

Standards & Training DIRECTOR Magazine



December 2022

Building Leaders at Every Level: Teaching Strategic Communication with an Evidence-Based Approach



IADLEST Association Spotlights

Clarifying Misrepresentations About Law Enforcement
Interrogation Techniques: Part II

Misconceptions of Using the Adult Learning Model in
Police Academies

This page. Your ad. Contact us today.

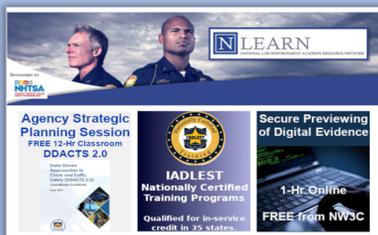


IADLEST Rate Card

NLEARN

- Distributed to over 10,794 police instructors, academy directors & personnel, patrol officers, prosecutors, military, etc.
- Distributed weekly
- Free resource for America's police and sheriff's, academy directors, managers, coordinators and trainers
- National forum for sharing of ideas, methods, materials and best practices
- Direct links to any landing page from your website
- Your company creates the ad and can make editorial changes as needed for the duration of your package

Ad Size	1x Rate	Monthly Rate	12 Month Rate (52 Eblasts)
		(5% Savings)	(10% Savings)
Box size (0.617 Wide x 0.733 High)	\$300	\$285/ Week	\$270/ Week



MAGAZINE

- Distributed to over 37,186 law enforcement officers nationwide
- Distributed quarterly
- Standards and Training focused
- All magazine issues are continually available on the IADLEST website
- Ad's must be submitted prior to deadline

Ad Size	1x Rate	2x Rate	3x Rate	4x Rate
Discount applies when 4 are purchased at the same time.				(5% Savings)
Full Page (10" x 7.5")	\$2000	\$2000	\$2000	\$1900
Half Page (10" x 3.4" Vertical or 5" x 7.5" Horizontal)	\$1100	\$1100	\$1100	\$1045
Quarter Page (10" x 1.9" Vertical or 2.4" x 3.875" Horizontal)	\$650	\$650	\$650	\$617.50



Contact us: 208-288-5491
or
thomas@iadlest.org

Contents

December 2022 | Volume 2, Number 4



Standards & Training Director Magazine

ARTICLES

**10 Building Leaders at Every Level:
Teaching Strategic Communication
with an Evidence Based Approach**

By Colin May

**26 Clarifying Misrepresentations About
Law Enforcement Interrogation
Techniques: Part II**

By Joseph P. Buckley

40 Thinking Like A Writer

By Dr. Jean Reynolds

**42 Misconceptions of Using the
Adult Learning Model in Police
Academies**

*By Dr. Michael Schlosser
Joseph Gallo, and
Tod Myers*

**46 Research Based Teaching and
Learning Techniques**

By Dr. Matthew Loeslie

FREE WEB EVENTS

19 Creating Analytical Capacity

33 Problem Based Learning

49 Instructor Development

64 DDACTS 2.0

66 Crime Analysis

SPECIAL FEATURES

2 IADLEST Executive Board

**4 Executive Director's
Message**

**5 Additions to IADLEST
Staff**

**6 Changing Roles With
IADLEST Staff**

**6 The Goals and Objectives
of IADLEST**

7 IADLEST Spotlights

8 Business Notes

**9 The IADLEST 2023
Sourcebook Project Is
Underway**

**16 Dubai World Police
Summit**

**22 Press Release: Human
Trafficking Curriculum**

**24 In Memory of Thomas
Roy McDowell**

**34 The Frontline: Interview
With Dr. Nassar**

**37 IADLEST/LAPSEN Certified
Youth Instructor**

**38 Get Published with
IADLEST**

**59 IADLEST National and
International Instructor
Certifications**

Cover Design:

The front cover was designed and developed using licensed material from Adobe Stock.

This is an official publication of the International Association of Directors of Law Enforcement Standards and Training.

Copyright © 2022

International Association of
Directors of Law Enforcement
Standards and Training.
Second Volume

All rights reserved.

No part of this magazine may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems without permission in writing from the IADLEST, except by a reviewer, who may quote brief passages.

IADLEST, December 2022.

Prepared by:



Research and Training, LLC
Meridian, Idaho 83646

Editor: William Flink

Photographs: Under license of
Adobe Stock or submitted by
members or contractors of
IADLEST.



IADLEST Executive Board

The 2022-2023 IADLEST Executive Board members are the elected leaders of the association. Elections are held during each annual IADLEST Conference. Terms of office vary in order to keep the Board's IADLEST knowledge and project supports continuous. The Executive Board plays a major role in providing advice to the operations of IADLEST, Executive Director, and the fiduciary responsibilities of the organization.

NATIONAL REPRESENTATIVES



ERIC BOURGERIE

PRESIDENT

Colorado Peace Officer Standards & Training Board



MIKE AYERS

1ST VICE PRESIDENT

Georgia Peace Officer Standards & Training Council



CHRIS WALSH

2ND VICE PRESIDENT

Wyoming Peace Officer Standards & Training



TREVOR ALLEN

TREASURER

North Carolina Criminal Justice Education & Training Standards



STEPHANIE PEDERSON

SECRETARY

Wisconsin Department of Justice Training and Standards Bureau



KIM VICKERS

PAST PRESIDENT

Texas Commission on Law Enforcement— Retired)

Assisting the National Representatives of the Executive Board, Regional Representatives were created to support the association. Within the United States there are five regions that comprise a group of states, territories and districts. Additionally, there is the International Region that represents all national law enforcement standards and training directors from countries outside the United States, and a Federal Representative that represents all U.S. federal law enforcement agencies. Regional Representatives provide a voice for their

agencies, states or countries, and carry information between the region members and the National Representatives to inform, disseminate, survey, comment and report.

REGIONAL REPRESENTATIVES



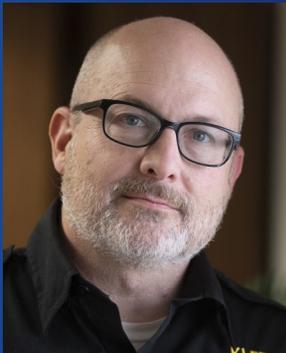
JOHN SCIPPA
NORTHEASTERN REGION
New Hampshire Police Standards &
Training Council



GLEN HOPKINS
SOUTHERN REGION
FLORIDA DEPARTMENT OF
LAW ENFORCEMENT



AMANDA YARBROUGH
CENTRAL REGION
Arkansas Commission on Law
Enforcement Standards & Training



DARRIN BECK
MIDWESTERN REGION
Kansas Law Enforcement
Training Center



MATT GIORDANO
WESTERN REGION
Arizona Peace Officer Standards and
Training Board



JOSEPH TRINDAL
INTERNATIONAL REGION
International Criminal Investigative
Training Assistance Program



CHARLES "SKEET" BREWER
FEDERAL REPRESENTATIVE
Federal Law Enforcement
Training Center

Message From The Executive Director

First, with the holiday season upon us this month, we wish all our IADLEST members Happy Holidays! We hope this year's season fills you up with the things that mean most to you and energizes you for a happy and healthy new year. Season's greetings!



Mike Becar

We would also like to remind you that the Winter Executive Board Meeting will be held in conjunction with the National Sheriff's Association Winter Conference on February 5, 2023, from 9 am to Noon at the J. W. Marriott Hotel, 1331 Pennsylvania Avenue NW, in Washington D.C.

In this edition of *Standards & Training Director Magazine*, we've loaded the content with several articles we believe you'll find interesting. We are focusing on themes that we hope will be shared with instructors teaching for your POST or academy.

The articles we direct you to include an article from Colin May, *Professor of Forensic Studies at Stevenson University*, who shares his thoughts on *Building Leaders at Every Level: Teaching Strategic Communication with an Evidence-Based Approach*. Then we have the Part II of *Clarifying Misrepresentations About Law Enforcement Interrogation Techniques* by Joseph Buckley of John E. Reid and Associates. This second installment from Mr. Buckley discusses the three errors that lead to false confessions.

Dr. Michael Schlosser, Director of the University of Illinois Police Training Institute, presents *Misconceptions of Using the Adult Learning Model in Police Academies*, focusing on critical thinking and adult learning concepts. Also, we feature Dr. Matthew Loeslie, assistant professor at the University of Minnesota Mankato, with his article for instructors on *Research-Based Teaching and Learning Techniques*.

Dr. Jean Reynolds, Professor Emeritus at Polk State College in Florida, continues to provide excellent insight into police writing skills with *Thinking Like A Writer*.

Finally, *The Frontline* interviews Dr. Nassar Nassar of Savant Learning Systems Inc. and Virtual Academy to discuss his views on learning, IPAC, and technological support of the accreditation of academies and agencies through IADLEST.

We hope you will enjoy reading the information presented in this edition and that it will benefit your efforts toward enhancing law enforcement standards and training.

ADDITIONS to IADLEST's Staff

Laurie Jackson, IADLEST Conference Coordinator



Laurie Jackson joined the IADLEST team in 2022 as Conference Coordinator. In addition to a decade of administrative service with the Pflugerville ISD, Laurie served for over 14 years with the Texas Commission on Law Enforcement (TCOLE). She served as a liaison between TCOLE and law enforcement agency representatives throughout Texas. Laurie became the executive assistant to the executive director where she regularly facilitated the interactions among the state commission representatives and TCOLE administration. Over the past several years, Laurie volunteered for important roles as a part of annual IADLEST conferences. Laurie believes in the power of collaboration founded in dignity and respect for new ideas and helping others in the process.

Carl Rishem, IADLEST Colombia Project Manager

Carl Rishem is IADLEST project liaison with Colombia's National Police. Carl leads the project from his office within Colombia. The project is a cooperative effort with the U.S. Department of State and is designed to develop a police standards center for the Colombian Police. Carl formerly worked for the U.S. Department of Justice's ICITAP program before his employment with IADLEST.



Jana Kemp, IADLEST IPAC Facilitator



Jana Kemp serves as an IADLEST facilitator for IPAC and a content editor for IADLEST publications. Jana's private business, *Meeting & Management Essentials*, provides workshop, facilitation, and conference speaking services. Jana has presented before United States and with international audiences. She is a 2002 graduate of Idaho POST; and while never becoming a sworn officer, she has worked with law enforcement agencies and POST councils since 2003. Jana facilitated curriculum projects for Idaho POST and for IADLEST. Jana's project work with IADLEST began in 2009 and included a presentation of findings in Washington, D.C. to NHTSA.

Thomas Ridgwell, IADLEST Sales & Marketing Manager

Thomas Ridgwell joined the IADLEST team as our Sales and Marketing Manager. Thomas brings his years of experience in product development, promotion and optimization to help members and co-sponsors get their messages out to law enforcement through IADLEST's content resources. Thomas brings significant knowledge and experience in marketing to assist other IADLEST staff in presenting their programs in a beneficial way for the association.



Changing Roles Within IADLEST's Staff

In our effort to expand our services to the IADLEST membership, we are announcing two staffing changes to our existing programs and introducing you to the direction where staff will be engaged.



Beginning December 2022, Kelly Alzaharna, who had been working as a facilitator with the IPAC Project, will be taking over IADLEST National and International Instructor Certification Programs. Kelly can be contacted at kelly@iadlest.org.

William Flink, who had managed the Instructor Certification Programs the past four years, will be moving to manage our efforts to produce a new 2023 IADLEST Sourcebook Project, as well as continuing as Editor of the association's magazine and duties as IADLEST Historian.

THE GOALS AND OBJECTIVES OF IADLEST

(From Article 2 of the IADLEST BYLAWS)

2.1 The mission of IADLEST is to research, develop, and share information, ideas, and innovations which assist states in establishing effective and defensible standards for employment and training of law enforcement officers; and in those states where dual responsibility exists, corrections personnel.

2.2 Focus: IADLEST is an Association of standards and training managers and leaders. Its primary focus is criminal justice standards and training as they relate to law enforcement and, where appropriate, corrections personnel. To the extent this focus and the values promoted thereby can be furthered and shared, all training professionals are welcome as members.

2.3 In furtherance of the mission and focus of IADLEST, the Association and its activities shall accord the following objectives:

2.3.1. To conduct conferences and professional activities on a regular basis and to encourage communication among the various members;

2.3.2. To provide a clearinghouse of information regarding training, grants, research projects, programs, and instructor development for law enforcement or other criminal justice personnel;

2.3.3. To serve a liaison role with federal agencies responsible for planning, developing, and implementing programs which relate directly or indirectly to the training needs of law enforcement

or other criminal justice personnel;

2.3.4. To serve a coordinating role with other national and international law enforcement Associations, the United Nations, and other nations, for the productive exchange of information regarding law enforcement training programs or the delivery of law enforcement services;

2.3.5. To recommend and assist in the development and implementation of instructor training programs for law enforcement personnel;

2.3.6. To provide a forum for the exchange of information among the states and foreign countries regarding law enforcement training programs, standards, and research projects of common interest and benefit, to the extent such exchange does not compromise the national security of the United States;

2.3.7. To provide a clearinghouse of information regarding police litigation and Supreme Court and appellate decisions affecting law enforcement;

2.3.8. To support research and development, and assist in the implementation of standards for the programs and administration of criminal justice academies;

2.3.9. To provide and coordinate technical assistance to any IADLEST member upon request.

IADLEST Spotlights

IADLEST EXECUTIVE BOARD MEETING

Sunday, February 5, 2023 – 9:00am to Noon

Washington J. W. Marriott Hotel, 1331 Pennsylvania Avenue NW, Washington, D.C.
during the National Sheriff's Association Conference

Colombian National Police Social Media, November 28, 2022

In cooperation with the U.S. Department of State, Bureau of International Narcotics & Law Enforcement Affairs, IADLEST has established an office in Colombia to assist the Colombian National Police establish a police standards center.

The @PoliciaColombia historically becomes the first Police in South America with a standards center and has the technical advice of @iadlest #DiosYPatria #EsUnHonorSerPolicia



https://twitter.com/EstandaresPonal/status/1597988245920681985?t=nf8yRsMPDyt-_gz6koDdYQ&s=08

More IADLEST Spotlights are found on pages 52-57.



BUSINESS NOTES

IADLEST Colombian National Police Standards Center Project

From Carl Risheim: As many of you are aware, IADLEST is assisting the Colombian National Police with the development of a National Standards Center with an emphasis on developing minimum standards and certifying the competency of police officers in the following areas:

- Human rights
- Use of force
- Citizen Attendance – Response to Citizens
- Police procedures
- Physical Fitness



The Standards Center requirements under the law are formidable, considering the high number of police officers that will undergo this validation process which encompasses approximately 170,000 officers nationwide. Fortunately, the established timeline allows for the first validation to begin in 2026 with approximately 16,000 police cadets, and the following year another 68,000 Police officers. Unlike a US POST organization, the Standards Center personnel must validate the officer's competency through a knowledge test and subsequently by the police officer demonstrating competencies in each area in a practical exercise.

The Standards Center asked for IADLEST assistance in obtaining any type of competency score sheets/checklists, procedures that US police academies and/or FTO programs might use during and after training to determine if a police cadet has the requisite competencies to be certified as a police officer. "Is the scoring pass/fail or weighted in any manner," are questions they ask. Any validation information that you can share, and specifically for any of areas which they must certify personnel is appreciated. Should you have any questions/comments/suggestions, please don't hesitate to reach out to me. Email: carlrisheim@iadlest.org. It will be very helpful to receive information soon.

DDACTS 2.0 Webinar Series



**Visit our
webpage to
learn more &
register**



The IADLEST 2023 Sourcebook Project Is Underway

The mission of IADLEST is to research, develop, and share information, ideas, and innovations which assist states in establishing effective and defensible standards for employment and training of law enforcement officers; and in those states where dual responsibility exists, corrections personnel.

In November, Executive Director Becar asked William Flink, member of the original IADLEST Sourcebook production staff, to lead the production of a new 2023 edition of the Sourcebook publication. Mr. Flink was part of the initial staff to the original Sourcebook project and later became the editor of previously released Sourcebook publications.

The purpose of the Sourcebook is to inform IADLEST members and others about the full range of activities associated with officer standards, training, certification, and licensing.

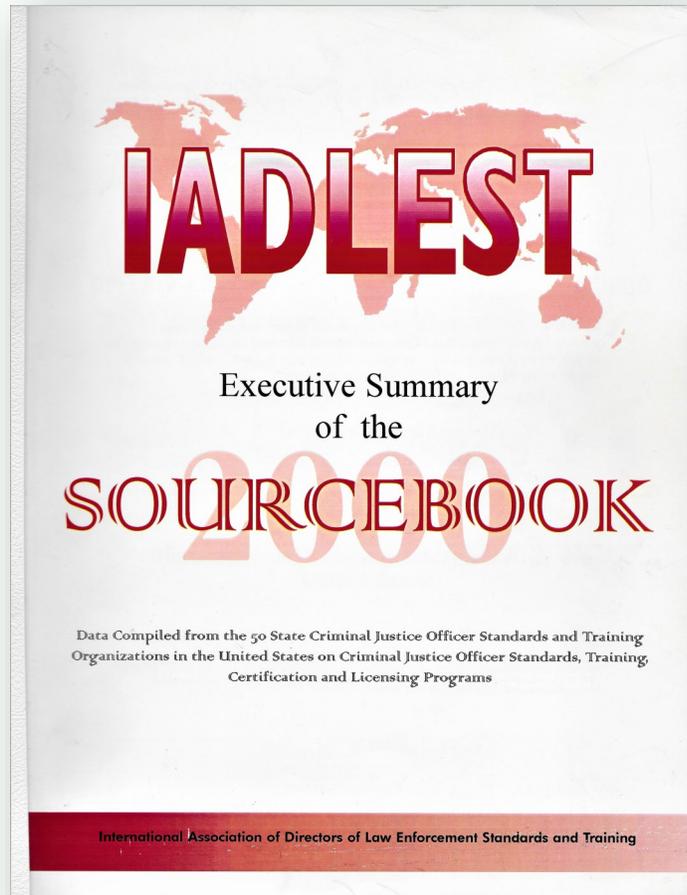
The previous IADLEST Sourcebooks were the predominant publication of the association, describing the work of the nation's law enforcement or Peace Officer Standards and Training (POST) Directors, and fulfilled a significant part of the mission of IADLEST. The Sourcebook was produced in book format beginning in 1992, and included subsequent editions in 1993, 1994, 1997, and 2000. A pdf version was available in 2006. The 2000 and 2006 Sourcebook Surveys included approximately 800 surveyed questions.

The Sourcebook publication was an Executive Summary of surveyed data conducted with each state's criminal justice officer standards and training agencies that made up the IADLEST association. As a primary resource for POST agencies, the Sourcebook provided information that training and standards directors used in developing their own programs or providing information to their oversight boards or councils on how other states conducted law enforcement training programs or implemented statutory and administrative standards. It became a primary resource for many academics to research the progress of law enforcement training and employment procedures.

With a new agreement secured, the new Sourcebook publication will be an Executive Summary of surveyed data not only of state criminal justice officer standards and training agencies, but also those national and international member agencies that make up the IADLEST association. The project will seek to complete its work before the end of the 2023 calendar year. The new version of the Sourcebook project will focus on issues of contemporary interest, as well as questions most frequently asked of IADLEST's member agencies. The results of the complete Sourcebook survey data will be available to members, as determined by the IADLEST Executive Board.

More information will be sent to POST and international director members in the coming weeks. It is anticipated that the new project will succeed and that director members will embrace this project to its successful conclusion.

It is anticipated that the 2023 version will become another IADLEST resource that association members can display or refer to in their daily work with the city, state, or national agencies they support.



Building Leaders at Every Level: Teaching Strategic Communication with an Evidence-Based Approach

Colin May, M.S., CFE, 3CE
Professor of Forensic Studies, Stevenson University

Teaching and developing the competencies, skills, and behaviors of leadership is an essential component of any police organization, but recent studies have shown that this training comes too late (or not at all), or may not be effective (American University, 2021; Scheer, et al, 2019; Lum et al, 2016). Furthermore, another recent study described how organizations shift the responsibility for leadership and management training to individual officers, which does not encourage the whole agency to participate or aspire to develop these skills (Eason and Blandford, 2021).

Strategic communication is a fundamental component of leading. Communication has consistently been recognized as one of the main elements of leadership, particularly in the law enforcement context (Ruben & Gigliotti, 2017; Galvin, 2019; Stephens, et al. 2011). What if we taught strategic communication as a leadership skill at every level, preparing officers and professional staff to take on higher levels of leadership and practice these critical skills in a safe, structured training environment?

This article proposes a strategic communication-focused training curriculum that is based on decades of evidence, research, and studies drawn from a multi-disciplinary focus. It outlines what information is important to convey and gives instructors and academy directors a baseline to work from in developing the course; the evidence-based focus and space limitations do not allow us to discuss instructional activities or course work, since that should be left to instructional designers, instructors, and course developers. By leveraging the research and application of strategic communication in an evidence-informed manner, we are better able to prepare our staff to take on the mantle of leading law enforcement teams, agencies, and organizations.

WHAT IS STRATEGIC COMMUNICATION?

Traditionally, law enforcement training in communication has been focused on interpersonal (or tactical) communication, which is still an important function. But equally important is the focus on strategic (or organizational) communication, a skill that gives us the opportunity to reach a wider internal and external audience. Police leaders today can utilize the proven techniques and

principles for successful strategic communication. It also enables future leaders to build and practice those skills earlier in their careers, which helps them personally, professionally, and organizationally.

One definition of strategic communication that frames this well is from Hallahan, et al. (2007), because it combines aspects of both theoretical communication and practical application: “Strategic communication is about informational, persuasive, discursive, as well as relational communication when used in a context of the achievement of an organization’s mission” (p. 17).

Hallahan, et al. present a broad, yet powerful focus of strategic communication. It first acknowledges the importance of context, here meeting the mission of a group of people, such as a unit, division, or agency. It also describes the variety of ways the communication is used: to educate, to persuade, and to build relationships – not just be transactional (“one and done”). Finally, it recognizes that communication is about using multiple modes or media channels (i.e., discursive). Discursive is all about ensuring the mode of communication meets the needs of the audience, as well as having a style that is easy to understand for that specific audience.

BIG PICTURE—A STRATEGIC FRAMEWORK

The word “strategic” can feel confusing for many, especially for those in the academy or in their first few years on the job. But while many think of strategic as being a rank or position (similar to leadership), it is all about having a broad perspective, thinking at a high-level. Being strategic is seeking to understand and having wide-ranging awareness of the environment, context, mission, and resources of an organization (Johnston and Glenny, 2021). Strategic also implies a unity and cohesion when looking at the types of communication activities an organization undertakes.

However, strategy—especially strategic communication—cannot be divorced from the day-to-day interaction and relationship (both internal and external) that an organization relies upon (Cornelissen, 2014). This is key for officers, who are often the first and most public face of an agency. “In branding [and strategic communication in] a law enforcement agency, there is no substitute for

excellence in the delivery of service” (Major City Chiefs, 2010, p. 32). Each line officer can have a strategic impact on the perception and reputation of the agency in every single encounter (Hallahan, et al 2007).

Strategic communication requires alignment at all levels of the organization, from officers, to the supervisors, and the command staff, to support the whole organization’s message and brand identity. This certainly can be a challenge, but an important undertaking for any law enforcement agency which relies on public trust, understanding, and relationships to help keep the community safe by preventing, detecting, and apprehending criminals.

LAW ENFORCEMENT STRATEGIC COMMUNICATION MODEL

Figure 1 (below) presents a strategic communications model for law enforcement agencies, which can be utilized as a training roadmap for the course. Ultimately, the police agency’s mission, vision, and values are paramount in a strategic communication function. This is a leadership responsibility and must reflect the priorities, strategy, and successes of the organization.

Communication is about clarity and consistency so that audiences can get a sense—often in a split-second—of who an organization is and what it stands for. Objectives must be set, so that the messages are aligned and correspond to the reputation. Being strategic goes beyond mere campaign planning, but encompasses the entirety of the organization, management, and operations (Lange, et al, 2007; Neill and Moody, 2015) in a coordinated, replicable, and consistent manner.

In the diagram below, are the five main components of strategic communications: audiences, messages, channels, timing, and messengers. Audience (also called ‘publics’) is a complex and multi-faceted process (and addressed further below). “Organizations [must] know how intensely they need to communicate with particular groups” (Cornelissen, 2014, p. 51) and tailor the message using the appropriate modes (channels or outlets) and with credible carriers of the message.

There are administrative considerations, including planning, research, resource allocation, skills and training, budget, and measurement/evaluation. These are essential to the strategy; if they are not integrated into the plan, then it is highly likely that a strategic communications effort will not produce the desired effects.

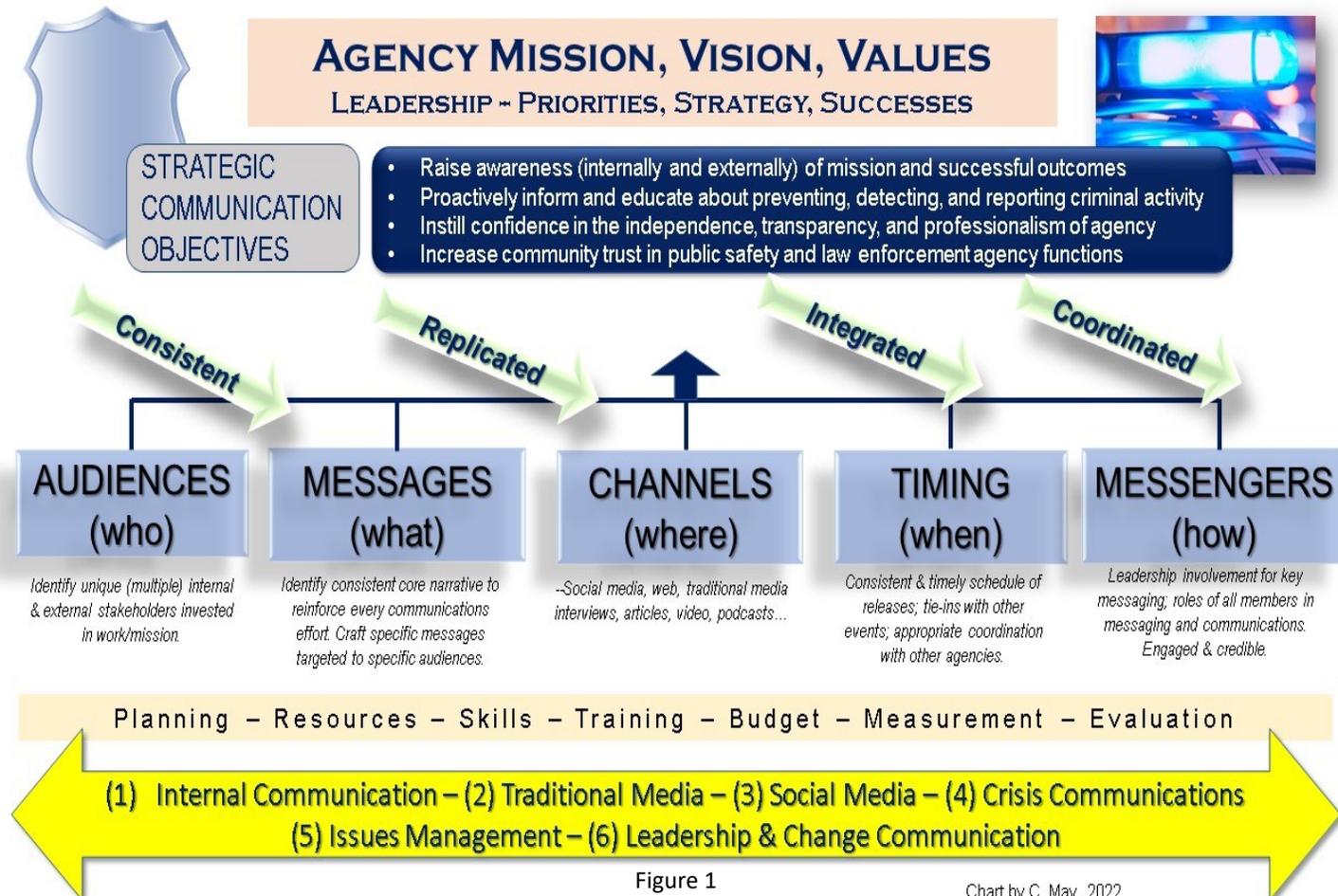


Figure 1

Chart by C. May, 2022
Continued on page 12

MEET YOUR PUBLICS

The first important consideration that must first be addressed is the “publics” or audiences that may hear, see, or encounter the various messages and media in a strategic communications effort. Audience effects, such as awareness, understanding, involvement, and commitment, are vital to the organization’s impact and reputation (Cornelissen, 2014). Botan (2021) defines public as “an interpretive community engaged in an ongoing process of developing a shared understanding of its relationship with a group or organization that can differ substantially from that of the organization” (p. 59).

Effectively segmenting and analyzing the various audiences is an important component of any strategic communications endeavor. Stephens, et. al (2011) note that leaders must “recognize certain audiences are particularly important to achieve the police mission. These audiences consist of people and group who make decisions and/or influence” (p. 15) others in how they feel about the agency. Strategically analyzing, understanding, crafting messages, and working with these varied audiences or publics is essential. In a multi-cultural context, this presents both a unique challenge and a terrific opportunity for a law enforcement to adapt its messaging (May, 2022).

In the policing context, research by Andersson (2020) reinforces the importance of senior leaders being effective strategic communicators through understanding unique, multi-varied audiences. Law enforcement executives who can master the strategic communication as discourse framework can more effectively engage with key stakeholder groups -- both inside and outside the agency. Broadly speaking, publics may include officers, staff, families of officers, the business community, elected officials, activists, educators, recruits and potential recruits, the general public, clergy and spiritual leaders, community leaders, affinity groups, non-profit organization members, and many more. It is an exercise in listening to, and understanding, the community.

STRATEGIC STORYTELLING—NARRATIVE WITH A PURPOSE

John B. Edwards, an IADLEST Certified Instructor and Executive Director of the Peace Officers Association of Georgia, gave an excellent presentation (2022, September) on training using evidence-based practices; included in his discussion was the concept of using stories, coupled with research, to help persuade and make applicable the message to the training audience.

The same concepts are critical for, and correspond with, the use of strategic communication. After all, humans are naturally storytelling creatures and have been doing so for millennia (Wood, J.T., 2000). Wood argues that the language we use, and the stories we tell (and retell) represent an important communication function: language “reflect[s] and expresses the norms and ideology of the organization” (p. 234) and stories convey the history, expectations, cultural values, and style of a group, and “socialize new members” into the organizational culture (p. 235). Thus, we need to carefully consider the messages we are sending—both internally and externally—with the stories we tell. For example, asking yourself these questions can be a helpful way of evaluating the narratives we use:

- What is the key, underlying theme we seek in every interaction with our officers?
- What images come to mind when you hear the name of the agency/organization?
- What is the reputation of the agency/organization?
- How does the agency/organization approach its work?
- How do we balance the need for information versus privacy and operational security?
- What are the core mission, vision, and values of the agency/organization?
- What promise does the agency wish to keep in the work delivered?
- How should people experience the agency? (different publics will have different perspectives)
- How does the work of the agency/organization enhance people’s lives?

Ultimately, the narratives must serve a purpose and messages must be crafted to be authentic and actionable (even creating a feeling). Our use of stories (including the words, images, and explanations) are essential to show how an agency/organization is engaged with the community. For data, explanations are essential; we also must provide the underlying context to explain the numbers. Data must tell a story—or we must find the story from the data and ask, “what is the compelling storyline and why does it matter?”

THE SIX FORMS OF STRATEGIC COMMUNICATION

Six key efforts or forms of strategic communication are highlighted in the academic literature; they form the basis for establishing the audience segmentation,

the message development, use of channels and placement of messages, timing, and messengers. They must be well integrated into the strategic direction of the agency.

Integration is emphasized consistently across the research literature; integrated communication is about "...aligning symbols, messages, procedures, and behaviors" so they are consistent, clear, and horizontally continuous across the organization and beyond its boundaries (Thøger Christensen, et al, 2009, p. 207). Failing to properly integrate messaging (or any of the other elements of the strategic communication framework), can present significant obstacles to achieving the intended vision and reputational viewpoint. Thøger Christensen and his colleagues note that a "non-integrated or disintegrated communications send disjointed messages that weaken impact and confuse, frustrate or irritate the organization's audiences" (2009, p. 208).

The six forms are internal communication, traditional media/press reporting, social media, crisis communication, issues management, and leadership/change management. Each of these forms or efforts can be the focus of their own individual course(s), and due to space constraints, this article will only briefly touch on arguably the most important of them—internal communication. The citations at the end of this article can serve as a basis for further research and expansion of the other five topics.

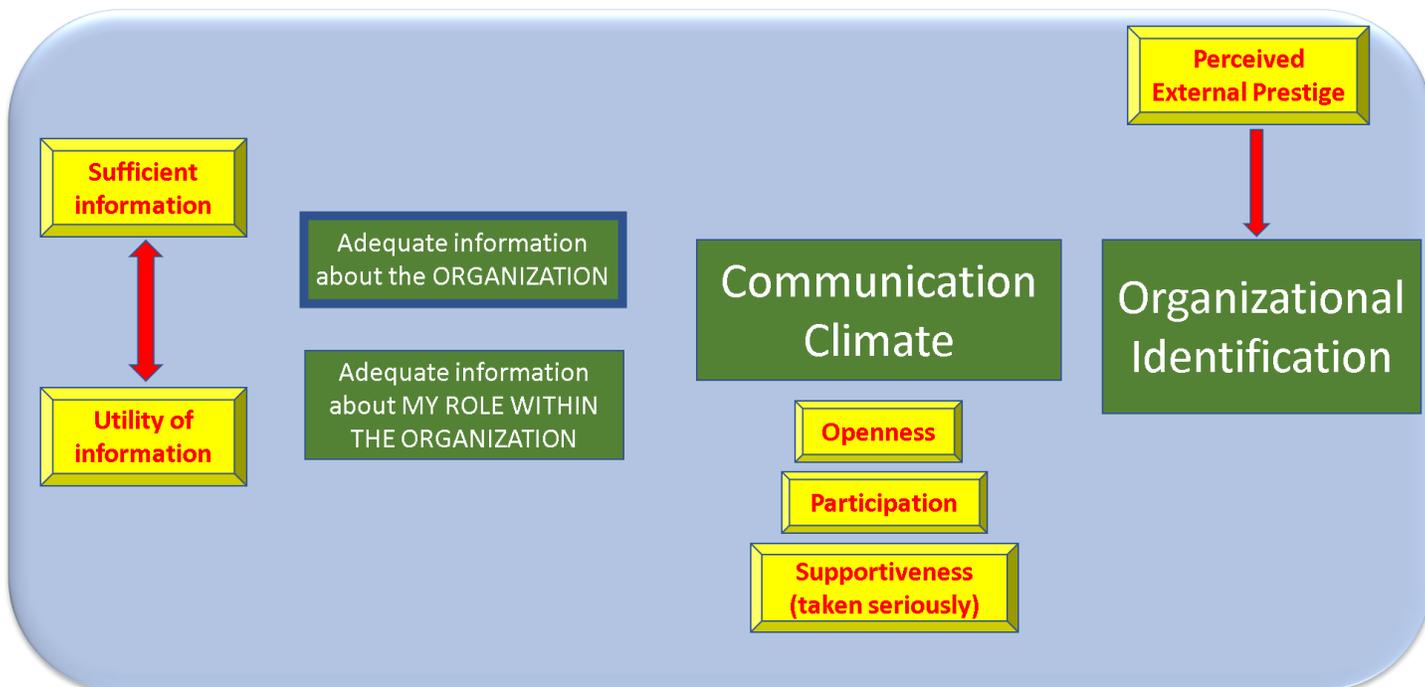
INTERNAL COMMUNICATION

Strategic often is confused with externally directed communications—but importantly, strategic communications begin with internal messaging. After all, our officers, detectives, dispatchers, community service personnel, and other professional staff are often the first (and only) agency official the public interacts with. If we are building leaders at every level, we must focus on helping them both understand and implement strategic communications. As leaders and trainers, this is an important component of the curriculum.

Jo and Shim (2005) conducted research and found that there was a positive correlation between strategic internal communication and organizational performance. Their research supports the belief that managers who communicate well, transparently, and attentively perform better, including those that involve teamwork and maintaining trusting relationships, which is the essence of police work—both internally and towards the community.

Other research by Smidts and colleagues (2001) points to the importance of establishing a positive organizational communication climate, since it enables employee commitment and also builds trust (see Figure 2 below). They report that "managers should therefore pay serious attention to internal communication climate by providing each employee with adequate information and the opportunities to speak out, get involved, be listened to, and actively participate" (Smidts, et al., 2001, p. 1059). Much like well-designed training experiences, cultivating

Strategic Internal Communication for Employee Engagement



Adapted by May, C. (2022) from Smidts, A., Pruyn, A., van Riel, C. (2001). The Impact of Employee Communication and Perceived External Prestige on Organizational Identification. *Academy of Management Journal*, 49(5), pp. 1051-1062. <https://doi.org/10.5465/3069448>

Figure 2

Continued on page 14

and maintaining this climate of trust internally is essential to organizational success.

Smidts and their team were also able to identify a link between well-executed strategic internal communication and the employee's perception of the agency's external prestige. Much like a self-fulfilling prophecy, having a strong perception is a force multiplier and enhances the agency (and feelings of individual) standing; an officer's interpretation and assessments of the agency's standing in the community is strongly based on their own exposure to information provided by agency senior executives and supervisors. This illustrates the importance of promoting the agency's accomplishments and people in a positive light so that increases both internal and external perception, but further promotes the internal capacity to create positive relationships.

CONCLUSION

Strategic communication is ultimately a mixture of different, related, but unique disciplines. Alone, they are siloed and stove-piped, but together, they create a dynamic and powerful force to spread the message of an organization. Noted communication scholar A.N. Shelby (1993) writes that "employing traditional analytic paradigms from rhetoric and composition, organizational theory and behavior, and speech communication theory and practice is, in itself, a restricted and thus insufficient basis for conceptual differentiation" (p. 245). Strategic communication combines and multiplies each individual field of study into a strong and persuasive movement.

Every member of the organization, both sworn and professional staff, should be responsible for knowing and embodying the core message and mission of the agency, team, or unit. Every leader is responsible for ensuring their staff has a firm grasp of the elements within the strategic communications framework. Knowing the primary strategic objectives (be they to inform, influence, instruct, or create dialogue) is ultimately about building trust, confidence, and respect for the agency, its mission, and purpose. This is critical in a dynamic and complex environment that includes multi-cultural issues and populations (May, 2022). Using the law enforcement strategic communications framework, and the evidence-based research drawn from across law enforcement, management, communications and other disciplines is an effective and transformative way to build leaders at every level in our law enforcement agencies.

REFERENCES

American University, Advisory Committee On Re-

Envisioning Police Training in the U.S.. (2021, October). Re-Envisioning Police Training in the U.S.: Rejecting the Status Quo, Speeding the Pace of Progress Toward a True 21st Century Model. Proceedings of the American University Advisory Committee On Re-Envisioning Police Training in the U.S. https://www.american.edu/spa/jlc/upload/policing-report_v8-web.pdf

Andersson, R. (2020). Being a 'strategist': Communication practitioners, strategic work, and power effects of the strategy discourse. *Public Relations Inquiry*, 9(3), 257–276. <https://doi.org/10.1177/2046147X20920819>

Botan, C. H. (2018). *Strategic communication theory and practice: The cocreational model*. Wiley Blackwell.

Cornelissen, J. (2014). *Corporate communication: A guide to theory and practice*. 4th ed. Sage.

Eason, A.L and Blandford, S. (2021) A comparative study of prior learning for serving police officers in Canada and England and Wales, UK: Bridging the academic gap. *Salus Journal* 9 (6) <https://uwe-repository.worktribe.com/preview/7912058/A%20comparative%20study%20of%20prior%20learning%20for%20serving%20police.pdf>

Edwards, J.B. (2022, September 23). Research, Replication, and Reality: Incorporating evidence-based practice into the operational realities of training [Video]. IADLEST Instructor Development Series. <https://vimeo.com/753102366>

Galvin, T.P. (2019). *Communication campaigning: Primer for senior leaders*. U.S. Army War College.

Hallahan, K., Holtzhausen, D., Van Ruler, B., Vercic, D., & Sriramesh, K. (2007). Defining strategic communication. *International Journal of Strategic Communication*, 1(1), 3-35.

Johnston, J. & Glenny, L. (2021). *Strategic communication: Public relations at work*. Routledge

Jo, S., Shim, S.W. (2005). Paradigm shift of employee communication: The effect of management communication on trusting relationships. *Public Relations Review*. 31(2), 277-280

Lange, D., Lee, P. M., & Dai, Y. (2011). Organizational Reputation: A Review. *Journal of Management*, 37(1), 153–184. <https://doi.org/10.1177/0149206310390963>

Lum, C., Koper, C.S., Gill, C., Hibdon, J., Telep, C. & Robinson, L. (2016). *An Evidence-Assessment of the Recommendations of the President's Task Force on 21st Century Policing — Implementation and Research Priorities*. Fairfax, VA: Center for Evidence-Based Crime Policy, George Mason University. Alexandria, VA: International Association of Chiefs of Police. <https://cebcp.org/wp-content/evidence-based-policing/IACP-GMU-Evidence-Assessment-Task-Force-FINAL.pdf>

Major City Chiefs Association (2010, September). *Key leadership strategies to enhance communication*. U.S. Department of Justice, Community Oriented Policing Services.

May, C. (2022, April). *Strategic Communications: A Multidimensional Multicultural Perspective*. Police Chief Magazine. <https://www.policechiefmagazine.org/strategic-communications/?ref=f5024ce457e1330038df9bd5cc0c4cf5>

Neill, M. S., & Moody, M. (2015). Who is responsible for what? Examining strategic roles in social media management. *Public Relations Review*, 41 (1), 109-118. <http://dx.doi.org/10.1016/j.pubrev.2014.10.014>

Ruben, B. D., & Gigliotti, R. A. (2017). Communication: Sine Qua Non of Organizational Leadership Theory and Practice. *International Journal of Business Communication*, 54(1), 12–30. <https://doi.org/10.1177/2329488416675447>

Scheer, C., M. Rossler, T. Loso, D. Orrick, J. Broman. (2019, June). Leadership Training for Police Sergeants and First Line Supervisors: A Multi-Site Comparison. University of Southern Mississippi. https://www.usm.edu/criminal-justice-forensic-science-security/scheer_serjeant.pdf

Shelby, A.N. (1993). Organizational, Business, Management, and Corporate Communication: an Analysis of Boundaries and Relationships. *Journal of Business Communication*, 30, 241-267.

Smidts, A., Pruyn, A., van Riel, C. (2001). The Impact of Employee Communication and Perceived External Prestige on Organizational Identification. *Academy of Management Journal*. 49 (5), pp. 1051-1062.

Stephens, D.W., Hill, J., & Greenberg, S. (2011). *Strategic communication practices: A toolkit for police executives*. Major City Chiefs Association, U.S. Department of Justice, Community Oriented Policing Services

Thøger Christensen, L., Fuat Firat, A. and Cornelissen, J. (2009), "New tensions and challenges in integrated communications", *Corporate Communications: An International Journal*, Vol. 14 No. 2, pp. 207-219. <https://doi.org/10.1108/13563280910953870>

Wood, J.T. (2000). *Communication theories in action: an introduction* (2nd ed.). Wadsworth.

Colin May, M.S., CFE, 3CE is a Professor of Forensic Studies and Criminal Justice at Stevenson University in Owings Mills, Maryland. For over 20 years, he has served in law enforcement, criminal justice, investigations, and public service at the federal, state and local level. His writings have been published in the FBI Law Enforcement Bulletin and Police Chief Magazine, among other publications. The views in this article are the author's own.

Curriculum Development and Job Task Analysis Offered Through IADLEST

IADLEST has brought together a group of experienced subject matter experts and we now offer Curriculum Development with a Job Task Analysis. We offer an entire entry-level academy curriculum, multiple in-service topics, or a single lesson.

The development process can be tailored to your agency. IADLEST also offers a continued "maintenance" service for all topics developed. This would include annual literature reviews, updating materials, version control, archiving and making enhancements. For more details about this program, see page 45.

To talk with an IADLEST Representative about the program, contact Mike Becar at:

Telephone: **208-288-5491**

or by Email: mikebecar@iadlest.org

Are You Recognized for Your Instructor Abilities?



National Instructor Certification is the best way for Criminal Justice Academies and Agencies to know that you are capable of providing training to criminal justice personnel throughout the nation.

For more information about IADLEST's Instructor Certifications,

[Click Here.](#)
CLICK HERE



INSPIRING NEXT-GENERATION POLICING

شرطة دبي
DUBAI POLICE

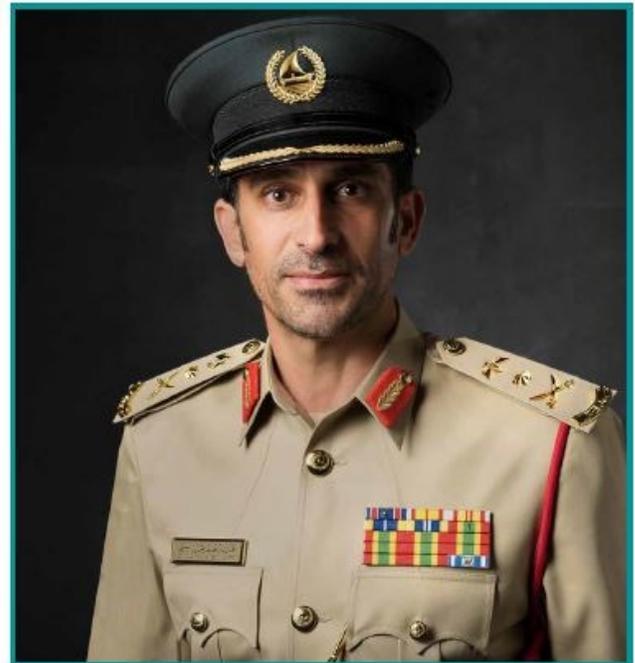


7 - 9 MARCH 2023 | DUBAI WORLD TRADE CENTRE UAE

“

As the threat landscape alters dramatically, it has become crucial for law enforcement and policing agencies to evolve and stay ahead of criminals. With the common goal of enhancing the safety and security of societies, the significance of building collaborative platforms for knowledge and experience-sharing for the global policing and law enforcement ecosystem has become imperative.

”



LT. GEN. ABDULLAH KHALIFA AL MARRI
Commander-in-Chief
Dubai Police

2023 STRATEGIC PARTNERS



www.worldpolicesummit.com

f @Worldpolicesummit @policesummit

Organised by **dmg::events**

The World Police Summit's conference programs will provide the thought-leadership, direction, strategies, and technologies required to augment public safety in the face of growing security threats, including terrorism, drug trafficking, money laundering, and cybercrime.

I attended the 2019 Dubai Police Symposium. Dubai Police are the most gracious hosts I've ever had the pleasure to meet. They present and display the most innovative police and security ideas, and are truly among the finest, first-class police departments in the world. Attending the 2023 World Police Summit is bound to be very enlightening and well worth anyone's time.

William Flink
IADLEST Member

The Summit will host more than 250 international speakers and attract over 3,000 conference delegates to exchange best practices on an array of strategic and operational priorities for police forces.

FOR SPACE AND SPONSORSHIP ENQUIRIES

wps.sales@dmgevents.com

FOR DELEGATE CONFERENCE ENQUIRIES

wps.delegate@dmgevents.com

FOR MARKETING ENQUIRIES

wps.marketing@dmgevents.com



VISIT OUR WEBSITE

OUR OFFICE

dmg events

3rd Floor, Palladium Tower, JLT, Dubai, UAE

P.O. Box 33817

T: +971 4 438 0355

E: wps.sales@dmgevents.com

For a copy of the World Police Summit
Event Brochure

[CLICK HERE](#)

For a copy of the World Police Summit
Awards Brochure

[CLICK HERE](#)

Continued on page 18

150 EXHIBITING COMPANIES FROM OVER 20 COUNTRIES



World Police Summit 2022 statistics*



VISIT OUR WEBSITE

EXHIBITOR PROFILE

The World Police Summit Exhibition will provide a world-class environment for the policing, law enforcement, and security industry to showcase the latest crime detection and prevention technologies, products and services, to decision makers and influencers.

Dedicated exhibition zones focused on key policing and law enforcement sectors will be an exceptional opportunity for innovation from SMEs, start-ups and young visionaries to present their ideas and products.





CREATING ANALYTICAL CAPACITY

No-Cost Webinar Series for New Crime Analysts

[View Webinar](#)

[View Webinar](#)

[View Webinar](#)

[View Webinar](#)

#1 Where to Start

Explore basic goals of analysis and responsibilities of analysts to create actionable information to reduce crashes, crime, and other social harms through real-life scenarios.

#2 Data Basics

Review common basic datasets and CAD, RMS, and crash report modules to explain how data is stored, managed, and accessed to support analysis.

#3 Analysis Basics

Examine data format and access procedures as a guide to basic but actionable analysis on crashes, crime, and location-based data. Look closer at data fields, data quality, and what to look for in data.

#4 Spatial Analysis

Discover the value of mapping data, what is needed within the data to map points, and the value of displaying crashes, crimes, and other data in spatial contexts to effectively deploy resources.

MORE INFORMATION

For questions about this [webinar series](#), technical assistance, further training, self-directed instruction, workshops, and other resources available through the IADLEST TxDOT project contact: danhoward@iadlest.org.

In partnership with



IADLEST

PARTNER ADVISORY COMMITTEE

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

IPAC Serves as a:

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

[Learn more about the IPAC, including the recent IPAC publication *Why Law Enforcement Needs to Take a Science-Based Approach*](#)



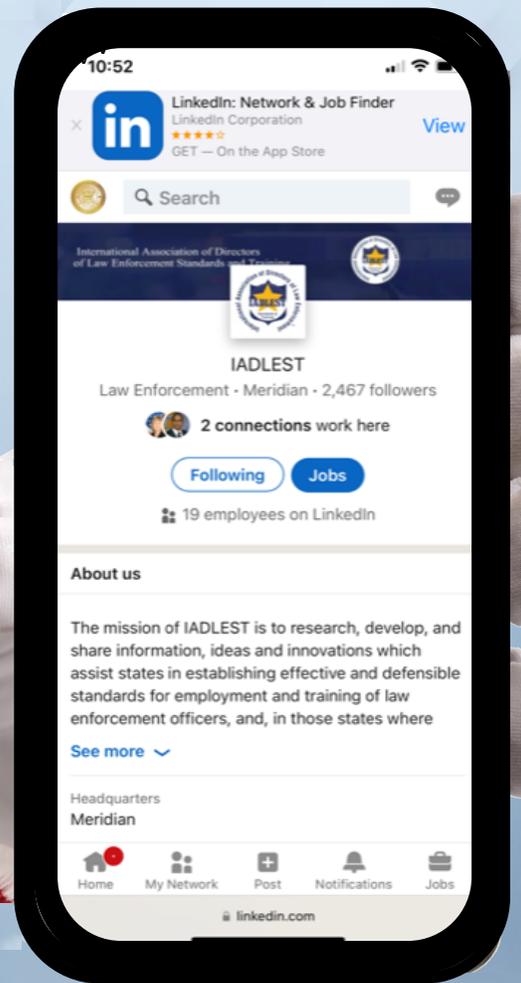
Our IPAC Partners



IADLEST Social Media

Visit IADLEST on LinkedIn at :

<https://www.linkedin.com/company/iadlest/>



Happy Holidays



International Association of Directors of Law Enforcement Standards & Training

FOR IMMEDIATE RELEASE

Contact: IADLEST (208) 288-5491

Press Release

Human Trafficking: New Curriculum to Improve Law Enforcement's Capacity to End the Violent Crime of Trafficking

The International Association of Directors of Law Enforcement Standards and Training (IADLEST) released a national curriculum designed to improve Law Enforcement training in the area of Human Trafficking. Human trafficking is an international issue that takes a terrible toll on victims and survivors, and places unprecedented demands on law enforcement.

In 2020, 10,583 situations of human trafficking were reported to the U.S. National Human Trafficking Hotline involving 16,658 individual victims. This number includes sex trafficking (7,648), labor trafficking (1,052), and unspecified types of trafficking cases (1,519). However, this does not represent the complete prevalence of trafficking, as that number is very difficult to obtain, in large measure because victims fear reporting the crime. These numbers were obtained by Polaris via [the National Human Trafficking Hotline](#) and reflect only reported cases.

This curriculum developed by IADLEST and funded by the Office of Community Oriented Policing Services of the U.S. Department of Justice will be made available to the 50 P.O.S.T.s and 700 training academies in the U.S. and all tribal law enforcement. This training was developed after two years of research by IADLEST to understand the current state of law enforcement training as it relates to trafficking. This training fills a gap in creating a uniform standard for training.

Even as states and local communities adopt legislation and regulations related to prevention, enforcement, and intervention, trafficking enforcement requires general awareness among sworn officers in law enforcement, the development of specialized investigation units, greater collaboration with prosecution and focus on training for recruits and enhanced training for veterans. Human Trafficking is not a static issue or crime, it is very dynamic including the nuances of human, labor, child, sex, and money trafficking.

The curriculum provides enhanced training for the training academies, promotes collaboration and coordination with community and advocacy organizations seeking to rid their communities of this violence mostly experienced by women and children.

The curriculum is part of the National Certification Program (NCP) of IADLEST. NCP establishes law enforcement training standards and "best practices" relating to improved professionalism and skill sets for our nations' first responders. NCP courses are recognized nationally and designed to count towards officers' mandatory in-service training requirements.

IADLEST Executive Director Mike Becar said, "It is time that we challenge training academies to incorporate human trafficking interventions into their basic training curriculum in order to give them the tools and resources officers need for the identification and effective enforcement of human trafficking."

The release of this curriculum will provide law enforcement with updated tools to better understand the criminal element in trafficking and encourage collaboration with advocacy groups seeking to support those victimized by this violent crime. This material is law enforcement sensitive and will only be released for law enforcement purposes. The curriculum includes an Instructor Guide, PowerPoint, and Participant Guide. Available through the IADLEST NLEARN Portal. [CLICK HERE!](#)

Continued on page 23

Training Materials



Human Trafficking Preliminary Investigations INSTRUCTOR GUIDE

Human Trafficking Preliminary Investigations PARTICIPANT GUIDE



Human Trafficking: Preliminary Investigations



In Memory Of

Thomas Roy McDowell

First Director of Idaho POST

December 6, 1940 ~ October 5, 2022



Thomas Roy McDowell slipped quietly from this earth on Wednesday, Oct 5, 2022, to be with his Heavenly Father. Tom is survived by his wife, of 58 years, Dianne; his children, Tammy McDowell of Yacolt (WA), David (Barry) of Arizona, Scott (Emily) of Battle Ground; and grandsons, Cougar McDowell, Cody, Matthew and Hunter Bauska, and Brad and Mitchell Hendricks.

Tom was born Dec 6, 1940, in Chicago, IL, to Roy and Ruth McDowell. His family moved to Hillsboro, OR, where he grew up. Tom graduated from Washington State University where he obtained a bachelor and masters degree in Police Science and Administration. He began his career in law enforcement in Washington County while still in college. Upon graduation he worked for the Multnomah County Sheriff's Office then back to the Washington County Sheriff's Office where he rose to Chief of Detectives. He left his position in Washington County to become the first director of the Idaho State Peace Officer's Standards and Training Academy in Pocatello, Idaho. After establishing that program he returned to law enforcement as the Undersheriff in the Clark County Sheriff's Office.

Tom's career path changed after moving to Yacolt. He realized Clark County residents were in need of emergency medical services. Residents had to wait an hour or longer for an ambulance to come from Vancouver. Also parts of rural Clark County were without fire services. With the help of community members and dedicated volunteers, Tom revitalized the Yacolt Fire Department and worked to officially form Clark County Fire District #13. Again, with the support of the community and dedicated volunteers he founded North Country Emergency Medical Service (NCEMS) an

agency that grew to serve a large part of northern Clark County and now serves an area of approximately 1000 square miles. After the eruption of Mount St. Helens, North Country Emergency Medical Service began providing medical services to the crews of timber salvage operators working around the mountain. When visitors began traveling to the volcano, Tom started the Volcano Rescue Team to find and rescue lost and injured hikers, climbers, and visitors.

Over the past 40+ years thousands of men and women have served with North County Emergency Medical Service, Yacolt Fire Department, Clark County Fire District #13, and the Volcano Rescue Team. Tom had the ability to see the good in people (even when they didn't see it in themselves) and over the course of his lifetime encouraged firefighting, emergency medicine, law enforcement, medicine, and other service related careers.

Larry Plott (3rd Director of Idaho POST (Ret.), 1973/1995, and his wife traveled to Yacolt Washington to attend Tom McDowell memorial services on November 12, 2022. Approximately 300 people including fireman, police, civilians, family and friends were in attendance at the Yacolt High School Gym. Larry wrote the following about his relationship with Tom McDowell:

I first met Mr. McDowell in 1969. I have a very vivid memory of this, because he was part of an imposing executive board who were drilling me with numerous questions, as they were seeking to fill the job as Training Coordinator for the newly established Idaho POST Academy.

Continued on page 25

Tom was sitting there with his arms crossed, wearing long side burns, cowboy boots, and bell bottom plaid pants. He was dissecting every word I spoke and seemed to be enjoying seeing me struggle to answer the questions. Knowing I had blown it completely, I was ready to pack my bags and head back to the Wood River Valley (ID). However, before leaving I was asked to return to the oral board as they had more questions. That's when McDowell asked me if I liked to work a lot of extra hours with no extra pay. He said we plan to have five, four-week basic sessions the first year with 30 to 35 officers. Plus a few in service, and certified instructor schools. I later learned that the decision was between me and an older officer who Tom thought might have trouble keeping up with such a fast pace and work load.

The staff would be made up of three people. Director McDowell, his secretary and the Training Coordinator. That was it. The Budget was a whopping \$45,000 and if you needed equipment it had to be borrowed from one of the agencies. The dorms and a classroom would be provided by Idaho State University.

After being hired, Tom gave me my assignment. I was to run the academy operation and he would focus on the administrative side. Both were monumental jobs, as neither of us had ever run an academy. The paper work preceding an academy and following was voluminous. There was no internet to browse for ideas such as sample policies and procedures or lesson plans to guide us. Tom could type 85 words a minute

on an electric typewriter with no mistakes. He typed up all the hand out material on a stencil and I ran them off on an old mimeograph machine. Yes, ink all over the place mainly on me. Several times I thought, what have I gotten into? After a day in the office, I had trouble finding my car in the parking lot. The curriculum called for 220 hours of training in four weeks. If you do the math, that's 55 hours per week minimum.

The longer I worked for Tom I realized he was a workaholic and had a brilliant mind. He had great skills for putting things down on paper. He loved to bring people together for a cause, his mind was photographic as he never seemed to forget things he had gleaned from others or items he read. He had a great sense of humor and was very self-assured. He sometimes would say things just to get your reaction, almost to the point of pissing you off, then he would laugh.

He was a great mentor, boss, friend, and colleague. It was a great highlight when POST invited all past directors to the fifty-year reunion. Tom and his wife Diane both were in attendance.

The senior police executives who hired Tom McDowell in December 1969 as their first Director for the Idaho Police Academy certainly made the right decision, as Tom was able to put the academy on a firm foundation which now has spanned over 50 years of operation and is still recognized as one of the best in the country. ~



Photo: 2014 (L-R) Tom McDowell, Larry Plott, William Flink, Mike Becar



Clarifying Misrepresentations About Law Enforcement Interrogation Techniques:

by Joseph P. Buckley

President, John E. Reid and Associates

Part Two

The Three Errors that Lead to False Confessions: Misclassification, Coercion and Contamination

Social psychologists oftentimes describe three investigator errors that they suggest can lead to a false confession:

- Misclassification – erroneously labeling an innocent person as guilty based on their demeanor and the behavior they displayed during the investigative interview
- Coercion – using tactics that offer reduced punishment if the suspect confesses, harsher punishment if they do not
- Contamination – revealing to the suspect details about the crime that only the police or the guilty person should know.

Misclassification

According to social psychologists and a number of false confession experts, law enforcement oftentimes interrogate individuals whom they erroneously believe to be guilty because they mistakenly considered the behavior the suspect exhibited during the investigative interview to be indicative of deception. They refer to this “error” as misclassification. “Often, however, it [the decision to interrogate] is based on a clinical hunch formed during a pre-interrogation interview in which special “behavior-provoking” questions are asked (e.g., “What do you think should happen to the person who committed this crime?”) and changes are observed in aspects of the suspect’s

behavior that allegedly betray lying (e.g., gaze aversion, frozen posture, and fidgety movements). Yet in laboratories all over the world, research has consistently shown that most commonsense behavioral cues are not diagnostic of truth and deception (DePaulo et al., 2003).”¹

Most of the detection of deception research studies that are referred to by DePaulo involve studies that were conducted in the laboratory using students to commit mock crimes.

There are a number of reasons that laboratory studies are generally not applicable to real-life situations:

- The subjects (students) had low levels of motivation to be believed (in the case of innocent subjects) or to avoid detection (in the case of guilty subjects)
- The interviews of the subjects were not conducted by investigators trained in interviewing criminal suspects
- The studies did not employ the type of structured interview process that is commonly utilized by investigators in the field

¹ Saul Kassin, et al, “Police-Induced Confessions: Risk Factors and Recommendations” *Law Hum Behav* (2010) 34:3–38.

- In most studies there was no attempt to establish behavioral baselines for each subject so as to identify unique behaviors within a particular individual
- The research was based on the faulty premise that there are specific behavior symptoms that are unique to truth or deception
- There was little consideration given to evaluating behaviors in context. For example, identifying whether specific nonverbal behaviors are appropriate given the verbal content of the suspect's response, identifying the consistency of a suspect's statements across time and with known evidence, and so on.

In fact, some researchers have recognized the deficiencies in these studies and have advocated a change in the research model to more effectively incorporate interviewing techniques utilized by experienced investigators in the field:

*"A turning point in our thinking about lie detection came in 2003. In that year, Bella DePaulo and her colleagues published a meta-analysis of deception research that demonstrated that nonverbal and verbal cues to deception are typically faint and unreliable. It made us realize that a new direction in deception research was required aimed at eliciting and enhancing cues to deceit. We will argue that interviewers play a vital role in achieving this."*²

These same authors went on to state that "Accepting DePaulo, et al.'s conclusion that cues to deceit are faint and unreliable implies that the only way to improve lie detection is by eliciting and enhancing such cues. We argue that the interviewers can achieve this by using appropriate, theoretically sound interview techniques..."

Confirming these statements, when researchers attempt to design studies that more closely approximate the setting of real-life field interviews, they show a marked increase in the ability of researchers to detect deception. Consider the following:

A study published in *Human Communication Research* by researchers at Korea University, Michigan State University, and Texas State University -- San Marcos found that using active questioning of individuals yielded near-perfect results, 97.8%, in detecting deception.

An expert using the Reid Technique interrogated participants in the first study - this expert was 100% accurate (33 of 33) in determining who had cheated and who had not. The second group of participants were then interviewed by five US federal agents with substantial polygraph and interrogation expertise. Using

a more flexible and free approach (interviews lasted from three minutes to 17 minutes), these experts were able to accurately detect whether or not a participant cheated in 87 of 89 interviews (97.8%). In the third study, non-experts were shown taped interrogations of the experts from the previous two experiments. These non-experts were able to determine deception at a greater-than-chance rate -- 79.1% (experiment 1), and 93.6% (experiment 2).

"This research suggests that effective questioning is critical to deception detection," Levine said. "Asking bad questions can actually make people worse than chance at lie detection, and you can make honest people appear guilty. But, fairly minor changes in the questions can really improve accuracy, even in brief interviews. This has huge implications for intelligence and law enforcement."³

The Reid Behavior Analysis Interview

In our training programs and books, we teach that the initial contact with any subject (victim, witness, or suspect) should be a non-accusatory, non-confrontational interview in which the investigator is a neutral, objective fact finder. We refer to this process as the Behavior Analysis Interview (BAI) and discuss in detail how to structure the interview to include investigative and behavior-provoking questions.⁴

Research which evaluates real-life subject interviews has demonstrated a very high degree of accuracy in the detection of deception in the BAI context. In one study the evaluators were 85% correct in identifying truth or deception based on the answers from 60 real-life subjects to 15 behavior-provoking questions.⁵

In their publications and testimony, social psychologists oftentimes try to discredit the BAI by referencing a study conducted in 2006 by Aldert Vrij in which he suggested that the BAI process did not de-

² Aldert Vrij and Par Anders Granhag "Eliciting cues to deception and truth: What matters are the questions asked" *Journal of Applied Research in Memory and Cognition* (2012).

³ Timothy Levine, David Clare, J. Pete Blair, Steve McCornack, Kelly Morrison and Hee Sun Park, "Expertise in Deception Detection Involves Actively Prompting Diagnostic Information Rather Than Passive Behavioral Observation" *Human Communication Research* (40) 2014

⁴ Frank Horvath, J. Pete Blair and Joseph Buckley "The behavioral analysis interview: clarifying the practice, theory and understanding of its use and effectiveness" *International Journal of Police Science & Management* 2008

⁵ Frank Horvath, Brian Jayne and Joseph Buckley "Differentiation of Truthful and Deceptive Criminal Suspects in Behavior Analysis Interviews" *Forensic Journal of Science* (1994). It should be noted that each of the 60 subjects went through a complete interview involving both investigative and behavior provoking questions.

velop significant distinctions between truthful and deceptive subjects.⁶

However, as we pointed out in a communication with Mr. Vrij and his publisher, it was obvious from his research design that Mr. Vrij had virtually no concept of the full nature and structure of the BAI process.⁷ From our letter to Mr. Vrij:

“One observation that I would like to make at the outset is that you have failed to understand the BAI in the full context of what an investigative interview is. In our book, we have a section called Part 2 Interviewing Techniques. In that section, we have six chapters [that address interviewing techniques and investigative questions].

The reason that I have taken the time to point all of this out is that it appears to me that you have only read the chapter on the BAI [Chapter 11] and not the other chapters related to interviewing techniques. Consequently, there is a fatal flaw in your description and understanding of the BAI and, consequently, its application in the investigative interview process in the field.”⁸

Another consideration that is oftentimes ignored by the social psychologists is that many, if not the majority of decisions to interrogate a suspect, result from the information developed during the investigation. For example, during the BAI a suspect may relate an alibi, and then subsequent investigation proves the alibi to be false; or the subject claims he never saw the victim at or near the time of the murder, and yet the subsequent discovery of video shows the suspect going into the victim’s home moments before the murder.

Coercion

Dr. Richard Leo described coercion as follows: “Social science researchers regard certain techniques as inherently coercive, like threats and promises, and interrogations that cause somebody to perceive they have no choice but to comply with the demands or requests of the authority figure, here interrogators. So, this is a general understanding of what psychological coercion means. To, essentially, overbear somebody’s will, in the legal language, or cause them to perceive they have no choice but to comply, in the social, psychological language. And then it’s applied to the context of interrogation.”⁹ This quote essentially describes the second “error” that social psychologists say that investigators make – coercion.

The Reid Technique is built on a set of core principles that include the following:

1. Always conduct interviews and interrogations in accordance with the guidelines established by the courts

2. Do not make any promises of leniency
3. Do not threaten the subject with any physical harm or inevitable consequences
4. Do not deny the subject any of their rights
5. Do not deny the subject the opportunity to satisfy their physical needs
6. Always treat the subject with dignity and respect.

As a result, we teach never to engage in the coercive tactics described by Dr. Leo.

Contamination

The contamination error is described as the police revealing crime details to the suspect. The reason this becomes important is because when the subject provides these details in his confession there is no way to determine if the suspect had independent knowledge of these details or if he is simply repeating what he has been told.

For over 50 years we have been teaching to withhold crime details from the media and subjects so that when an individual admits that they committed the crime in question and provides the details that only the guilty person would know, such information can be used to assess the authenticity of their admission.¹⁰

There is no question that contamination is a serious concern, particularly in light of the fact that in many DNA exoneration cases the cleared suspect’s confession contained numerous details that should have only been known by the offender.¹¹ In his 2011 book, *Convicting the Innocent*, Brandon Garrett, a law professor at the University of Virginia, examined most of the case files for the first 250 DNA exonerations. Garrett pointed out that in 38 of 40 false confessions, the authorities said defendants provided

⁶ Aldert Vrij, Samantha Mann and Ronald Fisher “An Empirical Test of the Behaviour Analysis Interview” *Law and Human Behavior* 2006

⁷ The Vrij research consisted of 40 undergraduate students committing a mock crime (stealing money from a wallet) and then being assigned roles as truthful or deceptive subjects. When they were interviewed, they were asked 16 behavior-provoking questions – there were no investigative questions included in the interview.

⁸ Letter to Alder Vrij dated March 5, 2007 can be found at http://www.reid.com/pdfs/Vrij_letter.pdf

⁹ Richard Leo Deposition Testimony April 2013 *Caine v. Burge*

¹⁰ Fred Inbau and John Reid, *Criminal Interrogation and Confessions* (Williams & Wilkins, 1967).

¹¹ “Combating Contamination in Confession Cases” Laura Nirider, Joshua Tepfer, & Steven Drizin <http://www.reid.com/pdfs/Confession-Contamination-Drizin-2012.pdf>

details that could be known only by the actual criminal or the investigators, thus corroborating their own admissions of guilt by revealing secret information about the crime that could only have been provided by them.¹²

In our book, *Criminal Interrogation and Confessions*, we state the following:

After a suspect has related a general acknowledgment of guilt, the investigator should return to the beginning of the crime and attempt to develop information that can be corroborated by further investigation. He should seek from the suspect full details of the crime and also information about his subsequent activities. What should be sought particularly are facts that would only be known by the guilty person (for example, information regarding the location of the murder weapon or the stolen goods, the means of entry into the building, the type of accelerant used to start the fire, and the type of clothing on the victim, etc.).

When developing corroborative information, the investigator must be certain that the details were not somehow revealed to the suspect through the questioning process, news media, or the viewing of crime scene photographs. In this regard, it is suggested that early during an investigation a decision be made by the lead investigator as to what evidence will be withheld from the public, as well as from all suspects. This information should be documented in writing on the case file so that all investigators are aware of what information will be withheld.¹³

The best type of corroboration is in the form of new evidence that was not known before the confession, but yet could be later substantiated. Prior to conducting the interrogation, the investigator should consider what types of independent corroborative information should be sought. Examples include the present location of a murder weapon or the suspect's bloody clothing, where stolen goods were fenced, and who the suspect talked to about the commission of his crime.¹⁴

Lying to a Suspect About Evidence

In 1969 the United States Supreme Court ruled in *Frazier v. Cupp* that misrepresenting evidence to a suspect (in this case falsely telling the suspect that his accomplice had confessed) "is, while relevant, insufficient in our view to make this otherwise voluntary confession inadmissible. These cases must be decided by viewing the "totality of circumstances...."¹⁵ Numerous court decisions have upheld the investigator's capacity to verbally misrepresent evi-

dence during an interrogation.¹⁶

Dr. Richard Leo has testified that in the Reid Technique we teach that "If you don't have evidence, make up the evidence or allude to nonexistent evidence."¹⁷ In reality, we teach to exercise extreme caution about misrepresenting evidence to the suspect. From *Criminal Interrogations and Confessions*:

1. Introducing fictitious evidence during an interrogation presents a risk that the guilty suspect may detect the investigator's bluff, resulting in a significant loss of credibility and sincerity. For this reason, we recommend that this tactic be used as a last resort effort.
2. This tactic should not be used for the suspect who acknowledges that he may have committed the crime even though he has no specific recollections of doing so. Under this circumstance, the introduction of such evidence may lead to claims that the investigator was attempting to convince the suspect that he, in fact, did commit the crime.
3. This technique should be avoided when interrogating a youthful suspect with low social maturity or a suspect with diminished mental capacity. These suspects may not have the fortitude or confidence to challenge such evidence and, depending on the nature of the crime, may become confused as to their own possible involvement if the police tell them evidence clearly indicates they committed the crime.¹⁸

It should also be noted that misrepresenting evidence in an otherwise proper interrogation does not cause innocent people to confess, but the "aggravating circumstances" within the interrogation can create an environment conducive to a false statement.

Consider the court's opinion in *US v. Graham* in which the court pointed out that misrepresenting evidence is "one factor to consider among the totality of the circumstances in determining voluntariness." ... However, "[c]ourts have been reluctant to

¹² Brandon L. Garrett, *Convicting the Innocent: Where Criminal Prosecutions Go Wrong*, Harvard, 2011

¹³ Fred Inbau, John Reid, Joseph Buckley and Brian Jayne, *Criminal Interrogation and Confessions* (2013)

¹⁴ Dr. Gregory DeClue "The Inside Information Checklist" (*The Police Chief* magazine August 2015)

¹⁵ *Frazier v. Cupp*, 394 U.S. 731 (1969)

¹⁶ Fred Inbau, John Reid, Joseph Buckley and Brian Jayne, *Criminal Interrogation and Confessions* (2013)

¹⁷ Richard Leo Deposition Testimony April 2013 *Caine v. Burge*.

¹⁸ Dr. Leo refers to this to as the false evidence ploy.

deem trickery by the police a basis for excluding a confession on the ground that the tricks made the confession coerced and thus involuntary.”

The court points out that there are a number of cases in which statements elicited from a defendant in response to police deception were found involuntary... but the court stated, “these cases all involve significant aggravating circumstances not present here, such as, subjecting the accused to an exhaustingly long interrogation, the application of physical force or the threat to do so, or the making of a promise that induces a confession.”¹⁹

In other words, it is not the misrepresentation of evidence that is the genesis of a coerced or even false confession, but the “aggravating circumstances” present during the interrogation.

According to social psychologists, there are two sources of research that support their contention that misrepresenting evidence causes false confessions. “First, studies of actual cases reveal that the false evidence ploy... is found in numerous wrongful convictions in the U.S., including DNA exonerations.”²⁰ However, as pointed out by Davis and Leo (referring to DNA exoneration cases), “Many, and perhaps most, of the interrogations in the cases Garrett reviewed crossed the line of proper interrogation technique through the use of explicit threats and promises, feeding suspects crime facts, and/or other coercive practices.”²¹ This is consistent with the view expressed in the aforementioned *Graham* case.

“The second source of evidence is found in laboratory experiments that have tested the causal hypothesis that false evidence leads innocent people to confess to prohibited acts they did not commit.”²² The first of these studies, commonly known as “the Alt-key Study,” required students to perform a data entry project and warned them not to hit the computer's Alt key, which would cause the computer to crash. The researchers forced the system to crash, falsely accused the students of hitting the Alt key, and confronted them with a “witness” who reported seeing them do so. Under these circumstances, a number of the students signed written confessions despite their innocence.

In the second study, students were given a set of assignments and told that in some assignments collaboration with classmates was acceptable, while in others it was prohibited. The researchers then accused innocent students of improperly collaborating on certain assignments, informed them that they had violated university rules prohibiting cheating, and, for some, minimized the extent of their wrongdoing and encouraged them to take responsibility for their actions. Half of the students were told that there was a

hidden video camera in the room which would eventually reveal their guilt or innocence. Under this circumstance, 93% of the guilty suspects confessed and 50% of the innocent suspects confessed. However, as it turned out, these innocent participants did not confess to helping the other person at all. Rather, they signed a prepared statement to that effect. Further, and most importantly, they were reassured that if the hidden camera exonerated them, they would not get into any trouble by signing the statement.²³

In *U.S. v. Jacques*, when discussing these studies, the court stated that “Obviously, these “interrogations” were not conducted by law enforcement, were not part of a criminal investigation, did not involve actual suspects, and did not present the students with a serious penalty. As a result, Professor Hirsch [the false confession expert in this case] readily admitted that these studies have “limited value,” which, in the context of this case, is an understatement.”²⁴

Even one of the authors of these 2 studies, Saul Kassin, stated, “One needs to be cautious in generalizing from laboratory experiments.”²⁵

The courts have drawn a distinction between verbal misrepresentations of evidence and fabricated physical evidence, finding fabricated evidence unacceptable. For example, in *State v. Cayward*,²⁶ a sexual assault case, the defendant's incriminating statements were suppressed because the police fabricated scientific reports indicating that the suspect's DNA had been found on the victim.

Several states have implemented legislation that restricts or prohibits law enforcement from lying to juveniles about the case evidence, including Illinois and Oregon.

¹⁹ Fred Inbau, John Reid, Joseph Buckley and Brian Jayne, *Criminal Interrogation and Confessions* (2013) page 352

²⁰ *US v. Graham* 2014 WL 2922388 (N.D.Ga.)

²¹ Saul Kassin, et al, “Police-Induced Confessions: Risk Factors and Recommendations” *Law Hum Behav* (2010) 34:3–38
Deborah Davis and Richard Leo, “To Walk in their shoes: The problem of missing, misunderstood and misrepresented context in judging criminal confessions” *New England Law Review* 2012

²² Saul Kassin, et al, “Police-Induced Confessions: Risk Factors and Recommendations” *Law Hum Behav* (2010) 34:3–38

²³ For additional details see “Research Review: The Lie, the Bluff and False Confessions” at http://www.reid.com/educational_info/r_tips.html?serial=129407139948903

²⁴ 784 F.Supp.2d 59

²⁵ Saul Kassin, et al, “Police-Induced Confessions: Risk Factors and Recommendations” *Law Hum Behav* (2010) 34:3–38

²⁶ 522 So.2d 971 (1989)

In the March 2023 IADLEST *Standards & Training Director Magazine*, we will conclude this presentation by Mr. Buckley, with **Part Three** of this topic; as we focus on **Modifying Techniques When Questioning Juveniles and Individuals with Mental or Psychological Disabilities** and other points of law.

About the Author:

Joseph P. Buckley, CRT

Mr. Buckley is a graduate of Loyola University with a Bachelor of Arts degree in English, has a Master of Science degree in the detection of deception, and is certified in The Reid Technique®. He has been employed by John E. Reid and Associates since 1971 and has been president of the company since 1982.

Mr. Buckley has conducted in excess of 10,000 interviews and interrogations and has been a speaker in seminars for over 38 years. He is a frequent guest on many radio talk shows and a much sought-after guest speaker for police and security organizations throughout the country, discussing the art of interrogation and interviewing. Mr. Buckley has authored numerous articles on the topic, and is also coauthor of four books, including, *Criminal Interrogation and Confessions* (5th 2013) and *Essentials of The Reid Technique* (2nd edition, 2013). His vast knowledge of interviewing and interrogation procedures has made him one of the foremost authorities on investigative tactics and techniques in the law enforcement and security field today.

Mr. Buckley conducts specialized in-house programs for a variety of organizations, including companies, associations and numerous government agencies.

Mr. Buckley can be contacted at:

jbuckley@reid.com



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

Recommended For Law Enforcement Firearms Instructors and Training Academies

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

Law Enforcement Firearms Instructor Certification Recommended Standards

The manual was created to identify minimum standards “necessary for a newly certified firearms instructor to be capable of conducting” a proper firearms course. We encourage every firearms instructor and training academy to download a copy of this document from the IADLEST website:

[Click Here](#)

Federal Training Opportunities for Law Enforcement Officers

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

Federal Training Opportunities information can be viewed [HERE](#).



International Association of Directors of Law Enforcement Standards and Training

"The Committed Catalyst for Law Enforcement Improvement"

now offers an **AGENCY AUDIT PROGRAM** www.iadlest.org

PERFORMANCE

IMAGE

OPERATIONS

AUDIT

LEGISLATIVE

MANAGEMENT

Performance Audit:

Efficiency, effectiveness and conforming to best practices

Image Audit:

Perception of external (stakeholders) and internal (employees)

Operations Audit:

Quality and effectiveness

Management Audit:

Leadership

Content Audit:

Consistent voice

Legislative & Policy Audit:

Compliance

Visit the website listed above or call

208-288-5491



Problem Based Learning

DESCRIPTION:

The intent of the course is to provide attendees with an understanding of **Problem Based Learning**. To improve the attendee's ability to implement, practice, and modify their teaching techniques to optimize student learning processes and experiences.

Built upon cognitive theories to enhance students' abilities to apply knowledge and solve real-world dilemmas in various situations.

An IADLEST Webinar for
Instructor Development

INSTRUCTOR:

Dr. Kenneth F. Ehrman,
IADLEST National Certified Instructor

The goal of this pedagogical model is to aid students in achieving five objectives:

OBJECTIVES:

- Construct an extensive and flexible knowledge base,
- Develop practical problem-solving skills,
- Develop self-directed, lifelong learning skills,
- Become effective collaborators, and
- Become intrinsically motivated to learn.

**TO VIEW THE
WEBINAR:
[Click Here](#)**

Kenneth F. Ehrman is an Investigator at the California Department of Motor Vehicles Investigations Division. He has over twenty-eight years of law enforcement experience, including five years at the California Department of Corrections and twenty-two years as an investigator. He is a POST certified instructor in defensive tactics, strategic communication, and de-escalation of force and crisis intervention. Kenneth is a subject matter expert in counterfeit document identification and provides training to law enforcement agencies throughout California. Kenneth has developed a curriculum on domestic terrorism, strategic communication, de-escalation of force, and identity theft. Kenneth has a Doctorate Degree in Public Administration focusing on the effects of legislation on de-escalation of force training and is a Policing Fellow at the National Police Institute. Kenneth serves in various volunteer positions at his church and his community. He serves as the Chair of the California Boating and Waterways Commission, President of the Association of Motor Vehicle Investigators of California, and Vice President of the California Statewide Law Enforcement Association.

IADLEST'S INTERVIEW WITH DR. NASSAR

BUSINESSMAN / STRATEGIST / PROFESSOR



In this edition of *THE FRONTLINE*, we interview Dr. Nassar Nassar, a leader in the development of learning systems for education, professional services, and law enforcement. Dr. Nassar will share his views on technology and training that can enhance the profession of law enforcement.

Dr. Nassar Nassar has been involved in the field of learning for most of the past 17 years. He is the CEO of Savant Learning Systems, Inc. of Martin, Tennessee, and Virtual Academy—an integral partner with IADLEST. Dr. Nassar has been affiliated with IADLEST for many years and has served on IADLEST's Partner Advisory Committee (IPAC) for the past four years. His organization also assists IADLEST's academy and agency accreditation processes with technological support. Dr. Nassar holds a Ph.D. in Organizational Management and, for the past twenty years, has also been a Professor of Business. Dr. Nassar sat with Standards & Training Magazine to give us his insight into law enforcement training and learning systems.



STDM: How did you become interested in learning processes, and how was Savant created?

Dr. Nassar: Well, the last piece of advice I received from my college advisor was very generic, “**find something that you love doing, and you’ll never work a day in your life.**” At that time in my life, I could not fully understand what he meant. I graduated with my Bachelor’s Degree and went through two or three jobs looking for the right one that fit my interests. Without being satisfied with those positions, I started my own company. Over the years, I created two or three companies that left me realizing that my passion was in Education. Those initial companies became the foundation, progressing to *Savant Learning Systems*. Also, during that time, I earned my Master’s in Business Administration and then a Doctorate in Business. My Ph.D. project was on training transfer, which was the key to my becoming involved in law enforcement training.

STDM: At that time, how did you view “training transfer?”

Dr. Nassar: I discovered, early on, that training transfer essentially refers to the percentage or how much of the content you learn in a training environment or classroom that is transferred into a skill or applied at the workplace. Surprisingly, at the time, the average transfer was 12%—and that

was shocking to me. My dissertation project was on how to improve training transfer. To study my project, I did an actual experiment on the question, as opposed to an ex post facto analysis. My method was based on two assumptions. Number one, realize that not all training topics are applicable or transferable. So, when it comes down to training, are you trying to make people feel good; are you trying to get them excited; are you trying to reward them; or are you trying to give them time out versus what you really want, which is improved communication skills, efficiency, understanding of diversity, etc. Number two is to create a connector. Make sure, once you frame the training that way, you tell them what you expect, like give them homework, for lack of better terms, to demonstrate the knowledge or skills achieved. In other words, clearly state the objective of the training in terms of specific accomplishments that are measurable through the “connector.”

In 2006, *Savant Learning Systems* was created as an educational system. I gathered top subject matter experts, in this case, textbook authors, and designed an MBA program, followed by an undergraduate business program, then an educational program, and then a criminal justice program. The criminal justice program is where the shift to law enforcement came in. To deliver the programs, I created a learning management system *Virtual-Campus.com*. All programs were designed explicitly to support college and university programs.

In all academic programs, we recruited textbook authors as subject matter experts to design the content and record lectures. While building the criminal justice program, we targeted SMEs from the law enforcement field to help design a practicable, applicable degree program—not just a lecturer, but an expert who also understands and can clearly communicate how to transfer such concepts into skills and improve overall performance. In short, design courses that can increase student skill levels and gives them more value than just a degree. That’s pivotal. Essentially, that is what we try to do with all our programs, to increase skill level—because that’s what education (or training) is, ultimately, supposed to be.



Two things were discovered when we developed our criminal justice program. First, professors need to be facilitators, meaning a chief of police with a Ph.D. or Master’s Degree is more effective than one with no field experience. The programs we’ve designed are for adults, for people continuing their education towards a graduate degree while still working. Along the way, Chief David Moore suggested we make the courses available to law enforcement officers because the information in several of the courses applied to what his officers needed, which could also meet the state POST agency’s requirements for in-service or continuing training credit for peace officer certification. *Savant* did that, and now, in Tennessee, our criminal justice programs are eligible to provide 39 hours of the state’s annual 40-hour peace officer training requirement, with the remaining hour devoted towards required firearms training.

The next challenge for us was that college professors or textbook authors are not always trainers. They’re too much into academia. In short, our criminal justice program with law enforcement training led us to create a subdivision, Virtual Academy, as our conduit for law enforcement training. Unlike the SMEs for academic programs, we found that true experts came from one of the best (if not the best) training academies, the FBINA, and we went there to recruit FBINA instructors as trainers. The growth of agencies utilizing Virtual Academy has been more than we could have ever expected, with nearly 100,000 full-time subscribers (officers).



STDM: When did you get involved with IADLEST?

Dr. Nassar: Around 2016, I stopped in Austin, Texas, and met with Kim Vickers of the Texas Commis-

sion on Law Enforcement (TCOLE). We began working with TCOLE, and the subject came up about the National Certification Program (NCP) and the accreditation of training courses. I suggested IADLEST gather all the companies developing law enforcement training and invite them to the table to discuss IADLEST certification of training programs. The suggestion was to allow all companies the opportunity to certify their training programs. I strongly recommended to Mr. Vickers that IADLEST ought to create a roundtable of training providers to help with the NCP. Furthermore, if that is done, I would make myself and my company available to support IADLEST’s NCP certification and wherever else I could lend a hand. I told Mr. Vickers that I was sure companies, such as *Police1* and others, would be very interested in supporting the NCP and other such efforts.

Later, IADLEST President Brian Grisham, Mike Becar, and David Harvey visited my office, and I told them the same thing. Eventually, I was invited to join the IPAC. What I see in IADLEST is an organization dedicated to serving Public Safety professionals and one that is uniquely positioned to improve and share quality standards. IPAC offers a rare and extremely unique opportunity to collaborate with various stakeholders, including competitors, to further the shared goal of helping and supporting public safety professionals worldwide.

STDM: What are you doing with Savant/Virtual Academy to help IADLEST?

Dr. Nassar: We’ve built specific software to help improve certain processes IADLEST uses to support accreditation and other goals. One request was for us to design an accreditation system to make the accreditation process functional and efficient. In doing so, we focused on the needs of academies and agencies going through IADLEST’s accreditation process, including those academies in the United States and foreign countries. Since then, we have expanded our assistance to IADLEST by providing technological support to the agency accreditation process. We continue to work on making the accreditation process more efficient for users and those who utilize IADLEST applications for academy and agency accreditation. We also worked with IADLEST on creating a database program used for agencies to submit their Use of Force policies for certification in compliance with Presidential Executive Order 13922. *Savant* also sponsored Paul Butler as Keynote Speaker at the 2022 IADLEST Annual Conference.

Savant Learning Systems will continue to support IADLEST and law enforcement in other ways that

we find possible. It is not about the money. In fact, during the past six or seven years, *Virtual Academy* has not been a profit center in our support of law enforcement. I'm passionate about supporting our law enforcement in any way we can. To me, and I want your readers to think about this, we have what I call an "expectancy gap" when it comes to law enforcement professionals. We expect our law enforcement officers to be counselors without psychology degrees or sending them to school. We expect them to be Ninjas without a black belt degree—I mean using less in use of force, don't shoot, punch, or use other physical defense techniques. We expect them to be doctors or at least nurses without medical training. We expect them to be lawyers without law school. Yet, we pay them less than they deserve and provide them limited training solutions. So, I think they deserve more. Other than lobbying to support them, we need to continue searching for ways that will allow us to give them good quality access to training and make their job easier. How do we continue to add value to be in law enforcement? I like to focus on small to mid-size departments because I feel they're the ones that don't have as much financial support or resources, in general.

STDM: Is there anything you would like our readers to know about what you do to support law enforcement and learning systems?

Dr. Nassar: The one initiative we're trying to launch focuses on how we highlight better training processes within the agencies. How do we empower people who are less appealing or "sexy," for lack of better terms, but are effective and whose content is absolutely needed to prepare better and inform our law enforcement men and women? I don't think we get enough of that. For us that means more emphasis on improving support for trainers. You see, schools discovered that the most efficient way to improve education is to invest in better teachers. So, we're preparing to sponsor more training for FTOs with known experts in the field. That's one of those things where we're trying to give our officers added value and better training skills, as well as make software applications more readily available to agencies at a minimal cost.

STDM: What is your philosophy about IPAC and its mission?

Dr. Nassar: I think it's a win-win. There is an overlap. The nature of IPAC is somewhat competing at times. What I mean is that sometimes the members compete with each other. But together, where everybody's interests in law enforcement are the same, we can converge on doing IPAC business and what is best for law enforcement. That's what IPAC can do and can be. Together, we deliberate, suggest, and

work to solve complex issues and share the credit for supporting IADLEST. All IPAC members have their individual interests, and we acknowledge that. However, it is an ideal that with "common interest," if we do certain things that benefit all our clients, it enhances the intent and purpose of IPAC and law enforcement training and standards—and it meets IADLEST goals. IPAC members' participation is essential to making IPAC and IADLEST more successful. The IPAC members understand that their individual interests have to be suppressed to make IPAC service meaningful. Membership in IPAC is to support IADLEST, and those companies that cannot put their interests aside, are not invited to the table. It's all about volunteering to collaborate for a wonderful cause. As President Kennedy said, "Ask not what your country can do for you; ask what you can do for your country." Selfless collaboration improves the outcomes and purpose of the IPAC, demonstrating that you believe in IADLEST's mission. IPAC members must be prepared to say, "how can I help you." It makes IADLEST more effective and supports the goals of standardizing training and effective processes. And in the end, IPAC members can share in the accolades and all win.

While there is some prestige in being a member of IPAC, there is an indirect benefit to each company that sits on the IPAC Committee. It shows their commitment to law enforcement. IPAC is in its infancy with IADLEST, and we continue to improve as time goes along, just like anything else.



STDM: What other interests do you have through your company or privately?

Dr. Nassar: Well, I do a lot of volunteering. I'm proud to sit as Treasurer for the *Tennessee Business Roundtable*, an organization of 50-plus businesses and nonprofits dedicated to improve education in the

state. I also support Carl Perkins, a Child Abuse Prevention organization, and I am proud to render support for this noble cause. Recently, *Savant Learning Systems/Virtual Academy* was the recipient of the organization's *Challis of Champions* as the top supporter for an organization dedicated to preventing child abuse and provide support to abused parents. One of my proudest achievements involved our local library. Martin, Tennessee, is a community of about 10,000 people. I sit on the foundation for the library, which raised, in local private donations, over \$1.5 million for the library. I find that sharing in the effort toward what is good in life is an essential trait of good character and citizenship.

Dr. Nassar can be contacted through his business, Savant Learning Systems, at: nassar@savantls.com / <https://www.savantlearningsystems.com/contact>, or by

phone at (800)-313-3280.

We hope that you have enjoyed our interview with Dr. Nassar and his opinions about learning, IPAC, and the IADLEST accreditation system and that the information will better serve you in the future.

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



IADLEST/LAPSEN Certified Youth Instructor



IADLEST and LAPSEN launched the Certified Youth Instructor Program (CYI) to recognize and acknowledge the Nation's FINEST instructors who work in schools and youth programs designed to foster careers in law enforcement. These individuals display the "best practices" in training delivery by being highly recommended by their schools, youth program directors or the LEAs for whom they work. This program is for all instructors working with youth in law enforcement career programs and related public safety programs.

What are some of the benefits of becoming a Certified Youth Instructor?

- You will demonstrate your commitment to the highest standards of education excellence.
- You will receive a certificate suitable for framing.
- Your instructional bio and photo will be posted on the IADLEST Certified Youth Instructor webpage.

You will become eligible to join the LAPSEN Training and Technical Assistance Group (TTAG) at no extra cost.

What are the Requirements to become a Certified Youth Instructor?

Complete the IADLEST/LAPSEN Certified Youth Instructor Application. You may download the application form here: [Application for CYI Certification](#)

If you have questions or want more information about LAPSEN certification, contact Leah Besonen via her [EMAIL](#), or phone: 208-288-5491. To view the IADLEST/LAPSEN webpage: [CLICK HERE](#)

Get Published with IADLEST

IADLEST is looking for authors who have the expertise instructing topics and/or in training development, and who would like to write articles for the IADLEST *Standards & Training Director Magazine*, as well as the IADLEST *Newsletter*. Both publications are published quarterly. The magazine is published in March, June, September and December. The IADLEST *Newsletter* is published in January, April, July, and October.

IADLEST encourages our members and law enforcement trainers to consider broadening their horizons by authoring articles that would be of interest to POST agencies, law enforcement academies, agency training sections, instructors and others.

Authors submitting articles accepted for publishing will gain the satisfaction of demonstrating their professional expertise and can include the published article in their resumes. It is also another demonstration of professionalism that employers can judge as satisfying eligibility requirements when considering applications for hiring personnel.

Every instructor should consider this opportunity as a means to express your expertise and gain notoriety in a field of training or curriculum development. By choosing to write for IADLEST, you can be recognized for your knowledge, skills and abilities in the law enforcement training field. It also can provide an outlet for other instructors and training managers to contact you with future contract opportunities.

For further information about submitting articles for publication to IADLEST, please refer to the Author Guidelines on page 70, located in the back of this publication, or in the *Newsletter* author guidelines posted on page 45 of the October 2022 IADLEST Newsletter.



New

From the Police Executive Research Forum

Transforming Police Recruit Training: 40 Guiding Principles is a Free Online Document offered to readers interested in police training and PERF's view of transforming this fundamental aspect of a law enforcement officer's career. The publication stands on the premise that "American policing needs to re-imagine and retool recruit training. We need to rethink the following issues:" how academies are operated and staffed, what the recruit curriculum contains, how the training is delivered and by whom, how to use reality-based scenario training more broadly and effectively, and how recruit training integrates with field training once recruits leave the academy.

"Re-imagining policing begins with tackling how police officers are taught. This report is a blueprint for fundamentally rethinking the current way we train new police officers — for dismantling the existing model and building a new approach. The goals are ambitious and far-reaching. But our hope is that if police agencies can attract those who possess the "right stuff," we can provide them with the kind of training that will take us into the future guided by a new way of thinking."

This is a document that, even if you don't agree with everything written, it's worth the time to read and consider the training your academy provides to officers.

**To get your copy,
click on the link
below:**

[PDF \(2063k\)](#)

Publication Date:
November 2022

CRITICAL ISSUES IN POLICING SERIES

Transforming Police Recruit Training: *40 Guiding Principles*



CRITICAL THINKING • DECISION MAKING • NATIONAL STANDARDS
• ADULT LEARNING • PHYSICAL FITNESS • OFFICER WELLNESS •
INFRASTRUCTURE • SCENARIO-BASED INSTRUCTION • TECHNOLOGY
• MONDAY-MORNING QUARTERBACKING • HISTORY OF POLICING •
CURRICULUM DEVELOPMENT • ADAPTIVE LEARNING • PROFESSIONAL
EDUCATORS • COMMUNITY RESOURCES • DISTANCE LEARNING
• PROCEDURAL JUSTICE • TRANSPARENCY • FIELD TRAINING



CRITICAL ISSUES IN POLICING SERIES

Continued from page 40

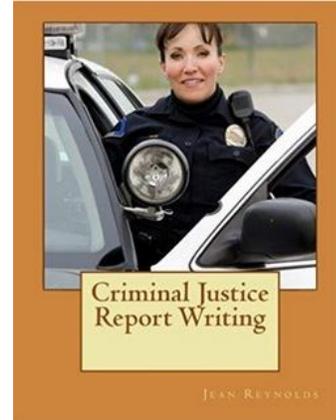
Although this kind of daily practice takes only a few minutes, the payoff can be huge. You're laying tracks in your head (literally)—building new brain pathways that will automatically turn on whenever you sit down to write.

There's nothing new or mysterious about this kind of brain-building: you've been doing it ever since you began your academy program. The years you've spent in law enforcement have created a complex set of thinking skills that automatically turn on when you need them.

In this article, I've been encouraging you to pay attention to another, equally complex set of thinking skills—your language habits. You've been developing them since you first learned to talk. You live your life in a world of words. You're constantly processing sophisticated sentences, paragraphs, pages, and ideas. You know *language!* (Everybody does.)

Make a resolution—now—to become more aware of language. Ask questions. Muse. Wonder. The results of this daily, effortless practice—simple listening, looking, and thinking—will amaze you. Start now!

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



For more writing practice and updated information about report writing, visit: www.YourPoliceWrite.com.

Instructors can download free instructional material by sending an email from an official account to: jreynoldswrite@aol.com

IADLEST SOCIAL MEDIA

We encourage you to visit IADLEST's robust set of social media sites, that can assist your search for training and standards information. These site addresses are provided for your convenience:

- <https://www.facebook.com/IADLEST/>
- <https://www.linkedin.com/company/iadlest/>
- <https://twitter.com/iadlest/status/1248353754539311108>
- <https://www.youtube.com/channel/UCObihGYvwEV0uedgbyBuEIA>

Misconceptions of Using the Adult Learning Model in Police Academies

Introduction

There are many advantages of using the adult learning model in police academies. Understanding how adults learn is critical in today's society. Adult learners have several notable attributes. For example, recruit officers must be shown how the training is beneficial to them in their job. Adults also come to class with a lifetime of experiences that can be useful to validate the training. Adult learners resent and resist situations in which they feel others are imposing their will on them and must be actively involved in the learning process. Indeed, the opportunity for direct involvement enhances the learning experience than mere observation alone. Similarly, adult learners gain more from an intense and challenging learning experience than one that is easy, routine, or boring. Finally, as adult learners can process only a limited amount of information at once, important information must be repeated often before it is retained; likewise, learning is strengthened when accompanied by positive constructive feedback and weakened by negative feedback.

How we train recruit officers at the Police Training Institute (PTI) has been widely criticized. However, our critics don't fully understand our philosophy, ideology, and rules. The purpose of this manuscript is to address the misconceptions about how an academy can use the adult learning model and still place the appropriate stress on recruit officers.

Misconceptions

1. The academy is a low stress academy.

Although we do not use the military-style approach to training, recruit officers at the [PTI](#) are subjected to considerable stress based on their schedule. Each of our three training sites may require recruits to have different equipment and uniforms for the different training topics. They may receive an 8-hour training day, and many times this rises to 12 hours or more. For example, recruits begin each day with physical training at 5:50 am, may have classroom instruction from 8 am to midday,

**By: Michael Schlosser, Ph.D., Director,
Joseph Gallo, Associate Director, and
Tod Myers, Academy Course Supervisor,
of the University of Illinois Police Training Institute**

control and arrest tactics from 1 pm to 5 pm, and night vehicle stops from 6 pm to 10 pm.

The primary stress involves scenario-based training. It makes sense for officers to experience the same stress they will have on the job – doing police work. All recruit officers go through dozens of scenarios with trained facilitators and role players, including related to theft reports, Terry stops, domestic disputes, vehicle stops, subjects with mental health issues and developmental disabilities, sexual assault cases, crime scene investigations, burglaries in progress, robberies in progress, and so on.

Every recruit officer receives classroom instruction on criminal laws, de-escalation techniques, crisis intervention, strategy, and tactics, which they must then apply in real-life police encounters through scenario-based training. These scenarios are not a “no-win situation” or an opportunity to or an opportunity to make students look bad. However, facilitators and role players do induce stress and make recruit officers use the knowledge learned in the classroom as well as firearms and control tactics to help develop their practical use of their knowledge and critical thinking skills.

2. The academy has no rules and is basically like college life.

Just because the PTI uses the adult learning model does not mean that recruits do whatever they want, and no rules exist. In fact, this couldn't be further from the truth. The first day and a half are spent reviewing the administrative packet with every recruit. These packets contain the PTI's rules and expectations of recruits. After reviewing the packets, every recruit must sign a form indicating they understand these rules and expectations. Recruits are then held accountable for obeying these rules during their time here.

Recruits are housed in 2- or 3-bedroom University Family Housing apartments during their stay. They are responsible for the cleanliness and upkeep of their accommodation, and random room inspections occur to ensure the apartments are maintained.

Police recruits have a curfew for the entirety of the academy. For the first two weeks, the curfew is set at 7 p.m. Then, provided no rules have been violated, the curfew is extended to 9 p.m. At any time, recruits can and have had their curfew restricted back to 7 p.m. or earlier depending on the seriousness of rule violations.

3. The academy lacks discipline.

Integrity is covered in many aspects of the administrative packet. Recruits are required to report their own (self-report) and/or others' violation through a memorandum. These memoranda state the violation and how the recruit intends to correct the issue to ensure that it doesn't reoccur. Most violations are minor in nature and corrected after the first occurrence.

Progressive discipline is usually meted out depending on the seriousness of the violation. Repeated violations of the same rule may result in a curfew restriction. If a serious violation occurs, the PTI may conduct an internal investigation with the approval of the Director. Once completed, the Director is the final authority of any further action. For both repeated and serious violations, the agency of the recruit is notified and kept up to date with the recruit's progress.

The Director has the authority to remove a recruit from the PTI for serious violations. Again, any investigation or possible removal is carried out in conjunction with the recruit's agency. Incidents that may be criminal in nature are first referred to the law enforcement agency within the jurisdiction.

4. Recruits will not have the proper mindset or ability when needing to use force

The Police Training Institute is recognized for their respected, successful, and intense Firearms and Control & Arrest Tactics Programs. The PTI goes well beyond the required hours in the state for both of these programs for recruit training. Additionally, the PTI's Master Firearms Instructor program is so well respected that oth-

er academies require their firearms instructors to be certified through the PTI. During the Control & Arrest program, recruit officers do not simply learn step-by-step techniques to learn the tactics. By the time recruits have completed this program, they have participated in over 100 live, active resister drills, practicing the tactics they have learned.

Recruit officers leave confident in both their firearms and control & arrest tactics prowess. They have also completed over 80 hours of scenario-based training, much of it involving non-escalation and de-escalation techniques. Because of their confidence in both their verbal skills and fighting prowess, they are more likely to use less force in their street encounters, and when force is necessary it is less likely to escalate beyond what is necessary and reasonable.

5. All recruits make it through the academy.

Administrators and instructors continually speak to recruits about integrity from day one. Reporting violations, not cheating on exams, and telling the truth when speaking to staff or others are only a few examples given. Despite this, recruits have been removed from the PTI for integrity and other violations. For example, recruits have been removed for the following behavior:

- Using homophobic, xenophobic, or sexist language
- Having inappropriate contact with a fellow recruit officer
- Carrying out types of harassment, including sexual harassment
- Cheating on an exam
- Taking photographs of an exam
- Being dishonest during an internal inquiry
- Sending inappropriate images to other recruits
- Making inappropriate posts on social media.

This expectation of honesty and integrity lasts for the duration of their academy stay. Recruits have been removed in the first week of training and the final week of training. Integrity is our core value on which the PTI will not waiver.

Continued on page 44

Advantages of using the Adult Learning Model

There are many advantages of adopting the adult learning model in academy training. First and foremost, we know how adults learn and must take advantage of the research. By using this philosophy (giving recruits some leeway), we are more likely to find out who they really are. A military-style academy can be so rigid that recruits are not given sufficient opportunity to show who they are.

Further, recruit officers are more likely to be involved in all aspects of the academy (e.g., through discussions and questions). In a military-style academy, recruits are often afraid to speak out for fear of being ridiculed. In the PTI, they are also more likely to work together and help others' address their weaknesses. Finally, we want our recruits to be critical thinkers, have emotional intelligence, and become part of the communities they serve. The adult learning model promotes those qualities.

Today more than ever, it is important for officers to treat people with dignity and respect. Under the adult learning model, recruits are treated with dignity and respect, while at the same time, they are held accountable for their actions. Under a military style academy, recruits are often yelled at and intimidated while under control of the instructor/superior. Under the adult learning model, the instructors treat recruits much like they will be treated by their employing agency. The recruits will be allowed to use discretion and when they make mistakes they are treated with dignity and respect, while at the same time, they are held responsible for their actions. It is hard to teach recruits to treat people with dignity and respect if they are being subjected to intimidation and fear to control their behavior.

Conclusion

Some client agencies of the PTI prefer our academy over others, whereas other agencies in Illinois prefer a military-style academy. We receive great feedback from our client agencies, to which we are always willing to listen to make changes in our academy. We are not perfect and continuously adopt to progress. We continue to learn best practices in policing and

teaching as policing practice and society evolve. It is important that academies remain never fully satisfied with their current practices.

ABOUT THE AUTHORS

Michael D. Schlosser, Ph.D., is director of the University of Illinois Police Training Institute. He retired as a lieutenant from the Rantoul, Illinois Police Department in 2004. Dr. Schlosser has conducted and collaborated in cross-disciplinary research projects at the University of Illinois and is credited for his innovative ideas toward police reform. He has authored dozens of articles, co-authored the book *The POWER Manual: a Step-by-Step Guide to Improving Police Officer Wellness, Ethics, and Resilience*, made media appearances, and given over 100 presentations across the country on topics such as police tactics, police training, use of force, de-escalation techniques, control and arrest tactics, the intersection of police and race, diversity, police officer wellness, and police family wellness.

Joe Gallo is currently the Associate Director at the University of Illinois Police Training Institute. Joe has over 28 years of law enforcement experience, which included various assignments in Patrol, Investigations and SWAT. Joe retired as the Deputy Chief of the Champaign Police Department in 2018. Joe is a graduate of the FBI National Academy (#243), Northwestern University School of Staff and Command, and the Senior Management Institute for Police.

Tod Myers currently works part time with the University of Illinois Police Training Institute recruit police officer classes. Tod has over 28 years of law enforcement experience, which include assignments in Patrol, Professional Standards, and Hostage Negotiations. Tod has been involved in training at all levels within a police organization. Tod retired as the Deputy Chief of the Champaign Police Department in 2021. Tod holds a bachelor's degree from Western Illinois University and is a graduate from Northwestern University School of Staff and Command.



IADLEST offers

COMPLETE **CURRICULUM** DEVELOPMENT and **JOB TASK ANALYSIS (JTA)**

We also offer multiple In-service Topics, or Single Lesson Plans. A continued “maintenance” service for all topics developed is also available, which would include annual literature reviews, updating materials, version control, archiving and making enhancements.

Phase I: Needs Assessment / JTA Data Collection

IADLEST gathers respondent data from the individual agency, region, or an entire state. Surveys are distributed electronically to identify specific job tasks by assignment, frequency, and criticality.

Phase II: Curriculum Development

IADLEST will use data collected during Phase I to develop learning objectives and uniform lessons using adult learning best practices and NCP standards. All lesson deliverables will include a separate instructor and student manuscript for each topic, static visual aids, and testing instruments (written or skill-based). Phase II will be a collaborative process with as many stakeholders as possible.



Phase III: Piloting

IADLEST will provide train-the-trainer sessions and on-site technical support to pilot the new curriculum. Piloting is used to evaluate curriculum efficacy, logistics, and make any needed revisions before full implementation. Piloting also includes test instrument validation through data analysis.

For more information ~ contact Mike Becar at mikebecar@iadlest.org or 208-288-5491

Research Based Teaching and Learning Techniques

By Dr. Matthew Loeslie

Introduction

Higher education faculty and trainers often use techniques in the **classroom which are not optimal (Eng, 2017)**. For example, a teaching centered lecture-based method is often used in classrooms (Birzer, 2004). Yet, student focused active learning strategies are often a better choice to enhance student learning (Birzer, 2004). In recent years, cognitive scientists have learned a great deal about how effective teaching and learning actually takes place (Brown, Roediger III, & McDaniel, 2014). In my position as university faculty, I have the opportunity to routinely teach many students. I use the following classroom student activities, described below, in my criminal justice courses.

Retrieval Practice

Several strategies are available to maximize learning within criminal justice and police training classrooms. One of the most promising methods to learning is the use of retrieval practice. Retrieval practice is simply recalling the information presented (Roediger & Butler, 2011). Retrieval practice involves getting information out of students' brains by "bringing information to mind". This act of "retrieving" information powerfully strengthens learning (Pan & Agarwal, 2018, p. 5). Research shows practicing retrieval makes learning stick far better than other methods of learning such as re-exposure to the original material. Cognitive researchers have known retrieval practice is very effective for a long time. Retrieval practice is nothing new. Aristotle even wrote: "exercise in repeatedly recalling a thing strengthens the memory" (Brown et al., 2014, p. 28). Unfortunately, traditional education rarely utilizes this effective teaching technique (Brown et al., 2014). Fortunately, conducting class activities using retrieval practice requires minimal preparation and can be easily implemented to increase student learning (Lang, 2016).

About the Author

Dr. Matthew Loeslie is an assistant professor at the University of Minnesota, Mankato. In addition, Dr. Loeslie has also served as an academic dean at a community and technical college, criminal justice program director and faculty at a state university and has experience working as a police officer and trainer within Minnesota. Dr. Loeslie earned his Doctor of Criminal Justice from California University of Pennsylvania, a Master of Arts in Criminal Justice Leadership from Concordia University-St. Paul, and a Bachelor of Science in Sociology from South Dakota State University.

Beginning and Ending of Class Activity

At the beginning of class, I always ask questions prompting retrieval practice. For example, I usually say, "Before we begin covering new subject matter, please take out a pencil and paper and write down what we talked about last class period." Another question I ask is, "What are the main theories and topics we have discussed so far in this course?" It is important faculty remind the students not to use their notes to refresh their memory (Lang, 2016). Then, the faculty should give the students some time to think and remember. I have found when I start this exercise at the beginning of the semester, it is difficult for students. However, as the semester continues, the students get better at remembering. Next, I give the students the opportunity to share their answers with the class. Similarly, at the end of class, I also ask questions which spark retrieval practice. I always have the students write their responses to my question down on a piece of paper using only their memory. For example, "What are the three most important ideas you learned from class today?" (Lang, 2016). Next, I call upon students to share their answers with the class.

Tic Tac Toe Competition

Faculty and trainers can facilitate learning within the classroom by enabling small group interactions which generally increases student satisfaction

(Jones, 2016). An in-class activity I use to enhance my lecture material is by conducting a Tic Tac Toe competition in class (Agarwal, 2019). I use Tic Tac Toe competition at the end of the semester to help students prepare for the comprehensive final exam. I originally got the idea for a Tic Tac Toe tournament from retrieval practice researcher Agarwal. She has a simple version of Tic Tac Toe; however, I modified the game to better fit my classroom needs (Agarwal, 2019). The materials covered in the Tic Tac Toe competition, are drawn from all the materials covered in class during the entire semester or training session(s). The content includes anything covered in class such as readings, group activities, lectures, assignments and exams. The structure of the competition consists of students being assigned in teams of two. A double elimination tournament bracket is then formed, and the competition takes place in the classroom. The winning team receives extra credit towards their final exam scores. The extra credit gives the student five percent increase on the final exam. The final exam counts for 15 percent of their overall grade in the class. The specific framework to carry out the Tic Tac Toe tournament are as follows:

1. The Tic Tac Toe tournament should take place at the end of the semester. Noteworthy: if it is a very small class it will take one class. However, if it is a medium or larger class it will take several class periods to finish.
2. Faculty should print out enough tic tac toe grids to conduct the tournament.

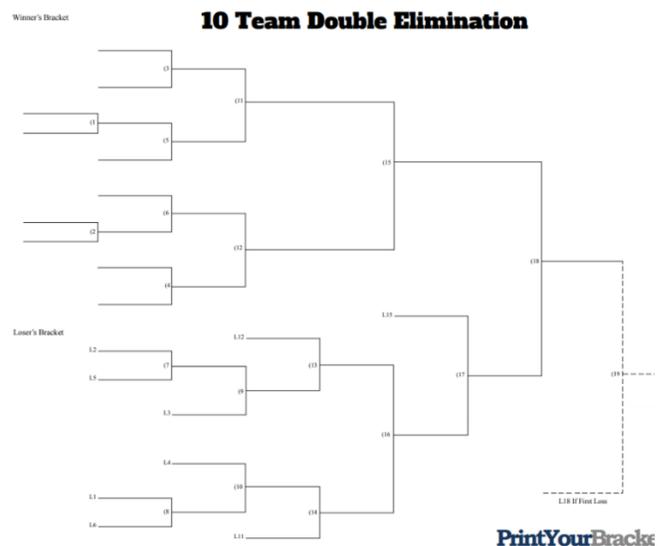
Table 1
Example: Tic Tac Toe Grid

Note: Tic-Tac-Toe is a common paper-and-pencil game for two players, X and O, who take turns marking the spaces in a 3x3 grid. The player who succeeds in placing three of their marks in a horizontal, vertical, or diagonal row is the winner.

3. The faculty will create teams of two students. Faculty should give consideration of diversity and intellect of the students while formulating these teams. Consequently, the teams should be determined before class begins.

4. Faculty will place a double elimination tournament bracket on the screen. For example, if the class size is 20 students, a 10-team double elimination bracket would be utilized. Both of the students' first names will be the official name of their teams. For example, "Matthew and Marcia".

Table 2
Example: 10 Team Double Elimination Bracket



Note. If the class size is 20 students, a 10-team double elimination bracket would be utilized. Customizable brackets can be developed at: https://challonge.com/tournament/bracket_generator

5. Faculty will have several multiple-choice questions with correct answers indicated on paper slips. The multiple-choice questions will be placed in a hat so they can be randomly drawn. I use a Minnesota State Patrol trooper hat. Hence, the Tic Tac Toe tournament has been nicknamed the "trooper tournament" by my students. Furthermore, some of the questions will be on the final exam and some will not, which helps the students review.

6. Rock, paper scissors is a game which will be used to decide who gets to go first in the Tic-Tac-Toe game.

7. After it is determined which team will go first, one team will select a multiple-choice question and

read it to the other team. The other team consults with each other and try to come up with the correct answer. The answering team should not take any longer than 15 seconds to answer the question. As the faculty member, I enforce the fifteen second rule.

8. If the answering team gets the question correct, they can put an X on the grid wherever they like. If they get it wrong, they do not get to put an X on the grid. The question is returned to the hat and mixed in with the other questions.

9. The team that last answered the question now selects a new question from the hat and reads it to their opponents. The team that originally presented now consults with each other and answers the question and adds an O to the grid if they are correct.

10. The teams continue alternating in this fashion until a team wins. If the game results in a “draw,” they continue to play until there is a winning team.

11. After the game is completed, the winning and losing teams will be added to the tournament bracket. When a team is eliminated, they should listen to the questions and answers to help assist in reviewing for the final exam.

12. Teams will continue to play until a winner of the tournament is established.

13. The winning team will receive course bonus points of an extra five percent on the final exam. The final exam is worth 15 percent of the students’ overall grade.



Conclusion

While covering course content is important, equally important is faculty’s use of effective teaching and learning principles within the classroom. I have found using retrieval practice with tournament play can be a fun and engaging way to effectively learn content with minimal classroom preparation. I have seen students who normally resist getting involved in class take this in-class activity extremely seriously and do their best to win. Overall, I have found many of the students will study and engage in learning classroom content in order to win the Tic Tac Toe competition. While some are motivated to get extra credit, most students are motivated by the drive to win. The general desired outcome of retrieval practice is to have increased student memory and understanding of criminal justice course content.

References

- Agarwal, P. K. (2019). Retrieval tic tac toe: A no stakes, no anxiety game for retrieval practice. Retrieved from <https://www.retrievalpractice.org/strategies/2019/1/30/retrieval-tic-tac-toe-a-no-stakes-no-anxiety-game-for-retrieval-practice>
- Bart, M. (2011, July 12). How do you engage your students? More tips from conference attendees. *Faculty Focus*. Retrieved from <https://www.facultyfocus.com/articles/effective-teaching-strategies/how-do-you-engage-your-students-more-tips-from-conference-attendees/>
- Birzer, M. L. (2004, Fall). Andragogy: Student centered classrooms in criminal justice programs. *Journal of Criminal Justice Education*, 15, 393-411. <https://doi.org/10.1080/10511250400086041>
- Brown, P. C., Roediger III, H. L., & McDaniel, M. A. (2014). *Make it stick the science of successful learning*. Cambridge, MA: The Belknap Press of Harvard University Press.
- Eng, N. (2017). *Teaching college the ultimate guide to lecturing, presenting, and engaging students*. Lexington, KY: CUNY Academic Works.
- Jones, P. R. (2016, April). Using groups in criminal justice courses: Some new twists on a traditional pedagogical tool. *Journal of Criminal Justice Education*, 17.
- Lang, J. M. (2016). *Small teaching everyday lessons from the science of learning*. San Francisco, CA: Jossey-Bass A Wiley Brand.
- Pan, S. C., & Agarwal, P. K. (2018). Retrieval practice and transfer of learning: Fostering students’ application of knowledge. *Retrieval Practice*, 1-12. Retrieved from <http://pdf.retrievalpractice.org/TransferGuide.pdf>
- Roediger, H. L., & Butler, A. C. (2011). The critical role of retrieval practice in long-term retention. *Trends in Cognitive Sciences*, 15, 20-27. <https://doi.org/10.1016/j.tics.2010.09.003>

OPPORTUNITIES for FREE INSTRUCTOR DEVELOPMENT TRAINING

For years, IADLEST has provided opportunities for instructors to develop their instructional and curriculum development skills free of cost. Each month, IADLEST broadcasts webinars from its Instructor Development website presented by some of the best trainers in the field in order to benefit agency and academy instructors from around the world.

Fourth in a series of Webinars

2020

Thursday, November 19th
0900 PST | No Cost | 60 Minutes

Conducting Simple Job Task Analysis (Simply & Efficiently)

Workshop focus:
Curriculum developers need to understand the need to prioritize critical tasks before drafting specific objectives. But how do you do that? This webinar will help curriculum developers understand task analysis at the Macro (state) level and also at the micro (agency level) to determine specific activities that officers do in their daily work. From the past questions and information shared, we will identify police tasks and determine the criticality of these tasks. Training tasks will be organized and sorted, so objectives can then be developed.

Course Objectives:
At the end of this webinar, the student will be able to:

1. Determine the need and purpose for a task analysis in your law enforcement training.
2. Participate in a "mini" task analysis to determine activities associated with a specific police-related job function.
3. Prioritize and combine working tasks in a logical manner.
4. Build working tasks into coherent training objectives.

Registration Information:
https://us06web.zoom.us/j/attendee.getwebinar.com/register/4368892269569184529
Webinar ID: 584-783-387
Questions: markdamitio@iadlest.org

2021

Registration Link:
https://us06web.zoom.us/j/attendee.getwebinar.com/register/4368892269569184529

Questions: markdamitio@iadlest.org

Sponsored by: FORCE

Look for our training notices through the IADLEST Newsletter, Magazine, emails or by clicking below to get to our Instructor Development training web page.

[Click Here](#)



AN ENHANCED 6-STAGE MODEL of Competence & Learning

OVERVIEW:
This class starts with an overview for a 4-stage model for competence and learning (Unconscious Incompetence toward Unconscious Competence). Then we will describe two additional levels that add to the utility of the model. We will describe the ecosystem the "Enhanced 6-Stage Levels of Competence Model" lives in along with the Dunning-Krueger Effect and the Behavioral Change Stairway. The goal is for instructors and students to have increased understanding for the system of coinciding parts in a classroom environment. Then, how to recognize what techniques will aid in the communicating of information and the gaining of skill and expertise.

INSTRUCTOR: Jeff Johnson, IADLEST Internationally Certified Instructor

LEARNING OBJECTIVES:

1. Describe the current 4-level model for competence and learning.
2. Describe the "classroom ecosystem" the Levels of Competence, Behavioral Change Stairway and Dunning-Krueger Effect are a part of.
3. Define the additive level of - Conscious Competence of Unconscious Competence.
4. Define the additive level of - Misconception Incompetence.
5. Be able to utilize the "enhanced 6-level model" for competence and learning to target specific strategies to enhance student learning and performance.

**Monday, August 22nd
7:00pm - 2:00pm ET
2022**

JEFF JOHNSGAARD
Jeff is currently a full time Canadian police officer, starting his career in 2003. He began instructing use of force and the accompanying yearly in-service recertification for his agency in 2006. In 2014 he was asked to instruct the instructor course for defensive tactics at the Police College and has continued to do those courses and the instructor recertification's yearly. Jeff has been a special team's member since 2007 and his current assignment is Detective Sergeant in the Criminal Investigation Division. He has created policy for areas of his agency's use of force as well as led the implementation of various tools and techniques for both patrol and special teams officers. Mr. Johnson is the Canadian Regional Director and a Master Instructor for the Really Based Training Association (RBT). Jeff also teaches and consults to two companies in regards to their instructor development training and curriculum design.

REGISTRATION INFORMATION:
https://us06web.zoom.us/j/attendee.getwebinar.com/register/WN_AJZLEAoGFGGKv7Yr8A-Q
Webinar ID: 857 2153 2176
Questions: markdamitio@iadlest.org

Sponsored by: Vector Solutions ACADi

https://www.acadi.com

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

RICK JACOBS

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.

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

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

2021

Registration Link:
https://us06web.zoom.us/j/attendee.getwebinar.com/register/725492117627391887

Questions: markdamitio@iadlest.org

Sponsored by: LEXIPOL

AN ENHANCED 6-STAGE MODEL of Competence & Learning

OVERVIEW:
This class starts with an overview for a 4-stage model for competence and learning (Unconscious Incompetence toward Unconscious Competence). Then we will describe two additional levels that add to the utility of the model. We will describe the ecosystem the "Enhanced 6-Stage Levels of Competence Model" lives in along with the Dunning-Krueger Effect and the Behavioral Change Stairway. The goal is for instructors and students to have increased understanding for the system of coinciding parts in a classroom environment. Then, how to recognize what techniques will aid in the communicating of information and the gaining of skill and expertise.

INSTRUCTOR: Jeff Johnson, IADLEST Internationally Certified Instructor

LEARNING OBJECTIVES:

1. Describe the current 4-level model for competence and learning.
2. Describe the "classroom ecosystem" the Levels of Competence, Behavioral Change Stairway and Dunning-Krueger Effect are a part of.
3. Define the additive level of - Conscious Competence of Unconscious Competence.
4. Define the additive level of - Misconception Incompetence.
5. Be able to utilize the "enhanced 6-level model" for competence and learning to target specific strategies to enhance student learning and performance.

**Monday, August 22nd
1:00pm - 2:00pm ET
2022**

JEFF JOHNSGAARD
Jeff is currently a full time Canadian police officer, starting his career in 2003. He began instructing use of force and the accompanying yearly in-service recertification for his agency in 2006. In 2014, he was asked to instruct the instructor course for defensive tactics at the Police College and has continued to do those courses and the instructor recertification's yearly. Jeff has been a special team's member since 2007 and his current assignment is Detective Sergeant in the Criminal Investigation Division. He has created policy for areas of his agency's use of force as well as led the implementation of various tools and techniques for both patrol and special teams officers. Mr. Johnson is the Canadian Regional Director and a Master Instructor for the Really Based Training Association (RBT). Jeff also teaches and consults to two companies in regards to their instructor development training and curriculum design.

REGISTRATION INFORMATION:
https://us06web.zoom.us/j/attendee.getwebinar.com/register/WN_AJZLEAoGFGGKv7Yr8A-Q
Webinar ID: 857 2153 2176
Questions: markdamitio@iadlest.org

Sponsored by: Vector Solutions ACADi

https://www.acadi.com

First in a Series of Webinars

2020

Thursday, August 27th
0900 PST | No Cost | 60 Minutes

Beyond the Basics of Instructor Development

JUMPSTART HIGH LEVEL LEARNING

By Designing Innovative Learning Activities!

Agenda:

- Overview of the activity design process
Captain (Ret.) Jim Gordon, MA Ed
- Sample innovative learning activity
Sgt. Casey Hill, Stanislaus County S/O Training Division

About Your Webinar Hosts...

Captain Jim Gordon (Ret.)
Holds a Master's Degree in adult education and was one of the early architects of Stanislaus County's fully integrated, scenario based training basic police academy. The program has been benchmarked and utilized by numerous CA law enforcement agencies.

Sgt. Casey Hill
Is Stanislaus County's current academy coordinator and has been instrumental in designing scenario-based curriculum on the ground levels. Sgt. Hill has unique insight into high level of student performance as a result of innovative learning activities.

This webinar is a unique chance to...
Learn the 8 step learning activity design process. Know how scenario based learning improves student performance. Understand how effective learning activities can improve organizational success!

Registration Information:
https://attendee.getwebinar.com/register/725492117627391887
Webinar ID: 584-783-387
Questions: markdamitio@iadlest.org

Sponsored by: LEXIPOL

USING ENGAGEMENT TOOLS TO ACTIVATE YOUR PARTICIPANTS

Seventeenth in a Series of Webinars for Advanced Instructor Development

February 24, 2022 1:00pm - 2:00pm ET

Brief description of webinar:
One of the toughest challenges for any instructor to overcome is a lack of enthusiastic participation. Sensitive training topics can discourage active engagement in discussion; dry training topics can put folks to sleep, and virtual training can erect technological barriers to more robust participation. During this session, we'll talk about (and demonstrate) how to use engagement tools to liven up your workshops and make for a richer learning environment.

We'll cover (in brief):

- Simple gamification strategies
- Interactive scenarios
- Engagement through polling
- Anonymous Q&A questions
- Anonymous Q&A discussions

Speaker:
ANGELIC YOUNG
Angelic Young is the Director of Training for Law Enforcement at the Anti-Defamation League (ADL). Since joining the ADL in September, she designed and launched a new training curriculum: Managing Implicit Bias rolled out the enrollment. Several hundred law enforcement professionals have taken this training since ADL rolled out the curriculum in late 2017. 95 percent of participants in data report that they feel better equipped to manage the impact of implicit bias on their law enforcement work. Previously, she spent six years at the Institute for Inclusive Security counseling government leaders on the creation, implementation, monitoring and evaluation of national action plans to implement UN Security Council Resolution 1256. She worked for the bulk of the first ten years of her career as a frontline civilian of the Department of State, Bureau for International Narcotics and Law Enforcement. She also served as an adjunct faculty member at George Mason University's School of Policy and Government for the past eleven years, teaching a graduate level course.

Registration Information:
https://us06web.zoom.us/j/attendee.getwebinar.com/register/WN_d9r131SSoC9Bjbrt-KA
Questions: markdamitio@iadlest.org

2021

Registration Link:
https://us06web.zoom.us/j/attendee.getwebinar.com/register/WN_d9r131SSoC9Bjbrt-KA

Questions: markdamitio@iadlest.org

Fourteenth in a Series of Webinars for Advanced Instructor Development

REALITY Based Training

Do you struggle for ideas on how to incorporate Reality-based Training in the classroom? Do you search for ways to avoid the typical PowerPoint presentation So that your training is more engaging with a higher level of student learning? Look no further, the October webinar is for you! Together, we will share ideas on how to incorporate more reality-based training in the classroom. We will explore ways to use PowerPoint and other common technology tools to create training that energizes your classroom and allows your students to experience more realistic training

**Thursday, October 21st
11:00am - 12:00am PST
2021**

JIM GORDON

Jim Gordon is a retired captain from Stanislaus County Sheriff's Office in Central California, with 25 years of service. Jim served as a field training officer and as the FTO program administrator. After promoting to lieutenant, Jim served as the regional academy director where he spearheaded the design into one of California's first fully integrated, scenario based training programs.

At the conclusion of this webinar, you will:

- Name a variety of technology programs used in developing reality-based training
- Use tools like PowerPoint in a different fashion to create engaging, reality-based training

Registration Information:
https://us06web.zoom.us/j/attendee.getwebinar.com/register/WN_Z4M8F85wLw10C9wV
Webinar ID: 857 2153 2176
Questions: markdamitio@iadlest.org

Nineteenth in a Series of Webinars for Advanced Instructor Development

The ADDIE Course Evaluation Model, Part Two (Design)

Speaker: Jim Gordon

Brief description of webinar:
Have you ever been asked to develop a Training Course and weren't sure where to begin? Don't worry, you are not alone! This month's webinar is the second of a five-part series where we will explore the "Design" component of the ADDIE course development model (Analysis/Design/Development/Implementation/Evaluation). Together in a live "working" interactive workshop, we will work through some examples of the "Design" process that you can use in your own training design. Join us for a fun, interactive webinar that will give you a great overview of the process in an easy-to-understand format!

In this webinar focused on the "Design" phase, we will:

- Start with the end in mind by selecting assessment methods
- Examine different course formats
- Select an instructional design strategy to develop your course

Registration Information:
https://us06web.zoom.us/j/attendee.getwebinar.com/register/WN_9NK_GKXYS-2qVf-wfZ9VA
Questions: markdamitio@iadlest.org

2022

JIM GORDON
Jim Gordon is a retired captain from Stanislaus County Sheriff's Office in Central California, with 25 years of service. Jim served as a field training officer and as the FTO program administrator. After promoting to lieutenant, Jim served as the regional academy director where he spearheaded the design into one of California's first fully integrated, scenario based training programs. Jim is a graduate of the California POST Master Instructor Program. He holds an Associate Degree in Administration of Justice, a Bachelor Degree in Vocational Education, and a Master Degree in Adult Education. Jim also worked with the CA POST Instructor Development Team teaching instructional technology and instructor development all over California. Jim now resides in Wyoming with his family.

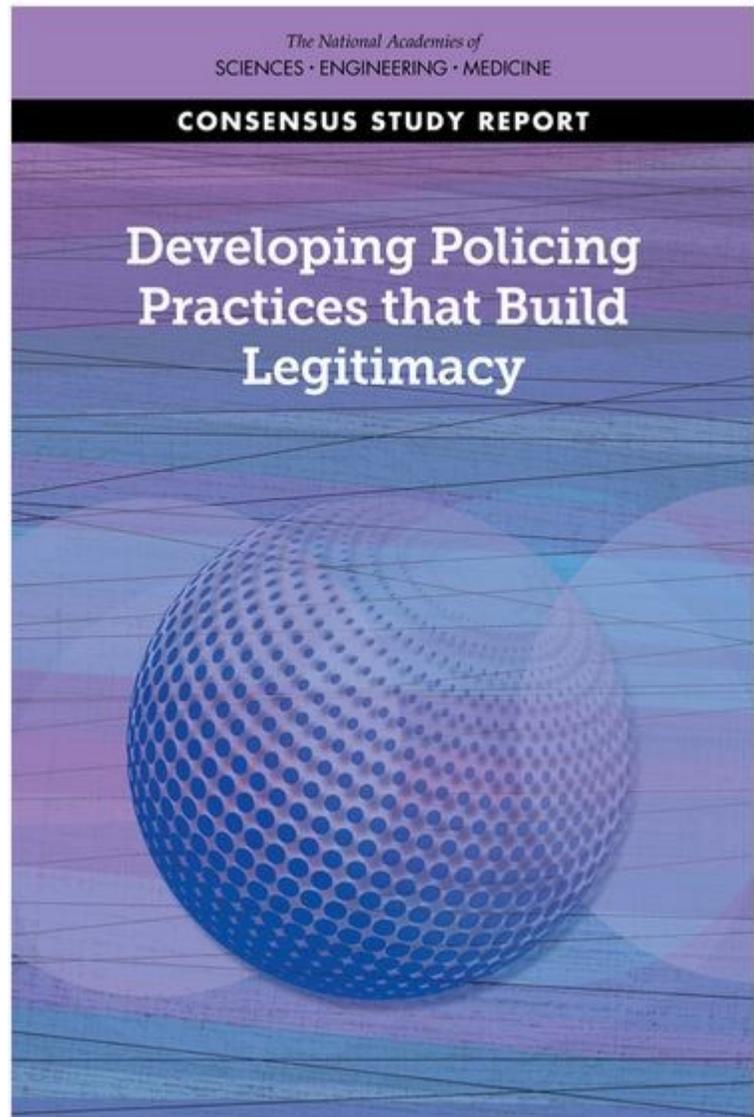


Developing Policing Practices that Build Legitimacy

(2022)

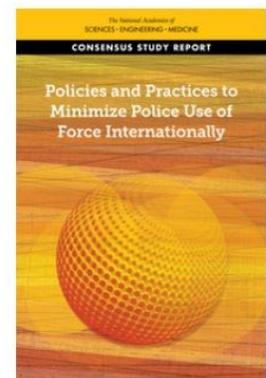
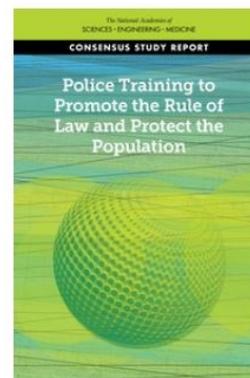
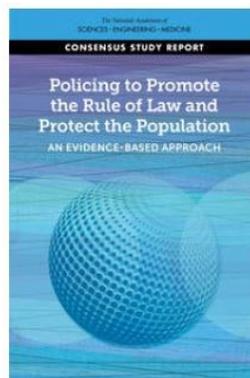
Scholars, policymakers, and the public view police legitimacy and community trust in the police alike as essential components of an effective police organization. An extensive network of international and regional organizations, bilateral donors, international financial institutions, and civil society organizations aims to work with governments to improve policing practices and enhance police legitimacy. As a part of that network, the U.S. Department of State, through its Bureau of International Narcotics and Law Enforcement Affairs (INL), provides foreign assistance to and supports capacity building for criminal justice systems and police organizations in approximately 90 countries. Like many donors, it strives to direct its resources to the most effective approaches to achieve its mission.

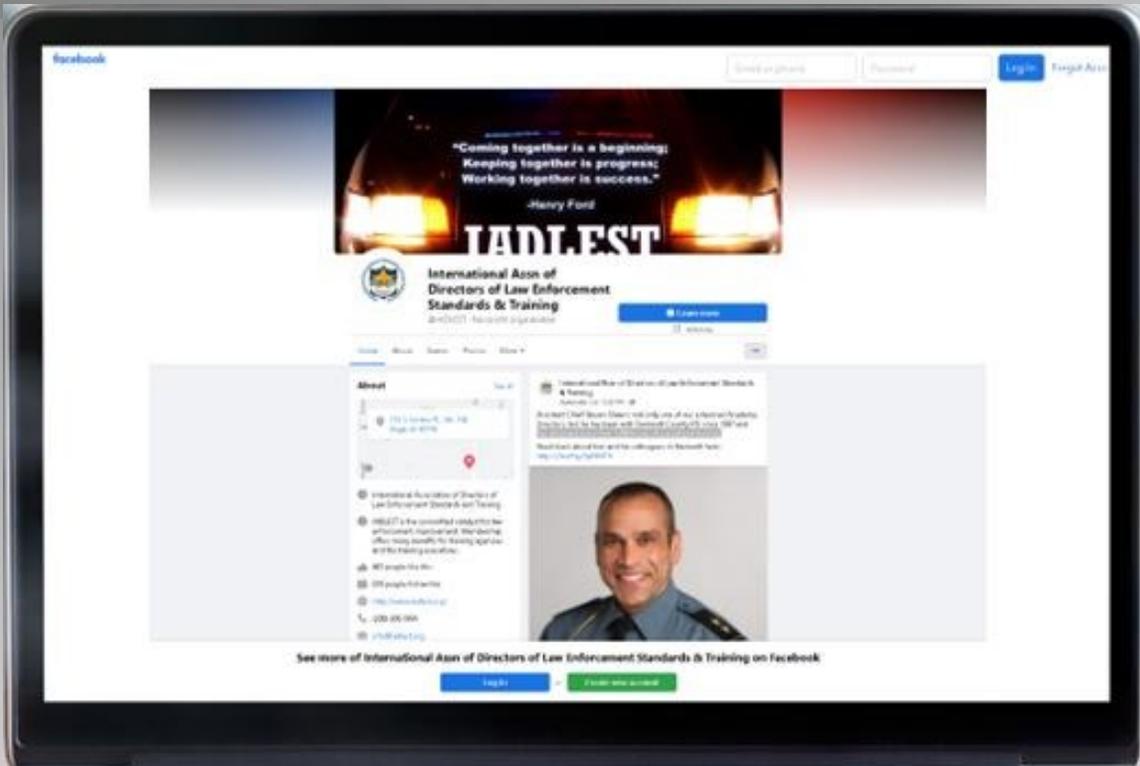
At the request of INL, the Committee on Law and Justice of the National Academies of Sciences, Engineering, and Medicine convened an ad hoc committee to review, assess, and reach consensus on existing evidence on policing institutions, police practices and capacities, and police legitimacy in the international context. The committee produced five reports, addressing questions of interest to INL and the State Department. *Developing Policing Practices that Build Legitimacy*, the fourth in this series, responds to the question: What policing practices build community trust and legitimacy in countries with low-to-moderate criminal justice sector capacity? This report focuses on the concept of legitimacy and ways of building legitimacy to foster this kind of trust and expectations.



For more information [CLICK HERE](#)

Contributor(s): National Academies of Sciences, Engineering, and Medicine; [Division of Behavioral and Social Sciences and Education](#); [Committee on Law and Justice](#); [Committee on Evidence to Advance Reform in the Global Security and Justice Sectors](#)





Follow IADLEST on FACEBOOK

<https://www.facebook.com/IADLEST/>

IADLEST shines its SPOTLIGHT on members within the Association

In this edition, Standards & Training Director Magazine shines its spotlight on several of the people, who over the past year, have made IADLEST a successful organization. Some of the individuals are consultants to the association, and some are in leadership and staff positions within the association. All represent IADLEST and its continuing effort to support and enhance the standards and training efforts of the IADLEST Director Members throughout the world.



IADLEST Executive Board Spotlight

G
E
O
R
G
I
A

MIKE AYERS First Vice President

Mike serves as First Vice President on the IADLEST Executive Board. In addition, Mike is the Executive Director of Georgia P.O.S.T. Council.



Q: What do you like most about IADLEST and/or serving on the Executive Board?

A: "I like the camaraderie of serving with others. To ensure that we continue to set the most innovative and highest standards in law enforcement training and accountability ever enjoyed in our nation's history."

Mike enjoys hiking with his wife and woodworking.

One item on Mike's bucket list is to visit Iceland!

IADLEST EXECUTIVE BOARD SPOTLIGHT



Chris is the 2nd Vice President on the Executive Board of IADLEST. He's also the Executive Director of Wyoming POST.

When asked what Chris likes most about IADLEST, his response was "IADLEST is a fantastic way to improve operations in WY. Interactions with people from across the nation provide a lot of solutions to issues that others have already experienced."

Chris enjoys spending time on his horse in wide open spaces.

CHRIS WALSH

2ND VICE PRESIDENT

WYOMING

IADLEST EXECUTIVE BOARD SPOTLIGHT



Trevor is the IADLEST Treasurer. He's also the Director of the North Carolina Justice Academy.

The thing that Trevor likes most about IADLEST is, "Learning from colleagues and sharing ideas on how to improve our profession. IADLEST does innovative work in elevating the standards and training for law enforcement nationwide."

Trevor Allen

Treasurer



In his free time, Trevor enjoys the Carolina Hurricanes! Spending time with his wife Sarah and their twin sons. He also enjoys cycling.

Favorite hobby? Watch collecting

N
C
O
R
T
H
L
I
N
A

W
I
S
C
O
N
S
I
N



IADLEST EXECUTIVE BOARD SPOTLIGHT

Stephanie Pederson

Secretary

Stephanie is the secretary for IADLEST, as well as a Law Enforcement Consultant (curriculum designer) for the Training & Standards Bureau, Wisconsin Department of Justice.

When we asked Stephanie what she likes most about IADLEST, her response was, "I really enjoy working with people from all over the U.S. & our International partners. I continually learn how other states approach their academy training & face issues regarding law enforcement. I feel like I can pick up the phone & call anyone on the Executive Board, and/or in IADLEST if I have a question. The networking has been indispensable."

Growing up as an Army brat & spending time as a Military Police Officer in the Army, led to Stephanie's love of travel. She tries to go somewhere new every year & is headed to Antarctica and the Falkland Islands Nov 2022.

One item on Stephanie's bucket list is to go to every continent (only 2 left!)

Fun fact about Stephanie is that she lived in Thailand for two years growing up & went to Airborne school (5-jump chump).



IADLEST Executive Board Spotlight



A
R
I
Z
O
N
A

Matt Giordano Western Region Representative

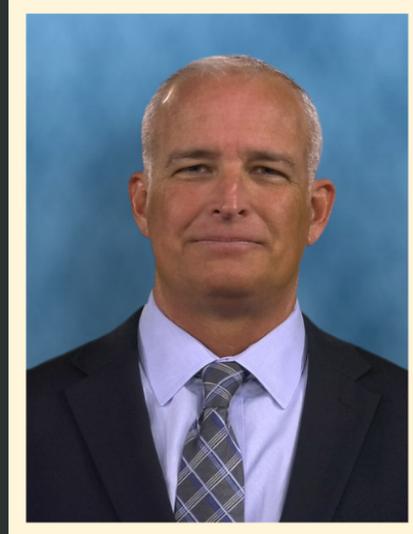
Matt is the Western Region Representative for IADLEST, as well as the Executive Director for Arizona Peace Officer Standards and Training Board.

When we asked Matt what he likes most about IADLEST and serving on the Executive Board, his response was "IADLEST is an amazing resource for POST Directors and Academy Directors. I like the free flow of information and the willingness of everyone to assist and share ideas. 'There is no need to recreate the wheel.'"

Matt enjoys spending time with his amazing wife and three wonderful children.

One item on Matt's bucket list is to hike the Grand Canyon, rim to rim!

Fun Fact: Matt missed his college graduation ceremony to begin the Phoenix Regional Police Academy!



EMPLOYEE SPOTLIGHT



MICHAEL BECAR

Executive Director

Mike enjoys spending time with family and grandchildren.

His passion is riding motorcycles with good friends, and camping with family.

When asked about one item on Mike's bucket list, his response was "At my age, I think I have completed my bucket list and ready to just enjoy life".

3 words to describe Mike:
Passionate, Driven & Articulate.



Continued on page 56

Employee Spotlight



Brian Grisham

Deputy Director

Brian enjoys painting & drawing, history, historic preservation, woodworking, hiking, and anything mountain or beach!

Fun Facts about Brian:

- *He has 2 daughters, age 24 and 8!
- *Likes to sing (he's from Music City!)
- *His dog is a Weenie-Doodle (picture a hot-dog shaped, short, golden doodle)





Employee Spotlight



Mark Damitio

Grants & Accreditation Manager

Mark enjoys vacations on Cruise Ships with his wife Debbie and watching Unlimited Hydroplane Racing. Unlimited hydroplanes are the fastest race boats in the world, approaching speeds of 200 mph in the straights.

Fun Facts about Mark:

- *He's visited 37 countries
- *Survived 3 aircraft accidents






Employee Spotlight



DAN SETZER

Project Manager for NLEARN

Dan enjoys cooking, reading and working-out.

Favorite Hobby: Book Translation. Dan has translated 13 books to English from three different languages.

Fun Fact: Dan is the historian/archivist for an association of WWII Veterans.



Employee Spotlight

“ In my free time, I like baking (with my kids), running (away from my kids), and musical theater (often performed by my kids, whether I’ve asked them to or not).

- Fun Facts:
- *First job was running a roller coaster at an amusement park.
 - *Used to be a park ranger for the National Park Service.
 - *Completed a triathlon.
 - *Recently won a ribbon at the county fair after 10 year old daughter taught me how to wood carve.



Dianne Beer-Maxwell
Project Manager

EMPLOYEE SPOTLIGHT



Leah enjoys road trips with her family, hiking and going to sporting events. She loves photography and a nice glass of wine!

One item on Leah's bucket list is to visit Ireland.



Leah Besonen



Administrative Assistant

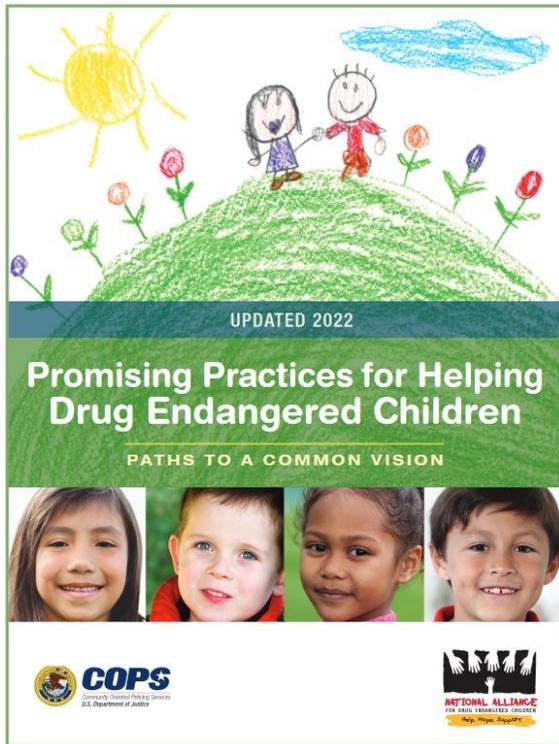
From the COPS Office

Here are two new publications from the COPS Office that Academies and Instructors may wish to have access to as reference material for curriculum design and lesson plan development. They also contain good information for your veteran officers to read and become familiar with. Both publications have interesting facts that can improve law enforcement's response to their community's needs. We encourage you to download these free resources for your academy or agency library.

New

To get your copy,

[Click Here.](#)

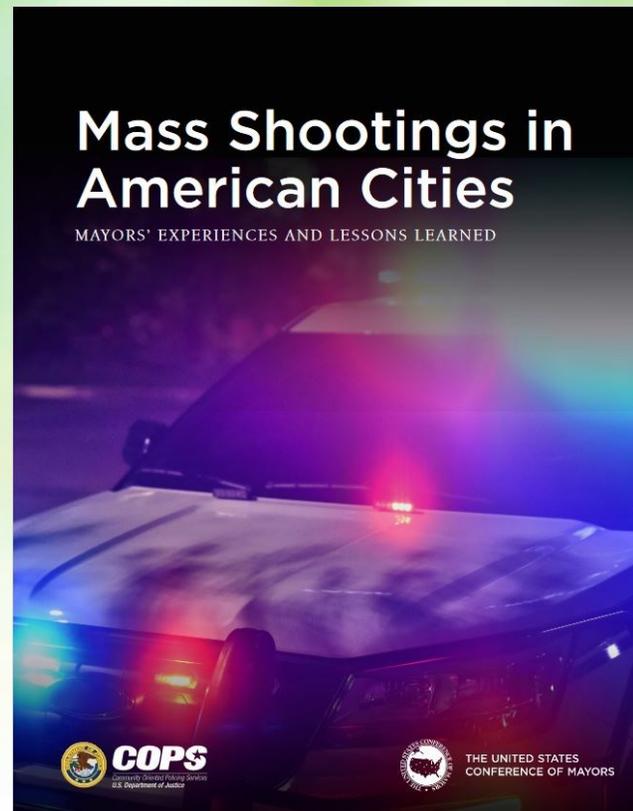


Abstract: The National Alliance for Drug Endangered Children (National DEC) has developed resources that state, local, and tribal DEC alliances can use to fit the particular needs of their communities and their local initiatives to help children who are endangered by drug use. To help further the DEC mission, this updated guide outlines these resources and shares promising practices that state, local, and tribal DEC alliance leaders are using as they strengthen their DEC organizations. First published 2014, revised 2017, second edition 2022.

Abstract: Nine mayors whose cities have experienced mass shootings in recent years share their insight on the need to prepare for a mass shooting. This document captures many of the key points offered by these mayors and later by key city staff involved in the response to one of the deadliest mass shooting incidents in U.S. history. It is intended to provide guidance on the preparation that should take place in anticipation of an incident occurring, the critical importance of communication during the response to an incident, and the wide range of tasks that must be anticipated in the incident's wake.

Mass Shootings in American Cities

MAYORS' EXPERIENCES AND LESSONS LEARNED



Office of Community Oriented Policing Services (COPS)



IADLEST International and National Instructor Certifications

In 2018, IADLEST established its Instructor Certification Program. Since then, hundreds of officers, and those in training academies, academics and private training organizations, and criminal justice agencies have applied for and received certification as IADLEST Certified Instructors. IADLEST offers two types of instructor certifications, the National Certified Instructor and the International Certified Instructor. The National certification is mainly for instructors who teach within the United States. The International certification is focused on all instructors that teach law enforcement officers in countries outside the United States. It is also useful for those instructors from the United States that teach in foreign countries as part of U.S. Department of Justice, U.S. Department of State, U.N. missions, or other assignments where the credibility of instructor qualifications are paramount to securing assignments or the recognition of international partner countries.



What are the benefits of becoming an IADLEST Certified Instructor?

- Receive an Identification card with the IADLEST seal documenting your International Certified Instructor status and expiration date;
- Receive an IADLEST certificate, suitable for framing;
- Post your picture and biographical information on the International Certified Instructor Webpage with links back to your direct e-mail or web pages;
- Receive access to IADLEST's NLEARN web-portal with training links, open dialogue trainer discussions, lesson plans, relevant instructional and law enforcement articles;
- Receive an IADLEST Certified Instructor Program lapel pin;
- Use the IADLEST appropriate Certified Instructor Program acronym on your business cards, letterhead, etc.

What are the Requirements for becoming an IADLEST Certified Instructor?

- Complete the IADLEST National or International Certified Instructor Application. All requirements and payment instructions are found at: <https://www.iadlest.org/training/instructor-certifications>
- Submit a current résumé outlining your specific law enforcement teaching and curriculum development law enforcement experience **indicating more than three (3) years of training experience**. For the International Certified Instructors, information regarding languages spoken or understood, if applicable.
- Submit your agency, POST, federal, or national Academy Director endorsement; or **THREE (3)** letters of recommendation from Law Enforcement CEOs attesting to your skills and abilities. References will be contacted during a background check.
- Submit a completion certificate from a recognized basic Instructor level course from an academy, state POST, federal or international academy (or IACP, NRA, etc.), or recognized documents indicating instructor certification.
- Submit your biennial International Instructor Fee, by calling the IADLEST Office at 001-208-288-5941, or by credit card using IADLEST's electronic payment process (noted on each instructor certification instruction page).

After completing the application, send it and all supporting documentation to Kelly Alzaharna, IADLEST Instructor Certification Programs Manager at: kelly@iadlest.org

Are You Looking For An Instructor?



IADLEST Certified Instructors

IADLEST has a listing of 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 today. Their topics are varied. Below and on the following page, we are sharing information about the topics they instruct. If you need a quality instructor to teach at your academy or conference. [Click here](#) to find instructors who teach the topics we've listed. [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
- Aviation Safety and Security
- Background Investigations
- Basic Academy
- Communications
 - Media Relations
 - New World CAD System
 - Motoroa 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
 - Numerous Subtopics
 - Investigative Case Management
- 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

IADLEST Certified Instructors



- Ethics
- Evidence-Based Policing
- EVOC
- Excited Delirium Response
- Executive/Dignitary Protection
- Field Training Instructor
 - Basic FTO
 - Advanced FTO
- Firearms
 - Numerous Subtopics
- 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
 - Numerous Subtopics
- Organizational Development
- Patrol Tactics
 - Numerous Subtopics
- Physical Fitness
- Psychology
- 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

Agencies and Companies with a significant number of certified IADLEST Instructors:

Spokane County Sheriff's Office (WA)

Blue to Gold NAFTO

NW3C Virtra

Dirigo Safety

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

[Click here.](#)



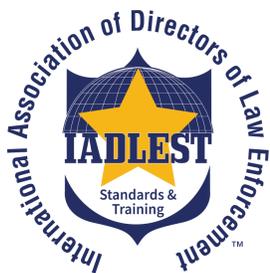
Wear Your Belt.
Wear Your Vest.
Watch Your Speed.
WIN - What's Important Now?
Remember: Complacency Kills!

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/>

CALL FOR WEBINAR SPONSORSHIPS

IADLEST WEBINAR SERIES



The IADLEST webinar series offers several opportunities for SPONSORS to demonstrate their support for developing amazing law enforcement instructors and effective instructional designers.

As a law enforcement training leader, you know the positive impact that well developed instructors and training materials can have on officers and recruits, how they learn, how they apply what they learn, and how they engage with the community.

Sponsoring an IADLEST webinar is an ideal way for you to put your organization in front of a wide audience and to powerfully communicate your company's message before and after the event.

About the Webinar Series

Join IADLEST in supporting and sponsoring this important webinar series in developing creative instructors and effective instructional designers. Webinars are delivered monthly, in 1-2 hour increments, and are interactive, promoting enhanced professional development opportunities for established advanced officer training and basic academy instructors. These short instructor development webinars include topics such as:

- Developing SMART learning objectives
- Designing objective evaluation tools (rubrics)
- Using case studies
- Designing innovative learning activities
- Using empathy in curriculum design
- Designing scenario-based practical exercises
- Conducting simple job task analysis
- Incorporating national standards into curriculum design

Instructors are continually reaching out for new ideas in designing their lesson plans. By hosting these small work group sessions, law enforcement instructors and curriculum designers can benefit from shared ideas, while at the same time saving valuable training budgets. Utilizing shorter sessions keeps the attendees engaged and benefits a wider audience.

These webinars are free to IADLEST members and nonmembers, worldwide. Anyone can listen to the live presentations or get access to the recorded version after each event. Registration is required.

About Our Presenters

All instructors presenting IADLEST webinars are well known in their field of expertise. They have a passion to deliver quality instructional concepts, explore the latest modes of instructional delivery, all in an effort to develop better instructors to train those who serve in public safety.

Sponsorship Benefits & Cost

Sponsorship provides your organization the opportunity to market and discuss your products and services to a focused audience, as well as contributing to the important knowledge base of the law enforcement profession. Cost of sponsorship is \$1,000, and includes all of the following benefits:

- Use of company logo, website address/link, and product/service information in the introduction and/or conclusion of the educational session.
- Recognition at the beginning and end of the webinar – This may include a 1-2 minute message from the sponsor, video or presentation.
- Recognition in all marketing material, social media etc.
- Access to the webinar attendee registration list, including contact information.



Beyond the Basics of Instructor Development

Webinar Sponsorship Responsibilities



IADLEST will provide:

- Promotion of each webinar to its 400+ members via website, two email blasts and social media (Facebook, twitter, LinkedIn).
- Promotion of each webinar through its weekly National Law Enforcement Academy Resource Network (NLEARN) e-newsletter with a distribution to over 6,748 police instructors, academy personnel and patrol officers.
- Promotion of each webinar on IADLEST contact list with distribution to over 30,430 law enforcement personnel.
- Webinar hosting and platform
- Registration link
- On-line registration form
- Registration capabilities and post-event participant reporting
- Registration confirmation and reminder e-mail(s) to registrants
- Post-event promotion

The sponsoring company will provide:

- Promotion of the webinar through its various channels
- Logo and graphic to be used in promotional materials
- Post-event promotion

If you would like to sponsor one of our impactful IADLEST webinars, and contribute to how our law enforcement officers are trained, worldwide, please contact Thomas Ridgwell at thomas@iadlest.org or call (208) 919-9022.

MAKE YOUR PLANS
To Join Us In
Denver, Colorado
May 14 - 17, 2023
at the
2023 IADLEST
Annual
Conference

IADLEST's POST PORTAL

One of the resources that IADLEST has on their website is the POST Portal. The portal is where law enforcement personnel can research information online about the various state law enforcement standards and training agencies. It's as easy as a click away. Choose a state, click on it and find yourself at their state website—providing you the opportunity to learn about their operation and services that they provide the general public and officers they serve.

You can go to the IADLEST POST Portal by [Clicking Here](#).

POST Portal



Alabama	Kansas	North Dakota
Alaska	Kentucky	Ohio
Arizona	Louisiana	Oklahoma
Arkansas	Maine	Oregon
California	Maryland	Pennsylvania
Colorado	Massachusetts	Rhode Island
Connecticut	Michigan	South Carolina
Delaware	Minnesota	South Dakota
District of Columbia	Mississippi	Tennessee
Florida	Missouri	Texas
Federal LE Training Accreditation	Montana	Utah
Georgia	Nebraska	Vermont
Guam	Nevada	Virginia
Hawaii	New Hampshire	Virgin Islands
Idaho	New Jersey	Washington
Illinois	New Mexico	West Virginia
Indiana	New York	Wisconsin
Iowa	North Carolina	Wyoming

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

**DDACTS 2.0
Webinar Series**



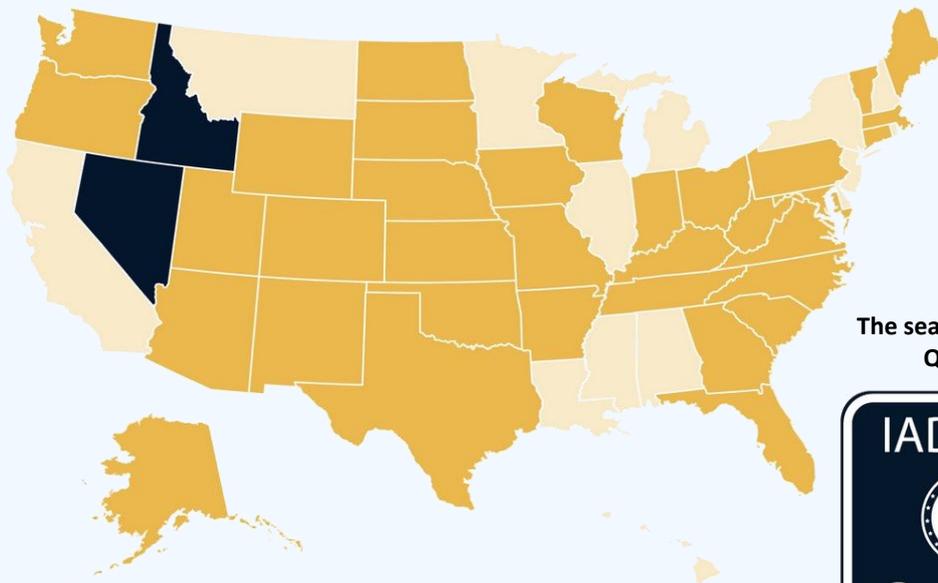
Topic	Objectives	More Details	Archive
DDACTS 2.0 - Overview	<u>Overview</u>	<u>Flyer #1</u>	<u>View Recording</u>
Outcomes	<u>Outcomes</u>	<u>Flyer #2</u>	<u>View Recording</u>
Data Collection	<u>Collection</u>	<u>Flyer #3</u>	<u>View Recording</u>
Data Analysis	<u>Analysis</u>	<u>Flyer #4</u>	<u>View Recording</u>
Partners/Stakeholders	<u>Stakeholders</u>	<u>Flyer #5</u>	<u>View Recording</u>
Strategic Operations	<u>Operations</u>	<u>Flyer #6</u>	<u>View Recording</u>
Information Sharing	<u>Sharing</u>	<u>Flyer #7</u>	<u>View Recording</u>
Monitor, Evaluate, Adjust	<u>Evaluate</u>	<u>Flyer #8</u>	<u>View Recording</u>



For more information
[CLICK HERE](#)

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

36 Supporting States



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

The seal that means
Quality.



Major County Sheriff's Association Endorses IADLEST NCP



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

Sherriff Sandra Hutchens
President, [Major County Sheriff's Association](#)

BJA Building Analytical Capacity Crime Analysis Webinar Recordings

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

To watch our webinars click on a link below:

[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](#)

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

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

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

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

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

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

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

[Crime Analysis for Organized Retail Theft](#)

[Professional Development in Crime Analysis](#)

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

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

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

[Improving Metrics in Police Agencies](#)

[Using Analysis to Support Gang Enforcement](#)

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

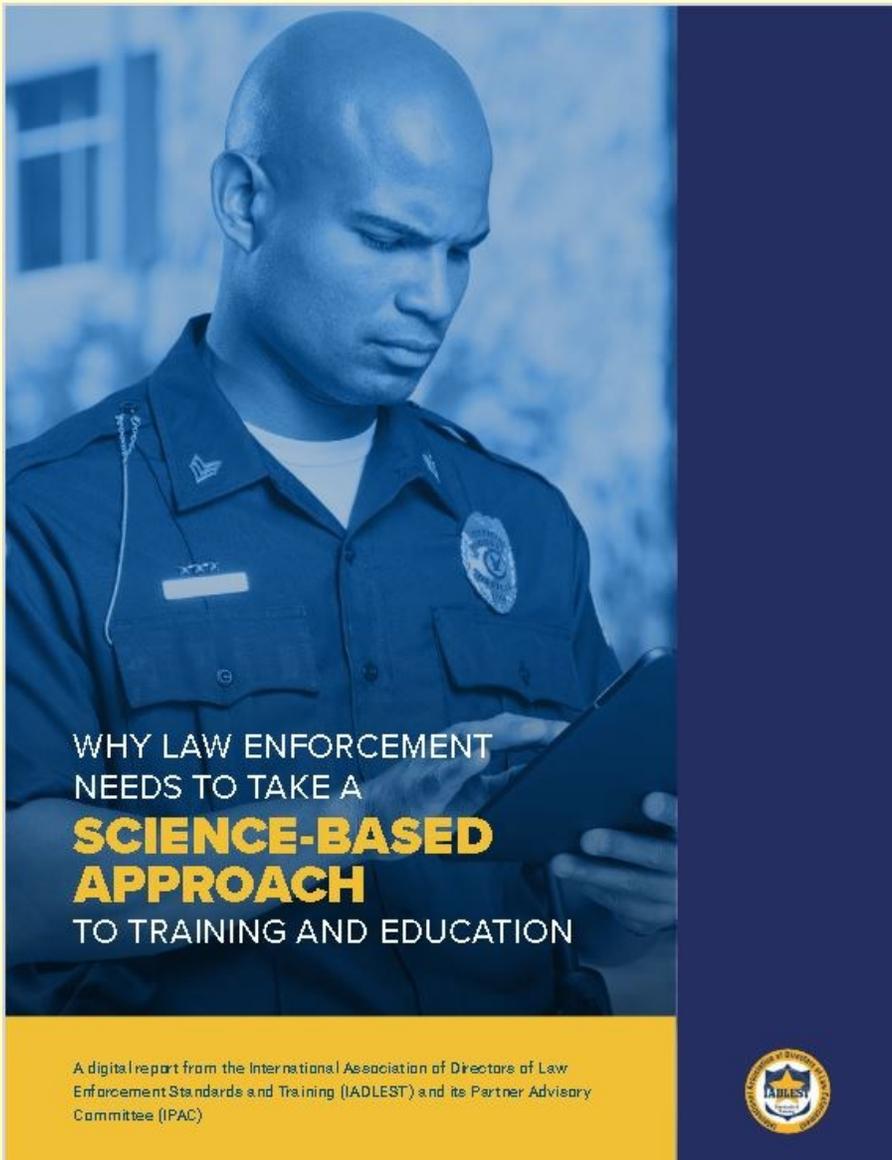
[The Benefits of Direct Data Access](#)

More webinars and information are available at: [Crime Analysis Webinars](#)



FROM IADLEST

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



Get your free 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

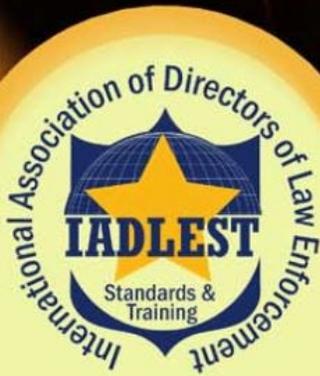
Read about the importance of investing in analytics, partnering with researchers and how to prevent learning decay.

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

Learn how to map performance goals to departmental and governmental needs to reveal areas needing more refinement.



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 for discussion and implementation. The *IADLEST Standards & Training Director Magazine* is developed as an online-only publication, offering readers, worldwide, dynamic and expansive knowledge about setting “best practice” standards and training for law enforcement, criminal justice, and other public safety officers.

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

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:

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

Web Address

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

E-Mail Address

STDM@iadlest.org





International Association of Directors
of Law Enforcement Standards and Training

IADLEST

Products and Services



Black Polo Shirt with IADLEST
& PoliceOne Logos
\$35.00



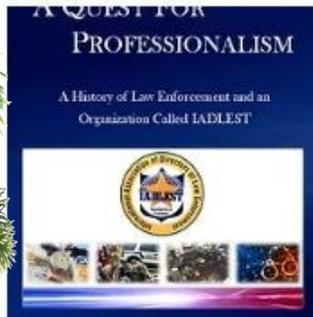
Renewal Fee (also INCI)
IICI Renewal Fee (for those
also holding an INCI
Certification)
\$75.00



CYI Renewal Fee
Certified Youth Instructor
IADLEST
LAPSEN
Recognizing
Instructors
CYI Certification Fee (Renewal)
\$40.00



National Certified Instructor
Logo Shirt (Black)
\$35.00



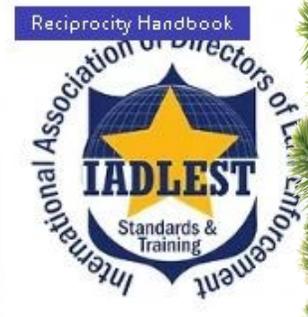
A Quest for Professionalism
Out of stock



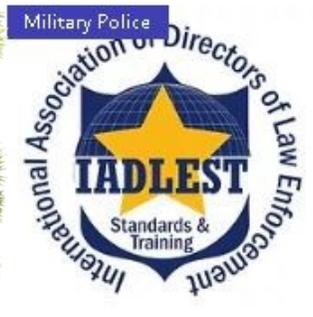
INCI Logo Shirt
National Certified Instructor
Logo Shirt (Navy)
\$35.00



Initial or Renewal Fee
International Certified
Instructor
International Instructor
Certification or renewal Fee
\$175.00



Reciprocity Handbook
International Association of Directors of Law Enforcement
IADLEST
Standards &
Training
Reciprocity Handbook
\$39.00



Military Police
Reciprocity Handbook
(Military)
\$39.00



Initial Fee
Nationally Certified
Instructor
INCI Certification Fees
\$150.00



Renewal Fee
Nationally Certified
Instructor
INCI Renewal Fee
\$125.00



Self-Assessment
Academy Accreditation Self-
Assessment
\$150.00

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

