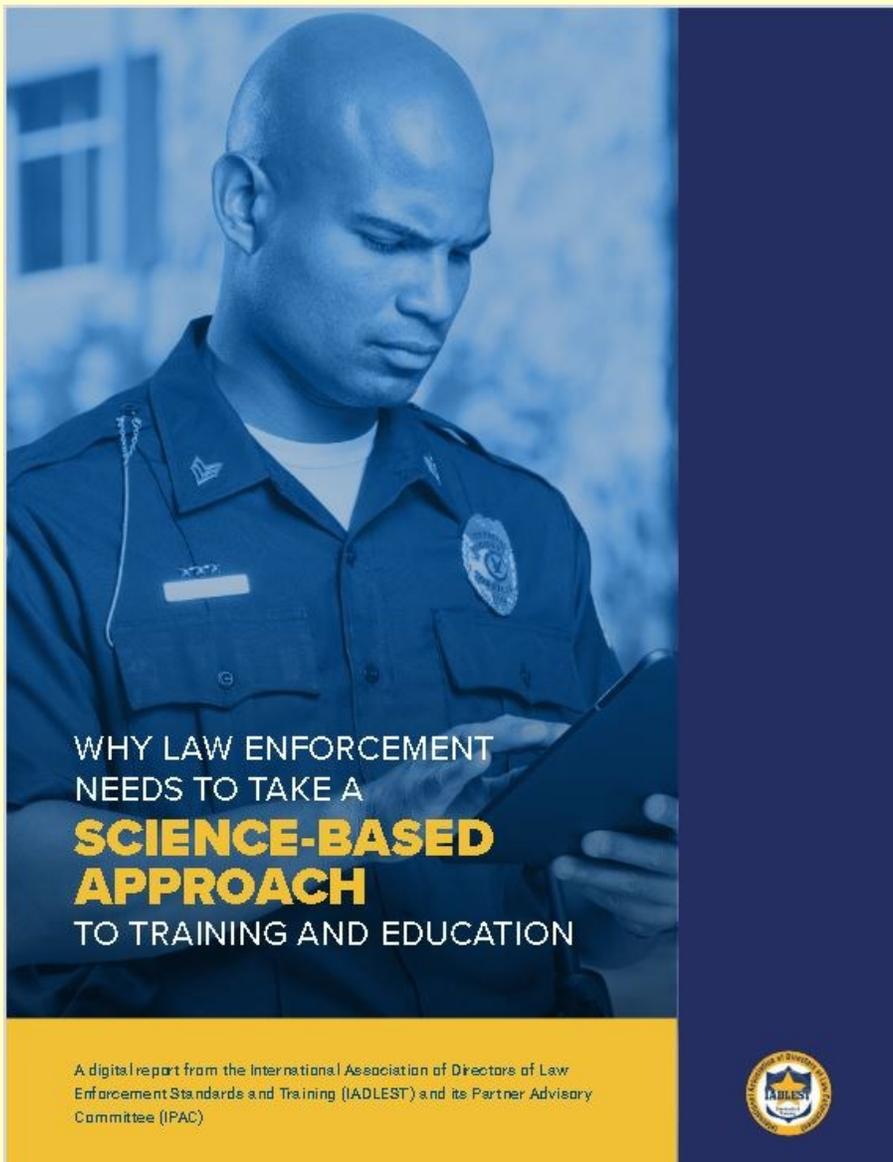
This case involved the use of a taser upon an autistic student, and it is suggested that law enforcement read the entire case. The information can be found at: [Delano-Pyle, 302 F.3d at 575](#) .

As indicated in a prior article on the ADA in *Standards and Training Director Magazine*, for POST and academy directors, the ADA should become, if not already, a fundamental topic included within basic academy training curricula. It has a high-criticality impact upon criminal justice activities, even if it is deemed to have a somewhat low frequency of occurrence. The ADA is the law of the land and, sooner or later, as training records are drawn into such cases, the question will be addressed whether there has been “deliberate indifference,” by responsible people, regarding the training of law enforcement personnel towards this area of civil rights law.

The case law is published. The law has been in effect for over 30 years; and we knew, when the law was enacted, just how it applied to hiring and actions of the police. Let’s make sure our officers know this area of the law when they enter their duties, so that lack of training does not become a question that we face from police administrators.

FROM IADLEST

Why Law Enforcement Needs To Take A Science-Based Approach To Training and Education



Get your copy: [CLICK HERE](#)

Topics Covered in this Digital Report Include:

How Evidence-Based Training Developed and Evolved

Read about the necessary actions, barriers and transitioning a department to one of evidence-based training.

How the Science of Human Performance Can Accelerate Skills Development

Learn how humans acquire and retain skills, and keeping effectiveness the highest priority.

Sustaining a Science-Based Approach to Law Enforcement Training and Education

Read about the importance of investing in analytics, partnering with researchers and how to prevent learning decay.

Enhancing Hands-On Training with Online Learning

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

Finding Funding for the Technology Your Police Agency Needs

By Acadis® Staff,
readiness@envisagenow.com

Events of the past 18 months have created the opportunity to reevaluate many aspects of law enforcement—from hiring practices and training instruction to recordkeeping and transparency.

With budgets on the line and new compliance mandates going into effect, many departments are finding it challenging to keep pace with their current staff and resources.

While technology offers efficiencies, improved processes, and the peace of mind of legal defensibility, many police departments don't think they can afford new solutions with their existing budgets.

However, they are often using multiple systems that cost more than a consolidated solution that would provide visibility into all aspects of their operations.

How are police departments investing in technology upgrades that can help them meet the new performance and compliance standards?

For many departments, grants can fill this gap in funding. Every year, scores of departments are awarded grants for meeting new hiring and training protocols, digitalizing personnel records and internal affairs case management systems, improving their analytic capabilities, etc.

Here is a non-comprehensive list of funding sources worth exploring for technology upgrades. Details for grants change annually, so the more prepared and organized you are in advance, the better your chances of being awarded funds.

Hot Tip: Don't be afraid to think outside the box when considering sources of grant funding.

Federal Grants

- The [Edward Byrne Memorial Justice Assistance Grant Program](#) (JAG) is one of the oldest grant sources available to law enforcement entities. These JAG grants are open to both [local communities](#) and states.
- [The Office of Justice Programs](#) (OJP) is a federal agency that provides grants, training, technical assistance, and other resources to prevent and reduce crime, assist victims, and enhance the rule of law by strengthening the criminal and juvenile justice systems. Like JAG, it also supports state and local crime-fighting programs.
- [Community Policing Development Grants](#) can be used for various law enforcement activities and are available through the DOJ. **Note:** You must be compliant with [Executive Order 13929](#) to be eligible

for any discretionary DOJ grant, and your law enforcement agency must have been certified by an approved independent credentialing body or have initiated that process by January 31, 2021.¹

Certification requirements include:

- Your use-of-force policies must adhere to all applicable federal, state, and local laws.
- Your use-of-force policies must prohibit chokeholds except in situations where the use of deadly force is allowed by law.
- If you fail to meet these requirements or prove that you meet them, your agency will not qualify.

State Grants

[The Bureau of Justice Assistance](#) is the research, development, and evaluation agency of the Department of Justice (DOJ). The agency provides grants to aid decision-making in reducing crime and advancing justice in the criminal and juvenile justice communities, particularly at the state and local levels. Every state and U.S. territory receives an annual Justice Assistance Grant (JAG) from the U.S. Department of Justice's Bureau of Justice Assistance. These grants are available through [state and local agencies](#).

Criminal justice agencies in each state are the most likely sources for available state grants for law enforcement agencies. Still, other state departments such as health, housing, education, and urban development also sometimes offer funds to boost policing efforts in their communities.

For example, Texas hosts a Texas Funding Scheduling Calendar displaying available grants, a link to the details, when the grant was first offered, and the due date for applications.

When contacting a state government agency about a grant, have a specific project in mind for your department and an estimate of the project's cost. Also, be ready with brief talking points about why the funds are a priority and confirm the process involved in applying for them.

Coronavirus State and Local Recovery Funds

[The Department of the Treasury](#) continues to accept applications from states, cities, counties, and tribal governments to compensate for lost revenue due to the COVID-19 pandemic. To earn this grant, you need to demonstrate how the program you are proposing coincides with the grant's priorities.

Three areas law enforcement agencies should focus on when applying for COVID-19 funding:

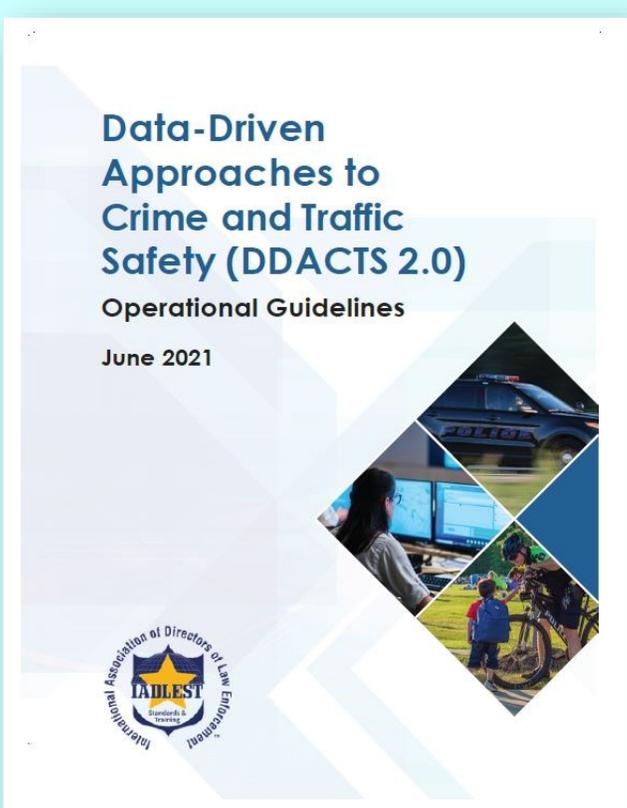
- Replace lost public sector revenue to compensate for the loss of revenue during the pandemic.
- Highlight the negative economic effects caused by the health emergency.
- Furnish premium pay for essential workers who bear the greatest health risks while doing their jobs.

Grant Search Recommendations

- **Be vigilant about grant opportunities.**
Be ready when funding opportunities are available by staying on top of deadlines and response timeframes. Ensure you are clear about the requirements and process to secure funding, the amounts available, the application deadlines, and who is distributing the funds. In short, make sure you have a seat at the table when the eligibility dates are announced.
- **Be specific about your need.**
Consider your department's goals for the next year and describe with specificity how the grant funds will help meet those goals. For example, if your goal is to invest in a customizable internal case management system, include how it will help meet new statutory requirements and improve case workflow by assisting supervisors in staying on top of separation and disciplinary cases in their purview, improving hiring, and identifying officers who failed to meet annual certification standards.
- **Be bold in advocating for your department.**
Describe in detail the fiscal challenges you face and why securing the requested funds is critical in fulfilling the mission to protect and serve citizens in your area. Have statistics supporting your assertions and use them to help paint a picture, complete with specifics and examples of how your proposed solutions could have made a difference in previous policing incidents.
- **Be persistent.**
If you've missed a submission deadline, start working to apply for next year's. Visit the sponsor's website, review grants that may still be open, and if applicable, download the application. If the available grants don't align with your priorities, don't give up. New grants are available throughout the year.

[Federal Register: Safe Policing for Safe Communities](#)

Sources: *Department of Justice, Bureau of Justice Assistance, Office of Justice Programs, Community Development Policing Program, National Institute of Justice, Texas Office of the Governor, Department of the Treasury*



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.

The Operational Guidelines document will give you a better understanding of the underpinnings of DDACTS 2.0 and the techniques used to achieve the goal of reduced crime and crashes.

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](#)

WOMEN LEADERS OF IADLEST

PART II



In this edition of *Standards & Training Director Magazine*, we continue with Part II of Women Leaders of IADLEST. We are highlighting members of the association who participated in making IADLEST a successful association. In this final episode, we honor women who were voted into the chairs within the IADLEST Executive Committee, serving the association after 2000 until the present. They are all influential leaders in their own states, and brought their expertise and training skills to assist in providing direction to IADLEST.



E.A. "Penny" Westfall, Director, Iowa Law Enforcement Academy, Secretary (2006-2007) and Treasurer (2009-2011)

E.A. "Penny" Westfall was the Director of the Iowa POST. Prior to her appointment to the Iowa POST, Penny was the Commissioner of Public Safety; Chief Deputy from the Story County Sheriff's Office; an assistant attorney general in Iowa; as well as a former county attorney in Pottawattamie County, Iowa. Ms. Westfall has a Juris Doctorate Degree from Creighton University and a Ph.D. in Criminal Justice from the University of Nebraska Omaha. Besides being an IADLEST Director Member, she also served the association on the Executive Committee as Secretary from 2006-2007 and Treasurer from 2009-2011.

Ms. Westfall also served on the Budget/Audit Committee in 2006 and the Administration Review Committee in 2008. Currently, Ms. Westfall is an adjunct Professor at the University of Nebraska Omaha, School of Criminology and Criminal Justice.



Sue Rahr, Executive Director, Washington Criminal Justice Training Commission, 1st Vice President (2017-2018) and 2nd Vice President (2016-2017)

Before Sue Rahr was appointed Executive Director of the Washington Criminal Justice Training Commission, she was the elected Sheriff of King County, Washington. Before then, she was one of the first women in the Seattle area to be hired to work as a regular patrol officer, and she began work in a single-officer patrol car in 1979. Ms. Rahr attended Washington State University graduating Cum Laude with a Bachelor of Arts in Criminal Justice and a minor in Sociology. Ms. Rahr served IADLEST on the 2017 Nominating Committee. In 2018, Ms. Rahr was appointed by President Barak Obama to

the President's Task Force on 21st Century Policing, setting recommendation for improving law enforcement. Ms. Rahr was chosen to sit on the Task Force for her work on improving law enforcement in the State of Washington.



Kelly Alzaharna, Director, New Mexico Law Enforcement Academy and POST, Midwest Region Representative (2021), Former Director of Alaska Peace Officer Standards and Training

Kelly Alzaharna was appointed Director of the New Mexico Law Enforcement Academy in August 2019. She is a 34-year law enforcement veteran, starting her law enforcement career in New Mexico and serving 25+ years in Alaska.

Director Alzaharna worked as a municipal and university police officer in New Mexico prior to accepting a position in Alaska. Her Alaska law enforcement career began with the North Slope Borough Police Department in 1990, serving in many capacities. As a sergeant, she created the department's training unit and worked as an instructor, field training officer, and patrol supervisor. As a lieutenant her assignments included supervising the investigations unit, commanding the tactical team, and overseeing the patrol unit. In 2007, she was promoted to captain, leading the Operations Division and in March 2008 was appointed Chief of Police. During her tenure as Chief she was appointed as a member of the Alaska Police Standards Council and in April 2011, Director Alzaharna accepted a full-time position with the Alaska Police Standards Council, serving as its Executive Director until retiring from the Alaska Law Enforcement Academy. She currently serves on the Executive Board of the International Association of Directors of Law Enforcement Standards and Training (IADLEST) having been a member of the Personnel and Training Committees, and currently serving as the Accreditation Committee Chair and Midwest Region Representative.



Stephanie Pederson, Wisconsin Department of Justice and Standards Bureau, IADLEST Secretary 2017-2021 and Central Region Representative 2014-2017

Stephanie Pederson is a Law Enforcement Education Consultant with the Wisconsin Department of Justice, Training and Standards Bureau. Her primary duty includes developing law enforcement training curricula for the basic recruit academies in Wisconsin. Prior to joining the Wisconsin Training and Standards Bureau in 2006, Stephanie worked for Target Corporation and for the Army as an active duty Military Police Officer. She has a BA in Criminal Justice from the University of Wisconsin-Madison and a Master's degree in Criminal Justice from the University of Phoenix.



Jami Cook, Arkansas Commission on Law Enforcement Standards and Training, 1st Vice President 2017-2018 and 2nd Vice President, 2016-2017

Jami Cook serves as the Secretary for the Arkansas Department of Public Safety. Her prior appointment was as the Director of the Arkansas Commission on Law Enforcement Standards and Training (CLEST) on January 14, 2015, by Governor Asa Hutchinson. Prior to her appointment to CLEST, she served as the Arkansas State Police Program Director, responsible for policies, procedures, training, strategic planning, research and development, and special projects. In 2009, she was appointed as a Commissioner to the Commission on Law Enforcement Standards and Training. She started her law enforcement career as a Newport Police officer in 1994. Secretary Cook earned a Bachelor of Arts in Criminology at Arkansas State University and a Master of Arts in Criminal Justice from the University of Arkansas, Little Rock.

Regional Meetings Report

We reported on the West Region Meeting in our last edition of *Standards & Training Director Magazine*. This edition, we are reporting on the Northeast Region, Southern Region, Midwestern Region and Central Region. All meetings were conducted via the Internet. Each of the Region Meetings were devoted to information gathering on the topic of Human Trafficking training in the academies. Mr. Jim Copple addressed the attending state directors stating the purpose of his presentation, and asking and retrieving responses from the attendees. Mr. Copple's presentation added significant responses to the survey data, and each respondent heard how other states in their region were or were not addressing the training in the surveyed areas.

After Mr. Copple concluded his presentation, IADLEST Executive Director Mike Becar, addressed the regions to give them an update on the progress of the association.

Afterwards, state directors attending the meeting presented information highlighting the events in their state during the past several months. Topics included new legislation, agency programs, and the current political atmosphere affecting the standards and training of criminal justice officers. From those state director discussions, the following were among the topics discussed by member state directors and their representatives.

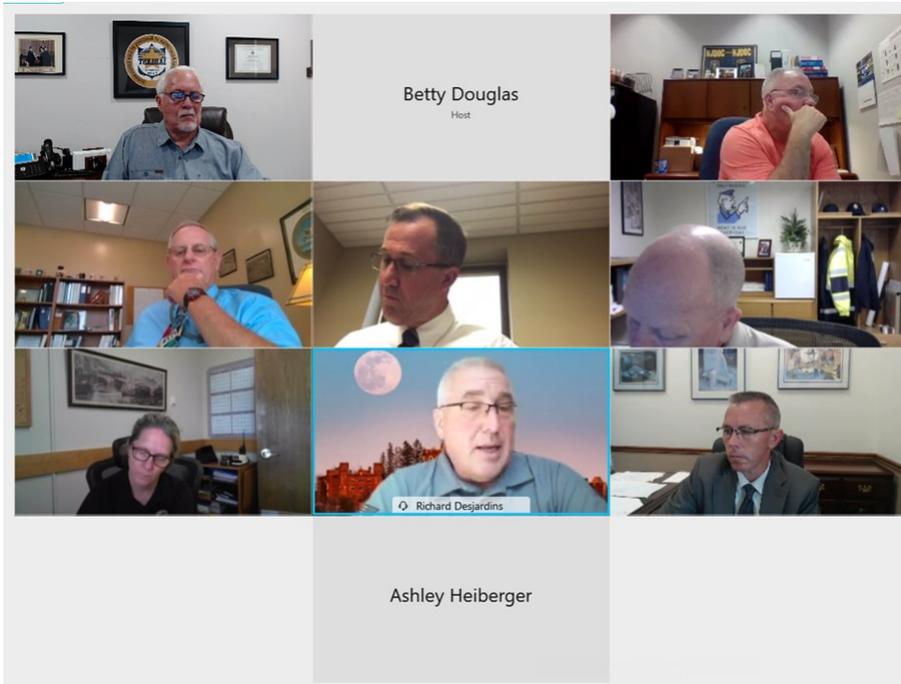
Legislative Meetings:

Among the topics of discussion, some states were disenchanted at the lack of willingness to involve the state POSTs in the current committees or discussions on how to reform law enforcement. It was felt that state legislators are receiving information that is incorrect, with no regard to whether the information is valid. States involved thought there would have been more benefit to have POST representatives respond to some of the claims. Testimony from POST representatives, would

have provided a full picture of what law enforcement officers are being trained on, and where public claims for more training could have been acknowledged as already receiving attention in the basic training curricula.

Science-Based Training: Another discussion revolved around legislators being focused on the number of hours of training being provided, relating to the basic training curricula. The directors heard the argument supporting science-based curricula, instead of analyzing the impact of hours of training on performance of training. Science-based training was stated to be a better method to use to determine the length of courses.

Emotional Intelligence: One state has been looking at emotional intelligence (EI) and where it might be used as part of the background process. It was suggested that EI might be used in measuring other non-appropriate issues that candidates might have, in order to provide a 360-degree idea of good officer behavior. Right now, there is no baseline to measure this method of analyzing emotional intelligence, but it was suggested that EI was something that could be developed by the association, over time.



The Difference Between Amateurs and Professionals Revisited

By William Flink

I was reviewing some material the other day, when I came across an article by former IADLEST member and Commissioner of the Kentucky Department of Criminal Justice Training (DOCJT), John W. Bizzack, entitled: *"Difference Between Amateurs and Professionals."* As I read the article, I reflected upon the contributions of Mr. Bizzack to IADLEST and law enforcement in the greater sense. Several of his viewpoints are even more applicable today, than they were when he wrote the article in 2003. I'd like to share with you, some of his viewpoints that have resonated with me. So, I offer here, some of what Mr. Bizzack wrote, for your consideration. In part, Mr. Bizzack wrote:



Commissioner Bizzack
in 2003

"Since 1996, I have made a habit of welcoming each new basic training class at the beginning of its 16-week program. There are various reasons aside from simple courtesy that we believe this is necessary. Recruits are besieged with a great deal of information during their orientation. However, we have found that those who listen most carefully to what we have to say during the time we spend welcoming

them, are the ones who excel not only in the academy, but once they graduate and begin their important work.

I ask each new recruit class if they wish as individuals to be considered professionals or amateurs. Now, of course, they all respond that they want to be professionals, and as a follow-up question they are asked if they know the difference between what a professional and amateur does. I tell the recruits, there are three things that determine if a person is actually a professional or amateur at anything they do. I ask them to write those three things down, look at them as they navigate the academy, practice all three and see if it does not make a difference in their performance at DOCJT and when they return to their communities.

They are told that a professional person consistently does three things:

1. Identifies obstacles and problems;
2. Lists those obstacles and problems in order of their importance; and

3. Tackles those problems and obstacles one at a time, in order of their importance.

Amateurs, in contrast, do just the opposite. The results from doing the opposite always show, and noticeably reveal the distinct difference between a professional person and one who is clearly an amateur at work.

Recruits are encouraged to start the academy by practicing these three things and identifying what they believe to be their obstacles or problems, so that they can receive additional training and support from the professional faculty and staff at DOCJT. I've been told by dozens of recruits since 1996 that these three things have made a significant difference in how they approached the academy, their work when they returned to their departments and, for some, even their personal lives."

"Today police have a broader perspective about what professionalism really means. Not too long ago, most law enforcement officers believed they should be considered and treated by society as professionals on the same level as people who are physicians, attorneys and architects. That narrow type of thinking has largely been replaced over the past decade or more as a result of community policing, better local police leadership and improved training, all combined with a slight shift in the public's view of the real importance of police in their neighborhoods.

Police today are more professional and better geared for change. A lot of ground has been covered in law enforcement since the 1960s, with the most significant and positive changes occurring just within the past 10 years to 15 years. This enhanced professionalism police possess today is not measured nor defined in the same sense as with physicians or attorneys. Sure, the ethics and behavior elements that characterize professionalism in the public's mind will always cross over, but professionalism in policing will always be much different than professionalism in other fields. "

"Communication, exchanging ideas, participation and being engaged in making change happen will be the legacy of the leadership ... Making sure that new recruits adopt the same attitude and see the benefits of practicing, becoming, and being considered more professional, should be everyone's ongoing responsibility. "

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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.

John Bizzack was very adept in seeing the philosophical ideals within the profession, and he kept an eye turned towards the future during his stewardship of Kentucky's criminal justice training program. He was an influential marker in our profession, though he didn't force his beliefs on his peers. Through his experience and study of the criminal justice system, he gained insight and recognition for innovation and putting plans together in a genteel manner. He embraced confidence in his position, which allowed him to hold his office through the terms of three Governors, a total of 20-years. That characteristic appears to be rare today.

NOTE: Over the past 11 years, the number of POST directors that have taken the helm of their organizations for a short number of years, is an interesting example of a system that maintains little focus towards creating long-term plans and structure. The longer a POST administrator can stay to develop strong programs, the better our criminal justice system will become. It's not enough for POST Commissioners

to sit together through the term of one Governor. Solid training programs need the maturity that one in a stable leadership position can provide.

Stability in an organization produces consistency, predictability, and maintains the status quo. It also is "structured in its procedures and processes, knows what direction it is headed and adheres to a prescribed vision, mission and strategic plan."¹ Stability breeds professionalism, and doesn't appear amateurish or inconsistent.

Training is a complex process. Leading a training program demands stability and determination to guide a strategic plan through to a successful conclusion. The forces for changing leadership of a training organization every few years, deny the prospect for a stable training process and for the process to be given the opportunity to reveal its fruitfulness. Stability leads to greatness, as evidenced by Dr. Bizzack and DOCJT.

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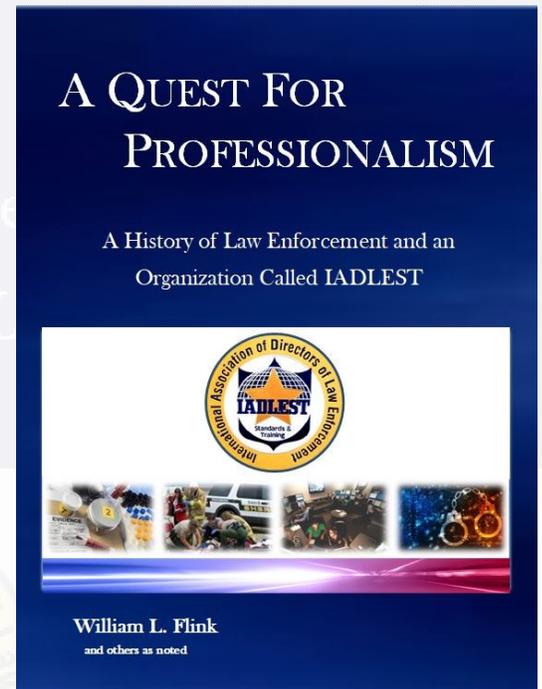
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By Victor McCraw
IADLEST Program Manager

Procedural Justice:

A Guiding Principle for Police Use-of-Force Training

Police leaders have found themselves confronted with multiple recent mandates and calls for police reforms regarding use-of-force by officers. An examination of traditional police academy use-of-force training programs reveals opportunities for improvement using adult learning strategies. The author recommends that police leaders initiate and support the integration of procedural justice into academy use-of-force training.

Introduction

For the past several years, rarely a month goes by in the United States without a local or national news story recounting a police shooting or use-of-force (UOF) incident involving some level of controversy surrounding police practices. Although the number of UOF incidents are statistically low, the thousands of incidents where police employ force under questionable circumstances have ignited fierce public debates about police legitimacy, accountability, judgement, and training.¹ These debates have resulted in “public protest, civil disorder, and a national movement demanding police reform”.²

Reform demands include citizen oversight of police UOF policy, statewide (California) legislation governing UOF procedures, and even the prosecution of police officers in cases of questionable use of deadly force. “Use of force, even when lawful and appropriate, can negatively influence public perception and trust of police”.³ Today’s police leaders no longer have the option of ignoring or failing to respond to the general public’s growing concerns about the conduct of the officers under their command.

As reform movements gain traction in courts and legislatures, the actual implementation of those reforms becomes the responsibility of the nation’s police chiefs, sheriffs, and agency heads. This is a significant challenge; decades of research on police administration indicate that changing police behavior is no easy task.⁴ Police agencies are paramilitary organizations, structurally and culturally, operating in a domestic civilian society. Reformers tend to believe that the simple application of policy and oversight, similar to military orders and discipline, is sufficient to produce better outcomes. However, “police scholars have long expressed doubts about the ability of rules and supervision to shape officer behavior.”⁵ Although policy holds operational importance for law enforcement, officers’ behavior is tied more closely to culture; and culture cannot be imposed, dictated, or legislated. “There’s an old saying, ‘Organizational culture eats policy for lunch.’”⁶ You can have the best UOF policies that police reformers and police experts can devise, but if you introduce them into an agency whose culture is at odds with those policies, then behavior will not change.

Fortunately, an opportunity exists for police leaders to plant the seed of cultural change in their agencies to proactively begin to address the incidence of, and concerns surrounding, excessive police UOF. Where policy alone may fail, training can make the difference. We need to start at the beginning. More effective basic UOF training is the key.

Background

A Brief History of Police Basic Training in the United States

Policing in the United States, up until the early 1900's, was largely a learn-as-you-go profession. In the absence of formal training, police trainees learned the job through informal on-the-job observation of, and guidance by, officers already in the field; officers who had learned the job the same way themselves.⁷ Between 1900 and 1910, there was a realization of the need for formal police training. Police, after all, possessed the lawful authority to take actions under color of law which would otherwise be violations of citizens' constitutional rights. These actions included affecting the compliance or physical custody of a person by force, up to and including deadly force. During the decades that followed, individual police agencies and states began implementing training programs for new police officers. These programs, and the institutions which administer them, are commonly referred to as police academies. In addition to the practical skills and competencies required for policing, most academies have added curriculum requirements addressing the societal responsibilities of the law enforcement profession, frequently termed "community-oriented policing".⁸

Procedural Justice, Then and Now. The basic concept of community-oriented policing is certainly not new, with its roots associated with Sir Robert Peel's leadership of London's Metropolitan Police Department in the 1820's. In the height of the 1970's movement towards the professionalism of American policing, the concept of "Cop-led Learning" was introduced. "This approach involves patrol officers analyzing encounters and developing alternatives that are designed to avoid needless mistakes and improve outcomes for policing and communities alike".⁹

Today, this focus on the way police interact with the public is called procedural justice. Procedural justice involves lawful, unbiased decision making by ethically motivated officers, who employ tactics which foster public trust by treating citizens with dignity and respect.

The Present-Day Police UOF Training Dilemma

The military-like evolution of police basic training is a natural product of the paramilitary culture of police organizations. For the most part, the training is straightforward, efficient, skills-based, and easily measurable

through observable performance standards. But in the last decade, police leaders like Director Sue Rahr (Ret.) of the Washington State Criminal Justice Training Commission, began asking:

*"Why are we training police officers like soldiers?" Although police officers wear uniforms and carry weapons, the similarity ends there. The missions and rules of engagement are completely different. The soldier's mission is that of a warrior: to conquer. The rules of engagement are decided before the battle. The police officer's mission is that of a guardian: to protect. The rules of engagement evolve as the incident unfolds. Soldiers must follow orders. Police officers must make independent decisions.*¹¹

The training of community-oriented-policing and procedural justice concepts associated with the role of guardian, however, is not entirely compatible with the prevailing paramilitary philosophy and culture of traditional police academies.¹² The result is a disconnect between procedural justice and traditional UOF training.

Recommendation

What is needed is a rethinking of the basic training requirements for police trainees, incorporating procedural justice as a guiding principle for UOF. Currently, most basic training programs operate on the premise that the trainee must demonstrate that they *can* use force, by meeting standards of skill and weapon deployment. However, trainees should also be required to demonstrate the ability to properly determine if and when force *should* be used, and what degree of force is necessary, situationally, and legally.¹³

I recommend that regardless of police trainees' abilities to use force, they must also demonstrate the ability, under realistic conditions, to consistently exercise prudent judgement in the decision of whether to use force or not, and when used, employ only the appropriate degree of force needed to accomplish their lawful duty.

Two Important Core Considerations for Leaders

Police leaders should direct and support effective changes to existing UOF basic training programs. To that end, leaders should use these two core considerations as a starting point in their efforts, applying what we know about the successful delivery of training to adults.

Consideration #1: Prioritize increasing quality of training, not just quantity. We must resist the allure of the idea that "more is better" just because it is more. This can be a challenge, especially when many of the external reform demands call for more training. One reason behind the demand for more training is evident in Figure 1.

Continued on page 42

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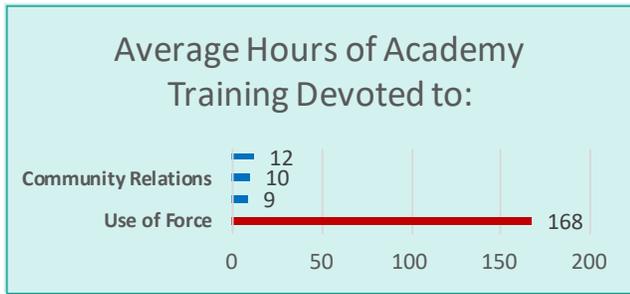


Figure 1: Average training hours devoted to four key topic areas. According to the Bureau of Justice Statistics (BJS) Census of Law Enforcement Training Academies (CLETA).¹⁴ (Reaves 2016, as cited in Lynch, 2018, p. 81)

On the average, over five times more academy training hours are spent on UOF than on the combined training content for topics more directly related to community-oriented policing and procedural justice. As a result, “the public misconceives police academy curricula largely devoted to causing harm and inflicting pain as simply good police training,”¹⁵ which normalizes a skewed view of the police as violent enforcers, not as protectors acting legitimately within the law.¹⁶

More procedural justice training is needed, but we need to be careful about when and how we add content. Because the academy is already demanding for trainees in terms of the volume of information presented in a relatively short period of time, we need to be mindful and strategic in our efforts to support more effective learning.

We know that one way to reduce content overload for adult learners is to present relevant concepts first, before teaching and practicing the related processes and skills.¹⁷ Applying this strategy to the academy, we should first establish a foundational basis of procedural justice principles early in the training curriculum before any of the skills or advanced topics that we expect to be used within that context. Once the general context of procedural justice is established, subsequent topics may be presented as they relate to that context, creating a theme or common element.

Thorndike and Woodworth’s “identical elements” theory in adult learning suggests that learning transfer can be enhanced when teaching near-transfer (similar) knowledge and skills.¹⁸ Many academy classroom topic areas like problem solving, community relations and conflict management are considered “soft skills” in law enforcement; each with procedurally just outcomes as a common desired end result. Establishing and maintaining the theme of procedural justice during training will enhance trainees’ capacity for learning transfer in these topics.

We want trainees to experience learning a concrete centralized guiding principle (procedural justice) from the perspective of various topics – not a multi-

tude of topics with a tenuous connection to an abstract theory.

Teaching important relevant concepts and topics from the start and tying them together using procedural justice as the guiding principle, is far more effective than simply “retrofitting” new content into the existing training. It helps us avoid overloading our trainees and provides essential context for this and subsequent learning.

Consideration #2: Cultivate mental models based on procedural justice. With adult learners, we know that “if general principles can be taught and sufficiently robust mental models formed, these can be applied to job problems beyond those practiced during training.”¹⁹ An introduction to procedural justice principles for academy trainees, reinforced by the progressive formation of mental models as training progresses, will equip new officers with the decision-making skills necessary for the lawful and appropriate application of UOF in the field.

Mental models can be described as frameworks of thought upon which police officers build their decision-making habits and their performance responses to the various problems they encounter. Academy training must support procedurally just frameworks to promote desired post-training outcomes.

Every academy’s training content and activities will undoubtedly include increasingly more moderate and far learning transfer topics (less similar concepts). Preserving the established procedural justice context is essential. Specifically, as trainees progress to scenarios involving citizen interactions, conflict, management of dynamic and potentially violent situations, and use of force, the training program must facilitate deliberate connections to, and trainee recalls of, the established foundation of procedural justice learning.

Research indicates that police trainees achieve more procedurally just outcomes during training when they are less focused on the choice and deployment of a skill or weapon and more focused on using their discretionary thought processes and communication skills to mitigate increasingly challenging realistic scenarios.²⁰ They are neither hesitant or any less proficient in the UOF when necessary, and their uses of force are consistently more appropriate for the context of the training scenarios.

There is a growing availability, thanks to augmented and virtual reality technology, of cost-effective methods of delivering standardized (gradable) dynamic UOF training simulations. In combination with traditional live actor scenario training (which trainees consider more realistic and beneficial),²¹ I recommend academies establish measurable performance objectives, required for successful academy graduation, involving

appropriate deployment of UOF, including deadly force; (2) the capacity for adaptive appropriate UOF decision making under realistic dynamic conditions (escalation and de-escalation, beyond the standard “shoot/don’t shoot scenario); and, (3) the ability, in every scenario, to properly explain their UOF decision, verbally and/or in writing (department UOF report), based on department policy, legal authority and the procedural justice outcome.

The main training outcome is for trainees to integrate procedural justice as a guiding principle of their UOF mental models for managing potentially violent encounters.

Conclusion

Police leaders have an awesome responsibility to guide their officers in providing the best police services possible to their communities in dangerous and uncertain times. Among leaders’ recent concerns are the many mandates and calls for police reforms regarding UOF by officers. “Reformers” have little idea of the difficulties involved with the implementation of change in police agencies; however, given numerous incidents of police use of excessive force around the nation, their concerns are valid. Police leaders cannot, and should not, fail to respond to the general public’s growing concerns about the conduct of the officers under their command.

Fortunately, an opportunity exists for chiefs, sheriffs, and other law enforcement leaders to begin to address the concerns of the public, while also providing each new officer with a solid foundation for community-oriented policing at the very start of their careers. By enacting departmental changes to basic training, and leveraging their regional professional associations and memberships on boards and commissions of academies and training, proactive leaders can influence the incorporation of procedural justice into basic UOF training programs. Using the recommendation and considerations presented in this paper, leaders can begin the process of training officers to better manage potentially violent situations, while minimizing the chances of tragic and unnecessary outcomes.

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For An Instructor?



IADLEST Certified Instructors

IADLEST has an International (IICI) and a National (INCI) Certified Instructor Program. Instructors complying with IADLEST's strict standards are recognized as being some of the best instructors teaching law enforcement officers. Their topics are varied and we are sharing information about the topics they instruct with you, if you need a quality instructor to teach at your academy or conference. [Click here](#) to find instructors who teach the topics below. [Click here](#) to see INCI instructor biographies and contact information. [Click here](#) to see IICI instructor biographies and contact information.

IICI & INCI Instructor Fields of Expertise

- Active Shooter
- Anti-Terrorism
- Autism Awareness
- Background Investigations
- Communications
 - Media Relations
 - New World CAD System
 - Motorola APX 7000/7500
- Community Policing
 - Implicit Bias
 - Community Engagement
 - Police/Youth Interactions
 - Impact of Trauma on LE & Community
 - Strategic Planning
 - Procedural Justice
- Corrections
 - Subject Control
 - Jail Operations
 - Inmate Manipulation
- Courtroom Security
- Courtroom Testimony
 - Avoiding Brady/Preparing for Defense
- Criminal Investigation
 - Informant Management
 - Investigative Case Management
 - Genetic Genealogy for LE
- Crisis Intervention (CIT)
- Cyber Security
- DDACTS
- De-Escalation
- Defensive Tactics
 - Tactical Close Combat
 - Arrest and Control
 - Israeli Defense System
 - Weapon Retention
- Digital Forensics
- DRE/SFST
- Diversity and Inclusion
- Emergency Management
 - Explosives
 - HAZMAT
 - Educational Facilities
- Emergency Medical Training & TCCC
- Ethics
- EVOC
 - General
 - Motorcycle
 - Public Safety Cyclist
 - FTO EVOC Instructor
- Excited Delirium Response
- Executive / Dignitary Protection

IADLEST Certified Instructors

Fields of Expertise (Continued)



- Field Training Instructor
 - Basic FTO
 - Advanced FTO
- Firearms
 - Range Safety
 - Executive Protection
 - Chemical Weapons
 - Vehicle Close Quarter Battle
 - Taser
- Forensics
- Gangs
- Homeland Security
- Incident Command
- Internal Affairs Investigations
- Interview Interrogation
- Instructional Systems Design
- Instructor Development
 - General
 - FTO Program Supervision
 - FTO Program Design
- K-9 Tactics
- Leadership
 - Team Management
 - Developing Women Leaders
- Legal Aspects of LE
- Less Lethal Weapons
- Mental Illness
- Officer Survival
- Officer Wellness
 - Stress Management
 - Emotional Intelligence
 - Resiliency for Female Responders
 - Resiliency and First Responder Culture
 - Guns and Yoga
- Organizational Development
- Patrol Tactics
 - Interaction with Youth
- Physical Fitness
- Recruitment and Retention
- Report Writing
- Risk Management
- Search and Seizure
- Security Management Training
- Scenario/Reality-Based Training
- School Resource Officer Training
- Simulator Training
- Social Media Investigations
- SWAT
- Tactical Social Interaction
- Traffic Safety
- Use-of-Force
 - Force Investigations
 - Human Factors & Dynamics
- Vehicle Traffic Stops
- Workplace Harassment Prevention

For information on INCI and IICI instructor names, biographies and contact information.

[Click here.](#)



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

IADLEST is a strategic partner with the BELOW 100 Program, and we encourage every academy training facility to embrace the training concepts of Below 100 into the basic and in-service training courses provided to law enforcement officers.

For more information about Below 100, go to their website at: <https://www.below100.org/>

IADLEST Use-of-Force Policy Certification

Through Presidential Executive Order 13929, the U.S. Attorney General, allocated the Department of Justice discretionary grant funding only to state, local, tribal, and university or college law enforcement agencies that have obtained (or are in the process of seeking) credentials certifying that they meet certain mandatory and discretionary standards for safe policing, to be set by the U.S. Attorney General.

The U.S. Attorney General has released a guidance document titled Standards for Certification on Safe Policing for Safe Communities to inform law enforcement agencies and approved credentialing bodies of these requirements. The guidance document is available online at [Executive Order on Safe Policing for Safe Communities](#). Within the guidance document, there are two Safe Policing Principles that Independent Credentialing Bodies Must Consider When Assessing Certification of Applying Law Enforcement Agencies:

Adherence to Applicable Laws: The applying agency maintains use of force policies that adhere to all applicable federal, state, and local laws.

1. Prohibition of Choke Holds: The applying agency maintains use of force policies that prohibit the use of choke holds, except in situations where the use of deadly force is allowed by law.

Within the guidance document, there are also additional Safe Policing Principles that Independent Credentialing Bodies Should Consider When Assessing Certification of Applying Law Enforcement Agencies. Note that the following principles are not required for agencies to be certified as eligible for DOJ funding. While these principles are not required, credentialing agencies should consider whether the applying agency incorporates the following safe policing principles within its policies and procedures:

Use of Force and De-escalation Techniques

- Termination of Use of Force Policies
- Duty to Intervene Policies
- Training Protocols on Use of Force and De-Escalation
- Appropriate Medical Care Policies
- Warn Before Shooting Policies
- Shooting at or from a Moving Vehicle Policies
- Warning Shots Policies
- No-Knock Warrant Policies

Performance Management Tools

- Early Intervention Systems policies, procedures, and training protocols
- Hiring of Personnel policies, procedures, and training protocols

Community Engagement

- Community engagement plans that address the particular needs of the community

For states without state-level accrediting organizations:

In most cases, state-level accrediting organizations will perform the review of documentation to determine compliance with the standards.

However, agencies in the states of **Alaska, Hawaii, New Mexico and West Virginia** may submit the application and the documentation supporting compliance to IADLEST here:

[IADLEST COMPLIANCE SITE](#)



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In a recent article, the author, a police academy instructor, wrote, “*I am an actress. My stage is my classroom.*” The line from the author struck me curiously, as I remembered earlier days leading academy students through their compulsory minimum training. While contemplating on her statement more, I remembered techniques I used to employ into lessons to bring about learning that was interesting, realistic, fact-based, unique from other instruction provided, and that students would remember long after their graduation.

As instructors, we all carry memories of certain instructors we’ve sat before, that had a certain aura or persuasion in presenting lesson material that we’ll never forget. They were those unforgettable role models that could bring lessons to life, by the teaching techniques they used during their instruction. Some unique, some inspirational, some with a passion for the topics they taught that left indelible impressions on their audiences.

So, here are some ideas captured from some of the best instructors that have presented before me, that I want to share as instructional tips for you.

The strength of your conviction towards your subject.

If you’re going to be a meaningful instructor, you have to be passionate about the topic you teach. You stand before the class to help them learn and, in some cases, to reinforce the learning students have already taken, but need refresher training to maintain their knowledge and skills. Teach with exuberance and enjoy the opportunity to be before your fellow professionals.

Invest in your lesson plan.

Write your lesson well, as if you were going to teach those you love and care about, the critical lessons of life. That may sound a little bit over-dramatic, but that’s what makes good instruction. Don’t just design a bullet-noted lesson. Fill the lesson and the learning points with well-explained dialog on the teaching points to be made. If you are able, include several examples that you might use to explain concepts or procedures. Even if you don’t use them all, if necessary, you’ll have a plethora of knowledge that can be readily accessed to relate to your students. Remember, what you put in your lesson plan may be evaluated, in some later court case, where the information may determine adequate or inadequate training.

Don’t rely on just one teaching methodology.

Lecturing in the classroom has always been tedious for students. Instruction should take on multiple dimensions. Methodologies used by instructors to provide truly meaningful learning experiences, should vary.

While lecturing always occurs, training should be a mixture of learning styles to ensure students understand the information. Use of different teaching tools should always be encouraged, such as: games or problem exercises that stretch critical thinking skills through individual/group exercises; and/or integrating examples by means of video or animated visuals that depict points you want to emphasize; as well as demonstrations, if applicable.

The Internet can provide instructors with many learning tool samples or products that can be developed into your learning scheme. They can add value to your presentations, though some may have fees attached to them.

Knowledge of resources.

Your ability to present and/or reference additional information on the subject your teaching and impart upon students, is another benefit of good instruction. By providing samples of relevant materials on your topic, you give the student another perspective that adds credibility to what your teaching. If teaching a multi-day course, include a required reading assignment to be discussed the next day, that either emphasizes or introduces a topic of discussion to lead with the next day. This will provide you with an idea of which students want to excel in the training.

Also, by including something from the reading material in your post-course evaluation (testing) process, you demonstrate the importance of the assignment to overall training success. By referencing additional source materials, you provide the opportunity for students to enhance their knowledge of the training.

Continued on page 50

Quizzes, handouts, assignments and preparing for final testing.

All training should include a method to evaluate the training provided to students. Recruits and officers attend training to meet state training mandates, individual career development or department needs. All of these reasons should embrace knowledge of the return of investment (ROI) for the attending training. Why should we calculate the ROI of training? The answer is, to understand two broadly similar questions; (1) did the trainee gain new knowledge and skills so they can increase the efficiency and effectiveness of their policework; and (2), can we measure the cost of the training against the benefits to both the individual and the organization. To put it in other words, ROI can be used to justify the expense of a training course, compare the effectiveness of learning value of one training course to another; and measure whether the officer trained actually put forth the effort to meet expected outcomes of the training for the department.

One common method to determine ROI of training, is to conduct a final test or quiz, utilized by the instructor and/or academy, to measure the training's effectiveness upon learning retention. Students retain learning by placing emphasis on key learning points. You can do this, by giving students opportunities to answer focused questions after you've taught an important learning concept. You can do this verbally, or by using other learning tools. One method is to include quiz questions into your PowerPoint presentation in convenient slides, usually at the end of a slide series or at intermediary discussion points. One or two questions are usually sufficient to emphasize important items in the training.

Assignments using multiple choice or true/false questions, fill in the blank, or short answer essay responses also lend emphasis to coursework—as we all know. However, you should lend importance to these assignments by addressing them once they are due for class. Don't just have the students turn in the assignment, have them share their assignment work with another student, who will then grade assigned work as you discuss the correct responses. Only at that time, will you gather the work for recording. Everything you assign a student, should be graded and recorded as part of the training record.

Before final course testing, you might include a team exercise to emphasize key learning points—a game of Jeopardy is one of my favorites. Trivia, Family Feud and Wheel of Fortune are other gaming tools that can be useful to the learning experience. All can be found on the Internet, but are examples of gaming training tools that may require paying a fee to implement into your coursework—though they can have lasting advantages for the instructor and students as well. However you decide to prepare students for their course testing, make it meaningful.

Every instructor should want what they teach to mean something to the students attending training. Why else would you consider becoming an instructor? Consider these tips, and if you're not using them—think again.

Also, learn to read more. Every article you read regarding instruction, can benefit your instructional development—either by learning new ideas or remembering information that you once learned, but forgot. You can always become a better instructor.

N.A.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](#)



International Association of Directors
of Law Enforcement Standards and Training

IADLEST

Products and Services



Nylon Windbreaker
\$40.00



Turquoise Polo Shirt with
IADLEST Logo
\$35.00



Black Polo Shirt with IADLEST
Logo
\$35.00

INCI Logo Shirt



National Certified Instructor
Logo Shirt
\$35.00

Reciprocity Handbook



Reciprocity Handbook
\$39.00

Military Police



Reciprocity Handbook
(Military)
\$39.00

These and more IADLEST products can be found at:

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

Developing Academy Recruits With Critical Thinking Skills

Law enforcement officers are challenged with many situations that are abnormal to the rest of society. Some of the encounters involve people who don't necessarily think in the same manner as the general population. As academy instructors, your goal is to create a learning environment that causes police recruits to engage in critical reflection and evaluation of existing information, and to draw outcomes based upon a collection of hypothetical, scenario-based evidence. This means your recruits will study, in an in-depth manner, the facts as they are presented, to derive a logical conclusion that is fact-based, probable, and within the law. This becomes the outer shell of critical thinking, that can aid an officer when working the streets and confronted with seemingly difficult encounters.

If we examine the meaning of "critical thinking," we find it involves reasonable and reflective thought, analysis, evaluation, and processing complex ideas that could lead to a logical conclusion. It goes beyond a recruit's offering an opinion to the outcome—it engages and cultivates recruits' thinking skills, by prompting them to provide rational justifications and well-founded explanations of their conclusions.

Critical thinking skills will benefit recruits throughout their careers, in many different ways. Some of the most common benefits involve competence in analyzing, reasoning, problem solving, evaluating and decision-making. All which can be used in the officer's professional and personal life.

Instructors can develop critical thinking skill in recruits by involving recognized research in their responses to recruits. By demonstrating how effective research-

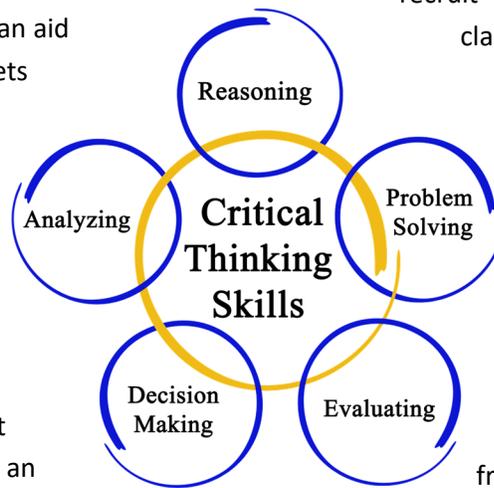
supported replies are to recruits, you set the example and drive opportunity for recruits to see how a reflective, evaluated response is generated. The works published by the National Institute of Justice or Police Executive Research Forum are excellent resources for examining research-based articles. Also, the instructor can require recruits to engage in mandated reading assignments, that will be discussed during a following meeting of the class and may also be included into the exams or quizzes recruits have to complete.

Another typical tactic to develop recruits critical thinking skills, would be to ask the class a question and then probe each recruit's response to the question. This can be accomplished by asking the recruit for a more detailed account or clarification of the point being made by the recruit, or to provide a simple justification of his/her response.

Still, another approach to developing critical thinking skills would be to solicit an opposing view from another recruit, or to engage in a "point-counterpoint" exchange from a collection of the class members; and then survey their agreement or disagreement to the initial response that had been provided to the class.

Anytime an instructor can generate deep class discussion on course subject matter, it becomes useful in developing critical thinking skills. It just takes a little more thought on the instructor's approach towards delivering the learning material.

By implementing critical thinking discussions into your course or academy, you will have given your officers a tool to help them think and draw better conclusions. And, maybe, they will become better communicators from the lessons you've taught.





COPS

Community Oriented Policing Services
U.S. Department of Justice



Every Officer A Leader

Today, the role of police is evolving to encompass broader areas of influence, from local community problems to global issues. The impact an officer can have on a community goes far beyond arrest and prosecution of criminals. The focus has become more on change leadership, change management, public trust, competence, problem solving, analysis, and collaboration among community groups and other police agencies. Police work and responsibilities are thoroughly viewed under aspects of legitimacy. There are close links between these kinds of requirements and high expectations from the public whose police service - both the whole organization and the individual officer - should have a problem-oriented approach, act in accordance with the situation, in an anticipative, competent way and with a sense of social responsibility. A common refrain found in the research and practice is that leadership competence - as opposed to incompetence - is necessary. One powerful way to prevent inefficient management and ineffective leadership from occurring at the supervisory and managerial levels is to instill leadership competence as a required competency in front line officers, so that when they are promoted, they already have been developing their leadership capacity for years. In some recruit training programs there is a brief self-awareness and interpersonal-relations focus, but none have specific education and competency-based training in self-management, social and emotional intelligence skills, and team and organization development skills that are necessary for success in the very complex job of police leadership at any rank.

In cooperation with the International Academy of Public Safety, IADLEST has developed the specific curriculum and tool kits to fill gaps. It is

called "Every Officer is a Leader". The curriculum has been established for direct delivery to line personnel, executives and a train-the-trainer. Each class will be 2 days in length: a 2-day Executive course, a 2-day Train-the-Trainer Course, and 2-days for Line Officers. The courses will be presented consecutively (i.e.: 6 days in a row), so Executives can take the course that promotes the ideals and goals of the training so that management understands the shift in philosophy, then the Train-the-Trainer course, so that Executives or their trainer designees can receive the materials to each the Line Officer course (for further sustainability at their agencies). The trainers will co-instruct and practice teach the Line Officer Course.

Classes are grant-funded through the COPS Office, so there will be no cost to participants. At this time, IADLEST has the following courses scheduled for the Fall of 2021.

- **October 24-25, 2021, Maryland Police Training Commission, Sykesville, MD, Executive Training**
- **October 26-29, 2021, Maryland Police Training Commission, Sykesville, MD, Train-The-Trainer**
- **October 28-29, 2021, Maryland Police Training Commission, Sykesville, MD, Line Personnel Training**

The classes may also be presented for a fee at your location. If your agency is interested in being a host for one of these events, please contact: Mark E. Damitio, Grants and Accreditation Manager, IADLEST, at: markdamitio@iadlest.org

Exclusive Benefits for IADLEST Members



Columbia Southern University is particularly beneficial to professional adults looking to return to college to complete a degree or start on a new one. We are 100% online, with flexible and affordable degree programs, which include degrees in Criminal Justice, Homeland Security, Information Systems Security and Emergency Services Management, to name a few.

Benefits to IADLEST Members include:

10% tuition discount – this discount applies to each member’s spouse and children also. Exclusive scholarship opportunities. Application for admission at no cost.



Founded in 1935, Justice Federal Credit Union is chartered to serve the men and women of the Department of Justice and the law enforcement community, and their families. We are a non-profit cooperative financial institution dedicated to fulfilling the financial needs of our Members throughout their life stages.

We offer low interest rate loans and competitive deposit rates. The National Credit Union Association, a division of the U.S. Government, federally insures savings up to \$250,000. As a Member, you can bank anywhere, anytime. Deposit checks in a snap remotely, pay bills electronically, or transfer funds easily with digital banking. You can also visit one of our [20 Branches](#), over 1,000 Shared Branches, or over 131,000 surcharge free ATMs nationwide.

We welcome you and your family to join Justice Federal. A \$5 deposit to a Share Savings Account is required to establish membership and begin to enjoy your many benefits. To join, simply visit [jfcu.org](#).



NORTHCENTRAL
UNIVERSITY

Northcentral University is the premier nonprofit provider of online graduate education for adults.

The flexibility of online learning makes it ideal for working professionals. No need to miss work for classes – you complete your readings and assignments when it works for you. You can overlap courses to complete your program faster or take one course at a time.

Our online experience is unlike any other. At Northcentral, you will interact one-on-one with your professors, receiving meaningful feedback and direction on assignments and research projects. Every program, except for Marriage and Family Therapy, is 100% online, meaning you'll never have to commute or travel for classes. With no group assignments, you schedule your studies around your time and no one else's.

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 the opportunity to earn a quality online master’s or doctoral degree from Northcentral University at a preferred tuition rate that is 25% less than the current published tuition rate*. Please visit <https://www.ncu.edu/iadlest> to start on your education journey. [Why NCU?](#)

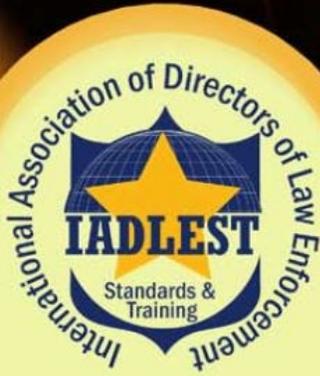


Partner Plus provides access to 80+ regionally-accredited and not-for-profit universities, with 900+ degree program options. When you register interest, you're matched with a personal coach who will guide you

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. Access to our exclusive portal where you can compare and select the degree program that fits your need. Ongoing support from your personal success coach.



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 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

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 advertise a specific product or service. However, we do accept advertising.

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.

Authors should support their articles with accurate, concise, and appropriate details, providing sufficient background information, detailed explanations, and specific examples. Source citations must accompany facts, quoted or paraphrased ideas or works, and information generally not well known.

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:

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