

Standards & Training DIRECTOR Magazine



March 2022



IADLEST 2021 Year In Review

Dubai Police: General Department of Training

Four Pillars of De-escalation for Law Enforcement Agencies

Experiential Approach To Teaching Report Writing



IADLEST Welcomes You To Fort Worth, Texas

IADLEST Annual Conference May 15 to 18, 2022

For Conference Registration, Contact : Yvonne@iadlest.org

300+ Law Enforcement Executives, Training Managers, POST Directors & Academy Directors. 50 States. 16+ Countries. 3 days. 1 Keynote. 20 Training Tracks. Roundtable Discussions. 25 Exhibits. 2 Social Events.

IADLEST is committed to transforming policing by pursuing excellence in training and the development of professional standards; and each year, the annual conference showcases this commitment by focusing on the most pressing issues for training managers and executives.

Topics Include:

- Recruitment & Retention
- Officer Safety & Wellness
- Effective Curriculum Development
- Scenario-Based Training
- Data Based Policing
- Cultural Challenges
- Instructor Development
- Leadership

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Volume 2, Number 1



2022 Annual Conference



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

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Standards and Training.

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Prepared by:

CJData Research & Training

Meridian, Idaho 83646

Editor: William Flink

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Message From The Executive Director



Executive Director Mike Becar

In this edition of *Standards & Training Director Magazine*, we are sharing some of the highlights from IADLEST's 2021 efforts in our 2021 Year In Review—Highlights article. As you will see, our staff has had a very busy year and IADLEST is engaged in many new opportunities.

Also, this issue provides you with a look at the Dubai Police Department and their General Department of Training. Without a doubt, one of the most progressive police training programs in the world, our IADLEST member agency offers some ideas about training in today's world.

In January, we formally announced the opening of registration for the 2022 IADLEST Annual Conference to be held in Fort Worth, Texas, May 15-18, 2022. We are taking the opportunity in this edition to provide you with information to help you with your registration and prepare for your attendance with other members of our association. Registrations are coming in fast and many, national and international attendees have already registered. It is bound to be one of the best law enforcement training conferences of the year.

We hope to see each of you during the 2022 IADLEST Annual Conference!

There is a lot to look at in this edition of *Standards & Training Director Magazine* that we believe will be useful to your professional development and training preparation for the year. Thank you for reading our magazine.



IADLEST 2021 Year in Review - Highlights

From the Executive Director

Last year was challenging with COVID continuing to change how training is delivered, but it was also a busy year for IADLEST. Our goal is to transform policing by improving training and many of the grants and initiatives this past year have helped move us toward this objective. In addition, IADLEST’s staff and contractors have been remarkable, and they have all worked extremely hard to deliver the training and services throughout the world that are highlighted below.



Mike Becar

Financial and Operational Milestones

 <p>\$1,282,951.89 in new grant awards</p>	 <p>Managed 16 grant and cooperative agreements</p>	 <p>Passed Federal & IADLEST audits with no negative findings</p>
 <p>Yvonne was promoted to Chief Financial Officer and continues to lead IADLEST financially and operationally</p> <p>Yvonne Pfeifer</p>	 <p>Becky, our Operations Assistant, has been implementing our long-term goal of providing membership cards to all members</p> <p>Becky Reynolds</p>	

Outreach

	<ul style="list-style-type: none"> > Weekly emails highlighting new training, nationally certified courses, federal and 3rd party training. > Growth in reach from 3,310 to 4,851 subscribers. > 1,500 average page views monthly.
 <ul style="list-style-type: none"> > Launched new quarterly Standards & Training Director Magazine > Focused on quality training, policy, & services 	 <ul style="list-style-type: none"> > The IADLEST Newsletter is distributed digitally to approximately 8000 POST and Academy Directors, trainers and training providers worldwide.



Working with our Government Relations Firm, Brooks, Bawden and Moore, IADLEST participated in briefing calls with:

- Senior White House Staff
 - Domestic Policy Council
 - White House Counsel
- Senior Department of Justice Staff
- House Judiciary Committee
- Senate Judiciary Committee
- Senator Tom Scott (R-SC)
- Senator Sheldon Whitehouse (D-RI)
- Senator Cory Booker (D-NJ)
- Senator John Cornyn (R-TX)
- Rep. Karen Bass (D-CA)
- Rep. John Rutherford (R-FL)
- National Criminal Justice Association

IADLEST also created a webinar and a podcast on the NDI.

Training

Through our grants and cooperative agreements with various funding partners IADLEST was able to provide a wide range of training topics to a variety of audiences through in-person, online synchronous, and online asynchronous instruction. While some of our trainings had to be canceled or rescheduled due to disruptions from COVID, we still met or exceeded all our deliverable requirements. We are proud of the training we provided to the field in 2021.

Project	Topic	Funder	# of Classes	# of Students
Below 100	Preventable line of duty deaths	NHTSA	54	967
Every Officer is a Leader	Leadership	COPS Office	9	151
National DDACTS	Data Driven Approaches to Crime & Traffic Safety	NHTSA	34	2,529
Regional Training Hubs	Various	COPS Office	10	162
Truck & Bus	Large truck & bus traffic enforcement in TX	TxDOT	30	373
TxDOT DDACTS	Data Driven Approaches to Crim & Traffic Safety in TX	TxDOT	12	362



In addition to grant and cooperative agreement funded training, IADLEST continued to offer monthly Instructor Development webinars at no-cost. Occasionally, the monthly webinars were sponsored by vendors or private donors, but often this was a service that IADLEST underwrote because instructor development is a critical gap in the field. This series is archived on our webpage and can be viewed at any time.



- > 11 monthly webinars
- > 1,331 participants
- > Designing Scenario-Based Exercises was the most popular topic with 235 participants

Certification and Accreditation

Nationally Certified Instructors



> 142 certified

International Certified Instructors



> 22 certified

Use of Force Policy Certification

> IADLEST managed a mini-grant process, with support from the COPS Office, to 15 independent state accrediting bodies to facilitate reporting of compliance with Executive Order No. 13929 to submit documentation related to their agency's use-of-force policy.

> Strategic partner Virtual Academy developed and operated an online portal for the project to support four additional states.

> Through just our 19-state project alone, through the IADLEST Mini-Grant and direct reporting portal, we processed 3,353 agencies of the 7,000 agency goal.

Academy Accreditation



> Two academies completed accreditation: Kosovo Academy of Public Safety (reaccreditation) and the Police Training Center for the Ministry of Interior of the Republic of North Macedonia. Kosovo earned the award of excellence, the first for an international partner.

> Two academies began accreditation: Idaho POST Academy and Abu Dhabi Police College.

> Several accreditation leads were developed:

> Working with the US Embassy in Bogota to assist the Colombian National Police to establish a POST-like agency for the country. Our proposal will include IADLEST POST accreditation for the newly formed agency.

> Working with the US Embassy in Tunis and the US Agency for International Development for law enforcement academy accreditations for the Tunisia National Police.

> Received a subaward to perform technical assistance to the Pan American Development Foundation to conduct accreditation and other consulting services to the Dominican National Police Academy. This project is a portion of a more significant Caribbean Law Enforcement Improvement award by the US State Department that may lead to additional accreditations in Trinidad and Tobago, the Bahamas, Suriname, and Guyana nations.

Nationally Certified Training (NCP)



Since launch:

- > Reviewed 408 courses
 - Failed 37 – 9%
- > Trained 142 reviewers
- > Worked with 442 training providers
- > Quality of training is increasing

2021 data:

- > Certified 78 courses, failed five
- > Worked with 117 Providers
- > Trained nine reviewers
- > Worked with 13 POST and Academy Directors
- > Webpages had over 7,000 hits

	<ul style="list-style-type: none"> > Delivered two training webinars: Incorporating National Standards into Curriculum Design and Conducting Simple Job Task Analysis
<p>National Decertification Index (NDI)</p> 	<ul style="list-style-type: none"> > Continued to offer the NDI as a free resource to law enforcement agency background investigators. > 31,574 actions reported by 46 certifying agencies. > 5,143 registered background investigators using the system for hiring investigations. > Education and awareness campaign, including webinars and a podcast. > New cooperative agreement with BJA to modify and expand functionality. Convened advisory group and developed Request for Information.

Project Management & Partnerships

<p>Collaborative Reform Initiative Technical Assistance Center (CRI-TAC)</p> 	<ul style="list-style-type: none"> > Partner on advisory group with other national law enforcement membership organizations; led by IACP and supported by the COPS Office. > Training and technical assistance on wide variety of topics “for the field and by the field.” > Advised on and actively supported several site engagements, helping CRI-TAC reach the milestone of serving over 500 agencies since launching in 2018. > Developed and piloted an Officer Wellness curriculum; developed and piloted a Hate Crimes curriculum; developed an Active Bystandership/Peer Intervention curriculum.
<p>Elevate Blue</p> 	<ul style="list-style-type: none"> > Partner on advisory group with other national law enforcement membership organizations; led by the IACP and supported by the BJA. > Developing best in class law enforcement curriculum for critical subjects.
<p>IADLEST Partner Advisory Committee (IPAC)</p>	<ul style="list-style-type: none"> > Maintained membership of 15 partner organizations to advise IADLEST.



- > Convened the partners for three virtual meetings.
- > The IPAC developed document, Why Law Enforcement Needs to take a Science-Based Approach to Training and Education, was accessed nearly 1,500 times through the IADLEST website.

Law and Public Safety Education Network (LAPSEN)



- > Developed a partnership with LAPSEN, a state managed non-profit, supporting public safety career programs at the high school level, and non-school programs through age 20 overseen by Law Enforcement Academies.
- > Through this partnership, IADLEST will develop a program to recognize and certify Youth Instructors who teach law enforcement programs in high schools and meet all our qualifications.
- > IADLEST is also developing a program to recognize those high school students who graduate from these programs to inform law enforcement organizations that they have met the standards adopted by IADLEST and would be good candidates for future law enforcement positions.

Research

Academy Innovations



- > Launched first-of-its-kind study, with support from the COPS Office.
- > Implementing study in five academies nationwide (state, regional, and municipal).
- > Goal is to better understand the impact of different learning modalities. Does integrating key content at strategic intervals improve knowledge retention? Does learning online vs. in the classroom impact knowledge retention?
- > Study results will be published in late 2022.

Member Surveys

- > Two member surveys were completed and added to the members section of the website:
 - School Resource Officer Survey
 - SFST Survey of States



The February 2022 convening of the Executive Committee in Washington, DC. International Region rep Joe Trindal (LinkedIn: jtrindal), Federal rep Charles "Skeet" Brewer (LinkedIn: charles-skeet-brewer-5893b38b), Past President Brian Grisham, 1st Vice President Erik "Bo" Bourgerie, and IADLEST CFO Yvonne Pfeifer.

Upcoming Association Events

Below are important events that IADLEST will be producing or where IADLEST representatives are making presentations on behalf of the association.

- March 14-17: World Police Summit, Dubai, UEA (IADLEST Presentation by Mark Damitio)**
- March 16 & March 18: IADLEST presentation at ILEETA Conference, St. Louis, Missouri (Dianne Beer-Maxwell and Peggy Schaefer)**
- March 25: DDACTS: Monitor, Evaluate & Adjust in Arc Pro , Carolina Crime Analysts Association Conference, Greenville, North Carolina (Peggy Schaefer and Debra Piehl)**
- March 31: ADDIE Course Evaluation Part I Webinar (see page 37)**
- April 5-6: DDACTS 2.0, Denver Police Department, Denver, Colorado (Dan Howard, Peggy Schaefer, Craig Spingarn)**
- May 15-18: IADLEST Annual Conference, at the Omni Fort Worth Hotel, Fort Worth, Texas**
- May 23-24: Academy Innovations, American Society for Evidence Based Policing Annual Conference, Washington, DC**
- May 25-26: DDACTS 2.0, Greenville, South Carolina**



2022 UPCOMING TRAINING

MARCH

- 16** **Hot & Fresh Pursuit**
Online Free Webinar
4:00 PM PST
- **Fremont, CO | 8:30 AM - 5:00 PM**
- 23** **Advanced Search & Seizure**
- 24** **Advanced Traffic Stops**
- 25** **Duty to Intervene & Real World De-Escalation**
- **Lake Forest, IL | 8:30 AM - 5:00 PM**
- 29** **Advanced Search & Seizure**
- 30** **Duty to Intervene & Real World De-Escalation**

- 30** **Plain View & Plain Feel**
Online Free Webinar
4:00 PM PST
- **Waterloo, IA | 8:30 AM - 5:00 PM**
- 31** **Advanced Search & Seizure**

APRIL

- **Waterloo, IA | 8:30 AM - 5:00 PM**
- 01** **Advanced Traffic Stops**
- **Irving, TX | 8:30 AM - 5:00 PM**
- 04** **Advanced Search & Seizure**
- 05** **Advanced Traffic Stops**
- 06** **Advanced Criminal Investigations**
- 07** **Certified Search & Seizure Instructor (Day1)**
- 08** **Certified Search & Seizure Instructor (Day2)**
- **Hernando, MS | 8:30 AM - 5:00 PM**
- 05** **Advanced Search & Seizure**
- 06** **Advanced Criminal Investigations**
- 06** **Good Faith & The Fourth Amendment**
Online Free Webinar
4:00 PM PST

APRIL

- **Coatsville, PA | 8:30 AM - 5:00 PM**
- 12** **Advanced Search & Seizure**
- 13** **Bulletproof Report Writing**
- 20** **Identifying Suspects**
Online Free Webinar
6:00 PM - 7:00 PM PST
- **Joplin, MO | 8:30 AM - 5:00 PM**
- 12** **Advanced Criminal Investigations**
- 13** **Advanced Interview & Interrogation**
- 20** **Planes, Trains & Automobiles Webinar**
Online Free Webinar
4:00 PM PST

MAY

- 04** **Interview & Interrogation**
Online Free Webinar
4:00 PM PST
- **Skokie, IL | 8:30 AM - 5:00 PM**
- 05** **Advanced Interview & Interrogation**
- 06** **Duty to Intervene & Real World De-Escalation**
- **Sandy, TX | 8:30 AM - 5:00 PM**
- 18** **Advanced Search & Seizure**
- 19** **Duty to Intervene & Real World De-Escalation**
- 18** **Legal Survival & Police Ethics**
Online Free Webinar
4:00 PM PST
- **Sidney, MT | 8:30 AM - 5:00 PM**
- 24** **Bulletproof Report Writing**
- 25** **Duty to Intervene & Real World De-Escalation**
- 25** **RVs, Motels and Tents**
Online Free Webinar
4:00 PM PST



DUBAI POLICE GENERAL DEPARTMENT OF TRAINING

The Dubai Police are known to have a robust training program. Its activities support the overall image of a world-class city that seeks to achieve many benefits for its population. They have introduced into police work some of the most ambitious programs and crime-fighting methods that rival many other international law enforcement agencies.

To begin, we are providing you with a brief history of the Dubai Police General Department of Training, its training command staff, and the general structure of their training programs.

Originally, the training function at Dubai Police was under the umbrella of the Human Resources Department since the establishment of the force in 1956. As the Emirate flourished into an international hub, the responsibilities of the police, as well as the size of the task force grew exponentially, and offering best-in-class training became a pressing need.

Considering the changing landscape, the General Department of Training was established on the 26th of July 2011, with a seasoned team of police experts with in-depth expertise in training and development, and distinguished world-class education.

To ensure segregation of duties and excellence in delivery, the department was structured into functions as follows: the planning and design function, the execution function, the evaluation and assessment function, and the administrative support function.

Furthermore, and to develop targeted training that serves the core operations of Police, nine (9) specialized training functions were added under the execution of training function: Forensics, CID, Police Operations Training, Operations, Airports Security,

Traffic, Human Rights, Search & Rescue, and Organizational Excellence.

With the aim of developing the Human factor in policing, and in line with the UAE Government's priority to upskill local talents to nurture a secure and sustainable society, the journey of excellence is a constant challenge that the General Department of Training has committed itself. Their efforts have resulted in numerous international and local awards, and recognitions that they have reaped as the fruits of this commitment.

Outside the Dubai Police Academy, which is responsible for new cadets, the General Department of Training oversees all additional functions of Dubai Police categorized as follows:

- Dubai Police General Head Office
- Crisis & Disaster Management
- Police Stations administrative and operational functions,
- Criminal Investigation
- Institutional Development
- Foreseeing the Future & Decision-making Support Center
- Penal & Correctional Institutions
- Anti-Narcotics
- Forensic & Criminology
- Administrative Affairs
- Finance
- Artificial Intelligence
- Human Resource
- Transport
- Search & Rescue
- Protective Security & Emergency
- Operations
- Traffic
- Excellence & Pioneering
- Human Rights
- Airport Security
- Ports Police
- Logistical Support

- Airwing
- Community Happiness
- Happiness Affairs

The Dubai Police operate under the Commander-in-Chief of the Dubai Police, Major General Abdullah Khalifa Al Marri. Under MG Al Marri's authority, the operations of the General Department of Training is under the direction of Director-General, Brigadier Badran Saeed Al Shamsi, and Deputy Director—General, Colonel Ahmed Mohammed Merdas. Both Brigadier Al Shamsi and Colonel Merdas have had a relationship with IADLEST since 2019.

The General Department of Training has a robust and systematic process to identify the need for new programs. This process includes and is not limited to: complaints reviews, KPIs and performance reviews for individuals and the organization, benchmarking of operations effectiveness and efficiency, observing global trends, and global and local security concerns. Through this methodology, the General Department of Training guarantees an effective allocation of budgets and prioritization of the force's needs.

Examples of the latest programs developed by the General Department of Training in the past year include:

First Responder Force (1RF) Program: the largest and first of its kind intra-agency program, where more than one thousand officers were trained in the field of first response, to secure the readiness of the United Arab Emirates to any terrorist threats or attacks. While no incidents materialized, one of the remarkable witnessed benefits of the program was a reduction in emergency response time down to 4 min.



Hostage Negotiations Program: The program is aimed at preparing the officers for any hostage situations, where negotiations work hand in hand with the police force to contain the event with minimal collateral damage.

Human Trafficking Diploma: Another example of Dubai Police Leadership in delivering world-class training, and in partnership with the United Nations, is the Human Trafficking Diploma. In this program,

members from local and international agencies are trained over two months to ensure the collaboration required to fight this type of crime that knows no borders.

Future Foresight and Data Analytics: With the rollout of Artificial Intelligence (AI) in their operations and systems, the need to train officers in the field of analytics proved to be a key success factor.

Gap Project: This award-winning initiative was launched alongside Human Resources to identify the skills required and train the most adequate officers for open positions, in order to guarantee excellence in operations.

Other programs rolled out in the past year include drone surveillance, simulated marine security, single manned thrusters, in addition to anti-money laundering and crisis management.

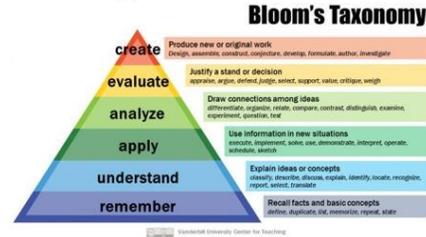
International Best Practice Initiatives: Numerous best practice and international benchmarking projects have been successfully conducted between the following countries during the past year: USA, France, Spain, Netherlands, South Africa, United Kingdom, Brazil, Austria, Russia, Bangladesh, Chile, Nigeria, Kenya, Montenegro, Albania, Serbia, Uzbekistan, Georgia, Armenia, Canada, Belarus, Lebanon, Brunei, Italy, Rwanda, Pakistan, Kyrgyzstan, Singapore, and the GCC Region.

The General Department of Training works with an array of experts to develop the curriculums for the police force, these experts include educational psychologists, military veterans, technology consultants, and content developers to name a few.

The overall process follows the ADDIE Model (*Analysis, Design, Development, Implementation, Evaluation*), articulated by several instructional methodologies to fit the different contexts and types of audiences.

The Department spends a considerable amount of time and effort on the needs analysis phase, where they've reviewed the overall "pain points" in the organization's performance over the previous two to five years. Moreover, an extensive benchmarking and security review exercise is conducted to forecast and align the training priorities with the global trends.

They design programs based on several adult learning theories depending on the type of training in question (tactical, administrative, compliance...). Some of the frequently used approaches include Bandura's classical and operant conditioning, which was found to be most effective in tactical training and leadership, and Gagne's five major categories of learning: verbal information, intellectual skills, cognitive strategies, motor skills, and attitudes.



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The Department develops their training leveraging the latest technologies, using the SAMR model to define the different levels of complexity using technology to transfer knowledge. These four levels are:

- Substitution: the medium of delivery is an electronic tool;
- Augmentation: The content is enhanced by electronic tools;
- Modification: The content is modified to leverage technology;
- Redefinition: The method of delivery allows for new content development not possible otherwise.

The Department implements its programs through a decentralized structure as described earlier, with nine training centers operating semi-independently to execute the training and cater to the significant number of trainees all year long.

Also, the Department is very consistent with their tedious evaluation process, whereby they apply the Kirkpatrick methodology to all training programs and select a handful of programs for the ROI (*return of investment*) track. It's in the ROI track, where staff quantifies the tangible and intangible values of the program to showcase to their leadership.

Lastly, the Department analyzes the variance between the outliers in the programs using the Brinkerhoff model and uses the findings from all the levels of evaluation to review the curricula and content on a yearly basis. This is done to guarantee the quality and updating of all officers' knowledge.

Being the police force for one of the safest cities in the world is no easy task. The General Department of Training considers itself an enabler or support system to the UAE's economic vision, hence Dubai Police consistently aligns itself and its priorities with the Emirate's targets.

Recently, the UAE launched multiple strategies, and the General Department of Training acted to ensure to synchronize a roadmap to serve the readiness of the police force in mitigating any risks and potentially new forms of crime associated with those strategies. For example:

The Smart Government Strategy: The Department transformed their training to smart digital training, whereby they developed an in-house world-class e-learning platform that caters to their 13,000 officers, in addition to external entities that have purchased the courses. Allowing the purchase of training programs helps the General Department of Training pay back the initial investment and transform the initiative from a cost center to a revenue source. Moreover, the smart training platform has proven instrumental in navigating the Covid 19 epidemic with minimal setbacks in terms of training and development.

Dubai Autonomous Transportation Strategy: In preparation for the launch of autonomous vehicles on the roads, Dubai's police officers need to be trained to attend to a new type of emergency response and accident reconstruction. For that purpose, the General Department of Training established a new type of simulated training using artificial intelligence



Major General Abdullah Khalifa Al Marri,
Commander-in-Chief of Dubai Police



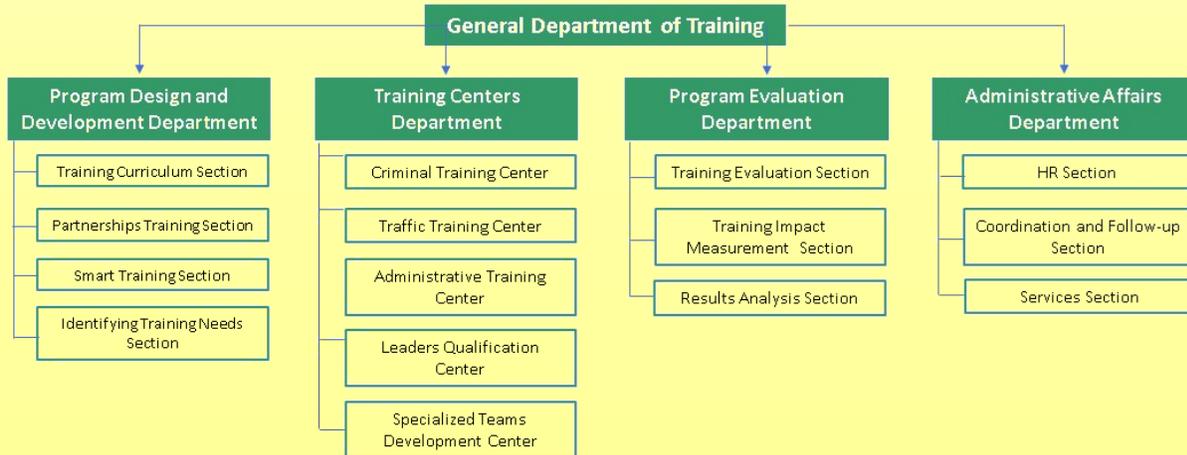
Directing the General Department of Training



Brigadier Badran Saeed Al Shamsi
(Director-General of the
General Department of Training)



Colonel Ahmed Mohammed Merdas
(Deputy Director-General of the
General Department of Training)



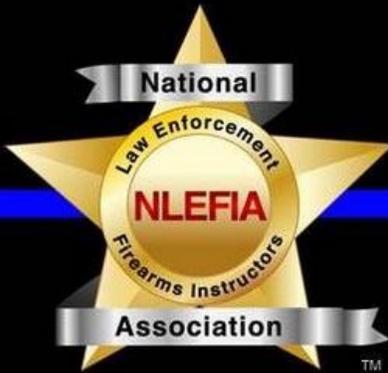
to collect big data and analyze driver behavior. This will allow the department to expand the scope of training programs to cover rescue and mechanical skills specific to autonomous vehicles of different makes.

Dubai 3D Printing Strategy: With the expected expansion of 3D printing facilities in the Emirate, the General Department of Training is developing specific programs in the field of recognition and tracking of 3D weapons, namely with the Airports Security Training Center.

Safe City Initiative: In line with the government’s efforts to construct a fully integrated network for a smart and secure city, the General Department of Training is upskilling all of the field officers in digital and smart technologies (ANPR, Facial Recognition…) used in their smart patrol.

Dubai Police operates training facilities in several locations to cater to the considerable number of officers in the task force. All of their training rooms are equipped with screens and the latest technology to cater for distance and smart learning, and we keep up to date with the latest technologies and equipment.

Continued on page 16



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

Recommended For Law Enforcement Firearms Instructors and Training Academies

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

Law Enforcement Firearms Instructor Certification Recommended Standards

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

[Click Here](#)

The academy's central location, in the heart of the city, serves for training new cadets as well as some of the officers. The academy has smart rooms equipped with the latest technologies for online training which allows real-time collaboration and a Project Management Office (*referred to as a "war room"*) connecting all nine (9) training centers.

Another central location is the Traffic Institute, where rooms equipped with immersive technology, augmented reality, and simulators are kept. This location serves as a hub for both internal and external training.

The SWAT headquarters facility is kept at a location at the outskirts of the city, for tactical training and simulation, to mitigate any risks related to the handling of explosives and weapons. This is the location of choice for all field and tactical training, scenarios, and simulations. It has an indoor and outdoor shooting range, a driving track, and an entire building for rescue operations simulations and crime scene enactment.

Finally, the officers club has a best-in-class gym facility and pool for regular use and "business as usual" fitness training. It serves Dubai Police in maintaining employees' well-being at a high level.

General Department of Training Strategic Plans

With a mission to "develop the human capital effectively and efficiently," the General Department of

Training recently revisited its strategic plans to reach higher peaks in the next five years.

The key strategic initiatives revolve around improving the smart training platform, by augmenting it with AI (*artificial intelligence*) to enable the capture of big data, which will serve as an input to the continuous improvement cycle of their instructional design methodology.

Moreover, the General Department of Training has recently started working on its proprietary model for training, titled "NEURON," as they realized there is a gap in existing framework of training evaluation and the nature of police work that requires a combination of existing tools, and a fresh new perspective.

Finally, one of the strategic projects for the next five years will be to gain international accreditations for Dubai Police training programs, to strengthen their reputation as a local training hub for all law enforcement in the Middle East.

What makes a good training program?

At some point in our careers, everyone has been faced with the challenge of answering to leadership on the question of "what have we gained from our training programs?" The General Department of Training is no exception.

From their experience, they have learned that a "good training program" is a needed training program. Therefore, spending enough time to get into the details of the "why?" or needs analysis is important to planning training successfully. The focus of the training should always be just on that which is needed, at the right time, and as short as possible without sacrificing content or quality.



Photo left: SWAT Team practicing helicopter assault.

Photo lower left: IADLEST's Dan Howard reviewing the outdoor Live-Fire Tactical Range.

Photo below: Dubai Police Live-Fire Range Building.



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PROFESSIONALISM
DUBAI POLICE

The second lesson learned from years of developing instructional material, is that the “one size fits all approach” doesn’t work. Therefore, it is important to have flexibility in the approach to designing material and be willing to diversify the method of delivery based on learning style and type of training.

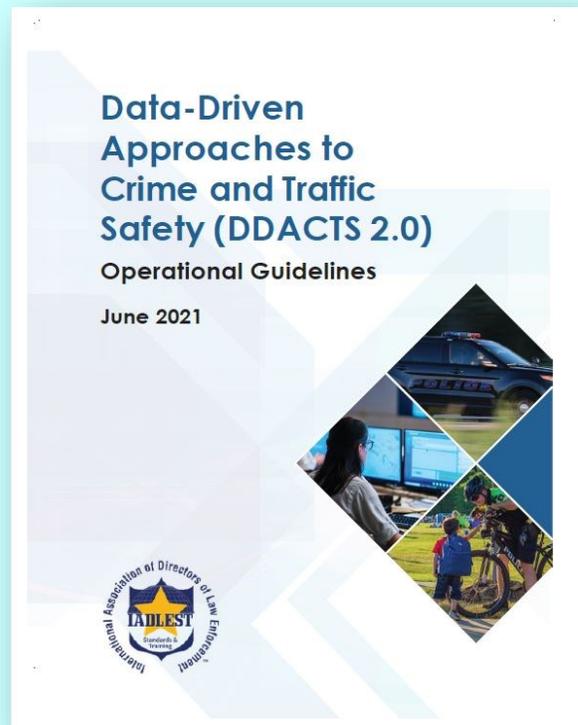
Lastly, embracing change and adaptability is key to a successful training program. The ability to make swift adjustments to the programs and the determination to listen to one’s internal customer, is instrumental in ensuring continuous improvement.

To conclude, the General Department of Training recommends that all law enforcement training providers consider working with adult learning psychologists. The General Department of Training has experienced that, sometimes, the psychological aspect of training adds the extra layer of quality that creates the competitive advantage, similar to that which Apple phones has over all other mobiles.

Furthermore, engage with your people, listen to their feedback, and create an environment that promotes knowledge transfer through coaching and mentoring. Dubai Police have experienced that training “ambassadors” has a much higher return on investment than training passive individuals. In addition to the benefits of creating a sense of bonding between the mentor and the mentee, this will encourage experience sharing which can impact an officer’s mental health and well-being.

As a final recommendation, the General Department of Training encourages training providers to review their effectiveness along the way, and to be open to change or even discard a training program if it doesn’t work, rather than keep it to avoid admitting a bad decision.

IADLEST Standards & Training Director Magazine would like to give a special “thank you” to Brigadier General Al Shamsi, Colonel Merdas, and their staff for sharing the material needed to bring the above article to the IADLEST membership.



DDACTS 2.0

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

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

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

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

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

[DDACTS 2.0 Operational Guidelines](#)

IADLEST AND THE DUBAI POLICE GENERAL DEPARTMENT OF TRAINING

In 2019, at the IADLEST Annual Conference in Milwaukee, Wisconsin, IADLEST and the Dubai Police signed Articles of Cooperation as an agreement of assistance between the parties. Shortly thereafter, IADLEST was invited to conduct an assessment of the Dubai Police General Department of Training by Brigadier Al Shamsi and Colonel Merdas. The evaluation found many innovations in progress within the Department, which were of high standards and beyond aspirational.

At that time, officers attending the Basic Academy were critically evaluated, and the evaluation scores were reviewed to determine where an officer's knowledge, skills and abilities indicate they should be placed within the Dubai Police force. So, if a trainee were to obtain scores that indicated they should be in Investigations, the academy graduate would be placed in the General Investigations Department. If the scores indicated capability for SWAT, the academy graduate would be placed into SWAT. Regardless of where a graduate was assigned, once in their assignment there was a prescribed and substantial program of continuing training.

In line with the growing desire to develop people, support Dubai Vision 2030 and the UAE Centennial 2071, and to assist Dubai in becoming one of the most desirable destinations to live around the world, the General Department of Training pays great attention to the leadership, strategic and operational competencies of the leaders and managers at all organization levels in particular, and all functional levels in general.

All advanced training programs were submitted to the Ministry of Higher Education for approval, so courses could receive educational hours towards a diploma. The Ministry of Education is a separate, unrelated agency of government, from Dubai Police. The Dubai Police are keen on the premise that they have courses and/or programs that will lead to higher education degrees. Many of the programs and certificates received from the General Department of Training are accredited through the Minis-

try, so credit can go towards a Master's Degree.

Like Dubai, a relationship with higher education institutions should be encouraged for POST agency or police academy. Some IADLEST director members have engaged with colleges and universities for undergraduate or graduate credit. The Virginia Department of Criminal Justice Services' Supervision Institute did so with Radford University (1995-1998). The FBI Academy has had a stable relationship with University of Virginia for years. More should be done to encourage a bond with higher education.

The General Department of Training seeks to be a global organization of expertise, based on the latest effective global practices to enable the employee, and qualify and develop his/her skills and competencies to perform the job functions to the optimum level. They do this through:

1. Optimal planning of training needs and achieving the results of measuring training effectiveness and ROI.
2. Design & Development of integrated training curricula with a mechanism for continuous update.
3. Developing training services and processes in accordance with international best practices.
4. Digital transformation of training processes, and then evolve to the artificial intelligence.¹

The General Department of Training is currently engaged in IADLEST's Academy Accreditation process, involving the self-assessment phase and consultations.



IADLEST representatives Dan Howard, William Flink and Mark Damitio (seated front row to far right) during a briefing on the Dubai Police, General Department of Training in 2019.

The General Department of Training demonstrated their robust instructor development process that improves instructional capacity using a four-step graduated advancement system. The strength of the process is similar to those that are used by

some police academies in the United States. However, the Dubai Police criteria include demanding coursework, physical standards, and peer mentoring. These qualifications help develop Dubai's instructor cadre into a self-sufficient asset.

Assistant Instructor	Instructor	Senior Instructor	Chief Instructor
<p>Requirements</p> <ol style="list-style-type: none"> 1. Only after 2 years in Dubai Police 2. School qualification 3. Fitness Test on level 6.4 4. Recommendation from Station Head 5. Medical Test 6. Medical course 	<p>Requirements</p> <ol style="list-style-type: none"> 1. Basic Instructor Course 2. 1,000 training hours as Assistant Instructor; member can be reviewed on 250 hours. If successful, member must attend and pass Instructor Development Course. If course if failed, member must complete 1,000 hours. 3. Professional certificate in field 4. Fitness Test on Level 6.4 5. Recommendation of Station Head 6. Medical Test 7. Computer literacy 8. Assessor Course to progress to Senior Instructor 9. Medical course 	<p>Requirements</p> <ol style="list-style-type: none"> 1. Officer 2. Advance Instructor Course 3. 1,500 hours as Instructor 4. Diploma in field 5. Fitness Test on Level 6.4 6. Recommendation of Station Head 7. Medical Test 8. Computer literacy 9. Recommendation implemented on field / training 10. Instructor Association 11. Moderator Course to progress to Chief Instructor 12. Medical course 	<p>Requirements</p> <p>Officer Course higher than Senior Instructor</p> <p>Instructor Diploma</p> <p>Training & Development Certificate</p> <p>2,000 Hours as Senior Instructor</p> <p>Recommendation from General Director & Medical Test</p> <p>Computer literacy</p> <p>Recommendations implemented on field / training</p> <p>8 Instructor Association Verifier course</p> <p>Design 4 new courses of 5 days min. that were implemented.</p>
<p><u>FUNCTIONS</u></p> <ol style="list-style-type: none"> 1. Assist all instructor in the presentation of training interventions 	<p><u>FUNCTIONS</u></p> <ol style="list-style-type: none"> 1. The active presentation of training interventions 2. Evaluate the performance of the Assistant Instructor 	<p><u>FUNCTIONS</u></p> <ol style="list-style-type: none"> 1. The active presentation of Instructor Interventions. 2. Assist Chief Instructor in course planning. 3. Manage a specific field of skills. 4. Evaluate the performance of the instructor. 5. Do research related to specific field and training 6. Publish articles related to specific field and training 7. Field visits 	<p><u>FUNCTIONS</u></p> <p>Plan, Design and Implement courses</p> <p>Manage presentation of courses</p> <p>Presentation of training intervention</p> <p>Evaluate the performance of Senior Instructors</p> <p>Do research related to specific field and training</p> <p>Publish articles related to specific field and training</p> <p>Field visits</p>
Stage 1	Stage 2	Stage 3	Stage 4

New

From the COPS Office

In early 2020, the COPS Office launched a working group comprising leaders in the field - both state, local, tribal, and territorial (SLTT) and federal - to identify and create vital resources for law enforcement agencies using and dealing with community use of drones. This publication is a community engagement guide for SLTT law enforcement agencies to establish solid public relations with respect to their drone programs. It covers a range of promising practices that agencies can use to enhance their transparency and community engagement efforts around unmanned aerial systems.

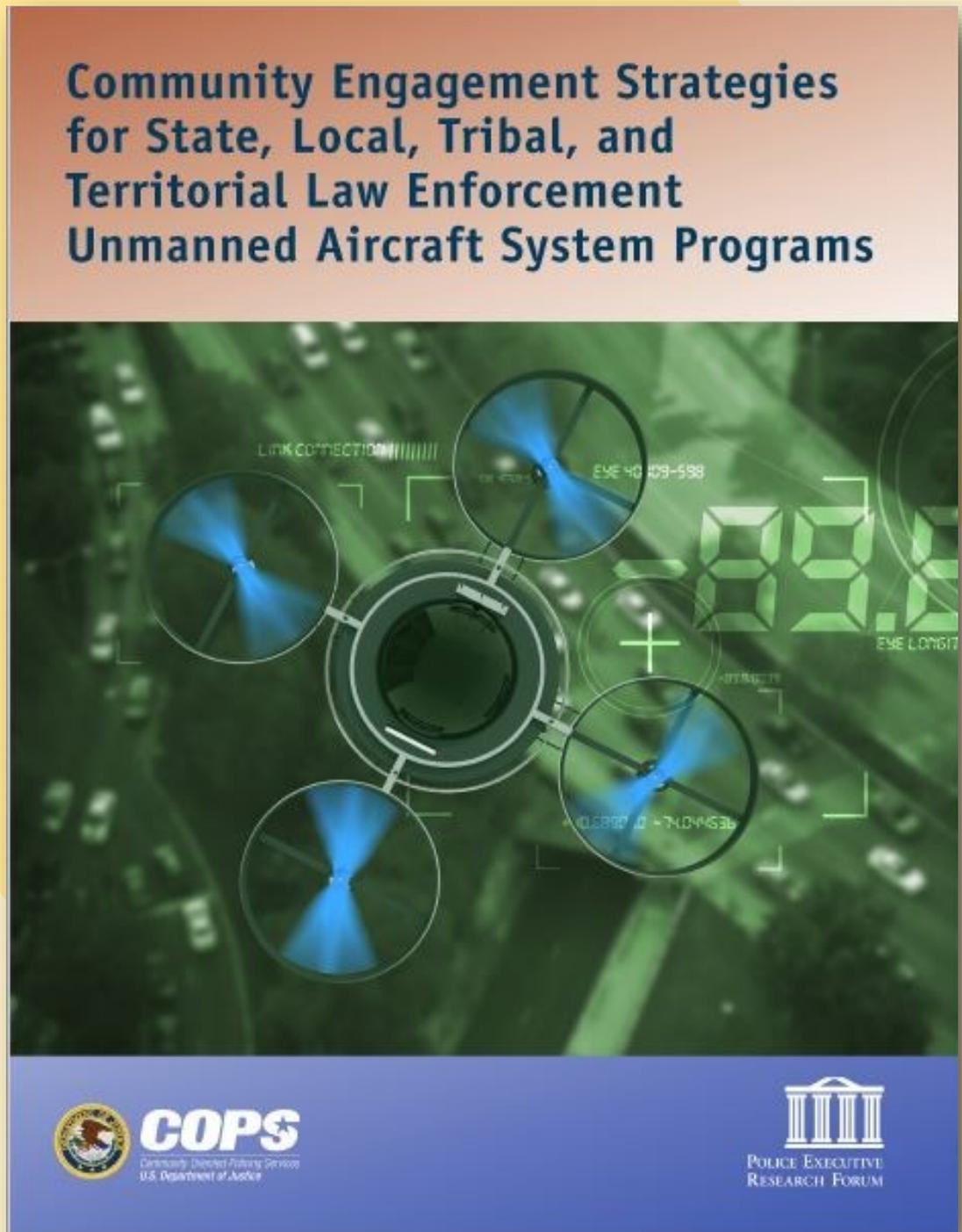
To get your copy,
click on the link
below:

[PDF \(12625k\)](#)

Product ID: COPS-P455

Publication Date:
03/15/2022

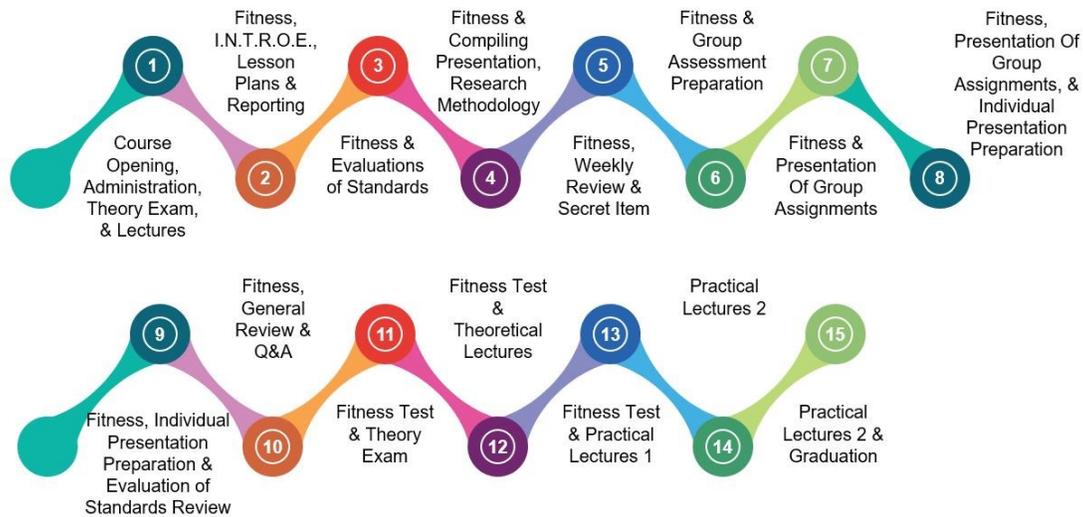
Author(s):
Police Executive
Research Forum (PERF)



The Instructor Development Course as explained to IADLEST’s representatives, required instructor candidates to be physically fit. Fitness was a daily topic, with a final exam in fitness that must be successfully passed. The daily schedule for the course began with a fitness class from 0600-0700 hours, and course work from 0800 until approximately 1200 hours. The Final Evaluation of Instructors, as explained, was based upon 100% evaluation rate. The evaluation criteria for course completion included the fitness test (10% of the rate), a Written Theory Test (10% of the rate), Practical Test 1 (20% of the rate), Practical Test 2 (30% of the rate), and Practical Test 3 (30% of the rate).

Dubai Police Instructor Development Course

Daily Coursework – 15 Days



On-Line Training

The Dubai Police online training format was robust. They had created a significant number of online courses for use by their police officers and civilian personnel. The Dubai Police had won special awards for the following online courses: *SWAT 2D/3D*, *The Virtual Sniper*, *Passenger Screening*, and *Motion Capture*. Other online programs they developed included *Crime Scene Investigation*, *Traffic Accident Investigation*, *Body Language*, *Traffic Fines* and *3D Face Sketch*.

During IADLEST’s briefing, the General Department of Training demonstrated a recent segment of one of their e-Learning training programs using Artificial Intelligence (AI) technology. The program, indicated as Traffic-related, used avatar simulations and was informative as well as entertaining. The program graphics and animation were captivating. The production time to create the program was stated to have been four (4) months. It was an impressive use of technology.

The e-Learning effort within the department’s coursework was stated to be integrated with other blended learning formats that students would receive during their daily coursework. In all, it was stated that the General Department of Training had developed sixty-two (62) Internet courses—all which utilized gamification and course quizzes to support student learning. All of the Dubai Police on-line training courses are SCORM compliant.

In another example of the Dubai Police efforts to produce on-line training, the September 2019 edition of IACP Police Chief Magazine recognized Dubai Police Lieutenant Colonel Mansoor Alrazaqi’s “creative thinking” as having revolutionized his agency, and as changing “the face of policing and learning in his region.

Quoting the article, “*Dr. Mansoor brought virtual training to the Dubai Police. These “serious games” force the learner to interact with scenarios and yield better results than passive learning: crime scene investigators who trained*

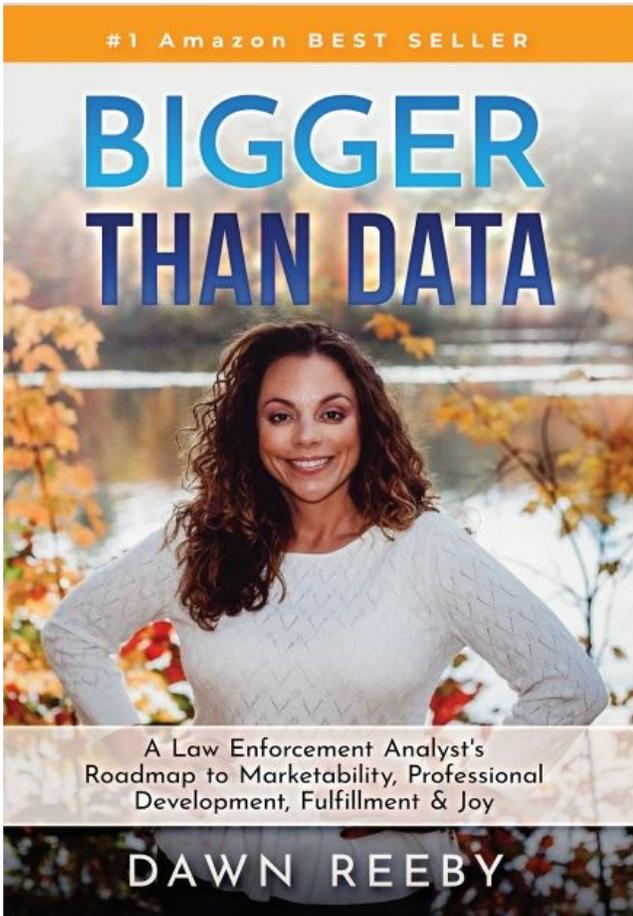
Continued on page 22

in virtual environments performed better by an average of 57.2 percent in real cases than those who learned in classrooms. Virtual training is also more cost-efficient. The cost of virtual training for 1,659 trainees on crime scene investigation and traffic accident investigation is 9.6 million dirhams. The field training cost for the same number of trainees on the same program is 79 million dirhams. Dr. Mansoor began the virtual training initiative with traffic accident investigation and then implemented it in a grow-

ing number of areas until it became an integral part of training for Dubai Police, reaching 32 courses by 2016 and 4,000 Dubai Police employees passing training with over 2,000 training hours.”²

¹ Source: General Department of Training, Smart Center, PowerPoint, Slide 3, August 28, 2019.

² 40 Under 40 : Mansoor Alrazooqi, The Police Chief, 49, International Association of Chiefs of Police, Volume 86, Number 9 (Gaithersburg, Maryland) 2019



A NEW DDACTS Resource for Analysts and Agencies

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

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

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

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

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

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

Click on the links below to learn more:

[EXCELLENCE IN ANALYTICS](#)

[FACEBOOK](#)

Federal Training Opportunities for Law Enforcement Officers

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

Federal Training Opportunities information can be view at: **[HERE](#)**



IADLEST Law Enforcement Academy Accreditation Program

The purpose of the IADLEST Law Enforcement Academy Accreditation Program is to evaluate and improve the operational viability of academies by sharing and recommending industry best practices.

What the Program Can Do for YOU:

- Demonstrate adherence to national standards
- Add defensibility via an objective and thorough certification process
- Comply with statewide standards and practices
- Increase marketability due to validation of high-caliber training and practices
- Enhance issue identification techniques and implementation of best practices

Now You Have a Choice From the Association You Trust!

54 Standards Encompassing:

- Statutory and Regulatory Compliance
- Mutual Aid Agreements and Policies
- Operations
- Record-keeping
- Staff
- Training Development, Delivery and Assessment
- Students
- Information Technology
- Facilities
- Fiscal
- Equipment
- Recommendations for other best practices

COST:

***\$6,000**
3-year accreditation

**Plus travel expenses*

Learn more at www.IADLEST.org
International Association of Directors of Law Enforcement Standards and Training

"The Committed Catalyst for Law Enforcement Improvement"

Three Keys to Implementing an Effective Early Intervention System

And Positively Impacting Your Agency's Culture

By Acadis® Staff, readiness@acadis.com

A common misconception about early intervention systems (EIS) is that their primary purpose is to identify law enforcement officers exhibiting bad behavior. This is one reason why such systems are often called early warning systems (EWS).

Any organization using an EIS system that only flags bad or inappropriate behavior is missing the powerful potential of this versatile tool. When selecting an EIS system that can alert and affirm high performance in addition to identifying personnel in need of additional training before an adverse incident takes place, agency leaders are equipped with a tool that helps to positively transform agency culture.

National police accountability expert [Samuel Walker](#) defines an early intervention system as “a computerized database of police officer performance indicators, including uses of force, citizen complaints, arrests, traffic stops, officer discipline records, use of sick leave, and others.”

Walker also notes that each law enforcement agency determines which indicators and thresholds to include in its system. This should be a key capability of an EIS solution to foster widespread adoption and allow law enforcement supervisors to proactively recognize and reward good behavior as opposed to only “flagging” undesirable or detrimental behavior.

An effective EIS process should consist of two essential components:

- Consistent and transparent documentation of employee performance
- Engaged supervisor involvement to recognize high performing employees and monitor behaviors and actions that fall outside of policies and standards with data-driven intervention.

Ultimately, there are three core principles to successfully implementing an effective EIS.

Best Practice #1—Supervisor Engagement

Supervisors are often police sergeants who play a vital role in establishing and maintaining good rela-

tionships through coaching, counseling, and mentoring. Without effective communication and supervisor “buy-in” with the EIS process, it will be much more difficult to reach departmental goals.

Law enforcement supervisors are in the best position to relate to officers because they spend the most time with them. Supervisors are the conduits between leadership and the frontline officers and exert tremendous influence on a law enforcement department.

The department head and police chief may have the vision of what they want from an EIS, but it's more often sergeants that establish the day-to-day culture of the agency. Sergeants know the challenges and dangers their personnel meets on a daily basis.

That is why it is also critical that supervisors/sergeants be adequately trained on the goals and objectives before the launch of an EIS program.

By involving leaders from the start and providing comprehensive supervisor training, agencies will see higher participation and an almost immediate [positive impact on performance and motivation](#).

Best Practice #2—Performance Tracking Tools

To achieve better accountability and consistency on a daily basis, departments can use an administrative tool that tracks the [performance metrics](#) important in helping achieve their goals.

The amount of data police departments maintain on a single officer can be overwhelming. A well-crafted EIS can boost documentation efforts by highlighting those indicators the department chooses to monitor and by flagging incidents that may require additional training or supervisory intervention.

For example, if an officer has been the subject of citizen complaints, leadership can review those complaints to search for a common denominator. Perhaps the flagged officer needs instruction on community policing guidelines or has misinterpreted patrolling protocol. Or perhaps they are suffering from a [traumatic incident](#) that needs to be discussed to see how it is affecting job performance.

The key is that when an alert is triggered, the EIS software will notify all leadership within the chain of command. Any member in that chain of command can see the alert and review notes on the events leading up to the flag being triggered. This serves as an organization-wide “checks and balances” system and ensures everyone involved is on the same page as to what’s happened and what intervention may be required.

This type of proactive internal communication helps ensure that [flagged behavior](#) doesn’t slip through the cracks and that appropriate actions are taken as warranted.

An effective EIS system is not a “set it and forget it” program. EISs *do not* replace engaged leadership; they complement it. It’s important to note that no EIS should ever replace open, transparent conversations within a department.

Best Practice #3—Supportive Workplace Culture

A supportive [workplace culture](#) promoting transparency and trust is the glue that makes an EIS system stick.

The most effective EIS programs consistently recognize the positive contributions and efforts of frontline officers. They should promote a healthy esprit de corps throughout a department.

When implementing an EIS, it’s critical to educate everyone that it’s a tool meant to improve a department—not a program to document only the “gotchas.” It should be viewed as an investment to standardize the recognition process for both high (and low) performing employees, as well as helping to identify good prospects for promotions and leadership opportunities. A successful EIS program ignites a focused effort to help generate a supportive workplace that is built on trust, teamwork, and camaraderie.

When great decisions and actions are being made in the field, an effective EIS will affirm that behavior. When corrective action is needed, that same EIS will show that there are supportive people and processes in place to get the flagged officer the coaching and counseling needed to rectify the situation and possibly save a career.

When officers are secure in their job and know where they stand with leadership, they come ready

to work and to do their jobs with confidence and competence.

If a department is using an EIS primarily as a defensive measure to protect against liability, they’re establishing parameters focused on negatives that may lead to disengagement and mistrust.

Conversely, if an EIS is used as a tool to protect and boost careers by proactively recognizing achievements and identifying necessary corrective actions, it will help develop confidence and loyalty and increase voluntary participation.

To recap, successful EIS programs should employ a department-wide belief that effective implementation will help everyone.

The most effective EIS programs include:

1. Engaged supervisors who don’t micromanage but motivate and encourage officers
2. Dedicated leadership willing to proactively review fact-based documentation and act decisively
3. Bold decision-making based on tangible metrics with the consistent goal of improving officer performance and employee retention

National Criminal Justice Month

In 2009, the Congress of the United States established the month of March as National Criminal Justice Month. It was established to promote national awareness regarding the causes and consequences of crime, as well as strategies for preventing and responding to crime.

The International Association of Directors of Law Enforcement Standards and Training lends its support to the United States Government and its affiliates, along with others in directing public attention towards the need to make our criminal justice system as effective as possible.

***Awareness is the first step
toward improvement.***

Do your part to improve criminal justice practices at both the national and international levels.

Recognize the month of March as
National Criminal Justice Month.

IADLEST PARTNER ADVISORY COMMITTEE (IPAC)

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



IPAC Serves as a:

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

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

IPAC Member Profile

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



Virtual Academy

Chris Carden has been the National Director of Virtual Academy for the past two years. Chris's passion is law enforcement leadership, training, and maintaining the integrity of the industry.

Virtual Academy is a cloud based complete solution for agency and training management. Virtual Academy is a trusted partner, helping clients build better prepared public safety professionals.

Why is being part of the IPAC a priority for Virtual Academy?

Anytime an opportunity presents itself for me to collaborate with other industry professionals I take full advantage. It helps Virtual Academy to be continuously improving.

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

Our involvement with IPAC allows Virtual Academy to provide meaningful insight for projects that serve as a direct value to IADLEST and its membership.

What do you see as the value of the IPAC to IADLEST and IADLEST members?

Aside from financial support in the way of sponsorship, we are also a collective think tank for the industry's needs across multiple platforms.

Chris can be reached with questions at chris.carden@virtualacademy.com. Readers are invited to learn more about Virtual Academy at www.virtualacademy.com.

February 2022 IPAC Meeting

The IPAC convenes three times a year: at the National Sheriffs Association (NSA) Winter Conference, the IADLEST Annual Conference, and the International Association of Chiefs of Police (IACP) Annual Conference.

At the February 2022 NSA Conference, the IPAC convened a hybrid meeting; several members were able to meet in-person for the first time since February 2020. The meeting included a briefing from Executive Director Mike Becar on IADLEST priorities and projects as well as a discussion among the IPAC members about steps they can take to support that work. Additionally, Executive Director Becar presented IPAC members with membership plaques that can be displayed when they are exhibiting at conferences. The next time you are at a conference, keep an eye out for exhibitors with the IPAC Member plaque and ask them about their role as an IPAC member.



From left to right: Ryan Layne (Guardian Alliance Technologies); Bob Koenig (Acadis Network powered by Vector); Mike Becar (IADLEST); Jeff Lybarger (NW3C); Chris Carden (Virtual Academy); Marco DeLeon (Lexipol)



First in a Series

of Webinars

2020-2022

Beyond the Basics of Instructor Development

JUMPSTART HIGH LEVEL LEARNING

Offered at No Cost to Participants

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

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

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

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

Date 2022	Topic	Sponsor**	Archived
January 20th	Learning Transfer Evaluation Model (LTEM)	IADLEST	Yes
February 24th	Using Engagement Tools to Activate Your Participants	IADLEST	Yes
March 31st	ADDIE Course Evaluation Model (Part I)	IADLEST	
Date 2021	Topic	Sponsor**	Archived
January 28th	Using Case Studies	IADLEST	Yes
February 15th	Designing Scenario-Based Practical Exercises	In The Line of Duty	Yes
March 25th	Using Empathy in Curriculum Design	IADLEST	Yes
April 22nd	Developing Objectives that will BLOOM in Your Lesson Plans	IADLEST	Yes
May 27th	Creating Bias-Free Training	EbevyYG Learning Solutions	Yes
June 24th	Creating Effective and Impactful Training Presentations	Calibre Press	Yes
July 12th	Optimal Learning	Calibre Press	Yes
August 12th	Classroom Management & Student Behaviors	IADLEST	Yes
September 23rd	How to Develop Instructor Guides	IADLEST	Yes
October 21st	Reality-Based Training	IADLEST	Yes
November 8th	Setting Subject-Matter Expectations using Force Exemplars	IADLEST	Yes
Date 2020	Topic are archived at: https://www.iadlest.org/training/instructor-development		



Justice Department Issues

Web Accessibility Guidance Under the Americans with Disabilities Act

The Department of Justice published guidance today on web accessibility and the Americans with Disabilities Act (ADA). It explains how **state and local governments** (entities covered by ADA Title II) can make sure their websites are accessible to people with disabilities in line with the ADA's requirements.

The guidance also sets guidance for **businesses open to the public** (entities covered by ADA Title III) to make sure their websites are accessible to people with disabilities in line with the ADA's requirements.

The guidance discusses a range of topics, including the importance of web accessibility, barriers that inaccessible websites create for some people with disabilities, when the ADA requires web content to be accessible, tips on making web content accessible and other information and resources. The guidance offers plain language and user-friendly explanations to ensure that it can be followed by people without a legal or technical background.

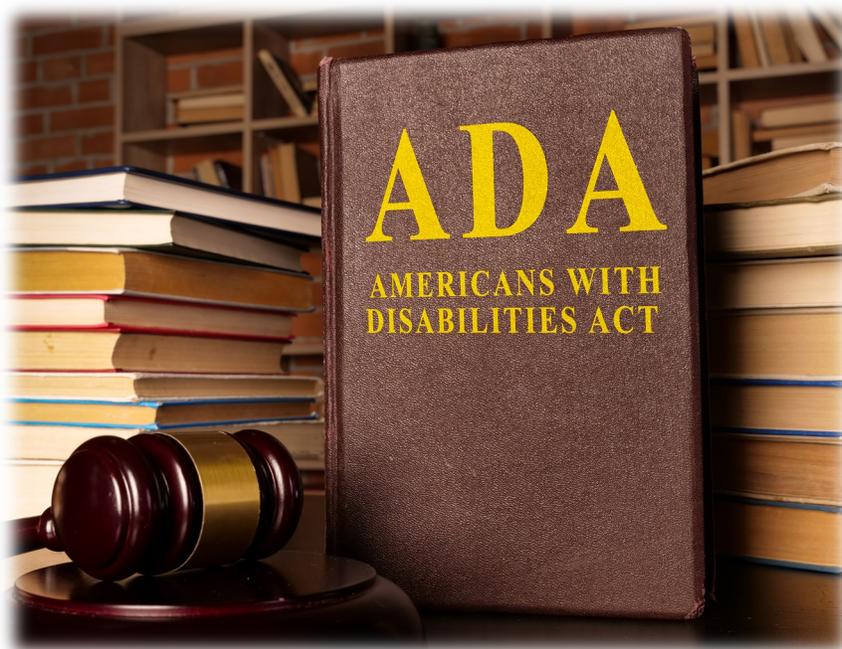
"We have heard the calls from the public on the need for more guidance on web accessibility, particularly as our economy and society become increasingly digitized," said Assistant Attorney General Kristen Clarke for the Justice Department's Civil Rights Division.

"This guidance will assist the public in understanding how to ensure that websites are accessible to people with disabilities. People with disabilities deserve to have an equal opportunity to access the services, goods and programs provided by government and businesses, including when offered or communicated through websites."

Finally, the guidance reviews the department's ongoing work to advance website accessibility for people with disabilities through statements of interest and enforcement matters. For example, the department recently entered into numerous settlements with businesses — including [Hy-Vee, Inc.](#), [The Kroger Co.](#), [Meijer, Inc.](#), and [Rite Aid Corporation](#) to ensure that websites for scheduling vaccine appointments are accessible.

The full guidance is available [here](#).

To learn more about the department's disability rights work, please visit www.ADA.gov.



DDACTS 2.0 Webinar Series



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

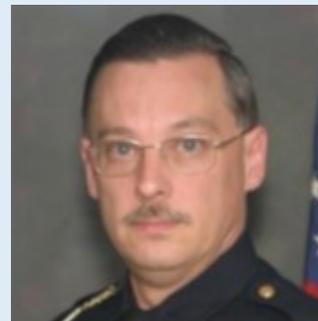
Join our subject matter experts for this NO-COST webinar series as we cover what's new in **Data-Driven Approaches to Crime and Traffic Safety (DDACTS 2.0)**. Each course can be viewed from [IADLEST's website](#) at any time. A list of courses and links to them are on the following page.

Webinar Series Hosts



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

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



Visit our
webpage to
learn more &
register



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

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

YourPoliceWrite.com

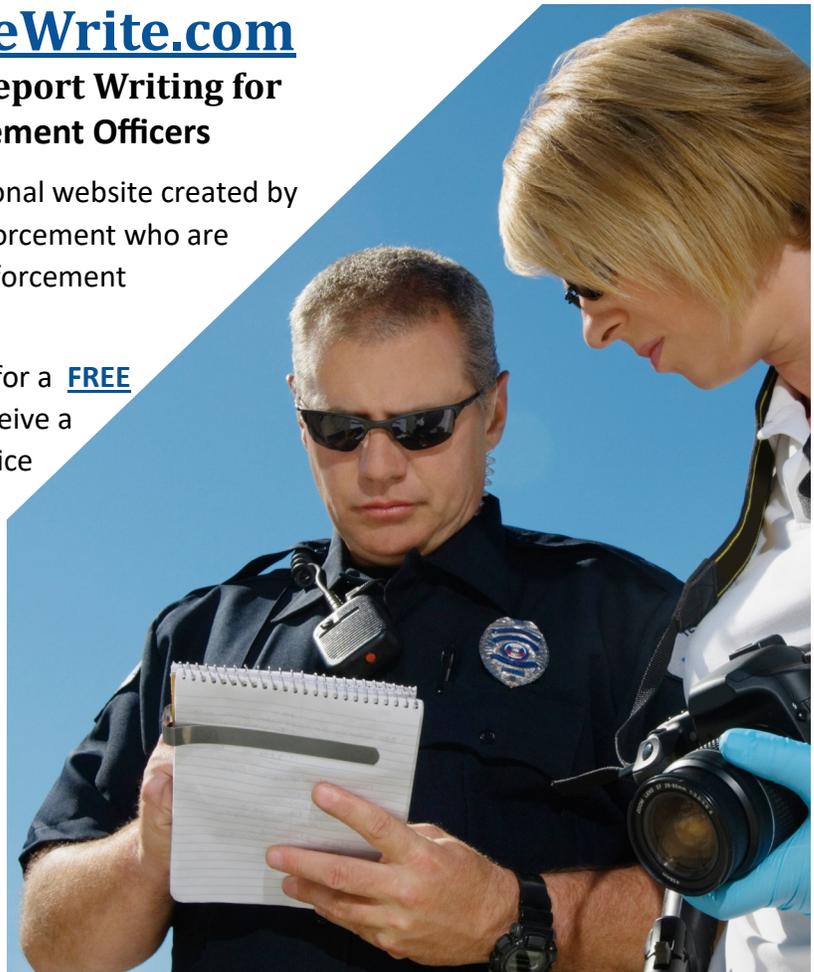
Professional Report Writing for Law Enforcement Officers

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

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

Plus, Jean has included several dynamic website sections that present information entitled: About The Four Types Of Police Reports; Books For Officers; Free Report Writing Course (*multiple lessons that are good if your Sergeant wants to require his officers to improve their report writing skills*); Report Writing Diagnostic Tests And Answer

Keys; Report Writing Podcasts; Report Writing Principles; Scenarios for Writing Practice; Usage Skills (*commas, apostrophes, grammar myths, sentence patterns, etc.*); Usage Videos; and Videos on How To Write Reports.



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

An Experiential Approach to Teaching Report Writing

By Jean Reynolds, Ph.D.



What's the best way to learn something new? The usual answer is to find an expert who can tell you all about it. The learner's role is to listen quietly and absorb as much knowledge as possible. That's the basic principle behind the formal police report unit that's taught in

every police academy.

But there's an old story—and, I think, a wise one—that describes another approach to learning—an *experiential* one. A young man who lived in a Chinese village was eager to learn about jade, a mineral that holds an important place in the history of China. He arranged to take lessons from an older man—an expert who had taught several generations of villagers about jade.

Every morning the teacher handed the young man a stone from a glass cabinet, and then they sat down together to talk. After an hour the teacher took back the stone, and the lesson ended. The young man enjoyed their conversations, which covered a wide range of topics—folklore, history, and happenings in the village. It was all very interesting, but he wanted to learn about *jade*. He started to wonder if his teacher had forgotten the reason for their morning sessions.

One morning the teacher noticed that something was wrong. "You look worried," he said when his student arrived. "I'm—I'm not sure I'm learning anything about jade," the young man stammered. The teacher went to the glass cabinet as usual, handed him a stone, and gestured to a chair. "Why don't you sit down and tell me about it?" he said.

The young man nervously started to speak—and then looked with astonishment at the stone in his hand. "This isn't jade," he exclaimed. The older man nodded. "So you have learned about jade after all," he quietly said.

I think this story makes an important point: experience is a powerful teacher. Of course, the young man had much more to learn about the history and special qualities of jade: it was time for more formal teaching to begin. But without a word being said, he had learned an essential lesson: what jade *was*—and what it *wasn't*.

Learning through Experience

Is that story about jade relevant to police training? I think it is. Visit any police academy, and you'll notice that many topics are taught through direct experience—defensive tactics, for example. The "learning from experience" principle is one reason FTO partnerships are so important to police training programs.

But when it's time to teach report writing, most academies limit the instruction to traditional lecturing—often with disappointing results. Because classroom time is limited, both students and instructors may feel frustrated at the end of the report writing unit. There's so much to learn!

Could experiential learning help? I believe that the answer is *yes*—if we understand that we're talking about a two-pronged approach: experience *and* traditional teaching.

Experiential learning can benefit cadets in three ways:

- It's an efficient way to introduce them to report writing.
- It can ease their fears about the report writing unit.
- It challenges them to take responsibility for their success as police writers.

Daily Encounters with Police Reports

When I talk about experiential learning with academy instructors, I often hear vigorous protests: "Our curriculum is too crowded already." "You want to throw out our report-writing unit!" "I already have too much grading to do." No, no, and no.

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A few years ago I met a pair of instructors who successfully employed the “two-pronged approach” I just mentioned—without changing the curriculum at all or (even more surprising) creating any additional paperwork for themselves.

They taught the report writing unit exactly as they always had, with one additional feature. On the first day of academy training—and every subsequent day—students were handed a brief police report to take home and read. There was no discussion or instruction: all of that would take place later on, as usual, during the traditional report-writing unit.

Students were told to prepare to be called on to answer a question about the report the following day. Total elapsed time: less than five minutes. Everything else in the academy curriculum followed the usual schedule.

Simple enough—but the payoff was huge. Weeks later, when the formal report writing unit began, students were already familiar with police reports—what they look like, and what they’re supposed to do.

Making Students Accountable

No grades were kept, which meant there was no additional paperwork for the teaching team. The daily assessment was quick and motivational: each day the instructor called on a randomly chosen student to answer a question about the previous day’s report. Typical questions might be:

- What was the victim’s name?
- What brand of TV was stolen?
- Where was the weapon hidden?
- What color was the suspect’s car?
- How many children were in the home?
- Who called 911 about the prowler?

For additional accountability, the instructor sometimes called on a *second* cadet and asked whether the *first* student’s answer was correct. The teaching team told me that students were highly motivated to read the assigned reports carefully. If you know your instructor might be calling on you tomorrow, you’ll want to be prepared!

What Will Students Learn?

The answer is that they’re going to be learning a *lot*. To understand why this simple strategy—reading a single report every day—is so useful, we need to focus for a moment on what academy students are likely to be thinking when they begin the police report unit.

First—and most important—most academy students have never seen a police report (a point we’ll return to in a moment). Often they’ve been warned about how difficult police reports are. I’ve heard cadets say that they fear report writing more than any other topic in their academy training.

Another issue is the contrast between police writing and the assignments given in traditional English classes. Most cadets have taken several years of high school English classes (and possibly some college English courses). It’s natural for them to assume that police writing is similar to academic writing, which requires elaborate sentence patterns and a sophisticated vocabulary.

Police trainees may automatically apply those academic habits to their reports—with disastrous results. It’s a complaint I hear again and again from instructors and supervisors: brevity falls by the wayside because officers are afraid to write straightforward sentences and use plain words in their police reports.

An additional problem is that many students have trouble deciding what to include in a report and what to omit. Reading an actual report every day helps to clear up some of that confusion—before the report writing unit even begins.

If you incorporate experiential learning into your teaching, your students will gradually absorb five essential principles:

- A police report begins when the officer arrives at the scene.
- It ends when the incident is over.
- It uses everyday language.
- There are no opinions or hunches—just facts.
- Sentences are plain and simple.

All of this seems obvious to experienced police officers! But if you’ve never seen a police report, it can be an astounding revelation.

A Stone in Your Hand

Right now you might be wondering whether such a simple strategy might produce desirable results with your students. I can assure you that the answer is *yes*—and I can tell you why it works.

Here's an analogy. Narratives (“stories,” in everyday language) have many parts. You have to introduce and name the characters, create a setting, construct a plot, invent a climax, and wrap up the narrative at the end. If you enroll in a fiction writing course, you'll be astonished by the number of components found in even the simplest stories. And yet any six-year-old child can easily tell you a story that has all of those parts—and have fun doing it. All you have to do is say, “Tell me a story about a puppy, Alan”—and they're off.

Why is it so easy for them? The answer is simple: children hear stories *all the time*. There's no need to drill them on terms like “exposition,” “climax,” and “character development”: they absorb those ideas through everyday experience—just as that Chinese student did when he held a piece of jade in his hand every morning.

It's another example of experiential learning—and great preparation for if you want to be a professional writer later on. (Here's something that always startles police officers when I mention it: yes, you're a professional writer!) Can academy students benefit from the same experiential approach? I believe the answer is *yes*.

How to Get Started

By now you might be wondering what kinds of reports are suitable for this read-one-every-day project. What do you look for, and where do you get them?

Agencies you're partnering with might be one source; you can also look for police reports online—at TheSmokingGun.com, for example. Because police reports are official government documents, you probably don't have to worry about copyright (but do think about redacting sensitive information and disguising personal details).

Some additional tips:

1. Stick to the five-minute limit each day. You don't want to alter the academy curriculum.

2. If students have questions about a report you've assigned, save them for the formal report-writing unit.
3. Keep the assigned reports short. There will be time later for students to learn how to deal with reports that are lengthy and complex. (FTOs are a great resource for this.)
4. Remember that the assigned reports don't have to be perfect. You'll be discussing mistakes and pitfalls when you formally teach the report writing unit. The sample reports just need to model some basic principles: brevity, simple sentence patterns, objective facts, and plain language.

Preparing Students for Success

When I talk to law enforcement professionals, difficulties with police reports always come up in the conversation. I think it makes sense to devote a mere five minutes a day to preparing academy students for the all-important report writing unit. I urge you to try incorporating experiential learning into your teaching repertoire. The results—more confidence and better reports—will surprise you.



*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*.*



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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's Degree in Vocational Education, and a Master's 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.

Registration information:

https://us06web.zoom.us/webinar/register/WN_IkHvu_KIR2K_jXxOTA1yUw

Questions: markdamitio@iadlest.org

Thursday, March 31st
1:00pm – 2:00pm ET
2022



Four Pillars of De-escalation for Law Enforcement Agencies

By Dan Grossi
North Carolina Criminal
Justice Academy



In recent years, law enforcement agencies have increasingly stressed the need for de-escalation training. The goal of de-escalation is to gain voluntary compliance rather than using force. Another benefit of using de-escalation techniques is increased officer safety and reduced injuries. In many cases, an agency will select a de-escalation training program to train their officers, thinking this is all that is necessary. In reality, there is more to effective de-escalation than training. Agency leaders must create a culture that promotes de-escalation, provides ongoing training, and allows the officers to use techniques properly. There are four pillars of effective de-escalation, and training is one of those pillars. As the name indicates, each of these pillars is equally important for success, and de-escalation attempts will crumble if any of them are missing. Each pillar describes a technique an officer will use during de-escalation. But, more importantly, each pillar is a concept that must be embraced by the entire agency, from the officer in training to the chief or sheriff.

Procedural Justice – The first pillar of effective de-escalation is procedural justice. Practicing procedural justice means law enforcement agencies interact with the public to build trust and legitimacy. Studies have indicated that compliance and cooperation increase when police use procedurally just dialogue.¹ The Final Report of The President’s Task Force on 21st Century Policing made several recommendations for agencies, including to “adopt procedural justice as the guiding principle...to guide their interactions with the citizens they serve”² and create a “culture of transparency and accountability in order to build public trust and legitimacy.”³ The agency as a whole must practice internal and external procedural justice to build legitimacy. Officers must also practice procedural justice on every call for service. So what can officers do to practice procedural justice and increase voluntary compliance? Procedural justice can be summarized using four words: respect, voice, transparency, and fairness.

First and foremost, always treat people with dignity and respect. Regardless of what crime they have committed or their current situation, every person must be treated with dignity and respect. Always show respect to others regardless of how they treat you. It doesn’t

matter if they’re screaming and yelling or what names they may be calling you; always treat them with dignity and respect.

People are more likely to comply with law enforcement if you give them a voice. This means allowing them to talk. Let them explain their point of view or why they acted as they did. Taking a few seconds to hear their point of view helps build trust and legitimacy because the officers listen to all parties before making any decisions. Allowing someone to be heard will increase voluntary compliance and help de-escalate situations.

Law enforcement officers must be transparent in their decision-making process. Transparency can be achieved by explaining the rationale behind their decisions. Explain how this is the best way to keep everyone safe or why an arrest must be made based on a particular law or agency policy.

There is no particular ranking for the pillars. Still, procedural justice is listed first because this is a practice every law enforcement agency in the country must understand and practice beginning today. Gaining trust and legitimacy within the community may take time, so we must start immediately. The public has to view their police department or sheriff’s office as fair and impartial. This means that officers have trustworthy motives, and decisions or enforcement actions are based on legal facts and the officers’ evaluation of the situation. The decision to pull a vehicle over, make an arrest, or take no police action is based on a fair and impartial investigation and is free from biases or prejudices.

Time – The second pillar is time, a critical element in de-escalation. In most cases, emotion decreases, and rational thought increases with time. But in de-escalation, all time is not created equal, and it is vital to discuss time from

many perspectives. The first perspective on time is subject-created time. This means the amount of time or the lack of time created by the subject's actions. Based on the subject's actions and the urgency to act, some situations cannot be de-escalated. Any action by a subject that poses an immediate threat to the public or the officer must be stopped, and there is no time for the officer to attempt de-escalation. In this case, the police are reacting to the lack of time created by the subject. Likewise, a subject talking or even yelling but not causing an immediate safety concern creates more time for the officers to de-escalate the situation.

The second perspective on time is officer-created time or discretionary time. Officer-created time uses proper distancing, cover, and positioning to allow the officer to verbally de-escalate but still have enough time to react to a possible attack. Officer-created time is more than a reactionary gap in that it considers factors other than distance. The officer may be within a few feet of a subject but can create more time to react by standing just outside the door rather than entering the room. The officer can also position themselves, so they have "cover" from a chair, table, or piece of furniture between them and the subject. As long as the subject does not have a firearm, cover can be anything between the officer and the subject that will slow down an advance or attack. By being behind cover, the officer may be able to be closer to the subject to communicate and de-escalate. Cover can be an object in the house, landscaping planted in the yard, a vehicle, etc. When officers can slow the call down and create time, they can move from reactive to proactive problem-solving.

The third perspective on time is the agency-created time. Agency-created time is the time supervisors allow, or do not allow, their officers to de-escalate a situation effectively. In almost every de-escalation training I have given, I have heard a comment like, "To be honest, my supervisor would have been calling me about five minutes ago to see what was taking so long." The truth is that some de-escalations take seconds, while others take minutes. Supervisors must give the officers time to de-escalate. The supervisor can create a false sense of urgency by asking the officers what is taking so long

or letting them know that other calls for service are pending. Remember, preserving life and officer safety are more important than pending calls, especially if the pending calls are past-occurred paper calls.

The organization as a whole must understand how important time is to de-escalation and be willing to prioritize the sanctity of life and officer safety over response times and pending queues. Supervisors must also realize that subject-created time is an aspect of de-escalation that the officer cannot control. A situation that ends in using force, even lethal force, does not mean that de-escalation does not work.

Ongoing Training – Every officer uses different communication skills, and some will naturally be better at de-escalation than others. This is an area where individual training can improve communication and de-escalation. Typical de-escalation courses will include active listening, minimal encouragers, body posture, etc. Agencies should encourage officers to attend de-escalation training, but attending one class is not enough. The agency must also allow for ongoing training. Some de-escalation programs offer or even require annual refresher and recertification. Aside from annual recertification, there are several options for ongoing training. One option is to attend a different de-escalation course. Another option is to allow the crisis negotiation team members to prepare in-service training for your officers. Don't focus on the word de-escalation; look for courses such as CIT, conflict resolution, active listening, or even customer service training. Any of these will reinforce the skills needed to de-escalate. Any training that teaches practical communication skills will help officers de-escalate or avoid unnecessary escalation.

A Decision-Making Model – Every decision an officer makes contributes to successful de-escalation, including where the patrol vehicle is parked, how they approach the scene, and the words they use. With that in mind, using a decision-making model to conceptualize the process can be beneficial in many aspects of law enforcement, including de-escalation. For years, law enforcement trainers have used the

Continued on page 40

OODA Loop decision-making model, teaching officers to observe, orient, decide, and act (OODA).⁴ The officer observes the subject's actions and orients themselves by identifying options. Then the officer decides which option is best and acts.

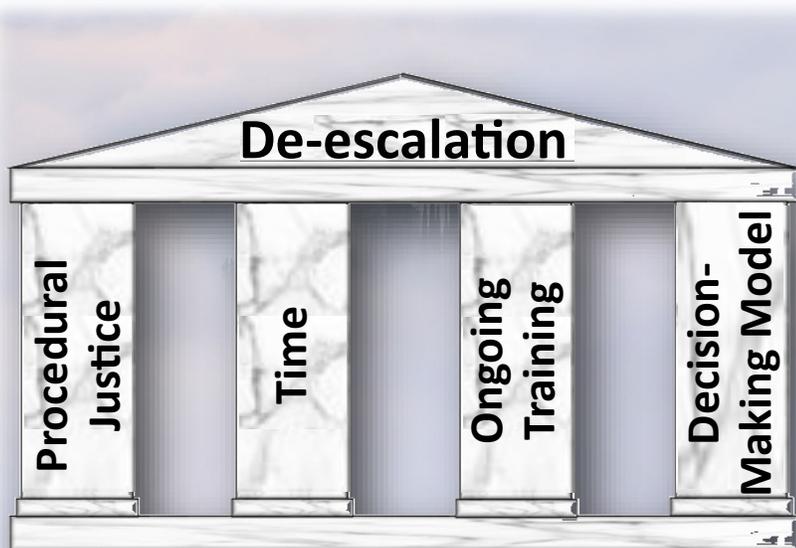
Some de-escalation programs incorporate the National Decision Model, used in the United Kingdom for more than a decade. This model features five key elements centered around a code of ethics. The National Decision Model elements are collecting information, assessing threats and developing a working strategy, considering police powers and policy, identifying options, and acting and reviewing.⁵ Various other decision-making models are used in the public and private sectors.

Regardless of which model is used, incorporating a decision-making model into all training helps the officer learn how to make an appropriate and rational decision in a stressful situation. The model will allow them to identify options and choose the best course of action. It will also aid in report writing as they can use the model to describe what was happening, what options were available, and why they acted as they did. A decision-making model can be included in de-escalation, officer safety, use of force, domestic violence, and virtually any course offered to reinforce the information.

Embracing de-escalation is not as easy as sending some of your officers through a class. It requires buy-in from every level, and the agency must be willing to build the pillars to support the officers' de-escalation efforts. Agencies must establish a culture based on these four pillars to support the de-escalation efforts of the officers.

Dan Grossi is a use of force and officer safety instructor/developer with the North Carolina Justice Academy and the Director of the National De-escalation Training Center (NDTC) Mid-Atlantic Region. He has over 20 years of experience in the criminal justice field in both sworn and non-sworn positions and academia. He is a retired Chief of Public Safety of one of the largest colleges in Florida. His law enforcement career includes serving as a corrections deputy, patrol deputy, property crimes investigator, K-9 handler, hostage negotiator, and patrol sergeant. Dan holds a BS in Criminal Justice and an MA in Criminal Justice with a concentration in Terrorism Studies.

Any opinions, findings, conclusions, or recommendations expressed in this material are those of the author and do not necessarily reflect the views of the North Carolina Justice Academy, the North Carolina Department of Justice, or the State of North Carolina.



Dan Grossi, "The Four Pillars of De-escalation," infographic, February 25, 2022.

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The Reason for Academy Libraries

There was a time when a resource for law enforcement training and information was emphasized in the form of an academy library or resource center. For purposes of this article, the term library will be used, hereafter. The library was a known source of information for academy staff and instructors. It served to enable staff to research criminal justice information for instruction references, for recruits to find material for academy research projects, and for officers to stay current with what was going on in the profession.

Today, the presence of an academy library has become less frequent within law enforcement academies. The evolution of Internet resources has shown a decline in formal academy libraries. Even formal public or higher education library systems are beginning to rethink their collections for the public's consumption.

For professional reasons, it is important to resurrect the need of the academy library, or a specific site of reference for the accumulation of research material, useful to criminal justice professionals and sanctioned by the local training institution for use of their public servants.

As recognized by accreditation bodies such as IADLEST and CALEA, the presence of an academy library is recommended or has set standards for all the reasons stated above. They do this, is because a library is still a "best practice" for professional training institutions, not for just law enforcement professionals, but for all professional learning organizations.

IADLEST's *Model Standards for POST Administration*, Section 3.2.1 Resource Center (revised February 2022), provides the following recommendation:

A satisfactory learning resource center should be provided if the student is assigned studies outside of the training handouts or classroom notebook. Ideally, the resource center would provide students with computer workstations with Internet access to allow for reading, research, transcribing notes, and completing assignments. Such computer

labs are also useful for conducting testing via a secure intranet connection.

Today, libraries are still as useful to academy programs as they were decades ago. Their construction may be different than in the past, but they still serve a purpose in the professionalization of a training institution. With the Internet and electronic file or publication systems, academy libraries can be more condensed than in the past, but still enough have room for hardcopy publications and books within them.

What kind of library does your academy or training center maintain? Is it available to recruits and officers throughout the days and evenings? Does it maintain books and publications? Is there enough room in your facility to maintain your current collection? These are all questions to consider when developing a first-class source of reference material to keep officers current on training and operational methods in the field.

Creating or purchasing electronic publications can make it easy for officers to access up-to-date library material. Electronic publications make it easy to reference useful articles by topical area. It can save officers a lot of time reviewing and researching materials used in creating training lesson plans, speeches before public groups, strategic planning, or for those who are still pursuing higher education goals. Establishing an electronic library is fairly easy if you know how to set up your files and you have access to someone with website developing skills.

IADLEST maintains the NLEARN system, which is a library of materials useful to academy trainers and training providers. NLEARN has samples of professional materials that have been gathered for association members and others interested in training. NLEARN is located within the IADLEST website. To view NLEARN, [Click here](#).

While some law enforcement academies do not maintain a library, a resource area for the professional development of officers should be encouraged. A library provides a more professional image for the academy and who those training our professionals.





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The Academy Innovations research project is supported by the U.S. Department of Justice COPS Office. The project is designed to develop evidence-based training methods for the law enforcement industry. The goal is to identify improved methodologies for delivering entry-level law enforcement training content.

Problem

When performing official duties, law enforcement officers rely heavily on knowledge and skills learned during basic academy training. This includes the law, officer safety tactics, and communication skills to name a few. Entry-level law enforcement training is typically delivered in topic-centric classes with little or no connection between concepts, even though significant amounts of content overlap. For example, legal knowledge about arrest, search, and seizure applies to every type of criminal investigation, use of force, and interrogations. Communication skills are needed across the board to be effective at interviewing people, de-escalating, and building relationships with the community. Existing research from other professions recommends integrating or reinforcing foundational and overlapping content consistently to help people retain critical knowledge and skills. The concept of integrating and reinforcing training content consistently has not previously been tested in law enforcement. The Academy Innovations research project aims to evaluate if reinforcing a critical foundational skill (i.e., communication and de-escalation) across multiple topics on several occasions during a basic academy setting improves recruit learning.

Research Design

This project attempts to evaluate whether the methods and timing of training content improves knowledge and skill retention at the basic academy level.

To evaluate the effectiveness of delivering foundational information consistently across multiple topics throughout an academy, the project team delivered a 16-hour “Communication Skills” lesson at the beginning of several basic academies across the United States. Approximately 30 days later, identical segments of the “Communication Skills” lesson, specifically de-escalation, was integrated with a second topic (Responding to Persons in Crisis) for delivery. Approximately 60 days later, the identical de-escalation content was integrated into a third topic (Motor Vehicle Stops) for delivery. The study included control groups who only received the first 16-hour lesson and no additional integrated lessons. All participating students took multiple written tests throughout the academy to quantify learning differences between students who received the integrated de-escalation content and those who did not. The research also used both in-person and online deliveries to evaluate student learning differences between the two mediums.

This first of its kind research aims to answer two questions:

1. Does the frequency of instruction on a topic (integrated into the curriculum at specific intervals) impact knowledge retention?
2. What impact does online instruction have on knowledge retention (positively or negatively) compared to traditional classroom delivery?



ACADEMY INNOVATIONS

Experimental Design

ACTIVITY	IN-PERSON CONTROL	ONLINE CONTROL	IN-PERSON EXPERIMENT	ONLINE EXPERIMENT	INTERVAL
Communication Skills	✓	✓	✓	✓	Week 4
Integrated Persons with Mental Illness			✓	✓	Week 8
Integrated Motor Vehicle Stops			✓	✓	Week 12
Scripted Scenario Assessment	✓	✓	✓	✓	Week 16

From the Academy Innovations Project

Available October 2022:

- Findings from Academy Innovations research conducted in 2021 and 2022
- Publications
- Detailed research design document for researchers to duplicate the study
- Raw data files

The project team includes: Peggy Schaefer, Senior Project Manager; Dianne Beer-Maxwell, Project Manager; Jon Blum, Curriculum Development and Instruction;

Dr. Timothy Bonadies, Online Training Developer and Lead Researcher; Dr. Jessica Herbert, Data Analysis.

The project team is grateful to the project advisory group and the five academies participating in this critical work. Without their support, this study would not have been possible.

For additional information about the Academy Innovations project or questions about the communications curriculum used, contact project manager [Dianne Beer-Maxwell](#).



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Strategic Planning: Another Challenging Task for Academies

Strategic planning is ongoing, and “is a process of self-examination, the confrontation of difficult choices, and the establishment of priorities.”¹

We generally hear about strategic planning in public safety in concert with the department’s operational and administrative perspective. But how often does anyone talk about strategic planning in the context of the development of a training academy or the program it produces? If any segment of law enforcement needs to have a solid vision of what they are and where they are going, it’s the people who are charged with providing entry-level and continuing training to those who police others and uphold our constitutional values.

That said, how we develop a program that needs policies and procedures to address its stakeholders, in a manner that will stress safety, legal and moral values, meet the diversity of our institutions, and address mission-critical responsibilities that officers will be faced with is a daunting task. How we develop a good strategic plan to effectively and efficiently manage the training responsibility, itself, takes good planning.

To construct a good strategic plan, take time to develop the process and identify who is going to accomplish the task. As it is, it will probably be an undertaking involving people who are already busy with other tasks, while committed to other responsibilities. A strategic plan generally means that change is about to occur. Change can be scary for people in organizations. A lot of employees, and those they serve, get used to the way things are. They view change as a disruption to their process of getting things done. But change is something that public safety organizations see a lot of, as every year we’re affected by new

statutory changes and political edicts generated from somewhere in the public. As severe as recent events have been for law enforcement, we all know change is inevitable.

Whenever you look at strategic planning, you first have to develop a plan to manage the process of change. You need to ask yourself several questions. What is our existing training providing? What is your vision for training? Where do you want to take your training programs and what is it going to take to get you there? You have to look far into the future, beyond the project, and determine how to anticipate the financial and infrastructure support that will be needed.

In developing your strategic plan, you might choose to gather a small team of people you consider good thinkers; those who have the determination to work through the process as a team. Or, you might include everyone on your staff, gathering them to sit down and brainstorm ideas and issues that are facing your academy and its constituents. For some staff, it may be the first time they have been asked to participate in strategic planning. In that case, it will be important to set everyone at ease, ensuring them that for this task, everyone is on equal footing and part of an important team, and inform them that all ideas will be given due consideration, with serious thought and contemplation. Ground rules for the planning process need to be discussed with your group, and they need to be enforced.²

A well-thought-out planning process will let team members understand that this effort will not happen with one or two meetings. A good strategic plan will evolve over several meetings. Each meeting should have a set time. Meetings of an hour or two at the most are recommended.

This will allow those involved to gather ideas and solutions with adequate time to analyze and weigh the pros and cons of their contributions before meeting to discuss them with other team members.

Strategic planning is ongoing, and “is a process of self-examination, the confrontation of difficult choices, and the establishment of priorities.”

Once the planning process has concluded and the key issues have been identified with options considered for a course of action, it's time to come to an agreement on priorities and identifying critical options to be addressed. This may involve a wide range of training issues, construction, rearranging the administration of the training program, or other procedural and policy issues. However the process evolves, the issues should develop an agreement to be considered and decisions to be made in moving forward. This is not to say everyone must agree, but, collegially, there must be a majority consensus on the separate course to take.

Ask:

- The value of the plan. Will it contribute in reaching the goal?
- Is the plan consistent with the vision, mission and values of the academy?
- How feasible will it be to meet the goal? Is it a practical plan?
- Is the plan reasonable enough to be accepted by those who oversee the academy operations?
- Will the cost of the plan meet an acceptable return on investment (ROI) if executed?
- Finally, given all of the competing and external factors going on at the academy, should the strategy be implemented at the given time? ³

After arriving at a consensus, review the vision, mission and values against the individual course of action. Then take each goal and determine the resources needed to reach the goal. Resources could be financial, manpower, sets of skills that will be needed to reach the goal, physical resources that may need to be purchased, or other types of training that needs to be accomplished in order to prepare staff to achieve the goal.

Next, an action plan or approach should be developed for staff to begin to implement the plan. Criteria should be identified to reach the goal.

Next, it is time to design the plan on paper. This part of the process needs to be given close attention so that it is not misinterpreted at a later date. Objectives for reaching the goals should be clearly understood and kept at the forefront of any further discussion or actions to reach them.

Lastly, as the project proceeds, there should be a strict monitoring of the progress being taken. There may be need for modification of the original design. This should not be a worry to anyone working the plan. Plans often change, but know your options ahead of time.

Conclusion:

Strategic planning should be part of every academy's work structure. The staff should be striving to reach new goals every day. Even though a normal strategic plan takes three years to execute, the most progressive academies keep amending their goals on an annual basis. This keeps their academy program at the forefront of design and development, and in the eye of those who are achieving less in the training arena. Good planning and execution of strategic goals will develop your staff into leaders within the law enforcement training field. In the end, isn't that what we want to achieve?

¹ Pfeiffer, J. W., Goodstein, L. D., & Nolan, T. M. (1985). *Understanding applied strategic planning: A manager's guide*. San Diego, Calif: University Associates.

² Kerznerr, Harold, Ph.D., *Why Project Teams Frequently Fail At Brainstorming*, International Institute for Learning (IIL), 2020.

³ McKay, E. G., & National Council of La Raza. (1993). *Strategic planning: A ten-step guide*. Washington, D.C: National Council of La Raza; McKay, Emily Gantz, *Strategic Planning: A Ten-Step Guide*, Section III. A Strategic Planning Process, 3. Mosaica, July 2001.



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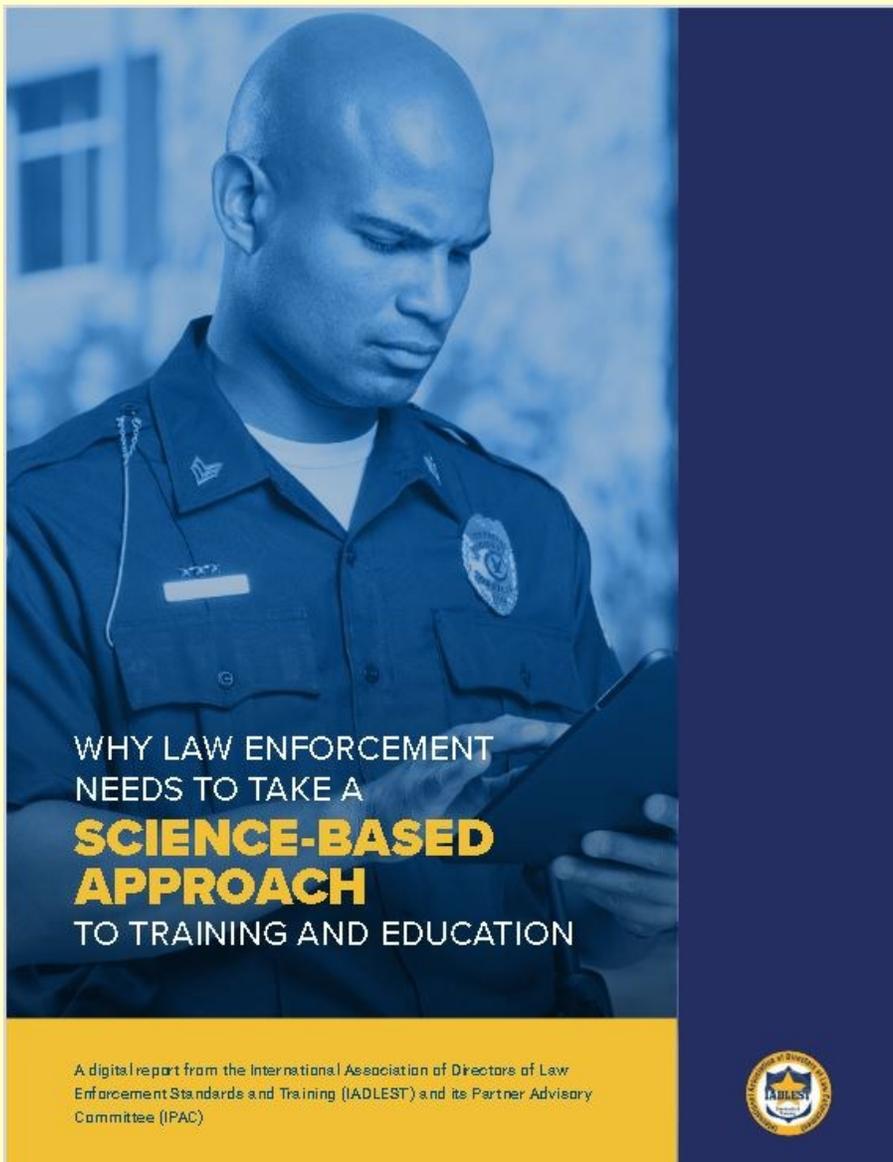
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INSTRUCTIONAL TIPS

A FEW THOUGHTS ABOUT TRAINING SCENARIOS

POLICE LINE DO NOT CROSS

How much of your instruction is understood by those participating in your training, can only be measured by watching trainees present their skill and knowledge through well-developed and specific training scenarios. Written testing provides us with a snapshot of the learning a student has gained, but we all know there's more to learning than memorization.

The trainees that attend your programs need to experience what instructors have presented to them during lectures. Training scenarios provide context and allow critical thinking and decision-making to occur during the experience. Although, we also need to consider that training scenarios can use many methodologies, such as practical demonstration, class assignments, table-top exercises, web-based responses or virtual formats, and we should determine the best format to meet our learning goals given financial restraints and manpower resources. Also to be decided, is whether we include simulated stressors like we find in real-life events into the scenario.

How we structure our practical scenario exercises, often referred to these days as "reality-based" scenarios, is another factor that affects the practicality of the scenario's effectiveness. We can compose the best scenario for the training we are trying to measure, but if we don't have a good structure behind what we have written, the scenario may appear faulty and inconsistent with reality.

In other words, 1) how realistic are we able to make the scenario environment, 2) are we only creating exercises that stress the worse-case an officer can find themselves in, (3) what have we done to create behind the scenes credibility to scenario evaluation, and 4), what investment have we made to ensure the right people are involved in our scenario program to sustain satisfactory scenario outcomes.

Having been involved in producing training scenarios for decades, I am going to offer a few thoughts that may make your development of scenarios more efficient and effective, if challenged for training usefulness,

First to be discussed is the structure of your scenario program. How does your academy or training program develop its training scenarios? Do you have an established policy devoted to scenario training development

and presentation? An effective training program will require written training scenarios that are formulated in detail. Training scenarios will be based upon specific performance objectives of the related training course. They will define and evaluate specific objective points that need to be met during the presentation of the scenario. Besides the performance objective to be met, the written scenario will include an statement about how the scenario meets the objective, and what qualifies as a passing score or failing score during the evaluation process.

Second, the scenario should be written with specific script lines for the role players to speak during the scenario. Scripting the scenario ensures that each person going through the scenario will experience the same event in the same way. Additionally, role players should be given precise directions on how to deliver the scenario to the student(s). There should be boundaries on what the role player can or cannot do within the scenario. Realism should be foremost in context of real-life experiences, and not beyond what we believe is a real occurrence.

Third, grading of the scenario must have deliberate criteria for the Grader to determine a clear and clear-cut decision on the student's performance. The criteria should identify what the student needs to do and what the student should not do. The criteria should have specific detail, and the Scenario Coordinator or Grader overseeing the scenario should ensure the scenario is performed as designed.

Now I know some of you are thinking, this sounds like a lot of work to conduct training scenarios. It is. However, when training programs are reviewed for effectiveness and applicability, there should always be specific information that is bonded to the training delivered and performance objectives, that shows the design has met the outcomes of the course. We write practical training scenarios to be short and specific, pure to the goals of the objectives.

We write scenario exercises for many topics that we train law enforcement officers to handle. They often include crime scene preservation and evidence collection, low-risk and high-risk traffic stops, driving under the influence, building searches, domestic altercations, and other common tasks the officers provide on-duty.

Should our training scenarios be reviewed by those who oversee our programs? The answer is, “Yes.” There should be no question that the training scenarios are appropriate, and that they meet the design of the training course and the agencies receiving the training. This is especially true for scenarios that meet use-of-force or other high-risk objectives. A review by legal counsel is recommended for these training exercises because they are more likely to be analyzed for appropriateness in the future. This could be the case if the training is subpoenaed by opposing attorneys in a civil lawsuit, or if it becomes used by government attorneys in criminal cases, or relevant to defense attorneys representing law enforcement officers before the courts.

You may be thinking, *show me an incident that led to the training providers, as I haven't seen one.* Well, that's where the well-worn risk management statement comes into play. Just because you haven't seen or heard of such action against an academy or agency training program, doesn't mean it hasn't happened. There have been cases about training sufficiency, and there's probably a lot more that were settled prior to court action. And as we all know, “If it's predictable, it's preventable,” as stressed by our good friend in risk management, Gordon Graham.

So, let's think of prevention when we develop our training scenario exercises. We should encourage well-developed scenario writing, whether developed by academy staff or by an instructor who you have asked to teach a class for your department.

As a training provider, everything taught within the scope of your authority, is your responsibility. You need to know what an instructor is going to teach to your officers or recruits. If you are unfamiliar with the context of the training an instructor is going to instruct, ask for a copy of the training material before the training occurs. Don't let an instructor get by not providing you a copy of his/her lesson plan before they teach the course. Read carefully all points that could be controversial or legal in nature. Know how a scenario exercise is going to be conducted before you allow the exercise to occur. Is it legally sound? Will it be conducted in a safe manner? Ask another subject

matter expert in the same field, if he/she sees anything that will be taught that appears questionable. Has the course been certified by another accrediting body where certification requires meeting strong standards of excellence? Have you observed the instructor teach the course before, which has given you a first-hand look at the instructional methodology and demeanor of the instructor's presentation?

I'm sure there is more that could be referenced in the prevention of poor training, though these are some that immediately come to mind.

The safety issues associated with use-of-force scenarios, are the one flaw that I have seen a lot of problems with during my career. Scenarios that use Simunition or Air Soft weapons, or other such devices often are ripe for misuse in their delivery. Not that there are no preventative measures that can be employed by trainers; but, oftentimes, one observable problem occurs. The problem is the safety gear that is available to training providers and instructors. When was the last time you saw such training being conducted? Did all participants in the exercise wear recommended safety gear or padding approved by the manufacturer of the training weapon? It has shocked me when I have seen minimal homemade protection used in such training. It spells liability all over it.

I once went to observe a practical exercise where Simunition was being used. A well-known local training provider was instructing the course. The students had extra clothing on and pants stuffed with tee shirts. There were no neck protectors being used. Goggles and bike helmets were used for head protection. The training provider came up to talk to me. He had a bloodied cut across his throat. You guessed it, during one of the exercises he had been grazed by an FX round. A couple of centimeters to the left and the round could have hit the Hyoid bone in the throat—potentially causing serious damage or death. Liability during the exercise screamed out to those that know better. That brought an end to the Simunition exercises until a quantity of Simunition safety gear was purchased. Yes, the safety gear is expensive, but not as expensive as a law suit for negligent training or paying medical costs for an injured officer.

Continued on page 52

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Enough on liability, there are too many conditions that, if not carefully considered, will bring liability upon training. It's enough to say that training scenarios should be based upon problem-solving using Problem-Based Learning (PBL) concepts. They should be challenging, and scenarios should build upon each other to provide a full array of experience to develop better learning of the course material.



Making practical training scenarios realistic takes good role players, equipment, and props that simulate the design of the scenario. These two factors can make or break the effectiveness of your exercises.

Gathering good equipment and props for scenario exercises is a constant endeavor. Whether it is clothing, furniture, appliances, automobiles, safety gear, simulated weapons, moulage, or other materials to make fake injuries, it all plays into making more realistic training exercises. Having a good amount of exercise equipment. Having a storage site at your training facility for practical exercise equipment is another feature that should be considered in order to keep the equipment secure and out of the way unless being used. Using a trailer is one way to secure the equipment, keep it orderly, and contain it out of the way of other training or storage needs.

Role players are more effective if they have experience in acting or are long-time affiliate role players of the academy. How do you find these people? Are they the type of people you want to use or employ in your scenario training program? Are they competent to do the job?

You can find good-quality role players among your constituent law enforcement agencies, family members of local officers, college drama departments, or even among staff or actors at local theaters or playhouses. Once you find someone who wants to act for your programs, you might want to make sure you know if they're the type of person your training program wants to be associated with. Are they local individuals whom you know or are they unknown to the department? Will they bring credibility to your training, or, if known by others will they embarrass your training program?

Generally, there will be a cost to using good role players, however, some may want to work with your training program to better hone their acting skills and increase their resumes for future work opportunities.

With these ideas in mind, the next several pages offer a sample policy that you may consider reading for suggested ideas or that you might use or modify if you currently do not have such a policy for your training agency. Remember to have your new policies reviewed by legal counsel.

¹ See the sample Scenario Development and Execution of Scenarios policy between pages 53-65.



SAFLEO PROGRAM

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

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

New Resources Available:

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

Sample Policy and Operating Procedures

Section #	Curriculum Section and (Agency/Academy) Training Bureau	Origination Date:
Procedure #	Subject: Scenario Development and Execution of Scenarios	
Reference:	Agency Rule	Name and /number
	Agency Policy	Name and /number
	Academy Policy	Name and /number
Commentary:	<p>The integrity of the (Agency/Academy) academic standards are first, and foremost, the strength of the training mission and effectiveness of the training staff. The (Agency/Academy) has directed students attending (Agency/Academy), or related POST certified basic training programs, to meet academic standards that meet the minimum training standards required by the (Agency/Academy). Excluding firearms, defensive tactics and EVOC training, performance-based standards are designed to demonstrate proficiency in the knowledge a student has obtained during lectures. The standards must be accomplished, satisfactorily, by each student, for each performance outcome or performance objective mandated by the (Agency/Academy). In regards to the performance-based training standards instituted, successful completion depends on the structure of scenario practical exercises; the instructions provided to the role players, graders, and evaluators; the quality of execution of the scenario practical exercise; and the follow-up scenario debriefing provided to students.</p> <p>The following is effective immediately:</p>	
Policy:	It is the policy of the (Agency) that academy training conducted under the authority of (academy/agency) will conform to specific standards of style, format, competent information, and content and compliance with good legal, performance, safety, and community relations principles.	
Authority and Interpretation	<p>This policy is issued by the (Agency) Administrator and supersedes any previous Scenario Development or other scenario policy issued before (date).</p> <p>The (Agency) Administrator is the final authority responsible for official interpretation of this policy. Questions regarding the application of this policy should be directed to the Administrator for interpretation or determination.</p>	
Purpose:	To set forth standards for the development and execution of practical exercise scenarios by: (1) establishing standards for role players, graders, evaluators; (2) establishing responsibilities for all personnel involved in practical exercise scenarios; and (3) preparing students to meet the demands of public service by demonstrating their knowledge, skills and abilities, and successful completion of minimum standards as established by the (Agency).	

<p>Definitions:</p>	<p>Grader: a grader is an individual who participates at the (Agency/Academy) with the primary responsibility of grading the students' performance and giving appropriate feedback when needed.</p> <p>Role Player: a role player is an individual who participates at the (Agency/Academy) with the primary responsibility of "acting" out scenarios in a secure environment, given to them by an academy staff member and/or whoever is in charge of running scenarios as directed by an (Agency/Academy) representative.</p> <p>Scenario Coordinator: (Agency/Academy) staff member directly responsible for scenario development and the acquisition and maintenance of scenario equipment.</p> <p>Training Coordinator: (Agency/Academy) staff member directly responsible for a specific training academy session and the execution of scenarios in the basic academy.</p>
<p>Procedure:</p> <p>1. Scenario Development:</p> <ol style="list-style-type: none"> a. Developing practical exercise scenarios: <ol style="list-style-type: none"> i. Shall be accomplished with the assistance of the (Agency/ Academy) management, Training Coordinators, subject matter experts, instructors, and Curriculum Section staff. ii. Shall be conducted using the approved (Agency/ Academy) scenario form. iii. Shall be reviewed by a panel of training staff and found relevant to the training performance objectives, correct in grammar, realism to the officers' duties and responsibilities before final approval. iv. Shall receive final approval by the (Agency/Academy) Training Manager and Curriculum Coordinator or (Agency/Academy) Administrator in addition to, or in lieu of, the Curriculum Coordinator. v. Final determination of scenario development shall be reviewed by the (Agency/Academy) legal counsel. b. Equipment designated for practical scenarios shall be identified and, if not already available, obtained and put into the practical exercise inventory. c. Approved practical exercise scenarios shall be maintained in a secure file on the (Agency/Academy) network drive. d. Scenarios are executed under the authority of the (Agency/ Academy) Training Coordinator responsible for the training session. The Training Coordinator shall use approved role players, graders, and evaluators to accomplish the execution of scenarios. e. The Scenario Coordinator shall assist the Training Coordinator, as outlined or required, in the execution of scenarios. 	



IADLEST INSTRUCTOR CERTIFICATION PROGRAM

In 2018, IADLEST launched the IADLEST Nationally Certified Instructor Program (INCI) to recognize and acknowledge the Nation's FINEST instructors. These individuals display the "best practices" in training delivery by being highly recommended by POST and Academy Directors and by maintaining their training acumen by completing continuing professional education instructor course work. This program is for all officers, peace officers, sheriff deputies, correction officers, detention officers, telecommunicators, analysts, academic instructors, private trainers, and others interested in improving law enforcement training and individual instructional skill sets.

The International Certified Instructor (IICI) program 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.

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- Receive access to IADLEST's NLEARN web-portal with training links, open dialogue trainer discussions, lesson plans, relevant instructional and law enforcement articles;
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- Use the IADLEST International Certified Instructor Program acronym on your business cards, letterhead, etc. Example: William Smith, MPM, CPM, **IICI**, **INCI**

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- Complete the IADLEST [International or National Certified Instructor Application](#).
- Submit a current resumé outlining your specific law enforcement teaching and curriculum development law enforcement experience **indicating more than three (3) years of training experience**.
- 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. All 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.
- There is a two-year certification period for IADLEST Certified Instructors.

For More Information, see the IADLEST Instructor Certification website at:

<https://www.iadlest.org/training/instructor-certifications>

2. Process for becoming a role player or grader:

a. Initial interview:

- i. Prior to an individual becoming a role player for the (Agency/Academy), an initial interview must be performed with the specified designee of the (Agency/Academy) Training Bureau. The potential role player must meet with a training coordinator to see if they meet the needs of the (Agency/Academy).
- ii. Prior to an individual becoming a grader for the (Agency/Academy), there must be a review of the individual's experience and training by an (Agency/ Academy) Training Coordinator. The potential grader should have experience in the topic(s) to be graded and training to support the knowledge and abilities to fairly and competently grade the scenario training.

b. Background check:

- i. Once the role player designee passes the initial interview process, a background check must be performed. The background check will be performed by an (Agency/ Academy) assistant. An assistant will be given a copy of the individual's driver's license or identification card and their social security number, which will be used for the sole purpose of performing a criminal history review.
- ii. Individuals who work for a law enforcement agency will not be required to undergo a background check prior to having a contract drawn up for a role player or grader contract.
- iii. Disqualifying factors for role players or graders: Automatic disqualifying factors will be any type of violent crime, and anyone currently on court-ordered probation (unsupervised or supervised). All other items that are listed within an individual's criminal history will be discussed with the (Agency/Academy) Training Manager and/or Administrator on a case-by-case basis.
- iv. Once the criminal history record has been examined and is found without disqualifying factors, the individual may proceed to the contract phase of working as a role player or grader for the (Agency/Academy).

c. **Contract:** The approved role player or grader must talk to the (Agency/Academy) Training Coordinator in order to establish a contract. Once a contract has been signed by the role player or grader, the contract shall be forwarded to the (Agency/Academy) Administrative Support Manager for approval, then forwarded to the Financial Services Office to be signed and finalized. The role player or grader cannot work for the (Agency/Academy) until the contract has been finalized. There is no set time frame for a contract to be finalized.

- i. Contracts shall not be signed with individuals who use a business name on the (Agency/Academy) contract. The contract is an agreement between each individual person and the (Agency/Academy). Business contracts are

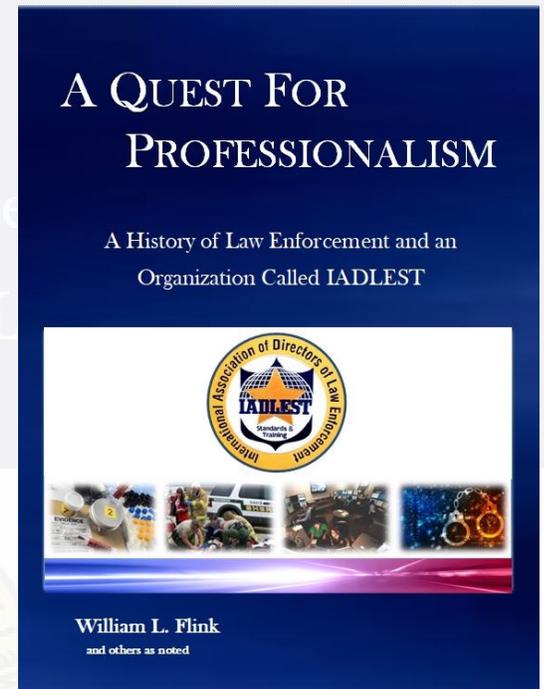
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not permissible.

d. **Role Players or Graders Without Contracts:** Any individual who arrives at the (Agency/Academy) to work on scenarios without a current contract shall be asked to leave the (Agency/Academy) grounds immediately.

i. Exceptions:

(1) Law enforcement personnel who provide voluntary services to the (Agency/Academy) for scenario work as role players or graders.

(2) An individual who has signed his/her contract, is pending final contract signatory approval, and who is not being paid for their attendance and may audit the scenario process.

3. Responsibilities of the role players:

a. The responsibility of the role player is to participate in scenarios as directed by either a Training Coordinator or somebody acting on behalf of the Training Coordinator.

b. Role players shall be provided with a description of the scenario(s) that they will have an acting role to perform. The role player will be responsible to provide responsible services and follow the directions of the acting role.

c. Role players are required to arrive for (Agency/Academy) work “on time”.

d. If a role player cannot arrive to work “on time”, he/she must contact the (Agency/Academy) Training Coordinator immediately. Continual tardiness may result in failure to invite the role player to (Agency/Academy) scenario opportunities.

e. Role players shall not make derogatory comments about the (Agency/Academy) staff to the students.

f. When a role player is “Out of Character” during a scenario, they will treat all people with respect. They shall not belittle or disrespect (Agency/Academy) staff, other role players, students, graders, or civilians who may be on the premises. “Out of Character” derogatory or discriminatory statements shall not be tolerated and shall be dealt with immediately.

g. To adhere to the role player expectations as provided on the *Role Player Information Sheet* that has been signed by the role player. (See attachment #1)

4. Responsibilities of the graders:

a. Graders are assigned to scenarios based upon their experience and training.

b. Graders are in charge of the scenarios that they have been assigned. Graders will make all final decisions about the scenario when the Training Coordinator or an individual designated to supervise scenarios is not available.

c. Graders shall grade students fairly, without bias, and provide detailed feedback as needed.

d. Graders shall review the scenario documentation and:

i. Read the scenario documentation and understand the goal of the

scenario(s);

- ii. Ensure the necessary scenario props are available for the scenario.
 - iii. Be responsible for the contents of scenario equipment bags during the scenario, and to make sure the end-of-scenario inventory is completed and inventory sheet is documented when returned to the Scenario Coordinator.
 - iv. Be responsible to understand the tactics the (Agency/ Academy) has taught the students during their training, and that are being evaluated in the scenario.
- e. While the (Agency/Academy) recognizes graders have vast experience, graders need only give feedback that is in line with the learning outcomes, as provided in each scenario.
 - f. While working at the (Agency/Academy), graders shall comply with the *Instructor Code of Ethics* and treat all people with respect. They shall not belittle or disrespect (Agency/Academy) staff, role players, academy students, other graders, or civilians who may be on the premises.
 - g. Derogatory or discriminatory statements shall not be tolerated and shall be dealt with immediately.
 - h. A grader who disagrees with a scenario-related item:
 - i. shall not discuss the issue with the students.
 - ii. shall discuss the matter with the (Agency/Academy) Training Manager, (Agency/Academy) Training Coordinator, or Scenario Coordinator for clarification or amendment.
 - i. Graders shall not talk about the (Agency/Academy) in a derogatory manner to the students.
 - j. At the end of the scenario training, graders shall be responsible to gather their props and return them to the Scenario Coordinator or (Agency/Academy) Training Coordinator for inventory and storage.

5. Disciplinary actions:

- a. Any disciplinary action will be handled immediately.
- b. The (Agency/Academy) Training Manager shall be informed of the incident prior to the imposition of discipline.
- c. Disciplinary actions on a role player or grader will be handled on a case-by-case basis.
- d. Once the (Agency/Academy) determines disciplinary action is required, the investigation will be accomplished by the (Agency/Academy) Training Coordinator.

6. Academy Training Coordinator Responsibilities:

- a. The (Agency/Academy) Training Coordinator has the overall responsibility to ensure that the scenarios are being executed properly.

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.

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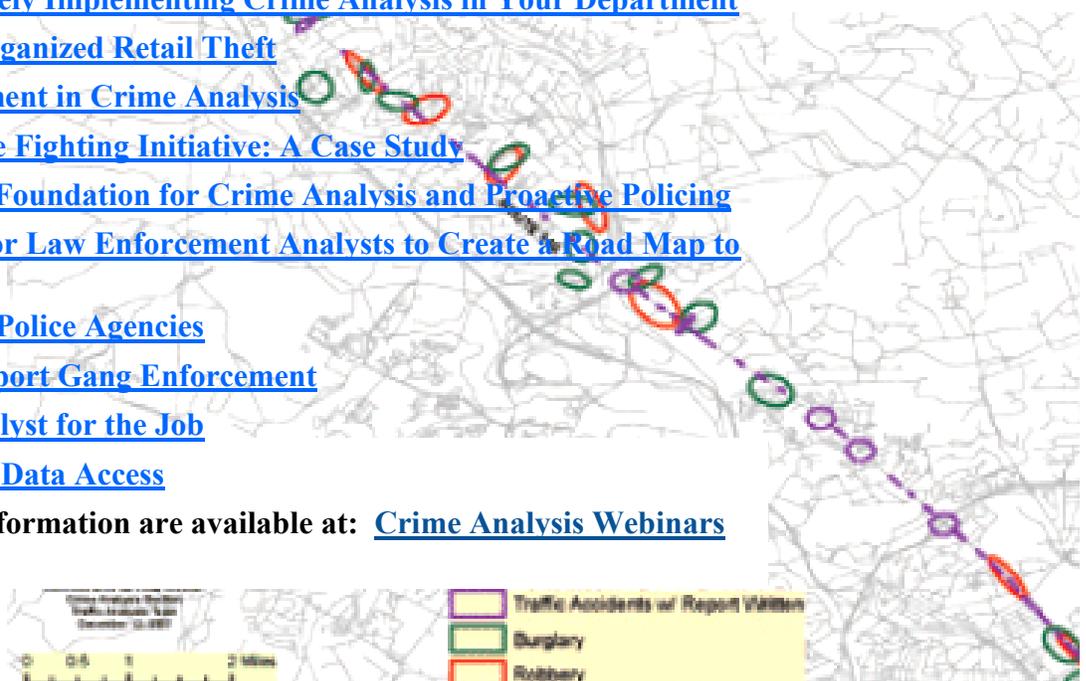
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- b. The (Agency/Academy) Training Coordinator shall be responsible to inform the Scenario Coordinator regarding scheduled dates for scenario training, the type of scenario to be trained on, the number of students to be trained.
- c. The (Agency/Academy) Training Coordinator is responsible to ensure that role players and graders are briefed prior to any scenarios. Briefings can be conducted by (Agency/Academy) Training Coordinator or Scenario Coordinator; however, the (Agency/Academy) Training Coordinator shall be responsible for the outcome of the briefing.
- d. The (Agency/Academy) Training Coordinator will ensure that all facilities required for scenarios have been scheduled with the Facilities Manager.
- e. The (Agency/Academy) Training Coordinator shall be responsible for the collection of grade sheets from the graders.
- f. After scenarios have concluded, it is the responsibility of the (Agency/Academy) Training Coordinator to assist the Scenario Coordinator in gathering up all of the scenario equipment and return the equipment to its proper location no later than one-day after the scenario exercise(s).
- g. The (Agency/Academy) Training Coordinator and/or the Scenario Coordinator shall debrief the actors and graders. Incidents or deficiencies in scenario training shall be documented in the (Agency/Academy) Training Coordinator's daily log.
- h. The (Agency/Academy) Training Coordinator with the assistance of the Scenario Coordinator shall share the responsibilities to monitor the scenario training, and ensure that scenario training is being conducted safely and that the students are staying on schedule.
- i. The responsibilities of the (Agency/Academy) Training Coordinator and Scenario Coordinator to make sure scenarios are conducted in a "safe" environment shall include, but is not limited to, the following:
 - i. Searches shall be conducted prior to the beginning of practical scenario training. The following searches shall be conducted to ensure that no live weapons/ ammunition, evidence, or sharp objects are available or taken into the practical scenario exercise(s) area.
 - (a) Contract Evaluators and Graders shall search each other to ensure that no live weapons/ammunition, evidence, or sharp objects are available or taken into the practical scenario exercise(s) area.
 - (b) Contract Evaluators and Graders shall verbally question each role player and use an electronic wand to search and ensure that no role player possesses live weapons/ ammunition, evidence, or sharp objects that could be taken into the practical scenario exercise(s) area.
 - (c) Contract Evaluators and Graders shall search the practical scenario training area to ensure that no live weapons/ ammunition, evidence, or sharp objects are available or present in the practical scenario exercise(s) area.

- (d) Students shall search fellow students to ensure that no live weapons/ammunition, evidence, or sharp objects are available or taken into the practical scenario exercise(s) area.
 - (e) Students shall search any vehicle that is to be used in practical scenario training to ensure that no live weapons/ammunition, evidence, or sharp objects are available or taken into the practical scenario exercise(s) area. *(This action by students may also be used to grade students on their ability to properly search a vehicle for contraband, illegal property, or weapons.)*
 - (f) If anyone leaves the practical scenario training area for any reason (to go to a classroom, to have meals, to go to a restroom, etc.), they will be searched upon returning to the practical scenario training area.
- ii. Searches may include questions of the person to be searched about the possession of any weapon or contraband or sharp objects; pat-down searches; and/or searches by an electronic wand. Individuals free of any item(s) of concern shall be provided with and wear a colored leg/anklet band for identification and acknowledgment of being searched and free of prohibited items.
 - iii. The (Agency/Academy) Training Coordinator shall communicate to (Agency/Academy) staff, by e-mail or other appropriate means, informing staff that there are training scenarios being conducted at the (Agency/ Academy) facility, and asking their patience and assistance, and to avoid interrupting scenario training.
 - iv. First aid kits shall be available during scenario training and the training coordinators and scenario personnel shall be aware of the location of first aid kits.
 - v. At all times, roll players “Out of Character” and graders must wear appropriate colored vests designating them as “Out of Play” and not part of the active scenario.
 - vi. Appropriate safety gear shall be “in place” or issued for each scenario.
 - vii. Simunition weapons and FX ammunition or Airsoft weapons and ammunition shall not be used in any scenario without appropriate safety gear being used by the students, scenario role players, graders, and evaluators.
 - 1. face masks;
 - 2. neck protectors;
 - 3. groin protectors;
 - 4. protective vests; and
 - 5. chest, arm, and/or leg protection, if available.

7. **Responsibilities of the Scenario Coordinator:** The Scenario Coordinator shall be responsible for:
- a. Developing practical exercise and written exercise training scenarios for the various basic training academy programs
 - b. Ensuring that all the scenarios are properly written and maintained in a secure file on the (Agency/Academy) network drive, and in hardcopy available for review by (Agency/Academy) staff.
 - c. Maintaining all props and equipment dealing with scenarios
 - d. The Scenario Coordinator will prepare the necessary scenario equipment to be used for specific practical scenario training.
 - e. Scheduling: The Scenario Coordinator has the responsibility to contact and acquire a sufficient number of role players and graders to, effectively and successfully, participate in the academy scenarios. The Scenario Coordinator shall not use an outside manpower resource to invite role players or graders.
 - f. The Scenario Training Coordinator shall be responsible for issuing scenario training equipment to the scenario evaluator or grader.
 - g. The Scenario Coordinator may assist the (Agency/Academy) Training Coordinator to ensure that role players and graders are briefed prior to any scenarios.
 - h. After scenarios have concluded, it is the responsibility of the Scenario Coordinator in gathering up all of the scenario equipment and returning the equipment to its proper location.
 - i. The Scenario Coordinator and/or (Agency/Academy) Training Coordinator shall debrief the actors and graders.
 - j. The Scenario Coordinator shall assist the Academy Training Coordinator and share the responsibilities to monitor the scenario training, and ensure that scenario training is being conducted safely and that the students are staying on schedule.
 - k. The Scenario Coordinator and (Agency/Academy) Training Coordinator will be responsible to make sure scenarios are conducted in a “safe” environment as described in Section 6.i. above.
 - l. The Scenario Coordinator shall be responsible to conduct a student briefing regarding safety and exercise parameters. Should the Scenario Coordinator be unavailable, the student briefing will be the responsibility of the (Agency/Academy) Training Coordinator.
 - m. The Scenario Coordinator shall be responsible for scenario equipment clean up.
 - i. Inspects scenario equipment to ensure it is in a usable and safe condition for continued use.
 - ii. Responsible for regular decontamination of scenario equipment.
 - n. The Scenario Coordinator shall attend debriefing with students, graders, assistant graders and actors.

- o. The Scenario Coordinator shall report any problems/ issues with scenario scripts, props, graders, actors to the Academy Training Manager and Curriculum Coordinator.
- p. Identify additional equipment or props that would be cost-effective and useful to enhance scenario training.
- q. Will be responsible for other scenario-related duties as assigned.

Approving Authority	Name	Official Authority	(Agency/Academy) Administrator	Date
Revision Date:				Last Revision:





IADLEST P.O.S.T Accreditation Program

The purpose of the IADLEST POST Accreditation Program is to evaluate and improve the operational viability of POST agencies by sharing and recommending industry best practices.

If you answer no to any of these questions,
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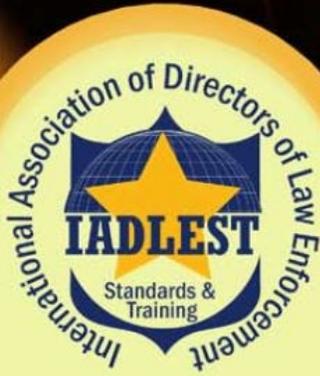
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This is an agency membership available to the director or chief executive officer of any board, council, commission, or other policy making body, which is established and empowered by state law and possesses sole statewide authority and responsibility 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.

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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.

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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.

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Annual dues for this category are \$50

IADLEST Standards & Training Director Magazine

Author Guidelines

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

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

Preparation

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

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

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

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

Relevance to the Audience and Factual Accuracy

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

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

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

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

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- Medium (\$2,500.00)
- Large (\$5,000.00)

