Measuring the Effectiveness of Academy Training

Magazine Contributors

Brett Bennett

Dr. Brett Bennett is a law enforcement officer working in California with 20 years of service. In his career, he has been a Force Options Instructor, Canine Handler, and Field Training Officer (FTO). He is an Adjunct Professor in the field of Criminal Justice.

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Sr. Research Specialist, at the Council on Criminal Justice. He holds a Ph.D. in Political Science from the University of Minnesota. and is a former Asst. Political Science Professor at Simmons University.

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Contents

Standards & Training Director Magazine

BUSINESS

Upcoming Meeting

IADLEST Executive Board Meeting
February 5, 2024
JW Marriott Hotel
Washington, D.C.
(at the National Sherriff's Association Conference)

Upcoming IADLEST Training funded by Texas DOT

(IADLEST NCP Certified Training)

IADLEST Certified

December 7 & 8, 2023	Crime and Traffic Safety Analysis: Techniques to Support a Data-Driven Operational Model Alamo Area Council of Govts, San Antonio
January 11 & 12, 2024	Data-Driven Decision Making for Commanders, Supervisors, and Analysts: Analysis to Drive Deployment Alamo Area Council of Govts, San Antonio

IADLEST
International Association of Directors of Law Enforcement
Standards & Training

WE ARE MEASURING THE
WRONG THINGS

DESCRIPTION:

Society makes a lot of claims about how poorly law enforcement is performing in many areas. The problem is they are measuring the wrong things.

In this webinar, we will look at how law enforcement is measuring the wrong things, how training is measuring the wrong things, and how training measurement should be changed to fit the reality of law enforcement.

Developing proper measurement techniques for law enforcement and training can provide greater insight in the readiness of police, resiliency in LEOs, and start providing real data for measuring law enforcement performance.

LEARNING OBJECTIVES:

- Receive information on the problems with using current research trends, the problems with research data

- Learn how to create performance measurement standards that will provide better data, police resiliency, and change how training efficacy is measured.

INSTRUCTOR: RICK JACOBS

Rick Jacobs is the principal of Jacobs, et al, LLC, is a Learning Strategist, and is former law enforcement from Virginia. Rick is a seasoned law enforcement instructor, has been adjunct faculty at several higher education institutions, and has applied his training and training development experience to other industries such as technology, banking, and the Department of Defense. He has been in the Learning and Development industry for almost thirty years as an instructor, adjunct faculty, and an instructional systems designer. He has a BS in Philosophy and an MS in Criminal Justice. As an adjunct faculty member at several universities and community colleges he has developed and delivered curriculum for philosophy, graphic art, and criminal justice. He is an IADLEST Nationally Certified Instructor and training evaluator for IADLEST's National Certification Program. Jacobs, et al, LLC, is a business and learning strategy consultancy helping organizations establish and build learning and development capabilities, designs and develops training, provides NCP pre-evaluation services, and delivers several instructor training and development courses specifically designed for law enforcement instructors.

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IN MEMORIAL

Iconic National Advocate for Police Reform and Researcher on Police Decertification Passes Away

Roger L. Goldman, a long-time advocate for qualified and ethical law enforcement officers, passed away on July 29, 2023. He first became known to IADLEST for his research on decertification in 1987, which he co-wrote with Steven Puro. Goldman and Puro first spoke before IADLEST at its September 1989 conference on certification and licensing standards in Salt Lake City, Utah. From that time until his death, Roger Goldman became a staple among the state POST agencies for his work to support law enforcement to ensure that bad cops were removed from public service forever.

Mr. Goldman was a longtime law professor at Saint Louis University in St. Louis, Missouri. He was awarded the distinction of Callis Family Professor of Law Emeritus. He taught constitutional law, civil rights, and civil procedure.[1]

Mr. Goldman "worked for decades researching the issue of problem police officers who moved from city to city. He quickly became the nation's leading expert on the subject, quoted frequently [on television] and in publications across the country. He can be credited for legislation in 10 states that created registries and police decertification processes and dozens more that strengthened existing laws since he began his work nearly 40 years ago."[2]

Mr. Goldman "was integral in such legislation in Missouri, which, since its passing, has seen more than 1,000 problem police officers off the force. Following the deaths of Michael Brown and George Floyd and the nationwide attention on police procedure, Goldman actively worked with policymakers in Massachusetts and Hawaii to create centralized bodies tasked with decertifying law enforcement officers. As of his passing, all but two states have such regulations. Additionally, his work was referenced in President Obama's Task Force on 21st Century Policing."

He was a very good friend to many IADLEST Executive Boards over the years. His loyalty to IADLEST resulted in many years of work and speeches before the IADLEST membership about decertification. He attended his first IADLEST conference in 1992, and since then, he was seen regularly, almost every year, participating in conference meetings and training.

IADLEST, POST agencies, and his colleagues in academia will miss his congenial personality, which is so knowledgeable and dedicated to making law enforcement a better profession. He advocated for a better society, a better government, and the services police render for the public good. IADLEST preserved much of Mr. Goldman's history working in the realm of decertification standards was written captured in the book *A Quest for Professionalism: A History of Law Enforcement and an Organization Called IADLEST*, published in 2020.

Roger Goldman was 82 at the time of his death.

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1 Cicone, Jessica, *Law School Loses Longtime Professor and National Police Reform Advocate Saint Louis University*, School of Law, https://www.slu.edu/law/news/2023/goldman-obituary.php.
2 Ibid.

Message From The Executive Director

Mike Becar

Welcome to this December 2023 edition of IADLEST's *Standards & Training Director Magazine.*

We wish to announce that registration for the 2024 IADLEST Conference in Phoenix, Arizona, will begin on January 4, 2024, and we encourage you to register for the conference early and make your lodging accommodations earlier rather than waiting until later. We're planning on having some great training opportunities for you to attend, as well as several meetings for Standards and Training Directors that I'm sure will provide you with not only timely and essential information but also an excellent opportunity for you to meet and collaborate with other directors and associated staff with whom you can informally discuss programs and current issues affecting your work.

In this edition of our magazine, we have several articles that we encourage you to take note of. This edition's cover story is focused on training evaluation. We have included two articles that provide information on this essential training task that all POST and academy staff should find interesting.

Also, we spotlight university professor and former law enforcement officer Perry Harris, who offers his advice with *Give Sources Credit: Avoid Plagiarism (for those in academics or police academies and authors).* Dr. Brett Bennett provides information on *Dispelling Boyd's OODA Loop with the Speed/Accuracy Trade-Off,* which we're sure training managers and skills instructors will find informative and valuable. As well as Olivia McLarnan and Aaron Rosenthal, who have contributed a feature we believe you'll find helpful entitled *Supporting Veterans Who Come Into Contact with the Criminal Justice System—A Forecast for Academy and Agency Training.*

Lastly, our notable colleague Dr. Jean Reynolds, Professor Emeritus from Polk State College in Florida, provides readers with her exposé on writing skills with *Watch Out for These Two Simple Words: I and Me.* Derrick Crews joins us again with his article on *Non-Compliance Indicators,* addressing verbal and non-verbal cues inconsistent with compliance within the context of officer-civilian interaction. *Also,* Dr. Michael Schlosser provides his article entitled *Unveiling the Art and Science of De-Escalation Training in Law Enforcement.*

Finally, from all the IADLEST Staff, we wish you the best during the holiday season and hope to see you soon.

IADLEST BUSINESS NOTES

Plan on Attending

Arizona June 2024

2024 IADLEST Conference set for
Phoenix, Arizona June 2-5, 2024.

Our host will be Arizona Peace Officer Standards & Training and the location will be the Arizona Grand Resort & Spa.

Registration Opens on January 4, 2024

Job Task Analysis & Curriculum Design

IADLEST has signed contracts with the states of Vermont and New Mexico to conduct a Job Task Analysis (JTA) for their entire training programs. Afterward, each state's training curriculum will be rewritten to meet the goals and objectives established from the JTA. Jon Blum is managing this project which is expected to take up to 3 years to complete.

IADLEST EXECUTIVE BOARD MEETING

Sunday, February 5, 2024 – 9:00am to Noon

Washington JW Marriott Hotel, 1331 Pennsylvania Avenue NW, Washington, D.C.

during the

National Sheriff's Association Conference

2023 Sourcebook Project Update

The 2023 Sourcebook Project has forwarded to the state POSTs, the first twelve (12) sections of survey questions for the Sourcebook. Most state representatives continue to provide a solid response to the survey questionnaires. However, there has been some delay in receiving replies to questionnaires from a few of our member states. We encourage each state director to check the status of their responses and, if need be, submit their questionnaires as soon as possible.

Each returned section is being analyzed and formatted for the end-of-survey document that will be distributed to each state director. Past Sourcebooks have provided POST and academy directors, educators, and federal agencies with data that has helped to improve law enforcement, corrections, and other criminal justice professionals. At the current pace of the project, data collection is anticipated to be completed near the end of the year, with a published Sourcebook document available before the IADLEST 2024 Annual Conference.

IADLEST BUSINESS NOTES

Pan-American Law Enforcement Delegation with Mark Damitio (fourth from left) at Idaho POST

Pan-American Development Foundation Delegation Visits Idaho POST with IADLEST

During October 24-26, 2023, representatives of law enforcement agencies from the Bahamas, Guyana and Jamaica traveled to Idaho to learn from Idaho Post and local law enforcement agencies about training academy operations, curriculum development, POST standards, and police operations of interest to them. The three-day visit to Idaho POST provided the delegates with a wealth of information to consider using in their own agencies.

Work with INL and the Pan-American Development Foundation

The U.S. Department of State and Pan-American Development Foundation (PADF) asked IADLEST to review and coordinate assessments and curriculum development for law enforcement training in Trinidad and Tobago, Guyana, and Jamaica. IADLEST and the primary parties are evaluating the scope of the work. More to come.

IADLEST Executive Director Mike Becar speaking with the PADF delegates at Idaho POST .

Western Region Meeting

Photo (L-R) Chris Carter, Mike Sherlock, Michael Hayhurst, Staci Yutzie, Jim Grottkau , Manny Alvarez, Matt Giordano, Sean Donegan, Monica Alexander, Brad Johnson, Bo Bourgerie, and Brian Grisham

IADLEST's Western Region met in Sacramento, California on November 8, 2023, to discuss the current issues that have been raised in the states the POST Directors represent. Seven of the eleven states and one territory participated at the meeting. Manny Alvarez of California POST hosted the gathering, and the following POST Directors attended the meeting: Matt Giordano-Arizona POST, Bo Bourgerie-Colorado POST, Brad Johnson-Idaho POST, Mike Sherlock-Nevada, Staci Yutzie-Oregon DPPST, and Monica Alexander-Washington CJTC. Others attending the meeting were IADLEST Deputy Director Brian Grisham, and subordinate staff from Arizona, Nevada, and a large contingency from California POST.

Some of the important topics that were discussed and of interest to the Region Directors included the Constitutional Policing project, police recruitment efforts, and physical fitness testing. Other topics that California POST wanted to discuss were Innovation and Issues in Leadership Training, Training Compliance, and Decertification and Suspension Hearings. The meeting concluded with each state making a presentation about what new programs their POST was undertaking.

Mike Sherlock said each state seems to be looking for a better way to improve recruiting efforts. For the past several years, keeping staff has been a challenge for departments, as well as how to increase the numbers of police without lowering the standards.

Staci Zutzie thought the discussion on physical fitness requirements was interesting, primarily due to recruiting hardships. It was a robust discussion and interesting to learn how other states handle the fitness issue.

Bo Bourgerie thought it was fascinating to learn how each state handled its decertification investigations and hearing procedures.

Photo (L-R) Sean Donegan, Brad Johnson, Bo Bourgerie, and Brian Grisham with POST staff attending in the background.

- Deputy Director Brian Grisham will be attending a Department of Justice Elder Abuse Summit on February 7 and 8, 2024, on behalf of IADLEST.

- Dianne Beer-Maxwell reported the IADLEST work with the U.S. Department of Justice, COPS Office, was published on November 30, 2023. The COPS Office notice of publication is on page 38 in this magazine.

Recent IADLEST Members Agencies Requesting Survey Information

A number of states have recently sent out requests for information to be used by their agency in responding to government requests for information or POST agency projects. Any assistance to these IADLEST members is appreciated. The state and their information requests are listed below.

ORGANIZATION, DATE, CONTACT PERSON, and SURVEY TOPIC

Alaska Police Standards Council, November 14, 2023

Joseph Gamache, Joseph.Gamache@Alaska.gov ; (907) 465-5523

Greetings from Alaska. I am looking for any information regarding beards allowed for uniformed patrol officers. I know several departments have allowed them in recent years. I am looking for the justification used. Was it to keep with current trends of popularity, lawsuits, religion, safety, etc… When I worked at the top of the world, full beards were allowed to help you stay warm and prevent frostbite!

Indiana Law Enforcement Academy, November 10, 2023

Bryant Orem, Borem@ilea.IN.gov ; (317) 837-3266

We are in the process of a very deep review and update of our Academy curriculum. One of the issues we want to address is a meaningful sequence of classes/topics to increase learning, improve retention, and create a logical flow. It seems many academies (us included) build their schedules on the "that's how we've always done it" or based on availability of instructors, or just "this feels right."

Is there any evidence-based research supporting a best practice for the layout of a law enforcement academy schedule? For example, should Criminal Law come before or after physical skills like Firearms, Defensive Tactics, and EVO? Should skills be broken down and spread out over the schedule – half day classroom and half day physical skills? A spiral curriculum looks better than a silo curriculum, but what are the "freshman" classes as opposed to the "senior" classes? Other than common practice and educated guesses, what does research show is the best way for an officer in training to learn and retain everything thrown at them in Basic?

Look forward to hearing your feedback and opening up a discussion. Feel free to send your academy schedules for comparison as well.

Maine Criminal Justice Academy , October 19, 2023
Edwin Finnegan, edwin.d.finnegan@maine.gov ; (207) 877-8014

The Maine Criminal Justice Academy is in the process of evaluating our written exam for reading comprehension, spelling and grammar, used as an entrance standard for our law enforcement and corrections programs. We were curious what other states are using for exams in their law enforcement and corrections programs, and if there are minimum passing scores required to be admitted to the class. Are the tests validated? When were they last updated? Any information would be very helpful. We'd also be interested in hearing from states who don't use written testing for an entrance standard, or perhaps use an education level as an entrance standard instead.

BUILDING ANALYTICAL CAPACITY
WEBINAR SERIES

Webinar 1: Obtaining and Cleaning Data for Data-Driven Operations
Tuesday, 19 December 2023, 13:00 CST

Webinar 2: Depicting Crime and Crash Hot Spots: A Survey of Methods
Tuesday, 23 January 2024, 13:00 CST

Webinar 3: Working with Coordinates
Tuesday, 13 February 2024, 13:00 CST

Webinar 4: Analyzing Crashes for Causal Factors
Tuesday, 19 March 2024, 13:00 CST

Webinar 5: Data-Driven Evaluation
Tuesday, April 16, 2024, 13:00 CST

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Texas Department of Transportation

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IPAC Meeting Review

The IADLEST Partner Advisory Committee met on October 14, 2023. IPAC is an advisory committee which gathers three time a year to support IADLEST's mission and goals for providing law enforcement standards and training.

Fifteen companies make up the IPAC Committee, and they do their work in support of law enforcement agencies and nations around the United States and the world.

At the October meeting, IPAC members welcomed Benchmark Analytics and Command Presence Training as two new members to their group.

(L-R) Mike Becar, IADLEST Executive Director; Ron Huberman, Benchmark Analytics CEO; John Bostain, Command Presence Training, President; Ronnie Carnahan, Command Presence Training, COO

IPAC's work is invaluable to the association. Each member brings their business expertise and strategies to the table to mesh them with IADLEST projects, giving their perspective as members of the public to make law enforcement better.

The IPAC members discussed issues involving job task analysis, information sharing, and best practices, and celebrated the newly certified NCP courses. During the last hour of their meeting, the IPAC members were joined by the IADLEST Executive Committee Members to continue their discussions regarding job task analysis and core competencies for law enforcement.

The next IPAC meeting will be in conjunction with the February IADLEST Executive Committee meeting in Washington, D.C.

For more information about IPAC membership, please contact IADLEST Executive Director Mike Becar. mikebecar@iadlest.org ~

Here are the links to IPAC videos:

VirTra: https://www.youtube.com/watch?v=dBCIww3FJC0

NW3C: https://www.nw3c.org/Resources/IADLEST.mp4

Non-Compliance Indicators

By Derrick Crews

Non-Compliance Indicators: Verbal or non-verbal cues inconsistent with compliance within the context of the officer-civilian interaction.
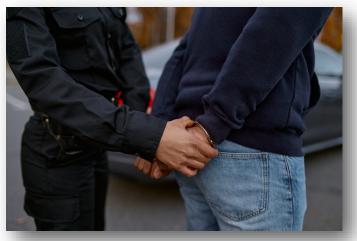
Introduction

Research and video evidence reveal countless attacks that can be completed in tenths of a second. Therefore, predicting human behavior is an essential skill for law enforcement officers to protect themselves and others. However, with predictions come the risk of errors, which the U.S. Supreme Court acknowledged when they established that an officer's actions must be reasonable, rather than flawless. Accordingly, it is the reasonableness of the prediction, rather than its accuracy, that determines its validity. How law enforcement officers train and document their perceptions and actions is vital to maintaining the upmost professionalism.

Non-compliance indicators are a more professional means to view a person's actions since they can be caused by criminal or non-criminal reasons. To view behavior as pre-assaultive cues, assumes a criminal intent, and does not take into consideration non-criminal actions. This perspective shift towards non-compliance indicators becomes particularly relevant when an officer employs force for non-criminal reasons, i.e., mental health or medical issues. By labeling these actions as non-compliance, officers communicate a more objective factual prediction based on observed behavior, rather than presuming it to be criminal.

Navigating Subjectivity: The Problem with Pre-Assaultive Cues

Law enforcement training often includes recognizing pre-assaultive cues or indicators, which are patterns of verbal and non-verbal behavior that signal potential aggression. However, the term "pre-assaultive" presents a challenge due to its inherent subjectivity. A simple example highlights this disparity: whereas law enforcement officers might perceive hands in pockets as dangerous, the public does not share the same apprehension. The clenching of hands or flailing of arms, although taught as pre-assaultive in training, has been found in peer-reviewed research to signify stress caused by non-assaultive reasons. Such as stress caused when an individual believes they are being treated unfairly based on social group stereotypes.[1] Overall, the discrepancy between the terms pre-assaultive and non-compliance underscores the need to align training practices with evidence-based research.

Non-Compliance Indicators: A More Nuanced Approach

The concept of non-compliance indicators provides a more precise framework for officers to evaluate behavior. These indicators encompass verbal or non-verbal behavior inconsistent with what would be expected in a compliant interaction. For instance, if an officer instructs a civilian to raise their hands above their head, and the civilian instead places their hands in front of them at chest level, it might indicate a fighter's stance to some. However, research suggests that the civilian's action could arise from heightened stress or unfamiliarity with such an interaction, rather than being related to aggression. Training to view behavior as non-compliance indicators recognizes a broader cause for certain behaviors, thus steering clear of assumptions associated with criminal intent. In other words, it shows that the officer does not view the individual as a criminal or non-criminal, but as a civilian who is simply not compliant based on the context of the interaction.[2] This also helps an officer focus on the context of where the behavior is occurring, often termed as the "totality of the circumstances."

Stress and Context: Deciphering Non-Compliance

When the sympathetic nervous system is activated, most humans will engage in some form of verbal and or non-verbal behavior. In law enforcement, this is commonly known as "fight or flight."[3] Stress is a key factor that causes this, yet the behavior could be nothing more than a symptom of what is causing the stress. Research suggests this can be caused by many reasons (fear and anger, to name two), and those reasons could be criminal or non-criminal.

Delving into the dynamics of stress-related reactions broadens officers' knowledge of the psychological and physiological factors at play, allowing for a more accurate field assessment and response. This understanding is pivotal to redefining the lens through which officers view behavior. It is no longer criminal or non-criminal; it is non-compliant behavior based on the totality of the circumstances.

Example: Use-of-Force Event

Imagine an officer detaining a suspicious individual. The civilian's behavior includes scanning their surroundings, intermittent staring at the officer, and arm flailing. This may lead an officer to interpret these cues as pre-assaultive. Based on the behavior, the officer tells the civilian to take a seat on the curb. The civilian takes a bladed stance, and his hands begin to clench. In response, the officer takes action to secure the individual, and rightfully so. In his report, the officer refers to such behavior as potential cues of assaultive behavior.

However, research underscores that such behaviors could stem from stress (fear or anger) triggered by the police interaction. The pivotal aspect is that the officer's priority is seeking compliance, regardless of whether the behavior indicates danger based on criminal or non-criminal reasons. By the civilian not sitting on the curb as directed, this is simply the final cue in the list of non-compliant indicators. Blading, clinching hands, and not sitting down provided the officer with a cluster of factual non-compliance cues to be reasonable in his prediction to secure the civilian.

The Inclusivity of Non-Compliance Indicators: A Holistic View

What sets non-compliance indicators apart is their inclusivity of both criminal and non-criminal behavior. Unlike the term pre-assaultive cues, they do not assume criminal intent. This perspective shift becomes particularly relevant when an officer employs force for non-criminal reasons such as a mental health crisis, juvenile force events, or medical issues. By labeling these actions as non-compliance, officers communicate a more objective prediction based on observed behavior, rather than presuming it to be criminal. This shift in thinking does not decrease officer safety!

Challenging Bias and Confirmatory Biases

The use of the term pre-assaultive cues may inadvertently introduce bias into an officer's perception, potentially influencing them to seek and confirm these cues. Consider what influences could occur when teaching the term pre-assaultive indicators to

2023

Law Enforcement Management and Administrative Statistics Post-Academy Training and Officer Wellness (LEMAS PATOW) Survey

Learn More!
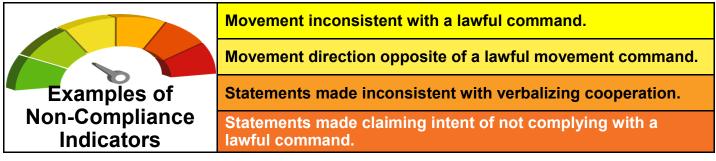
The Bureau of Justice Statistics' LEMAS PATOW survey is underway. This survey is the first nationally-representative examination of post-academy training content and officer wellness services provided to law enforcement.

https://bjslecs.org

police cadets. By adopting the term "non-compliance indicators," officers or cadets learn to evaluate behavior within the context of the interaction based on seeking compliance. This could help minimize the risk of inherent bias. Using the term non-compliance indicators may help foster a more balanced perspective when predicting police-civilian encounters.

Precision and Clarity

In the ever-evolving landscape of law enforcement, the adoption of evidence-based practices and research-aligned terminology is paramount. The shift from pre-assaultive cues to non-compliance indicators marks a significant step towards a more nuanced approach to behavior interpretation. As professionals committed to equal treatment and application of the law, articulating behavior through a non-biased lens could help make more accurate, reasonable predictions regarding a use-of-force event without compromising officer safety.

	Movement inconsistent with a lawful command.
Examples of Non-Compliance Indicators	Movement direction opposite of a lawful movement command.
	Statements made inconsistent with verbalizing cooperation.
	Statements made claiming intent of not complying with a lawful command.

Research has concluded that there are five points of interest regarding non-compliance indicators:

I. This research is of significant value to law enforcement. Researchers note that when a person experiences the emotion of fear, certain behaviors can occur that mimic aggression. This is called stereotype threat, which can occur when an individual feels judged or perceived as being treated negatively based on belonging to a particular social group. Researchers found that the following behaviors may be caused by fear and not aggression:

1. Clenched fists
2. Scanning the scene
3. Fidgeting
4. Pacing, and
5. Clenched jaw.[4]

II. Researchers viewed 174 recorded arrests to identify the arrestee's behavior prior to being arrested. They specifically sought to determine whether taking a fighter's stance, invading personal space, placing their hands in pockets, clenching their hands, making hostile comments, pacing, glaring, looking around, and stretching their arms and neck were associated with non-compliance. They found that only four behaviors were statistically relevant to potential non-compliance:

1. Invading personal space
2. Taking a fighting stance
3. Clenched fists, and
4. Placing hands in pockets.[5]

III. Researchers sought to determine whether there were differences between law enforcement and civilian perceptions of non-compliance indicators. These behaviors included:

1. Invading personal space
2. Taking a boxing stance
3. Clenched hands
4. Stretching arms and shoulders, and
5. Exaggerated gestures.[6]

IV. Researchers published their findings regarding what behaviors adults view as indicators of violence (non-compliance). The top five behaviors associated with potential violence included:

1. Invading personal space
2. Taking a boxing stance
3. Making verbal threats
4. Clenched hands, and
5. Glancing around.[7]

V. Finally, researchers wanted to compare the perception of behaviors associated with noncompliance between law enforcement and civilians. The research involved both groups rating 23 behaviors based on their perceived level of concern after reading a given scenario. Some of the most concerning behaviors for the civilian group included:

1. Invading personal space
2. Taking a boxing stance
3. Clenched hands
4. Stretching arms and shoulders, and
5. Exaggerated gestures.[8]

Conclusion

In conclusion, the transition from using the term "pre-assaultive" to "non-compliance" is an advancement in law enforcement terminology. This shift provides the foundation for training officers on how best to recognize and articulate non-compliant behavior beyond criminal intent. Replacing "pre-assaultive" with "non-compliant" also embraces and encourages officers to consider the totality of circumstances, while never jeopardizing officer safety. Our profession needs to move past outdated methods. Verbal or non-verbal cues inconsistent with compliance within the context of the officer-civilian interaction are not pre-assaultive indicators. They are non-compliant indicators. ~

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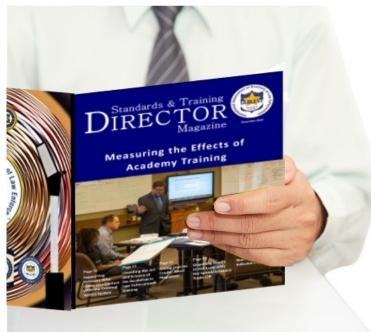
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Derrick Crews is a 30-year police professional. He is nationally recognized as a de-escalation instructor.

Mr. Crews can be contacted at Derrick@360policing.com.

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Supporting Veterans Who Come Into Contact With the Criminal Justice System

A Forecast for Academy and Agency Training

By Olivia McLarnan and Aaron Rosenthal
Council on Criminal Justice

Why have approximately one-third of veterans been arrested and booked into jail at least once, compared to fewer than one-fifth of non-veterans? How can law enforcement effectively support veterans who come into contact with the criminal justice system? And what can be done to prevent veterans from becoming involved in the justice system in the first place?

These are just a few of the questions the Council on Criminal Justice Veterans Justice Commission is examining. Led by former U.S. Defense Secretary and U.S. Senator Charles Hagel and including former Defense Secretary and White House Chief of Staff Leon Panetta, the Commission is studying the extent and nature of veterans' involvement in the criminal justice system and developing recommendations for evidence-based policy changes that enhance safety, health, and justice.

In its first set of recommendations, published in March 2023, the Commission focused on veterans' initial contact with the criminal justice system, highlighting ways that law enforcement standards and training can help support justice-involved veterans.

As noted in the first recommendation, one major problem is the failure to identify veterans when they first come into contact with the system, an interaction that generally includes law enforcement. While there are numerous programs and organizations designed to assist justice-involved veterans, they cannot be activated if they are not notified that a veteran has been arrested or detained.
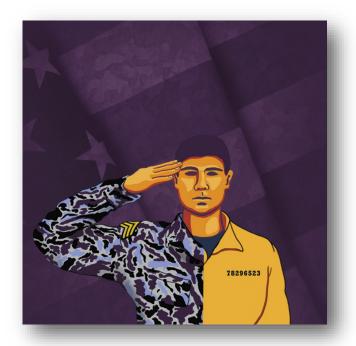
While ensuring that law enforcement officers inquire about veteran status may be a good first step, the situation is more complicated. Studies show that veterans are reluctant to share their veteran status with law enforcement officers for fear of losing benefits or feeling shame about their predicament.

Fortunately, there are several tools that can help. The Status Query and Response Exchange System (SQUARES) allows law enforcement agencies to independently verify the veteran status of anyone they encounter. Similarly, the Veterans Reentry Search Service (VRSS) provides criminal justice entities the ability to identify an individual's veteran status. Unfortunately, however, both VRSS and SQUARES have seen low levels of use; VRSS has been adopted by only 11% of the 3,100 local jails nationwide, and SQUARES is in just nine of the country's 18,000 police agencies.

While both systems appear to be valuable tools for law enforcement, they suffer from a lack of

rigorous study. The Commission has recommended a comprehensive study of SQUARES and VRSS to ensure that police agencies are able to efficiently and effectively implement these identification systems. Doing so will provide a clearer sense of how many veterans become involved in the criminal justice system and create greater lines of communication between law enforcement and systems designed to aid our nation's former service members.

In addition to improving identification, the Commission also recommended the creation of alternatives to incarceration and prosecution for justice-involved veterans. These alternatives recognize that many veterans engage in criminal behavior in part due to issues they developed from serving this nation, such as post-traumatic stress disorder (PTSD). These veterans represent a unique class of defendants in our system; put simply, the conditions of their underlying criminality were partially created by the government that prosecutes them.

Seeking to remedy this injustice, the Commission created a model policy framework that utilizes evidence-based practices for effective treatment and supervision in place of prison for veterans charged with certain crimes. The details of this framework were converted into the Veterans Justice Act, a piece of model legislation that has been approved and adopted by the American Legislative Exchange Council and should soon be under consideration in state legislatures across the country.

Within this policy framework is a call for specialized training for law enforcement on how to handle cases involving veterans, including veterans exposed to violence and trauma, many of whom are now living with PTSD and traumatic brain injury (TBI). The Commission hopes to see funding from the federal government to incentivize this training in cities and towns across the country.

Notably, some communities have already started to touch on this need for specialized training through the creation of Veteran Response Teams. These teams are made up of specially trained officers who are able to de-escalate situations involving veterans in crisis and provide an opportunity to divert veterans toward appropriate treatment instead of arresting them. However, these response teams only exist in a few places and require further evaluation before widespread adoption can be recommended. Here, the Commission's final recommendation for a National Center on Veterans Justice is necessary to provide a venue for this evaluation to take place.

Our nation's veterans have sacrificed greatly for our security. Unfortunately, that sacrifice can leave a legacy of trauma that, if unaddressed, may lead to criminal and violent behavior. Veterans deserve our support and recognition and deserve access to services that can help them overcome the unique challenges that stem from their time in service. Law enforcement training

plays a key role in helping veterans get the treatment they need and are owed – treatment that benefits not just individuals, but public safety as well. The Commission looks forward to supporting the creation and implementation of that training for police officers across the country. ~

About the Authors

Olivia McLarnan – Policy Specialist

Prior to joining the Council on Criminal Justice (CCJ), Ms. McLarnan served as Policy Manager at Dream Corps JUSTICE. In that role, she focused on developing and implementing policy priorities and legislative strategy, crafting grassroots campaigns, and building coalitions with experts in state and federal jurisdictions to introduce and pass criminal justice legislation. She holds a Bachelor Degree in Political Science from the University of Oregon.

Aaron Rosenthal – Senior Research Specialist

Before joining CCJ, Mr. Rosenthal served as an Assistant Professor of Political Science at Simmons University. His research, focused at the intersection of criminal justice policy and American democracy, has been published in numerous academic journals and media outlets. He is also the author of the forthcoming book *The State You See: How Government Visibility Creates Political Distrust and Racial Inequality*. He holds a Ph.D. in Political Science from the University of Minnesota.

IADLEST's POST PORTAL

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

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

POST Portal

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

Instructional Development Webinars

IADLEST has created over 30 webinars to assist agency and academy instructors in developing training programs for law enforcement. Webinars are broadcast each month, with new content covering important topics for course development and presentation. Each webinar has been archived on the IADLEST website and is free to watch.

IADLEST
Standards & Training
International Association of Directors of Law Enforcement

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with
Michael Brave

Using an Evidence-Based Strategy to Improve Recruit Learning
with the
Academy Innovations Project Team

Delivering Open Source Intelligence Training
with
Chris Pierre

All from IADLEST

Designing Scenario-Based Practical Exercises
with Lon Bartel

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

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Unveiling the Art and Science of
De-Escalation Training in Law Enforcement

Michael Schlosser, Ph.D.

Introduction

De-escalation training has been an integral component of police training for over three decades, yet its significance and implementation have dramatically intensified in recent years. Triggered by high-profile incidents, such as the deaths of unarmed Black individuals—Michael Brown in Ferguson, Missouri, in 2014, Eric Garner in New York City the same year, and George Floyd in Minneapolis, Minnesota, in 2020, to name a few—a global spotlight was cast on issues of race, policing, and the use of force in the United States. The ensuing widespread protests and international outcry underscored an urgent need to revisit and reinforce de-escalation techniques within law enforcement.

In an era marked by heightened awareness of police–community interactions, the discourse surrounding de-escalation training has never been more pertinent. As confrontations become flashpoints, the ability to navigate tense situations without resorting to force is emerging as a critical skill for law enforcement and various professionals. However, de-escalation is not merely about tactics or scripted dialogues; it is a comprehensive philosophy that emphasizes empathy, understanding, and the intrinsic value of every human life.

This article delves into the multifaceted nature of de-escalation training and explores the practical steps involved and the overarching ideology driving its effectiveness. Drawing from various models, research studies, and real-world applications, we unravel the nuances of this approach and showcase its potential to transform conflicts and build bridges of trust within communities.

In a world where every interaction has the potential to escalate, understanding the art and science of de-escalation is paramount. In this article, we examine its principles and techniques, as well as its profound impact on society.

Verbal Judo: A Gold Standard in Tactical Communication

Over 25 years ago, Dr. George Thompson introduced the world of law enforcement to "verbal judo," a groundbreaking approach to tactical communication (Thompson & Jenkins, 2013). Built on real-world observations and field experiences, especially from seasoned officers he endearingly called "salty dogs," this method highlights empathy and respect. It provides an invaluable framework to diffuse tensions and navigate challenging scenarios.

Verbal judo's conceptual and theoretical relevance in modern policing cannot be overstated. Dr. Thompson's methodological approach involved meticulous observation of officers in action, extracting the best practices, and formulating a systematic approach. While the tactics are intuitive, their mastery requires consistent practice.

The Essence of Communication and Common Sense

Among the vast array of skills officers must acquire, proficiency in communicating effectively and deployment of common sense stand out as crucial. These soft skills can turn potentially volatile situations into constructive dialogues, ensuring safer outcomes for all parties involved. From influencing resistive individuals and negotiating hostage situations to seeking critical admissions or confessions, the power of words remains unparalleled.

Harnessing Respect and Empathy

Central to tactical communication are respect and empathy. It is essential to recognize that there are scenarios where "tactical respect" and "tactical empathy" need to be practiced. This means maintaining professionalism and strategic communication even when personal feelings are contrary to the situation at hand.

Effective tactical communication encompasses several key elements. First is the importance of effective phrasing. Phrases can significantly influence the trajectory of a situation. For instance, saying, "I understand your frustration, but..." can initiate a de-escalation process, while aggressive commands may escalate tensions. Additionally, tone and approach play pivotal roles in communication. A calm, understanding tone can be more effective in building trust than an aggressive or sarcastic one.

Moreover, officers must prioritize actions over words. While an individual might be verbalizing aggression, their actions may indicate compliance; thus, officers must discern between the two. Lastly, emotional mastery is critical. Mastering empathy and respect, especially in challenging situations, can be emotionally taxing. Acknowledging and addressing this "emotional labor" is crucial for officers' well-being.

Organizational Commitment to Tactical Empathy

Integrating tactical empathy requires not only individual officers' commitment but also the organization's. Departments must foster a culture that focuses on tactical communication, backed by regular training, evaluation, and resources to manage the emotional challenges it entails.

These principles underscore the indispensable role of effective communication, empathy, and respect in law enforcement, guiding officers toward safer and more constructive interactions with the communities they serve.

A Spectrum of De-escalation Initiatives

De-escalation training has witnessed a surge in popularity across various sectors. It has found its place not only within law enforcement agencies but also among healthcare providers, educators, and professionals who frequently interact with the public or specific populations. Besides the Verbal Judo Institute's well-known program, a range of initiatives has emerged to equip individuals with vital skills for conflict management and de-escalation.

One prominent option is Vistelar (2023), a distinguished consulting and training institute that addresses the entire spectrum of human conflict. Their specialized program, *Verbal Defense and Influence* stands out as a comprehensive approach to conflict management and de-escalation techniques. Vistelar's training prepares professionals to effectively navigate challenging situations.

Another noteworthy contributor to this field is the Crisis Prevention Institute (CPI) (2023), which provides comprehensive training in nonviolent crisis intervention across various sectors. The CPI program places a strong emphasis on early intervention strategies and non-physical methods for preventing or managing disruptive behavior. By accentuating prevention and non-aggressive intervention, CPI empowers professionals with essential tools for fostering safe environments.

Rite Academy (2023), on the other hand, offers respect, integrity, trust, and ethics (RITE) training, incorporating elements of de-escalation and emotional intelligence. Designed for law enforcement and other sectors, RITE training hones in on communication skills and ethical decision-making. This holistic approach enables professionals to build positive relationships and navigate complex interactions effectively.

The Dolan Consulting Group (2023) is yet another valuable resource specializing in providing training solutions for public service professionals, including law enforcement. Its conflict communication courses equip professionals with the skills needed to defuse tense situations and foster cooperation within their communities. By focusing on effective communication, the Dolan Consulting Group contributes to improved community relations and safety.

Furthermore, the Police Executive Research Forum (PERF) (2023) has developed Integrating Communications, Assessment, and Tactics (ICAT), a specialized training program designed for situations involving unarmed individuals or those armed with non-firearm weapons. ICAT brings to the fore preserving human life by provid-

ing law enforcement professionals with strategies to promote safety and minimize the use of force in complex scenarios.

Notably, many state and local law enforcement agencies have taken proactive steps by developing in-house de-escalation training programs or partnering with local mental health organizations. These collaborative efforts underline a commitment to enhancing de-escalation skills by ensuring that professionals across various sectors are well-prepared to navigate challenging situations with sensitivity, empathy, and effective communication.

The proliferation of de-escalation training initiatives across diverse sectors underscores a fundamental shift in the way conflict resolution and community engagement are being approached. These programs focus on effective communication, empathy, and respect in managing challenging situations. By equipping professionals with the skills to prioritize dialogue over confrontation, de-escalation training aligns seamlessly with a broader philosophy of community-centered policing and humane treatment.

De-escalation Training as a Pillar of Just and Harmonious Policing

The philosophies and recommendations surrounding de-escalation training extend far beyond a simple toolkit for managing conflict; they reflect a commitment to fostering trust, fairness, and safety within our communities. The adoption of a guardian mindset, rooted in protection, service, and valuing human life, finds synergy with de-escalation training's emphasis on preserving life and minimizing harm.

Furthermore, the principles of procedural justice reinforce the notion that how individuals are treated by authorities profoundly influences public perception and community–police relations. By integrating procedural justice principles with de-escalation training, law enforcement agencies and professionals can build bridges of trust, accountability, and transparency with the communities they serve.

These approaches converge in a vision of policing and human interaction where communication, empathy, and ethical decision-making take precedence. As we navigate the complexities of modern society, de-escalation training can guide us toward more compassionate, community-oriented, and effective

methods of resolving conflicts and treating all individuals with the dignity and respect they deserve. In this journey, the value of de-escalation training transcends its tactical applications, becoming a cornerstone in the foundation of a just and harmonious society.

Seminal studies have provided valuable insights into the positive effects of de-escalation training for law enforcement officers. The Memphis Crisis Intervention Team (CIT) program, detailed by Vickers (2000), has reduced the stigma surrounding mental illness, decreased perceptions of danger in mental health crisis calls, and increased officer involvement in such situations. This program has led to fewer injuries, a decline in the use of deadly force and restraints, lower arrest rates, and relief for an overburdened criminal justice system.

The International Association of Chiefs of Police's (Isaza et al., 2019) assessment of the ICAT training program revealed promising results, with officers reporting a positive view of the program. Surveys indicated considerable changes in officers' attitudes, particularly in interactions with citizens, especially those in crisis. Furthermore, research on the Seattle Police Department's CIT program showed that CIT-trained officers can effectively de-escalate situations involving individuals in mental health crises, leading to a substantial reduction in the use of force and arrests (United States Department of Justice, 2016).

In summary, these studies highlight the meaningful positive impact of de-escalation training, such as reducing use-of-force incidents, enhancing officer safety, and improving public perception, underscoring de-escalation training's critical role in promoting safer and more harmonious interactions.

Additionally, the "guardian" mindset, an approach to policing that prioritizes protection, community partnership, and valuing human life over confrontation, aligns closely with de-escalation training. This approach puts a spotlight on the importance of safeguarding individuals and building trust with the community, ideals shared by de-escalation training. The guardian mindset promotes patience, active listening, a holistic understanding of situations, and ongoing training to foster more compassionate and community-oriented policing when coupled with de-escalation training.

Conclusion

As we reflect on the evolution of policing, it is evident that the journey toward fostering trust and ensuring safety in police–community interactions is multifaceted. The significant events of the past years, particularly those involving unarmed Black individuals, served as catalysts for an intensified emphasis on de-escalation training and a transformative shift in policing ideology.

Esteemed institutions, such as PERF, IACP, and the President's Task Force on 21st Century Policing (2015), are at the forefront of this transformation. Their advocacy for the guardian mindset in law enforcement underscores a pivotal shift from a potentially adversarial "warrior" stance to one of protector and community partner. By championing procedural justice, these entities echo the call for fairness, transparency, and mutual respect.

However, the success of de-escalation techniques hinges not just on the methods and practices employed but more so on the underlying philosophy. This philosophy prioritizes human life and dignity and focuses on empathy, active listening, and mutual understanding.

As we move forward, we must recognize that the art of de-escalation is not only a set of skills to be mastered but also a profound commitment to building and sustaining trust. It is about acknowledging the shared humanity in every interaction and striving for resolutions that honor the dignity of all involved. ~

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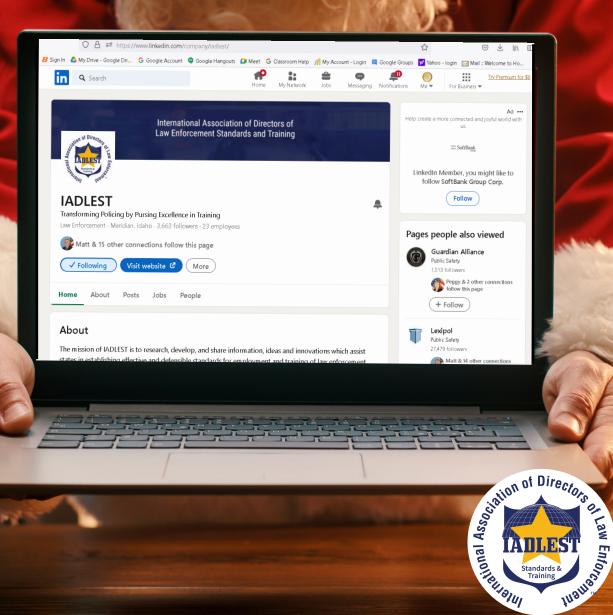
Dr. Michael Schlosser recently retired as the Director of the Police Training Institute (PTI) at the University of Illinois, after 20 years of service - nine years as an instructor and eleven years as Director. He holds a Master's Degree in Public Administration from Governor's State University, a Master's Degree in Legal Studies from the University of Illinois-Springfield, and a Doctorate in Education from the University of Illinois at Urbana-Champaign. He retired as a Lieutenant from the Rantoul Illinois Police Department after 20 years of service. During that time, he held positions as field training officer, field training supervisor, detective, juvenile officer, wellness director, control tactics instructor, and canine supervisor. When he became the director of PTI in 2012, he continued to teach the courses he was passionate about, including de-escalation training, arrest and control tactics, and police officer wellness.

Dr. Schlosser is credited for groundbreaking efforts toward police reform through implementation of innovative curricula for improving police practices. His overall emphasis is on de-escalation training, community policing, and intensive integrated scenario-based training.

Dr. Schlosser has made numerous radio and television appearances, and given over 200 presentations across the country on topics such as community policing, police tactics, police training, use of force, de-escalation techniques, control and arrest tactics, the intersection of police and race, diversity, police officer wellness, police family wellness, and various other topics related to American law enforcement.

Dr. Schlosser is owner of Law Enforcement Expert, Training, and Consulting (LEETAC, LLC), and can be reached at Michaelschlosser16@gmail.com or by phone at 217-778-8499.

IADLEST Social Media

Visit IADLEST on LinkedIn at :

https://www.linkedin.com/in/iadlest-directors-33b50710b/

Photo Contest Winners

During the Summer of 2023, IADLEST held a contest for photographs depicting Law Enforcement Standards and Training. There were two primary photo areas for submission of pictures: a Training Section and a Standards Section. IADLEST only received photographs for the Training Section.

There were 13 training categories in the contest. Photographs were submitted for twelve training categories. One category was eliminated due to the content received. We are proud to announce the winners from each of the 11 photo categories. The photographers who submitted winning photographs will receive a monetary award and recognition for their efforts.

The winning categories were:	Photographer
• Academy Graduation	Barbara Harrison, Kansas LETC
• Class Lecture	Barbara Harrison, Kansas LETC
• Defensive Tactics	Barbara Harrison, Kansas LETC
• Driver Training	Mitchel Jackson, Little Rock PD
• Firearms	Mitchel Jackson, Little Rock PD
• Inservice Training (Best Photo)	Barbara Harrison, Kansas LETC
• Physical Fitness	Mitchel Jackson, Little Rock PD
• Practical Scenario Training	Brittany Alston, North Carolina DOJ
• Recruits Swearing to the Code of Ethics - Oath	Barbara Harrison, Kansas LETC
• Supervisor with Recruit Officer	Mitchel Jackson, Little Rock PD
• Video Production	Shanine West, North Carolina DOJ

Training Lexicon

The vocabulary of a particular language, field of work or study, class, person, etc.

Job Task Analysis

Job Task Analysis is a statistical, systematic examination of the tasks performed in a job and the competencies required to perform them. It is a study of what workers do on the job, what competencies are necessary to do it, what resources are used in doing it, and the conditions under which it is done. A job task analysis is NOT an evaluation of the person currently performing the job. It provides a legally defensible description of essential job functions.

A job task analysis consists of three general steps: 1) tasks and competencies are collected; 2) subject matter experts (SMEs) rate the tasks and competencies; and 3) any low-rated tasks and/or competencies are dropped.

More Information: See the

https://www.opm.gov/policy-data-oversight/assessment-and-selection/job-analysis/

DACUM Process

DACUM is a process to define knowledge and skills necessary to perform a job. It is not a statistical analysis of job tasks. A DACUM process uses a qualified DACUM facilitator and a panel of five to nine workers in the occupation being analyzed. The panel members must be articulate, considered outstanding in their occupation, and possess highly developed technical knowledge and skills. The validity of DACUM is based on three premises: 1) expert workers can describe their jobs better than anyone else; 2) any job can be described in terms of the competencies or tasks that successful workers in that occupation perform; and 3) the specific knowledge, skills and attitudes required by workers to perform their tasks correctly can be defined.

Conjunctive Analysis

A tool to examine many factors or influencers simultaneously, and any causal relationships between the factors and how they interact to determine different outcomes.[1]

For a further discussion on how *Conjunctive Analysis* may apply to officer training, and how law enforcement trainers could use this tool in relation to the actions of officers and the training they have received, see page 43.

Reading and Resources from NIJ:

[1] Office of Justice Programs Communications Daily Digest Bulletin, Term of the Month, https://nij.ojp.gov/term-month

Other Resources:

- Assessing Risk of Terrorist Acts by Looking at Location Data and Demographic and Social Characteristics | Article
- The Conjunctive Analysis of Case Configurations: an Exploratory Method for Discrete Multivariate Analyses of Crime Data | Article
- Conjunctive Analysis of Case Configurations | Article

Quantitative v. Qualitative Research

Quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations.

Quantitative research is the opposite of qualitative research, which involves collecting and analyzing non-numerical data (e.g., audio, text, or video).
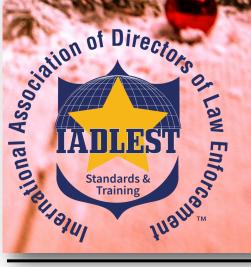
Quantitative	Qualitative
• Objective	• Subjective
• Used to test theories	• Used to develop theories
• Takes a narrow, specific approach	• Takes a broad, complex approach
• Answers "what" questions	• Answers "why" and "how" questions
• Explores statistical relationships	• Explores patterns and themes

https://www.scribbr.com/methodology/quantitative-research/

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Measuring the Effectiveness of Academy Training

Our Cover Story for this edition of IADLEST's *Standards & Training Director Magazine* has to do with one of the most important aspects of training: ensuring the training that POST agencies and academies produce for the law enforcement profession is meaningful, accurate, lawful, ethical, and meets the needs of our states and communities. We have included two articles over the next several pages that address training evaluation, and we hope you find both interesting and appropriate for your instructional development team.

Photo by Barbara Harrison
Kansas Law Enforcement
Training Center

Measuring the Effectiveness of Academy Training

There is a lot of discussion today about how to make law enforcement training more effective. Questions are being asked, surveys conducted, and programs are under development that have similar goals in mind—to make academy training better than it has been in the past. Is there a better method to teach basic police training? Is there a better course format or progression to teaching required topics? How can technology affect the way we teach officers in the future? IADLEST is currently involved in these discussions and has become a conduit for some progressive action. So, let's examine an idea surrounding these themes. Why and how do we measure the effectiveness of academy training?

Most law enforcement academies teach similar basic training topics in their program structure. Compulsory minimum training standards established by the state POST agency form the foundation of entry-level basic training. In general, most states require basic training topics that include similar titles, such as:

- Introduction to the Criminal Justice System
- Ethics
- Report Writing
- Constitutional Law
- Criminal Law
- First Aid
- Patrol Procedures
- Interpersonal Communications

- Managing Individuals with Abnormal Behavior
- First Aid
- Firearms
- Defensive Tactics
- Driver Training
- Physical Fitness & Wellness
- Officer Safety, and
- Practical Scenarios of Key Performance Measures.

The differences between state programs are in the learning objectives, method of instruction, training decorum, duration of each topic, use and type of training equipment within topics, the experience and competency of instruction, and non-mandated courses and training objectives included within each program.

The training we provide to our officers plays a pivotal role in the success of the law enforcement agency, and when it comes to training, it is not just about going through the motions and checking boxes. It is about creating a learning environment that fosters growth and development. It's providing effective training that goes beyond simply imparting information; it effectively engages officers in the topic, encourages critical thinking, and promotes active interactions and participation in course discussions, skills, and activities. That's learning.

It is essential for academies and employing agencies to take the time to analyze how officers are benefiting from the training they receive. Especially after completing their entry-level academy training. This is typically observed through a field training process, if the employing agency has an established field training program. However, not all departments have the resources and expertise to conduct a critical review of academy training due to staffing, workflow, tenure, and knowledge of training processes. The last item being the least important to many agencies because it's the state POST agency's or academy's area of concern.

Nevertheless, department administrators should give more attention to the training acquired by their newly hired personnel. They shouldn't assume that their officers have received adequate instruction because the new hire has graduated from a POST-approved or certified academy program, or that the training received during inservice classes has provided the intended instruction to make one officer qualified to handle special situations that others in the department may not have been trained to carry out.

At a minimum, agency administrators should look at the credentials of the training staff. As one of their various responsibilities, academies and POST agencies need staff with specialized experience and knowledge not only in curriculum development, but also in the area of training

evaluation. Unfortunately, some do not, due to a lack of staffing or the limited tenure of their training personnel.

If you're in question of this, undertake an examination of the personnel employed by your POST or academy and their job responsibilities. How many have more than five years of experience working in training? What are their areas of influence? Are there specific personnel devoted to curriculum design, development, and evaluation of training? What measurements are gathered to analyze the effectiveness of the training provided? Do test questions provide an adequate assessment of goals and objectives taught? These are hard questions to ask because we all hope that our efforts to produce qualified officers are not being affected by a lack of staffing or funding provided to our training institutions.

> In today's litigious atmosphere, becoming aware of how to measure training effectiveness is becoming more important for all managers in law enforcement.

Why do we measure training effectiveness?

In today's litigious atmosphere, becoming aware of how to measure training effectiveness is becoming more important for all managers in law enforcement. We need assurance that the high liability skills and other essential training topics taught in academies are meeting their intended goals. Measuring training effectiveness allows academies and agencies to evaluate the impact of their instructional investment and to make informed decisions about future basic and continuous training initiatives.

Whether we're focused on basic academy or inservice training, to gauge program effectiveness, we need to measure how well training courses meet their designed objectives. This is imperative to the success of our programs and the reputation of our instructional staff.

Measuring training effectiveness includes what recruits and veteran officers learn and how they apply it in the workplace. It provides valuable insight into the impact of training programs, and it allows organizations to identify areas of improvement, assess the return on their training investment,[1] and determine where to appropriately allocate their limited training resources.

Basic academy training has set goals and objectives for each topic the state requires an officer to know. These requirements are minimum compulsory training standards. They're not necessarily everything an officer needs to know when they begin their field duties. That means there will be some events that arise that a new officer may not be prepared to handle. We hope their academy training and field training have prepared them for most events, but we also know that there are always unusual events that occur that even veteran officers find challenging to address. The limited training new officers receive needs to be effective.

In furtherance of basic training, academies and departments provide officers with continuous training, offering specialized topics, yearly refresher retraining of critical skills, legislative updates, leadership and supervision, and other new or advanced topics not taught within the basic training curricula. These topics equip officers with advanced competencies to thrive in their careers and meet professional demands or interests. They empower officers to perform their tasks more effectively and develop specialized abilities to be used in their work. It's expected that after officers receive this training, they'll have the necessary skills and knowledge to deliver a higher level of service for the public, which is what we hope for those we train. Evaluation of training can help provide the assurance that training meets these goals.

Another reason to measure training is to provide "*transparency*" about how the government uses its public funds responsibly and to what end. POST and training academy directors often need to justify their budgets and understand the outcomes of their training efforts. Instituting a strategic process that will provide constituents and the public with an understanding of law enforcement training, is beneficial to that public service. Developing good data-driven decision-making assets is one way to ensure transparency in the training process. Metrics that effectively assess your training programs can provide the data needed to improve decision-making. Supported by accurate numbers, your training efforts, viewed through learning metrics, will help you and training oversight bodies to determine the strengths or weaknesses of training programs supporting public services. Accurate metrics show things as they are. Metrics remove personal bias. They prevent decisions from being made based on anecdotal evidence from others in the field. More importantly, good metrics validate the learning and development process.[2]

Viewed in another light, metrics could link officer performance to crime prevention or the crimes officers must respond to and investigate.

How do we measure training effectiveness?

Deciding on how to measure the effectiveness of officer training can be one of the crucial factors in determining whether your training is deemed to be effective or not.

> It's not all numbers, but the metrics we collect on students and training courses will tell us a lot about program effectiveness.

Measuring officer training is not precisely like measuring the training given to an industrial line worker or office staff. Law enforcement officers rarely find themselves doing the same thing the same way in a set manner or with the same type of people. Each situation that an officer finds themselves in is different. Success for an officer primarily lies in finding a satisfactory solution to challenging events, like saving lives, protecting property, catching those involved in wrongdoing (criminals), and being able to adequately support the justice system. Every situation an officer handles carries with it some variable of decision-making that can affect other peoples' lives, prosperity, or freedom. Other variables include the moral challenges and those society expects an officer to manage for the public good, and there are the expectations for officers to be honest and impartial in performing their work, unbiased, and unaffected by the harm perpetrators do to others.

How we measure and what we measure can have profound effects on the results that we end up with. Not every item we can measure is useful as a training metric. Not every process we use to gather information provides an accurate picture of training sufficiency. Also,

not every known training evaluation methodology is suitable for measuring law enforcement training. These are all issues to explore.

Essential metrics for training effectiveness

Knowledge of metrics is fundamental to evaluating training. The effectiveness of training must measure what officers learn against how it is applied in their work. These metrics provide quantifiable data to understand the impact of the training program. They either drive performance improvement and awareness of success, or they identify the need for further training or identify gaps in training.[3]

Basic law enforcement academy training

There is very little that is learned in the basic training academy that the recruit will not need to know about during their first year of police service. It may not be everything that was taught, but components of every topic will be experienced on the street.

As noted on page 31, the state requirements for basic law enforcement academy training include similar foundational topics nationwide. There are variables to these requirements, but the majority of learning touches on the same basic course themes. One source of metrics found in every POST nationwide that we've already addressed are the compulsory training goals and accompanying training objectives that guide the law enforcement basic training process. Whether they're called performance goals and performance objectives, terminal learning objectives and enabling learning objectives, or referred to by other terminology, these requirements forge the minimum state training standards for the law enforcement profession in that state. These goals and objectives are primary metrics for evaluating training.

Basic academy training produces a lot of material that can be gleaned and evaluated. Written examinations, tabletop exercises, practical scenarios, writing exercises, ethics standards, and technical skills are just a few items to be mined for metrics, as they are the primary criteria for collecting training metrics in the academy setting. Academies just need to develop their method for collecting and analyzing the information, and then put it into a presentable format that will be easy to understand and evaluate.

Course Training Goals

All training programs that officers attend should be built

upon best practices in training design and development. No matter if the training is regulated by the POST agency or developed by a local instructor or training vendor, it's important to have clearly defined course training goals and objectives for each training session.

"Training goals create purpose and targets for learning and development initiatives, as well as determine the criteria by which to measure training effectiveness." [4] They should be documented in student lesson materials so participants understand them and can know whether the goals and objectives were met during the program. This is a best practice that all law enforcement academies should adhere to.

At the beginning of class, instructors should identify the goals or objectives that will be addressed during the session. They should challenge students to question the instructor at the end of the lesson topic if they believe specific goals or objectives were not taught during the class period. Academies should require instructors to identify any goals or objectives not taught during the assigned class to have them taught later, before any testing on the subject.

Other relevant metrics

Other standard metrics for evaluation use include performance indicators (such as performance levels), student surveys, peer evaluations, student satisfaction ratings, supervisory logs, written tests, and practical scenario scores. Additionally, departments can measure the acquisition of specific skills and knowledge through the field training process, post-training assessments, and interviewing.

Whatever training metrics are determined relevant, one needs to consider that initial learning, over time, will diminish, and students will lose the knowledge once taught to them if it is not continuously reinforced (ref. the *Ebbinghaus Forgetting Curve*).[5]

Metrics collected for website dashboards and annual reports

Almost all training managers collect metrics about their training. POST or academy annual reports generally display a similar set of training metrics for their governing bodies. The number of students trained during the year, the number and types of basic training sessions, the

number and titles of inservice training courses, possibly the names of agencies participating in our training, the number of training records held by the organization, number of instructors certified, officers certified, officers decertified/revoked, etc. Many of these are collected for council meetings and the annual reporting process.

Some training agencies include a metric dashboard on their website, providing an ongoing picture of the learning metrics collected and their various evaluation points.

Interpreting metrics for actionable insights

Moving beyond data collection, the interpretation of metrics is crucial for deriving actionable insights. By analyzing the data, organizations can identify patterns, trends, and areas that require improvement and even the cause and effect of a training failure.[6]

This process enables organizations to make informed decisions and adjust their training programs, enhancing overall effectiveness.[7] In the POST or academy, this is the job of the immediate training supervisor to coordinate with curriculum development personnel. At the employing agency level, it is a job for the officers overseeing field training and an officer's immediate supervisor to collect and analyze.

Evaluation techniques in general

There are various evaluation techniques available to organizations that measure training. By employing multiple evaluation methods, organizations can better understand the impact of their training initiatives.

Assessing initial knowledge prior to academy training

Many states allow new officers to work the streets as officers before attending their state-required basic training course. Some officers spend as much as one year working on the streets before entering basic academy training. This gives the officer a learning advantage over

those training recruits who enter the academy within a few days of being hired. This learning advantage may skew the overall class evaluation metrics. Still, we can account for this learning advantage by conducting pre- and post-training assessments to determine levels of student improvement.

Lesson reviews, scenario debriefings, feedback, and surveys: A qualitative approach during training

During academy training, feedback and surveys can provide qualitative insights into the effectiveness of training programs. By soliciting feedback from officers and trainers, we can identify areas of improvement and gain a better understanding of the impact of the training. Debriefing discussions after individual practical scenario exercise events always provide insight into what went right or what could have been better. Capturing the debriefing discussion should be encouraged so the training supervisor can record the relevant issues from the discussion. Surveys can capture recruits' perceptions, satisfaction levels, and suggestions for improvement. Survey design, however, must be carefully thought out so as to acquire useful feedback. All of these methods can provide worthwhile metrics.

Analyzing Test and Other Scored Learning: A post-training quantitative approach

All training academies conduct testing of their recruits. Whether done weekly, by topic section, midway through a course, or in some other manner, the results are a training evaluation metric tool in themselves. Most academies also provide an end-of-course final examination to gauge the retention and overall competencies learned. At the end of the academy program, many POST agencies conduct a state certification examination as the final process toward recruits becoming state-certified officers.

Each test measures vital information to be captured and evaluated. This may seem evident to all training staff, but how the test data can be used may not be as apparent. It's a powerful learning tool if done right. Research in cognitive science and psychology concludes that testing is an exceptional learning method. It can "calibrate our judgments of what we have learned," "build better proficiency," facilitate "better transfer of knowledge to new contexts and problems," and improve the "ability to retain and retrieve material that is related but not assessed;" "testing interrupts forgetting."[8]

To collect and collate test results efficiently, there are several software products available that will provide academies and agencies with excellent test metric information that can be analyzed for reporting purposes. But that's a discussion for another edition of this magazine.

Field Training: A qualitative and quantitative approach

Field training bridges the gap between the theoretical emphasis of the police academy and the practical application of policing that occurs on the streets. It demands the gathering of daily information on recent academy graduates' understanding of job responsibilities and policing methods, and the FTO process can be quite effective as an evaluation tool.

For example, if the new officer were to make what the FTO believed was a mistake in a field situation or problem, it would be a unique time to sit down with the officer and discuss what the FTO observed against what the new officer was taught in his/her basic academy training. This type of review process could be a significant opportunity for both the officer and the academy to either validate academy training or determine if changes in learning might need to occur. It could act as a good refresher for the officer if the FTO finds the academy training was not followed by the officer, or it could lead to a necessary revision in the academy's course lesson plan or the learning methodology. The application of an FTO information-sharing process could develop into a win-win situation for both the academy, the officer, and the officer's employing agency. This would take some coordination, but the value-added benefit to the training evaluation process would be immense.

An FTO information-sharing review process has other benefits. The most relevant would be establishing a good communication connection between the academy training staff and department field training staff. It

would also be beneficial for those POSTs that are a regulatory agency without an academy, to learn from their certified or approved academies what training goals and objectives may be in need of revision. Establishing bi-annual communication meetings between POST agencies, academies, and FTO personnel that delve deep into compulsory training requirements could drive the need for better training evaluation methods. It should be a first step toward improving training effectiveness. These collaborative meetings could expand the number of staff involved in gathering and analyzing metrics, as well as designing and developing better training and instructional methodologies.

Most FTO programs provide written information (qualitative) and numerical data (quantitative) on the recruit's training performance. Documentation is reported in a Daily Observation Report (DOR). The DOR reports the primary tasks for each tour of duty. These tasks and their associated activities are rated on a Likert (numerical) scale, some 1 to 7, some 1 to 10, or anywhere in between. In many cases, the ratings also include written information, allowing the officer to know how they have performed. Done well, this documentation is rich in information for those conducting academy training evaluations.

Although field training also includes training that is related to department policies and procedures, a *best-practice* field training process will identify training learned and individual training gaps within the basic academy curriculum. The National Association of Field Training Officers (NAFTO)[9] is a great resource for learning more about field training criteria. The COPS Office published material on the PTO process, which can be found on their online Resource Center.[10]

IADLEST International and National Instructor

In 2018, in an attempt to bring attention to quality instructors within our law enforcement profession, IADLEST established its Instructor Certification Program.

Since then, hundreds of officers, and those in training academies, criminal justice agencies, academics and private training organization shave applied for and received certification as IADLEST Certified Instructors.

IADLEST offers two types of instructor certifications, the National Certified Instructor and the International Certified Instructor. The National certification is mainly for instructors who teach within the United States. The International certification is focused on all instructors that teach law enforcement officers in countries outside the United States. It is also useful for those instructors from the United States that teach in foreign countries as part of U.S. Department of Justice, U.S. Department of State, U.N. missions, or other assignments where the credibility of instructor qualifications are paramount to securing appointments or recognition of international partner countries. For more information about these certifications, see our webpage. **CLICK HERE**

Common Obstacles in Measuring Training Effectiveness After the Academy

There are potential factors that can hinder acquiring accurate training measurements. However, creating a formal strategy for analyzing training effectiveness will help to eliminate wasting time and effort assessing information that might be useless to consider. Obstacles may include the following:

- Time will always be the primary impediment to having a good training evaluation process. Staffing of POSTs and academies is usually a delicate issue and limited in functional resources. A robust training evaluation process of training is time-demanding. In discussions with colleagues, most have indicated that other demands always get in the way of analyzing anything that is not inside the basic curriculum. As it is, there is rarely enough time to get the training demanded to those who need a particular course presented. You can stabilize the topics for the basic academy program once you are confident the lesson plans have been developed properly. Though, they will often need some attention after each training session.

- Failing to pre-determine your evaluation process is another factor that impairs the training evaluation process. If you don't have a process in mind, or you continue to try different evaluation methods, you'll waste a lot of time.

- Limited resources for collecting information and data are important obstacles to overcome. Some POSTs and academies may have staff experienced in statistical data interpretation, but most probably do not. Acquiring assistance from local universities or colleges as a student assistance project may be one way to overcome the lack of staff expertise or resources.

- Resistance from managers, staff, and officers after their academy experience. To overcome this challenge, buy-in from agency administrators (Sheriffs, Chiefs of Police, or others) is necessary. POST agencies and academies can influence their state's law enforcement leaders by elevating the evaluation process as a risk management tool necessary for ensuring that proper training is being provided to subordinate officers.

Useful Models to Evaluate Training Effectiveness

Following are two proven evaluation models that can provide training institutions with competent information about the state of training they provide to law enforcement agencies.

1. **The Kirkpatrick Model** [11]

The Kirkpatrick Model is one of the most widely used tools for evaluating training effectiveness, and it's often the first tool evaluators utilize. The model consists of four levels (as depicted in the graphic below), and each can be measured through the methods discussed in the following items.

- **Reaction** – this can be revealed through surveys, questionnaires, or interviews.

- **Learning** – the knowledge or skills acquired during the training through test scores or changes in performance metrics.

- **Behavior** – applies to newly-gained knowledge discovered through the field training process (FTO), self-assessed feedback, post-academy interviews or questionnaires, or employee performance metrics.

- **Results** – tangible outcomes of the training, such as quality of work or employee retention.

Level 1: Reaction
The degree to which participants find the training favorable, engaging, and relevant to their jobs

Level 2: Learning
The degree to which participants acquire the intended knowledge, skills, attitude, confidence, and commitment based on their participation in the training

Level 3: Behavior
The degree to which participants apply what they learned during training when they are back on the job

Level 4: Results
The degree to which targeted outcomes occur as a result of the training and the support and accountability package

From the COPS Office and IADLEST

New

Recruits' ability to learn and retain material presented during and after basic police academy is a genuine concern for academy directors, police administrators, recruits, officers, and the community. Because much information is delivered relatively quickly, police training professionals must understand and employ instructional delivery methodologies that help recruits learn and retain information. This report describes the results of the Academy Innovations project, a COPS Office–supported initiative aimed at studying ways to improve the methodology for delivering basic police training content. Led by the International Association of Directors of Law Enforcement Standards and Training (IADLEST), the project conducted a randomized controlled trial (RCT) in five U.S. police academies to determine if students who participated in an in-person or online integrated curriculum performed better than those who participated in a traditional in-person or online lecture. The report briefly reviews the literature on integrated curricula and retention intervals, discusses implications for the field, and provides eight best practices to guide the implementation of integrated curriculum elements in the police academy.
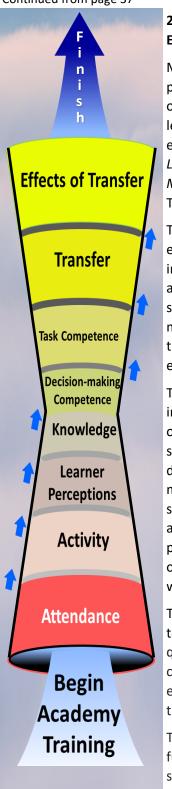
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Improving Learning Outcomes in Police Academy Training

Dianne Beer-Maxwell, Jon Blum, Timothy Bonadies, Jessica Herbert, and Peggy Schaefer

COPS
Community Oriented Policing Services
U.S. Department of Justice

IADLEST

F i n i s h

Effects of Transfer

Transfer

Task Competence

Decision-making Competence

Knowledge

Learner Perceptions

Activity

Attendance

Begin Academy Training

2. Learning-transfer Evaluation Model (LTEM) [12]

Most basic academy training programs, whether knowingly or not, pretty well follow at least one method of training evaluation, which is titled the *Learning-transfer Evaluation Model,* developed by Mr. Will Thalheimer, Ph.D.[13]

To most of us involved in law enforcement academy training, this model of evaluation appears to have somewhat standard progressions. But we may not have viewed all of them as part of a learning evaluation process.

Thalheimer divided his model into eight (8) specific phases of learning. Unless you have studied training development, design, and evaluation, you may not have considered the structure of the way POSTs and academies do things as part of an evaluation model, or as worthy of defining what we do in metrics.

Thalheimer's model is made to apply both quantitative and qualitative evaluation concepts that can be implemented during different phases of the learning process.

The model has the ability to furnish well-founded conclusions using existing training academy methodologies.

In the diagram above (bottom to top), the eight stages of the Learning-transfer Evaluation Model are identified.

The model is designed to be relevant to all learning methods, including classroom learning, e-learning, mobile learning, workplace learning, and self-study learning. It has been structured in the context of a general process for academy training. Each level going up the diagram depicts a more complex measurement of the learning process.

To define how these measurements may be used to determine metrics that can be gathered and presented to show learning transfer, consider the information below.[14] Beginning from the bottom of the graphic:

1. **Attendance** – The new recruits are assigned to attend an academy course. The learner enrolls, starts, participates in, or completes a learning opportunity. The learning evaluation metrics of success are:

- The course completion rate of the training program, and
- Average learning time.

2. **Activity or Engagement** – Recruit's interest, attention, and participation in activities related to learning. The learning metrics of success are:

- The time spent on a text lesson.
- Are videos fast-forwarded or watched in full?
- Are questions asked (in-person training)?

3. **Learner Perceptions or Evaluation** – Motivation to apply the knowledge and learner evaluation on whether the course was helpful (learning effectiveness) or whether the course was liked (not an indicator of effectiveness).

- The learning evaluation metrics of success are provided by survey sheet or Likert rating scale or stars: (1-10 point rating or 0-5-stars).

4. **Knowledge** – Expertise learned or acquired. The learner answers questions that are content-related. The learning evaluation metrics of success are:

- The learner answers questions through written or verbal testing, quizzes, or other evaluated writing (reports, crime or accident investigation drawings, or completion of mathematical equations).

5. **Decision-making Competence** – Utilizing knowledge within realistic scenarios, the learner applies knowledge to make decisions. The learning evaluation metrics of success are:

- Multiple choice tests or open questions with a free text field.
- Practical scenarios that require the learner to make choices between actions to be taken.

6. **Task Competence** – The learner solves realistic tasks, remembering relevant knowledge or skills for a given situation. The learning evaluation metric of success is:

- Homework or casework related to the course.

7. **Transfer** – applying knowledge competencies, either with assistance or independently, during their work routine. The learning evaluation metrics of success are:

- Observation by a supervisor, field training officer (FTO), colleagues, or through 360-degree feedback.
- Self-assessment, and
- Quantitative survey on the learning program or as part of a regular employee survey.

8. **Effects of Transfer** – evaluating the impact of knowledge transfer; the application of the new competencies has a positive effect on the learner's work or work environment. The learning evaluation metrics of success are:

- Observation by a supervisor, field training officer (FTO), colleagues, or through 360-degree feedback.
- Self-assessment
- Quantitative survey on the learning program or as part of a regular employee survey.[15]

You can learn more about Mr. Thalheimer's thoughts on training evaluation by going to IADLEST's Instructor Development webpage and viewing the webinar entitled "The Learning Transfer Evaluation Model.[16]

Conclusion

For POST and academy directors, it is essential to create and maintain a suitable training evaluation process that verifies your training meets the expectations anticipated by the law, regulation, administrative rule, or other requirements. This article has provided several thoughts about practical "best practice" considerations when assessing the value of your basic academy or inservice training programs. Evaluation is a continuous process that needs serious dedication to ensure our law enforcement officers receive quality instruction to perform their essential service to the public.

Evaluating training is all about collecting data, whether in numerical form, in writing, by surveys, testing, debriefings, or some other method. It will be time-consuming, but the benefits to your training program can outweigh the effort that is expended to gather the data.

To conclude, knowing what is working and what is not is always crucial in training. Measuring training effectiveness should enable the officers you train to feel supported and more confident at work. Measuring the relevance and effectiveness of your training and acting accordingly will set you and your training program up for success. ~

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Photographs on pages 33, 34, 35, and 36 acquired through Vecteezy.

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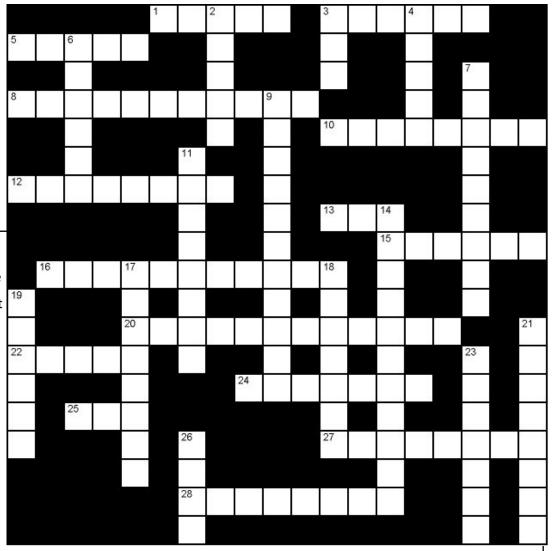
December 2023 Crossword Puzzle

Most answers are taken from articles inside this magazine.

ACROSS:

1. Training _____ create purpose and targets for learning and development initiatives. (5)

3. Praise _____, speak softly. (6)

5. The Learning-Transfer Evaluation Model has _____ specific phases of learning. (5)

8. A widely used model for evaluating training effectiveness. (11)

10. Introduced *Verbal Judo* as a form of tactical communication. (8)

12. Attendance at training courses should be _____. (8)

13. Acronym for IADLEST's decertification platform. (3)

15. IADLEST web portal with training articles and lesson plans (acronym). (6)

16. All training should incorporate Learning _____. (11)

20. Law enforcement officers take an oath to uphold the _____. (12)

22. City in Idaho where IADLEST's office is located. (5)

24. Knowledge of _____ is fundamental to evaluation training. (7)

25. Acronym for field training officer. (3)

27. The U.S. Virgin Islands is part of IADLEST's _____ Region. (8)

28. Type of IADLEST instructor certification. (8)

DOWN:

2. President of IADLEST. (5)

3. Let the _____ takes its course. (3)

4. A non-statistical analysis of job related tasks to define knowledge and skills necessary to perform a job. (5)

6. He manages the National Certification Program. (6)

7. A method of graphically depicting training statistics using a website platform. (9)

9. A type of analysis that uses a multivariate distribution that can be used for evaluation of training. (11)

11. The Council on Criminal Justice Commission seeks alternatives to incarceration for _____. (8)

14. _____ reaction is looking for the best option at the time. (9)

17. An IADLEST social media platform. (8)

18. System that allows law enforcement agencies to independently verify a veteran's status. (7)

19. The combined number of states and territories that make up the IADLEST Western Region. (6)

21. Continuing professional development is offered through IADLEST _____. (8)

23. The city where the 2024 IADLEST Conference will be held. (7)

26. The month the 2024 IADLEST Conference will be held. (4)

Answers are found on page 48

Conjunctive Analysis of Officer Training

A Look at Another Method to Evaluate Training: A Brief Description of Association to Conduct Conjunctive Analysis

By William Flink

"Conjunctive analysis is more of an exploratory technique examining fundamentally important categorical sets. Or in other words, you search through a database of cases that have many categories to find 'interesting' patterns."[1]

So, how might we use conjunctive analysis to further develop quality training for law enforcement officers? It is probably easier to see an example than to describe it. See the example below.

Badge #	Incident	Academy Session #	Instructor for Topic	FTO	Subsequent Training on Topic	Citizen Complaint Made	Supervisor/ FTO Initiated Action	Complaint Justified	Prior Complaint
313	Communication	160	Hanson	Briggs	0	0	1	1	0
279	Use of Force	159	Pierson	Johnson	0	1	0	0	0
222	Report Writing	155	Smith	Croft	1	0	1	1	0
346	Communication	160	Hanson	Jones	0	1	0	1	0
159	Communication	132	Carter	Jamison	0	1	0	1	1
263	Use of Force	158	Pierson	Lynch	1	1	0	1	0
317	Driving	160	Shaw	Barber	0	0	1	1	0
278	Search & Seizure	159	Rayburn	Powers	0	1	0	1	0
353	Communication	160	Hanson	Powers	0	0	1	1	0
141	Use of Force	132	Pierson	Adams	1	1	0	1	1
128	Use of Force	131	Pierson	Lynch	1	1	0	0	1
301	Traffic Enforcmt.	160	Micha	Thomas	0	0	1	1	0
300	Use of Force	160	Pierson	Croft	0	1	1	1	1
333	Communication	160	Hanson	Lynch	1	1	1	1	0
286	Report Writing	159	Wyatt	Jones	0	1	0	1	0
79	Traffic Enforcmt.	121	Wyatt	Myers	1	1	0	0	1
328	Communication	159	Hanson	Briggs	1	0	1	1	1

Example 1

The example above could go further by adding columns for other relevant concerns, such as the gender of the complainant, training remediation, discipline, academy training information, etc. The depth of any analysis is dependent upon the belief that further inspection of training's impact on the rate of complaints has an effect on officer performance and retention. Additionally, there is the ability to derive statistical data from the analysis to correlate the potential for reoccurrence or other applicable learning risk variables.

Using conjunctive analysis for training evaluation is not an implausible idea. Conjunctive analysis has been used for years in several law enforcement studies to analyze police investigative data, the reoccurrence of crime, and conviction rates of criminals.

"Most quantitative research begins with a preliminary, exploratory analysis of the data." They use a single variable (univariate) or two variables (bivariate) to determine relationships. "The major value of these preliminary explorations is that they help identify particular problems … that may affect descriptive summaries of the observed results and subsequent analyses of the data."[2]

However, if we're evaluating the effectiveness of training on operational activities in the field, the analysis must study more than one single factor. It should be a comprehensive review, providing analysis of all imagina-

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[1] Wheeler, A. P., *Using Association Rules to Conduct Conjunctive Analysis* (2020). Blog, https://andrewpwheeler.com/2020/ 06/12/using-association-rules-to-conduct-conjunctive-analysis/

[2] Miethe, T. D., Hart, T. C., & Regoeczi, W. C. (2008). The conjunctive analysis of case configurations: An exploratory method for discrete multivariate analyses of crime data. *Journal of Quantitative Criminology, 24(2), 227-241*.

able but reasonable variables (learning risk modeling).

Success in training is rarely analyzed unless it resulted from a significant life-saving event. It's more likely that an evaluation of training is initiated when an operational deficiency occurs. Field activities that result in condemnation or criticism can often be traced back to a causal effect that led to the action. More than one source could form the root of the problem, and resolving only one apparent source could constrain the ability of the department or academy to avoid similar operational events in the future.

So, what is suggested in this discussion is using multiple variables (a multivariate distribution as depicted in *Example 1*) to show potential relationships that could indicate a cause of action to review and revise training or to prove satisfaction with your training program. Each category or column becomes a variable that may reveal the overall conclusion of the analysis.

In *Example 1*, we see five officers who attended Sessions 159 and 160 that had difficulty with Communications after their academy training. Hanson was the instructor for both sessions. Three of the five occurrences had action initiated by the Field Training Officer (FTO), three from citizen complaints (with one also involving the FTO). Questions that could be asked might include (1) what exactly was the communication issue displayed by the officer (this question could lead to creating another category variable); (2) was the complaint a result of the material taught in the communications lesson plan; (3) did instructor's student evaluations reflect a potential problem related to the communication issues; (4) did each complaint occurrence involve similar communication deficiencies; (5) do preventative remedies need to be added to the lesson material to avoid causing future complaints; (6) if what caused the complaint was in the lesson plan, did the instructor teach the lesson material to the students; or, finally, were the deficiencies the result of something other than a basic academy lesson mandate? That's where we can look at other department-related matters to initiate a correction, those which may have influenced the complaint action by citizens or FTOs.

The analysis can be categorized in many ways, depending upon the criteria collected for selection and the supposition that is driving the study. For instance, we can look at two plausible scenarios. One, the academy may wish to take preventative action and analyze its training as a preventative post-academy measure by reviewing all comments contained within FTO records of recruit activities in the field setting at the end of their FTO experience; or two, conversely, an FTO may want to understand the recruit's success or struggles in the academy-setting to identify points where the FTO can provide further instruction and operational assessment. This could be analyzed by conducting a conjunctive analysis of the recruit's academy records and session training logs. The establishment of either process could benefit the overall training process.

Academies conduct a similar analysis in their post-test assessment of material learned or not learned when reviewing basic academy test questions missed during each academic written examination. They consider the number of recruits that answered the question correctly and incorrectly, the number of responses to each incorrect answer in the question, the information included in the lesson plan that would render a correct response if taught and understood, and the percentage of students that missed each question. Whether taught or not, if a large percent of the students missed specific questions (generally 50% or more), the analysis reveals areas of study that require review with recruits or re-teaching the objective to ensure understanding of the tested concept. This type of question analysis also allows the academy staff to take a second look at the wording of test questions and correct answers, ensuring they provide a proper description of the objective being tested.

However, the effects of training on officer performance can be strengthened, swayed, or diluted by influences well beyond the academy or FTO setting. A primary influence is the state POST agency that establishes the mandated "minimum training standards" for law enforcement officers within the state's jurisdiction. In most instances, POSTs do this well by establishing the goals and objectives to be learned and model lesson plans that meet the learning criteria. Sometimes, POSTs have to play catch-up with emerging issues, depending on governmental processes in amending statutory law or administrative rulemaking. Nevertheless, POST agencies and their Commissions, Boards, or Councils are known to monitor trends affecting professionalism and service to the public and address these trends by creating new standards or training modifications in the basic or inservice modalities.

The academy can affect the recruit's perception of law enforcement through its environment, instructional methodologies, training atmosphere, recruit inter-actions, instructor competence, and supervisor atti-tudes. With emphasis on collegiate versus military-like stress academy environments—being one of the more deliberated dynamics alleged to form a recruit's acuity toward community empathy—there is little thought being given to the influences that academy training has little to no effect upon, such as the recruit's frame of reference or background before becoming an officer.

Other training influences occur after basic training, with the most prominent being the Field Training Officer (FTO). The FTO becomes the first influence of the department's environment, processes, culture, management's interaction with officers, focus on public attitudes of law enforcement, etc. FTOs are a significant part of the initial training process for new officers. Recruits have been taught the basic topics of ethics, constitutional and criminal law, patrol, handling the mentally ill, traffic, interpersonal communication, the use of force, investigation, and domestic disputes, among others, that the state provides as minimum standards for the academy. The FTOs take the results of what the academies have begun, and mold that training into the department's processes for implementing protection and service to the public.

The FTO's training, experience, competence, and attitude toward the training process are critical to developing good officers. FTOs need to receive training before being assigned to this important task. This is a preventative action to instill proper conduct and baseline information on FTO processes in adult learning.

As training administrators and instructors, we occasion-ally hear about an FTO saying to a new recruit something like, "Forget what you've learned at the academy. I'm going to teach you how to really be a cop on the street." New recruits do not need to hear such talk, and well-trained FTOs know better than to make those statements. But it occurs, and these statements can also influence the recruits' actions and perceptions.

Additional variables that could influence the officer's training or performance might include the officer's interactions with criminals on the street, frequ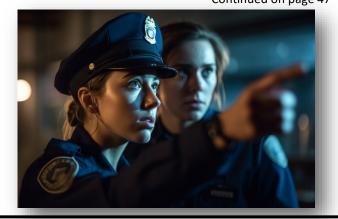ency of contact with criminals, any inter-department biases regarding the public, close friends, family, and social alienation, to mention a few. These variables cannot be controlled by training, and trying to include them in a conjunctive analysis of training would not likely produce any productive results.

It's the department's role to influence training and field operations. Departments need to ensure they embrace their academy training by researching and evaluating the factors that can influence the training process. By doing so, command officers can demonstrate confid-ence in the academy staff and cadre of instructors' ability to provide proper instruction. If concerns are uncovered during the process, the academy staff can take the necessary action to incorporate remedial training to negate potential harm and bring aware-ness to all officers who may need to have their training updated.

The suggestion to employ conjunctive analysis in the evaluation of training could ease an administrator's job when res-ponding to citizen concerns. By being able to relay statistical information regarding training review and delivery on topics that the public may be challenging, the administrator can demonstrate the department's commitment to providing proper training oversight into the responsi-bilities officers have toward the citizens they serve.

Our past law enforcement history has demonstrated the significance of knowing about the effectiveness of academy training and departmental influences. Several instances since the 1970s have created public concern about the methods law enforcement uses in providing communities with law enforcement services. Not to say the departments involved were wrong, but the questions raised by the communities, civil rights advocates, and others over time were serious and worthy of an in-depth review.

From the COPS Office

New

Use of force by law enforcement officers is a subject of great public interest as well as critical importance to law enforcement agencies. The Office of Community Oriented Policing Services (COPS Office), collaborated with the Rochester (New York) Police Department (RPD) and the Rochester Institute of Technology (RIT) to study the RPD's use of force incidents.

This project's primary goal was to help the public achieve a greater understanding of police use of force incidents. Law enforcement agencies do not typically share data on police use of force. This vacuum is increasingly filled by viral videos of police officers using force in atypical and sometimes criminal circumstances. By sharing an anonymized dataset of use of force incidents, agencies can help the public get a better understanding of police use of force incidents without compromising privacy interests and put the data in context to prevent the misinterpretation of incidents.

A secondary goal was to apply analytical techniques and machine learning techniques to discover potential policy or training changes the RPD could undertake to reduce subject and officer injuries.

The final goal of this publication is to assist other law enforcement agencies in replicating this project with their own data. To support this goal, limitations of the analysis are presented so future analysts can learn from mistakes made in this study. By documenting the process which analysts discovered patterns, it is the hope that other agencies can reproduce the process with their own data.

Learning from Inaccessible Data:
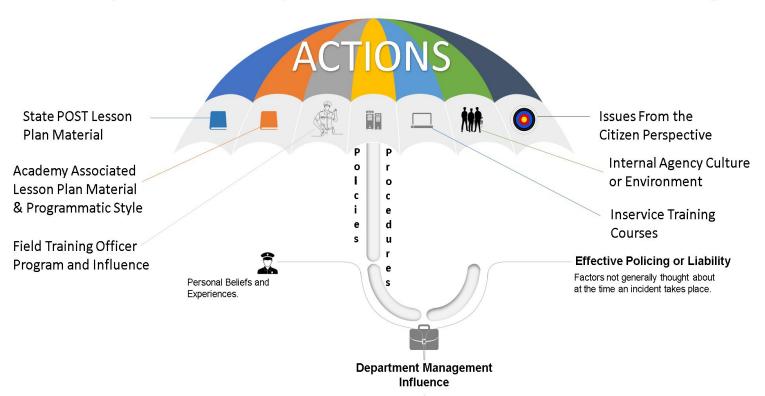Natural Language Processing on Police Use of Force Reports

Adrian Martin
Ernest Fokoue
Hongyuan Fu
Hugo Tessier

To get your copy, click on the link below:

[PDF (15,831k)](#)

Publication Date: September 28, 2023

For instance, in news articles and a [report](#), the City of Austin Police Department was being challenged on its academy training as a precursor to the violence that has occurred with citizens during arrests. The exposés were filled with statements from former academy recruits, citizens, the city's citizen advisory committee, contracted assessors, the media, and personnel instructing at the training academy. Their information painted a disturbing picture of the cause and effects of its military-like stress academy training. They also discussed the discontinuation of training until it was reviewed and revised to meet community standards. However, training resumed sooner than expected due to staffing demands before that determination had occurred. It would seem that the police department might be ripe for including a conjunctive analysis of their training program against their complaint and discipline processes, and could find some benefit from including a statistical approach to provide an evidence-based examination of those factors impacting the public's perception of the department. There are several points within the complaints, news articles, department responses, and assessor's report to develop categories of analysis. If you read the reference material, you will have a clearer picture of how an evaluation of the information might be structured.[3]

Conjunctive Analysis of Law Enforcement Training

ACTIONS

State POST Lesson Plan Material

Academy Associated Lesson Plan Material & Programmatic Style

Field Training Officer Program and Influence

Personal Beliefs and Experiences.

Policies

Procedures

Issues From the Citizen Perspective

Internal Agency Culture or Environment

Inservice Training Courses

Effective Policing or Liability
Factors not generally thought about at the time an incident takes place.

Department Management Influence

[3] Barajas, Michael, *The Culture of Violence Within Austin's Police Academy*, Texas Observer, February 15, 2021, https://www.texasobserver.org/the-culture-of-violence-inside-austins-police-academy/ ; Thompson, Ben, '*Increasingly hard to believe' APD academy reforms are taking root, review panel says,* Community Impact. January 13, 2023, https://communityimpact.com/austin/central-austin/city-county/2023/01/12/increasingly-hard-to-believe-apd-academy-reforms-are-taking-root-review-panel-says/ ; and Thompson, Ben, *Report: Community reviews of Austin police training so far unsuccessful, fixes proposed,* Community Impact*,* March 22, 2023, https://communityimpact.com/austin/central-austin/city-county/2023/03/22/report-community-reviews-of-austin-police-training-so-far-unsuccessful-fixes-proposed/ ; Thompson, Ben, 'Clear progress' reported as Austin police training program pursues reforms*,* Community Impact*,* October 16, 2023, https://communityimpact.com/austin/south-central-austin/government/2023/10/16/clear-progress-reported-as-austin-police-training-program-pursues-reforms/ ; and *APD Training Academy: Curriculum Review Process Assessment by Kroll*, March 16, 2023, Memorandum to the Mayor and City Council Members, with attached *APD Training Academy: Curriculum Review Process Assessment,* Kroll Associates Inc., March 1, 2023, https://services.austintexas.gov/edims/pio/document.cfm?id=404612.

Conclusion

As a multivariate method for the analysis of discrete categorical data,[4] a conjunctive analysis of academy and post-academy officer training enables the comparison of distinct combinations of risk factors among learning influencers. It can describe the inter-relationships between the learning influence (academy basic training, field training, inservice training, field operations, supervision, etc.) and learning risk factors (negligent training, failure to train, aberrant associations, and other department influences or experiences). The data analysis, when combined with an officer's activities within police operations, could implicate the cause of behavior leading to complaints, retraining, or discipline. Using learning risk modeling as a tool within the conjunctive analysis allows academy directors and agency leaders to see where training meets community expectations, examine training against complaint activities, and review the effectiveness of lesson plans, instructors, and field training. At the same time, it can identify other learning risk factors influencing officer behavior to reduce the susceptibility of improper conduct.
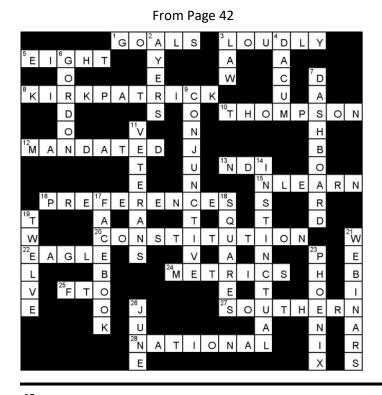
Conducting conjunctive analysis takes the buy-in of management. Not just peripheral agreement but a serious, thoughtful determination to examine factors that can show success or reveal unintended concerns. It allows resourceful managers to react quickly to apparent learning risk factors affecting training or the department to prevent future unsatisfactory outcomes.

One suggestion for analyzing training factors within conjunctive analysis, is to have meetings between the academy staff and FTOs after academy graduates have completed their FTO evaluation process. These meetings could provide important insights for both groups into the effectiveness of academy curriculum and FTO standards of review.

Another suggestion when setting up a model for conjunctive analysis of your academy or agency training program, is to involve a graduate student from a local college or university to assist in formatting the analysis tool and assist with any statistical information that could be derived from the data sources. This will ease the burden of technology, and the time and effort to analyze the information. ~

_____

[4] Kennedy, L. W., Caplan, J. M., & Piza, E. L., *Risk clusters, hotspots, and spatial intelligence: Risk terrain modeling as an algorithm for police resource allocation strategies*. Journal of Quantitative Criminology, 27, 339-362, 2011, https://doi.org/10.1007/s10940-010-9126-2 or https://www.worldcat.org/title/5659332194.

Crossword Puzzle Answers

From Page 42

Federal Training Opportunities for Law Enforcement Officers

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

Federal Training Opportunities information can be viewed HERE

Watch Out for These Two Simple Words: *I* and *Me*

By Jean Reynolds, Ph.D.

Languages are funny! I'm not talking about humor. Today's topic is the quirkiness of language. No matter what language (or languages) you speak, sometimes the words and grammar are going to get in your way.

I'll be focusing on two simple words that we use every day: *I* and *me*. How long can anyone go without talking about what *I* want, what *I* did, what *I* think, and what happened to *me*? Not very long. Both pronouns come so naturally to us that we rarely think about them—and that's a good thing. Our brains have other tasks that demand our attention.

But *I* and *me* can also cause problems in ways we might not expect. I'm going to challenge you to think about these easy-peasy words in a way that might be new to you. (I'll also be offering you a few handy tricks for using them effectively.)

That's only part of today's agenda. I'm also going to encourage you to think about *language* the way the pros do—as a valuable communication tool that's also (unfortunately) bedeviled by some unexpected problems. When you bring these problems to light, you start understanding language better—and using it more effectively.

The Fear of *Bad* Words

One of those problems is the fear of *bad* words—the ones your grandmother didn't want you to use. *Bad* words are a fact of life when you're dealing with lawbreakers. But it's also a fact that perfectly innocent words can acquire a bad reputation. And that's exactly what has happened to *I* and *me*.

Take *me*, for example. We've all had teachers who kept reminding us not to say "Jimmy and me went to the playground." We were taught some grammar gobbledygook about subjective and objective case pronouns that was supposed to solve the problem.

It didn't work, of course. How many people are going to interrupt a conversation to review a pronoun chart? Almost none. And so—to please our teachers—many people avoid using *me* (even though it's a perfectly grammatical word).

Here's what I mean. Suppose you heard someone say this: "Chief Perkins asked John and I to plan the Open House."

The correct word is *me*. (You wouldn't say that the "Chief asked *I* to plan the Open House," would you?) But we can picture our second-grade teacher frowning! Oops—we'd better use *me*.

Here's a trick for getting these *I* and *me* sentences right every time: shorten the sentence first.

> Chief Perkins asked *me* to plan the Open House. CORRECT

> Chief Perkins asked Bill and *me* to plan the Open House. CORRECT

This shorten-the-sentence trick will get you the right pronoun every time, with no need for grammar gobbledygook:

> *I* helped Karen with the report. Bill and *I* helped Karen with the report. CORRECT

> The pastor thanked *me* for the donation. The pastor thanked Bill and *me* for the donation. CORRECT

The Fear of *Ordinary* Words

Let's move on to another wrongheaded idea that causes problems with *I* and *me* (and numerous other words). I've known many officers who use English perfectly well—until they pick up a pen or put their fingers on a computer keyboard.

Suddenly *I* and *me* become suspect. They're too simple! We want to sound smart, so *I* often turns into "this officer" or "yours truly." *Me* becomes "myself."

*The difference between **I** and **Me** is <u>how they're used in sentences</u>.*

__I__ is subjective, which means it's used when the speaker is the subject of the sentence or the doer of the action.

__Me__ is objective, which means it's used when the speaker is the object of the sentence or the receiver of the action.

It's ridiculous, of course. *I* and *me* are perfectly respectable words. Shakespeare used them. Criminal justice experts use them all the time in courtroom testimony. "I examined the DNA samples." "Dixon showed me the cancelled checks." That's normal English you can use anywhere, anytime.

If you want to impress a judge, or a defense attorney, or the mayor, showcase your critical thinking skills and your law enforcement experience. Demonstrate that you have highly developed powers of observation. Project confidence and professionalism.

Please *don't* mangle your sentences by replacing ordinary English with fancy words: you'll just end up sounding pompous and silly. "And" is a better word choice than "whereupon." "Sister" works better than "female sibling."

Today I've been focusing on two simple words that we say and hear every day, all day long: *I* and *me*. But the two principles I've been talking about aren't simple and obvious. Some perfectly useful words have acquired an undeserved reputation as *bad*

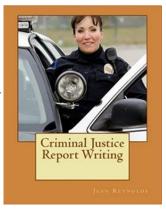words. Others have fallen out of favor because they're too *ordinary*.

If you want to improve your language skills (and who doesn't?), I have a simple proposal for you. Start paying attention to the words that swirl around you all day, every day. What sounds natural? What doesn't? How many people do you know who use words effectively, day in and day out? What can you learn from them?
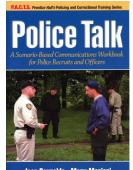
I know how useful this kind of project can be—I've been doing it myself for years. Try it—and watch your skills (and confidence) grow in ways that will amaze you. ~

Dr. Jean Reynolds is Professor Emeritus at Polk State College in Florida, where she taught English for over thirty years. She served as a consultant on communications and problem-solving skills to staff in Florida's Department of Corrections. At Polk State College, she has taught report writing classes for recruits and advanced report writing and FTO classes for police and correctional officers. Dr. Reynolds has been a devoted author for IADLEST's *Standards & Training Director Magazine* since its inception, in an effort to share her knowledge with law enforcement Report Writing instructors. She is the author of *Criminal Justice Report Writing*.

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

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

Dr. Jean Reynolds is also coauthor of the book ***POLICE TALK: A Scenario-Based Communications Workbook for Police Recruits and Officers*** written with Major Mary Mariani, Ph.D., Winter Haven Police Department, Florida.

This book addresses an officer's most important ability—the power of communication. It contains instruction, scenarios, and discussion questions for recruits and officers to hone their skill in meeting some of today's greatest challenges.

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Bullet Style https://bit.ly/BulletStyle

Buy a Notebook! https://youtu.be/ogPM0CWQMeA?list=PL42J6E5Rh9TQbQTw9kHUdfrMcsf97F8NA

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Four Types of Reports https://youtu.be/yaG0Z3FJVXI?list=PL42J6E5Rh9TQbQTw9kHUdfrMcsf97F8NA

How NOT to Write a Police Report https://youtu.be/6UzUGkvli_A

How to Write Like a Cop https://youtu.be/cKmLKrtnpRs?list=PL42J6E5Rh9TQbQTw9kHUdfrMcsf97F8NA

Interviewing Victims: https://youtu.be/0ykGiJGspaA

Objectivity https://youtu.be/7HHjTbV_znw

Passive Voice https://youtu.be/SfUd4ALyZDc

Probable Cause https://youtu.be/62ss5Oo5dzg?list=PL42J6E5Rh9TQbQTw9kHUdfrMcsf97F8NA

Professional Sentences https://youtu.be/BehmsATr-1c

Tools https://youtu.be/wBOtmNnMEvE?list=PL42J6E5Rh9TQbQTw9kHUdfrMcsf97F8NA

Traditions https://youtu.be/w_B-DLg99vU

Writing Better Police Reports: Building Your Brainpower https://youtu.be/A_nUB BaOOtI?list=PL42J6E5Rh9TQb QTw9kHUdfrMcsf97F8NA

Writing the Narrative https://youtu.be/ZnOQKHcc8W4?list=PL42J6E5Rh9TQbQTw9kHUdfrMcsf97F8NA

Usage Videos:

A Comma in the News https://youtu.be/LRKCUHGCfrM?list=PL42J6E5Rh9TQbQTw9kHUdfrMcsf97F8NA

Capital Letters https://youtu.be/hVL1fAsz8PM?list=PL42J6E5Rh9TQbQTw9kHUdfrMcsf97F8NA

Comma Rule 1 https://youtu.be/-q-L84hQTZE?list=PL42J6E5Rh9TQbQTw9kHUdfrMcsf97F8NA

Comma Rule 2 https://youtu.be/782xgumJEgo?list=PL42J6E5Rh9TQbQTw9kHUdfrMcsf97F8NA

Comma Rule 3 https://youtu.be/pBQoKCIGiXE?list=PL42J6E5Rh 9TQbQTw9kHUdfrMcsf97F8NA

Career Advice:

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Getting Promoted https://youtu.be/E5Ne64BpLBQ?list=PL42J6E5Rh9TQbQTw9kHUdfrMcsf97F8NA

Thinking and Speaking Skills for Officers https://youtu.be/p_uqt2yJQ7w?list=PL42J6E5Rh9TQbQTw9kHUdfrMcsf97F8NA

For Instructors and Administrators:

But I'm Not an English Teacher! Part I
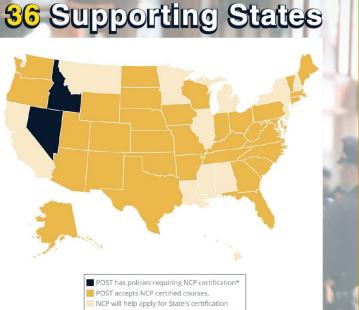https://youtu.be/wwguBdOk4J8

But I'm Not an English Teacher! Part 2
https://youtu.be/43sY4CpKsBs

But I'm Not an English Teacher! Part 3
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Giving Sources Credit: Avoid Plagiarism

(For those in academics or police academies and authors)

By Perry R. Harris

Giving credit to sources utilized is an individual integrity issue that spans across all professions and educational levels, especially in the academic environment (Bertram-Gallant, 2017). In a videotaped academic conference focused on plagiarism, Dr. Tricia Bertram-Gallant postulates, that students are going to cheat no matter what we [the instructors] do" (24:19). If one does not have the ability to make informed moral and ethical decisions, such as why not to plagiarize, then plagiarism is going to occur. "Our students are human . . . students will cheat and plagiarize because that is normal. . . . Integrity isn't about perfection, but a process of development and learning" (30:11-31:15). Dr. Bertram-Gallant went on to stipulate that these occurrences need to occur, need to be identified, and that students need to be held responsible to the level of creating a learning environment. This should be the role of the academic faculty responsible for the lower undergraduate levels.

For those of us in the academic or academy environment who are involved with curriculum development and research reporting, we should be guided in our writings and development of program materials by academic integrity.

> *Academic integrity is expected of every . . . [academic member] in all academic undertakings. Integrity entails a firm adherence to a set of values, and the values most essential to an academic community are grounded on the concept of honesty with respect to the intellectual efforts of oneself and others. (Cornell University Graduate School, 2023, para. 7)*

I cannot teach you morals or ethical decision making by way of this article. I can only provide you with the manner as to recognize plagiarism and ways to avoid it in your own writings.

Style Selection

It does matter what writing style you choose to use, in that, a writing style should be based on the discipline you are writing for (Booth et al., 2013).

There are many different ways of citing resources from your research. The citation style sometimes depends on the academic discipline involved. For example:

- APA (American Psychological Association) is used by Education, Psychology, and Sciences
- MLA (Modern Language Association) style is used by the Humanities

Perry R. Harris retired in 2022 from an eastern North Carolina Community College where he served as School Director for Instructor Train-ing and as Director of Law Enforcement Training. Harris earned a B.S. in Criminal Justice from the University of Mount Olive, a M.A. from Indiana Wesleyan University in Organizational Leader-ship, and is in the dissertation phase of the Leadership Ph.D. program at University of the Cumberlands. Mr. Harris has over 44 years com-bined experience in emergency services as an EMT, firefighter, reserve deputy sheriff, police officer, police chief, police academy Instructor/Director, and most re-cently as an Adjunct Professor of Criminal Justice for Southern New Hamp-shire University. He may be reached via email at harris.perry.r@gmail.com or by calling 910-690-0601.

- Chicago/Turabian style is generally used by Business, History, and the Fine Arts

You will need to consult with your professor or instructor to determine what is required in your specific course. (University of Pittsburgh Library System, 2023, para. 3)

No matter the style that is used they all have a common goal, that is "to give readers the information they need to identify and find a source" (Booth et al., 2013, p. 137).

Identifying Plagiarism

Before you can avoid plagiaristic acts, you must have an understanding of what plagiarism is.

Plagiarism is the act of stating or implying that another person's work is your own. You commit plagiarism if you:

1. Submit a paper to be graded or reviewed that you have not written on your own.

2. Copy answers or text from another classmate and submit it as your own.

3. Quote or paraphrase from another paper without crediting the original author.

4. Cite data without crediting the original source.

5. Propose another author's idea as if it were your own.

6. Fabricating references or using incorrect references.

7. Submitting someone else's presentation, program, spreadsheet, or other file with only minor alterations. (Pennsylvania State University, 2014, para. 1)

There are two categories of plagiarist acts that we will examine; one that is committed "with the intent to deceive [referred to as intentional plagiarism] or [one] with disregard for proper scholarly procedures" referred There are two categories of plagiarist acts that we will examine; one that is committed "with the intent to deceive [referred to as intentional plagiarism] or [one] with disregard for proper scholarly procedures" referred to as unintentional plagiarism (Duke University Libraries, 2023, para. 1). "Intentional means a person acted with the intent that their action [would] cause a certain result. In other words, the person [undertook] their action either intending for, or hoping that, a certain result would follow" (Duke Office of the Provost, 2021, para. 14). As previously mentioned, unintentional plagiarism is simply failing to use, or the disregard for proper scholarly procedures (Duke University Libraries, 2023). In the realm of criminal justice, this would be the failure to follow the rules as laid out in *Publication Manual of the American Psychological Association 7th Edition.*

"The most blatant form of plagiarism is to obtain and submit as your own a paper written by someone else" (Modern Language Association of America, 2009, p. 56), to use a word-for-word sentence or sentences of another without acknowledgment runs a close second. Failing to use quotation marks, or changing a word or two is just outright unethical and theft. Changing a word or two makes the act seemingly worse because it shows

there was an overt act to deceive, greater than just the absent mindedness of failing to use quotation marks.

Quotation Marks

The use of quotation marks is based on the number of words used and varies depending on the writing style being used. MLA provides an example where one unique word, developed by one specific author, is to be placed in quotations (Modern Language Association of America, 2009). This is referred to as "distinctive language" (Calvin College, 2023, para. 21) which should be properly cited. In Chicago (Turabian) and APA styles use a word or line count in making the determination as to the use of quotation marks or block style citation (*American Psychological Association,* 2020; Booth et al., 2013). These longer quotations are easily recognized even though quotation marks are omitted. The quote is written in block format and intended to set it off from other text (*American Psychological Association,* 2020; Booth et al., 2013). Follow the guidelines for the style that is being utilized.

In addition to being the right thing to do, "your first obligation as [an author or] a researcher is to cite your sources accurately and fully so that readers can find them" (Booth et al., 2013, p. 27).

> *[I]f you fail to use [quotation marks] . . . when readers think you should, they may suspect you're trying to take credit for language and ideas not your own. Since it's better to seem naïve than dishonest, especially in your research career, use quotation marks freely. (Booth et al., 2013, p. 80)*

In lesson plan development, research reporting, or other academic writings the use of endnotes, in-text citations, and references illustrates that the author is demonstrating ethical behavior in the development of those materials.

Ethically Correct

"A citation [and reference are] a way of giving credit to individuals for their creative and intellectual works that you utilized to support your research" (University of Pittsburg, 2015, para. 2). In lesson plan development, research reporting, or other academic writings the use of endnotes, in-text citations, and references illustrates that

Ethically Correct

"A citation [and reference are] a way of giving credit to individuals for their creative and intellectual works that you utilized to support your research" (University of Pittsburg, 2015, para. 2). In lesson plan development, research reporting, or other academic writings the use of endnotes, in-text citations, and references illustrates that the author is demonstrating ethical behavior in the development of those materials. Providing individuals credit and recognition for the work they have done is simply the right thing to do. In some situations, the recognition that is provided may be the only reward the contributing source receives for their hard work (Booth et al., 2013). As previously indicated, you as an author, must do your own work and give credit to those from whom you borrow. Give credit where credit is due. ~

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Upcoming Association Events

Below are important events that IADLEST will be producing

or where IADLEST representatives are making presentations

on behalf of the association.

The *Large Truck & Bus Traffic Enforcement Training* course is a **FREE course** that re-emphasizes the need for **all sworn officers** to engage large trucks and buses safely and effectively to reduce the rate of crash injuries and fatalities. There is a 2-hour course and a more in-depth 4-hour version, both of which are offered at **no cost** to either agency or the participants, who also receive **TCOLE hours** for attending. Those interested can also access the course registration sites at the below links in blue.

2023

December 5th	1 pm to 5 pm	Rusk Civic Center	**4-Hr Training Course**
December 6th	8 am to 12 pm	Rusk Civic Center	**4-Hr Training Course**
December 12th	1 pm to 5 pm	Odessa College Police Academy	**4-Hr Training Course**
December 13th	8 am to 12 pm	Odessa College Police Academy	**4-Hr Training Course**
December 14th	1 pm to 5 pm	El Paso Police Training Center	**4-Hr Training Course**
December 15th	8 am to 12 pm	El Paso Police Training Center	**4-Hr Training Course**

2024

March 5-7: World Police Summit, Dubai, UEA

June 2-5 : IADLEST Annual Conference, Phoenix, Arizona

Developing Your Leadership Potential

(Author Unknown 1986)

1. Be slow to anger—act from a position of inner strength and self-confidence.

2. Try to develop a modest image. Let your good work speak for itself. It is a weak person who seeks praise and speaks loudly for recognition. The world recognizes perfection and excellence; let those qualities speak for you.

3. Always weave into your thoughts and speech the principles and standards of excellence you wish to incorporate into your life and those already there (honesty, discretion, kindness with firmness, good judgment, fairness, respect for all human rights, patience, forgiveness, etc.)

4. When being questioned about your past experiences, always respond positively, even though your immediate impulse may be to identify fault in others. Indicate from past mistakes that you have learned the proper course of action and that you desire to become one of the best in law enforcement.

5. Look beyond the uniform. The assaults and confrontations you face are aimed at the uniform, not you as a person.

6. Follow the course of action directed to you by supervisors without resistance. Ask questions when appropriate. Always act lawfully. Become known as an officer willing to do what is asked of you. Management and colleagues will see it, and you will be rewarded with promotion over time. Then you assist in making better policies, etc.
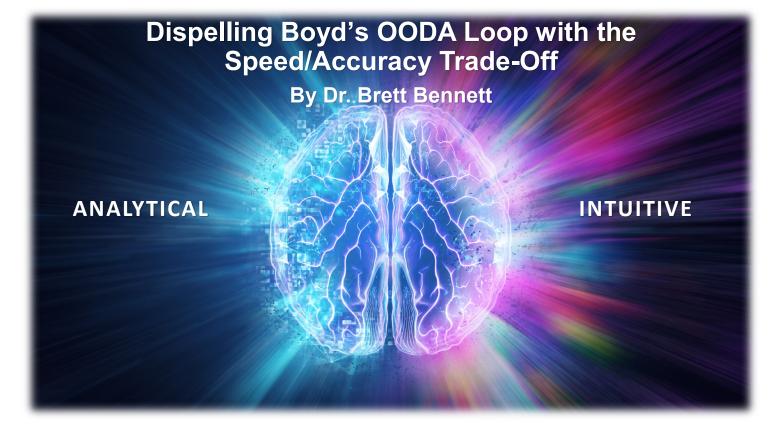
7. Praise loudly, correct softly.

8. Formulate a reaction strategy for crisis intervention for all conceivable circumstances you may have to respond to. Then, study the plan in your mind for hours so that when called upon to react to a situation, you do so in the fashion you have trained yourself.

9. Do not attempt to affect any "street justice." Let the law take its course.

10. Acquire as much training as possible.

11. Come to know and understand that all is not fair and equal in this world. You need to be able to function in the world and work yourself up to the position where you can affect change and make policy.

12. Remember, sometimes others win, but the victories are short-lived.

Dispelling Boyd's OODA Loop with the Speed/Accuracy Trade-Off

By Dr. Brett Bennett

ANALYTICAL INTUITIVE

Researchers have found that there is a classic trade-off between speed and accuracy, and this is the fundamental difference between so-called left-brain and right-brain thinking or analytical and intuitional decision-making. On one hand, pre-cognitive reactions are faster but not always the "best" option, whereas cognitive decisions are slower, but the most obvious options are analyzed and concluded. The larger question we are left with is which is "better"? Speed or Accuracy? Or do people need both and must learn when to utilize one or the other, when to react and when to respond?

Countless documents and experiments have illustrated the various decision-making styles and what parts of the brain are stimulated during each. And although more scientific research is yet to be done to further confirm the many theories of neuroscience, it is evident that two decision-making styles are most common: analytical and intuitional or slow and fast. (Okoli, Weller & Watt, 2015). Moreover, it has been clearly shown that the element of speed versus accuracy is subjective, based on the context. As for the use of force, few, if any, natural-setting experiments have been conducted so as to truly and scientifically confirm any real-life speeds and variables (Raab & Laborde, 2011). The two main findings are that every human, not just police officers, makes decisions based on the stim-ulus presented to them physiologically. However, as noted previously, many of our reactions occur unconsciously or pre-cognitively. This 'thin-slicing

(Gladwell, 2005),' enables humans to not have to ponder every decision throughout the day and allows us to make decisions without taking the time to really think about them. It is unknown at this point if a perfectly healthy brain is entirely dominated by one style or the other, left or right, analytical or intuitional. However, the findings in the literature show that as it pertains to police use of force, sports, or any other fear-based response, the mid-brain or limbic system dominates rapid/dynamic decision-making.

The brain's autonomic responses in a rapidly evolving time-crunched event allow the decision maker to react quickly and then act on the problem. In contrast, the frontal brain thinker uses up precious time while attempting to explore all the options of the unknown. While it is realized that the analytical thought process may allow for a more accurate decision to be made, in a high-risk/time-pressured event, the need for quick action and reaction takes precedence.

> The analytical type of decision-making is always looking for the perfect decision that inevitably may never come.

After all, this paradox of choice is not black and white, making it less scientific. The analytical type of decision-making is always looking for the perfect

decision that inevitably may never come, somewhat disproving Boyd's famous OODA Loop (Observe, Orient, Decide, and Act). Whereas the instinctual reaction is merely looking for the best option at the time. In a society that demands perfection from its law enforcement officers, the speed-accuracy trade-off can have serious consequences, in turn adding to the stress and over-analyzation of every decision. This is not to say that police officers cannot utilize both analytical and intuitional decision-making styles throughout one incident. Our brain can balance the two styles so as to get us through an event. Where we get into trouble is when we try to apply one style over the other when it does not exactly fit the situation. More often than not, we attempt to overthink a situation and allow for valuable time and real estate to be covered.

With the make-up of the modern workforce changing as younger generations fill the ranks, it is the hope of this research to show the importance of developing the intuition in these young people that may have strayed away from thousands of years of evolution that developed those survival instincts. Though it is through no fault of their own, as society has become more civilized, there is not as much need for modern humans to be on the alert and have quick reaction times to threats. However, it is more important now than ever before to train our police the best we can, both for the safety of the officers as well as the public. This starts with psychoeducation* and mental skills training.

Much of the research on the topic of decision-making has assumed that all healthy brains are the same. However, more current research has illustrated that most people have a dominant hemisphere that is grossly influential on their decision-making process, along with other variables such as gender, age, experience, and past trauma.

Future Research

Hopefully, future research will delve into how analytical and intuitional minds influence decision-making under stress, not only for high-risk occupations but also for athletes and business people alike. Perhaps we will discover a deeper nexus to how people process information through their vision (ventral/dorsal) and how that may affect their decisions (Gilbert & Li, 2013). It has been confirmed via prior research and literature that there is a clear difference between the brain hemispheres. Most healthy humans utilize attributes of all parts. Still, there is a growing opinion in the field of neuroscience that most people have a dominant

hemisphere that causes them to make decisions either more deliberately or dynamically.

Furthermore, as the literature has shown, the deliberate decision-making process is slower, which can be dangerous in the context of law enforcement decisions. But, analytical thinkers can learn to make more rapid decisions through training and experience so as to make their decisions more intuitive, which is shown to be faster and, most often, more accurate. Future research will provide a base on which instructors and administrators can base their opinions to improve training and organizational best practices.

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* Educating officers on the psychological factors they face so they can better identify them and in-turn become more resilient.

About the Author

Dr. Brett Bennett has worked in law enforcement in the California San Francisco Bay area for over twenty years. Throughout his career, Brett was afforded many opportunities such as being a Force Options Instructor, Canine Handler, and Field Training Officer (FTO). Brett is also an Adjunct Professor in the field of Criminal Justice and a Certified Force Science Analyst. He holds both a Bachelor's and Master's degree in Criminal Justice Administration, as well as a Master's degree in Performance Psychology. Brett also recently received his doctorate degree in Education with a focus on Performance Improvement Leadership.

IADLEST Training Standards

The International Association of Directors of Law Enforcement Standards and Training encourages "best practices" in training design and delivery.

What constitutes good training?

By Peggy Schaefer

IADLEST maintains national training standards through the National Certification Program (NCP) and also publishes the Model Minimum Standards outlining POST and Academy recommendations to improve law enforcement training development and delivery at the state and local level.

These standards are outlined below:

1. All training programs should have complete and detailed written instructor and student lesson plans developed from valid job task and training needs analysis, with current and complete references. Instructor lesson plans should be written with sufficient detail so other instructors can deliver them. It is not enough to teach from slides or provide only the slides to the students. To be legally defensible, lesson plans should be complete and should detail the knowledge, skills, and abilities required of the participants. Using an endnote system clearly indicates what reference materials were used and validates the source.

- Curricula should have dates of original writing and dates at which time it was updated or revised. A tickler file should trigger an automatic review and update consideration. A competent curriculum committee with the appropriate education and background should review and recommend all curriculum. Whenever POST commission directors are the sole curriculum approving authority, they should have the background, education, and credentials necessary to make such judgments. The committee or commission director should have statutory authority to approve or deny curricula.

- Validation procedures for curricula should be job task-related, contain performance objectives based upon identified training needs, and test construction should be valid and reliable in testing the performance objectives.

- Curriculum design should include comprehensive research of the topic(s) or curriculum, source documents written from the research, lesson plan(s) developed from the source documents. Source documents and lesson plans should be kept on file for reference.

- Handout materials or any reference materials should be serialized, and corresponding numbers placed on lesson plans and curricula related to the handout.

2. All training programs should be engaging and challenge the participants both mentally and physically with well-designed lesson plans that include discussion questions, in-class collaborative exercises, and realistic, practical exercises replicating actual police-related scenarios. Moreover, training should be delivered using dynamic and competent instructors with advanced knowledge in the specific topic area.

- Instructors should have the ability to communicate with students in a supportive manner and yet be able to render objective judgments concerning student efforts.

- Instructors should be able to instruct in a manner that motivates students to learn.

- Instructors should be able to research and write training materials such as source documents, lesson plans, and tests.

3. All training programs should incorporate learning preferences.

- Visual learners need to see the instructor's movement, facial expressions, and body language. They tend to sit in the front of the classroom to see the visuals and take detailed notes about the training. They prefer visually stimulating slides and detailed lesson plans, and handout materials. Seeing the curricula helps them to remember the essential points.

- Kinesthetic/Tactile learners prefer to learn through their sensory experiences of touching, feeling, doing, acting.

- These participants favor learning from experiential activities, including role-playing, physically performing skills, and collaborating with others to solve problems.

- Auditory learners learn best through discussion, listening to others, and structured lectures.

- All training should incorporate all three preference styles to accommodate most of the students' needs.

- Research current information concerning the use and development of instructional technology to maximize training techniques. The goal should be to apply training technology to enhance the students' learning ability, not solely to expedite the training process.

4. Students should demonstrate content mastery with pre-and post-testing and skills-based criteria.

- Student grading policies should be established in terms of pass/fail, re-testing in regards to a failure (if permitted), the appeal of test results, and necessary repeating of a subject area if a failure is substantiated or in case of excessive absence from class. All remedial or re-training should be applied equitably.

- Attendance at courses should be mandated. If a percentage of time is allowed for excused absences (for any reason), the percentage of time a student is allowed to be absent and still pass the course should be determined by the POST commission.

- Methods of developing test questions conforming to the performance objectives stated in the course should be explained to each student. The test development process should be noted in a procedural format, outlining how the testing program is administered.

- Testing, whether pre-test or post-test, should be valid and reliable. If pre-testing is used, it should be done with a specific purpose in mind and accurately measure the instructional results.

- Critical skills areas (vehicle stops, use of deadly force, de-escalation techniques, responding to individuals with mental illness, etc.) should be tested using graded practical exercises. Acceptable pass/fail criterion should be established for each skill, and students should demonstrate proficiency to pass the activity.

5. All courses should be evaluated at a minimum of Kirkpatrick's level two, preferably level 3 and above. Donald Kirkpatrick identified level one as course "smile" sheets that provide direct feedback on the course content and instructional delivery. Level two refers to measuring student retention by asking the question, "Did the students learn?", measured by pre and post-testing and with practical skills assessment, as indicated in #4 above. Level three refers to training transfer. Did the learning content and skills-based activities change the participants'

behavior in the field? This level three evaluation is missing in many law enforcement training programs, but it critical to gauge program success. Level 4 evaluation determines agency benefits from incorporating a training program, measured by identifying the tangible and intangible advantages an agency receives from a well-trained workforce.

6. Good training should be evidence-based and developed in an unbiased manner. Training should be developed using proven adult learning theory pertaining to instructional design and delivery mentioned above. Lesson plans that are well documented, detailed, and contain scripted exercises, to include current references to corroborate the content, should be used in all course development. Curriculum designers should ensure training materials reflect the law enforcement profession's diversity and the communities they serve. Special care should be taken to ensure that slides, videos, and lesson content do not disparage any individual's ethnicity, race, or gender. ~

Photo Contest Winners

Academy Graduation

Class Lecture

Defensive Tactics

Driver Training

Firearms Training

In-Service Training

Physical Fitness

Practical Scenario Training

Swearing to Ethics Code-Oath

Supervisor with Recruit Officer

Video Production

Honorable Mention

Curriculum Development and Job Task Analysis

IADLEST has brought together a group of experienced subject matter experts and we now offer Curriculum Development with a Job Task Analysis. We offer an entire entry-level academy curriculum, multiple in-service topics, or a single lesson. The process can be tailored to your agency, but below is the general process.

Phase I: Needs Assessment / JTA Data Collection: IADLEST gathers respondent data from the individual agency, region, or an entire state. Surveys are distributed electronically to identify specific job tasks by assignment, frequency, and criticality.

Phase II: Curriculum Development: IADLEST will use data collected during Phase I to develop learning objectives and uniform lessons using adult learning best practices and NCP standards. All lesson deliverables will include a separate instructor and student manuscript for each topic, static visual aids, and testing instruments (written or skill-based). Phase II will be a collaborative process with as many stakeholders as possible.
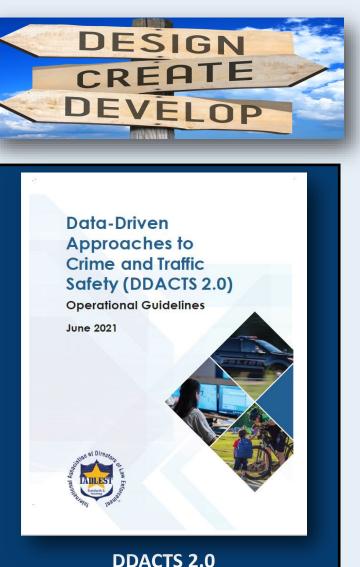
Phase III: Piloting: IADLEST will provide train-the-trainer sessions and on-site technical support to pilot the new curriculum. Piloting is used to evaluate curriculum efficacy, logistics, and make any needed revisions before full implantation. Piloting also includes test instrument validation through data analysis.

IADLEST also offers a continued "maintenance" service for all topics developed. This would include annual literature reviews, updating materials, version control, archiving and making enhancements.

For more information email [Mike Becar](mailto:)

View our

[Curriculum Development and JTA Flyer]

DDACTS 2.0

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

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

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

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

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

[**DDACTS 2.0 Operational Guidelines**]

CALL FOR WEBINAR SPONSORSHIPS

IADLEST WEBINAR SERIES

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

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

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

About the Webinar Series

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

- Developing SMART learning objectives

- Designing objective evaluation tools (rubrics)

- Using case studies

- Designing innovative learning activities

- Using empathy in curriculum design

- Designing scenario-based practical exercises

- Conducting simple job task analysis

- Incorporating national standards into curriculum design.

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

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

About Our Presenters

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

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 at **markdamitio@ iadlest. org** or call (208) 288-5491. ~

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 links 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

Advance Your Standing
Among Your Peers

with IADLEST

POST Directors and staff have a unique opportunity to share their expertise whenever they are in the classroom or discussing their standards-setting duties before the public. However, one of the best ways to improve your standing among your law enforcement and your standards and training peers is to write about your experiences or areas of expertise within the law enforcement profession.

IADLEST offers an excellent opportunity for POST directors, staff, and trainers to share their insights toward making or improving standards or training developments. Sharing your expertise or experiences with your counterparts demonstrates leadership qualities and adds to your resume credentials. It also provides additional writing experience and can help you when tasked with important reporting projects.

Having articles published in a professional publication such as IADLEST's *Standards & Training Director Magazine* can give your employer something to advertise about the quality of staff within the agency and add to the credibility of the workplace environment. Publishing can also encourage others within your workplace to seek opportunities to share their knowledge with others. It creates excitement among peers who want to emulate or know you, and you will find that people are interested in being in your presence. Having professional articles published builds upon your reputation and can provide long-lasting opportunities for advancement in the future.

If you're interested in publishing your professional article, consider the opportunity to reach your national and international counterparts through IADLEST. For more information about opportunities to publish an article with the IADLEST magazine, contact William Flink at STDM@iadlest.org.

Standards & Training Director Magazine

A Federal Challenge:
Funding Law Enforcement Training

In many states, law enforcement POST operations are funded through court fees and fines. For decades, this has been a primary revenue source for states to fund law enforcement training in their efforts to provide citizens safety and protection. The funding provided serves to achieve training mandates by state legislatures and POST officials, and to comply with Constitutional requirements, prevent civil liability, enhance emergency services, and traffic and other civilian safety measures. Fees from fines pays for the training we provide officers to attend their basic academy training, and for continuing training to keep current their knowledge on crime, investigation, minimum skills, and new efforts at serving the community.

Earlier this year, the U.S. Department of Justice (DOJ) began to emphasize action against fees for fines in criminal and civil court actions against those who violate the law. On November 1, 2023, the DOJ published *Access To Justice, Spotlight: Fees and Fines*. While the document contains some notable information for compliance with court assessed fines and fees, it also carries with it a new challenge that legislatures and law enforcement need to be carefully watching for in funding police training. It appears that there may be a strategy being developed to eliminate fees and fines as a method to deter criminal behavior or future criminal behavior.

In the document Assistant Attorney General Vanita Gupta wrote:

Legal system fines and fees can be devastating to individuals and their families when imposed without regard for economic circumstances. Individuals who are unable to pay court-imposed assessments often face dramatic penalties that can lead to escalating and inescapable cycles of debt, extended periods of probation and parole, drivers' license suspension, and repeated, unnecessary incarceration. They can lose their job, driver's license, home, or even custody of their children.

When fines and fees are assessed against juveniles, the consequences to youth and their families can be particularly acute, with the potential to push young people further into the criminal justice system, drive children and their parents into debt, and put considerable strain on familial relationships. In many cases, unaffordable fines and fees only undermine public safety by impeding successful reentry, increasing recidivism, and weakening community trust in government.

Many leaders, at all levels of government, have taken considerable and innovative steps to address these unintended consequences. As highlighted in this report, numerous jurisdictions and local leaders from across the country are working alongside advocates, impacted communities and experts to redress the often harmful and counter-productive impacts of fines and fees on the communities they serve. Those efforts deserve amplification and in many instances replication. To that end, I directed the Office for Access to Justice to prepare a report on promising practices from around the country, building on the recommendations detailed in the Dear Colleague Letter and shining a spotlight on innovative work by states, municipalities, juvenile justice agencies, and court leaders in this area – work that has been bipartisan across the country.

Eliminating the unjust imposition of fines and fees is one of the most effective ways for jurisdictions to support the success of youth and low-income individuals, honor constitutional and statutory obligations, and reduce racial disparities in the administration of justice. I hope this report will serve as resource for policymakers invested in promoting a more just and equitable criminal justice system and look forward to continuing to collaborate with leaders and stakeholders in the criminal legal system to develop and share solutions, such as those detailed in this report.

Justice Director Rachel Rossi wrote the following:

Today, the Office for Access to Justice is pleased to

release this spotlight report, summarizing some of the most common and some of the most innovative approaches to reducing reliance on fines and fees taking place across the country.

The Office for Access to Justice is a standalone agency within the U.S. Department of Justice that plans, develops, and coordinates the implementation of access to justice policy initiatives of high priority to the Department and the executive branch.

Our mission is to ensure all communities have access to the promises and protections of our legal systems. We advance this goal by working to ensure justice belongs to everyone, not only those with wealth or status.

Legal system fines and fees, when imposed without regard for discriminatory impact or ability to pay, can exacerbate many of the longstanding, systemic inequities that undermine this goal. In April 2023, ATJ proudly co-signed the Department's Dear Colleague Letter to state and local courts and juvenile justice agencies, clarifying key legal constraints and highlighting public policy concerns related to the imposition and enforcement of fines and fees. Associate Attorney General Vanita Gupta then tasked our office with creating a report "highlighting innovative work by states, municipalities, and court leaders in this area."

We know the simple reality is that courts and government agencies have come to rely on fines and fees, for both revenue and punishment. *We must offer alternatives, resources, and support as jurisdictions explore different approaches. We hope this report can assist to provide such support. Our office has spent the past few months conducting listening sessions with, and soliciting written feedback from, dozens of organizations, policymakers, advocates, academics, and court leaders pursuing a more just approach to fines and fees. Our findings are impressive. State and local jurisdictions across the country have recognized the need for reform and have implemented a wide range of responsive policies aimed at **tackling the different harms legal system fines and fees have caused.***

In short, as the report makes clear, the last few years have seen remarkable progress in this field. But there is still much to do. The Office for Access to Justice looks forward to continuing to serve as a partner in this critical work and to continuing to advance Attorney General Garland's directive to "make real the promise of equal justice under law" through "innovation, collaboration and leadership across all levels of government and beyond."

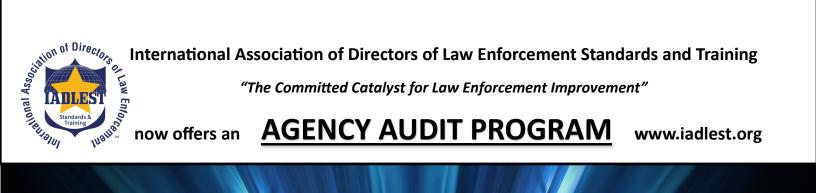At the conclusion of the document, the following is written.

Preventing Conflicts of Interest

As the Dear Colleague Letter emphasizes, when fines and fees "are geared toward raising general revenue and not toward addressing public safety, they can erode trust in the justice system"[249 F 250] and put undue pressure on court and law enforcement officials to pursue aggressive assessment and collection tactics.[250 F251]

A number of jurisdictions have taken steps to protect courts and criminal justice agencies from real and perceived conflicts of interest by uncoupling law enforcement and court budgets from revenue collected from fines and fees. Other jurisdictions have adopted policies to ensure transparency in the allocations of revenue from fines and fees. Such policies can help build public trust, address perceived conflicts of interest, and equip policymakers with information necessary to implement effective reforms.[251 F]

The idea behind legislative appropriations of fines and fees to fund law enforcement was to have the criminal element in this country pay for costs associated with maintaining law enforcement. It isn't a benefit, but to have those engaged in illegal activities and the need for public safety and protection pay the cost of supporting law enforcement. The effort to reduce or eliminate the fees and fines that support law enforcement from court criminal sentencing will have a substantial impact upon some state POSTs' funding mechanisms.

A course has been set by our federal partner. State and local law enforcement should heed these statements as the driving philosophical direction that legislatures should consider as law enforcement and POST agencies struggle to fund the training; training that the public expects their police to have now and into the future. For those states that receive training appropriations from court fees and fines, there is a need to develop plans for the future funding of law enforcement training that does not involve court fees and fines. Whether it becomes, assessments on insurance policies, vehicle registrations, property tax, or state general funds, now is the time to plan and discuss serious, alternative training funding mechanisms with legislators.~

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Justice Department Awards $75 Million for Active Shooter Training, to Combat Trafficking of Illegal Drugs, and Law Enforcement Mental Health and Wellness

The Justice Department Office of Community Oriented Policing Services (COPS Office) announced today that it has awarded nearly $75 million in critical grant funding to law enforcement agencies and stakeholders across the country. This funding is designed to not only assist with the Department's crime reduction efforts, but also to provide much needed assistance to agencies looking to expand their law enforcement mental health and wellness services, combat the distribution and trafficking of illicit drugs, and receive active shooter training.

"Today's announcement [October 2023] underscores the Justice Department's commitment to supporting our state and local law enforcement partners as we work together to keep our communities safe," said Attorney General Merrick B. Garland. "These grants build on our efforts to disrupt the trafficking of deadly drugs, expand access to the mental health and wellness services that police officers deserve, and fund other critical programs. The Justice Department will continue to do everything in our power to get law enforcement officers the resources and assistance needed to help keep them and their communities safe."

"Every day, across the country, our state and local law enforcement partners are working tirelessly on the ground to protect our communities and preserve public safety," said Deputy Attorney General Lisa O. Monaco. "Through the grants announced today, the Justice Department honors and supports our state and local partners with much-needed resources for community policing and critical training while increasing officer access to mental health and wellness services."

"The COPS Office grants announced today will help ensure law enforcement agencies across the country have the resources and training they need to promote public safety and further develop police-community trust," said Associate Attorney General Vanita Gupta. "Our investment in the Collaborative Reform Initiative, in particular, will allow the Justice Department and our law enforcement partners to continue providing critical, voluntary technical assistance and support to agencies that request it."

"COPS Office grants work to not only reduce crime and increase public safety," said Director Hugh T. Clements of the COPS Office. "But they also make sure that the work is done through the lens of community policing. I know that both officers and community residents will be well-served by these grants."

Funding highlights include:

• Nearly $48 million to combat the distribution and trafficking of opioids and methamphetamine through the COPS Anti-Heroin Task Force (AHTF) program and the COPS Anti-Methamphetamine Program (CAMP).

• Through the Law Enforcement Mental Health and Wellness Act (LEMHWA) program, over $9 million to law enforcement agencies and stakeholder organizations to improve the delivery of and access to mental health and wellness services for law enforcement through training and technical assistance, demonstration projects, and implementation of promising practices related to peer mentoring mental health and wellness programs.

• Almost $11 million in active shooter training funding through the Preparing for Active Shooter Situations (PASS) program.

• Nearly $7.6 million in funding for the continuation of the Collaborative Reform Initiative, through which technical assistance providers offer expert services to state, local, territorial, and tribal law enforcement agencies to support effective community policing.

• An award for $130,000 to support the efforts of the National Blue Alert Network, a voluntary nationwide system to give authorities an early warning of threats against law enforcement and to aid in the apprehension of suspects who have killed or seriously injured an officer or deputy.

Complete lists of award recipients under these programs, including funding amounts, can be found here. The COPS Office is the federal component of the Justice Department responsible for advancing community policing nationwide. The only Justice Department agency with policing in its name, the COPS Office was established in 1994 and has been the cornerstone of the nation's crime fighting strategy with grants, a variety of knowledge resource products, and training and technical assistance. Through the years, the COPS Office has become the go-to organization for law enforcement agencies across the country and continues to listen to the field and provide the resources that are needed to reduce crime and build trust between law enforcement and the communities served. The COPS Office has been appropriated more than $20 billion to advance community policing, including grants awarded to over 13,000 state, local, territorial, and Tribal law enforcement agencies to fund the hiring and redeployment of more than 136,000 officers.
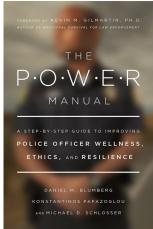
Updated October 13, 2023

Reading Corner

The *POWER Manual: A Step-by-Step Guide to Improving Police Officer Wellness, Ethics, and Resilience* (APA LifeTools Series) Paperback – November 16, 2021

A police officer's power does not come from their badge, gear, or tactical skills. It comes from POWER: Police Officer Wellness, Ethics, and Resilience. Even with access to a gym or counseling through work, police officers will benefit from developing a personal plan to maintain overall health. This book focuses on physical, cognitive, emotional, social, and spiritual wellness. It describes steps to optimize wellbeing and maintain effective job performance.

Filled with personal examples from Officer Mike, this book will better prepare police officers to de-escalate potential crisis situations before they happen and make them more capable of coping with them when they do. Includes a foreword by Kevin M. Gilmartin, PhD, author of the bestselling *Emotional Survival for Law Enforcement: A Guide for Officers and Their Families*.

The Benefit of Asking Questions:
A Review of Thalheimer's Research for Academy Training

Will Thalheimer published research on the effectiveness of asking questions in the learning process. His work is summarized in the following diagram and reinforces the positive effects of asking questions during the learning process.

Learning Benefits From Questions	Learning Benefits	
	Minimum by %	Maximum by %
Asking questions to focus attention	5	45
Asking questions to provide repetition	30	100
Feedback (to correct misconceptions)	15	50
Asking questions to provide retrieval practice	30	100
Questions spaced over time (to reduce forgetting)	5	40
Potential benefit by using all techniques	85	335
Probable learning benefit*	42 (a)	167 (b)
	* a, b = to be conservative, the totals are divided by 2.	

From the COPS Office
Police Executive Research Forum

New

Police vehicular pursuits present physical, emotional, and economic risks to the officer, bystanders, any passengers, and the fleeing suspect. Given these risks, law enforcement agencies need a resource that identifies solutions for managing high-risk vehicular pursuits.

In 2020, Congress directed the National Highway Traffic Safety Administration (NHTSA), in partnership with police jurisdictions, to conduct a study that would lead to the development of accurate reporting and analyses of crashes that involve police pursuits. While NHTSA currently collects data on first responder vehicles that are involved in fatalities during police pursuits, those data are subject to significant under-reporting. NHTSA and the Office of Community Oriented Policing Services (COPS Office) tasked the Police Executive Research Forum (PERF) with developing a guide, using the findings from that research, to provide pursuit safety information, research data, and model policies to foster the promotion of safer vehicular pursuits. PERF, NHTSA, and the COPS Office developed this resource in consultation with the Pursuits Working Group to help police agencies manage the risks of vehicular pursuits. This document explains the context for decision-making on pursuit policy, including the choices and risks associated with pursuits, and gives guidance to executives on making the best choices for their agency and community.
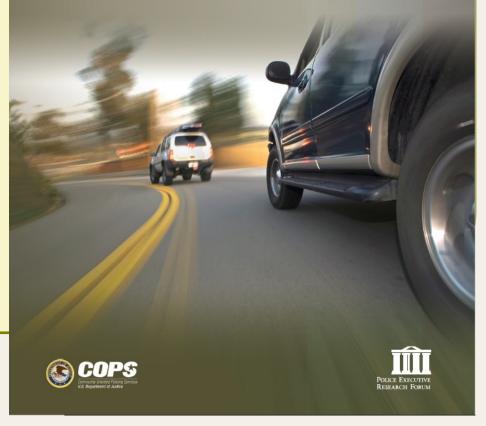
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Publication Date: September 19, 2023

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New

From the COPS Office

It is no secret that recruitment and retention are serious obstacles facing law enforcement today. The profession, by its very nature, challenges law enforcement professionals both physically and mentally. Society's ever-changing nature, needs, and expectations add another complex layer to policing. In recent years, several significant events have led to rapid changes and shifts in community expectations of what people want from their police and other public servants. These changes and accompanying challenges have played a part in departments' struggles to attract potential applicants to fill positions left vacant by retirement and to reduce or prevent the increasing number of resignations. The U.S. Attorney General, recognizing the need to have a national discussion on and identification of recommendations to address police recruitment and retention through the modernization of the police profession, requested a convening of law enforcement and community leaders to examine strategies and promising practices around this issue.

This document represents recommendations from the meeting, held on April 18, 2023. Prior to the meeting, participants identified discussion topics to allow for robust conversations on how our nation might move forward in addressing police workforce challenges and meeting community needs. The outlined recommendations focus on potential strategies and solutions that might be implemented at the agency level as well as possible actions that local and state governments and the Federal Government might take to support these changes.

To get your copy, click on the link below:

[PDF (2,991k)](#)

Publication Date: October 2023

Recruitment and Retention for the Modern Law Enforcement Agency

Bureau of Justice Assistance and Office of Community Oriented Policing Services

COPS Community Oriented Policing Services U.S. Department of Justice

BJA Bureau of Justice Assistance U.S. Department of Justice

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.

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

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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.

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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

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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

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

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 & 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 paid advertisements in a graphic format.

Preparation

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

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

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

IADLEST Standards & 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 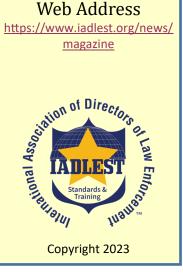enforcement training institutions, worldwide. Our readership has various levels of English language comprehension and reading abilities. Most have limited time for reading articles. With that in mind, authors should present material in clear, concise, and understandable terms.

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.

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

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