

# Standards & Training DIRECTOR Magazine



September 2022

## Final Outcomes—Partnerships in Community Policing: Regional Training with a National Impact

Clarifying Misrepresentations About Law Enforcement  
Interrogation Techniques

Competency—Increasing Utility Through Model Expansion

Applying the Adult Learning Model to Academy Training

Every Officer is A Leader



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# Our IADLEST Executive Board



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## Message From The Executive Director

As we enter the Fall Season, we want to remind our members of the next IADLEST Executive Meeting to be held in conjunction with the IACP Conference. The Executive Meeting will be held on Sunday, October 16, 2022 – 9:00am to noon, at the Renaissance Dallas Hotel, 2222 N Stemmons Fwy, in Dallas, Texas. We hope to see you there.

In this edition of *Standards & Training Director Magazine*, we are focusing on articles that we hope will be shared with your instructors teaching for your POST or academy. The articles we direct you to include a significant article presented by Joseph Buckley of John E. Reid and Associates, entitled *Clarifying Misrepresentations About Law Enforcement Interrogation Techniques*. Every instructor teaching interview and interrogation law should consider reading, referencing in their lesson plan, and discussing the legal issues with Interrogation Techniques, many of which are discussed in this article. Michael Schlosser presents *Applying the Adult Learning Model to Academy Training* with a focus on critical thinking and adult learning concepts. Jean Reynolds joins us again with *The Real Secret to Good Writing*, offering her insights into police writing skills. Also, Jeff Johnsgaard presents *Competency—Increasing Utility Through Model Expansion* which discusses material he presented in our recent IADLEST webinar on August 22, 2022, and that serves as the handout material for students who took that webinar course. The concepts within the article and the webinar help to inform instructors about their ability to affect student competency of material needed to be learned and retained.

We've also included significant insight for training administrators regarding firearms range regulatory considerations. If you manage a firearms range in your operation, you should find the information essential for you.

We hope you will enjoy reading the information presented in this edition and that it will benefit your career.

# Kim Vickers Retires — Texas Commission on Law Enforcement

IADLEST Past President Kim Vickers pulled the plug on August 31, 2022. He has retired from the amazing work he has accomplished serving the citizens of Texas. Kim, your service to the public and to IADLEST has been monumental. You were always there to lend a helping hand, and Kim you will be missed by many of the law enforcement agencies where you provided assistance in guiding their personnel. You will be remembered for touching so many lives in a positive way during your career, as so few people have the opportunity to do in life.

For his four-years of leading the IADLEST membership, what can one say, except “Kim, you’ve done an amazing job!”

Thanks for all you’ve done for Texas Law Enforcement and working so diligently to provide guidance in shaping American law enforcement standards and training.



## APD spokesman jumps into new job, frenzy

When Abilene police Sgt. Kim Vickers went to work on his first day in the youth division, he expected certain challenges — conquering unfamiliar paperwork, adjusting to new coworkers and learning juvenile law.

He could not have foreseen that within 24 hours, 1-month-old Nancy Crystal Chavez would be kidnapped, and a nation would turn its attention to Abilene. He couldn't have known reporters from national media outlets would stake out the Law Enforcement Center as Abilene officers, and others around the state, worked to bring the baby to safety in less than a day.

His role as the department's spokesman



Abilene police Sgt. Kim Vickers.

dramatic kidnapping and subsequent rescue of Baby Nancy. “Honestly I had fun. I hated the reason we had to do it, but I enjoyed interacting with all that media. I don't

Aug. 13 marked both the 23-year veteran officer's first day in a new position and a near-tragedy for a local family that grabbed national attention.

national attention

After shopping Supercenter, Mar young children i about 10 feet to s turned to see a daughter to a blu The following Baby Nancy li



■ Abilene police officer **Kim Vickers**, nominated for the Attorney General's Law Officer of the Year Award, one of just 55 officers so honored statewide. He has made significant contributions with his work as a youth officer, his courses on dealing with family violence, and his service on the Texas Department of Human Services Family Violence Advisory Committee. A Port Arthur narcotics officer won the state award, but we're pleased to salute our own Kim Vickers. Congratulations, and thanks for outstanding service to this community.

## Public Service Award to deputy sheriff



COURTESY PHOTO

Pictured left to right are Kim Vickers, Executive Director, Texas Commission on Law Enforcement and Deputy Sheriff Victor G. Leos.

Each year the Texas Commission on Law Enforcement Officer Standards and Education (TCLEOSE) presents achievement awards to selected peace officers, jailers, and custodial officers from throughout Texas. Cameron County Sheriff's Office Deputy Sheriff Victor G. Leos was selected as one of the 21 law enforcement officers from Texas to receive the Public Service Award. Deputy Sheriff Victor Leos has the added distinction of being the only officer in the state to receive this honor. The awards ceremony was held at the Texas State Capitol on August 13, 2013.

## Flooding hits parched West Texas

ABILENE (AP) — Authorities warned thousands of residents to leave their homes Saturday, anticipating overflowing creeks and another downpour about 24 hours after the region was deluged with up to a foot of rain.

Big Elm Creek was swollen

*"We're really not sure how bad it's going to be, but the worst is yet to come."*

**Kim Vickers**  
ABILENE POLICE SERGEANT

some apartment roofs to collapse and creeks continued rising. Rainfall amounts generally ranged from 6 to 10 inches

## Officer addresses violence

ABILENE — Kim Vickers is a man who got tired of seeing the bruised and bloodied faces of victims of family violence.

But Vickers, an Abilene police officer, didn't just get tired, he got busy. He has helped lower the court costs of obtaining a protective order and is the only law enforcement officer on the state's Family Violence Advisory Committee.

"I got tired of being the one to go to these houses, seeing the bloody faces and broken furniture and the misery entailed in these things, and look these ladies in the eye and say: 'There is nothing I can do.'"

So Vickers learned about protective orders, court orders that threaten an abuser with imprisonment if he approaches the victim.

But Vickers also learned that in many cases those who needed protective orders the most couldn't afford them. Victims could only obtain an order by hiring a private attorney at a cost few of them could



"I was preaching to (victims) to get protective orders but they couldn't," he said. "There was no system for them to get there here other than private attorneys, and that was cost-prohibitive."

Protective orders have been of the Texas Family Code 1979, but Higgs said few victims had them because of the cost. The depressed economy has increased stress among f



Sgt. Kim Vickers

**"When you start talking about misconduct — behavior so outrageous it offends public sensibilities — (a law permitting license revocation) is something we really could use in this state," Vickers said.**

## Data Driven Approaches to Crime and Traffic Safety (DDACTS) Project Veteran Subject Matter Expert Passes Away

Daniel Howard, DDACTS National and Texas Project Manager  
Peggy M. Schaefer, DDACTS Team Member (ret.)

We are sad to share the passing of Deputy Chief Mike Alexander, Metro/Nashville, TN. Police Department, on August 19, 2022.

Mike, pictured here on the left with Dan Howard in Little Rock, AR in 2020, was one of the original members of our IADLEST DDACTS Subject Matter Expert (SME) team when the project first started in 2009. He helped form the model's principles, heavily emphasizing the importance of working closely with local communities to develop viable solutions.



(L-R) Mike Alexander and Dan Howard

Mike embraced the DDACTS model as an excellent tool to reduce crashes and crime in his beloved city and pushed his department in that direction. For over 13 years, he traveled throughout the country, representing IADLEST and leading teams of other experts to conduct two and three-day workshops. Mike helped numerous officers from the agencies that attended one of the 43 national DDACTS workshops and several others in Texas as part Texas DDACTS project.



(L-R) Lauren Norman, Britani Bearup, Mike Alexander, Peggy Schaefer, Dan Howard, Kevin Slough, at Knoxville, TN  
October 2016

Mike was an invaluable member of the DDACTS "A" team and served countless hours on the phone and in zoom calls, continuing to support the DDACTS model while providing one-on-one technical assistance to Chiefs and Commanders nationwide. Mike was a friend and mentor to many of the law enforcement professionals that he worked with in both DDACTS projects, and his loss is felt by all of them.

For more information, please click on the links below, and please remember Mike and his family in your prayers.

<https://www.tennessean.com/story/news/local/2022/08/19/metro-nashville-deputy-chief-mike-alexander-dies-natural-causes/7845318001/>

<https://www.dignitymemorial.com/obituaries/old-hickory-tn/michael-alexander-10894728>



Released: September 2, 2022

# Researcher Needed

The International Association of Directors of Law Enforcement Standards and Training (IADLEST) is seeking to partner with an academic researcher or group to conduct a comprehensive national study of police certification, decertification, and reporting practices in the United States, as they relate to the data held in the National Decertification Index (NDI). The purpose of the NDI is to serve as a national registry of certificate or license revocation actions relating to officer misconduct.

Created and administered by IADLEST, the NDI has been in service in various iterations for nearly 20 years. Every State in the US has a state agency charged with setting the requirements which must be met in order to qualify (certify) a person as a police officer. These agencies are called P.O.S.T. (Police Officer Standards and Training), or similar equivalent names related to their governing boards, commissions, or councils.

In past partnerships, a university professor has used graduate students to conduct the survey as a class project and published the findings for IADLEST. Some of the past surveys summarize the current state of certification and decertification authority among state POST agencies (or their equivalent), the numbers of officers decertified during the year by state, type of officer, and general reasons for decertification actions.

IADLEST appreciates your time in considering partnering with us on this important and timely research project. More information on the NDI program can be found on the IADLEST website at <https://www.iadlest.org/our-services/ndi/about-ndi>. Please contact Executive Director Mike Becar at [mikebecar@iadlest.org](mailto:mikebecar@iadlest.org) for more detailed information.

# IADLEST Spotlights

## IADLEST Meetings

### IADLEST EXECUTIVE BOARD MEETING

Sunday, October 16, 2022 – 9:00am to Noon  
Renaissance Dallas Hotel, 2222 N Stemmons Fwy, in  
Dallas, Texas during the IACP Conference.



## Access to The National Decertification Database

The NDI is a computerized database (or pointer system) containing basic information on law enforcement officers against whom state certification action has been removed. The data maintained consists of identifying information on the individual officer, (first name, last name, and date of birth), type of action, the reason for that action, and contact information for the reporting POST. The reporting POST holds the complete record of the officer's misconduct. The NDI can be queried by human resources personnel at criminal justice agencies as part of their pre-employment screening of new law enforcement recruits, or lateral hiring of officers from other jurisdictions. Checking for NDI matches helps prevent the uninformed re-employment of law enforcement officers with a history of misconduct in other jurisdictions or states. To learn more about, or access, the NDI [Click Here](#).

## ACADEMY INNOVATIONS PROJECT

IADLEST staff will be presenting at the virtual conference hosted by *Innovations in Law Enforcement Training and Education Conference* to be held September 22-23, 2022. This is the inaugural conference focused on Technologies of Training and Education. For more information go to: [Click Here](#).

IADLEST staff will also be joining a panel at the *American Society of Criminology Annual Conference* in Atlanta, Georgia, November 16-19, 2022. For more information go to: [Click Here](#).

## Below 100 Workshops

- Denton, TX 10/5/2022 (Intensive and Train-the-Trainer)
- Leesburg, GA 10/12/2022 (Intensive and Train-the-Trainer)
- Salem, VA 11/1/2022 (Intensive and Train-the-Trainer)
- North Chesterfield, VA 11/16/2022 (Conference Presentation)
- Enid, OK 11/29/2022 (Intensive and Train-the-Trainer)



# Clarifying Misrepresentations About Law Enforcement Interrogation Techniques:

by Joseph P. Buckley

Part One

President,  
John E. Reid and Associates

This article is the first part of a three-part article written by Mr. Buckley for the IADLEST Membership, law enforcement, officers, legal instructors, and those who follow the goals of our association.

## About the Author:

### Joseph P. Buckley, CRT

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

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

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

Mr. Buckley can be contacted at:

[jbuckley@reid.com](mailto:jbuckley@reid.com)

Over the years, social psychologists, defense attorneys, and some academicians have offered a number of criticisms of current law enforcement interrogation practices, and, in particular, the Reid Technique. Some of these criticisms are:

- the goal of an interrogation is to get a confession whether it is true or not
- investigators use minimization tactics in which they offer the suspect leniency if he confesses and harsher punishment (maximization) if he does not
- investigators oftentimes interrogate innocent people whom they have erroneously classified as guilty
- investigators use coercive tactics and procedures to secure confessions
- investigators feed crime details to the suspect so that the authenticity of their incriminating statements is difficult to assess
- investigators lie to the suspect about evidence
- investigators do not modify their tactics when questioning juveniles or mentally impaired individuals
- the interrogation is designed to make the suspect feel isolated and hopeless so that he sees no way out except to confess
- the Reid Technique is a guilt presumptive approach.

## The Purpose of an Interrogation

The purpose of an interrogation is to learn the truth. In most instances, this consists of the guilty suspect telling the investigator what he did regarding the commission of the crime under investigation. The obvious reason for this outcome is that interrogation should only occur when the investiga-

Continued on page 8

tive information indicates the suspect's probable involvement in the commission of the crime.

However, there can be several other successful outcomes:

- the deceptive subject tells the investigator what he did regarding the commission of the crime under investigation the suspect may reveal the fact that he did not commit the crime but that he knows (and has been concealing) who did
- the suspect may reveal that while he did not commit the crime he was lying about some important element of the investigation (such as his alibi – not wanting to acknowledge where he really was at the time of the crime), or
- the investigator determines the suspect to be innocent.

Contrary to these potential outcomes, social psychologists consistently portray the purpose of an interrogation to be one of securing a confession at any cost:

“The purpose of interrogation is ... not to discern the truth, determine if the suspect committed the crime, or evaluate his or her denials.”<sup>1</sup>

“The goal of an interrogation is to get a confession.”... “And then they [Reid] lay out techniques that are not about getting the truth; they're about getting a confession. The techniques they lay out don't say, "Now stop and evaluate whether the person is telling the truth or whether the person is lying.”

These statements ignore what we have been teaching at our training seminars and have published in our books for decades about the necessity for investigators to be aware of the possibility of an unreliable confession.

In the 2nd edition of *Criminal Interrogation and Confessions*, published over 50 years ago, the authors expressed concern for the possibility of false confessions, particularly from individuals with mental illnesses. “One method for checking the authenticity of a conscience-stricken confession, or one that appears to be the result of mental illness, is to refer to some fictitious aspects of the crime and test whether the subject will accept them as actual facts relating to the occurrence.”<sup>2</sup>

Also, in the second edition, the authors caution that the investigator should not reveal all of the details of the crime to the suspect, because, “On those rare occasions when the subject may be a pathological liar, or when the interrogator may have some concern over that possibility, it is extremely helpful to

be able to check what the subject says against known facts which had not been disclosed to him and which he could know about only by reason of his having actually committed the crime.”

In the 3<sup>rd</sup> edition of *Criminal Interrogation and Confessions*, published over 30 years ago, we state the following with respect to recognizing an innocent suspect's denials during the interrogation process:<sup>3</sup>

“An innocent suspect, as a rule, will respond to the interrogator's first accusation (*Step 1*) with a spontaneous, direct and forceful denial of guilt. He will likely express or otherwise indicate anger and hostility over the accusation and may even insult the interrogator because of it. While making the initial denial, the innocent suspect will look the interrogator "straight in the eye" and may very well lean forward in the chair in a very rigid or aggressive posture. The verbal content of the innocent suspect's denial may be something like: "You're wrong. You've got to be crazy if you think I did something like that!" (page 143)

*(It should be noted that these behaviors may be different with many juveniles, individuals with significant mental disabilities or psychological impairments. These individuals will be discussed later in this paper.)*

“Innocent suspects disclose very little warning during the theme development stage that they are about to verbally deny involvement in the crime. They may give some general nonverbal signs that they are about to speak, such as shaking the head or leaning forward while making some hand gesture or arm movement, but they will usually give no verbal clues that a denial is forthcoming. Instead, they simply voice the statement, ‘I didn't do it,’ without any prefatory remark.” (page 144)

“In the majority of instances, innocent suspects will not allow the interrogator to stop their denials; in fact, the intensity and frequency of denials from the innocent will increase as the interrogation continues. An innocent suspect

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

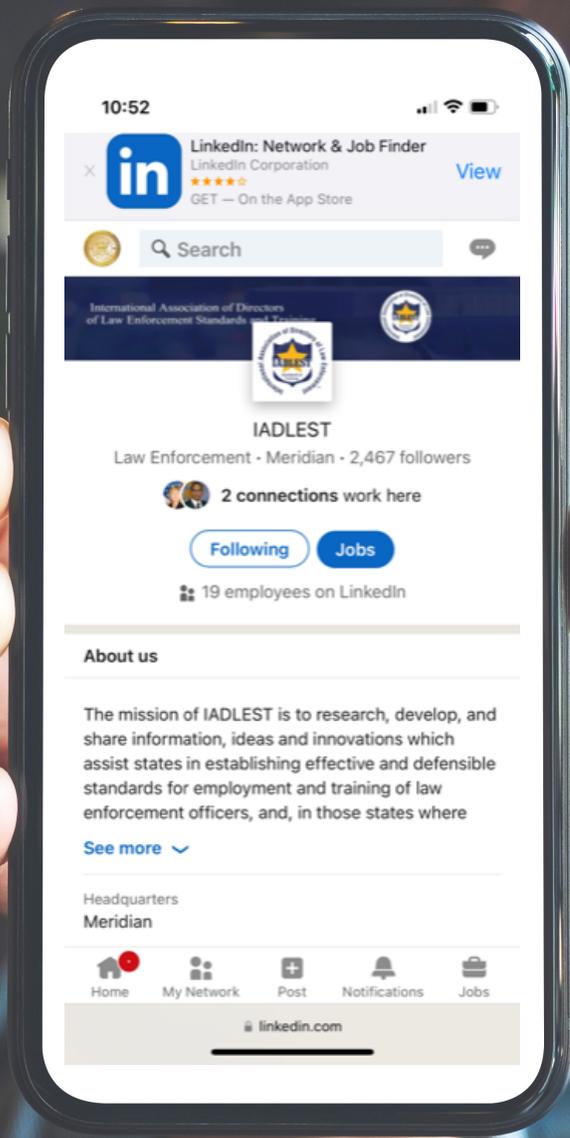
<sup>2</sup> Fred Inbau and John Reid, *Criminal Interrogation and Confessions* (Williams & Wilkins, 1967).

<sup>3</sup> Fred Inbau, John Reid and Joseph Buckley, *Criminal Interrogation and Confessions* (Williams & Wilkins, 1986).

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will become angry and unyielding and often will attempt to take control of the interrogation by not allowing the interrogator to talk until the suspect has made very clear the point that he did not commit the crime under investigation." (page 148)

"Innocent suspects often emphasize their denials by distinctly enunciating their words. ..." (page 148)

"An innocent person will remain steadfast in denying guilt, regardless of the attitude or statements of the interrogator." (page 149)

"When the interrogator senses that the suspect may be innocent, he should begin to diminish the tone and nature of the accusatory statements." (page 149)

"Whenever the verbal and nonverbal behavior exhibited by the suspect during an interrogation seems sincere and indicates that the suspect was not involved in the offense under investigation, no statement should be made immediately that he is clear of any subsequent investigation. The suspect should merely be told that as a result of cooperating with the investigator, other leads will be pursued in an attempt to substantiate the suspect's claim of innocence." (page 150)

Investigators are not perfect and the process of rendering opinions of guilt or innocence during an investigation is not an exact science. Because of this, innocent suspects will occasionally be interrogated. However, innocent suspects do respond differently to the interrogation process than guilty suspects. When a suspect's behavioral responses to the interrogation fit the description of an innocent person, the investigator should "step down" the interrogation and consider terminating it altogether.<sup>4</sup>

#### *Guilt Presumptive Process*

It is interesting to note that social psychologists refer to the Reid Technique as a "guilt presumptive" process – that investigators interrogate persons whom they believe to be guilty, and that they will stop at almost nothing to secure the confession. Dr. Leo has testified that, "...I think, for most police, and pursuant to police training, including the Reid method, a successful interrogation is where you get an incriminating statement. Even if that statement is not truthful, if it is incriminating, then it's successful, period."<sup>5</sup>

What social psychologists ignore is the fact that all ethical investigators realize that there is the possibility of an innocent person being caught in a web

of circumstantial evidence, and that we teach procedures to recognize those individuals.<sup>6</sup>

The opposite of interrogating individuals who the investigator believes to be guilty would be to interrogate all subjects, whether evidence indicated their possible involvement or not – such a situation that would be completely unacceptable.

We recommend that investigators should never use the interrogation process as the initial means by which to assess a subject's credibility – in other words, we recommend that after the initial non-accusatory investigative interview and the collection of evidence, only those subjects should be interrogated whom the investigative information suggests are most probably involved in the commission of the crime.

#### *How Social Psychologists Describe the Interrogation Process*

Social Psychologists oftentimes describe the interrogation process by using such descriptions as:

- structured to promote a sense of isolation
- designed to increase the anxiety and despair associated with denial<sup>7</sup>
- manipulate and deceive suspects into believing that their situation is hopeless.<sup>8</sup>

We do recommend that interviews and interrogations take place in a private setting, but we never teach investigators to detain non-custodial suspects or to isolate suspects and prevent them from contacting others. In a custodial interrogation the suspect is advised of his Miranda rights and if he invokes those rights the interrogation is immediately terminated.

We never teach or recommend that the interrogator should try to increase the suspect's feeling of despair or hopelessness. In fact, we teach that it is improper to tell the suspect that he is facing inevitable consequences. We reference numerous cases in our

---

<sup>4</sup> "Innocent Suspect's Response to Interrogation" Investigator Tip Jan/Feb 2012 [http://www.reid.com/educational\\_info/r\\_tipsprint.html?serial=20120101](http://www.reid.com/educational_info/r_tipsprint.html?serial=20120101).

<sup>5</sup> Richard Leo Deposition Testimony *Caine v. Burge*.

<sup>6</sup> Fred Inbau, John Reid, Joseph Buckley and Brian Jayne, *Criminal Interrogation and Confessions* (Jones & Bartlett Learning, 5<sup>th</sup> edition, 2013)

<sup>7</sup> Saul Kassir, et al, "Police-Induced Confessions: Risk Factors and Recommendations" *Law Hum Behav* (2010) 34:3–38

<sup>8</sup> Dr. Richard Leo case report found at <http://www.reid.com/pdfs/Leo-Desc-case-reports.pdf>

book in which threatening inevitable consequences can be a high-risk factor in causing a false confession.<sup>9</sup>

It is interesting to note that the US Supreme Court understands the need for interrogations to be conducted in a private setting: “Often the place of questioning will have to be a police interrogation room because it is important to assure the proper atmosphere of privacy and non-distraction if questioning is to be made productive.”<sup>10</sup>

### The Use of Minimization Techniques

Social psychologists describe the Reid Technique as an interrogation process by which the investigator engages in minimization techniques by downplaying the seriousness of the offense while at the same time using maximization techniques in which the investigator exaggerates the strength of evidence against the suspect and the magnitude of the charges.

They further describe the minimization/maximization process as one in which the investigator suggests inducements that motivate the suspect by altering his or her perceptions of self-interest. Dr. Richard Leo testified: “So minimization is a recognized interrogation technique that -- whereby the interrogator tries to minimize the -- or downplay the seriousness or consequences of the alleged act to make it easier for the suspect to admit to it because it's less serious or perhaps portrayed as not even criminal at all. So, by minimizing the consequences or the outcome or the punishment, sometimes minimization communicates also, implicitly, a suggestion or promise of either leniency or reduced punishment in exchange for cooperation.”<sup>11</sup>

Social psychologists describe the inducements that they say are used to entice the confession as low end, midrange and high end. At the low end are moral or religious inducements suggesting that confession will make the suspect feel better; in the midrange are vague assurances that the suspect's case will be processed more favorably if he or she confesses; at the high end are inducements that more expressly promise or imply leniency in exchange for confession or threaten or imply severe treatment if the suspect refuses to confess.<sup>12</sup>

In their White Paper prepared for the American Psychological Association (entitled “Police-Induced Confessions: Risk Factors and Recommendations”) the authors reported that “Analyzing more than 125 electronically recorded interrogations and transcripts, Ofshe and Leo found that police often use techniques that serve to communicate

promises and threats.... These investigators focused specifically on what they called high-end inducements —appeals that communicate to a suspect that he or she will receive less punishment, a lower prison sentence, or some form of prosecutorial or judicial leniency upon confession and/or a higher charge or longer prison sentence in the absence of confession....This is a variant of the “maximization”/“minimization” technique....”<sup>13</sup>

The problem with these descriptions is that the social psychologists are describing behaviors that **we teach investigators not to do**.

The emphasis of the Reid Technique is to create an environment that makes it easier for a subject to tell the truth. An essential part of this is to suggest face-saving excuses for the subject's crime which include projecting blame away from the subject onto such elements as financial pressure, the victim's behavior, an accomplice, emotions, or alcohol.

There are two types of acceptable minimization that can occur during an interrogation:

- minimizing the moral seriousness of the behavior
- minimizing the psychological consequences of the behavior.

The third type of minimization is to minimize the legal consequences of the subject's behavior, which **we teach never to do**. The midrange and high-end inducements described by social psychologists are essentially threats of harm or more severe punishment, contrasted with promises of leniency or reduced punishment.

In the previously referenced White Paper the authors agreed with us, stating that interrogation procedures should “permit moral and psychological

<sup>9</sup> Inbau, *Criminal Interrogation and Confessions* (2013); also see “What Exactly is the Reid Technique of Interrogation?” at [http://www.reid.com/educational\\_info/r\\_tipsprint.html?serial=1309864251267367](http://www.reid.com/educational_info/r_tipsprint.html?serial=1309864251267367). An excellent article on what the courts consider to be “appropriate pressure” during an interrogation was written and published by the Alameda County District Attorney's Office: “Interrogation” Winter 2017 Point of View.

<sup>10</sup> *Culombe v. Connecticut* (1961) 367 U.S. 568, 579

<sup>11</sup> Richard Leo Deposition Testimony April 2013 *Caine v. Burge*

<sup>12</sup> Saul Kassin and Gisli Gudjonsson “Confessions: A Review of the Literature and Issues” *American Psychological Society* 2004.

<sup>13</sup> Saul Kassin, et al, “Police-Induced Confessions: Risk Factors and Recommendations” *Law Hum Behav* (2010) 34:3–38.

forms of minimization, but ban legal minimization.”<sup>14</sup>

Our training is very specific that these excuses (interrogation themes) should minimize the moral seriousness of the subject's crime by offering psychological excuses for the crime but not remove legal consequences. Consider the following excerpts from *Criminal Interrogation and Confessions* (5<sup>th</sup> edition, 2013):

“During the presentation of any theme based upon the morality factor, caution must be taken to avoid any indication that the minimization of the moral blame will relieve the suspect of criminal responsibility.” (page 205)

“As earlier stated, the interrogator must avoid any expressed or intentionally implied statement to the effect that because of the minimized seriousness of the offense, the suspect is to receive a lighter punishment.” (page 213)

“In applying this technique of condemning the accomplice, the interrogator must proceed cautiously and must refrain from making any comments to the effect that the blame cast on an accomplice thereby relieves the suspect of legal responsibility for his part in the commission of the offense.” (page 227)

In November 2017, the Massachusetts Supreme Court stated that “...Nor have we concluded that an interviewing officer's efforts to minimize a suspect's moral culpability, by, for example, suggesting theories of accident or provocation, are inappropriate, or sought to preclude suggestions by the interviewers “broadly that it would be better for a suspect to tell the truth, [and] ... that the person's cooperation would be brought to the attention of [those] involved.”<sup>15</sup>

The Supreme Court of Canada stated:

"There is nothing problematic or objectionable about police, when questioning suspects, in downplaying or minimizing the moral culpability of their alleged criminal activity. I find there was nothing improper in these and other similar transcript examples where [the detective] minimized [the accused's] moral responsibility.”<sup>16</sup>

In *Gomez v. California* (January 2019) the US District Court stated the following:

“Relevant considerations concerning whether an interrogation is coercive include the length of the interrogation, its location, and its continuity, as well as the defendant's maturity, education, physical condition, and mental health. In assessing police tactics that are allegedly coercive, courts have only prohibited those psychological ploys

which are so coercive they tend to produce a statement that is both involuntary and unreliable under all of the circumstances. Investigators are permitted to ask tough questions, exchange information, summarize evidence, outline theories, confront, contradict, and even debate with a suspect... They may accuse the suspect of lying ... and urge him or her to tell the truth. Investigators can suggest the defendant may not have been the actual perpetrator, or may not have intended a murder victim to die. They can suggest possible explanations of events and offer a defendant the opportunity to provide details of the crime.... Suggestions by investigators that killings may have been accidental or resulted from a fit of rage during a drunken blackout fall far short of promises of lenient treatment in exchange for cooperation.”<sup>17</sup>

To reiterate, minimizing the moral seriousness of the suspect's behavior or the psychological consequences of their behavior are acceptable techniques, but minimizing the legal consequences of the subject's behavior or threatening inevitable consequences or more severe punishment if they do not confess is clearly unacceptable.<sup>18</sup>

#### *Pragmatic Implication*

Social psychologists have suggested that even though the investigator may not offer the suspect a direct promise of leniency or a threat of harm, the suspect may cognitively perceive threats or promises by the way the question is phrased. They refer to this phenomenon as pragmatic implication. “Interrogators are thus trained to suggest to suspects that their actions were spontaneous, accidental, provoked, peer-pressured, drug-induced, or otherwise justifiable by external factors.... basic research showing that people are highly influenced by perceived reinforcements and that people process the pragmatic implications of a communication suggests the possibility that suspects infer leniency in treatment from minimizing remarks that depict the crime as spontaneous, accidental, pressured by others, or otherwise excusable—even in the absence of an explicit promise.”<sup>19</sup>

<sup>14</sup> Saul Kassin, et al, “Police-Induced Confessions: Risk Factors and Recommendations” *Law Hum Behav* (2010) 34:3–38

<sup>15</sup> *Commonwealth v. Cartright*, 2017 WL 4980376

<sup>16</sup> *R. v. Oickle*, [2000] 2 S.C.R. 3, 2000 SCC 38

<sup>17</sup> Saul Kassin and Karlyn McNall “Police Interrogations and Confession: Communicating Promises and Threats by Pragmatic Implication,” *Law and Human Behavior* (1991)

<sup>18</sup> Saul Kassin, et al, “Police-Induced Confessions: Risk Factors and Recommendations” *Law Hum Behav* (2010) 34:3–38

<sup>19</sup> *Commonwealth v. Cartright*, 2017 WL 4980376

The courts have consistently rejected this suggestion, generally stating, “The most important decision in all cases is to look for a quid pro quo offer by interrogators, regardless of whether it comes in the form of a threat or a promise.”<sup>20</sup>

The research that serves as the foundation for the suggestion that individuals perceive lesser punishment when an “understandable reason” (the accomplice talked the suspect into committing the crime) is suggested consists of having individuals, oftentimes college students, read transcripts of an interrogation and speculating as to the type of punishment that the suspect would receive.

As an example, Kassin and McNall conducted a study in which they had students read five different interrogation transcripts of a murder suspect. In the

first, the investigator made an explicit promise of leniency, in the second the suspect was threatened with a harsh sentence, in the third the victim was blamed, and in the fourth the suspect was falsely told that his fingerprints were found on the murder weapon. The fifth transcript contained none of these variables. After reading each transcript the students rendered opinions as to how long the suspect would be sentenced. ~

In the December 2022 IADLEST *Standards & Training Director Magazine*, we will continue with **Part Two** of this article, as we focus on **The Three Errors that Lead to False Confessions: Misclassification, Coercion, and Contamination.**



## IADLEST/LAPSEN Certified Youth Instructor



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

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

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

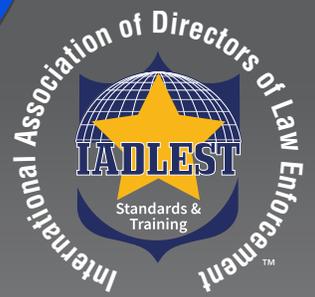
You will become eligible to join the LAPSEN Training and Technical Assistance Group (TTAG) at no extra cost.

### What are the Requirements to become a Certified Youth Instructor?

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

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

# RESEARCH, REPLICATION, & REALITY: Incorporating evidence-based practice into the operational realities of training



## **INSTRUCTOR:**

John Edwards, IADLEST Internationally Certified Instructor

## **DESCRIPTION:**

This one-hour webinar will focus on the incorporation and interpretation of theory into practice in law enforcement training curriculum and classroom presentation.

A three-prong strategy will be implemented:

Friday, September 23rd  
1:00pm – 2:00pm ET  
**2022**

### **Instructor research and development**

- Active open-mindedness
- Divergent to convergent thinking processes
- Sample and confirmation bias
- Resource platforms for instructor research and study
- The importance of replication in science
- Responsibility to sustain current information within the craft and science

### **Acumen and academic citation**

- The volatility, uncertainty, complexity, and ambiguity of contemporary policing's nexus to policy, reform, and professional standards
- Empirical foundations and anecdotal experiences
- Competence, confidence, and operational realities
- Content, context, nuance, and specificity
- APA citations reason and utility

### **Storytelling and case study**

- Marriage of the empirical into the anecdotal
- Illustration, emotional connection, and practical applications of storytelling to substantiate scientific theory
- Tailoring the student message
- Instructor case study development
- The importance of student discussion and instructor facilitation

### **Enabling Objectives**

- The instructor will be able to articulate the nexus between empirical study and anecdotal experience in the context of contemporary law enforcement training
- The instructor will demonstrate the ability to search google scholar and other platforms to retrieve specific content and vet for validity and replication
- The instructor will understand the importance of illustration by example through connecting class material with matching narratives for understanding and credibility.

## **REGISTRATION INFORMATION:**

[https://us06web.zoom.us/webinar/register/WN\\_uOjATk0vQEWE2WrfKNrDLw](https://us06web.zoom.us/webinar/register/WN_uOjATk0vQEWE2WrfKNrDLw)

Questions: [markdamitio@iadlest.org](mailto:markdamitio@iadlest.org)

## **JOHN EDWARDS**

started his law enforcement career as a uniformed officer in 1977, he then spent 30 years in the Georgia Bureau of Investigation retiring as a Special Agent in Charge.

Next, he served four years as a Chief Deputy Sheriff. Since 2014, John serves as Executive Director of the Peace Officer Association of Georgia and CEO of J.B. Edwards and Associates Consultants. Over 42 years, John's experience covers general law enforcement functions at the local and state level.

John has a Bachelor of Science degree in general studies from Georgia Southern University with concentrations in criminal justice, public administration, and sociology. He has a Master of Science degree in strategic leadership from the University of Charleston. He is an adjunct professor at the Georgia Law Enforcement Command College graduate school at Columbus State University. John is a certified Georgia P.O.S.T. instructor and a nationally certified instructor with the International Association of Directors of Law Enforcement Standards and Training. John serves on the Georgia Board of Juvenile Justice and the Advisory Board for the Georgia Public Training Center, Savannah Regional Police Academy. John currently travels throughout the United States lecturing for many federal, state and local agencies and law enforcement associations regarding police, jail and public safety operations, leadership and management, and conducts three-day seminars based on his book, "The Burden of Command."

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## Brooks Bawden Moore Blog

On July 30th, the International Association of Directors of Law Enforcement Standards and Training (IADLEST) hosted a virtual briefing where expert panelists discussed why evidence-based training is critical to meeting the needs of law enforcement officers and their communities. The session can be viewed by clicking below.

### New BBM Podcast:

A Discussion with IADLEST on National Training Standards

[CLICK HERE](#)

### BBM Podcast:

Discussion with IADLEST on the NDI December 9, 2021

[CLICK HERE](#)



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

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

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[Click Here.](#)  
~~CLICK HERE~~



## COPS Office Announces Launch of First eLearning Course Developed Through NHTSA Partnership

On August 31, 2022, the Department of Justice’s Office of Community Oriented Policing Services (COPS Office) announced the launch of its first eLearning course developed in partnership with the Department of Transportation’s National Highway Traffic Safety Administration (NHTSA).

The COPS Office has been collaborating with NHTSA to develop a series of resources and trainings aimed at improving traffic safety and reducing injury and death related to impaired driving. The first of those trainings, *Advanced Roadside Impaired Driving Enforcement (ARIDE) Refresher*, has launched on the COPS Training Portal ([www.copstrainingportal.org](http://www.copstrainingportal.org)). This course is the culmination of more than 20 months of work between the COPS Office and NHTSA.

NHTSA’s **ARIDE** training is a 16-hour, in-person instructor-led course that builds on the skills of the Standardized Field Sobriety Tests to enhance a law enforcement officer’s ability to detect impaired driving and enforce relevant laws. With the development of the 4-hour [ARIDE Refresher eLearning](#) course, peace officers trained in ARIDE can refresh their skills without having to attend an in-person course; instead, they can access the course when their schedule allows, from anywhere with an internet connection. Featuring highly skilled and well-trained subject matter experts from across the country, this course will allow learners to re-engage with the material from the in-person course while testing their knowledge through realistic scenarios and testing before, during, and after the training.

The COPS Office is committed to developing high-quality trainings that fill a need for the law enforcement community, and the partnership with NHTSA is key to doing so. “NHTSA’s subject matter expertise, passion for traffic safety, and connections across the law enforcement community have proven invaluable to the development of this and our forthcoming trainings developed in collaboration with them,” said COPS Office Acting Director Robert Chapman. “The COPS Office is proud to partner with other federal agencies that share our commitment to improving the ability of our nation’s law enforcement officers to do their vital work. Without NHTSA’s involvement, the COPS Office could not have created this course.” NHTSA leadership expressed their own emphasis on partnerships as a vital tool in their mission. “NHTSA’s partnerships with law enforcement and the Department of Justice are essential in the work to eliminate injuries and death from impaired driving,” said NHTSA Administrator Dr. Steven Cliff. “This training is an important tool to help them protect their communities, equitably enforce traffic laws, and save lives on our roads.” Over the next 18 months, the COPS Office expects to launch three additional courses developed in collaboration with NHTSA.

The **ARIDE Refresher** can be accessed through the COPS Training Portal, an online repository of trainings and resources offered free of charge to all law enforcement officers, civilian staffers, and stakeholders in the United States. With more than 27,000 registered users having access to three dozen trainings and resources, the COPS Training Portal is a cornerstone of the COPS Office’s portfolio. The Virginia Center for Policing Innovation (VCPI) developed the ARIDE Refresher course, and is responsible for the administration of the COPS Training Portal. VCPI is also working with the COPS Office and NHTSA to develop two upcoming eLearning courses.



**Advanced Roadside Impaired Driving Enforcement (ARIDE) Refresher**

Community Policing, Traffic Safety



# Competency – Increasing Utility Through Model Expansion

By Jeff Johnsgaard

There are many models an instructor can use to conceptualize the level of competence their students have for a skill or knowledge. One of them is a four-stage model summarized next (Wikipedia, 2022).

**Unconscious Competence (UC)** – The individual has had so much practice with a skill that it has become "second nature" and can be performed easily.

**Conscious Competence (CC)** – The individual understands or knows how to do something. However, demonstrating the skill or knowledge requires concentration.

**Conscious Incompetence (CI)** – Though the individual does not understand or know how to do something, they recognize the deficit, as well as the value of a new skill in addressing the deficit.

**Unconscious Incompetence (UI)** – The individual does not understand or know how to do something and does not necessarily recognize the deficit.

British statistician George Box stated, “all models are wrong” (Box, 1976) and further in 1978 “all models are wrong, but some are useful.” The reason for this article is because we have found it useful to elaborate on the above four stage model. We have found it useful for both instructors and students as it helps us gain insight to what the person’s mindset is in reference to the topic or skill being presented.

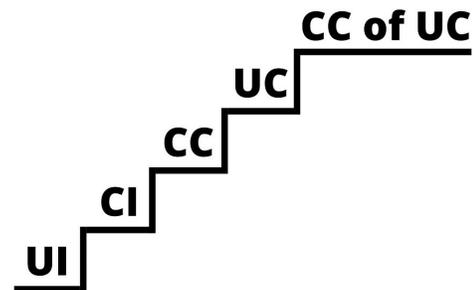
Knowing what the student thinks about their competence makes it far easier for the instructor to link knowledge to knowledge when teaching the student. This helps achieve the goal of increasing learning and most importantly performance, especially after a period passes from the learning event.

For ease of conceptualization, you may find it useful to imagine the four levels of competence presented on a stairway leading from low skill or knowledge to higher skill or knowledge (pictured below). In our train-the-trainer courses, we have added three more levels to the stairway of competence. Our reason is, the additions each describe a place a person could be in regarding their mentality and skill that is not covered by the four stage model. This article will now address two of the levels we have added.

Trainer Kenneth R. Murray, author of *Training at the Speed of Life Vol. 1: The Definitive Textbook for Police and Military Reality-Based Training*, first introduced us to a level that resides above UC (Murray, 2014).

## “Conscious Competence of Unconscious Competence”

First impressions were that the term did not intuitively make sense and it was bringing more complexity to something that did not need it. But, once Murray defined Conscious Competence of Unconscious Competence (CC of UC), we realized the term had a great value and utility.



CC of UC has three parts to its definition. First, it refers to those people who know that they can perform a task for example, with a high degree of accuracy without the need for conscious thought and attention on the skill. These people are aware that they can do it without thinking about it. Second, they understand the principles, the minutia, the slight variations that can take place in the skill itself, the tools for the skill and the individual variations between the people performing the skill that are present. Third, and arguably the most important, they are also skilled communicators and know how to convey these principles to a student so the student can perform it “their way”.

As stated, this definition for CC of UC supposes the person has a high degree of communication / teaching skill. We utilize this definition in our instructor training initially to bring awareness to the framework the instructor has to evaluate their abilities as an instructor. It is a way to help them become more UI to instructor development techniques like using specific language and many other principles to optimize their instructional techniques.

Our desired end state for Law Enforcement instructors is typically for their student to learn a skill and after time passes from the learning event be able to perform it to a high degree of accuracy. To sharpen that point further, the skill needs to be applied to a novel environment when time and information are limited.

Continued on page 18

Looking at the other side of the coin for CC of UC, I know I have run into many people with a high skillset but who were poor at best at conveying the “how” and the “why” to others in order to get them to understand and be able to practice optimally. These people could shoot a pistol fast and accurately for example, but their level of understanding for exactly why they were able to do that did not transfer to others who have different bodies, hand sizes and experiential backgrounds.

“The first step is understanding variations exist between UC and CC of UC.”

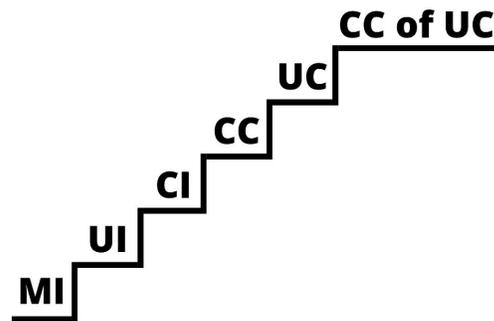
This example becomes more relevant for decision-making as the skill itself is not necessarily physical one but a cognitive one. This domain is where we see many instructors having the least amount of skills for teaching. Expanding on mental models, feedback loop creation, optimizing practice sessions for neuroplasticity are all areas we look to optimize on purpose. Again, the first step is understanding variations exist between UC and CC of UC and is the reason for this introductory article.

CC of UC can be looked at as the top stair of the levels of competency. We have heard it described as being a “Master Instructor”. Since words have meaning, we do not like the term master as people tend to view it as an end state. Thinking you have reached the apex of competency could leave you closed to further optimization and thus with a blind spot.

The best instructors we have ever seen have the mental framework for being a student first and always, then an instructor second. Even though they are world class they are continually evaluating themselves. CC of UC can be thought of as having a high degree of ability as an instructor for the subject matter / skill.

Note: In later discussions about CC of UC, Murray was quick to point out he initially learned the concept from Richard Bandler, cocreator of Neuro-Linguistic Programming (NLP).

A second level we have added to our levels of competence is at the very bottom, below UI. That level is one we call, “Misconception Incompetence (MI)”. We define MI differently from UI. In UI, the person is completely unaware that they lack the knowledge, skills and/or ability. In MI, the person knows of the skill or concept and feels that they are addressing it optimally. MI can be closely related to hubris but is different. The Oxford Dictionary defines hubris as excessive pride or self-confidence, which may or may not be present in the individual.



Like the possible blind spot created if someone becomes complacent as a master instructor, there can be a blind spot too if a person does not understand their solution to a problem or level of competency in a skill is actually not the optimal response.

To make MI more concrete, I offer you an example from my own life. During police recruit training in 2003, I was taught to “threshold brake” my Crown Victoria patrol vehicle. This was a technique especially useful in Canada as our roads were often covered in ice and when applying the brakes, the wheels would slide. I was taught that even on dry pavement, a skidding tire was less stable; and when skidding, I was able to stop my vehicle in much less distance when utilizing the threshold braking technique. I was able to perform it myself and saw firsthand the results.

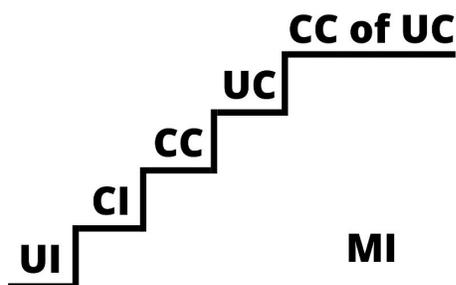
Many years later, as a Det/Sgt., I traded my suit for my patrol uniform and went back out on the street for several late-night special duty assignments. During these, I was paired up with a young officer. We immediately agreed he would be the passenger and operate the laptop as it had completely changed and I had almost no clue how to do it, while I would drive.

To cut to the point about MI, at the end of the night my partner asked me why I was “pumping the brakes” when we were coming into a corner quickly? I told him about how I had firsthand experience from back in 2003 with seeing how much less distance was needed to slow the vehicle with the threshold braking technique and was shocked it was not still taught.

He then told me that all the new SUVs had Antilock Braking Systems (ABS) and in fact there were no Crown Victoria’s left in our whole fleet! I was aware of the issue, skidding wheels are not as efficient at stopping a vehicle. I was aware of the technique, threshold braking stops the vehicle in less distance and less time. I believed I had addressed the problem optimally but, there was a change in the tool in this case, the vehicle’s braking, and I was at Misconception Incompetence.

In reference to our stairway graphic, MI is a stage of competence but on another stairway entirely.

The graphic below shows MI outside and off the staircase. In my example, that graphic was me and my understanding for emergency braking for all police vehicles. I believed I was at UC with the optimal technique but I was on the wrong stairway entirely. I needed to be on the stairway for SUV's with ABS and I did not understand that. In fact, I believed incorrectly that I had actually solved the problem for how best to apply brakes in an emergency and created jeopardy.



Understanding MI has been useful to our staff in all aspects of their teaching and in life. They are able to identify multiple examples of it in the world. In 2005, Nobel Prize winners Doctor's Barry Marshall and Robin Warren felt they needed to go so far as to give themselves peptic ulcers and then cure themselves by treating the bacterium *Helicobacter pylori* (H-pylori). Up to that point, the medical community believed that high stomach acid (Ph) was the cause of these ulcers and lowering the acid was the cure. The medical community was at the level of MI with their mental framework and treatment. Marshall and Warren proved otherwise and took the medical community from MI to UI then to CI with one bold experiment (Abbott, 2005; The Nobel Prize in Physiology or Medicine 2005).

As an instructor looking to teach information and skills, we hope you can see the value of understanding your students could be at the level of MI or UI. We have great success in bringing people to the level of CI and to refine that point further to a place where they understand “why” the information is of value to them. This helps engage them to want to learn it and promotes them to be active in their learning process. That then helps to increase their attention, focus and mental models for the information and skills.

The specific language and the process for how information is organized, pre-framed, taught, reinforced and tested is crucial. We use this

“enhanced levels of competence” model to help instructors understand and relate to each student more one-on-one no matter the lesson plan. It allows them to give each student 5 more pounds on their learning bar each session. But those 5 pounds are slightly different for each student, based on their unique knowledge, background understanding and ability.

Hopefully you find the additional levels of Conscious Competence of Unconscious Competence and Misconception Incompetence to be as useful as we do. They are an initial point to raise awareness by diving deeper into a person's mental framework for their knowledge, skills and ability in the hope it leads to deeper understandings and higher degrees of performance.

**Note:** If you would like more information about the information presented in this article, Jeff presented the information during IADLEST's August 22, 2022, Instructor Webinar. [Click here to view the webinar.](#)

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Jeff Johnsgaard is in his 19<sup>th</sup> year with a large municipal agency in western Canada and currently a Detective Sergeant. He is a trainer for his agency and the police college, is certified by Force Science® as an Advanced Specialist, is the Canadian Director for the Reality Based

Training Association, has written for ILEETA, IALEFI, Calibre Press, Blue Line and others. Jeff regularly travels, consults and instructs train-the-trainer, decision-making and use of force classes with his company. Jeff can be contacted for comments or questions at: [Jeff@NaturalTactical.com](mailto:Jeff@NaturalTactical.com)

# From the COPS Office

The First Amendment to the U.S. Constitution guarantees the people's right "peaceably to assemble, and to petition the government for a redress of grievances," and many political, economic, and social concerns throughout our nation's history have been confronted and ameliorated by marches, sit ins, rallies, demonstrations, and protests. Law enforcement agencies play a critical role in preserving and protecting these rights, but they must also identify when intervention is necessary in order to maintain safety and public order. This publication provides recommendations for state, local, tribal, and territorial law enforcement agencies for addressing the challenges of mass demonstrations in the 21st century and responding with the goal of protecting the right to protest while safeguarding property as well as preserving officer and community safety.

**New**

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Product ID: COPS-P458

Publication Date:

09/8/2022

Authored by the:

National Policing Institute,  
COPS Office

## 21st Century Protest Response Promoting Democracy and Advancing Community and Officer Safety



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### *Phase II: Curriculum Development*

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



### *Phase III: Piloting*

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

**For more information ~ contact Mike Becar at [mikebecar@iadlest.org](mailto:mikebecar@iadlest.org) or 208-288-5491**

# The REAL Secret to Good Writing

By Jean Reynolds, Ph.D.



Although this article is about writing better police reports, I'm going to start with a memory from my teaching career. Soon after I was hired to teach college English, my department head sent me to a thinking skills workshop.

When I do report writing workshops, I often tell the story of that thinking skills workshop. "How many of you," I ask the participants, "are absolutely committed to getting your reports *right*?" Sometimes several hands go up. At other times it's only one or two officers—or none.

My immediate reaction was *Really? Thinking skills? Why?* I was an English professor, and I already knew how to think! But Mr. Brown thought it was important, so off I went.

That workshop turned out to be a life changer. The presenter—a consultant named Arthur Whimbey—began by describing a research project he'd directed. He'd traveled across the US testing the thinking skills of a wide range of people—workers in low and mid-level positions as well as those at the top of their fields. He told us that the results changed his beliefs about success.

I expected Whimbey to say that the high achievers always zipped through those thinking tests. But the truth was the opposite: often they were the last ones to finish. Also unexpected was the way they tackled the test questions. To help us understand what they did differently, Whimbey gave us a sample question from the test: Think of five boxes. Each box has four bags inside. Within each bag are three marbles. How many marbles are there?

Most of us did the problem in our heads and came up with wrong answers. Whimbey said that most of the workers in his studies did the same thing we did, with the same result: lots of wrong answers. The high-performing workers, though, drew pictures of the boxes and bags and marbles...and got the right answer: 60 marbles.

Those high performers used the same plodding method with every test question. They drew little pictures and counted on their fingers. Sometimes they crossed things out and started over. Another surprise was that few of those high achievers had superior IQs. What set them apart was their commitment to *getting the right answer*.

When I meet with administrators, I often tell them about that workshop and the importance of *getting it right*. But my question for the administrators is different: "How many of you refuse to accept a shoddy police report?" The response is always a lot of head shaking.

## A Commitment to Quality

There are many good reasons why we don't always do our best at a writing task. We're tired. Time is short. We've forgotten a lot of what we learned about English in school—or we didn't take school as seriously as we should have. Perhaps English is our second or third language. Of course we make mistakes! We're doing the best we can, aren't we?

No, we aren't.

Agencies sometimes have the same attitude: mistakes are a fact of life, and it's best to just accept them and move on, isn't it?

No, it isn't.

***There's nothing difficult about writing a police report—unless you make it difficult . . .***

*There's nothing difficult about writing a police report—unless you make it difficult by trying to sound fancy. You're a police officer. You already know police procedures (the hard part).*

You know you're supposed to write short, simple sentences. You should start each sentence with a person, place, or thing. You need to use everyday words. You always have to check over your work. You're careful to look up anything you're unsure about—or ask someone who has the answer.

If you make a commitment to writing well, you'll see results sooner than you think. Similarly if you're a supervisor who insists on good writing, that's what you'll get.

## Use Your Resources

I want you to imagine a young officer named Margaret (based on someone I knew). She's a recent academy graduate who thinks she has the leadership qualities that agencies are looking for. But what can she do during a routine shift to showcase herself?

After a lot of thinking, Margaret comes up with a plan: she's going to write *excellent* police reports. But how? She didn't excel in school. (She wasn't ambitious back then.) Now that she's working in law enforcement, she doesn't have the spare time or energy to take writing courses.

She looks around to see if there are any resources that will help her achieve her writing goals. Yes, there are. She still has her notes from the academy. That's a start. She decides to ask a friend to read everything she writes and give her feedback. (That find-a-friend strategy is especially important if English isn't your first language: just be sure to choose a native English speaker.)

Soon Margaret notices that her reports are improving, and she wants to learn more. She uses the internet to get answers to some of her writing questions. A friendly fellow officer shares writing tips with her. They prove so helpful that Margaret buys a small notebook to jot down reminders to study in her spare moments.

What's really helpful is the discovery that Google Docs—a free online writing platform—has a superb editing feature. What's even *better* is that it's easy to use. Margaret does all her reports on Google Docs before she copies them onto her official laptop. It feels good to know that her reports are professional and free of errors.

And then, one wonderful day, Margaret is offered a promotion. Her supervisor says that she's not only a conscientious officer: she's one of the best writers to have come out of her academy class.

When Margaret starts her new job, she finds that she already has a great foundation for the writing tasks in her new position. The extra time and energy she put into her police reports is paying off.

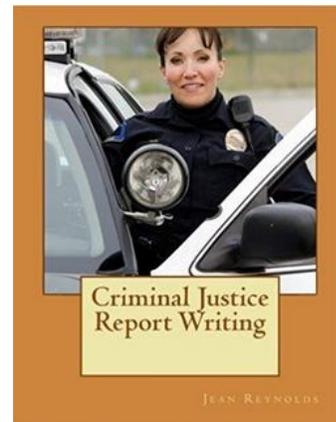
Could that be your story? Over the years, I've seen many men and women—in law enforcement and other professions—adopt that philosophy. Not all of those officers have

experienced a rocket rise in their careers, of course: sometimes things just don't work out. But again and again, I've seen nervous new recruits make that commitment, stick to it tenaciously, and amaze themselves (and everyone else) with their success.

Could that happen to you? Of course! Why not try it?



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



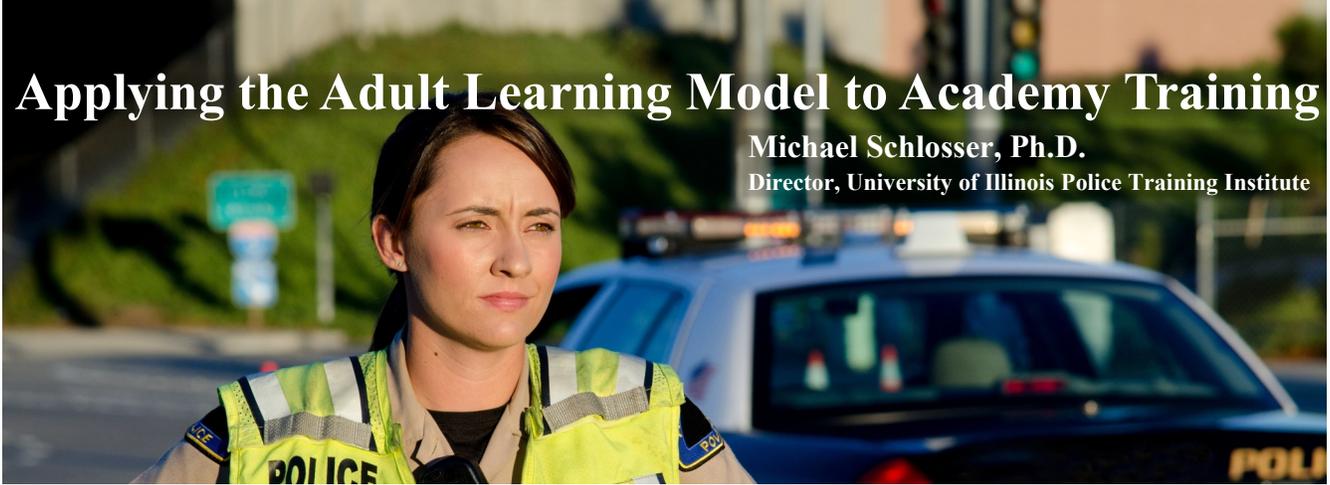
For more writing practice and updated information about report writing, visit: [www.YourPoliceWrite.com](http://www.YourPoliceWrite.com).

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

# Applying the Adult Learning Model to Academy Training

Michael Schlosser, Ph.D.

Director, University of Illinois Police Training Institute



## Introduction

It is hard to believe that so many police academies in the United States still use a paramilitary approach. Why are police academies still treating training like a bootcamp? We are not preparing police officers for war or working together as a battalion. Police officers are being prepared to help people who cannot help themselves, protect people who cannot protect themselves, and become a part of the community—and their work is mostly performed solo. Though they need skills that suggest a fighting proficiency and the ability to use deadly force, if necessary, police officers also require such important traits and skills as compassion, empathy, treating people with respect, and the ability to de-escalate hostile situations. All these skills can be learned at academies that implement the principles of the adult learning model. We must realize what motivates recruit officers and understand how adults learn. A common survey question for academies is “Is your academy a stress academy, one of moderate stress, or one of low stress?” Such survey questions aim to ascertain whether an academy delivers its teaching in a paramilitary style. But the truth is a non-paramilitary-style academy can and should be a “stress academy.” However, the stress should not be in constantly yelling and bullying recruit officers; it should be in providing stressful scenario-based training.

## Philosophy and Ideology

An academy’s philosophy and ideology are important for improving training. Every academy should deliver “trauma-informed” policing programs that teach officers how to interact with

civilians. However, we tend to ignore the fact that many recruit officers attending an academy have experienced some type of trauma in their lives. A component of the training could serve as a “trigger” for their past trauma. For example, recruit officers may have been the victim of child abuse, domestic violence, or sexual assault. When receiving training on these topics, they could begin to relive their trauma. Recruit officers must know that they can decide to leave training as well as who to reach out to in the academy. The academy must also be prepared to provide professional assistance if needed.

There is a misconception about the guardian mentality vs. the warrior mentality. Many officers nationally believe that they must have a warrior mentality to go home safely. However, this is not the case. Think of it like this. I am the “guardian” of my family. I don’t walk around with the warrior mentality when I’m with them. However, if anyone tried to harm them, I would do everything to protect them, even using my fighting prowess or deadly force if necessary. When on patrol, we must have this same attitude during our interactions with community members. Having the warrior mindset while on duty makes us less approachable and less likely to have positive interactions as well as exacerbates the us vs. them mentality.

The overarching philosophy of an academy must involve the following ideology. Academies must enhance recruits’ critical thinking skills, promote respect and empathy toward all members of the public, embrace the community policing philosophy, and promote teamwork and professionalism. There must also be positive

reinforcement from instructor to student and from student to student. This does not mean that corrections will not be made. It simply means that when a recruit does well, this is reinforced in a positive manner.

## **Adult Learning Model**

### **Relevance**

Recruits must be shown how the training is beneficial to them in their job because they decide for themselves what is important to learn. For example, in the classroom, we must emphasize how teaching community policing, de-escalation training, and procedural justice courses helps keep both officers and citizens safe, makes our job easier, solves crime, and improves the quality of life for everyone in the community. It is important to provide real-life examples.

Whether it is classroom instruction, scenario-based training, firearms, or control and arrest tactics, we must show the recruit officer how it is beneficial to them on the job. Again, real-life examples are crucial for this.

### **Motivation**

While adult learners may respond to external motivators, internal priorities are more important. Activities that build self-esteem and a sense of accomplishment through the completion of goals and modules that can be checked off in sequence can motivate recruits. Therefore, ordering training is important, including offering scenarios throughout the entirety of the academy training. Such scenarios should begin with taking simple low-risk calls (e.g., minor theft and criminal damage) and then completing a police report. Throughout the program, the academy scenarios should gradually become more complex and involve higher-risk situations.

Other sequencing issues include ensuring proper classroom instruction is given before using scenarios. For example, recruit officers will need to understand police communication, interviewing skills, and basic laws on criminal damage and theft before this scenario. In addition, allowing recruits to input into the topics to be covered



can help them take ownership of the learning process. Always try to seek input from recruits.

### **Experience**

Adults come to class with a lifetime of experiences, which can help validate the training and show how it is useful. Involving recruits' opinions and experiences can benefit everyone in the class. These experiences also provide a basic knowledge that should be used during the scenarios.

### **Self-Directedness**

Adults resent and resist situations in which they feel others are imposing their will on them. It is the job of the adult educator to move adult students away from old habits and into new patterns of learning where they become self-directed, that is, take responsibility for their own learning.

### **Involvement**

Adult learners must be actively involved in the learning process to produce a greater learning experience than mere observation. They must be a part of their own training. In that way, training should be student-centered not teacher-centered. Their involvement is crucial. In fact, adult learners will resent an instructor imposing their will on them. Recruits must also interact with each other in the classroom. Small group exercises will get them involved and improve their critical thinking skills.

Continued on page 26

### Intensity and Challenge

Adult learners gain more from an intense and challenging learning experience than one that is easy, routine, or boring. The greater the intensity of the experience, the more likely learners will achieve their learning objective. However, their learning has to be challenging but do-able. No stump the chump, especially in scenario-based training. Remember, they are not experienced officers and are having their first taste of officer training at the academy.

### Repetition

As learners can process only a small amount of information at one time, important information must often be repeated to be retained. For hands-on skills, recruits must receive as many repetitions as possible. But it is also important to use repetitions in all areas of training. Hence, all recruits must participate in *every* scenario.

### Feedback

Learning is strengthened when accompanied by positive and constructive feedback and weakened when associated with negative feedback. An experience that produces feelings of frustration, defeat, hostility, or confusion will hamper learning. While adult learners should be corrected when they make a mistake, the correction should be positive, instructive, and reinforcing. If possible, give recruits a second chance to practice after they receive your feedback.

How you provide feedback is as important as the feedback provided. Keeping in mind a few simple rules can assist the instructor or facilitator. The quality of the feedback is much more important than the amount. The more complex the task, the less feedback should be given. Correct the largest error first. Indeed, you might have to overlook small errors that are not crucial for of-

ficer safety so that the recruit officer is not overwhelmed. It is important to provide frequent feedback early and then reduce the amount of feedback (termed “fading”). Both descriptive feedback (what was done) and perspective feedback (how to improve) are necessary.

Effective facilitators ask rather than tell. They ask for others’ opinions rather than always having to offer their own advice. It is important for facilitators to listen without interrupting (active listening can be difficult for some). Facilitators should think of themselves more like a coach

than a scientist; they are on our team, and we are coaching them. We are not analyzing and dissecting every detail. Facilitators should also think of themselves more like a counselor than a sergeant. They will have their sergeant once they graduate from the academy. We are only preparing them for their next phase of training within their department. Facilitators should avoid the temptation of providing participants with all the answers

to allow recruit officers to develop their critical thinking skills.

The types of questions a facilitator uses are important. Facilitators should ask clarifying questions such as “What do you mean?” They should ask probing questions such as “Would you give us another example?” They may use reverse questions such as “What do you think would happen if ...?” Facilitators should avoid questions that can be answered “yes” or “no” unless they intend to follow up with another question. Questions should be phrased as clearly as possible. Facilitators should avoid questions such as “Guess what I am thinking?” They should not focus on one recruit when asking group questions but should call on a recruit by



name when asking direct questions. Finally, facilitators should wait for at least five seconds after asking a question to allow processing time.

### Conclusion

It is time for a paradigm shift in academy training. The “old school” way of training is fading. It is time to start treating adults like adults and training adults like adults. The future of training is critical to the future of the profession, and we need new and future officers to truly want to help those that cannot help themselves, protect those that cannot protect themselves, and become a part of their community. This will make both officers and citizens safer as well as allow the former to gain the trust of all civilians. ~

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

## DDACTS 2.0 Webinar Series



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### IADLEST at the IACP Impaired Driver and Traffic Safety Conference (2022)

Dan Howard (IADLEST) and Larry Krantz Texas Department of Transportation (TxDOT) were privileged to have been selected by IACP to present the topic of *Increasing Traffic Safety Through Data, Engagement, Engineering, and Education*, at one of the conference breakout sessions during the annual national conference in August in San Antonio. The presentation received positive feedback from those law enforcement and traffic safety professionals from around the country who attended the session. For Dan and Larry, it was an amazing few days meeting and sharing ideas with a variety of Federal and State traffic safety specialists and law enforcement representatives from a number of different states. We send a big Thank You to the IACP for providing IADLEST and TxDOT with the opportunity to make the presentation a success.





## CALL FOR WEBINAR SPONSORSHIPS

### IADLEST WEBINAR SERIES

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

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

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

#### **About the Webinar Series**

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

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



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

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

#### **About Our Presenters**

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

#### **Sponsorship Benefits & Cost**

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

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

***Beyond the Basics of Instructor Development***

## Webinar Sponsorship Responsibilities



### **IADLEST will provide:**

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

### **The sponsoring company will provide:**

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

If you would like to sponsor one of our impactful IADLEST webinars, and contribute to how our law enforcement officers are trained, worldwide, please contact Mark Damitio, IADLEST at:

[markdamitio@iadlest.org](mailto:markdamitio@iadlest.org) or call (208) 288-5491, ext. 104.

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# EMPLOYEE SPOTLIGHT



MEET  
**YVONNE PFEIFER**  
CHIEF FINANCIAL OFFICER



Yvonne enjoys spending time with family & friends and watching her daughter rodeo.

Favorite things to do: Floating the river, camping and rodeos.

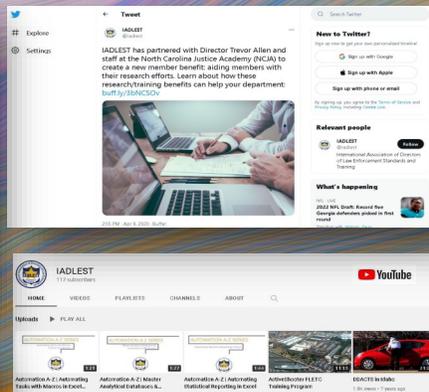
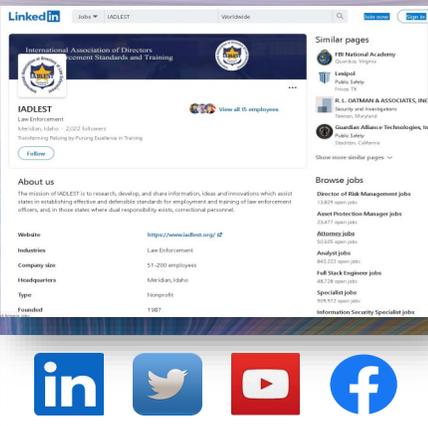
One item on her bucket list is to ride a bull.



## IADLEST SOCIAL MEDIA SITES

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

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



## Final Outcomes; Partnerships in Community Policing: Regional Training with a National Impact

In September 2018, the U.S. Department of Justice, Office of Community Oriented Policing Services (COPS Office) presented IADLEST with an award for a project called the *Partnerships in Community Policing: Regional Training with a National Impact Program*. The goal was to create a series of regional training hubs that could promote, host, and evaluate training that advances community policing and public safety. The regional training hubs would work closely with their local and regional agencies to determine agency needs in community policing and strive to address those needs through providing and evaluating training existing COPS Office courses and to provide participants to provide feedback on pilot courses that were in development.

The project was originally intended to provide locations for COPS Office training programs at six (6) regional training hubs across the nation. IADLEST was to recruit and secure the locations and provide technical assistance for implementing the training and evaluation of what was anticipated to be six (6) training courses. During the award period, the project was fully implemented with all conditions and/or milestones either implemented or modified by agreement and approval. Moreover, the project was implemented under budget. By the conclusion of the project, the project identified fifty (50) regional training hubs. 432 students had attended 27 events that included 13 different classes.

### Classes included:

- Regional Collaboration to Embrace, Engage, and Sustain Tribal Community Policing
- The Law and Your Community Train-the-Trainer
- Recruitment and Retention of Officers in Small and Rural Agencies Forum
- Drug Endangered Children E-Learning
- Diversity and Inclusion
- Every Officer is a Leader - Executive
- Every Officer is a Leader - Train-the-Trainer
- Every Officer is a Leader - Line Officer
- Drug Identification 1 E-Learning
- Drug Identification 2 E-Learning
- Drug Identification 3 E-Learning
- Drug Identification 4 E-Learning
- De-escalation for Veterans in Crisis

The *Partnerships in Community Policing: Regional Training with a National Impact* project exceeded all training, conference and technical assistance deliverables. The sustainability of the project is enhanced due to the continuing dialog with Regional Training Hub hosts that continue to express interest in COPS Office training offerings. The award has provided IADLEST the opportunity to enhance the knowledge of the profession and improve law enforcement and community relations.

Written by:

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International Association of Directors of Law  
Enforcement Standards and Training (IADLEST)*  
[markdamitio@iadlest.org](mailto:markdamitio@iadlest.org)



*Rhode Island Municipal Police Academy Hub,  
Lincoln, RI*



*Nevada POST Hub, Carson City, NV*



*South Dakota AG's Office LET Hub, Pierre, SD*

## From the COPS Office

New

The Collaborative Reform Initiative Technical Assistance Center (CRI-TAC) continues to provide critical technical assistance resources to law enforcement. Since CRI-TAC was launched in 2018, we have fielded more than 450 technical assistance requests for assistance on critical issues like community engagement; active shooter response; de-escalation; mass demonstrations; school safety; crime analysis; crisis intervention; and recruitment, hiring, and retention. We deliver tailored technical assistance that meets the needs of state, local, territorial, tribal, and campus law enforcement agencies in a “by the field, for the field” approach.

This report on CRI-TAC’s third year demonstrates how the center has supported law enforcement agencies in their efforts to ensure public safety in their communities. It includes performance metrics, case studies, and testimonials on the efficient and responsible delivery of “by the field, for the field” assistance to campus, local, county, tribal, territorial, and state agencies and highlights plans to do more of the same in 2022.

To get your copy,  
click on the link  
below:

[PDF \(7808k\)](#)

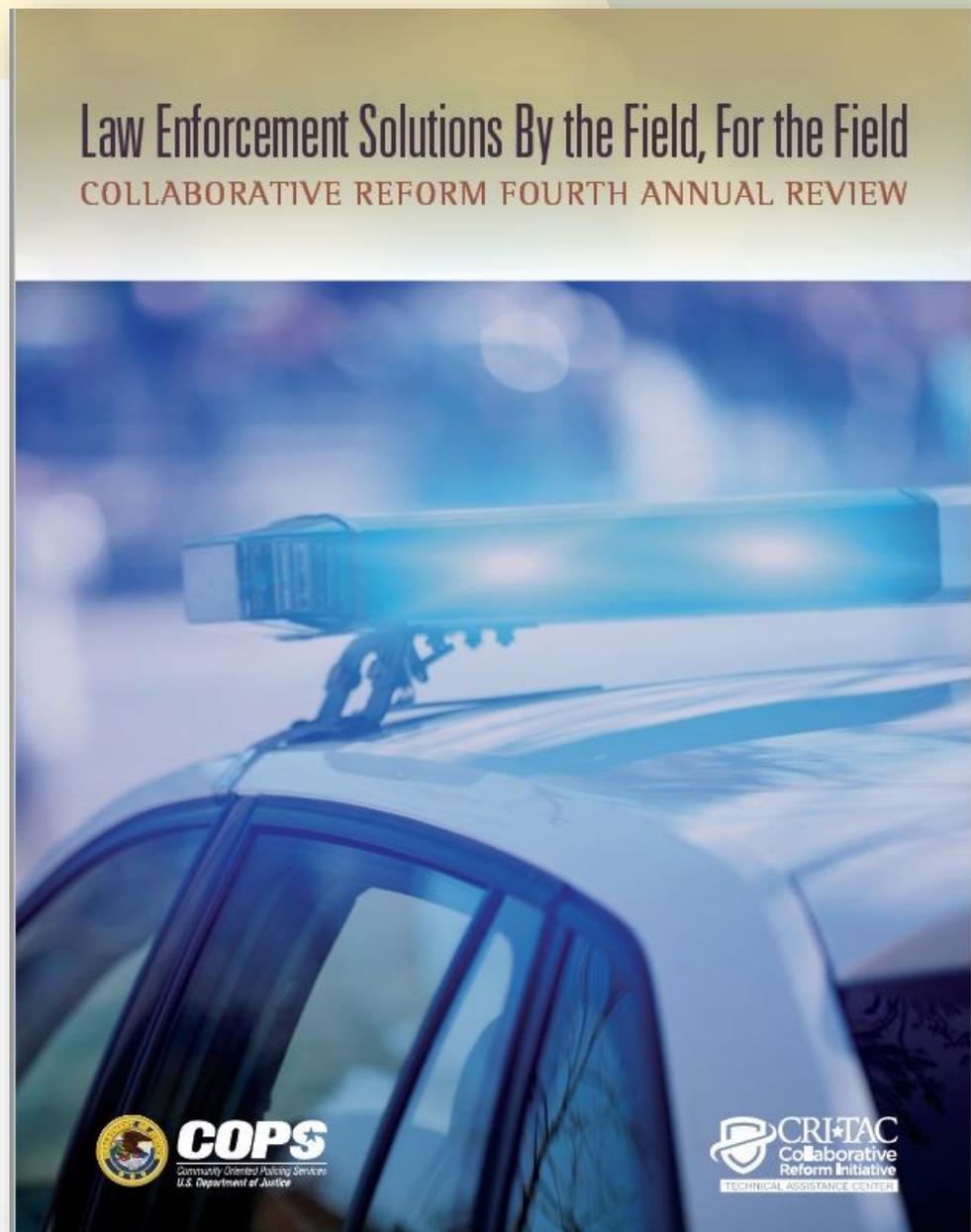
Product ID: COPS-P458

Publication Date:

08/16/2022

Authored by the:

Office of Community  
Oriented Policing Ser-  
vices (COPS Office)



## National Certification Program (NCP)

The International Association of Directors of Law Enforcement Standards and Training (IADLEST) has developed a National Certification Program (NCP) for Law Enforcement continuing education.



In the Criminal Justice field, each state's Peace Officer Standards and Training (POST) agency has its own unique process for awarding in-service or continuing education credit for officers attending vendor-provided training. This process has ranged from a complete review of the training curriculum in a few states to no review by others. Until recently, there has not been a uniform national standard for police and corrections continuing education to ensure training quality. As a result, Departments risk spending money on training that may be outdated, of poor quality, not legally defensible, or even dangerous.

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

### 1. WHY IS THIS GOOD?

- Third party validation from experts who know the topics they are reviewing is paramount.
- With diminishing yearly budgets, most states can only afford a few experts on their staff. IADLEST employs more than 200 experts to accomplish this certification process.
- Expert review and validation help mitigate liability.
- Our assessed training involves a more rigorous process than any one state currently provides.
- All state POSTS can feel secure knowing the training courses surpass their requirements for certification.
- Additionally, for the few states that do not currently certify courses, the NCP provides an incredible resource that law or current budgets may otherwise prevent.
- An Online Training Record database for all officers is included in the NCP.
- All officers participating in an NCP course will have their attendance recorded and stored in the officers' online training record.
- Officers can easily transfer their training records to another state, and money is saved by reducing the need to retake training an officer may have taken previously.
- Provides a single authoritative source for officer training records that simplifies access to records for POST organizations and officers.
- Ongoing feedback about the quality of all of the certified courses is available.

- All students have the opportunity to provide feedback upon course completion.
- Critical feedback serves as another check on provided training, helping to ensure the training stays fresh and continues to meet the highest standards of quality.
- Quality courses rise to the top, helping to get all our officers the best training available and helping Training Officers easily find the best courses for their officers.
- Training providers save on the costs of getting their course certified by multiple states.

### 2. WHAT'S IN IT FOR MY STATE OR ORGANIZATION?

- The training your officers are getting is the best in the nation.
- Agencies save money by not having to use their organization's personnel to review training.
- Reduced liability costs from bad training year after year.
- In many cases, the course approval process is quicker with the NCP, ensuring officers meet their annual in-service and advancement requirements.

### 3. WHY SHOULDN'T I WAIT?

- National certification unifies us, making us all "Greater as One". Currently at 36 states and growing.
- Several states are already working on legislation to make this mandatory.

Continued on page 34

- All 50 states recognize IADLEST National Certification training, regardless of their participating status.
- If a particular state still requires a provider lesson plan for evaluation due to rules or legislative requirements, IADLEST will send them the information requested and assure all officers receive training credit for taking a Nationally Certified course.
- Being a part of the certification process early lets you have a voice in this program.

#### 4. REQUIREMENTS FOR OUR TRAINING PROVIDERS

Training providers must::

- List their certified courses in the National Catalog for easy officer access.
- Present information about the course to conduct a proper assessment.
- Provide a list of trainers who will be teaching the courses to ensure competency and security.
- Renew their course certification every two years.

#### 5. NEXT STEPS

- Let us know if your organization wants to support the effort to train officers using the NCP.

Help us spread the word so more law enforcement organizations in the world can gain access to the National Training catalog.

Add a link on your agency's website directing officers to the NCP <https://iadlest-ncp.org/>. That will show your interest in having police and corrections officers register for these great training courses.

Let IADLEST add your organization to the many that are supporting the funding of "best practices" in international training.

#### **Federal Training Opportunities for Law Enforcement Officers**

There are many opportunities for law enforcement officers in local, state, and tribal agencies to attend training presented by the federal government. IADLEST maintains a web page listing federal agencies that present this instruction, 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 viewed: [HERE](#)**



### **N.L.E.F.I.A.**

#### **Recommended For Law Enforcement Firearms Instructors and Training Academies**

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

#### **Law Enforcement Firearms Instructor Certification Recommended Standards**

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

**[Click Here](#)**



International Association of Directors  
of Law Enforcement Standards and Training

# IADLEST

## Products and Services



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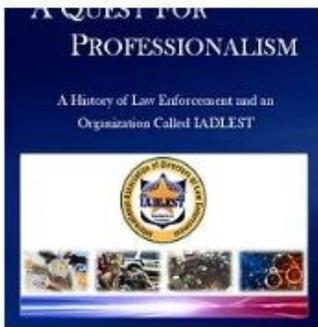
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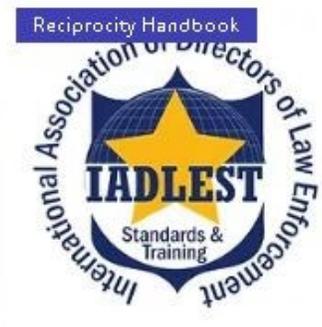
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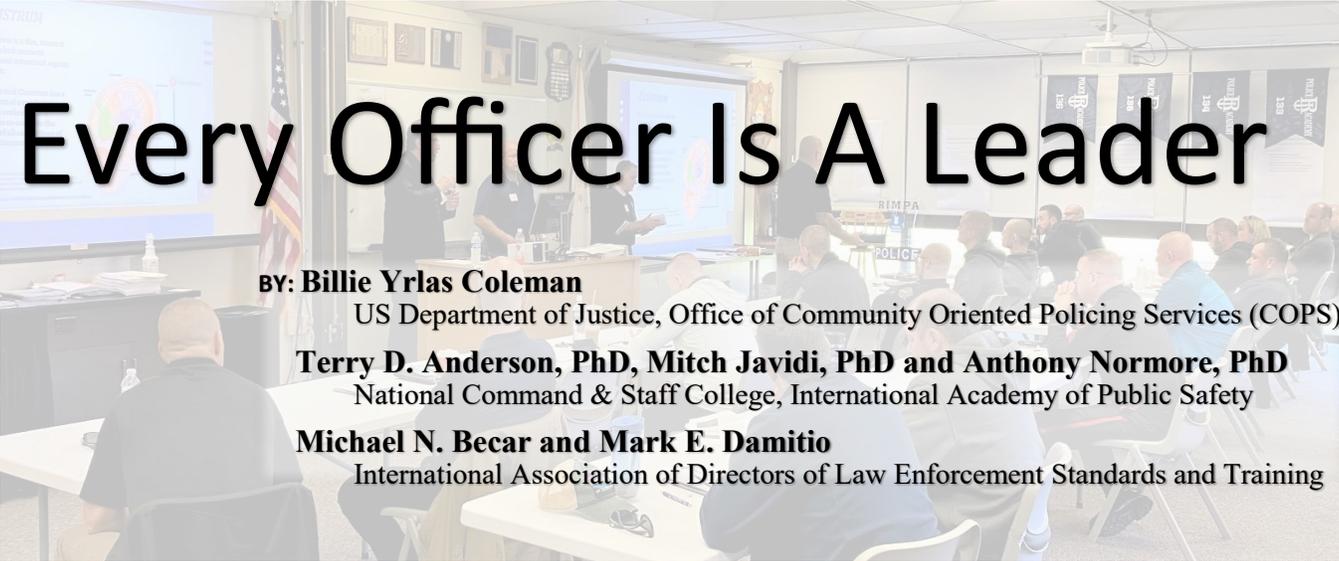
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Authors submitting articles accepted for publishing will gain the satisfaction of demonstrating their professional expertise and can include the published article in their resumes. It is also another demonstration of professionalism that employers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

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For further information about submitting articles for publication to IADLEST, please refer to the Author Guidelines on page 60, located in the back of this publication, or in the *Newsletter* author guidelines posted within the April 2022 IADLEST Newsletter.





# Every Officer Is A Leader

**BY: Billie Yrlas Coleman**

US Department of Justice, Office of Community Oriented Policing Services (COPS)

**Terry D. Anderson, PhD, Mitch Javidi, PhD and Anthony Normore, PhD**

National Command & Staff College, International Academy of Public Safety

**Michael N. Becar and Mark E. Damitio**

International Association of Directors of Law Enforcement Standards and Training

The purpose of this article is to provide a history of the “**Every Officer is a Leader**” project and to summarize the results of a series of pilot workshops that were funded by the Department of Justice, Community-Oriented Policing Services (COPS) under Award # 2018CKWXX025. These workshops began in 2019 and were recently completed.

## **HISTORY OF EVERY OFFICER IS A LEADER**

Law enforcement is a storied profession. Modern policing is a mix of tried-and-true methods combined with application of cutting-edge theories and technology. The profession is growing and advancing to meet the needs of the 21<sup>st</sup> century and the future of the profession could not be brighter. Today, the role of police is evolving to encompass broader areas of influence, from local community problems to global issues (Ellis & Normore, 2014). The impact an officer can have on a community goes far beyond arrest and prosecution of criminals. The focus has become more on change leadership, change management, public trust, competence, problem solving, analysis, and collaboration among community groups and other police agencies.

Changes affect police responsibilities, police organizational structure, qualification requirements as well as police identity and understanding. The challenges and expectations regarding the way in which the police should perform their duties, the general circumstances under which police work is done, the regulatory framework for acting and police performance measurement have become more demanding than before. This is not only true for external duties, but also true for the organizational and leadership culture. Among the proposed solutions to meet demands in terms of managing change are community policing; training officers in de-escalation skills and the use of non-lethal tactics; increasing the diversity of departments; improving data collection and public

transparency; and enhancing the screening of police recruits (Armacost, 2016).

Police work and police responsibilities are more thoroughly viewed under aspects of legitimacy (Ellis & Normore 2014; Ellis, Normore & Javidi, 2019; Primicero & Normore, 2018). There are close links between these kinds of requirements and high expectations from the public whose police service (both the whole organization and the individual officer) should have a problem-oriented approach, act in accordance with the situation, in an anticipative, competent way and with a sense of social responsibility (Bone, Normore, & Javidi, 2015; Ellis & Normore, 2014a, 2014b). A common refrain found in the research and practice is that leadership competence – as opposed to incompetence – is necessary. Generally, leadership incompetence has been verified by a meta-analysis of the leadership literature. For example, Hogan, et. al. (2009) estimate that the “derailment” rate is around 50% for managers and possibly worse for supervisors.

This problem appears to be pervasive across all sectors, from business to justice, education, and public safety. As Hogan reports: *Research on the characteristics of bad leaders converges quite nicely. The behaviors associated with managerial derailment are well-documented and are relevant to most organizations and most managers. Being unable to get along with coworkers is a key reason managers fail. When organizations ignore the principles of good management, they are less profitable, and they subject their employees to unnecessary stress and abuse* (p. 20-21).

One powerful way to prevent inefficient management and ineffective leadership from occurring at the supervisory and managerial levels is to instill leadership competence as a required competency in front line officers, so that when they are promoted, they already have been developing their leadership capac-

ity for years. Some policing agencies are wisely including leadership training at their recruit training academies. However, most recruit training programs usually focus on how to apply laws, policies and procedures that focus primarily on arrest, search, seizure, take-downs, pursuits, proper use of weapons and deterrents, suspect control, how to follow orders, and what will happen if they do not follow orders (Irwin & Normore, 2014). Although this task-based training is of paramount importance, it is apparent that several generations of officers were raised with the idea that they merely enforced the law.

This outdated philosophy appears to be sustaining itself to this day: officers either do not understand competency and relationship-based leadership education and training; or possibly, as Hogan has suggested, they want to hang on to their “dark side” command-and-control approach to both fellow officers and those in the community. In some recruit training programs, there is a brief self-awareness and interpersonal-relations focus. None, however, have specific education and competency-based training in self-management, social and emotional intelligence skills, and team and organization development skills that are necessary for success in the very complex job of police leadership at any rank (Anderson, Gisborne, & Holliday, 2017). Officers need to learn versatility and competence in their uniquely complex task-plus-relationship interventions that are required in most police work in the community where community policing requires that they lead teams of volunteers to accomplish crime reduction and prevention results.

### **EVERY OFFICER IS A LEADER: IMPLEMENTATION THROUGH A COPS OFFICE AWARD**

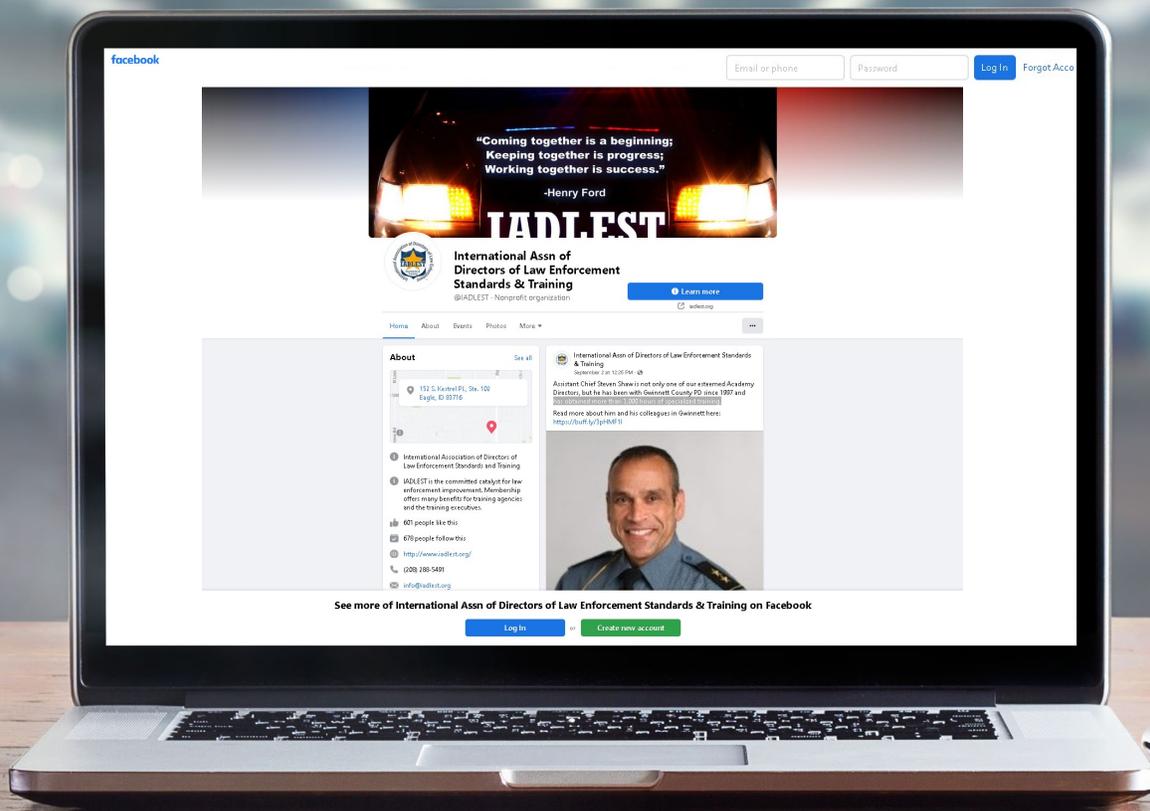
The Every Officer is a Leader project <https://copstrainingportal.org/every-officer-is-a-leader/> was funded under Award # 2018CKWXK025 to the International Association of Directors of Law Enforcement Standards and Training (IADLEST) by the DOJ Office of Community Oriented Policing Services in 2019. The purpose was to test executives, trainers and officers’ reactions to the program while assessing the leadership knowledge and skills gained to build a better place to work and to see positive community engagement and impact as a result. The program was designed so that trainers could be trained and certified to deliver the program to all ranks and professional staff in their agencies, thus making it very cost-effective and sustainable. A Train-the-Trainer’s Manual, a Participant Manual, and an Executive Manual was developed. The three curricula were vetted and approved by the COPS Office in July 2019.

The project consisted of a Pilot event of the series of 3 classes (16-hour Executive, 32-hour Train-the-Trainer and 16-hour Participant classes), followed by four (4) regularly scheduled events of the series of 3 classes. The pilot event was held in Carson City, NV and was hosted by the Nevada Commission on Peace Officer Standards and Training. Positive reactions, evaluations and feedback from the participants yielded results that afforded the project to take the next step for a completed curriculum. The three curricula were then subjected to the rigorous IADLEST National Certification Program™ (NCP) <https://iadlest-ncp.org/>. The three courses ultimately received the highest recognition through the NCP. NCP designation afforded automatic recognition by 36 of the 50 state P.O.S.T. agencies for approved inservice training credit, with the remaining P.O.S.T. agencies’ requirements completed by IADLEST.

**Methodology** – The training classes were conducted by the original developers of the concept and curriculum, the National Command & Staff College, International Academy of Public Safety <https://commandcollege.org/services/education-and-training/every-officer-is-a-leader-workshop/>. Each event was 6 days in length with 3 classes back-to-back to save travel costs. An event began with a 16-hour Executive course designed to inform upper management about the concepts and how this could be implemented within their agency. The second class was a 32-hour Train-the-Trainer course that gave potential agency trainers the curriculum and skills to perform training classes in the material. The Train-the-Trainer class was divided into 2 parts with the first 16 hours being an overview of the curriculum, and the second 16 hours being practice instruction. The last class in the event was a 16-hour Participant class, comprised of selected members from an agency or from the region. The Participant class also afforded the opportunity for the Trainers to practice their skills.

The results of the workshops were positive. A total of 280 professionals participated in five separate workshops from 2019-2022. The participants included 103 executives, 90 trainers, and 87 officers. They completed a pre-workshop survey and a competency test. This was followed by 40 hrs. of an e-learning course outlining the principles and 60 skills of *Every Officer is a Leader*. Finally, they attended an in-person workshop (trainers 6 days, executives 2 days and line officers 2 days) which followed an exam and a post workshop survey.

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TABLE 1

Sessions	Executives	Trainers	Line Officers
NV – Jan 2020	14	12	12
AL – Aug 2020	25	16	8
FL – June 2021	25	22	24
VA – Jul 2021	25	22	24
RI – Nov 2021	14	18	19
<b>TOTAL</b>	<b>103</b>	<b>90</b>	<b>87</b>

**Pre-Workshop Results** – Table 2 below depicts the participants’ reactions to 7 questions designed to capture their reactions to key Performance Capacities of their agency. The results revealed that participants are divided with nearly 50% “Not Sure” to “Negative.” Additionally, the average pre-workshop knowledge test of 60 skills of *Every Officer Is a Leader* was 75% with a M=Median of 79%. As seen from the data below, close to 50% of officers who participated in this pilot are “not sure” or “disagree” with the statements below. This means

that nearly half of the officers who participated in the program do not agree that their organizations and staffs have the 7 characteristics of a successful organization. We suggest that this reality is because of lack of competency-based leadership skills training and coaching. We further suggest that equipping officers with these skills early in their careers would move the needle toward more agreement about their competence as leaders who can lead teams, their organization, and the community.

TABLE 2

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
Our organization has a clear vision, purpose, values, and goals that are effectively communicated to all, and enlisted in by all.	13.25%	42.31%	31.20%	9.40%	4.27%
We have a well-defined strategic planning process and a clearly written set of strategic priorities.	9.40%	38.46%	34.62%	11.97%	4.27%
We regularly make clear, written action plans that guide us to implement the strategic priorities in our planning process.	8.12%	33.33%	37.61%	15.81%	3.85%
We have a monthly meeting and tracking system that benchmarks our progress against written action plans.	5.56%	23.93%	33.76%	24.79%	8.55%
Our executive officers possess strong planning capabilities.	12.82%	39.74%	34.62%	9.83%	2.56%
We have the capabilities for making complex changes.	15.42%	38.33%	31.28%	11.45%	4.41%
All employees know how to improve their work processes so that internal and external community members' expectations and needs are met or exceeded.	5.73%	29.52%	40.53%	17.62%	6.17%

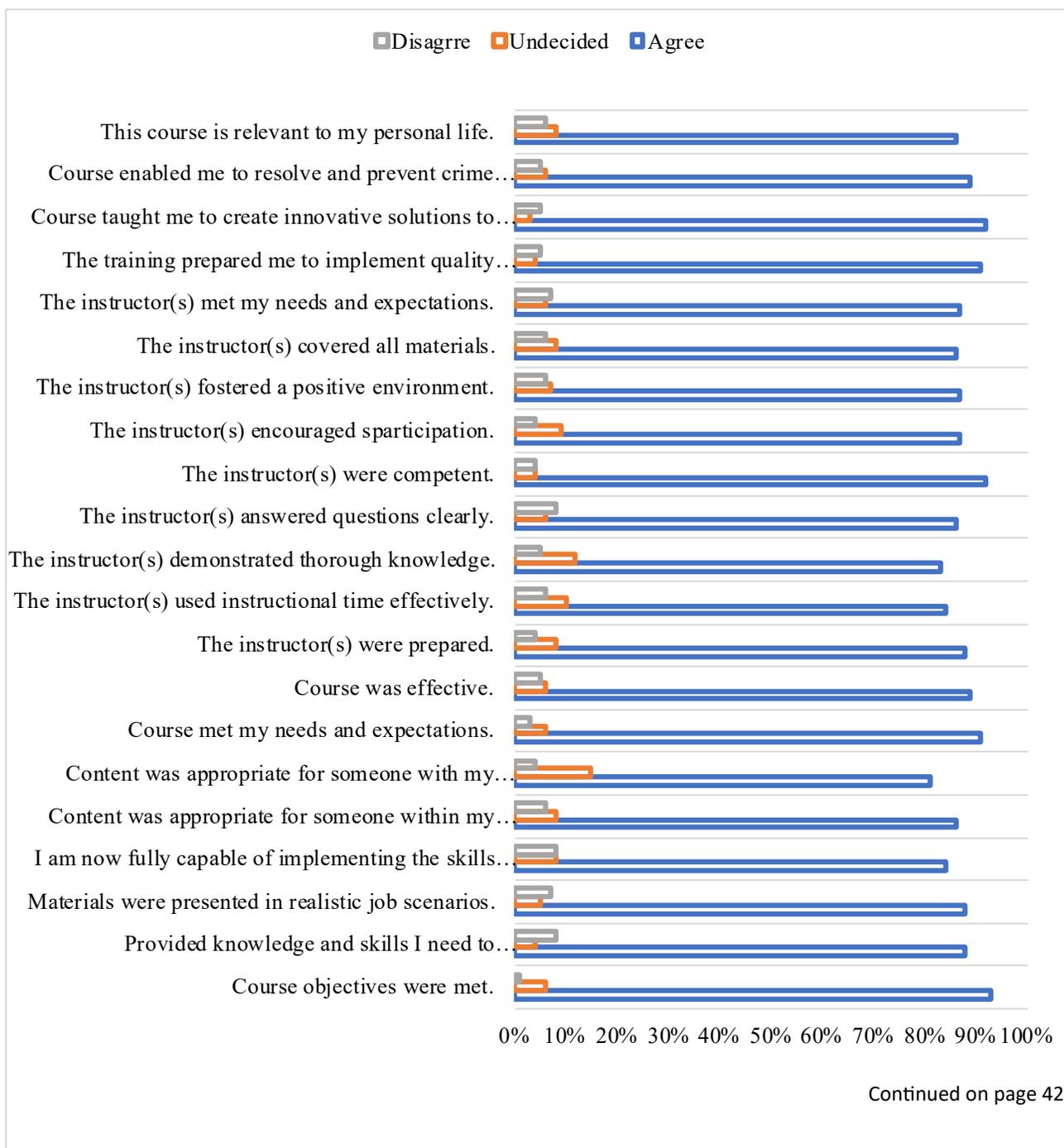
**Post-Workshop Results:** Table 3 below depicts the participants’ reactions to questions assessing their learning outcome. Of the 280 respondents, 29% reported little understanding of the program’s skills while 52% reported little knowledge, 16% reported intermediate knowledge and 3% reported advanced knowledge. Their evaluation of knowledge of the skills significantly increased post-workshop with participants reporting 32% advanced, 58% intermediate and only 9% basic. This was consistent with increased exam scores post e-learning and workshops.

Average passing score was 89% with a Median of 88%. Post-workshop knowledge scores were significantly higher than pre-workshop scores ( $T=1.92, P<.05$ ). See Table 3 below.

TABLE 3

	Advanced	Intermediate	Basic	Little
Before the course, I would rate my knowledge, skills, and abilities in this subject as ...	3%	16%	52%	29%
After the course, I would rate my knowledge, skills, and abilities in this subject as ...	32%	58%	9%	0%

**Program Evaluations** – Overall, the participants reported high levels of satisfaction with the workshops as revealed in Table 4 below.



## CHALLENGES TO IMPLEMENTATION

As may be suggested by the dates of the courses, the classes were held during the unprecedented COVID-19 pandemic. The pandemic created multiple class postponements, cancellations and ultimately changes to host facilities to accommodate the delivery of the classes. With the support of the COPS Office, the intended 24-month project received a no-cost extension to become a 36-month project. Within the revised time frame, the project was delivered to its successful conclusion.

## NATIONWIDE INTEREST AND SUPPORT

The response to the project exceeded expectations for requests for the training. In large part, this was due to the positive feedback among peer groups from agency-to-agency. The project funded a total of 5 events at agencies. To date, the project has received requests from 31 additional agencies to perform training that could not be met due to budget limitations. The project staff have been in communication with the COPS Office funded Collaborative Reform Initiative Technical Assistance Center (CRITAC) to potentially offer additional events through that project.

## CONCLUSIONS AND RECOMMENDATIONS

In the realm of public safety, where so much training is mandated and officers and staff reluctantly participate, the strong level of support from the pilot studies is an important breakthrough. This support is illustrated further by the finding that the adoption of *Every Officer is a Leader Program* at the academy level and/or at any rank in an officer's career will likely lead to positive outcomes.

Based on the pilot program we conducted, and the 8,000+ university students Dr. Anderson taught these skills to, we can state with some confidence that competency-based micro-skills training sticks better and transfers better to the workplace than typical theory-only based leadership courses. Each of the skills is transferable to any employee (sworn or professional staff) via coaching and mentoring after a cohort of trainers and officers have internalized the skills.

Based on this study and our combined years of experience in training officers in the leadership skills we recommend early training in an officer's career. The earlier the training occurs, the better. Officers can be introduced to the skills during their initial training in the Academy. Then, Field Training Officers can integrate the skills into their coaching during a recruit's field training. Like firearms training, skills practice really does make perfect. If officers were trained in the 5 clusters of leadership skills with the same intensity and frequency as they receive on the

firing range, they would likely become competent leaders sooner and do a better job in the agency and in the community, regardless of rank.

Leadership skills are life skills, and everyone deserves the gift of competence in these important skills that can make or break the culture of an agency or officers' reputations in the communities they serve.



Trainer candidates performing practice instruction at the Rhode Island Municipal Police

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Master Instructor Sam Spiegel with trainer candidates at the Okaloosa County SO (FL) Academy

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

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

# OPPORTUNITIES for FREE INSTRUCTOR DEVELOPMENT TRAINING

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

Fourth in a series of Webinars

2020

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

## Conducting Simple Job Task Analysis (Simply & Efficiently)

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

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

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

**Registration Info:**  
https://us06web.zoom.us/join/register?wN\_AJZLEAoGFGCKv7Yr6A-G  
Webinar ID: 584-783-387  
Questions: markdamitio@iadlest.org

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[Click Here](#)



## AN ENHANCED 6-STAGE MODEL of Competence & Learning

1:00pm - 2:00pm ET

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

**INSTRUCTOR: Jeff JohnsGard, IADLEST Internationally Certified Instructor**

**LEARNING OBJECTIVES:**

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

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

### JEFF JOHNSGAARD

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

**REGISTRATION INFORMATION:**  
https://us06web.zoom.us/join/register?wN\_AJZLEAoGFGCKv7Yr6A-G  
Webinar ID: 857 2153 2176  
Questions: markdamitio@iadlest.org

**Sponsored By:**  
Vector Solutions ACADi

Thirteenth in a Series of Webinars for Advanced Instructor Development

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

Thursday, September 23rd  
9:00am - 10:00am PST

**RICK JACOBS**

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

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

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

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

**2021**

**Registration Link:**  
https://us06web.zoom.us/join/register?wN\_AJZLEAoGFGCKv7Yr6A-G  
Webinar ID: 584-783-387  
Questions: markdamitio@iadlest.org

## AN ENHANCED 6-STAGE MODEL of Competence & Learning

1:00pm - 2:00pm ET

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

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1:00pm - 2:00pm ET  
2022**

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Webinar ID: 857 2153 2176  
Questions: markdamitio@iadlest.org

**Sponsored By:**  
Vector Solutions ACADi

First in a Series of Webinars

2020

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

## Beyond the Basics of Instructor Development

### JUMPSTART HIGH LEVEL LEARNING

By Designing Innovative Learning Activities!

**Agenda:**

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

**About Your Webinar Hosts...**

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

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

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

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

**Sponsored By:**  
LEXIPOL

## USING ENGAGEMENT TOOLS TO ACTIVATE YOUR PARTICIPANTS

Seventeenth in a Series of Webinars for Advanced Instructor Development

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

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

**We'll cover (in brief):**

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

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

**Registration Information:**  
https://us06web.zoom.us/join/register?wN\_d9r131SSoC9Bjbrt-KA  
Webinar ID: 857 2153 2176  
Questions: markdamitio@iadlest.org

Fourteenth in a Series of Webinars for Advanced Instructor Development

## REALITY Based Training

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

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

**JIM GORDON**

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

**At the conclusion of this webinar, you will:**

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

**Registration Link:**  
https://us06web.zoom.us/join/register?wN\_2k4MBF85v\_5w100VwW  
Webinar ID: 857 2153 2176  
Questions: markdamitio@iadlest.org

## The ADDIE Course Evaluation Model, Part Two (Design)

Nineteenth in a Series of Webinars for Advanced Instructor Development

Tuesday, April 26th  
1:00pm - 2:00pm ET  
2022

**Speaker: Jim Gordon**

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

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

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

**Registration Information:**  
https://us06web.zoom.us/join/register?wN\_9NK\_GKXYS-2qVf1wZ9VA  
Webinar ID: 857 2153 2176  
Questions: markdamitio@iadlest.org

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# IADLEST

## PARTNER ADVISORY COMMITTEE

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

### IPAC Serves as a:

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

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



### Our IPAC Partners



# IADLEST IPAC COMMITTEE MEMBER



**Dan Pohl is the current Vector Solutions/Acadis representative to IPAC. For the past year and a half, Mr. Pohl has held the position of the Vector Solution's Director of State and Local Sales. He is passionate about serving those who serve us. Dan has provided solutions to public safety professionals his entire career. As an IPAC member, Dan looks forward to representing Vector Solutions and the members of IADLEST!**



Dan responded to several questions from *Standards & Training Director Magazine*, and here is what he had to say.

**How do you see your role with IADLEST?** "The Public Safety Division of Vector Solutions is focused on developing technology that ensures public safety professionals are trained, equipped, and ready to do their jobs and come home safe." Acadis and Vector understand the important role of technology in helping public safety professionals achieve their training and compliance objectives.

Many of our employees also started their careers in the public safety profession and have a deep-rooted understanding of how technology can be leveraged to gain efficiencies and multiply positive results. As an IPAC participant, we believe we can help remove technology roadblocks to achieving IADLEST initiatives more efficiently and effectively.

**What do you see as the value of the IPAC to IADLEST and IADLEST members?** With so much variation in police training standards and regulations (as IADLEST Executive Director Mike Becar stated in a January 26, 2022, *Washington Post* article), the International Association of Directors of Law Enforcement Standards and Training is the closest thing in the United States to a national regulatory group for police training. The law enforcement profession and its leaders need data-backed best practices to address the many requirements and issues at the local and state agency level.

**What is one issue that you see as a concern/priority that should be on the horizon for IADLEST members (POST directors and staff, and law enforcement academy directors and staff)?** In addition to many current, significant initiatives, once the pendulum swings back from severe staffing shortages that several societal factors have aggravated, we believe that academy backlogs will be a reality. Academies will need to find ways to increase efficiency to accommodate the increase in new recruits, a trend that many current local and state funding objectives are already supporting.

Another well-known outcome of the societal factors on law enforcement has been increased public pressure for more state and federal legislation to regulate police training and standards. Arguably, it has never been more important for local agencies to leverage the research and proven best practices for high-quality training and education that IADLEST and its members provide. Excellent and reputable training (and standards) is critical to safeguarding officers, agencies, and communities. Choosing respected, reputable training and technology partners is more crucial today than ever.

**What else do you want readers of the IADLEST magazine to know about your company and the IPAC?** Vector Solutions and Acadis have been partnering with local, state, and federal public safety agencies for more than two decades to equip police, sheriff, academies, POSTs, and public safety entities of all sizes with training management systems to deliver, track, and ensure the integrity of their training.

## What else do you want IADLEST readers to know about training management systems to deliver, track, and ensure the integrity of their training?

Acadis and Vector Solutions are proud to be strategic partners with IADLEST, with Acadis serving as an IADLEST member since 2013. Together, Acadis and Vector are working to create technology integrations and efficiencies that will save local and state training leaders administrative time, and provide better real-time insight into training management and certification status for public safety professionals.



Free Whitepaper  
[Click Here](#)

Acadis and Vector are committed to enabling high-quality training and education in public safety and are proud to partner with IADLEST and the IPAC members to advance the mission.

### Solutions Designed for Law Enforcement Agencies



#### Practical LEO Training Strategies

Even with today's budgetary challenges, there are numerous LEO training options available to fit any department's needs and limitations.

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#### Comprehensive Law Enforcement Training

Accredited online training designed for today and tomorrow. Search the more than 2,500 course titles for government agencies.

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[Click Here](#)

Acadis' modular-based platform automates and streamlines academy operations to schedule, house, educate, and evaluate new recruits in a single system that keeps information and data all in one place.

Vector's LMS Training Management System (TMS) enables local agencies to provide the customized training programs they need to meet their respective state training requirements, as well as the needs of their local agency.

A TMS is no longer a nice-to-have system. It is an essential technology tool for academies and local agencies to manage the policies, training records, certifications, and new training mandated by legislation--in a legally defensible system of record.

[Click Here](#)

Acadis and Vector believe that our participation in IPAC will help advance the mission for high standards and outcomes-based police training for the Public Safety profession.



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 May 2022 IADLEST Conference, the IPAC convened a joint meeting with the IADLEST Executive Board. The meeting included a briefing from Executive Director Mike Bear on IADLEST priorities and projects as well as a discussion among IPAC and Board members about how the committee can best assist IADLEST. The IPAC is working on developing guidelines and expectations for committee membership that will be discussed during their October 2022 meeting during the IACP Conference.



# Best Management Practices for Lead at Outdoor Shooting Ranges

Lead Exposure is one of the dangers that law enforcement officers face from their firearms training. It becomes another factor for training directors and managers to consider as we try to keep officers competent in the use of force. This article will focus on lead management practices at firearms ranges. It's something that not every firearms instructor or range manager thinks about, or that administrators of training have knowledge of. To provide awareness of lead exposure, this article will provide and summarize some of the research that the U.S. Environmental Protection Agency (EPA) has provide on this subject

To begin with, there are three major sources for human exposure to lead, lead-based paint, lead in dust and soil, and lead in our drinking water. Human exposure generally occurs through ingestion. The main human exposure to lead at shooting ranges is through lead-contaminated soil or inhaling lead residue in the air. However, other pathways are found for lead from shooting ranges, with detrimental effects on humans and animals.

## **Health Effects of Lead Exposure on Ranges**

We know that lead poisoning is a serious health risk. At higher concentrations, it is dangerous to people of all ages, and can lead to convulsions, coma and even death. Even at very low concentrations, it is dangerous to infants and young children, damaging the developing brain and resulting in both learning and behavioral problems.

Inhalation of lead at firing ranges, is one pathway for lead exposure, since shooters are exposed to lead dust during the firing of their guns. This occurs whether the shooting range is an indoor or outdoor firing range. At outdoor ranges, because wind is unlikely to move heavy lead particles very far, airborne dust is generally considered a potential threat only when there are significant structures that block air flow on the firing line. At indoor ranges, the potential for lead contamination is much greater. Under either condition, hygiene and other safety practices should be adhered to keep officers and their families healthy.

One resource on this topic that firearms trainers

should be familiar with, is the NRA Sourcebook which includes proposed practices for indoor and outdoor ranges lead safety practices.

It is also important to note that personnel working at firearms ranges may also be subjected to "lead dust while performing routine maintenance operations, such as raking or cleaning out bullet traps." The use of proper protective equipment and/or dampening the soil should always be required when these workers are performing their duty to maintain ranges.

Exposure to lead at indoor and outdoor ranges can also occur by ingestion through direct contact with lead or lead particles. "For example, lead particles generated by the discharge of a firearm can collect on the hands of a shooter. These particles can be ingested if a shooter eats or smokes prior to washing his/her hands after shooting." At indoor ranges, having a properly functioning well-ventilated air evacuation system is paramount. Anyone at a firearms range who shows signs, after shooting, with black residue around the nose or face has provided clear evidence of improper ventilation at indoor ranges.

## **Exposure Routes**

### ***Health Effects of Lead Exposure on Ranges***

Firing ranges may be subject to state and local laws and regulations. Each training manager should be familiar with the laws that their state or local government has promulgated for environmental protection at range operations. It's more important that these laws and regulations be followed, as we are in the business of enforcement the laws.

EPA-approved state program laws must be as stringent as the federal laws and may be more stringent. Activities at shooting ranges may also be subject to local laws, ordinances, and regulations addressing issues such as noise, zoning, traffic, wetlands and nuisance. Some states have passed legislation protecting ranges from noise nuisance lawsuits, but since nuisance claims are rarely successful, these may turn into claims of environmental violations emphasizing the presence of lead and other products at ranges.

Any firearms range can benefit from proactively implementing a successful lead management practice. A lead management program can result in improved public relations for the range by officers and citizens. Training directors and managers can promote and publicize their successful management practices to improve their public image. An active lead management program may improve the public image of the range with your citizen groups. Some activities might include:

- The removal of spent lead from the range, presenting a clean, well maintained, facility.
- Having lead reclaimers frequently scheduled to reclaim the lead from your range. Lead is a recyclable and finite resource, and can be recovered from the active portion of ranges and sold to lead reclaimers. Your reclaimer may not charge you for recovery of lead from your range, and your agency may receive a percentage of the profit from the sale of the reclaimed lead. This factor, alone, can drive recycling efforts at ranges.
- Reducing or eliminating a potential source of lead migration in soil, surface water and groundwater, may avoid costly and lengthy range remediation activities.
- Finally, implementing a lead management program reduces the risk of citizen lawsuits and the legal costs associated with those lawsuits. Through management and removal practices, lead may no longer represent a threat upon which citizen lawsuits are based.

You may question whether having a proper lead management program outweighs the efforts of implementing and maintaining such a program. However, all outdoor ranges may be subject to legal actions under the EPA's Resource Conservation and Recovery Act (RCRA), and the Comprehensive Environmental Response, Compensation and Liability Act (CERCLA) authority. All the benefits for adopting best management practices are available and worthwhile for every range owner.

***Operating practices can have a great affect on the volume and dispersion of lead at your range.***

## **Lead Volume**

Keeping records of the number of rounds fired over time at your range is important. The number of rounds fired provides a realistic estimate of the quantity of lead available for reclamation. This information helps to determine when reclamation is necessary in order to prevent accumulation of excess amounts of lead, thereby decreasing the potential for the lead to migrate off-site.

## **Size of Shot/Bullets**

Knowing the size shot/bullets used on your range may be helpful. Lead reclamation companies generally use physical screening techniques to separate lead shot and bullets from soil. These screens come in a variety of sizes. Knowing what size shot/bullets have been used at your range will allow the reclaimer to maximize the yield of lead shot/bullets at your range.

## **Shooting Direction and Patterns**

Most law enforcement ranges have defined target areas. For those ranges that supplement their shooting with live-fire shoot-houses, special considerations may need to be implemented. Shooting directions and patterns are important to consider when determining the effectiveness of bullet containment devices. For example, many bullet traps are effective in containing bullets fired from specific directions. It is vital that you utilize bullet containment devices that match your range's specific shooting tactics and patterns.

## **Shooting into Water Bodies**

Shooting into water bodies or wetlands should not occur. Shooting into water bodies or wetlands is NOT an option for ranges that want to survive in the future.

## **Range Life Expectancy and Closure**

The life span of your range may be impacted by many factors, including financial and environmental issues, noise, and encroachment by residential or business areas. Encroachment happens more often than one would think. Even other governmental agencies, at times, find themselves encroaching on firearms range areas. Knowing that their presence may have a detrimental affect on range activity or employee safety, in such occurrences, you might like

to say, “They knew better.” But the reality is, those making the decisions may find that your outdoor firearms range is not of primary importance.

If you are planning on opening a new range, you should select and/or design a site considering the factors that have been discussed. This will allow you to minimize the potential of lead impacting your site or adjacent properties. Developing a new range has the advantage of being able to design a successful lead management program in full consideration of the recommended protection standards and site characteristics. Understanding these operational aspects will allow you to minimize officer safety issues and the potential for lead migration.

Some of the important environmental criteria to consider when selecting a new range location are range topography; surface water flow patterns; and depth to groundwater. If possible, ranges should be developed on flat terrain, as it facilitates reclamation and reduces the chance of off-site migration due to surface water runoff, as compared with highly sloped terrain. When considering a prospective location for a range, ask yourself: What is the direction of surface water runoff? Does the site drain to surface water (e.g., streams, rivers) on-site? Off-site? Can the range design be modified to minimize potential runoff? And, is there a reclamation service that has equipment that can access to the area to clean the range?

**Bullet Containment**

Knowing where spent lead is, is important. Agencies should employ a containment system that allows for

the maximum containment of lead on-site. The containment system design for a range is site specific. As stated earlier, each agency must look various factors in determining a containment system that best fits their firearms training program. Cost of installation and maintenance are factors that need to be considered.

To successfully minimize lead migration, the most important factor is lead reclamation. Ranges in regions with high precipitation and/or with acidic soil conditions may require more frequent lead recovery since the potential for lead migration is greater. In regions with little precipitation and/or where the soil is somewhat alkaline, spent bullets may be allowed to accumulate on the soil for a longer time between reclamation events. It should be noted, you need to ensure that lead is not considered “discarded” or “abandoned” on your range within the meaning of the RCRA statute (i.e., a hazardous waste), periodic lead removal activities should be planned for and conducted. This typically requires one or more of the following: hand raking and sifting, screening, vacuuming, soil washing, and gravity separation.

**Questions to ask the reclaimer**

When choosing a reclaimer, be sure to ask the general questions about prior cleanups (past projects), insurance to cover company and cleanup (general liability insurance, pollution insurance, bonding, etc.), and site plans to ensure health and safety of workers and range personnel.

Step 1	Step 2	Step 3	Step 4
<b>Control and Contain</b>	<b>Prevent Migration</b>	<b>Remove and Recycle</b>	<b>Document Activities and Record Keeping</b>
<p><b>Bullet Containment</b></p> <ul style="list-style-type: none"> <li>• Earthen Backstops</li> <li>• Sand Traps</li> <li>• Steel Traps</li> <li>• Lamella or Rubber Granule Traps</li> <li>• Shock Absorbing Concrete</li> </ul> <p><b>Shot Containment</b></p> <ul style="list-style-type: none"> <li>• Reduce shot fall zones</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor and adjust soil pH (e.g., lime spreading)</li> <li>• Immobilize lead (e.g., phosphate spreading)</li> <li>• Control runoff</li> <li>• Plant vegetation and utilize organic ground cover</li> <li>• Implement engineered runoff controls</li> </ul>	<ul style="list-style-type: none"> <li>• Hand raking and sifting</li> <li>• Screening</li> <li>• Vacuuming</li> <li>• Working with a reclaimer</li> <li>• Recycling</li> </ul>	<ul style="list-style-type: none"> <li>• Document number of rounds fired/shot size</li> <li>• Document best management practices used at the range to control migration</li> <li>• Document date and provider of reclamation services</li> <li>• Keep records for the life of the range and at least 10 years afterward</li> <li>• Evaluate the effectiveness of the best management practices used</li> </ul>

## Effects of Excessive Exposure to Lead on the Human Body

If not detected early, adults can suffer from:

- Difficulties during pregnancy
- High blood pressure
- Digestive problems
- Neurological disorders
- Muscle and joint pain, and
- Kidney dysfunction.
- Memory and concentration problems
- Weight, birth defects and decreased fertility
- Reproductive problems in both men and women (such as low birth rate)



Brain or Nerve Damage

Slowed Growth

Digestive System

Reproductive System

Hearing Problems



***Lead affects the body in many ways***

### References:

National Rifle Association, *The NRA Range Source Book: A Guide to Planning and Construction*, June 1998

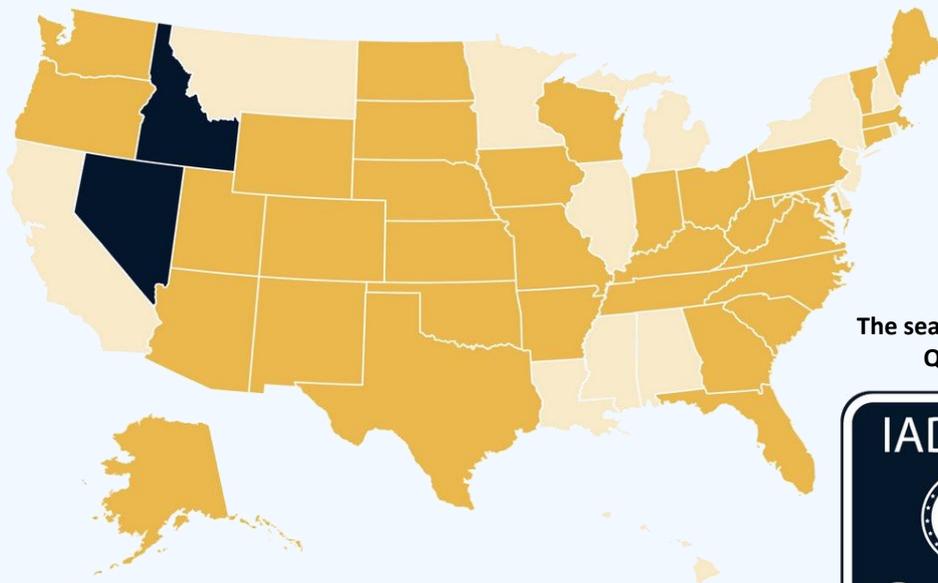
United States. *Best Management Practices for Lead at Outdoor Shooting Ranges*. Agency 2005. Accessed 2 Sept. 2022.



For more information  
[CLICK HERE](#)

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

### 36 Supporting States



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

The seal that means  
Quality.



### Major County Sheriff's Association Endorses IADLEST NCP



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

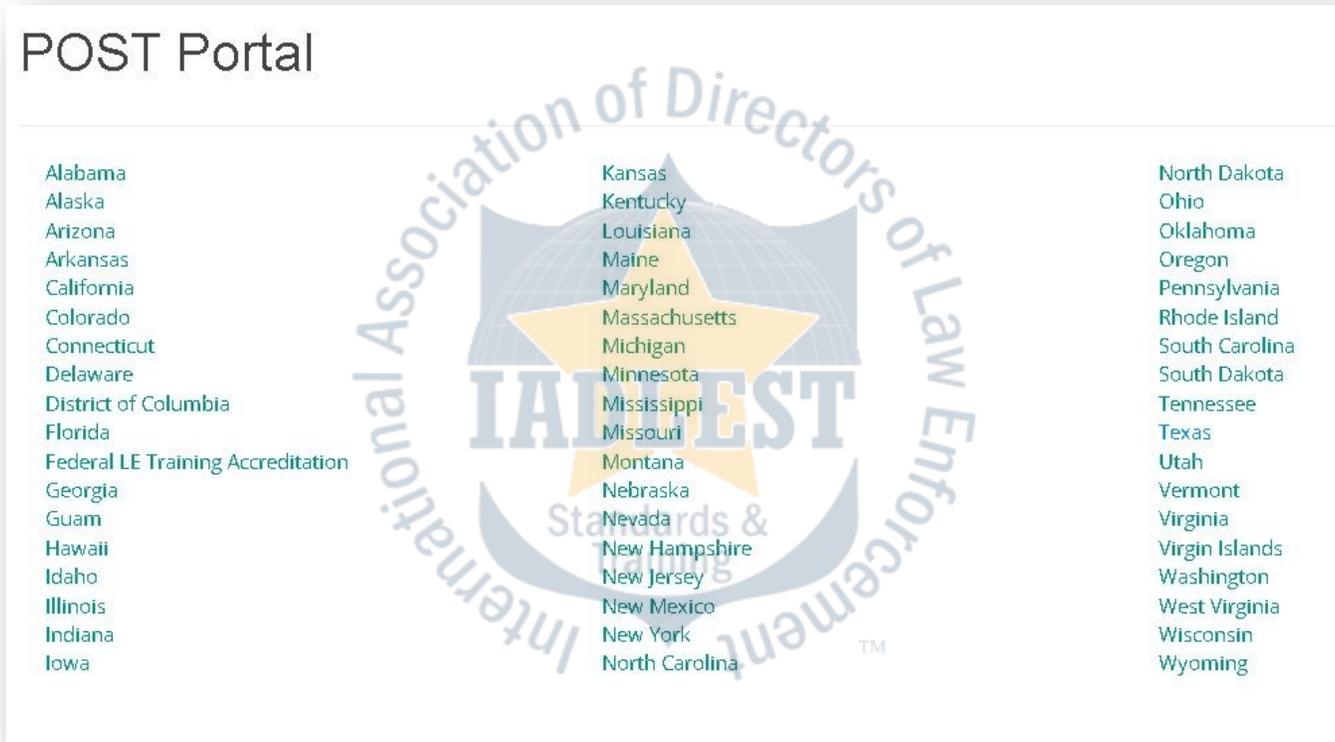
Sherriff Sandra Hutchens  
President, [Major County Sheriff's Association](#)

# IADLEST's POST PORTAL

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

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

POST Portal



Alabama  
Alaska  
Arizona  
Arkansas  
California  
Colorado  
Connecticut  
Delaware  
District of Columbia  
Florida  
Federal LE Training Accreditation  
Georgia  
Guam  
Hawaii  
Idaho  
Illinois  
Indiana  
Iowa

Kansas  
Kentucky  
Louisiana  
Maine  
Maryland  
Massachusetts  
Michigan  
Minnesota  
Mississippi  
Missouri  
Montana  
Nebraska  
Nevada  
New Hampshire  
New Jersey  
New Mexico  
New York  
North Carolina

North Dakota  
Ohio  
Oklahoma  
Oregon  
Pennsylvania  
Rhode Island  
South Carolina  
South Dakota  
Tennessee  
Texas  
Utah  
Vermont  
Virginia  
Virgin Islands  
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Wyoming

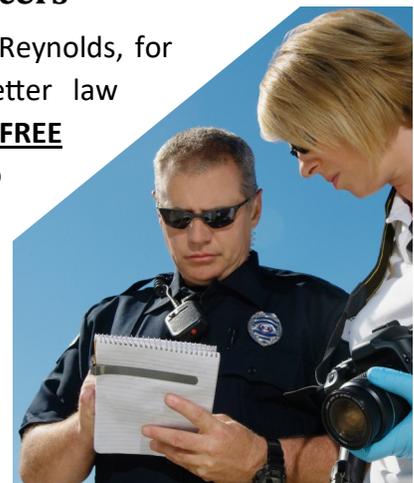
## [YourPoliceWrite.com](#)

### 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," which are 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; and a Free Report Writing Course (*multiple lessons that are good if your Sergeant wants to require his officers to improve their report writing skills*).

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



# BJA Building Analytical Capacity Crime Analysis Webinar Recordings

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

To watch our webinars click on a link below:

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

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

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

[Improving Data Quality for Crime Analysis](#)

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

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

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

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

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

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

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

[Crime Analysis for Organized Retail Theft](#)

[Professional Development in Crime Analysis](#)

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

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

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

[Improving Metrics in Police Agencies](#)

[Using Analysis to Support Gang Enforcement](#)

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

[The Benefits of Direct Data Access](#)

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



# VISIT OUR IADLEST WEBSITE AND LEARN

ABOUT ONE OF THE GREATEST ASSOCIATIONS IN LAW ENFORCEMENT

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

The screenshot shows the top portion of the IADLEST website. At the top right, there are social media icons for Twitter, Facebook, and LinkedIn, along with a "Select Language" dropdown. Below this is a dark blue navigation bar containing the IADLEST logo on the left and the text "International Association of Directors of Law Enforcement Standards and Training". To the right of the logo is a search bar with the placeholder text "Search..." and a magnifying glass icon, and a "Login" button with a key icon. Below the navigation bar is a horizontal menu with the following items: Home, Our Services, Training, Members, News, POST Portal, About Us, and Conference. The main banner area features a photograph of two law enforcement officers against a cloudy sky. On the left, it says "Sponsored by NHTSA" with the NHTSA logo. On the right, there is a logo for "NLEARN NATIONAL LAW ENFORCEMENT ACADEMY RESOURCE NETWORK". At the bottom of the banner are three buttons: "Join IADLEST" with a person icon, "MEMBERS ONLY" with a key icon, and "CONFERENCE 2023" with a calendar icon.

**NDI**  
National Decertification Index

**National Decertification Index**  
The National Decertification Index (NDI) is a national registry of certificate or license revocation actions related to officer misconduct as reported by participating state government agencies.

[Learn More](#)

**Nationally Certified Training**

**National Certification Program**  
IADLEST launched the National Certification Program (NCP) to establish law enforcement training standards and "best practices" relating to improved professionalism and skill sets for our nation's first responders. NCP courses are recognized nationally and designed to count towards officers' mandatory in-service training requirements.

Access our standards [here](#).

Access National Training Catalog [here](#)

[Learn More](#)

**NLEARN**  
NATIONAL LAW ENFORCEMENT ACADEMY RESOURCE NETWORK

**NLEARN**  
The National Law Enforcement Academy Resource Network (NLEARN) links all United States law enforcement training academies with a variety of vital resources and services. Join in with over 3,500 of your colleagues: police instructors, academy personnel and patrol officers to get the most out of your training.

[Learn More](#)

**IADLEST Services**

- [Academy Accreditation](#)
- [POST Accreditation](#)
- [Audit Services](#)
- [Instructor Certifications](#)
- [Curriculum Development & Job Task Analysis \(JTA\) Services](#)
- [Technical Assistance and Training](#)
- [IADLEST Partner Advisory Committee](#)

[Learn More](#)

## Supporters and Sponsors



## Lead Through Training

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

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

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



### Science-Based Training

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



### DDACTS

Data-Driven Approaches to Crime and Traffic Safety (DDACTS) integrates location-based crime and traffic data to establish effective and efficient methods for deploying law enforcement and other resources.



### Building Analytical Capacity

The "Building Analytical Capacity" two-day workshop seeks to assist top commanders in identifying how to support actionable analysis within their own departments and use that analysis to drive operations.



### CRI-TAC

Law Enforcement Solutions By the Field, For the Field, No-Cost Training and Technical Assistance for your Agency.



### TXDOT

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



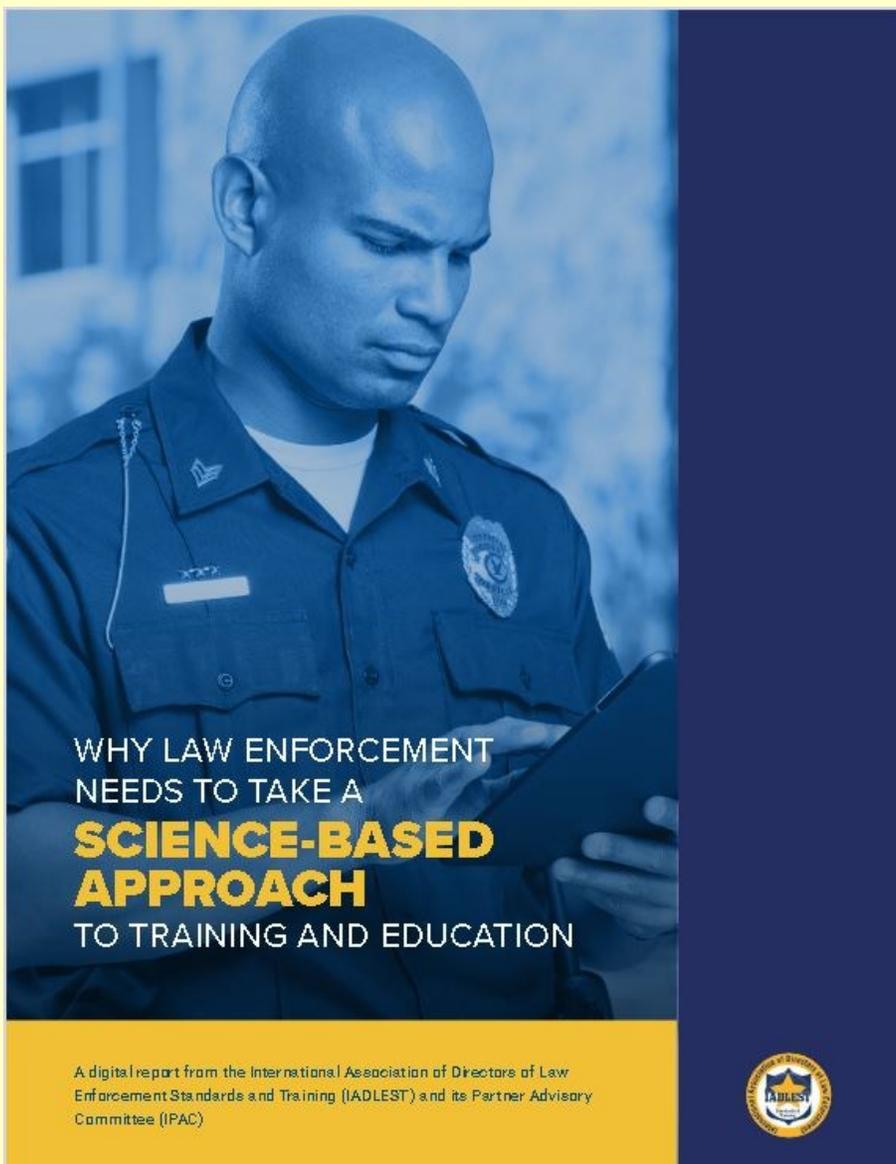
### Below 100

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

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

# FROM IADLEST

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



WHY LAW ENFORCEMENT  
NEEDS TO TAKE A  
**SCIENCE-BASED  
APPROACH**  
TO TRAINING AND EDUCATION

A digital report from the International Association of Directors of Law Enforcement Standards and Training (IADLEST) and its Partner Advisory Committee (IPAC)



Get your free copy: [CLICK HERE](#)

## Topics Covered in this Digital Report Include:

### **How Evidence-Based Training Developed and Evolved**

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

### **How the Science of Human Performance Can Accelerate Skills Development**

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

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

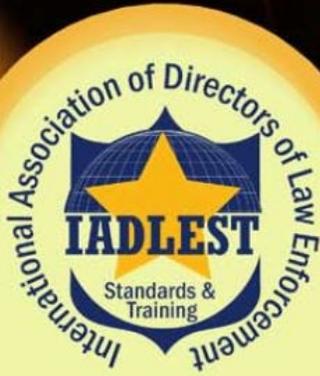
Read about the importance of investing in analytics, partnering with researchers and how to prevent learning decay.

### **Enhancing Hands-On Training with Online Learning**

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

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

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



## What Does IADLEST Membership Provide You With?

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

### Network of Peers:

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

### Professional Development:

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

### Online Resources:

Access the knowledge you need, when you need it, thru [IADLEST.org](http://IADLEST.org), to stay current on training issues.

### Voice in Legislation:

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

### NLEARN:

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

### Job Postings:

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



### National Decertification Index:

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

### News:

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

**THE COMMITTED  
CATALYST FOR  
LAW ENFORCEMENT  
IMPROVEMENT**

# IADLEST MEMBERSHIP

## Categories of Membership

### **POST Director**

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

Annual dues in this category are \$400.00.

### **Academy Director**

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

Annual dues in this category are \$300.00

### **General Member**

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

Annual dues in this category are \$125.00.

### **Life Member**

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

### **Sustaining Member**

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

Annual dues in this category are \$300.00.

### **Corporate Member**

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

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

### **International Member**

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

Annual dues for this category are \$50

# IADLEST Standards & Training Director Magazine

## Author Guidelines

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

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

### Preparation

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

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

Upload submissions and any photographs or graphics attached to an email addressed to: [STDM@iadlest.org](mailto:STDM@iadlest.org)

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

### Relevance to the Audience and Factual Accuracy

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

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

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

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

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- International (\$50.00)

#### Corporate

- Small (\$1,000.00)
- Medium (\$2,500.00)
- Large (\$5,000.00)

Find More Membership Information on Page 59

