

# Standards & Training DIRECTOR Magazine



June 2023

## Focus on Academy Training



North Carolina Criminal  
Justice Academy  
&

University of Illinois  
Police Training Institute



D E N V E R

## 2023 IADLEST Annual Conference Highlights



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The Use of  
Academic  
Assessments in  
Police Training

# DO YOU **REALLY** KNOW WHO YOU ARE HIRING?



# NDI

## **NATIONAL DECERTIFICATION INDEX**

For more information – [www.IADLEST.org](http://www.IADLEST.org) or 208-288-5491



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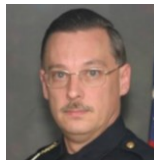
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### **Cover Design:**

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Third Volume

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IADLEST, June 2023.

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# Magazine Contributors



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*Jim Copple is an expert in public policy, strategic planning, and training and facilitation. He supports IADLEST on many projects and facilitated the 2015 Presidential Task Force on 21st Century Policing; he was principle writer for the Implementation Guide for the Department of Justice.*

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**Kelly W. Enos**



*Kelly Enos is the Vice Chair of the Administration of Justice Program at Los Angeles Mission College and the former Acting Dean of Academic Affairs. Prior to academia, he served as a police officer with the Culver City PD and a deputy sheriff with the Los Angeles Co. SO.*

**Brian Grisham**



*Brian Grisham serves as IADLEST's Deputy Director and the past Director of the Tennessee Law Enforcement Academy and POST. He is an attorney and lead support for several IADLEST's projects. He is a Life Member in IADLEST.*

**Dr. Naima Lewis**



*Dr. Naima Lewis is a retired professor of Health & Wellness from Howard University, Fort Valley St. University, and Florida A&M University. She founded and directs HYer-DYnamic Health Discoveries.*

**Dr. Jean Reynolds**



*Dr. Jean Reynolds is Professor Emeritus at Polk State College, 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.*

**Dr. Michael Schlosser**



*Dr. Michael Schlosser is a retired Director of the University of Illinois Police Training Institute. He also retired from the Rantoul Police Department at the rank of Lieutenant and is a published author.*

**Greg Sheehan**



*Greg Sheehan retired as an Inspector of Police with the New York City PD. He is a former Program Director of the NYPD Academy. He currently serves as a Team Leader for Government Solutions at Vector Solutions.*

**Joseph Trindal**



*Joseph Trindal has an extensive career in law enforcement. He is President of Direct Action Resilience LLC, a senior law enforcement advisor to U.S. DOJ's ICITAP, and represents IADLEST's International Region.*



# Message From The Executive Director

Welcome to this edition of *Standards & Training Director Magazine*. Inside you can read about and see some of the activities at our annual conference in Denver this past May. It was a fantastic success. Attendance was at an all-time high, the presentations were outstanding, and the activities were well attended. The association collected \$6,510.00 for Special Olympics, and we are grateful to everyone who participated in the auction that supported our charitable effort. In addition, there were a lot of new professional acquaintances made that we hope will become valuable resources to you in the future. Thanks to all our members who were able to join us. For those unable to participate in this year's annual conference, this issue summarizes many of the events and activities in photographs for you. We hope to see you at next year's annual conference.



Mike Becar

Also, in this edition of *Standards & Training Director Magazine*, we've highlighted two law enforcement training academies in our cover story, provided by Trevor Allen and Dr. Michael Schlosser. We're sure you will find their information interesting, as each has unique programs that will provide you with ideas about how law enforcement training or standards in your area might be improved or developed.

There are articles we believe you'll find interesting. We have focused on themes to give you critical thinking opportunities that we hope will be shared with instructors teaching for your POST or academy. Among the articles, we direct you to an important article regarding the Americans with Disabilities Act recently posted by the U.S. Department of Justice and Kelly Enos' article entitled *The Use of Academic Assessments in Police Training*, which provides valuable ideas for instructors to enhance and demonstrate student knowledge.

IADLEST Deputy Director Brian Grisham and International Region Representative Joseph Trindal have summarized their participation in and perspective of the 2023 World Police Summit sponsored by Dubai Police in Dubai, United Arab Emirates. As partners in this worldwide event, our IADLEST representatives were part of the Summit's agenda of presentations.

Mr. Jeff Dong has provided our readers with his article, *Incorporating GIS Into Training Objectives*, which is an excellent overview of technological methodologies in providing your officers with first responder training in preparation against criminals who may engage in assaulting schools.

Mr. Jeff Cochran and *Training Industry* have shared their article entitled *Influencing Without Authority: A 4-Step Model for Training Professionals*, and Dr. Jean Reynolds, Professor Emeritus at Polk State College in Florida, continues to provide IADLEST members with insight into police writing skills with her article entitled *Can A Computer Write A Report?*

There is much more inside this edition of *Standards & Training Director Magazine*. We hope you find the articles and material we've provided an informative reading that will benefit your professional responsibilities.

Finally, we encourage all IADLEST members to share their training or standards knowledge and experience with the association by writing and submitting an article to our IADLEST publications in the future. In addition, IADLEST is looking for photographs of standards and training activities and has initiated a Photo Contest that you can also read about in this magazine edition. We always support sharing information between law enforcement administrators and trainers. Writing an essay or sharing photographs is an excellent way to communicate your successes or expertise to our law enforcement training world.

## Meet Our New IADLEST President



# Setting the Pace for the Coming Year



**Mike Ayers**  
**Director**  
**Georgia POST**

On May 16, 2023, at the General Business Meeting of the association, for the year 2023-2024, IADLEST inducted Mike Ayers, of Georgia Peace Officer Standards and Training (POST), as our new President. In the following paragraphs, President Ayers discusses his vision for IADLEST during his term leading the association.

One of the issues discussed at the POST Director's Roundtable and what I see as of paramount importance is the development of a white paper by IADLEST to research and identify commonalities or "core competencies" in law enforcement training across all fifty states. I'm very excited about that possibility because while each state has its own unique needs, responsibilities, and personalities, the actual act of being a police officer, and the skills needed to be a police officer, should be germane to all of us across the country. This will give us an opportunity to develop useful classes, useful instructional information, and guidance that POST directors across the nation can implement within their states as they feel appropriate.

Also, it is exciting to see the growth our organization has undertaken over the past several years. Anyone associated with IADLEST has seen the explosion of membership and the swelling interest at our conferences after coming out of the Covid epidemic; our numbers are increasing yearly. In addition, our outreach abroad with fellow countries that participate in IADLEST's programs is a unique step to creating a more collective community of law enforcement standards and training professionals. That's exciting; I don't know if that has ever existed to this extent before. So I'm very enthusiastic about being part of that.

Sitting on the Executive Board for a couple of years afforded me the opportunity to see the passion of Executive Director Mike Becar for this organization, and that excitement is infectious. You can

see it in his staff and the people who surround him.

When I became a POST Director, I did not come from a training background. My career had been spent as a Special Agent of the Georgia Bureau of Investigation. I was completely at a loss as to what was appropriate and what was not, what was good training and what was not good training. I wondered how Georgia stacked up to other states. I found very quickly that IADLEST was eager to provide assistance in answering these and so many other questions that I had. I developed working relationships with other POST Directors from across the nation, which has proven to be so beneficial so many times. Still, it is IADLEST that has been the mortar that has kept the bricks together, and without this organization, those working relationships would have been much more difficult to develop. If you are a new POST Director or Academy Director, I encourage you to be active in this organization and to meet others who share your enthusiasm for providing a high degree of excellence in their state's training. Having worked with the Executive Board and the IADLEST team, I have seen that this desire to improve and to benefit our profession is universal. We live in a time where our elected officials have to at least begin to recognize the importance of having bona fide standards, to have good training, defensible training, appropriate training, and a universal system of accountability for our police officers. Through IADLEST, we can positively influence such changes. There is much talk of "police reform," which, to me, sounds like we are inherently wrong in what we teach our officers and how we hold them accountable for their actions. I choose to disagree with that sentiment. I prefer to see our occupation as continuously evolving and growing to meet the needs of our citizens. IADLEST plays a significant role in that evolution.

Speaking of accountability, you can't say enough positive things about the National Decertification Index. Even though the program has existed for nearly 22 years, the opportunity to prevent an officer from jumping from one state to another state and avoiding responsibility for their actions, actions which could directly lead to endangering the citizens of a state, is enormous. If utilized properly,



the NDI will help prevent the “wandering officer” from crossing state lines. It will also help track those who jump from department to department within their own state to avoid scrutiny and continue to work. This is a program that was created by IADLEST, by the POST Directors, and by members of this organization to meet what we consider to be a serious problem within our profession. We were not required or forced to create this program. In fact, we were so far ahead of the pack, thanks to the vision of people that came before us, that when this became an issue, the groundwork and foundation for the NDI was already in place. We were able to create this program in a way that we believe will be most beneficial to our law enforcement stakeholders rather than from the demands of bureaucrats who have absolutely no idea what we do in law enforcement.

The job of POST Director is exhausting if you take it seriously. Anybody who agrees to do this job must have a passion for law enforcement and its officers. It’s a job you don’t find yourself being offered unless you have extensive law enforcement experience. Most POST Directors are nearing the end of their careers when they are appointed to lead state training and standards organizations. So, the turnover rate of POST leaders does not surprise me at all. What you are looking for in a POST Director is the right set of people skills and the right set of internal values and integrity. I think you find people who possess those skills are those whom you can then train the other attributes of the job. However, it is a steep learning curve, one that I believe we never fully master. I appreciated the IADLEST President and Executive Director reaching out to me to offer support and guidance to help me along the way while I was trying to transition into this new area of responsibility. Those two and the numerous POST Directors who shared their expertise and knowledge helped me. I find our assistance to new directors indispensable and fundamental to what this organization does to support our members. I pledge to be available and eager to help others just as Presidents Kim Vickers and Erik “Bo” Bourgerie were eager to help me. We are indeed fortunate to have both Mike Becar and Brian Grisham, who have so much talent and experience, at the helm of this organization.

A danger that we all share is that if we don’t meet and seek the counsel of those people around us often enough, an issue may represent a problem to me, but to 49 other people, they may have this under control.



President Ayers speaking before the membership during the 2023 Annual Conference in Denver, Colorado.

Therefore, having spoken with the Executive Committee at the Denver Conference, it is our collective intent to encourage more frequent dialogue between members so that we can identify and address growing needs and growing trends. This exchange of information, I believe, will ultimately benefit us all.

Being on the Executive Committee has taught me that people in Washington, D.C., listen to Mike Becar. They’re listening to him; I don’t care what administration is in power. We have already seen that play out time and time again. That is a testimony to Mike Becar’s considerable skill set, people skills, and the positive influence of this organization. So, we talk a lot about the influence of the IACP and the National Sheriff’s Association; they are two powerful organizations. IADLEST is a powerful organization as well. Collectively, these organizations can complement each other, and I hope to work together with common goals to achieve positive results. I think that in our society, people are concerned about the kind of training that police officers are getting and about newspaper stories they read, at least on the surface, depicting

Continued on page 8

police officers being poorly trained or behaving badly. They want to know what we are doing to train our police officers. What are we doing in the area of officer resiliency? What are we doing to create an environment for our officers to ensure they're socially and mentally stable to do this job? That's going to come from us at IADLEST, the IACP, and the National Sheriff's Association working together. There is a golden opportunity to speak with one voice on this issue. There are things germane to all of law enforcement. We have to hold officers accountable.

We have to have excellent training, but the most significant need that I see right now in law enforcement, across the board, is the mental health and mental well-being of our police officers. They are being assaulted from every direction right now. It is unpopular to be a police officer. And I don't think that should be true. I think the silent majority in our country still appreciate what law enforcement officers do. It is a small collection of very vocal people that have made police officers fearful that they are going to be prosecuted in a courtroom or persecuted in the media. What are we doing in law enforcement to shore up our police officers emotionally so they can withstand and navigate a 30-year career? To me, the hot-button issue is officer

resiliency. If we can help a police officer make it through a 30-year career, what greater accomplishment is there? What are we doing to stem the tide of officer suicide? Our officers face many personal issues while handling the conflicts and needs of the citizens they serve in very irrational situations. That, to me, is our next first step. It's more important than the latest invention or development in police equipment. It's what goes on inside your brain and your heart that will equip an officer to survive. I will strive to drive that program while I am in the position to do so. We have a moral obligation to ensure that our police officers are properly trained and successful. Now is the time to push for officer resiliency so that our men and women who have sworn to protect and serve can do so without capitulating to the negative stressors and emotional and physical damages of a lengthy career in public service.

I would like to thank each of our members for your support and the confidence that you have placed in me through this opportunity. I pledge to serve the members of IADLEST and all law enforcement organizations and members to the very best of my ability during this very quick year. If I may be of assistance to you, in any way, please do not hesitate to contact me. ~

## **Curriculum Development and Job Task Analysis Offered**

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. Interested? Contact [Mike Becar](#).

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 implementation. 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. ~





Thursday, June 22<sup>nd</sup> 1:00pm – 2:00pm ET  
(US and Canada)

[Click Here to Register](#)

2023

# ESTABLISHING BEST PRACTICES

## for Experiential Training Sessions

### OVERVIEW:

This training session is designed to assist training organizations and managers in creating physical safety parameters for different kinds of training space. Historically, haphazard training safety protocols have been the root cause of multiple serious injuries and fatalities each year within the police training community. Designing meaningful language around experiential training and installing systems that assist in easier recognition of the people, places and things associated with experiential training is not complicated, although ensuring such systems are adhered to require a culture shift within the organizations that choose to use them. This training session will provide the basis for organizations to learn and adopt the specific language for safe and effective experiential training. It will help to clarify the roles and responsibilities of those tasked with creating and performing within experiential learning. It will cover the 8 Categories of small arms munitions and provide reasoning for Color-Coding for munitions, training vs operational devices and Conditions/Color Coding for various training spaces.

### LEARNING OBJECTIVES:

1. An introduction to a glossary of terms that help to achieve an understanding of 8 Munition Categories and their associated Color Codes
2. Learn the parameters for setting up and controlling different Classes of Training Space, including Class A, Class B, Class G and Prohibited Training Spaces and what is permissible within each Class of space
3. Gain an understanding of the specific roles and responsibilities for Safety Officers, Exercise Controllers, Role Players and ancillary training staff within experiential training settings
4. Obtain an appreciation for the specific training necessary for each of 7 different types of Role Players and the essential nature of well-trained and tightly-scripted Role Players

### KENNETH MURRAY

**Kenneth Murray** is the Director of Training for the Reality Based Training Association ([www.rbta.net](http://www.rbta.net)) He co-founded SIMUNITION® and wrote the safety training standards for use of the marking cartridges during scenario training. His book *Training at the Speed of Life – The Definitive Textbook for Police and Military Reality Based Training* has been used as a textbook worldwide for best practices in the realm of safe and effective simulation training, independent of technologies. The RBTA runs instructor level training programs for all aspects of experiential and simulation training.

Sponsored By:





# 2022 Census of Law Enforcement Training Academies (CLETA)

Conducted by:

Bureau of Justice Statistics, U.S. Department of Justice  
RTI International

This spring, the Bureau of Justice Statistics (BJS) at the U.S. Department of Justice will work with its data collection partner, RTI International, to administer the 2022 Census of Law Enforcement Training Academies (CLETA). BJS conducts the CLETA approximately every 5 years to collect information on basic training curricula, academies, recruits, and instructors from every U.S. law enforcement training academy that offers a basic training program.

The CLETA was last administered in 2019 to collect information on basic training in 2018. Because more than **90% of eligible academies completed that survey**, training academy directors and state and federal policymakers could rely on it as a source of nationally representative information on basic training and training academies. The 2022 CLETA will provide updated information on basic training that will help academies, law enforcement agencies, and other stakeholders shape their programs to meet their needs. IADLEST is a partner on this data collection and has endorsed the survey.

We hope that you will take this opportunity to learn more about the CLETA and that your academy will contribute to this important data collection on law enforcement basic training this spring. You can learn more about the CLETA by visiting <https://bjslecs.org/CLETA2022>. You can also send questions to [cleta@rti.org](mailto:cleta@rti.org).



## CLETA Survey Content

- Content of basic training
- Duration of basic training
- Types of agencies and positions for which basic training is provided
- Requirements of academy instructors
- Academy resources
- Number of recruits starting and completing basic training programs and reasons for lack of completion

## CLETA Data Collection Information

- In May 2023, BJS will send a letter inviting law enforcement training academy directors who offer basic training to complete the 2022 CLETA
- Academy directors can designate a point of contact to complete the survey
- RTI will provide directors and points of contact with access to the survey website to allow for the review and completion of survey items.

### You may also contact:

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## **Important: A DOJ Statement of Interest That Trainers Should Know**

### **United States Department of Justice Statement of Interest Filed on Americans with Disabilities Act's Application to Law Enforcement Responses to People Experiencing Behavioral Health Disability-Related Crises**



On May 12, 2023, the Department of Justice (DOJ) filed a Statement of Interest in *Lou v. Lopinto*, a private lawsuit against the Sheriff of Jefferson Parish, Louisiana, and several Jefferson Parish Sheriff's Office deputies (defendants). The lawsuit was filed in the United States District Court for the Eastern District of Louisiana by the parents of a sixteen-year-old with autism who died while the defendants were responding to the child's disability-related acute sensory episode, or "outburst." One of the lawsuit's claims is that the defendants discriminated against the child based on disability, in violation of the Americans with Disabilities Act (ADA), when they did not reasonably accommodate the child's known disability while interacting with and restraining the child. The DOJ filed the Statement of Interest to clarify how Title II of the ADA applies to law enforcement encounters with people experiencing disability-related crises. The DOJ's brief explains that law enforcement agencies can violate the ADA by failing to provide people with disabilities with an equal opportunity to benefit from their services when officers respond to emergency calls. Law enforcement officers can also violate the ADA by failing to reasonably modify their procedures when interacting with people with disabilities. Finally, the DOJ explains that the Fifth Circuit's exigent circumstances exception should not bar this ADA claim.

While the entire Statement of Interest describes important facts and legal positions of the plaintiffs and defendants in the case, some of the most important features begin with the "**Discussion**," from pages 8-19 of the document. Key points are presented that apply, in general, to all officers throughout the United States, and include DOJ's position that:

1. "... law enforcement agencies' failure to provide people with disabilities with an equal opportunity to benefit from their services or reasonably modify their procedures to avoid discrimination can violate the ADA." (page 9)
2. "Law enforcement agencies and their officers also have an affirmative obligation to make reasonable modifications to their policies, practices, or procedures where necessary to avoid discrimination against a person with a disability, unless doing so would fundamentally alter the nature of the service, program, or activity." 28 C.F.R. § 35.130(b)(7)" (page 9)
3. "... the record is replete with facts showing that several Defendants knew about E.P.'s disability before or on arrival to the scene, and that others learned of his disability during the encounter." (page 11)
4. "Modifications that may have been reasonable for officers to implement, depending on the circumstances and existing services, include dispatching crisis intervention trained officers or arranging for a mobile crisis team to respond; using de-escalation strategies; removing distractions and providing time and space to calm the situation when the child poses no significant safety threat; and avoiding or minimizing touching a child whose disability makes them sensitive to touch. If available, officers should enlist a child's parent, guardian, treating medical professional, or another trusted support person, to help to effectively communicate with the child and de-escalate the situation." (page 11)
5. With the parents present at the scene, "... obtaining information from E.P.'s parents about how to accommodate his disability, and reducing the force used as E.P. resisted less." (page 12)
6. "Where courts have applied the exigent circumstance exception to reject ADA claims, the person with a disability typically had a weapon or the defendant thought the person with a disability was reaching for a weapon." (page 16)
7. "Critically, nothing in the briefing suggests that E.P. had a weapon, that officers ever reasonably suspected he had a weapon, or that there was a threat to human life." Nor did Defendants "face the types of 'split-second decisions' .... When the first Defendant arrived at the scene, E.P. was partially seated in a car and not hitting anyone. The record contains no evidence that any bystanders were at risk or that weapons were involved. And at various points, at least six officers were present to" secure the scene. (page 17)

**[Click here](#)** to read the entire Statement of Interest.

## ***Congratulations LTSO Gavin Gard! We are all very proud of you!***

Many IADLEST members who have attended past IADLEST Conferences may be interested in this story about a young man we've all come to know, and who on a sunny day in Boise, Idaho unexpectedly became a hero for several people in their moment of terror.

The young man is Gavin Gard, son of IADLEST Chief Financial Officer Yvonne Pfeifer, who has assisted IADLEST in many ways in years past. Gavin received praise and was selected to receive the Department of Homeland Security (DHS) Secretary's Award of Valor for the action he took to save lives. Gavin was presented the award from Transportation Security Administration (TSA) Administrator, David Pekoske, on May 9, 2023, in Washington, D.C. We recognize Gavin for his heroism, as many others have, as reported in the following story.

Here is the original TSA story from November 2022 written by *Wayne Carey, TSA Strategic Communications & Public Affairs*

### **Boise TSA officer saves several from river**

Wednesday, November 16, 2022

Floating along the Boise River is a favorite local pastime. The river's "Greenbelt" was developed into a multi-use recreation area with walking paths, benches and picnic tables, along with tube rentals and "put-in" and "take-out" areas for river adventurers.

Thousands of guests frequent the waters each year.

It was the perfect spot for Lead TSA Officer Gavin Gard to invite his girlfriend's grandparents, Tom and Mary Morrell, and some family for a relaxing day of floating on the river.

The weather was perfect; the early summer skies were azure blue and the sun brilliant. But it turned out the water was not for the faint of heart. "The water was like 52 degrees that day," remembered Gard. "It was absolutely freezing."

The Boise River is a snow-fed tributary that starts high in the Sawtooth Range mountains and eventually drains into the Snake River. Unaware of any dangers lying ahead, Gard and his girlfriend, Abigail, set out for a fun day.

After the group rented their tubes, the floating adventure began. Right away, there were signs the trip might be more than they bargained for. The effort and activity of tubing/river running in combination with the cold water temperature was especially hard on Mary.



Jenny Jones (left), Abigail Early (center) and Gavin Gard (right) working at the 2022 IADLEST Annual Conference

The river currents threatened to pull the group apart in different stages. Small islands, unseen obstacles and unexpected rough ripples, along with the energy needed to keep a tube moving in the right direction, all combined into a stressful situation. By the end of the trip, the group became separated.

Gard and Abigail were first to exit at the designated take-out area, where signs reminded floaters this is the last place to dock before passing under a bridge and into some rapids. The two sat on the bridge and waited for the rest of the group to arrive.

Off in the distance, Gard saw a man coming down the river holding an empty tube. As the person got closer, it was obvious the man was unable to navigate the waters and couldn't stop at the last exit.

"He just completely blows past the last exit (before the dam) and keeps on going," said Gard. "I could see him panicking and helpless, so I dove in and swam out to him." The man turned out to be Tom, holding onto Mary's empty tube.

Cold and disoriented, Tom couldn't recall where or how he and Mary became separated. When they first lost each other, he waited in the water with her tube but eventually decided to complete the float. When asked where they separated, Tom recalled he last saw Mary near the Boise State stadium, nearly two miles upstream.

Leaving Abigail to help Tom recover, Gard and Abigail's uncle, Peter, ran the path along the river, searching the shoreline for Mary and shouting out to passing rafters asking if they had seen an older woman. Finally, a group said they saw someone standing in the water at about



mile marker 2.

The pair raced back down the river, frantically searching and becoming separated in the process. Gard made it back to Abigail after an hour of futile searching, and they became desperate to find Mary.

"I grabbed a tube and ran all the way back to the starting point [two miles on foot] and started to float the river again," Gard said.

His efforts paid off, and he found Peter and Mary stranded on a little island in the river, surrounded by raging rapids. Peter had swum to Mary, but after nearly three hours in and out of the cold water, they couldn't navigate the rolling rapids to make it to shore.

Taking his tube, Gard entered the river upstream and floated back downstream to the stranded pair. Gard gave his tube to Peter and his shoes to Mary after she lost hers in the river. Together, they struggled through the rapids into shallow waters where they could finally get to shore.



(Above) Gavin Gard (center) with Tom and Mary Morrell. (Photo by Abigail Early)

The group reunited at the bridge and recounted the exhausting past five hours. When Mary was pulled from her tube, she was pushed under the rapids but somehow managed to grab nearby tree branches. A family floating by told her to let go and drift to the island where she was eventually found.

When the group was finally about to leave the park, Gard heard a young voice crying out for help.

Scanning the river, he spotted a 10-year-old girl with no tube hanging onto a tree branch, screaming for help. Still barefoot, Gard ran down the steep, rocky embankment into the river. He grabbed the child and carried her ashore. "I'm not gonna lie," Gard recalled of his third rescue. "I was pretty burnt out with all that running, and it was just exhausting, emotionally and physically. I was just glad I was there at the right time and could help, but I was just tired."

Back home, Star, Idaho, Mayor Trevor Chadwick awarded Gard the Good Star Citizenship Certificate for his unselfish efforts and disregard for his own safety.

Idaho TSA Federal Security Director Andy Coose praised Gard, saying, "Gavin is one of those guys who meets the defi-



(Above) Mayor Trevor Chadwick and Gavin Gard. (Photo courtesy of the City of Star, Idaho)

nition of 'Model Officer' in every way. He is dependable, courteous, polite, humble, respectful, looks professional in his uniform and contributes positively to the team's success every day at Boise International Airport. I honestly can't say enough about a young man who at the age of 20 carries himself so well and maintains such a high standard for himself. He says he would like to be a Navy SEAL one day, and I don't doubt that he is a person who could achieve such a lofty goal. He just makes everyone around him better."



(Left) Idaho TSA Federal Security Director Andy Coose congratulates Lead TSA Officer Gavin Gard. (Photo by Dee Dee Krakowski)

### From Ermelinda Krakowski:

"Many of you know LTSO Gavin Gard as a fun and caring individual who works in the Boise Airport as a Lead Transportation Security Officer (LTSO). ... Gavin never bragged about what he did and told me he would do it again if he was in a similar situation."

### Now to fast-forward to Tuesday, March 21, 2023...

FSD Coose was informed that Gavin was selected as the recipient of the 2023 Secretary's Award for Valor! What is the definition of Valor? The Secretary's Award for Valor is the highest recognition for extraordinary acts of valor occurring either on or off duty. The employee will have demonstrated selfless response by performing courageously in a highly dangerous or life-threatening situation to protect another's life or to save significant assets or infrastructure from harm. Both civilian and military employees of the Department are eligible for this award.

[The Secretary's Award for Valor 2023 | Homeland Security \(dhs.gov\)](https://www.dhs.gov/the-secretarys-award-for-valor-2023) ~



(Above) Left to right: TSA Administrator, David Pekoske, Gavin Gard, Yvonne Pfeifer and Federal Security Director, Andy Coose at the TSA Awards Ceremony, May 9, 2023.



# IADLEST BUSINESS NOTES

## **IADLEST Partners with the Dubai World Police Summit**

During March 7-9, 2023, IADLEST was a partner with the organizers of the World Police Summit in Dubai, United Arab Emirates. IADLEST sent representatives Brian Grisham and Mark Damitio to take part in the Summit presentations and panel discussions. The story is presented on pages 23-26.

## **Academy Innovations Presentation at ILEETA Conference**

IADLEST spoke at the ILEETA Conference on the Academy Innovation Project in March. Dianne Beer-Maxwell and Peggy Schaefer represented the IADLEST sharing the information gleaned to date and the direction the project is headed over the next few months.



**2024 IADLEST Conference** set for Phoenix, Arizona June 2-5, 2024. Our host will be Arizona Peace Officer Standards and Training. [Click here.](#)

## **NDI Demonstration and Q&A**

On April 17th, IADLEST hosted a ZOOM live demonstration of the NDI along with a Question and Answer session for all parties interested in submitting a proposal for the NDI Expansion Project. The NDI Expansion Project RFPs were received and are being reviewed at this time.

## **For POST Directors and their Attorneys**

IADLEST provides a ListServ service for legal staff to POST Directors that can assist you with information for lesson plans and legal matters. The ListServ is only available to Director Members of the association and their legal staff who have been granted specific access to the information.

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

## **Accreditation of Academies**

As of June 1, 2023, the following academies are undergoing the IADLEST accreditation process:

Agencies in the Law Enforcement Academy Accreditation self-assessment process:

- Jamacia Constabulary Force
- Tunisia National Guard
- Hawkeye Comm. College Law Enforcement Academy, Iowa
- Walden Security Services Academy, Tennessee
- Vermont Police Academy
- Ouachita Baptist Univ. Part-Time Police Acad., Arkansas
- Front Range Comm. Coll. Law Enforcement Acad., Colo.

Agencies in the POST Agency Accreditation self-assessment process:

- Idaho POST
- Dubai Police Training Department
- Colombian National Police Standards Center

Agencies in the Law Enforcement Academy Accreditation document submission process:

- Inst. for Police Education, Dominican Repub. Nat'l, Police
- NW Arkansas Law Enforcement Academy

Continued on page 15



## Recent IADLEST Member Agencies Requesting Survey Information

A number of states have recently sent out agency requests for information 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. Surveys requested recently are listed below.

ORGANIZATION and DATE	SURVEY TOPIC	CONTACT PERSON
National Conference of State Legislatures May 25, 2023	What states, if any, legislate or regulate color vision standards for police officers?	<b>Zaakary Barnes</b> <a href="mailto:zaakary.barnes@ncsl.org">zaakary.barnes@ncsl.org</a> National Conference of State Legislatures 303.856.1535 (o)
Tennessee POST May 17, 2023	How does your state handle emergencies where out of state law enforcement may be required or in state border areas where officers from one state may be requested to cross into another to provide disaster assistance? Is there a law that allows commissioning; does a sheriff have the ability to appoint those officers in a temporary capacity; does your POST have some role in it?	William “Chip” Kain <a href="mailto:william.kain@tn.gov">william.kain@tn.gov</a>
South Dakota POST May 3, 2023	The State of South Dakota is researching appropriate and ethical policies for LGBTQ+ law enforcement academy attendees. We’re seeking information, policies and/or protocols other law enforcement training entities are using which we can use to inform our own practices.	Hank Prim <a href="mailto:hank.prim@state.sd.us">hank.prim@state.sd.us</a> (605) 773-4624
Indiana Law Enforcement Academy April 29, 2023	Training of various size of police agencies; do all officers in your state have the same training since they essentially do the same job, or do you have officers who receive less training?	Bryant Orem <a href="mailto:BOrem@ilea.IN.gov">BOrem@ilea.IN.gov</a> <b>317-837-3266</b>

Continued on page 72



## Member Agency Notes

### Mandatory National Decertification Index Background Checks

States that have mandatory National Decertification Index (NDI) background investigation check requirements for all officers hired by law enforcement agencies include California, Massachusetts, New York, and Tennessee. These states are at the forefront of ensuring their law enforcement officers do not have a history of misconduct or criminal behavior that other states have recognized as disqualifying for peace officer / police certification or licensure.

Continued on page 16



## Member Agency Notes (Continued)



### **POST releases Background Information Requests Regarding Peace Officer Certification Status (Bulletin 3023-08: April 27, 2023)**

The California Commission on Peace Officer Standards and Training (POST) has released an informational video highlighting its implementation of the new peace officer certification requirements in California, as outlined in Senate Bill (SB) 2. The video features the new requirements as enacted by law, and also gives an overview of POST's newly created division with the organization, the Peace Officer Standards Accountability Division (POSAD).

The law, which went into effect on January 1, 2023, changes how peace officers are certified, reviewed, and decertified. One of the most prominent changes requires law enforcement agencies in California to report to POST all acts of serious misconduct. In turn, POST's new division, POSAD is responsible for reviewing the investigations conducted by the agency and conducting additional investigations into serious misconduct that may provide grounds for suspension or revocation of a peace officer's certification. All items related to peace officer certification and the decertification process will be handled by POSAD moving forward. The video is available to view on the POST Learning Portal at: <https://post.ca.gov/Certification>.

For more information related to peace officer certification, visit the POST Website. Questions regarding features and options on the Learning Portal may be directed to the Learning Technology Resources Bureau by phone at (877) 275-5872.

### **Instructors in POST-certified Courses**

On April 25, 2023, California POST amended its existing requirements for course certification and presentation specific to instructor qualifications. Effective immediately, all instructors in any POST-certified course, including the Regular Basic Course (RBC) and related courses, who are currently peace officers shall possess and maintain a valid Proof of Eligibility (POE) or Basic Certificate. All instructors in any POST-certified course, who are former peace officers shall have separated from employment as a peace officer with a valid POE or Basic Certificate.

A certification that is currently "inactive" is acceptable so long as there have been no licensing actions taken against said certification. Commission Regulation 1052(a)(5)(A) prohibits any current or former peace officer from serving as an instructor of a POST-certified training course if they are ineligible to hold office as a peace officer, pursuant to Government Code section 1029, or if their peace officer certification is currently suspended by POST.



### **Oklahoma CLEET Celebrates 60 Years of Service**

On June 5, 2023, the Oklahoma Council on Law Enforcement Education and Training (CLEET) along with the Ada Chamber of Commerce held a celebration of 60 years of history together in Oklahoma law enforcement history.

Continued from page 72



# The Leader in World Class Training for Executive Protection Professionals



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  - Protective driving
  - Explosives detections
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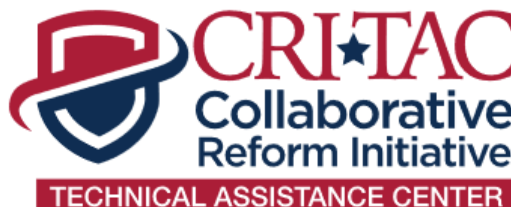
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- Engaging classroom instruction covering core themes led by EP professionals with decades of experience
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- This program is designed for law enforcement, military, and private practice individuals with primary and secondary duties ensuring the personal safety of public officials, high net worth individuals, and others at-risk.
- IADLEST certified, 50 hours



## No-Cost Duty to Intervene Training Offered by CRI-TAC

Duty to intervene training is now available and offered at no cost to law enforcement agencies across the United States by the Collaborative Reform Initiative Technical Assistance Center (CRI-TAC).



Take Action: Make the R.I.G.H.T. Choice and Intervene is available to officers of all ranks and is intended to empower and encourage officers to recognize the importance of the duty to intervene to safeguard the community, the agency, colleagues, and themselves from adverse situations. Law enforcement-specific barriers to effective intervention, duty to intervene legal standards, the key benefits of effective intervention, and practical scenarios and role-playing are covered within this course.

To request this training for your agency today, [Click here](#)

# The Republic of Tunisia, the U.S. Institute of Peace, and IADLEST



Director Mekki

IADLEST had the extreme pleasure of meeting Colonel Major (Brig. Gen.) Imed Mekki, Director of the Training Directorate of National Guard, Ministry of Interior, for the Republic of Tunisia, at the 2023 IADLEST Conference. We sat down with Director Mekki and discussed the role and goals of the Tunisian National Guard and their interest in IADLEST.

Tunisian National Guard (TNG) is a part of the law enforcement apparatus in Tunisia. For the operational tasks, it operates under the aegis of the Ministry of Interior, and for the judicial tasks, it operates under the aegis of the Ministry of Justice. It acts much like a Gendarmerie force.

Director Mekki has a master's degree in criminology from "*Ecole Liègeoise de Criminologie Jean Constant*" (a department at the Faculty of Law, Political Sciences and Criminology of the University of Liege – Belgium.) and a professional master's degree in management of the institutions of the internal security forces from the "*Institut Supérieur de Comptabilité et d'Administration des Entreprises*," of the University of Manouba - Tunisia. He is also certified as a Lead Auditor by TUV Rheinland (CQI/IRCA standards for Quality Management Systems ISO 9001). Director Mekki served within the National Guard Special Forces Unit (USGN) for 15 years as a part of the special response team focusing on the operational aspect as well as training in counterterrorism (CT). He was then appointed as inspector-auditor, Riot Control's Regiment CO, a school director for seven years, then as the director of training of the National Guard in late 2021. He currently oversees the training of over 30,000 National Guard agents.

The training system of the National Guard includes six training centers in addition to two new training centers that are in the process of being established. Each training center has a specific specialty and is overseen by a director in charge of the administrative and financial aspects of training. Director Mekki oversees the training programs, curriculum, and methodology of all training centers.

Since 2016, the TNG Directorate of Training has partnered with the United States Institute of Peace (USIP) on a joint security sector training initiative, an extensive program focused on security sector training reform and professionalization that is funded by the U.S. Department of State, Bureau of International Narcotics and Law Enforcement Affairs. This program is part of a partnership between USIP and the Tunisian MOI that aims to build a public service-oriented police force with a heavy emphasis on training reform.

The USIP is a national, non-partisan, independent institute founded by Congress, dedicated to the proposition that a world without violent conflict is possible, practical, and essential for U.S. and global security. The Institute works with governments and civil societies to build local capacities by linking research, policy, training, analysis, and direct action to support those working to develop a more peaceful, inclusive world.

This initiative with USIP is based on the premise that the training system plays a central role in ensuring that field agents perform their duties in accordance with the core values and mission of the institution. It also contributes to respecting the principles of *command and control*. The training director believes in a policing model whereby law enforcement agents are service providers. The public are "customers," and it is the responsibility of the training system to guarantee the quality of the services rendered to the public by the operational force through establishing a strong values system in line with human rights, transparency, accountability, etc. Accordingly, decisions should not be made unilaterally but in constant interaction with citizens. To this end, a Learning Management System—a platform that is currently being integrated by the TNG in collaboration with USIP—will allow the TNG to, among many other new learning capabilities, carry out citizen satisfaction surveys to define priorities and concerns in terms of field performance and services quality.

Continued on page 19



The Tunisian delegation came to the 2023 IADLEST Conference, with support from USIP, to benefit from the exchange of expertise, expand international cooperation, and pursue academy and POST accreditation, course certification, and instructor certification through IADLEST. During the Conference, they met with Mark Damitio, to better understand the IADLEST's standards and training opportunities. ~

\* Globe graphic courtesy of Wikipedia. GYassineMrabetTalk based on Martin23230 work, CC BY-SA 3.0 <<https://creativecommons.org/licenses/by-sa/3.0/>>, via Wikimedia Commons



## Upcoming Association Events

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

- |                 |  |
|-----------------|--|
| <b>June 6-7</b> | <b>Training — Basic Analyst Course, Alamo Area Council of Governments, San Antonio, Texas</b>  |
| <b>June 6-9</b> | <b>Training — Data Driven Decision Making for Command, Supervisors and Analysts, Alamo Area Council of Governments, San Antonio, Texas</b> |
| <b>June 20</b>  | <b>Constitutional Policing Working Group, Web Roundtable</b>   |
| <b>June 22</b>  | <b>Training — Large Truck &amp; Bus Course, Angleton, Texas</b>  |
| <b>June 28</b>  | <b>Training — Large Truck &amp; Bus Course, Rowlett, Texas</b>   |
| <b>June 30</b>  | <b>Transparency Research Institute on U.S. Police Complaint Process &amp; the NDI, Web Presentation</b>                                    |
| <b>July 10</b>  | <b>Executive Steering Committee (NSI), DHS, National Threat Reporting Office, Meeting</b>  |



# Are You A Photographer or Is Photography Your Hobby?



## **IADLEST PHOTO CONTEST !**

IADLEST is announcing a Photography Contest for the best pictures that depict law enforcement training or that show Peace or Police Officer Standards and Training (POST) activities. Photographs must be an original picture taken by the submitting photographer and not used by any other magazine or picture source.

Each photograph can only be entered for one photograph class. Winners in each class or category will be featured in a future IADLEST *Standards & Training Director Magazine* (STDM) article and will be eligible for a cash award from IADLEST.

The Best Overall Training and Standards Category Photographs will be selected for each photo category and also from all photographs submitted by the applicants. All Photograph entries should be sent as electronic files in a jpeg or png file. Photograph files should be submitted to the contest and titled for the category that they are being submitted for in the contest.

Example: "Photo Title\_Photo Category\_photo by\_your name."

Example: "Judge swearing in officers\_Swearing to code of ethics\_John Smith"

Photographs should be submitted by email to [STDM@iadlest.org](mailto:STDM@iadlest.org), on or before August 25, 2023. Correctly identified submissions will receive a return email notifying the sender that the submitted photograph file has been received and has been entered into the contest.



Contest photographs will be judged for their quality by IADLEST staff. All submissions will become the property of IADLEST for use as deemed appropriate. Individuals who submit photographs will be recognized if photographs win a photograph class or category, or if they are used for the IADLEST website, magazine or newsletter. The photo categories and classes are displayed on the following page.

Continued on page 21



Continued from page 20

### Training Categories:

Best Photograph: Defensive Tactics	\$50
Best Photograph: Driver Training	\$50
Best Photograph: Firearms Range	\$50
Best Photograph: Practical Scenario Training	\$50
Best Photograph: Interpersonal Communications	\$50
Best Photograph: Supervisor with Recruit	\$50
Best Photograph: Recruits Swearing to Ethics Code/Oath	\$50
Best Photograph: Inservice Training	\$50
Best Photograph: Class Lecture	\$50
Best Photograph: Physical Fitness	\$50
Best Photograph: Video Production	\$50
Best Photograph: Web Production	\$50
Best Photograph: Academy Graduation	\$50

### Standards Activity Categories:

Best Photograph: POST Council/Commission Meeting	\$50
Best Photograph: Academy Audit Process	\$50
Best Photograph: Meeting with Academy Director	\$50
Best Photograph: POST Staff at Work: General	\$50
Best Photograph: POST Staff Meeting	\$50
Best Photograph: POST Staff at Work: Curriculum Development	\$50
Best Photograph: Decertification Hearing	\$50



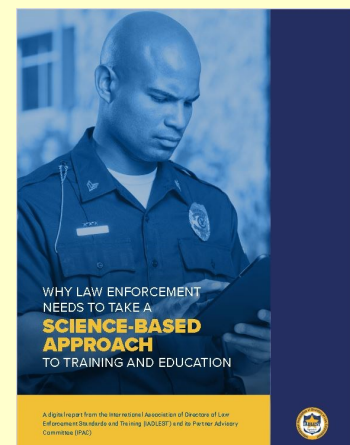
A special award will be presented for the best overall photograph selected for the Training and Standards Categories as noted below:

Best Overall Training Photograph	\$100	Best Overall Standards Photograph	\$100
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## FROM IADLEST

**Why Law Enforcement Needs  
To  
Take A Science-Based**

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



## TASK FORCE ON 21ST CENTURY POLICING

### A RENEWED CALL TO ACTION

APRIL 25, 2023

## Task Force on 21st Century Policing: A Renewed Call to Action - Organizations

Dear Friends and Colleagues:

The 2015 report by the President's Task Force on 21st Century Policing remains a significant influence on policing reform, but the country still confronts police violence that undermines community trust and confidence.

The brutal beating death of Tyre Nichols in Memphis by a specialized unit of the Memphis Police Department ignited a review of the role of specialized units and use of force. However, this is not enough, and the situation demands an in-depth examination of policing culture. On February 2, 2023, former task force co-chairs Laurie Robinson and Charles Ramsey convened former task force members to discuss the current crisis of confidence in policing. Participants in the reconvened task force believe that real solutions require looking beyond police reform toward underlying causes, including the whole-of-government and whole-of-community responses.

**[CLICK HERE](#)** to see the PDF and Press Release related to this project. This initiative was hosted by 21CP Solutions and funded by the Joyce Foundation.

For more information about this project, contact: Mr. James E. Copple, Principal,  
Cell: (301) 455-0654, Office: (202) 457-7771, [www.sai-dc.com](http://www.sai-dc.com),

## Are You Recognized for Your Instructor Abilities?

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

Information about IADLEST's Instructor Certifications,

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







# IADLEST and the World Police Summit: An Enduring Partnership in Advancing Innovative Policing Worldwide

By Brian Grisham, Deputy Director and  
Joseph Trindal, International Region Representative

For three days in May, representatives of police services from over 50 countries gathered in Dubai for the 2023 World Police Summit (WPS). This second WPS promoted the theme of *Inspiring Next Generation Policing*. Dubai is today one of the world's most advanced smart cities. The largest city in the United Arab Emirates (UAE), Dubai celebrates a rich history as a crossroads of cultures. For the global police profession, Dubai is a perfect crossroads of police innovation and advancements.

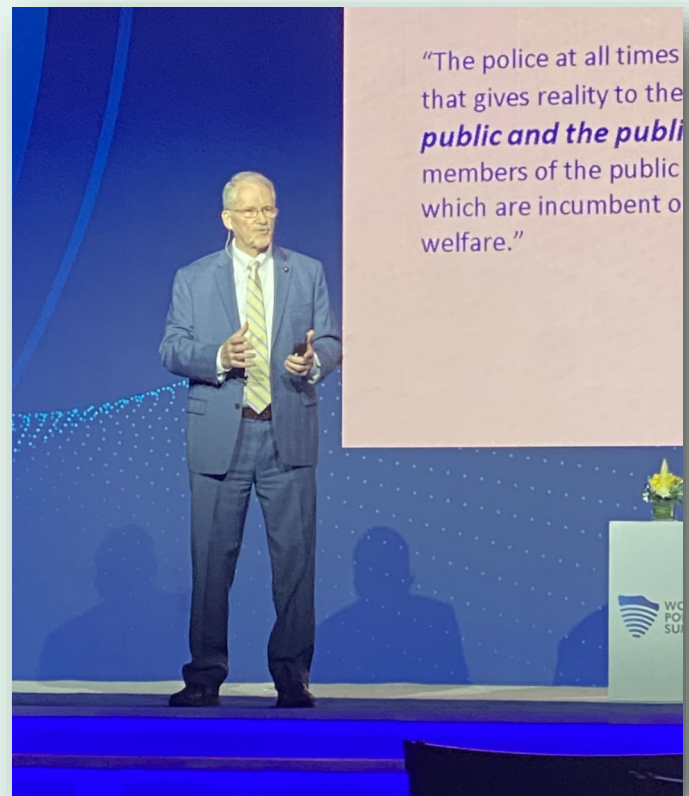
IADLEST attended the inaugural WPS in 2022, where Mark Damitio, Project Manager for Accreditation, served on the Board of Trustees and delivered a presentation on risk management. This year, IADLEST continues engaging on the Board of Trustees, with Deputy Director Brian Grisham serving as a trustee. IADLEST also serves as a sponsor of the Summit.

The 2023 WPS and exhibition venue was the Dubai World Trade Centre (DWTC), the region's largest purpose-built events complex. Though 40 years old, the DWTC was well configured for the 2023 WPS to showcase innovation in police technology and services. Fifty-one (51) exhibitors, including several police agencies, displayed and demonstrated product and service capabilities. Advances in robotic technology, including unmanned aerial systems, were prominent among the exhibitions. Even outside the exhibit hall, in the DWTC mall area, there was a Rent-a-Bot storefront, demonstrating the growing application of robotics in mainstream life worldwide. The WPS Exhibit Hall reportedly drew over 15,000 visitors this year.

The opening ceremony featured a documentary of Dubai Police's approaches to making Dubai among the safest and most visited tourist destinations in the world. Sheikh Hamdan bin Mohammed bin Rashid Al Maktoum, Crown Prince of Dubai and

Chairman of The Executive Council of Dubai, presided over the opening ceremony. Sheikh Hamdan expressed the importance of global cooperation in public safety and security. After the opening ceremony, Sheikh Hamdan inaugurated the WPS Exhibit Hall.

The WPS featured presentations were delivered in designated areas within the Exhibition Hall. This configuration ensured that attendees were exposed to the exhibitors, many of whom were prominent WPS sponsors. The conference areas varied in size and layout. Most conference areas were theater style; however, one was arranged in a circular seating fashion around the center stage. This provided a more intimate setting that promoted interactive attendee participation.



IADLEST's Joe Trindal presenting "New Age of Police Accountability and Transparency" at WPS 2023.

Continued on page 25



# World Police Symposium At A Glance





The 2023 WPS drew over 3,000 registered attendees. Several IADLEST international members were among the attendees. IADLEST's International Region Representative Joseph Trindal delivered a presentation entitled *New Age Police: Accountability - Redundancies and Opportunities*. Joe Trindal also engaged in one of the five (5) focused roundtable discussions. The roundtable discussions were closed to the general WPS attendees in order to provide the participating UAE officials interactive opportunities with global subject matter professionals, under Chatham House rules.<sup>1</sup> It was an honor for IADLEST to participate in a roundtable discussion with Dubai Police and UAS Ministry of Interior (MOI) officials on the topic of *Global Police Competitiveness*. The discussion centered around the challenges and solutions of police data management and information sharing in complex transnational cybercrime investigations involving several countries and jurisdictions. The importance of interagency trust coupled with clarity in understanding investigative agencies' legal and policy frameworks was universally appreciated throughout the discussion. The roundtable discussion highlighted the challenges shared by police services worldwide, with increasing frequency as criminal enterprises continue exploiting global networks with borderless technology. The discussion also focused on the international legal frameworks such as the Mutual Legal Assistance agreements, international police organizations, multi-national police task forces, and the United Nations Convention Against Transnational Organized Crime of 2000 (UNTOC).

This year's WPS coincided with International Women's Day on March 8<sup>th</sup>. Women police from several countries were well represented at the WPS. Several conferences featured women police panelists and presenters. Among these, IADLEST



IADLEST's Brian Grisham and Joe Trindal at the WPS.



Panel presentation entitled "Gender Equity in Public Safety." Left to right, Kym Craven, NAWLEE; Anood Al Saadi, Women's Council for Dubai Police; and Rulla Farra, moderator.

representatives were present for the *Fostering Gender Equity in Public Safety*, an interactive panel discussion with Anood Al Saadi, President of the Women's Council for Dubai Police, and Kym Craven, Executive Director of the National Association of Women Law Enforcement Executives (NAWLEE). The panel was moderated by Rulla Farra, Director of Lower Gulf Limited KPMG. President Al Saadi spoke of the challenges and determination of women in the police professions in Dubai and globally. She reflected on the progress in women's equality, expressing appreciation for Dubai Police leadership support while recognizing that there are many areas for improving women's equity in police services. President Al Saadi discussed Dubai Police's progress in implementing aspects of the European Foundation for Quality Management (EFQM) international standards for women's empowerment in organizations. Kym Craven highlighted NAWLEE's initiatives and U.S. achievements in women's equity in police agencies. The gender-diverse audience asked several questions about U.S. programs for supporting women in police professions. This panel closed with Dubai Police presenting each attendee with a rose of appreciation and respect for women's contribution to police services and the global community at large.

<sup>1</sup>. Chatham House Rules help create a trusted environment to understand and resolve complex problems. Its guiding spirit is: share the information you receive, but do not reveal the identity of who said it. <https://www.chathamhouse.org/about-us/chatham-house-rule>

Members of Dubai Police's all-female SWAT team were also present at WPS. Formed in 2021, the all-female SWAT team competed in the 2023 Dubai SWAT Competition held this past February. Dubai Police report plans to expand women's representation in SWAT units in the coming years.

On the final day of 2023 WPS, Dubai Police hosted a gala dinner and awards ceremony at the Hatta Village, also known as the Heritage Village in the Chindagha old town district. Situated near the mouth of Dubai Creek, the Heritage Village recreates the historical crossroads of trade and cultural convergence while celebrating the United Arab Emirate's growth. The awards ceremony recognized international police organizations for their achievements in the areas of innovation, forensic science, anti-narcotics, criminal investigations, women's empowerment, personal determination, and community service.



(Photo above) IADLEST International Region Representative Joe Trindal (l) and Deputy Director Brian Grisham (r) presenting IADLEST challenge coin in appreciation to Dr. Major General Abdul Quddus Abdul Razzaq Al Obaidly, Assistant Commander-in-Chief for Excellence & Pioneering Affairs, Dubai Police, and Chairperson of the WPS Board of Trustees.

## What's In A Name

Seventeen IADLEST-member POST agencies are called "Peace Officer Standards and Training." That says something about how those who created the initial legislation for training law enforcement officers viewed the role of the individuals certified by the state. Though they may perform police, corrections, jailor, or other public service duties, they are "Peace Officers" of the state. More about this in the September edition of IADLEST's *Standards & Training Magazine*.

Dubai Police and the UAE are committed to hosting the 2024 World Police Summit and announced the dates of the next Summit to be March 5-7, 2024. IADLEST is pleased to continue supporting Dubai Police and the international police service community in advancing excellence in law enforcement training and educational standards worldwide. In addition, we are honored to continue to serve on the WPS Board of Trustees moving forward. ~



Morning fog rolling in from the Arabian Gulf, enveloping the port city of Dubai.

## ATTENTION POST & ACADEMY LEGAL ADVISORS

The legal advisors attending the roundtable discussion at our 2019 conference in Milwaukee, asked IADLEST to develop a **Legal listserv** for all POST and Academy Legal Advisors to be able to communicate together.

IADLEST created the email listserv as a resource that includes the contact information of the association members who are legal advisors to law enforcement academies and POSTs, and who are included as a members.

If you're interested in being added to the legal listserv and you're a member of IADLEST, please email [yvonne@iadlest.org](mailto:yvonne@iadlest.org) and request to be added.

Emails must come from your computer, as the system will only send from an email listed as a member.



## What Does Wellness Look Like? Academy Curriculum

### No Cost, Nationally Certified, Customizable

Integrating wellness concepts early in a police officer's career can improve officer retention, performance, and quality of life. The International Association of Chiefs of Police (IACP), in partnership with the International Association of Directors of Law Enforcement Standards and Training (IADLEST) and the Department of Justice, Bureau of Justice Assistance, has developed a nationally certified academy wellness curriculum, *What Does Wellness Look Like?*

Over the course of seven modules, recruits will learn strategies to use throughout their careers to support their physical, mental, and financial health. They will also learn to identify signs of health and suicide risks within themselves and their fellow officers. The interactive and engaging curriculum can be presented as a full-day academy course or can be taught in shorter, modularized sections, customized and modified to suit specific academy needs. Delivery methods include traditional lecture, facilitated discussions, group exercises, and participant led activities. While the curriculum was developed for entry-level recruits, the content can be tailored for in-service training with tenured officers.

This seven and one half-hour instructor-led course is divided into seven sections. The table below shows the topics and estimated time needed to deliver each section.

Section	Time
I. Introduction	1 hour
II. Financial Wellness	45 Minutes
III. Law Enforcement Suicide	1 Hour 15 Minutes
IV. Resilience & Post-Traumatic Growth	1 Hour
V. Physical Wellness	2 Hours
VI. Mindfulness	1 Hour
VII. Closing	30 Minutes

*What Does Wellness Look Like?* includes an instructor guide, a student guide, supplemental materials, a PowerPoint deck, as well as additional resources and related material. It is now available, **free of cost**, to all law enforcement agencies.

To obtain the curriculum, please email [OSW@theiacp.org](mailto:OSW@theiacp.org) or visit  
<https://www.iadlest.org/our-services/nlearn/information-portal/lesson-plans/officer-wellness-curriculum>

# Focus on Academy Training



IADLEST Standards & Training Director Magazine begins a new feature for each edition devoted to the many POST agencies and training academies that state and national governments authorize to train law enforcement and correctional officers. The new section is titled “*Focus on Academy Training.*” As part of each magazine edition, IADLEST will highlight one or more POST agencies or training academies, discussing their programs and facilities to share aspects of their operations that merit attention or are unique to police training programs. In some editions, instead of directing our attention to one or two academies, we may focus on specific elements of academies, such as scenario training facilities, driver training tracks, firearms ranges, or other venues. *Focus on Academy Training* aims to provide you, our readers, with ideas that may be useful to the development of your training program and the future officers who may attend training at your academy.

To begin our *Focus on Academy Training*, we highlight two agencies, the North Carolina Criminal Justice Academy at Salemburg, North Carolina, and the University of Illinois Police Training Institute in Urbana-Champaign, Illinois. We hope you find the information on these two law enforcement training facilities helpful, as they have some great programs and facilities.

If you want your POST agency or law enforcement training academy featured in a future edition of IADLEST Standards & Training Director Magazine, contact William Flink at [wflink@iadlest.org](mailto:wflink@iadlest.org) or [STDM@iadlest.org](mailto:STDM@iadlest.org).





# NORTH CAROLINA JUSTICE ACADEMY

By Trevor Allen



The North Carolina Justice Academy (NCJA) was established in 1974 by the North Carolina Criminal Justice Education and Training Standards Commission to provide education and training to criminal justice personnel. NCJA has two campuses,

each representing a long history of educational institutions dating back to 1875. The Edneyville (West) campus formerly served as Edneyville High School. In contrast, the Salemburg (East) campus was home to Salem College, Pineland School for Girls, and Edwards Military Institute before being the Justice Academy's home.

The NCJA is a division of the North Carolina Department of Justice and is overseen by State Attorney General Josh Stein and Chief of Staff Seth Dearmin. The day-to-day operation of the Justice Academy is under the leadership and direction of Trevor Allen. The NCJA is responsible for providing instruction to North Carolina criminal justice personnel and technical assistance to various agencies and associations in North Carolina. The specific mission of the NCJA is to enhance the careers of criminal justice officers through research, education, and training. Our staff accomplishes its mission by employing the **R.I.T.E.** principle. The acronym stands for *Relevant, Innovative, Timely, and Engaging*, and NCJA is committed to ensuring every aspect of our work adheres to that principle.

In 2008 the NCJA was the first training academy in North Carolina to achieve accreditation through the Commission on Accreditation for Law Enforcement Agencies (CALEA) and has maintained this accreditation since, achieving our 5<sup>th</sup> award in 2021.

The 100-member NCJA staff is assigned to two Sections: Training and Support Services. Each Section is led by the Deputy Director and is responsible for employing the R.I.T.E. principle in creating the most meaningful learning experience possible for our stakeholders.

## Training Section

The 47-member Training Section comprises 36 Commission-certified Instructors, program assistants, and management staff. The section researches, authors, and delivers training in two categories: *Commission Training* and *Career Development*.



## Commission Training

Supporting the aforementioned Criminal Justice and Sheriffs' Commissions, being our top priority, the NCJA Training Section develops all Commission-mandated curricula for law enforcement, detention, and telecommunicator personnel serving in North Carolina. These courses support Commission certifications for law enforcement, detention, and telecommunication officers, general and specialized instructors, speed measuring instrument operators, and school resource officers. Each course is delivered at locations across North Carolina at Commission-accredited delivery sites, primarily via the North Carolina Community College System.

Our Training Section is nearing the completion of three critical training projects. First, beginning in 2019, the basic training curricula for law enforcement, detention, and telecommunicator underwent job task analyses (JTA). The final revisions for each JTA will be completed this year. The Basic Law Enforcement Training (BLET) curriculum is moving from a silo-delivery, lecture-dominated approach to one that reinforces skills throughout the program and is growing from 640 hours of training to over 850 in this new iteration. The curriculum incorporates critical skillsets such as officer decision-making and problem-solving, procedural justice, de-escalation, and crisis intervention. Several stakeholder and advisory groups provided crucial feedback in revising this curriculum, which is scheduled for statewide release in 2024. Second, the Detention and Telecommunicator Certification Courses, required for every officer in each related discipline, will also finalize significant curriculum updates this year. Finally, our Training Section will begin pilot deliveries for each training program during 2023.

Continued on page 30

NCJA also develops and delivers all mandated annual in-service training courses required of law enforcement, detention, and telecommunications officers. We deliver the courses suitable for online delivery via our Acadis® training management portal. The NCJA began offering these courses online in 2014, and officers completed over 1,800 mandated in-service courses that year. Crediting both the quality and convenience of our training in this space, the annual completions of mandated in-service training have risen exponentially since 2014.

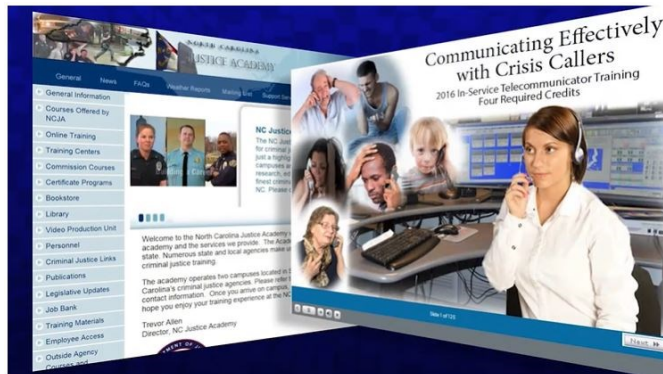


Fig. 1 – NCJA online training example

Currently, the majority of North Carolina officers (law enforcement, detention, and telecommunications) complete this training via our online portal, totaling over 206,000 completions in 2022 (see Fig.2).

- Community Policing
- Crime Scene and Forensics
- Criminal Investigations
- Leadership
- School Resource Officer, and
- Traffic Crash Investigation.

All 100+ courses that make up these categories are reviewed/revised every two years to ensure the content meets the elements of the R.I.T.E. principle. Further, officers who successfully complete 400 hours of training in specific training categories receive a certificate identifying them as subject matter experts in that field of study. Information on NCJA Certificate Programs can be found on our website: <https://ncdoj.gov/ncja/certificate-programs/>.

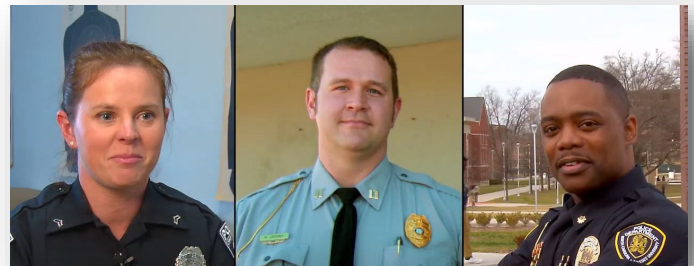


Fig. 2 – NCJA online completions by year

### Career Development

In addition to the development and delivery of training courses mandated by the Commissions, the Training Section provides training across a variety of career development categories, including:

NCJA Instructor/Developers who author and deliver the training courses detailed above are veterans of the criminal justice field and apply their direct experience in researching and developing professional curricula. Lesson plans are created using the Instructional Systems Design method and the ADDIE model of Analyze, Design, Develop, Implement, and Evaluate. This model ensures that our lesson plans incorporate current

Continued on page 31



research and industry best practices, as well as stakeholder feedback and student evaluation. In addition, each NCJA lesson plan receives a thorough legal review by attorneys assigned to the academy.

### **International Impact**

While the mission of the NCJA is to serve the officers and agencies in North Carolina, we have had the honor to work with and train officers from outside the United States as well. For example, in 2019, officers from Moldova came to our Salemburg campus. They learned various aspects of our physical fitness, firearms, and

crime scene training programs (*See Fig. 3*). In September of 2021, a contingent of female officers from the Kenya All-Women Tactical Unit visited NCJA via the International Criminal Investigative Training Assistance Program (ICITAP) and the Engaging Multinational Police Women on Equality and Rights (EMPOWER) initiative, and received training on building entries and firearms training drills (*See Fig. 4, 5, and 6*). These events allow us to fulfill the mission of IADLEST in partnering with and providing training to its international members.

*Fig. 3 – Moldova visit to NCJA – 2019*



*Fig. 4– Kenya/ EMPOWER visit to NCJA – Oct. '21*



*Fig. 5 – Kenya/ EMPOWER visit to NCJA – Oct. '21*





*Fig. 6 (left) - Kenya/  
EMPOWER visit to  
NCJA – Oct. '21)*

*Fig.6 (right) -  
Director Allen with  
ICITAP representatives  
Joe Trindal and Peggy  
Schaefer*



## **Facilities**

NCJA trains an average of 10,000 in-person students annually and conducts the training courses on two campuses. Our western campus, nestled in the mountains of North Carolina, spans 30 acres and utilizes seven classrooms, a 70-bed residence hall, a mat room, a gym, an indoor firing range, firearms and telecommunications simulators, a mock jail cell, and interview rooms. In addition, in 2017, a 36,000-square-foot state-of-the-art State Crime Lab opened on this campus and serves our stakeholder agencies in analyzing DNA, ballistic, latent fingerprint, and toxicology analysis.



*Fig. 7: Above depicts the Salemburg NCJA Campus*

A one-hour drive southeast of North Carolina's capital of Raleigh lands you on our east campus in Salemburg, NC. Spanning 100 acres, this campus utilizes 13 classrooms, three residence halls, a driving track, a ropes course, three firearms ranges, a crime scene lab, two computer classrooms, firearms and telecommunications simulators, a gymnasium with a mat room, and an 18,000-volume library.



*Fig. 9: Above depicts the Salemburg NCJA Campus*



*Fig. 8: Above, students are working a practical exercise*



*Fig. 10: Above depicts the Salemburg NCJA Campus Library*

Continued on page 33





Fig. 11: Above shows the indoor firearms range

Also located on this campus is the state law enforcement memorial, which honors all NC officers who lost their lives in the line of duty dating back to 1914 (See Fig. 12).



Fig. 12 – NCJA Fallen Officer Memorial

### Support Services

Working in tandem with our training staff, several support services teams provide critical roles in delivering NCJA services. First, the Audio/Visual Production Team provides professional production of audio/video, graphic design, and still photography for both in-person and online training courses, taking our productions “from script to screen.” This unit also operates our website and social media platforms. Further, the A/V Production Team is responsible for producing our podcast, “NCJA 10-14.”

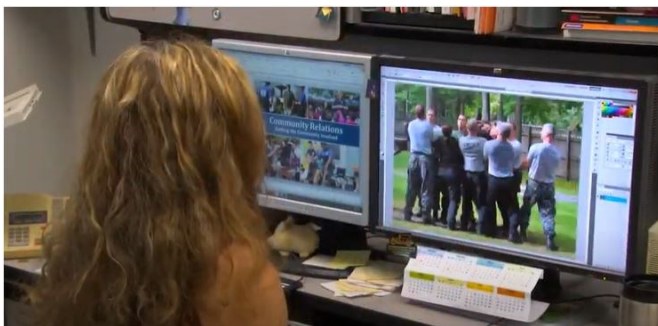


Fig. 13 – Production Team Video Development

Created in our professional recording studio, the podcast was developed to supplement our training efforts by



Fig. 14: Above shows the outdoor firearms range



Fig. 15: Above shows a driving exercise through a cone course

showcasing industry experts across a variety of criminal justice topics, including human trafficking, school safety, cold case investigations, procedural justice, and officer mental health/wellness, among others. Finally, the A/V Production Team also provides technical assistance to stakeholders such as the Attorney General’s Office, North Carolina State Bureau of Investigation, North Carolina Dept. of Health and Human Services, North Carolina State Highway Patrol, North Carolina Sheriffs’ Association, North Carolina Association of Chiefs of Police, North Carolina School of Government, and others in producing professional audio and visual projects.

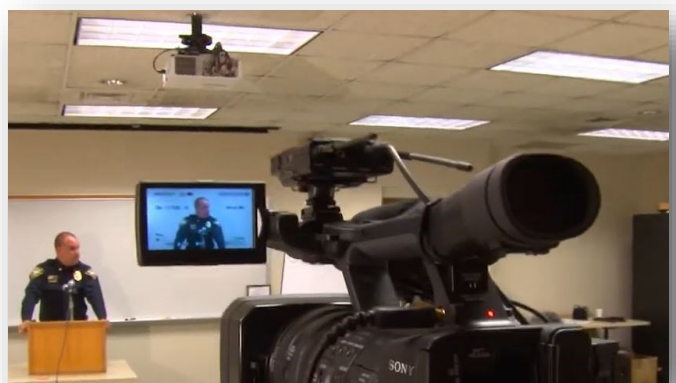


Fig. 16 – Filming Instructor for future production course

Several other teams within our Support Services section are critical to the efficient operation of NCJA. For example, our print shop produces printed lesson plans for training courses, stakeholder conferences, and other events. Over 10 million pages are published annually by this team.

Continued on page 34

Each campus also has dedicated groundskeeping, maintenance, and housekeeping teams. Headed up by Facilities Managers, these teams ensure that campus facilities are kept in good working order and enhance the student experience.

The NCJA Registration Team utilizes the Acadis® platform to register and communicate with virtual and in-person students, as well as our residence hall manager to manage the enrollment and housing of our on-campus students.

Lastly, the NCJA Bookstore is the source for community colleges and individual agencies that deliver Commission-mandated training courses such as BLET, Detention Officer, Telecommunicator, Speed Measuring Instrument, and Instructor Training. Civilian instructors offering Concealed Carry Handgun courses also procure their required training manuals from our bookstore. A wide variety of products, from shirts, mugs, challenge coins, and notebooks are also sold in the NCJA Bookstore. (see Fig. 17).



Fig. 17 – NCJA Bookstore Display

### **Looking Ahead**

The NCJA has proudly served its stakeholder agencies for many years in developing and delivering professional training curricula. The focus for the future is to build on that foundation and explore methods of determining the efficacy of that training in preparing our officers for service in the field. Further, the NCJA is utilizing funding from the NC State Legislature to renovate several of our aging facilities, including our driving track and residence halls. In addition, we are seeking considerable additional legislative funding to renovate administration, classroom, and auditorium buildings. These measures will further our commitment to providing the *R.I.T.E.* service to our stakeholders. ~

### ***About the Author***

*Trevor Allen serves as the Director of the North Carolina Justice Academy and is a 25-year veteran of law enforcement operations, management, and standards and training. He also currently serves as the IADLEST Treasurer. He received his B.A. degree from Catawba College ('92) and his Master of Justice Administration degree from Methodist University ('17).*



## **NIJ's Term of the Month**

### **May 2023 - Forensic Intelligence**

The forensic intelligence model is an analytical strategy that combines using forensic data (both preliminary and confirmed results) with situational and other relevant crime data (such as open-source databases) to produce case leads, link cases, or inform investigative, tactical, operational, or strategic policing. In this strategy, data derived from the forensic analysis of physical evidence can inform the investigation. The forensic data produced for forensic intelligence may not necessarily be the complete forensic report needed for presentation in court, but it can potentially inform investigations if integrated in a timely manner.

Collectively, forensic intelligence is based on the subject matter experts' cumulative experiences from the field, the published literature on the topic, and discussions with other experts. Before using this approach, law enforcement should consider their organizational structure, key partnerships, communications capabilities, and the development of necessary resources. The goal is to eliminate silos of information and encourage communication regarding the connectivity of all the evidence for a specific case, linking cases and informing policing strategies to prevent crime.

#### **Reading and Resources:**

- [Forensic Intelligence Models: Assessment of Current Practices in the United States and Internationally | Report](#)
- [Using Forensic Intelligence To Combat Serial and Organized Violent Crimes | NIJ Journal article](#)
- [National Institute of Justice Gives Overview of Forensic Intelligence Approaches to Data-Driven Policing](#)



# University of Illinois Police Training Institute

By Michael D. Schlosser



The University of Illinois Police Training Institute (Institute or PTI) was founded in 1955. The Institute was chartered to standardize the training of the state's police forces, and the Institute replaced the time-honored tradition of training new recruits on-the-job.<sup>1</sup> The Institute provides a 16-week 640-hour Basic Law Enforcement Academy three times a year, training over 300 police officers yearly, and a 320-hour Basic Correctional Officer Academy three times a year, training over 100 correctional officers yearly.

Built on the University of Illinois Urbana-Champaign campus, the Institute has grown to utilize or encompass numerous facilities in the area. The Institute continues to modernize its ability to provide state-of-the-art training for future law enforcement and correctional officers, as well as providing education, public engagement, and service to the community.<sup>2</sup>

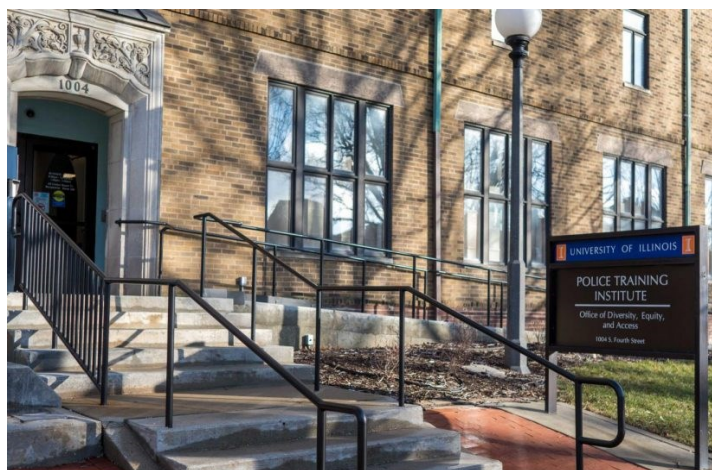
In 1955, the General Assembly passed legislation establishing the Police Training Institute under the direction of the Division of University Extension.<sup>3</sup> In response to state concern for improved and increased training of police officers, the Institute offers a Basic Law Enforcement Course for new police officers at the University. The Police Training Institute is also involved in providing week-long courses around the state on various aspects of police work and staff present at conferences around the United States. The Institute also develops police training curricula and offers consultant services to police departments and other law enforcement agencies.<sup>3</sup>

Upon the Division's reorganization in 1973, responsibility for the Institute was assumed by the Office of Continuing Education and Public Service.<sup>4</sup> The Police Training Institute is now under the direction of the Office of the Chancellor.

The Police Training Institute is one of eight academies in the State of Illinois that provides instruction for entry-level law enforcement officers, and one of four state academies that instruct entry-level corrections officers.<sup>5</sup>

## Facilities

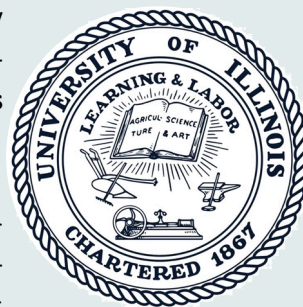
Through its nearly 68-year tenure, the Institute has occupied several buildings on the campus.<sup>6</sup> Today, it is currently spread across three main campuses: the Administration and Training Center, the Willard Training Center and the Tactical Training Center.



Administration and Training Center

Urbana, Illinois, is the county seat of Champaign County, Illinois. The **University of Illinois Urbana-Champaign** is the flagship institution of the University of Illinois system and was founded in 1867. The University enrolls more than 56,000 students (both undergraduate and graduate) and is one of the largest public universities by enrollment in the United States.

Director of the Illinois Police Training Institute is Michael D. Schlosser who has led PTI for the past 11 years.



- <sup>1</sup> Board of Trustees Transactions, 48th Report, Oct. 18. 1955, p. 849.
- <sup>2</sup> Ibid., 57th Report, March 21, 1973, p. 184 and July 18, 1973, p. 326.
- <sup>3</sup> University of Illinois Reference Folder, no. 40, Nov. 1, 1976, p. 13, explains the administrative organization.
- <sup>4</sup> Farlow, Helen. History of the University of Illinois Division of University Extension, 1933-1968: A Progress Report, p. 33-35.
- <sup>5</sup> <https://www.ptb.illinois.gov/training/directory-of-training-organizations/>
- <sup>6</sup> Daily Illini 9/30/2004 - "UI home to state police academy."

Continued on page 36

The Administration and Training Center is housed in the University's former Granada Club House, where Allan Sherman, wrote the 1963 novelty song "Hello Mudder, Hello, Fadder," (*here I am at Camp Granada*) (A Letter from Camp) from his experiences there. The University purchased the building in 1988, and the building was rededicated as the Police Training Institute on July 2, 1990.<sup>7</sup> The building contains 29,000 square feet with a basement and three floors.

The first floor includes supervisor offices, two state-of-the-art classrooms, and a fitness center. The second floor contains a courtroom, classroom, student lounge, another renovated fitness center, and storage rooms for records and student supplies. Staff offices and an executive conference room are located on the third floor. In addition, there are seven hard-wired video scenario rooms and other areas for crime scene processing and tactical training located in the basement.

The Willard Training Center contains a mock urban street environment and three large buildings, allowing officers to train on real-life dispatch calls and practice such skills as approach and deployment, entry and search, vehicle stops, crimes in progress, accident investigations, and vehicle stops.<sup>8</sup> It consists of three multi-purpose buildings located at Willard Airport. These buildings contain two large classrooms, scenario rooms, storage of PTI squad cars, another fitness center, and a 2,000 square-foot matted control tactics facility where arrest and control tactics training is conducted.

At the Police Training Institute, recruit officers participate in over 100 resistance drill scenarios, which include controls, takedowns, and ground fighting. This training is conducted through fourteen 4-hour blocks of instruction in defensive tactics, which progressively trains students to handle the most demanding physical confrontations and simulated arrests.<sup>9</sup>



*Willard Training Center*

The University of Illinois Police Training Institute Tactical Training Center occupies 3.5 acres incorporating five unique firearms ranges, one large general-purpose classroom, a gun cleaning room, and secure storage for weapons and ammunition. The ranges are well suited for handgun and long gun training, with distances between 25 and 60 yards.



*Overhead view of the Tactical Training Center facilities.*

Integrating reactive steel and electronic targets, with traditional paper targets, affords additional elements of reality-based training. Control tactics training, approach and deployment, entry and search, and vehicle stop scenario training, can also be conducted on site.<sup>10</sup>

Over the coming years, the Police Training Institute will relocate to a new facility currently being negotiated for purchase and remodeling. The new facility will allow the Institute to combine all training facilities into one location.

## Training

To attend training at the Police Training Institute, a student must be a full-time employee of a police or correctional department. The Institute's student population currently comes from 300 client agencies across Illinois.

<sup>7</sup> <http://pti.illinois.edu/training/facilities.html>

<sup>8</sup> <http://pti.illinois.edu/training/facilities.html>

<sup>9</sup> Schlosser, Michael D., Director, Annual Performance Review: Work Plan Cycle, University of Illinois Police Training Institute, July 2022, Other Accomplishments, 2

<sup>10</sup> Police Training Institute, Facilities, Tactical Training Center, <http://pti.illinois.edu/training/facilities.html>



PTI is a residential academy, using University Housing to provide a greater structure and bonding between students. The Institute has strong, structured student policies that stress its high expectations for students to demonstrate respect, integrity, and service.

Also offered, are advanced specialty classes for current officers. Specialty courses currently include: Arrest and Control Tactics Instructor, Master Arrest and Control Tactics Instructor, Master Firearms Instructor, Pistol Optics Instructor, Police Firearms Instructor, Police Tactical Firearms, Police Strategy & Tactics, Police Tactical Rifle, Master Rifle Instructor, and Police Strategy & Tactics.<sup>11</sup>



Students on one of the Firearms Ranges  
(Photo provided by Interim Director Joe Gallo)

The Institute's Instructors are on the leading edge in developing new and innovative strategic approaches that enable peace officers to assist their communities in maintaining ordered and safe societies. Its academic research efforts are a critical part of the Institute's mission. They are focused on producing new and more effective teaching methods to provide graduating officers with the knowledge and skills required for decision-making and policing skills in an increasingly complex work environment.<sup>12</sup>



PTI Lecture Classroom  
(Photo provided by Interim Director Joe Gallo)

The Institute's adult learning model comprises three components: progressive training, interconnected training, and scenario-based training. First, its progressive training emphasizes scaffolding.<sup>13</sup> Each step of a police function is learned in a progressive manner toward ac-

complishing the task. For example, in a low-risk vehicle stop, the student will begin by learning how to talk to someone while conducting a traffic contact, then how to write tickets, the parameters for conducting a search for contraband, legal issues of traffic stops, argumentative drivers and occupants, suspended drivers, warrant arrests, and all the way to high-risk vehicle stops, each building on the previous training. Learning becomes progressively more complex until they can competently perform the task; the learning is then interconnected with scenario training methodologies within each task.

At present, the Institute conducts a total of 105 hours of scenario-based training in 4-hour and 8-hour blocks of instruction. As a significant component of the Institute's training regimen, preparation for scenario training has become a priority for the academy's training efforts. Therefore, all training staff participate in an introductory training process—instructors (facilitators) and role players—to become aware of the mandated standards and objectives that students must successfully complete to pass the various scenario exercises.



Student officer during scenario talking to role player.  
(Photograph by L. Brian Stauffer )

The scenario methodology ensures that scenarios become progressively more complex and/or more high-risk for the students. This is crucial for progressive learning. Adopting scenarios that require highly technical skills, portray high risk, or are too complicated without this gradual progression sets the recruit up for failure. The Institute's goal is for students to become successful in addressing the objectives through scenario-based training. PTI's philosophy on scenarios is that they require the recruit to challenge themselves; the scenarios

<sup>11</sup> Specialty Classes, <http://pti.illinois.edu/training/specialty-classes/index.html>

<sup>12</sup> Police Training Institute, About, <http://pti.illinois.edu/about/index.html>

<sup>13</sup> Police Training Institute, About, What Sets the Police Training Institute Apart from Other Academies, Adult Learning Model, <http://pti.illinois.edu/about/index.html>



Student officers engaged in mock arrest during scenario exercise.  
(Photograph by L. Brian Stauffer)

will be more beneficial if they are integrated. This emphasis leads adults to gain more from an intense and challenging learning experience than one that is easy and routine.<sup>14</sup>

Well-trained facilitators and scenario role players are an essential part of challenging learning experiences. Before any scenario training, a new facilitator and role player receives instruction on many of the topics that the students receive during their training (the adult learning model, communication skills, de-escalation, tactics, arrest tactics, etc.) to understand what the recruits need to do in each exercise. The role player is trained to stick to the scripts, which are designed for specific outcomes; moving away from the scenario script could easily defeat its intended purpose. New role player training is continuous, and a role player is only considered fully trained once they demonstrate proper acting skills and have performed their roleplay parts during an entire 16-week training academy class.

## Community

The Police Training Institute believes police officers should be active members of the communities they serve. PTI's curriculum emphasizes the importance of understanding local communities, respecting different cultures and ethnicities, and treating all citizens with respect and dignity as directed in adherence with the "Affirmation of Shared Principles" dated March 22, 2018, established by the Illinois Association of Chiefs of Police and the National Association for the Advancement of Colored People (NAACP). Training is also offered in areas not required by Illinois State standards, including Digital Forensics, Juvenile Officer Certification, LGBTQ+ Ally Training, and additional courses in Diversity, Bias, and Inclusion, and Advanced Trauma. The Institute also contributes to the community by expanding community knowledge of law enforcement. The Institute's collaborative research efforts in advancing teaching methods toward pressing community

issues add to the public discourse on policing.<sup>15</sup>

Through PTI's Citizen Police Academy, the Institute connects with residents to develop stronger ties between the community and the police. This leads to more robust communication in addressing real crime and social issues.<sup>16</sup> The Citizen Police Academy training is ten weeks in duration, one night per week for three hours each night.



Dr. Michael Schlosser, director of the University of Illinois Police Training Institute, during introductions for the first 10-week Citizen Police Academy course.

## Research

The Police Training Institute is a sub-entity of a major research institute, which is rare for a police academy. Therefore, PTI is committed to academic research in the field of criminal justice and police practice. PTI collaborates with numerous colleges and academic departments at the University of Illinois, including the Department of Computer Science in digital forensics research, Anthropology and Genomic Biology in forensics DNA research, Psychology and Beckman Institute in police attention and perception under stress, Kinesiology in police fitness, and Educational Psychology and African American Studies in regards to diversity training for police, and the college of Education's Department of Learning Design and Leadership for pedagogical analysis and artificial intelligence-enhanced learning studies.

<sup>14</sup>. Schlosser, Michael, "Some tips to making Control Tactics Training realistic and safe," Training Station, Illinois COPS, October 2014, 31; and Schlosser, Michael D., "Training Adults to Become Police Officers at the University of Illinois Police Training Institute," Law enforcement Executive Forum, 2013, 13(2), 62.

<sup>15</sup>. Ibid., Annual Performance Review: Work Plan Cycle, University of Illinois Police Training Institute, July 2022, Collaborative Efforts and Contributions to Advance Institutional Strategic Priorities, 3.

<sup>16</sup>. Police Training Institute, Community, <http://pti.illinois.edu/community/index.html>

Continued on page 39



Staff and students, alike, have the opportunity to be involved in various research studies. The result is new and more effective teaching methods that improve decision-making and overall policing skills in an increasingly complex working environment for police.<sup>17</sup>

The Institute's research has fostered several groundbreaking courses over the years. Among them are innovative courses gathering attention from state leaders.

- In May 2022, the Institute began the Academy for Social Work and Public Safety Cooperation, a new program to train professionals who work at the intersection of law enforcement and mental health. It is a one-week, 40-hour course that provides foundational training for mental health professionals and law enforcement as they work together in a co-responder model. It was developed by the University of Illinois Police Department (UIPD) and the University of Illinois Police Training Institute (PTI). UIPD Crisis Outreach Coordinator Megan Cambron, one of the original developers of the academy, said that she is unaware of another academy that delivers information specific to police-social work cooperation in this manner. The course emphasizes clinical assessment of people experiencing mental health-related emergencies, focusing heavily on suicide risk assessment. It also covers documentation and confidentiality for officers and social workers, and their obligations related to those calls for service. In addition, the academy provides training on de-escalation skills, strategies and tactics for a safety mindset, basic self-defense, and police radio communication education. Finally, a large part of the academy involves scenario-based training with paid actors, where participants are presented with a live-action emergency call and must react and make decisions in real-time.<sup>18</sup> The program, as a co-responder event, has been stated to be quite helpful by both social workers and police officers. In May 2022, Illinois Governor J.B. Pritzker signed House Bill 4736, which creates co-responder pilot programs throughout the state. In total, thirty people will have graduated from the Academy for Social Work and Public Safety Cooperation by the end of the second offering.<sup>19</sup>
- After many years of being the only academy in Illinois to offer a *Wrongful Conviction Awareness & Avoidance* class, the Institute convinced the Illinois Law Enforcement Training & Standards Board that the Wrongful Conviction Awareness training should be mandatory curricula for all academies, which began in January 2023. In the *Wrongful Conviction Awareness & Avoidance* class, we bring in exonerees who have actually been wrongfully convicted to discuss their stories. We discuss how officers, unintentionally, may become a part of someone getting

wrongfully convicted. For example, officers may get tunnel vision in their collection of evidence or other factors that have led officers to pursue an arrest against an innocent suspect. We show the importance of following best practices in show-ups, line-ups, interviewing techniques, etc. We want to bring awareness to the officers of things they may consider in their efforts to solve crimes.<sup>20</sup>

*Note: Mr. Keith Calloway, Executive Director of the Illinois Law Enforcement Training & Standards Board, stated the Board has a "great relationship with the Police Training Institute" and "views them as one of the very best" police training facilities in the state.*<sup>21</sup>

- The Police Training Institute offers *LGBTQ+ Ally Training*, which helps officers to understand people who may be different from them. Officers learn how they should talk with and treat persons in the LGBTQ+ community in their police interactions. For example, how they may treat a person who may not look like their driver license by gender—possibly asking the person how they may want to be addressed by the officer, etc.<sup>22</sup>
- In a collaborative effort, the Institute has helped to institute a new graduate certificate course that has been accepted by the University titled *and Leadership* and will consist of three 8-week online courses. The Institute is working with the University's College of Education to offer the certificate course.<sup>23</sup> It addresses the education and training needs of the law enforcement profession in the context of the challenges of professional policing and the changing social conditions of police work.

<sup>17</sup>. Police Training Institute, Research, <http://pti.illinois.edu/research/index.html>

<sup>18</sup>. "New academy trains social workers and police officers together," University of Illinois Urbana-Champaign, Public Safety, May 26, 2022, <https://police.illinois.edu/new-academy-trains-social-workers-and-police-officers-together/>

<sup>19</sup>. Ibid.

<sup>20</sup>. Ibid., Annual Performance Review: Work Plan Cycle, University of Illinois Police Training Institute, July 2022, Other Accomplishments, 2

<sup>21</sup>. Telephone conversation, Keith Calloway and William Flink, April 27, 2023.

<sup>22</sup>. Ibid., Annual Performance Review: Work Plan Cycle, University of Illinois Police Training Institute, July 2022, Collaborative Efforts and Contributions to Advance Institutional Strategic Priorities, 2

<sup>23</sup>. Ibid., Annual Performance Review: Work Plan Cycle, University of Illinois Police Training Institute, July 2022, Collaborative Efforts and Contributions to Advance Institutional Strategic Priorities, 3

law enforcement professionals aspiring to transition in their career to become leaders in training and organizational learning.

The first course is scheduled to begin in the Fall of 2023. Primary instructors for the program will be Dr. Bill Cope (Program Leader, Learning Design and Leadership Program) and Dr. Mary Kalantzis (Learning Design and Leadership Program). Other collaborators included Denise Hood (Program Leader, Diversity and Equity in Education Program), Jen Whiting (Graduate research assistant and doctoral candidate, Learning Design and Leadership Program), Joe Gallo (Assistant Director, PTI), Shannon Holubetz (Police Commander and doctoral candidate, Learning Design and Leadership Program), and Dementro Powell (Director of Community Development & Engagement, Division of Public Safety at the University of Illinois, and doctoral candidate, Diversity and Equity in Education Program) and Michael Schlosser (Director of the Police Training Institute).<sup>24</sup> The larger context for this innovation is the challenging position of law enforcement today, as a profession that works at the frontier of social order and disorder. Therefore, the leadership of institutions that educate law enforcement officers and the learning design that officers are trained in, is pivotal to recognizing and strengthening law enforcement practices today and in the future.

Another activity involving staff from the Institute is the *“Infrastructure for Modern Educational Delivery Technologies: A Proposed Study for the Federal Law Enforcement Training Center (FLETC).”* As part of the University’s Project on behalf of the Department of Homeland Security Center for Excellence, PTI is sup-

porting the effort to assist FLETC. The focus of this study is to provide FLETC with an overview and analysis of learning systems. A report that details best practice approaches, appropriate technologies, and technological and training challenges, as well as explore additional R&D and IT security considerations required to achieve a modern law enforcement training environment, was delivered to the agency in 2022; additional investigations and opportunities are currently being pursued. The Police Training Institute is a subject matter expert for the University on this FLETC project.<sup>25</sup> ~

<sup>24</sup>. Ibid.

<sup>25</sup>. Ibid., Annual Performance Review: Work Plan Cycle, University of Illinois Police Training Institute, July 2022, Other Ongoing Collaborations, 4

### About the Author

Dr. Michael D. Schlosser is the Director of the University of Illinois Police Training Institute. 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, and a PhD in Education from the University of Illinois. He retired as a lieutenant from the Rantoul Police Department in 2004. Dr. Schlosser has conducted and collaborated in cross-disciplinary research projects at the University of Illinois and is credited for his innovative ideas toward police reform. He has authored dozens of articles, co-authored the book *The POWER Manual: a Step-by-Step Guide to Improving Police Officer Wellness, Ethics, and Resilience*.



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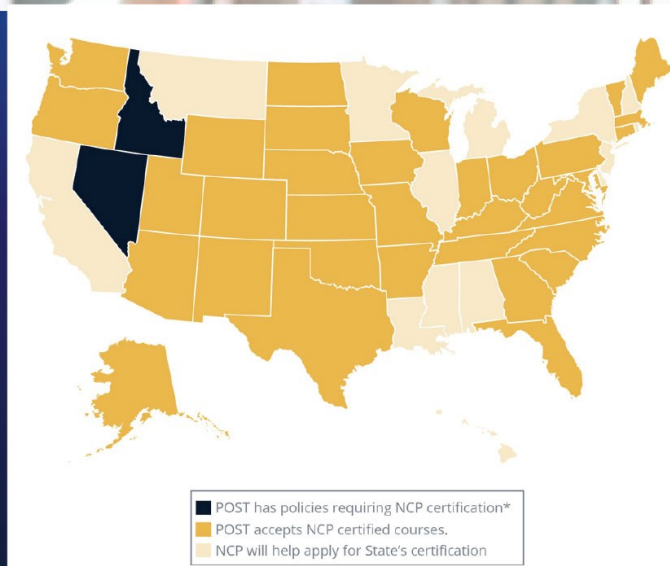
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# Incorporating GIS into Training Objectives

## Law Enforcement and Technology

By Jeff Dong

CITY DATA  
PLATFORM

As the 5G infrastructure continues to mature, law enforcement agencies continue to adopt and incorporate technology into the workforce and workflows; thus, becoming more dependent on Global Positioning System (GPS) capable devices and platforms. Mobile radios, watches, phones, vehicles, Unmanned Aerial Vehicles (UAVs), smart canine collars, Explosive Ordinance Disposal (EOD) robots, software platforms (predictive policing, crime analyses, and incident management) are becoming, if not already, standard in the workplace/workflow.

The 5G infrastructure allows for significantly greater speeds and larger bandwidth to provide more ideal conditions for telemetry monitoring. Like 5G, Geographic Information Systems (GIS) is a driving technology paving the way for the Fourth Industrial Revolution (4IR).

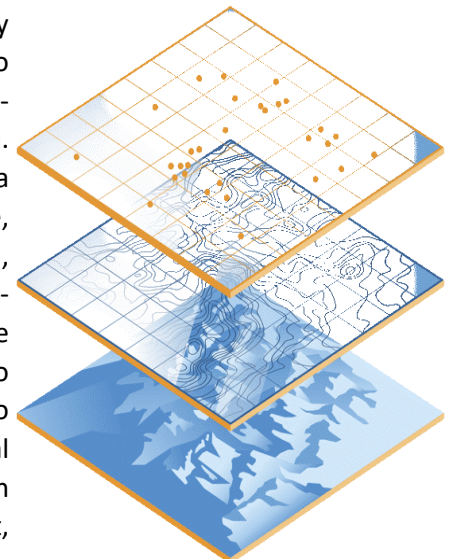
In the United States of America, the Next Generation 911 (NG911) project is establishing standards so that “... all types of emergency calls, including voice, text, data, and multimedia information”<sup>1</sup> can communicate with emergency call centers (commonly referred to as Public Safety Access Points (PSAP). Geographic Information Systems (GIS) are critical to the NG911 program as can connect datasets through geographic coordinates.

The prevalence of mobile phones is demonstrated by the National Emergency Number Association’s (NENA) finding that over 80% (N = 240 million) of 911 calls were made from mobile devices.<sup>2</sup> However, law enforcement is challenged with an infrastructure that has failed to advance with the current technology. While the geographic coordinates (data) of a mobile caller may be transmitted, call centers may not be able to combine them with other data to form meaningful information to provide to first responders.

For example, although an emergency call center (PSAP) may receive the coordinates [39.603948421995916, -105.07381600951142](#), it must be combined with other data to become meaningful. When combined with other data such as “6201 S Pierce St”, “Littleton,” “Colorado,” and “Columbine High School,” more valuable information can be communicated.

The issue is more complex with mixed-use space distributed over a larger area; both horizontally and vertically. In addition, there may be numerous callers where the location can be communicated differently – geographic coordinates; school name; school address; building number; classroom number; a teacher name; the room’s function (the gymnasium), etc.

Law enforcement may not have access to databases that contain this information. If it does, the data may not be accurate, maintained, verified, cleaned, or appropriately formatted. There may be barriers to data sharing due to politics, organizational culture, differences in personalities, distrust, or legislation. This is what the Next Generation 911 project is attempting to solve.



Geographic Map Layers

Source: <https://www.esri.com/about/newsroom/arcwatch/esri-introduces-arcgis-platform/>

### What Can Law Enforcement Do?

By enhancing geospatial databases through the inclusion of GIS objectives into training plans, Law enforcement can establish a solid foundation for other technologies to build upon.

Due to the density of the vulnerable population distributed across many buildings and rooms, schools are an ideal candidate for these efforts. However, law enforcement may not have access to maps and if they do, they may be inaccurate, insufficient, or contain unnecessary information. This presents a challenge navigating on campus and communicating the specific location at

1. [911.gov](#)

2. [National Emergency Number Association](#)

Continued on page 43



Continued from page 42

which officers are needed, as literature review of After-Action Reports (AAR) of school shootings in the United States of America.

While coordinated efforts are being created to strengthen school security protocols, there is room for improvement in the collection, cleaning, validation, verification, and sharing of geospatial data.

**Vision** – The vision is for stakeholders, representing the “whole community”, to have sufficient geospatial products during all of the phases of emergency management (Mitigation, Preparedness, Response, and Recovery).

**Strategy** – The strategy is to reduce confusion, commonly associated with critical incidents, by using Geographic Information Systems/Sciences to improve situational awareness and processes.

**Opportunity** – Through the process of developing all-hazard pre-plans, law enforcement has the opportunity to:

- strengthen data collection/management concepts in the workforce
- establish/enhance relationships with non-traditional or infrequent partners
- facilitate data-sharing agreements
- verify existing conditions through on-site visits
- enhance awareness of facilities’ layout, vulnerabilities, strengths, and resources
- develop job aids
- demonstrate value and competency in the integration of technology into the workforce
- identify gaps in training
- rehearse/validate/increase pre-plans inventory
- prepare the workforce for the Fourth Industrial Revolution (4IR).



Photo (Above) –  
Example of Simple Area Map.  
Photo Credit – Jeff Dong

## Knowledge Management

There is much room for the adoption of technology within emergency services, however, the speed and quality of that growth is dependent on the knowledge of the workforce and holistic collaboration.

For example, schools, law enforcement, fire department, emergency call centers (PSAP), Emergency Operation Centers (EOCs), public works, and municipal planners would benefit from sharing data located on school campuses. However, cultural, political, educational, communication, or functional issues may be the root causes of data-sharing challenges.

In law enforcement, those that are tasked with establishing the foundation for technological revolution may not have the sufficient knowledge necessary for its efficient, or complete, implementation. This is quite reasonable since law enforcement is likely to be their most vital area of knowledge, training, and experience.

Yet, as technology is rapidly becoming more widely adopted, it is inevitable that the workforce will be tasked with this responsibility, if not mandated. However, as the private sector’s attractive salaries lure talented employees away from government service, Knowledge Managers must adjust training strategies accordingly.

Robert Katz’s model for “*Skills of an Effective Administrator*”<sup>3</sup> will be used to provide examples of GIS skills that may benefit various levels of the workforce. Katz argues that the Executive levels would benefit most from more conceptual skills than technical skills, while the lower levels would benefit most from more technical skills than conceptual.



Graphic (Above) –  
Author’s interpretation of Katz’s “*Skills of an Effective Administrator*”

3. (Katz)

Continued on page 44

## Executive

Following Katz's model, Knowledge Managers can develop training strategies that are more heavily focused on developing knowledge of GIS concepts.

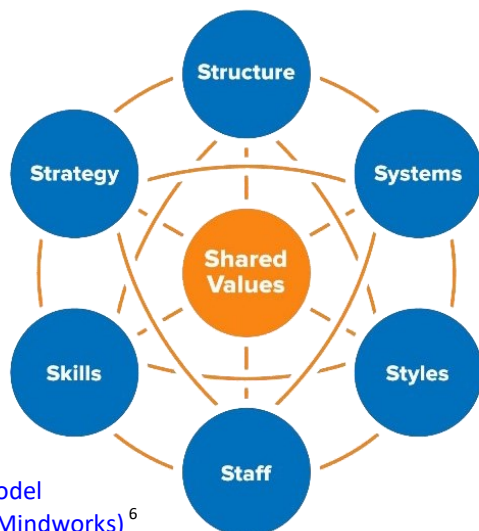
GIS Familiarization – Knowledge can be obtained from a variety of places – FEMA's [Independent Study courses](#): ([IS-60.b](#), [IS-61.b](#), [IS-62.b](#), [IS-63.b](#), [IS-922.a](#)); [ESRI Academy](#); [NAPSG Foundation](#); and [911.gov](#) are just a few examples.

With this knowledge, executives would be better prepared to enter GIS discussions with other "whole community" executives on long-term strategies, Memorandum of Agreements / Understanding, interlocal agreements or funding.

Since much of the foundational datasets needed by law enforcement are owned and controlled by external entities, law enforcement is dependent on their cooperation. Data-sharing agreements are critical in establishing a Common Operating Picture (COP) and Continuity of Operations (COOP) between these entities.

Working Groups/Workshops – Guided/facilitated workshops can build upon the training mentioned above with participants being executives representing law enforcement, fire, public works, planning departments, school principals, school districts, emergency managers, Next Generation 911 coordinators, contracted consultants, or Chief Technology/Information Officers, etc.

The workshops may be structured to guide executives through change management models, such as [Prosci's ADKAR](#)<sup>4</sup> (Awareness, Desire, Knowledge, Abilities, Reinforcement), to address impacts on the areas of [McKinsey 7-S](#)<sup>5</sup> (Structure, Skills, Style, Systems, Staff, Shared Values).



Graphic (Right) –  
McKinsey 7-S Model  
(retrieved from Mindworks)<sup>6</sup>

For example, initial workshops may focus on raising **Awareness** of existing conditions to create the **Desire** for change by identifying:

- critical functions of the whole community
- the challenges of communicating location and navigating on campus
- current industry initiatives
- existing resources
- strengths/weaknesses/opportunities/threats/gaps/barriers
- communication and data sharing challenges.

Seminars can provide **Knowledge** of laws, regulations, international best practices, and industry standards regarding geospatial programs and how executives are affecting change at the macro level.

Additional workshops can then focus on using the McKinsey's 7-S model to develop or enhance the **Ability** for change to thrive. Participants may focus on:

- developing data-sharing MOUs/ MOAs
- creating holistic geospatial visions, strategies, and scope
- conceptualizing organizational restructuring
- committing fiscal support and/or resources
- outlining milestones
- creating policy.

Ideally, the outcomes from the executives' skills development process should feed middle management and provide them with the Awareness, Desire, Knowledge, and Ability for success.

## Middle Management

In Katz's skills model, middle management would benefit most from equal amounts of conceptual and technical skills. Knowledge Managers can create learning strategies accordingly by providing middle management with similar GIS conceptual familiarization training as executives received, in addition to GIS technical skills.

Middle managers are likely to be the ones designing strategies for and closely monitoring the impacts on the areas of the McKinsey 7-S model and collaborating with other, internal/external, middle managers. To enhance

4. ([Prosci](#))

5. ([McKinsey](#))

6. ([Mindworks](#))

Continued on page 45



their effectiveness, they will require a more in-depth understanding of the technical skills so that the workforce has ideal conditions for adoption.

Accordingly, workshops, seminars, and exercises (tabletop and functional), with participants representing the whole community, would aid in creating those ideal conditions. Objectives may include:

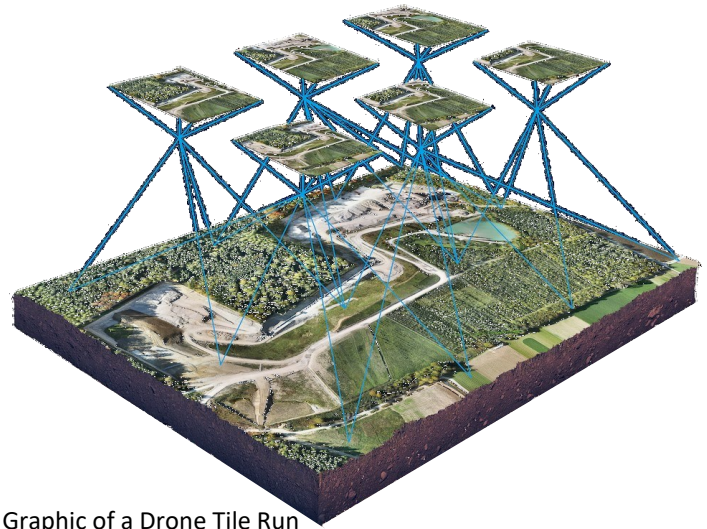
- reviewing Emergency Action Plans, if available
- identifying the locations for evacuation routes, family reunification points, mass transit staging areas, closed-circuit security monitoring, accessing Public Address (PA) system, keys for emergency access (Knox boxes), critical infrastructure (HAZMAT, natural gas/propane, main shutoffs)
- coordinating functional exercises (to include communication and data sharing)
- establishing data verification and validation strategies
- defining datasets/products to collect (360 pictures of key areas, drone imagery)
- developing the design documents for printed and digital maps
- cataloging common names of areas/rooms/structures
- create geospatial data needs for [Threat and Hazard Identification and Risk Analysis \(THIRA\)](#).

### **Primary Workforce**

To continue with Katz's model, the lower one proceeds down the management ladder, the greater the benefits are for providing the workforce with technical skills rather than conceptual ones. With the outcomes of middle management's efforts, the workforce can focus on refining technical skills on campus.

While conducting on-campus familiarization, existing data can be verified, and new datasets collected. It may be a best practice to perform these activities with other stakeholders to strengthen relationships, gain a different perspective, and balance the workload.

Additionally, training flights with an Unmanned Aerial Vehicle (UAV) can be conducted and double as data collection runs to assist in familiarizing the workforce with school property. The geocoded imagery of a school's campus can then be uploaded into a geodatabase. It may provide more up-to-date information at a higher resolution and offer different perspectives (by adjusting the camera angle) than those provided by commercial satellites.



Graphic of a Drone Tile Run  
Retrieved from: <https://aragilds.com/wp-content/uploads/2022/09/Drone-surveying.jpg>

Training might also include cordon or systematic room clearing by multiple teams may be used to identify areas of poor radio communications or challenges in communicating location.

Similarly, Explosive Ordnance Disposal (EOD) robot training may double as a tool for data collection while providing operators with on-campus familiarity.

Crime scene investigators can practice on campus with available tools (i.e. - Total Station) to collect geocoded imagery, LiDAR data, and 360-degree images.

Tactical teams can train on site to take advantage of the diverse conditions that campuses present. In addition, technical considerations can be documented, such as common door/wall construction types, roof access points, blind spots, and where specialty tools are needed to build the pre-plans (or target package).

It is critical to stress the importance of quality data. Participants should receive training in data collection methodology to increase the credibility and quality of their collection efforts. A structured and coordinated approach is recommended to avoid corrupt/questionable data and ensure that data is more easily shared between whole community databases. This will allow participants to work from a prioritized list and allow for project management tracking.

Training and operational After-Action Reports (AARs) should be created as part of the continuous improvement process and sent up the chain of command, as necessary.

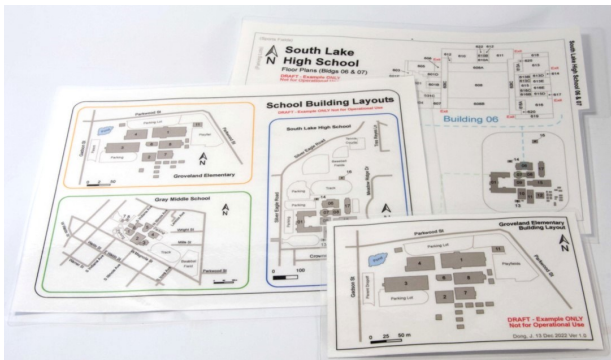
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## Phased Approach

Phase I (Print) – Although a whole community approach is ideal, there are times when the existing conditions prevent this from happening. Additionally, organizations may not have the capacity/support for ideal project implementation. These conditions, while restrictive, are not prohibitive.

It is recommended to first focus on printed or physical maps as they are the fastest solution to support critical functions. Quality data can still be collected, verified, and validated for future generations to digitize, data mine, and improve upon, when conditions allow.

Task appropriate maps can be pre-printed for distribution at the staging area, to the numerous supporting agencies likely to respond to a critical incident.



Example of Various Printed Map Types and Sizes  
Photo Credit – Jeff Dong

Phase II (Digital) – The focus can shift to digitization and collection of digital data. This phase can be more time consuming; thus, becoming a lower priority than Phase I.

Phase III (Data Sharing) – Law enforcement should not be the primary custodians/managers of certain datasets. The vision is for law enforcement to be able to push and pull from other databases geodatabases belonging to the primary custodians/owners of the datasets. Although data sharing is the ideal way to accomplish the objectives of Phase II, due to its dependency on cooperation from external organizations, it was placed at a lower priority than Phase II.

Phase IV (Continuous Improvement) – The verification and validation process should be defined by policy and procedure to maintain the integrity of datasets.

The timeline can be accelerated using contractors. It may be more cost-effective to use their subject matter expertise to consult on program development, data

management, and workshop facilitation versus activities like data collection.

Law enforcement's adoption of and reliance on technology in the workforce is growing. However, due to its high-risk exposure, it is a prime candidate for the adoption of technologies to mitigate those risks. Law enforcement can participate in mitigation efforts by including GIS objectives in training strategies and working with its community partners to implement whole community solutions.

## A Final Note

Chief Shawn Ramsey, Groveland Police Department, Groveland, Florida, has appointed Commander Ronald Curtis Jr., MPA, ED.D, to lead their School Mapping Project following a similar approach. Their success, thus far, was the inspiration for this article.

### About the Author:

Jeff Dong is a law enforcement consultant with experience as a U.S. Marine, police/SWAT officer and international security consultant. He uses his education in Emergency and Disaster Management (Bachelors), Geographic Information Systems (Masters), and Engineering Management (post-graduate) to develop custom solutions based on customers' available resources and political environment. Jeff continues to work with all levels of government on process improvement, change management, impact analyses and Knowledge Management. Jeff can be contacted at: [Jeff.Dong@8dConsulting.net](mailto:Jeff.Dong@8dConsulting.net).





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# What's Your Purpose and Why?



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**“If you can’t  
explain it simply,  
you don’t  
understand it  
well enough.”**

Albert Einstein

**S E R V E**

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شرطة دبي  
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SAFETY IS  
OUR HAPPINESS





As the Training Provider for Dubai Police, quality specialized training is essential to ensure that Dubai Police have the skills and knowledge necessary to perform their duties professionally. That's where the General Department of Training (GDT) comes in. The GDT has established specialized learning academies within the Dubai Police operational departments to ensure the training is instructed by operational trainers working within their respective departments. All programs are based on adult scenario-based learning, forming the foundation of all our learning programs.

To ensure that the training programs align with international best practices, the GDT continuously evaluates its learning programs against international procedures and standards by partnering with leading learning organizations and International Institutions to upskill and develop its employees. Coursera is one of the platforms used by the GDT to create unique programs for Dubai Police officers in support of operations and certification of specialized skills while preparing them for future policing skills and keeping Dubai one of the safest cities in the world.

Officer well-being is also a critical aspect of our operations, and the GDT ensures that its training programs are designed to promote wellness and safety. Regular surveys are conducted internally and externally to evaluate officer satisfaction. The GDT has scored highly in these surveys. Additionally, the GDT has trained several staff as wellness coaches to provide all-encompassing coaching support to officers in the field.

The GDT has developed a unique Learning Management System (LMS) called the Smart Training Centre (STC), which is one of the best LMS platforms specifically designed to meet the high-security standards of Dubai Police cyber security standards. The STC tracks all the employees' learning journeys in terms of the skills they need to obtain and maintain throughout their careers. The system uses Kirkpatrick's four levels evaluation model as a foundation to track all training and evaluation.

The GDT has a dedicated quality control and evaluation section responsible for ensuring that all its training complies with international quality standards. The GDT is ISO 9001:2015, ISO 21001:2018, ISO 29993:2017, and ISO 51111:1991 compliant, and it is evaluated annually by internal and external quality assessors. In addition,

IADLEST recently accredited our CID Academy, and they achieved 87% compliance for their first assessment.

One of the GDT's most effective programs is its Crisis Intervention Training (CIT) program. This program is designed to provide police officers with the skills and knowledge necessary to respond effectively to individuals in crises. Training focuses on de-escalation techniques, mental health awareness, and communication skills. The program is regularly updated to reflect the latest research and best practices in crisis intervention, and it has been highly effective in reducing the use of force in crisis situations.

The training department recognizes its trainers' value and contribution to the organization's success. To support them, the department organizes regular trainer conferences each year. These conferences feature presentations by international and local speakers on trending topics within the training sector, providing valuable insights and knowledge to enhance the trainers' skills. The conference also offers a variety of workshops that trainers can participate in to improve their abilities. In addition, the department gives annual prizes to the best field trainer, best facilitator, and best overall trainer. Winners receive gifts, merit awards from the commander, and recognition from their peers, highlighting their excellence and dedication to the profession.

Overall, the GDT is committed to providing top-quality training to Dubai Police officers and ensuring they have the skills and knowledge necessary to perform their duties effectively and safely. ~

### Upcoming Below 100 Training Courses

June 1	Below 100 Intensive and Train-the-Trainer, Whitfield CSO, GA
June 7	Below 100 Intensive and Train-the-Trainer, Casper, WY
June 16	Below 100 Intensive and Train-the-Trainer, Blythewood, SC
July 11	Below 100 Intensive and Train-the-Trainer, Waterloo, IA
July 18	Below 100 Intensive and Train-the-Trainer, Elkton, MD

# Can a Computer Write a Police Report?

By Jean Reynolds, Ph.D.



Lately I've been reading news reports about *chatbots*—computer programs that use Artificial Intelligence (AI) for a variety of writing tasks. ChatGPT is already available in a free version, and the results have been intriguing. Here's how it works: you feed the computer thousands of examples of a writing task—stacks and stacks of police reports, for example. The chatbot studies those examples and learns how to imitate them.

In theory, you could give a chatbot the facts about a domestic incident or a traffic stop, and presto: it would turn that information into a perfect police report.

Could that really happen? At this point the answer is “Nobody knows.” Chatbots are very new, and it will be up to law enforcement experts to decide whether they can handle the legal and practical requirements for police reports. The experiments have already begun.

But I want to focus on what AI might mean to you and me, right now, even if you've never tried ChatGPT. Here's what I concluded: AI challenges us to rethink our assumptions about writing. That's an opportunity that doesn't come along very often!

I first held a pencil and wrote my name when I was five years old. Decades later, I know just about everything there is to know about writing. At least that's what I used to believe—until I started thinking about AI. It was a shock to realize that I'd missed an important concept. I now know that writing has two functions—*imitation* and *critical thinking*. I'd never thought about writing that way, and the implications are huge.

Here's what really matters (especially if you're hoping for a leadership role in criminal justice): AI is able to do only one of those functions: imitation. (The inability to think critically is a big reason why AI-generated police reports are worrisome).

Fortunately for us, human beings can do both. And that raises an important question: Are we taking advantage of that gift from our brain cells?

Most officers would confidently answer that *of course* they use their critical thinking skills to write reports. That's what they were taught to do in the

academy! But when you think about those two functions—*imitation* and *critical thinking*—you realize that the answer may not be that simple.

You and I learned most of our grammar before we started kindergarten. We learned English by imitation. Even if English is your second language, you learned most of your skills by listening rather than studying a textbook. The big, successful companies that teach languages, like Berlitz and Duolingo, don't teach formal grammar at all. You imitate your teacher or a computerized voice.

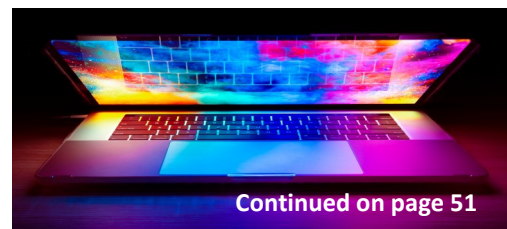
Now let's think about academy classes in report writing. Students hear all the principles and work hard to apply them. They graduate and go to work for an agency. And then some of those newly formed cops jettison the writing lessons they were taught. What they do instead is *imitate* other police writers—using police jargon, passive voice, and swollen sentences, for example. I would bet serious money that you know officers who followed that pattern exactly. Perhaps you did it yourself.

I've been involved in a number of discussions about how AI might affect policing in the future. Criminal justice experts with extensive technology experience have made some excellent points—pro and con—about what police writing might look like in 5, 10, or 20 years.

Here's a concern I've aired multiple times: what models of police writing are we going to feed into our computers? Will they be short, direct, objective sentences? Or will it be “business as usual”—wordy and tangled sentences that waste everyone's time? I sincerely hope not.

I encourage you to take advantage of opportunities to learn about AI if they come your way. Be part of the conversation, and help criminal justice explore the possibilities ahead!

Right now, though, I'm going to challenge you to ask yourself a simple but important question every time you sit down to write: are you imitating what everyone else is doing—or thinking critically? You already know the answer I'm hoping for. ~

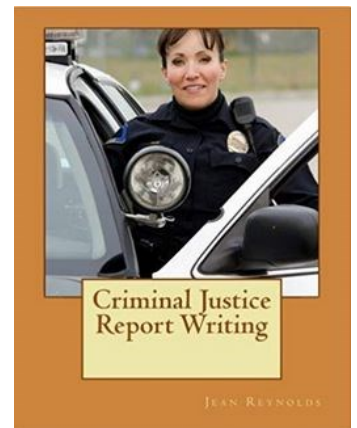


Continued on page 51



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](http://www.YourPoliceWrite.com)



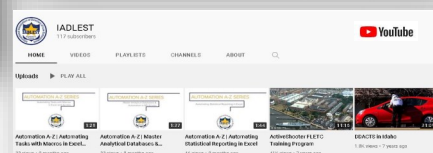
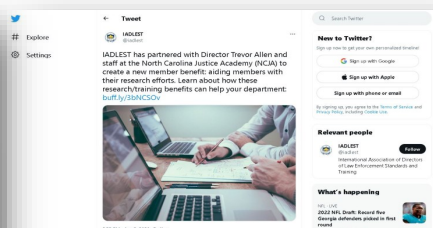
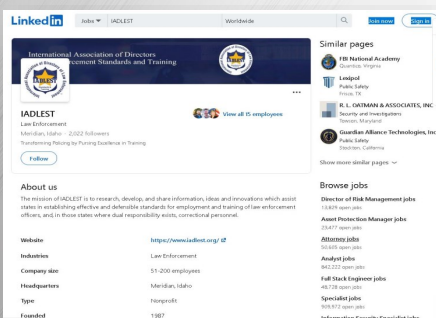
## IADLEST SOCIAL MEDIA



IADLEST has a robust set of social media platforms where we broadcast useful information to our members about law enforcement standards.

We encourage you to visit IADLEST's social media sites, when researching training and standards information. The following site addresses are provided for your convenience.

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





## Multi-Part Online Analytical Training Series

This **free** training series is broken into 60-90 minutes segments and is designed for new and seasoned analysts to learn key primary skills needed to practice effective and efficient analytical processes. The series explores the benefits of data-driven strategies, the process of connecting databases and analyzing in Microsoft Access®, applying statistical significance techniques in Microsoft Excel®, and developing key mapping and analytical skills in ArcGIS.

This training is part of NHTSA's effort for a nationwide implementation of the Nationally Recognized Data-Driven Approaches to Crime and Traffic Safety (DDACTS). The courses are Nationally certified through the International Association of Directors of Law Enforcement Standards and Training (IADLEST) and may be eligible to submit for POST credit. Participants who successfully complete ALL 13 parts will earn a Certified DDACTS Analyst certification and course credit from the International Association of Crime Analysts (IACA).

The training series can be found on the First Forward web page by going to [First Forward](#) and searching "Market Place" for all training or you can access each class by utilizing the links below:

**A Training Reference Manual for Parts 1 -10 can be downloaded by going to:**

**[Training Reference Manual](#)** (25.5MB)

- Part One:** Data Driven Strategy Basics
- Part Two:** DDACTS in Action
- Part Three:** Connectivity Why Do I Need It?
- Part Four:** Helpful Queries, Reports, Macros
- Part Five:** Creating Master Tables
- Part Six:** Data Quality and Cleaning Tips
- Part Seven:** Making Analytics Easier with Expressions
- Part Eight:** How to Identify Top Locations, Offenders, and More
- Part Nine:** How to Create Rocking Reports and Automation Processes
- Part Ten:** Z-Score and Statistical Significance Made Easy (Excel)
- Part Eleven:** Introduction to ArcGIS Pro for DDACTS
- Part Twelve:** Dots on the Map: Plotting and Querying Crash and Crime Data from a Variety of Data Sources
- Part Thirteen:** Hot Spot Identification and Analysis



## 2023 IADLEST Annual Conference Highlights

*A wonderful event!*



Our Host in Denver, IADLEST President  
**ERIK “Bo” BOURGERIE**  
Colorado Peace Officer Standards & Training Board



This year’s annual Conference in Denver, Colorado was one that set a record for attendance and left memorable discussions and presentations in the minds for all who

attended. It was a well-planned conference, which provided participants and those presenting, alike, with some fascinating moments that will go down as one of the brightest moments in the history of the International Association of Directors of Law Enforcement Standards and Training. We send congratulations to all who made this event possible and successful. Eighteen countries attended the conference, with 42 U.S. states represented, and a total of 415 conference attendees joining together to collaborate and learn more about their profession.

The conference began with a great meeting of the IADLEST Partner Advisory Committee (IPAC). Ten of the fifteen IPAC members were present to forge the discussions and define their ideas about how IADLEST might proceed in the future. There were many ideas suggested, all which were worthy of the association’s consideration in moving IADLEST towards its immediate goals. Jana Kemp, IADLEST’s IPAC Coordinator, kept the discussions moving forward with each IPAC member providing valuable insight to the development of strategies that IPAC could recommend to the IADLEST Executive Committee. Two issues were prominent to address with the Executive Board, (1) how can IPAC help facilitate IADLEST’s strategic plan and (2) what are the Board’s thoughts about developing “best practices” or “core competencies” for those basic academy topics that have universal practice by law enforcement officers who attend the director members’ academies. Afterward, the IPAC Committee met with the IADLEST Executive Committee members to present their recommendations that could assist in accomplishing some of its most important goals for the association.

### Present

#### IPAC Members:

Adam Anthony	<b>Guardian Alliance Holdings</b>
Ari Vidali	<b>Vector Solutions</b>
Chris Gard	<b>Force Science</b>
Lori Petro	<b>National White Collar Crime Center</b>
Jason Mulcahy	<b>VirTra</b>
Joe Trindal	<b>Direct Action Resilience</b>
John Brueck	<b>Axon</b>
Marco DeLeon	<b>Lexipol</b>
Margaret Hornor	<b>Polis</b>
Michael Warren	<b>Virtual Academy</b>
Mike Antu	<b>Lexipol</b>
Miranda Fuller	<b>VirTra</b>

### IADLEST

#### Executive Committee:

Erik “Bo” Bourgerie	President
Mike Ayers	1st Vice President
Stephanie Pederson	Secretary
Darin Beck	Midwest Region
Matt Giordano	Western Region
Trevor Allen	Southern Region
Charles Brewer	Federal Agencies

#### IADLEST Staff:

Mike Becar	Executive Director
Brian Grisham	Deputy Director
Jana Kemp	IPAC Coordinator
Mark Strickland	Marketing & Sales
William Flink	Historian

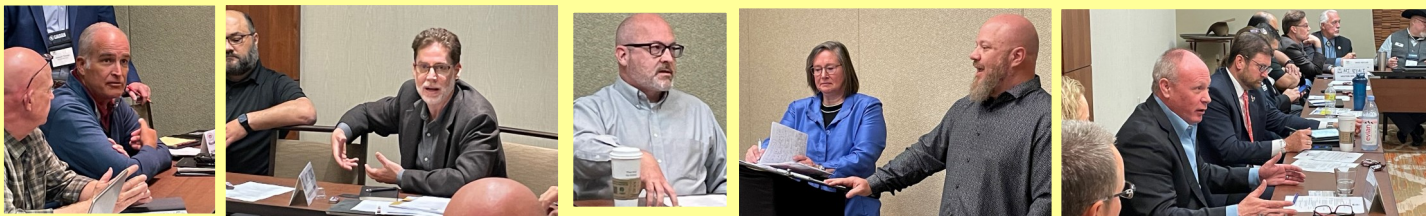


Conference photographs used in this article were provided by the following:

- Jermaine Amando, Conference Photographer, J Amando Photography, Denver, CO, <https://jamadophotography.com>
- David Snodgrass, ICITAP/Amentum
- William Flink, IADLEST



# IPAC



## Welcome Reception



The Conference Welcome Reception was sponsored by Vector Solutions/ Acadis. (Left) Ari Vidali and Mark Catone welcome the attending conference guests to the event on behalf of IADLEST and Vector Solutions/Acadis.





# Opening Ceremony



**Honor Guard:** Summit County Sheriff's Office (CO)

**National Anthem:** Latrisha Guss and Sgt. Kimberly Trudel, Denver Police Department

**Welcoming Speakers:** (Left) IADLEST President Erik (Bo) Bourgerie & (Right & Below) Colorado Attorney General Philip J. Weiser



**Keynote Speaker:**  
Robert King





# Awards

During IADLEST's Annual Business Meeting, it was the association's great honor to present the award of Academy Accreditation to representatives of the Dubai Police General Investigation Department for adhering to the highest international standards with regard to police standards and training.

Accepting the award on behalf of the Dubai Police General Investigation Department were (L-R) Captain Maryam Ahmed Kaabi and Colonel Ali Ahmad Ibrahim Al-Lougani.

Making the presentation of the Academy Accreditation Award was IADLEST President Erik Bourgerie, Executive Director Michael Becar and Mark Damitio, Accreditation Manager.



Also, during the General Session, the Abu Dhabi Police Academy was awarded IADLEST Academy Accreditation and received esteemed recognition for achieving the Accreditation Award for Excellence for meeting 93% of the accreditation standards. Accepting the awards for Abu Dhabi Police were (Photo Below L-R) Dr. Sultan Karnostaji, Mohammed Alharmoodi, and Dr. Tayeb A. Kamali, Director General, Education Development and Training for the United Arab Emirates Ministry of Interior, with President Erik Bourgerie, Executive Director Michael Becar, and Mark Damitio presenting the awards.





**IADLEST**  
Raised  
**\$6,510**  
for  
**Special Olympics**







# International Delegations



Leadership and ICITAP Representatives

## 19 Countries and Territories Attending

Albania  
Armenia  
Canada  
Georgia  
Guatemala  
Honduras  
Indonesia  
Jamaica  
Kosovo  
Mexico  
Panama  
Philippines  
Saudi Arabia  
Serbia  
Tunisia  
Ukraine  
United Arab Emirates  
United States  
U.S. Virgin Islands



Kosovo Police and ICITAP



Albanian Delegation



Saudi Arabia Delegation



Jamaica Delegation



Tunisian Delegation and USIP



Panama, Guatemala, & Honduras Delegations



Armenian Delegation



Georgia Delegation with IADLEST & ICITAP



# International Delegations



Abu Dhabi, UAE Delegation



Ukraine Delegation with ICITAP and IADLEST Leadership



Dubai, UAE Delegation



U.S. Virgin Islands



Serbia Delegation



Philippine Delegation with ICITAP Director Ducot



The Interpreters



Indonesia Delegation



# 2023-2024 IADLEST Executive Board



Swearing in the 2023-2024 IADLEST Executive Board (from Left to Right)

Rebekah Taylor Hill -Southern Region Representative, Matt Giordano-Western Region Representative, Stephanie Pederson -Secretary, Trevor Allen-Treasurer, Jeff Smythe-2nd Vice President, Chris Walsh-1st Vice President, ,Mike Ayers-President, Erik Bourgerie-1st Past President, Darin Beck-Midwestern Region Representative, Charles Brewer-Federal Representative, Joyce VanMeter-Central Region Representative, Not Shown: Joe Trindal-International Region Representative.

## Instructors



Colonel Taibe Canolli,  
Advancing Gender  
Equity in Police Agencies  
Through Training  
Strategies



Merrily Cheek: Knock Their Socks Off! Engaging Adult Learners  
and Developing Better Instructors



Myles Cook



Joe Trindal and Gregory Ducot (ICITAP) : Police Training  
Successes, Needs, and Challenges Around the World



Darin Beck and Staff:  
The Kansas Model



# Instructors



(Left) Terrance Gordon: Training Transfer—From the Classroom to the Workplace



(Top Right) Michael Puente: 7 Foundational Principles for Law Enforcement and Policing



(Left) Kerry Avery: What Does The Science Say? The Science of Learning



(Above) Michelle Meier: Facilitator of the Legal Roundtable



(Below) Ukraine Instructors: Continuity of Police Services and Training During Wartime—The Ukrainian Police Experience



Ari Vidali, Dianne Beer-Maxwell, Jesse Curtis, Kerry Avery, Innovative Ways Police Academies Are Improving Recruit Learning



Galia Cohen: Do They Really Need More Training? Rethinking Basic Police Training.



# Instructors



Mitch Cunningham: The New Reality—Adapting Use of Force Training

## Also Instructing:

Heather Butler  
Warren Campbell  
Jessica Bullock Cook  
Jesse Curtis  
Joseph Dulla  
Robert Duncan  
Terrance Gordon  
Kyle Grimes  
Brian Grisham  
Joseph Haefner  
Lynn Holland

Tim Janowick  
Troy Livingston  
Dr. Robert Lockie, PhD  
Sheri Martin  
Dianne Beer-Maxwell  
James Molloy  
Jeff Ostlund  
Kimberly Riffe  
David Snodgrass  
Alvin Sowers  
Bruce Stanford  
Emin Uka  
Arturo Venegas, Jr.



# Sponsors

We Graciously Thank All Sponsors  
Who Were A Part of this Year's  
Conference





# Vendors







# Vendors



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# Assorted Guest Photos



Some of the FBINNA Graduates Attending the Conference



From left to right:  
Emin Uka, Kosovo Academy for Public Safety Academy Executive  
Lynn Holland, DOJ-ICITAP EMPOWER advisor  
Kimberly Riffe, DOJ-ICITAP Kosovo Attache  
Taibe Canolli, Colonel, Kosovo Police



Vendor Representatives



United Arab Emirates and Ukraine Police Delegates



Louisiana Delegates



Let's Take More Pictures



National Anthem: Latrisha Guss &  
Sgt. Kimberly Trudel, Denver PD



# IADLEST Conference Team

*(The People That Make It Happen)*



(Left)  
Yvonne Pfeifer  
Laurie Jackson



(Right)  
Dan Setzer  
Nicola Erb  
Special  
Olympics  
Auction  
Collections



(Upper Left)  
David Snodgrass—ICITAP

(Upper Middle) Dan  
Ostrander

(Upper Right)  
Sean Early  
Yvonne Pfeifer  
Laurie Jackson  
and  
Malcolm Jackson



(Left)  
Kimberly Hernandez  
Kishawn Leuthaues



(Right)  
Mike Antu—LEXIPOL

(Below) Colorado POST Staff



(Above) Working the Registration Desk

# Recent 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 are free to watch.

## Alternatives to ADDIE: Three Instructional Models to Consider

### Learning & Leading: Incorporating After-Action & Lessons Learned Into Training

### A SHIFT in Policing: Motivating the Senior Officer

28 More Free Webinars to choose from

All from  
**IADLEST**

Instructors include:

Rick Jacobs  
Colin May  
Jim Gordon  
David Walker  
Michael Brave  
Peggy Schaefer  
Will Thalheimer  
Richard D. Bryan  
Dr. E. Beverly Young  
Christopher Bartolotta  
Casey Hill, and more.

If you're interested in teaching instructor webinars for IADLEST, contact Mark Damitio at:

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

If you have an interest in viewing our webinars,

[Click Here](#)





# Can Yoga Contribute to Police Reformation?

By Naima Lewis, Ph.D.

"Promoting public safety with reverence for life and dignity ... by upholding constitutional and human rights of all persons"  
Police Reform Act 2020

## Introduction

Yoga, now practiced by over 37 million adults throughout the nation, has assumed a leading role as an example of how through the combination of breathing, stretching, strengthening, and meditating, one can cultivate greater personal health and improve professional performance. These techniques are proven to nurture an appreciation for one's own life and for the lives of others.

The Police Reformation ACT of 2020 created a greater awareness of the importance of training and its potential to impact on protecting and preserving human lives. The ACT also draws a strong correlation between training and professional performance for those in protective services.

Training prepares recruits to comprehensively build internal structures that enable them to stabilize their performance once on duty. A stellar training curriculum, according to the 21<sup>st</sup> Century law enforcement model, draws on wisdom from old and diverse cultures as well as ones that include new fresh concepts.

In recent years, Yoga and the efficacious role that it has played in other professions have begun to influence law enforcement education. Focused Yoga training equips one's anatomy, physiology, and biochemistry to not only strategically respond to what is...but also to influence what could possibly be. It helps to empower the trainees as to how to envision, set their intent, and breathe life into the kind of policing that they want to see manifested. The Police Reformation ACT suggests that Yoga has values that can be embedded in training (in person or online) and that can enhance police performance.

The goal is for the recruits to establish a commitment to their personal wellness during their training and for it to influence healthy performance throughout their careers. The emphasis that Yoga places on holistic health and upholding human dignity, encourages officers to apply their learning strategically and in a sensitive manner during their professional performance.

The variety of poses that characterize a typical Yoga session helps the body to access the physical, chemical, and physiological benefits intrinsic in each posture. Each aspect of the human composition, i.e., physical, mental, emotional, and spiritual, is helped and is often healed through a consistent practice of Yoga. This powerful ancient practice impacts each of the bodily systems and can currently serve as an attribute to law enforcement training as follows:

Dr. Naima Lewis received her Ph.D. in Education from the University of California at Berkeley. She is a retired college professor from the departments of Health & Wellness at Howard University, Fort Valley St. University, and Florida A&M University. Dr. Naima has served as a holistic educator/consultant for CDC, DHHS, and NIH. She is the founder and director of HYer-DYnamic Health Discoveries (HY-DY Inc.), producing programs, products, and training for public and private agencies. She is an Internationally Certified Yoga Therapist and Master Trainer/Educator for HY-DY's Yoga Teacher Training School, where she designs curriculum and education programs for broad and diverse populations.



## Physical

### *Breathing*

The breath is the pivotal force that gives Yoga its uniqueness and separates it from other forms of fitness. Through respiratory manipulation initiated by various breathing techniques, many health benefits are accessed throughout the body. The intake of oxygen fuels the large muscles, organs, and connective tissue with pure energy that strengthens and protects the entire anatomy. During exhalation, the body releases carbon dioxide stimulating endorphins that allow contracted tight muscles to be released with ease and tranquility. Toxins, impurities, negative perceptions, implicit biases, and conditioned responses are often relinquished as part of the exhalation process.

### *Stretching*

Yoga is known to enhance flexibility in the spine and in the joints, which allows for greater adaptability in police performance. By frequently stretching and flexing their joints, officers can quickly change gears and easily adjust to the many different mind/body challenges, from sudden and sometimes dangerous demands of the job.

### *Strengthening*

Muscular strength and endurance are activated when postures are held for long periods of time. The power created from that process supports core strength needed in policing to assist with executing difficult physical man-

Continued on page 70

euvers and to assist with comfortably wearing their Duty Belt. Core strengthening also helps to prevent back pain which often plagues officers and interferes with their performance.

### *Sensing*

Through breathing, stretching, and strengthening, Yoga stimulates the Central Nervous System (CNS) and refines each sensory modality, i.e., sight, sound, touch, taste, and smell, enabling police to perform more alert and to pay attention to that which is less apparent. It can assist with broadening their consciousness (i.e., inner and outer awareness) and functioning more organically when a situation requires it.

*Example* - Typical Yoga postures used to support physical health training:

Backbends stretch abdominals and strengthen the spine and the CNS.



### **Mental**

#### *Destressing*

Stress is noted as the major contributor to poor health and human performance. Persistent exposure to work distress by law enforcement officers makes policing one of the most stressful jobs in any industry. The cumulative effect (e.g., mental burnout, depression, anxiety, substance abuse, insomnia, and PTSD, to mention a few) that stress can have on those in this profession are reduced when coping tools are learned during training. When Yoga is incorporated into the Health and Wellness curriculum in police training, studies reveal a reduction in incendiary behavior, a diminished impact of work-related trauma, and a decrease in reports filed regarding misconduct.

#### *Decision Making*

The ability to size up situations objectively and to quickly determine appropriate actions are skills that can be groomed through the practice of Yoga. Sifting through information to glean that which is important, and once identified to use that information effectively, is often required in the de-escalation process. According to seasoned officers, this “involves using common sense, or ‘street smarts,’ when policing, particularly in many ur-

ban communities.”

### *Controlling*

Holding a Yoga pose with unwavering attention trains the body and mind to transcend momentary distractions and remain focused and in control. Maintaining a posture for a longer period than normally comfortable, cultivates a comprehensive commitment to the moment and helps to build stamina and tenacity. It can assist with seeing the bigger picture before reacting to the challenge at hand. Yoga trains one to stop, look and acutely pay attention to that which is occurring inside of oneself and in their environment. This skill set can play a functional role in policing.

*Example* - Typical Yoga postures used to support mental health training:

Inversions allow the mind to destress and the blood to flow upward to the brain.

### **Emotional**

#### *Calming*

Emotional Intelligence is the ability to perceive, evaluate and control one’s feelings. Training in that domain teaches one how to access calmness within chaos. Self-regulating helps to ensure that professional conduct does not stem from emotional entanglement. Throughout Yoga practice, trainees are taught how to breathe and stabilize their emotions so that they can properly execute arrest and control techniques and can de-escalate volatile situations in accordance with the use of force continuum.

#### *Balancing*

During a Yoga practice, one will often bring their palms together in front of their heart to assume the classic Namaste position. This gesture programs both hemispheres of the brain to integrate objectivity with subjectivity; it activates homeostasis and establishes equanimity and harmony from within. In addition, one-leg standing poses provide a good opportunity for participants to experience how to pull into their center, harness their emotions, and prevent falling into impetuous unprofessional conduct.

*Example* - Typical Yoga postures used to support emotional health training:

Deep forward folds relax nerve endings, and calm and balance personal feelings.

### **Spiritual**

#### *Meditating*

Breath and meditation are the keys that can unlock the sacred doors to one’s spiritual self. Yoga provides an opportunity to connect with the inner spirit regardless of

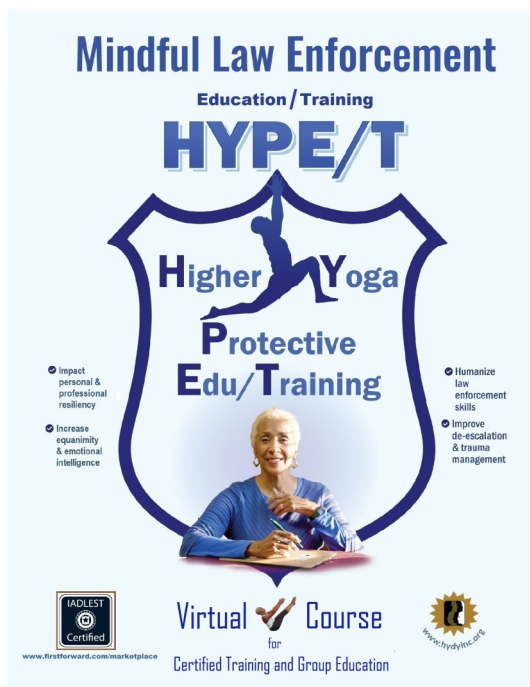


one's personal religious or spiritual path. During still, quiet mind/body inactivity, all aspects of the human makeup are integrated, and human life is serenely held in reverence. Meditation helps trainees to harness their passion to "protect and serve," and to know peace from within before they go forth as peace protectors in their communities.

Studies have shown that meditation provides tools that can inspire ethical, moral, and humane behavior. Findings also reveal that ethical decision-making in the workplace is related to employees personally cultivating a sense of spirituality. To ensure that comprehensive and whole human/humane training occurs, academies should consider ways to bolster spirituality in their curriculum. Yoga/meditation can help.

*Example* - Typical Yoga posture used to support spiritual health training:

Meditation in various positions can be done before, during, and/or after Yoga training sessions.



## Conclusion

It has been three years since the Police Reformation Act was introduced. Many within the police industry are aware of and are now benefiting from the changes that have occurred since it was introduced. According to current news broadcasters, however, the effect of changes in police training has been slow or remains unapparent to those in the general population.

Little is known and appreciated about the significant contributions that Yoga has made and will continue to make to enhance training for protective services. The foundation for such programs has been laid by a few pio-

neering service providers (e.g., Policespirit; Yoga for First Responders; Mindfulbadge) who render mind/body/spirit education programs for officers throughout the nation. Police departments in various cities (e.g., Knoxville, Emeryville, Bend) have successfully included Yoga based programs into their curriculum to improve their officers' professional performance.

Higher Yoga Protective Edu/Training (HYPE/T), a recent **NCP-awarded** online course, is now available to further demonstrate how Yoga can contribute to Police Reformation. The Mindful Law Enforcement HYPE/T course can be accessed through the IADLEST National Training Catalog by [Clicking Here](#) for certifiable training credits for new recruits and seasoned professionals. ~

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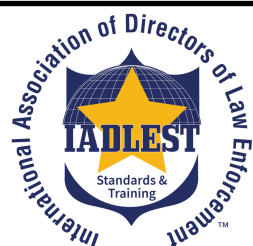
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## Member Agency Notes

Continued from page 16



### Maryland Executive Director Takes Helm of Alert International

The Board of **ALERT International** has created a volunteer position of Executive Director and appointed Albert Liebno, Jr. to the position. Mr. Liebno is Executive Director of the Maryland Police and Correctional Training Commissions. Mr. Leibno was one of the founding members of ALERT International, and has served in many positions through the years, including President. At the time of his appointment, Mr. Liebno was serving Alert International as Past President.



### Tennessee Decertifies Memphis Police Officers Involved in Killing During Traffic Stop

The Memphis Police Department sent the names of seven officers to the Tennessee POST for decertification. Four of the five Tennessee officers involved in the Tyre Nichols case have had their law enforcement certification revoked, barring them from working as police officers in the state. Three officers are awaiting their decertification hearing before the state. The State of Tennessee is a contributor to the IADLEST National Decertification (NDI) Database. The officers' names will be among those former officers who have been decertified and listed within the NDI resource for agencies conducting background investigations on prospective police candidates. Of the four officers decertified, three of the four officers went to a decertification hearing which resulted in the loss of their certification. The fourth officer surrendered his certification, avoiding a hearing on the matter.

Continued from page 15

### IADLEST Business Notes—2023 Sourcebook Project Update

The first four sections of survey questions for the 2023 Sourcebook Project have been forwarded to the state Sourcebook liaisons for completion. Each of the returned sections are being analyzed and formatted for the end-of-survey document that will be distributed to each state director. States delinquent in reporting are being notified. Project Manager William Flink still anticipates project completion by year's end.

### Vermont JTA and Curriculum Development Project

IADLEST was awarded a contract to conduct a full job task analysis for the State of Vermont. The project also includes the development of curriculum based on the outcomes of the JTA.



IADLEST NATIONAL

## **INSTRUCTOR** CERTIFICATION PROGRAM:

# **RAISING THE BAR FOR LAW ENFORCEMENT TRAINING**

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- **Receive an IADLEST Nationally Certified Instructor Program Lapel Pin**
- **Use the IADLEST Nationally Certified Instructor Program acronym**


### **REQUIREMENTS**

- **Complete the IADLEST Instructor Application.**
- **Submit a current résumé**
- **3 Years of Training Experience;**
- **Submit your POST or Academy Director endorsement  
or three letters of recommendation**
- **Submit a completion certificate**
- **Submit your \$150 Annual National Instructor fee.**



**For more information – [www.IADLEST.org](http://www.IADLEST.org) or 208-288-5491**





# Our Officer Training Programs Haven't Evolved to Meet Today's Policing Needs—How Do We Change That?

**By Greg Sheehan, Inspector of Police (Ret.)  
and former Program Director of the New York City  
Police Department Academy**

Modern policing has evolved significantly in the past fifty years, yet our training programs, in general, have not. Chuck Wexler, the Executive Director of the Police Executive Research Forum (PERF), recently summarized the current state of law enforcement training in this way: “While there are pockets of innovation in recruit training, training as a whole has not kept pace with the dynamic changes taking place in policing. This includes not only the training recruits receive in the academy, but also the field training they engage in when they exit the academy. As a result, today’s police officers are not universally being prepared for the challenges they face in providing police services in increasingly diverse and demanding communities.”<sup>1</sup> The widespread implementation of body-worn camera programs and the prolific use of smartphone video and social media posting has exacerbated this training gap by routinely placing our law enforcement officers’ actions and omissions, as well as the critical decision-making skills used in reaching their decisions, under immediate and intense public scrutiny.

Although training program content continues to evolve through an iterative process and most law enforcement training academies report that they deliver instruction on currently relevant and necessary topics, the amount of time spent in training and the methodologies utilized to deliver said training have stagnated over the last fifty years. But, during that time, the daily challenges faced by our law enforcement officers have grown increasingly complex. Routine patrol in every corner of the United States now involves policing in a modern society plagued with substance abuse, mental illness, economic insecurity, and mass shootings, all while we are collectively recovering from the effects of the pandemic. Moreover, many law enforcement agencies face considerable recruitment and retention problems while simultaneously dealing with the long-term ramifications of the recent move to defund law enforcement budgets, further hampering even the best of efforts to deploy high-quality and frequently recurring training programs.

When examining this training gap, PERF and others have determined that “In too many instances, academies continue to train officers to be warriors, even

though their agencies and communities expect them also to be guardians, social workers, and community partners.”<sup>2</sup> This conclusion was further supported by Dr. Jeffrey Seif, Director of the Dallas College Law Enforcement Academy, in his recent article titled “Changes Trending in American Police Training.” In addition to succinctly analyzing the warrior versus guardian ethos and the shortcomings of warrior-related training methodologies, Dr. Seif commented on the need to move law enforcement training away from a conflict-based approach which is exemplified in the warrior ethos, and toward a more consensus-based approach rooted in the public servant spirit of being professional guardians of our communities.<sup>3</sup> To facilitate this transition, we should look to Cohen’s 2021 study of whether law enforcement training academies utilize curricula that accurately reflect the challenges of modern policing. In that study she identified several fundamental principles that are understood to “govern the association of human beings for any purpose.”<sup>4</sup> Thus, we would be well-served to include robust discussion and authentic instruction on these principles as they are justly needed in today’s law enforcement training programs. After reflecting on these principles and their role in establishing a guardian ethos, I noted that most law enforcement agencies are likely to address these topics in their public facing mission, vision, values, and ethics statements. But we should rightly question how often and how well these critical principles are instilled in our trainees beyond placing these statements on a poster within a classroom and reading them once in the first few days of a training program. The five principles Cohen identified in her study are:

- professional ethics and boundaries,
- human relations and interpersonal communications,
- cultural competency,
- procedural justice and institutional legitimacy, and
- public service core values and skills.

While a warrior ethos and training methodology may be suitable for military training, professional law enforcement officers require a different approach that

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emphasizes critical decision-making, communication skills, and an orientation toward police legitimacy and procedural justice. PERF reports that over the last ten years we have seen the number of stress-based paramilitary-style training programs decrease by half in the United States.<sup>5</sup> This reduction in paramilitary stress-based training programs is a result of training directors realizing that “[u]nlike soldiers, police officers spend most of their time on their own, without immediate direct supervision, and they possess enormous discretion when faced with the myriad of circumstances they may encounter in one shift. As such, officers need to develop skills beyond understanding the rules and following the orders of their superiors; they need to learn to think and act on their own. Police officers need communication skills, they need to know how to be problem-solvers and how to defuse tense situations. They also need to view the community as allies, not the enemy.”<sup>6</sup>

To meet the expectations and evolving needs of our communities, we must devote more time and funding to law enforcement officer training; to include all entry-level, in-service, and promotion programs. To highlight the evolution of entry-level law enforcement training programs over the last fifty years, let’s consider the New York City Police Department Academy, by far the largest and best-funded municipal police training program in the United States and where I served as a Program Director. To help orient you to a historical law enforcement event of 1973, the Knapp Commission, assisted in large part by the testimony of Detective Frank Serpico, released their report on the incidence, prevalence, and causes of police corruption in New York City. At that time, the department’s entry-level police officer training program was longer than most other programs in the country at six months in length. Now, fifty years later, while the training content has certainly undergone numerous overhauls, the entry-level training program still utilizes many of the same methodologies to deliver its instruction and remains only six months in length. Consider for a moment what has changed in our society over the last fifty years and how law enforcement as a profession has had to adapt to those changes, all with no additional hours

dedicated to the entry-level training of our law enforcement officers. While this is admittedly just one example of a training program’s evolution, many entry-level training programs across the country are underfunded, do not invest in routine examination and adjustments of their curricula, and still spend less time training their new law enforcement officers than that spent by the New York City Police Department Academy fifty years ago. When considering the length of the average entry-level law enforcement training program in combination with field training instruction, the United States trains new law enforcement officers for an average of only one year compared to other modern countries that train for twice or even three times as long.<sup>7</sup>



Source: Police Executive Research Forum. (2022) “Transforming Police Recruit Training: 40 Guiding Principles.” Critical Issues in Policing Series, November 2022, 25-26.

In 2021, the Bureau of Justice Statistics reported that by 2018, the vast majority of entry-level law enforcement trainees received instruction on ethics and integrity (99.6%), cultural diversity (97%), problem-solving (80%),<sup>8</sup> and community-building (80%). However, the average time devoted to these topics (11 to 16 hours) was minimal compared to the time devoted to technical subject areas such as firearms skills (73 hours), defensive tactics (61 hours), and patrol procedures (52 hours). I do not believe as some may argue that the time utilized to train on the latter topics should be decreased in favor of spending more time on the former topics. Rather, I strongly believe that more time (i.e., well in excess of six months) and resources should be dedicated to developing and delivering the high-quality entry-level training program experience our communities expect and our newest law enforcement officers deserve. Additionally, similar time and resources must

Continued on page 76

be allotted to delivering the same high-quality and frequently recurring training during all in-service and promotion programs.

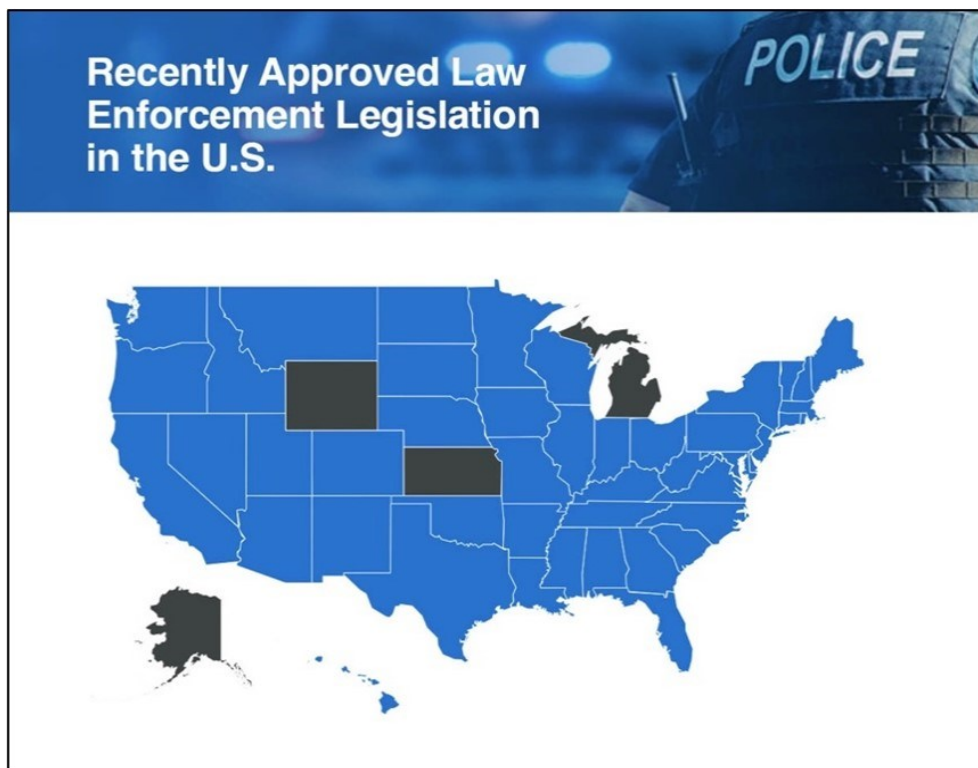
PERF also noted that “...recruit training in the United States remains splintered. Today’s police officers are being trained in a hodge-podge of literally hundreds of academies that have different approaches, philosophies, resources, and quality of instruction. Curricula may not reflect best practices in policing or adult education, and instructors may not always be the most qualified to teach the material they are assigned. And in many agencies, there remains a disconnect between what recruits are taught in the academy and the guidance they are receiving from field training officers.”<sup>9</sup> Extending the length of these entry-level law enforcement training programs, identifying and deploying best practices throughout the curricula, and utilizing more efficient and effective methodologies to deliver training and track progress are necessary steps to improve our law enforcement officer training programs and meet the goals set forth in Pillar Five, Training and Education, of the President’s Task Force on 21st Century Policing’s final report through the “[u]se of technology to improve access to and quality of training.”<sup>10</sup>

In addition to the length of training, the topics covered, and the quality of instruction, the issue of funding law enforcement training must also be addressed. Surprisingly, according to PERF’s research, most law enforcement agencies spend less than five percent of their total budgets on training their entry-level law enforcement officers.<sup>11</sup>

In 2015, the President’s Task Force on 21<sup>st</sup> Century Policing’s final report amplified the need for fundamental changes in how we conduct law enforcement training programs with the Task Force recommending that the federal government invest in the research and development of technology that will enhance our trainees’ social interaction skills, provide for interactive scenario-based training, and implement distance learning solutions.<sup>12</sup> Yet, due to the lack of bi-partisan cooperation and the absence of national standards for law enforcement officer training, minimal progress has been seen in the ar-

ea of federal funding at the local agency level. However, there has been significant movement in legislative mandates and increased funding at the state level.

An interactive map has been developed and is maintained by *Vector Solutions* on their website (see *figure below*), where, you can click on each state to see what law enforcement-related legislation has been approved over the last several years.



Source: <https://www.vectorsolutions.com/police-legislation>

Many of the newly implemented laws on topics such as de-escalation and communication skills, duty to intervene policies, early intervention and resilience programs, peer reporting on misconduct, and data transparency have come to the forefront in large part due to relatively recent societal changes and critical incidents highlighted by extensive national media attention. As we elevate the priority of law enforcement officer training, local agencies are, and will continue to, adjust and evolve—either proactively through responsible and accountable leadership, or reactively by legislative and oversight agency mandates. The 800+ entry-level law enforcement training academies in the U.S. will also need to align and adapt their training programs with local law enforcement agency demands and our evolving societal needs. To provide this level of training and reporting transparency, law enforcement academies and agencies will need to leverage technology solutions to reduce administration time and provide access to more effective and efficient training courses,

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particularly with the staffing shortage most agencies are currently facing along with the challenge of developing and delivering a rapidly changing curriculum.

As stated at the beginning of this article, modern policing has evolved significantly in the past fifty years. “We are at a crossroads regarding policing in the United States. This is a moment in history when the country is focused on the challenges facing us and it is incumbent upon us to act.”<sup>13</sup> It is time for our law enforcement officer training programs to evolve to meet today’s rapidly changing needs. Doing so will take time, consistent intentional effort, and strong leadership. Adept law enforcement leaders will recognize that technology is necessary to deliver high-quality training, manage administrative and logistical processes, and provide transparent documentation to establish legitimacy and compliance. Law enforcement leaders will be best served by collaborating with technology partners who are aligned on this mission and who understand the importance of helping our training academies and agencies achieve their long-term training objec-

tives—to deliver the high-quality and frequently recurring training our law enforcement officer’s need and our communities deserve. ~

#### About the Author:

Greg Sheehan is the Team Leader for Government Solutions at Vector Solutions. He retired from law enforcement as an Inspector of Police after twenty-seven years with the New York City Police Department, having served in multiple capacities including Program Director of the New York City Police Department Academy. He is a graduate of the Police Management Institute at Columbia Business School and the John F. Kennedy School of Government at Harvard University where he was the Richard L. Gelb scholar in public administration. His interests include public safety training and operational readiness, topics that have allowed him to identify and deploy scalable solutions to today’s toughest law enforcement recruitment, training, and retention problems. For questions or comments contact Greg Sheehan at [Greg.Sheehan@Acadis.com](mailto:Greg.Sheehan@Acadis.com).



<sup>1</sup>. Police Executive Research Forum. (2022) “*Transforming Police Recruit Training: 40 Guiding Principles*.” Critical Issues in Policing Series, November 2022.

<sup>2</sup>. Ibid.

<sup>3</sup>. Seif, J. (2023) “Changes Trending in American Police Training.” International Association of Directors of Law Enforcement Standards and Training. Newsletter, 35(2), 15-16.

<sup>4</sup>. Cohen, G. (2021) “Public Administration Training in Basic Police Academies: A 50-State Comparative Analysis.” The American Review of Public Administration, 51(5), 345–359.

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<sup>13</sup>. President’s Task Force on 21st Century Policing. (2015) “The President’s Task Force on 21st Century Policing Implementation Guide: Moving from Recommendations to Action.” Office of Community Oriented Policing Services, May 2015.



New

## Strategic Communications for Law Enforcement Executives

The purpose of this guide, Strategic Communications for Law Enforcement Executives, is to help law enforcement agency leaders and strategic communications advisors develop the necessary knowledge and skill to create strategic communications plans to help build and maintain community trust. This guide is a revision and expansion of the Strategic Communications Practices Toolkit published by the Office of Community

Oriented Policing Services and the Major Cities Chiefs Association in 2012. It expands upon the tenets of best practice communications planning to provide law enforcement executives guidance and assistance in the creation of four distinct communication planning tools: the strategic communications plan, the tactical communications plan, the crisis communications plan, and the interview plan. Templates and samples are included at the end of the toolkit to help with implementation.

By Judy Pal,  
Khadijah Carter,  
Eric Kowalczyk, and  
Christine Townsend.

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Publication Date:  
June 8, 2023

## Strategic Communications for Law Enforcement Executives

Judy Pal,  
Khadijah Carter,  
Eric Kowalczyk, and  
Christine Townsend





# Training Lexicon

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

## Evidence-Based Policing

Using data, analysis, and research to complement experience and professional judgment, in order to provide the best possible police service to the public.

Evidence-Based Policing refers to scientific evidence, not evidence in the legal or investigative sense.

### Select Resources:

- [Evidence-Based Policing in 45 Small Bites](#) (May 2020)
- [Perspectives on Research and Evidence-Based Policing: Articles from NIJ's LEADS Scholars](#) (August 2020)

Source: NIJ Term of the Month — February 2021

More Information: <https://youtu.be/Y0QB1v42gu8>

## Constitutional Policing

A definition for Constitutional Policing is:

Policing conducted within the parameters of the U.S. Constitution, state constitution(s), and federal and state court decisions that define roles and responsibilities of law enforcement agencies and personnel in terms of everyday practices.

It provides a framework to ensure fair, impartial, and effective enforcement of the law that is consistent with constitutional principles, democratic values, and community expectations.<sup>1</sup>

Constitutional policing ensues when law enforcement officers respect, value, and uphold the rights and freedoms granted by the U.S. Constitution and other legal requirements to all people in this country.

1. Knowledge Lab, <https://leknowledge.org/about-constitutional-policing/>

## Procedural Justice

Procedural justice refers to the way police and other legal authorities interact with the public and how the characteristics of those interactions shape the public's views of the police, their willingness to obey the law, cooperation with the police in fighting crime, and actual crime rates. Procedural justice is based on four central principles: "treating people with dignity and respect, giving citizens a voice during encounters, being neutral in decision making, and conveying trustworthy motives." Research demonstrates that these principles contribute to relationships between authorities and the community in which (1) the community has trust and confidence in the police as honest, unbiased, benevolent, and lawful; (2) the community feels obligated to follow the law and the dictates of legal authorities; and (3) the community feels that it shares a common set of interests and values with the police. **Four Pillars to Procedural Justice**, as identified as by Yale University's *Justice Collaboratory*, are shown below.



### Sources

1. <https://cops.usdoj.gov/RIC/Publications/cops-w0795-pub.pdf>
2. <https://law.yale.edu/justice-collaboratory/procedural-justice>
3. <https://www.oxfordbibliographies.com/display/document/obo-9780195396607/obo-9780195396607-0241.xml>

# Influencing Without Authority: A 4-step Model for Training Professionals

*This article was originally published by TrainingIndustry.com. It has been adapted from its prior published version to fit IADLEST's audience more directly. The article is republished with the express permission of the author and TrainingIndustry. The original TrainingIndustry article can be viewed at: <https://trainingindustry.com/articles/professional-development/influencing-without-authority-a-4-step-model-for-ld-professionals/>.*

Imagine this scenario: One day, you're tasked to implement negotiation training for your organization and hoping to influence the officers selected. Technically you're not in a leadership position, but you're well-liked and respected by your team. You've been given managerial responsibilities, such as managing the cross-organizational team, researching, and creating a schedule that works for them. As long as your team cooperates, you will accomplish the task in no time. However, upon the first meeting, you find your team's priorities are naturally aligning with their supervisors and their jobs. The team isn't able to contribute or make time for your project.



*Photo: 2022 IADLEST Annual Conference, Paul Butler and trainers*

As a training professional, you know that it's critical to influence others. But without having formal authority or a title associated with tenure, your priorities are likely to take a back seat to everything else on your team's plate. It's quite difficult to lead without authority, and this can be a recurring scenario for many. Instead of getting discouraged or quitting the project, here is a model based on Aristotle's philosophy on the [three elements of influence](#) (ethos, pathos, and logos) to build credibility, engage emotion, demonstrate logic, and facilitate action that you can use for more effectiveness.

## Build Credibility

Building credibility is the first step toward influencing others. If you lack credibility, there is very little you can do to convince your teammates. If others internally respect you and trust you, they are more likely to consider your ideas. Think about your own habits; you wouldn't say "yes" to someone who walked off the street with zero credentials — and neither does your team! With honesty, authenticity, and a little bit of good old-fashioned gumption you can influence without authority. So, think about ways that you can either borrow credibility (e.g., from projects you were involved in that were very

successful) or build your own, based on [subject matter expertise](#). Develop your knowledge and skills to the point that you deeply understand the subject matter at hand. However, it's not only about what you know: You also have to make sure that others know what you know. You may have the most knowledge or expertise on the task at hand, but make sure to convey that to others.

Additionally, a successful influencer will participate in [active listening](#). You won't be able to influence co-workers who don't feel heard. Acknowledging their position and responding in an attentive manner can quickly change the direction of the conversation for the better. Remember, influencing involves the ability to appeal to common goals and benefits. A successful team leader has to do more than "command." They must show the ability to understand and change if the situation would benefit from it. Ending on a note of working together and finding common ground can leave a good impression, and good impressions further help to build an individual's credibility!

Continued on page 81



## *The bottom line of all human interactions, is emotion.*

### Engage Emotion

The bottom line of all human interactions, including training, is emotion. People make decisions emotionally and then justify them rationally. That is why it is so important to understand how to harness emotions, your own and others, in the process of influence and persuasion. Think of what emotions you need to instill in order to influence others.

If you can [use emotion](#) in your speech, your audience is likely to feel connected to and empathetic about your message.

### Demonstrate Logic

Once credibility has been established and emotions have been engaged, logical arguments can be used. Don't lead with these arguments but include them later on to justify your points. Most people gravitate toward using logic to [persuade others](#). Try to communicate logic in visual ways such as charts and try

to compliment them with short and powerful stories. One or two data points and a great short story will be memorable and impactful — much more than 20 good pieces of support data!

### Facilitate Action

Finally, facilitating action is the natural culmination of the three previous steps. After all, agreement without action is just a conversation. Give people a few options to choose from so that they feel like they are in control while they work within options you have selected. Too many options can be paralyzing, and it's easier to avoid a decision. On the other hand, giving people too few options can feel like an ultimatum.

If you want to influence others in your organization or motivate them to listen to you, one of the surest methods is to develop expertise in your business function, industry or both. Build credibility with your team by showing you are the subject matter expert and are actively listening to their ideas and feedback. Engage emotion and connect with your teammates. Once your credibility is established, implement logic into your discussions to persuade them. Finally, facilitate action and complete your task. ~

#### Jeff Cochran

Jeff Cochran is a partner at Shapiro Negotiations Institute (SNI). Jeff has coached negotiation teams within organizations and has delivered high impact presentations from 45 minutes to three days in length. In addition to his role as an educator and an entertainer, Jeff has also played a significant role in selling and designing negotiation training programs [for SNI](#).



In the next edition of IADLEST's Standards and Training Director Magazine, we will feature articles addressing technology, forecasting staffing needs for your training staff, and instructor liability and ethics. In addition, many of IADLEST's emerging projects and more information on academy facilities and programs will be highlighted.

We hope you will look forward to reading the next edition of our magazine in September as much as we enjoy bringing it to you.







**WE'RE LOOKING FOR  
POST Standards Staff and  
Academy Training Staff  
Who Have Something To Say!**



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# New

## From the COPS Office

Police department brands involve community members' feelings of safety and security—not only that their communities are safe places to live, work, and raise families but also that no matter their race, age, gender, sexual orientation, immigration status, or any other demographic variable, they feel safe and secure while receiving direct services from and interacting with police officers. In other words, the degree to which people can live without fear of victimization is part of the assessment of a police department's brand.

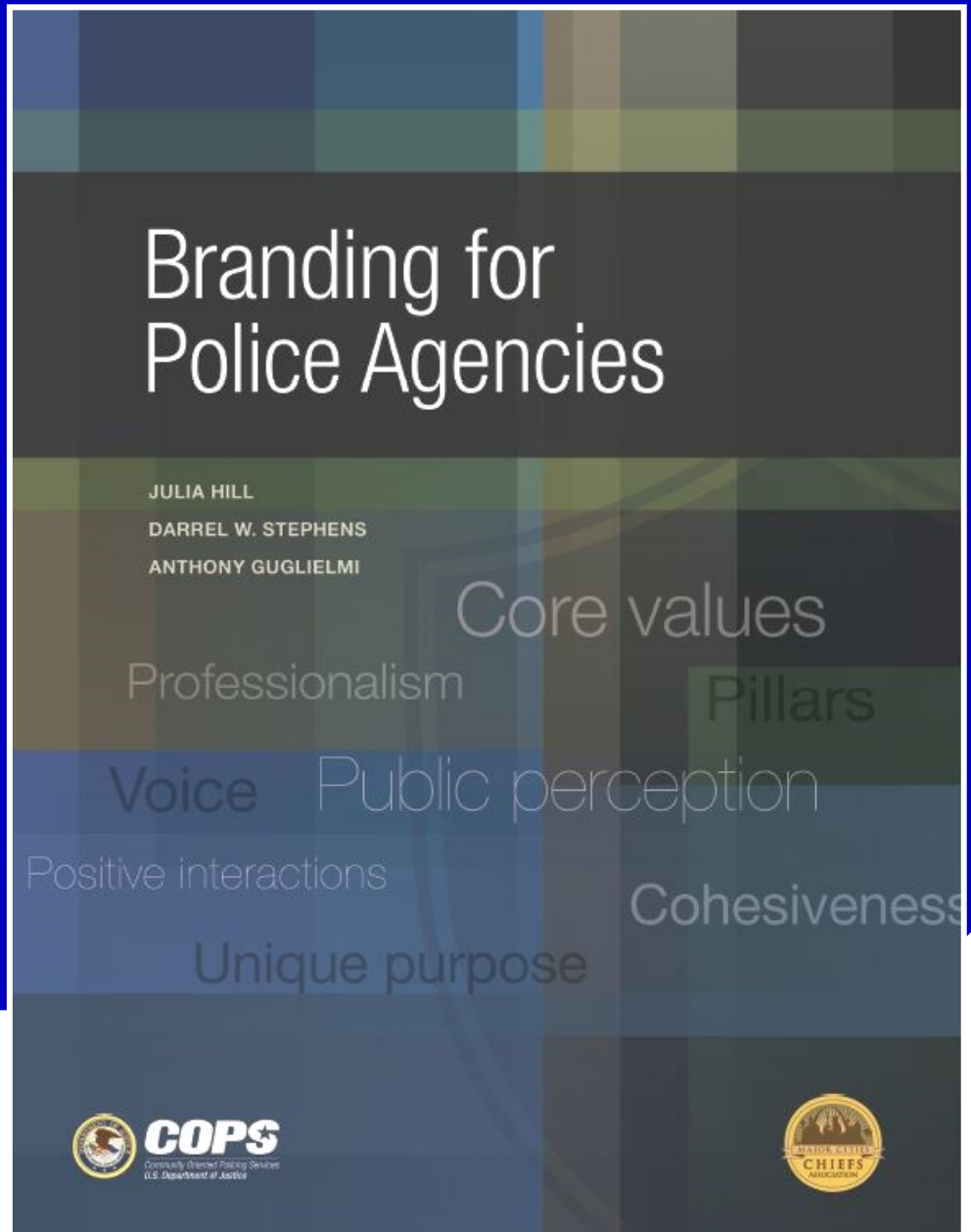
This guide was prepared by the Major Cities Chiefs Association to help law enforcement agencies understand the relationship of organizational imagery to public perception and develop meaningful and consistent brand identities. It discusses the importance of public trust in the branding of law enforcement agencies in particular and provides step-by-step guidance to help agencies determine whether their existing brands need a minor adjustment or a major ground-up overhaul.

The value of a strong brand for a police agency is significant. The more favorable the perception, the more likely the support.

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Publication Date:  
June 7, 2023



# IADLEST WEBSITE & SOCIAL MEDIA DASHBOARD

March 2023—May 2023



International Association of Directors  
of Law Enforcement Standards and Training

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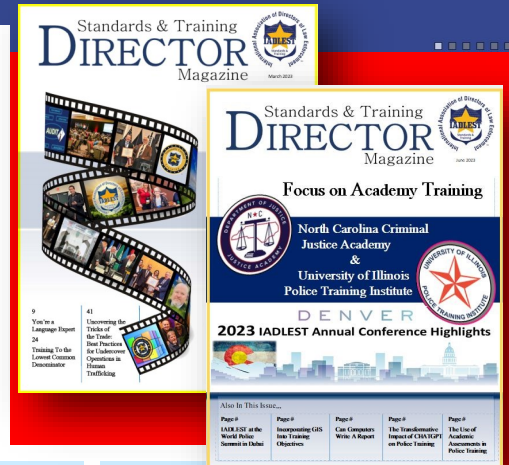
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# The Use of Academic Assessments in Police Training

By Kelly W. Enos

In November 2022, the Police Executive Research Forum (PERF) published a paper titled “Transforming Police Recruit Training: 40 Guiding Principles.” The paper talked about the current state of recruit training and recommendations for improvement.

One of the recommendations in the report was to use academic assessments in recruit training to discover gaps in learning. Whenever we provide instruction, we need to ask two critical questions: How well are students learning and how effective are instructors teaching? The report did not describe those assessment techniques and referred readers to their local colleges and universities for assistance. This article will look at some of those assessment techniques routinely used in academia that are well-suited for recruit and in-service training. They are fast, easy, and require little to no skill to implement.

## The One-Minute Paper

The One-Minute Paper is a common assessment technique used in academia to assess what important concepts students have learned and what is still not clear to them. Take the example of a 16-week academy class. Every week, an instructor asks students to answer two questions anonymously on a 4X6 index card or scratch piece of paper. First, what is the most important concept they learned so far in the class, and second, what is still not clear to them? These responses are collected and reviewed at the end of the day allowing instructors to quickly realize what is working and what needs additional review.

Most of the time, instructors will cover topics in a training class and ask the attendees if anyone has any questions. Like many college classes, students rarely raise their hands for fear of asking “dumb questions.” As a result, the instructor never receives any feedback. By using the One-Minute Paper technique, the instructor collects feedback from students who normally would not raise their hand to ask a question, but in almost all cases will write their question anonymously on an index card and submit it. The advantage of this technique is that we can assess if students understand the concepts early on and make corrections in real time.

## The Muddiest Paper

This is a variation of the One-Minute Paper only students respond to one question, “What is still not clear up to this point in the class?” This technique will let the instructor know where the class is with the material and what key concepts are still not clear.

## Midway Course Assessment

About midway through the academy, students are asked to provide feedback on their learning experience. Students are asked to answer anonymously three questions. First, is there anything they wished the academy staff or instructors would stop doing? Examples can be instructor teaching behaviors, bad PowerPoint presentations, etc. Second, is there anything they wished the staff should start doing to help them learn such as group work, timely feedback on work submitted, slower pace of presentations or class lectures, etc? Lastly, is there anything the academy staff should continue doing because it is working well for students?

*An academic assessment is an evaluation demonstrating to the instructor the academic achievement of recruits within the classroom or academy training environment.*

The instructor reviews the responses and receives critical feedback on how students are learning and what adjustments are needed, if any, to teaching techniques. The value of administering a Midway Course Survey is that the instructor is able to make needed adjustments in teaching before the academy class is over. Too often instructors receive this feedback at the end of the course where there is no opportunity to make the needed corrections.

## End of Course Evaluation

The End of Course Evaluation is almost identical to the Mid-Course Evaluation only it asks for what students thought of the class as a whole at the end. Both midway and end-of-course evaluations should be used and then compared with each other to see if there were improvements in teaching and learning. These evaluation assessments are used to document how well students learned the material and how effective the teaching was.

## Student Response Systems: Kahoot and Clickers

Today’s young adults have grown up with smartphones to do everything from communicating with friends and family, to using apps and navigating the world around them. Why not use those same smartphones in training classes as a technique to interact with the material and

Continued on page 87



have instructors and students receive feedback in real-time? All too often attendees at training classes are passive recipients of information, sitting, observing, listening, and absorbing the material. A student response system used from a smartphone allows students to engage with the material, participate in class discussions, debates, and solve problems, all from the safety of their seats. According to the PERF 2022 report, *“When recruits are actively engaged in their instruction, they learn and retain more of what they are taught.”*

The following is one example of a student response system that is popular in schools and colleges across the country.

### Kahoot

Kahoot ([www.kahoot.com](http://www.kahoot.com)) is a free game-based learning platform used in classrooms across the United States to engage students and assess learning. Here is how it works.

An instructor just finished showing a video of a police shooting and asked the recruits, “Was the shooting justified?” The instructor is going to poll the class to assess what their attitudes and feelings are based on the video they just watched. The instructor projects the polling question on the projector screen, asks the students to use their smartphones to pull up the Kahoot app and enter a code to participate. As students begin to vote, their usernames are displayed on the screen for everyone to see. After the allotted time is up, the instructor pulls up the vote tally and shows it to the class for discussion.



Kahoot also allows instructors to quiz students to test their knowledge of the material. These can be posed as multiple-choice questions, puzzles, or true and false. During a quiz or test, participants pick a username that may or may not be their actual name. After all responses are submitted, Kahoot will project on the screen who is the highest-scoring student, further encouraging participation. Kahoot can also be played in team mode meaning, two students pair up to respond to questions from one phone. Team names are portrayed on the projector

screen.

Kahoot is an easy, quick, and fun way of engaging students in class. The basic version is free to both the instructor and participants. Polling questions are created in as little as two minutes and the results can be downloaded to Excel formats for record-keeping purposes.

### Clickers

Clickers are a variation of Kahoot, however, it does require equipment that must be purchased by the instructor or the department. The clicker is about the size of a smartphone with buttons, much like a television remote control, and is issued to every student. The instructor uses a receiver attached to a laptop computer, which modifies PowerPoint and adds a toolbar. The instructor can then create multiple-choice, yes-no, or Likert-scaled questions, allowing students to respond with their clicker and see a graph of the group's answer.

Clickers have been used for years in colleges and universities with great success, however, they can be expensive. The average cost for each clicker is \$50 not including the receiver.

### Focus Groups and Brainstorming sessions

In PERF's 2022 report on Recruit training, Guiding Principle#18 states:

*“To keep their training fresh and relevant, academies should continuously review and update their recruit curricula using data and research. Recent graduates should be part of the review process.”*

When assessing programs, projects, or areas, different methods should be used that complement each other. Relying on only one assessment method may not reveal needed improvements. Focus groups tend to generate many ideas for improvement simple surveys cannot produce. They allow for probing questions and clarifications; group members can hear and respond to each other's opinions and ideas.

A Classic Brainstorming Focus Group could help review and answer some of these questions on how to improve academy instruction. Although this tool has often been used for problem-solving, it is sometimes poorly understood.

Some believe brainstorming sessions are an opportunity to get together and have a casual conversation about what new ideas they can come up with. Once an idea is focused on, the group decides and that is the end of the session. A classic brainstorming session is much different and there are rules for participants. Here I will describe a Classic Brainstorming session we have often used at our college with great success and apply it to an academy setting.

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Recruit academy instructors are interested in learning how they can improve teaching and learning and ask several recent graduates to participate. Recent graduates are in the best position to provide feedback on the overall experience while it is still fresh in their minds. Anywhere from 6-8 participants are chosen to participate.

The room chosen should be large enough to facilitate approximately nine people, a large desk, whiteboard, or flip chart. On the table, are pencils, markers, and large Post-It® notepads.

There is a facilitator who guides the process but does not give input as to content. The facilitator should not be a supervisor but should have good facilitation skills, an understanding of group dynamics, and strong interpersonal skills.

The question posed to the group should be open-ended such as; How can we improve Basic Recruit Academy Training?

Participants write down their ideas and suggestions on Post-It® notes where they are placed on the board for all to see. Participants engage in divergent thinking and suspend judgment on individual ideas or suggestions. The group strives for quantity, not quality at this point and unusual ideas are welcome.



This part of the session can sometimes take up to 30 minutes with everyone participating. The second part of the session is referred to as Brainwriting.

Brainwriting is another technique used in Classic Brainstorming. This is where participants continue to generate ideas for improvement but do it independently and silently. Here is how it works.

Each participant is given an individual Brainwriting sheet which contains nine squares. One sheet is placed in the middle of the table. Each participant is asked to fill in the first top row of squares with either new ideas or a statement building on existing ideas.

The first person who finishes places their sheet in the center of the table and grabs the blank Brainwriting sheet from the center, and fills out the top three rows of squares with additional ideas. The next person to finish

## BRAINWRITING

CHALLENGE

STATEMENT: \_\_\_\_\_

1A	1B	1C
2A	2B	2C
3A	3B	3C

their first row of squares places their sheet in the center of the table and grabs the sheet in the center, and fills out the next row of squares with ideas. This continues with all of the participants as they exchange papers and look at the responses and build on ideas or create new ones. This continues until all of the Brainwriting sheets and squares are filled in.

The benefits of this technique are many. Some participants work better independently and silently in generating ideas. It also helps quiet vocal participants who tend to dominate the discussion but still allows them to contribute.

Once finished, the facilitator makes sure all participants have signed in and all ideas from Post-It® notes and brainwriting sheets are transcribed into a report. That report is then shared with others to decide what suggestions or ideas can be implemented given available resources. Our experience has been we generate an average of 100 ideas during the entire session. If we can use just 3 or 4 of those ideas to improve an area or program, then the session was a success.

*"...we need to rethink how recruits are trained in the academy and move to a more rigorous system of education that also makes use of academic assessments to reveal gaps in teaching and learning."*

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## Conclusions

As the PERF report spelled out, we need to rethink how recruits are trained in the academy and move to a more rigorous system of education that also makes use of academic assessments to reveal gaps in teaching and learning. Using those well-established assessment techniques from academia will provide opportunities for improvement that will ultimately improve police performance. ~

### Notes

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## About the Author

Mr. Kelly William Enos is the Vice Chair of the Administration of Justice Program at Los Angeles Mission College and former Acting Dean of Academic Affairs. Prior to entering academia, Mr. Enos served as a police officer with the Culver City Police Department and later as a deputy sheriff with the Los Angeles County Sheriff's Department. He has served as an adjunct instructor at California State University, Los Angeles, and is a frequent peer reviewer for the Accrediting Commission for Community and Junior Colleges (ACCJC) in assessing community colleges for student learning and achievement. Mr. Enos can be contacted by email at [enoskw@lamission.edu](mailto:enoskw@lamission.edu).

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New

## Proactive Police Response to Domestic-Related Repeat Calls for Service

Domestic violence is an ongoing concern for both the police and the community. Research shows that the ability to intervene during early stages of emotional and verbal abuse or less physically injurious violence is critical to preventing future violence. As the first responders, police are uniquely poised to play a key role in assisting social service and public health efforts to prevent and reduce domestic violence. Police often see problematic relationships and families well before victim advocates, doctors, and other service providers are even aware there is a problem. Domestic-related calls for service are one of the most frequent categories law enforcement agencies respond to, even though many of these calls may not lead to an arrest. This guide provides a process for proactive police response to the short-term problem of repeat calls for service at residences, called domestic-

related repeat incidents or DRRI. Importantly, the process does not replace what police and the criminal justice system already do for individual domestic violence crimes and victims but provides a complementary strategy that fills a gap by systematically addressing repeat noncriminal incidents occurring at residences with the aim of forestalling more serious violence and keeping individuals, families, and the community safer.

### PROACTIVE POLICE RESPONSE TO Domestic-Related Repeat Calls for Service

Roberto Santos and Rachel Santos



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Publication Date:  
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# Human Trafficking: The Crucible of Training

James E. Copple  
Project Manager, IADLEST

A COPS Office Publication | April 2023 | Volume 16 | Issue 4  
Republished: [Click Here](#) to view original COPS Office article.

Human trafficking is a national and international issue that places unprecedented demands on law enforcement. While states and local communities have adopted legislation and regulations related to prevention, enforcement, and intervention, enforcing these laws and combating trafficking requires widespread awareness of the issue, the development of specialized investigation units, greater collaboration with prosecution, a focus on training for recruits, and enhanced training for veterans.

Human trafficking is a nuanced and dynamic crime that covers the exploitation of people in human, labor, child, and sex trafficking. Definitions aren't always consistent or clear; however, the Trafficking Victims Protection Act (TVPA) of 2000, the first comprehensive federal law to address trafficking in persons, defines it as:

- **Sex trafficking:** The recruitment, harboring, transportation, provision, obtaining, patronizing, or soliciting of a person for the purpose of a commercial sex act, in which the commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such act has not attained 18 years of age; (and)
- **Labor trafficking:** The recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery.

The law addresses the three areas of prevention, protection, and prosecution; many states have adopted this approach to build on the law's foundation.

Known victims of trafficking are mostly women and children. According to a [2020 report](#) by the United Nations Office on Drugs and Crime (UNODC), "Female victims continue to be particularly affected by trafficking in persons. In 2018, for every 10 victims detected globally, about five were adult women and two were girls. About one third of the overall

detected victims were children, both girls (19 percent) and boys (15 percent), while 20 percent were adult men."

[The Polaris Project reports](#) that in 2020, 10,583 situations of human trafficking were reported to the U.S. National Human Trafficking Hotline and involved 16,658 individual victims. This number includes sex trafficking (7,648), labor trafficking (1,052), and unspecified types of trafficking cases (1,519). However, these numbers do not represent the complete scope of trafficking, largely because many victims fear reporting or may not realize they are being trafficked. These numbers were obtained by Polaris via the National Human Trafficking Hotline and reflect only reported cases.

The [International Association of Directors of Law Enforcement Standards and Training](#) (IADLEST) studied law enforcement training on human trafficking through a grant awarded by the COPS Office: interviewing line officers and training leaders, holding regional meetings, and facilitating a survey with 30 academy and POST respondents. The study found that training on human trafficking was uneven and in some places, nonexistent. At one end of the spectrum, there are POSTS and training academies that make human trafficking enforcement training part of the core curriculum. At the other, there are states with no requirements and that don't offer elective or in-service training of any kind. Human trafficking as an issue was often viewed as a fad by law enforcement professionals, who are under constant pressure to adjust training to respond to crises in ways that satisfy the media and the community.

Like most crime, human trafficking is a community issue that demands the attention of both law enforcement and community partners, such as health and human services, organized labor, education, and child protective services. Combating trafficking requires collaboration and coordination among all these groups and advocacy organizations; the lack of such coordination, revealed by IADLEST's interviews, is perhaps the greatest challenge to developing a comprehensive law enforcement/community

Continued on page 92

response. The criminogenic nature of trafficking makes it all the more necessary to collaborate with advocacy organizations; however, most advocacy organizations are focused on creating awareness with little appreciation for the complexities of how criminal investigation can lead to successful prosecution.

The IADLEST assessment summarizes the situation in the following observations:

- Training in the human trafficking space is diverse, inconsistent, and must often fight for priority in the competing demands of law enforcement recruit training.
- There is a lack of consistent coordination between law enforcement and community-based organizations working to create awareness and to do the necessary interventions to restore an individual to their families and communities.
- Law enforcement is prepared to include and embrace the expertise of established and respected advocacy groups in curriculum development.
- A barrier to law enforcement collaboration with advocacy organizations is that most of the advocacy organizations are focused on awareness and do not fully appreciate the challenges of enforcement and prosecution.
- There is a need for a national curriculum that can be adjusted to meet local needs and demands. This curriculum needs to be comprehensive and include the voices of survivors and advocacy groups.
- Trafficking enforcement and trafficking prevention activities vary and are often driven by geography. For example, labor trafficking is huge in industrial and agricultural areas; sex trafficking is more of an issue in an urban context; violence against women is universal; and tribal communities continue to see high numbers of missing and murdered indigenous women. Adjusting to these realities can be a challenge for law enforcement training.

## National Curriculum

The regions requested a national curriculum that could serve as a template for the development and adoption of state and community-based training. A national curriculum will provide a template for recruit and veteran training and will provide guidelines and standards for the states. As part of this project,

IADLEST developed a curriculum template that will be shared with the POSTS and academies. The curriculum will allow for updates and changes in the field of human trafficking.

The model curriculum is posted on the website of the National Law Enforcement Academy Resource Network (NLEARN), an IADLEST academy resource network that links the Law Enforcement Training Academies together with trainers from around the world. There is no-cost to join NLEARN. A request for access form can be found here: [NLEARN Application Request](#). For those who already have an NLEARN account, go directly to the [Model Human Trafficking Curriculum](#)

## Human Trafficking Training Standards

After reviewing the various approaches to human trafficking training through interviews, a survey, and forums, IADLEST identified 9 standards that should be part of all training in academies and POSTS:

1. Initial training for criminal justice personnel should be a minimum of 8 hours. *Commentary: Criminal justice personnel include entry-level law enforcement officers and civilian public safety professionals such as telecommunications, crime analysts, and victim advocates. Eight hours is needed to cover foundational aspects of a preliminary investigation.*
2. Periodic refresher in-service training for criminal justice professionals should be a minimum of 4 hours. *Commentary: Refresher training is needed for criminal justice personnel, especially those who were unable to apply lessons learned during the initial eight hours of basic training due to very limited or no exposure to human trafficking crimes.*
3. Training should teach participants to recognize the different types of human trafficking. *Commentary: Criminal justice professionals must recognize key differences between human trafficking and human smuggling, including acts of force, fraud, and coercion by traffickers.*
4. Training should teach participants to identify common victim characteristics and vulnerabilities targeted by traffickers. *Commentary: Criminal justice personnel must know how predatory traffickers strategically target and recruit victims who are more vulnerable to control and less likely to seek help from advocates or law enforcement. This includes the homeless, mentally ill, and children from unstable homes.*



5. Training should include best practices for gathering testimonial evidence from human trafficking survivors. *Commentary: When interviewing survivors, criminal justice personnel must be sensitive to survivor cultural differences and use victim-centered approaches and trauma-informed techniques.*
6. Training should include methods and strategies to identify human trafficking patterns. *Commentary: Criminal justice personnel should be able to gather, analyze, and interpret data from local and regional systems to identify patterns of human trafficking.*
7. Training should include methods and strategies to identify and collaborate with human trafficking advocacy organizations and community resources that protect all survivors. *Commentary: Successful response to human trafficking crimes requires community collaboration. Officers should build partnerships with a variety of victim service providers including medical and mental health providers and organizations serving ethnic LGBTQ, and faith communities.*
8. Training should include methods and strategies for collaborating with attorneys to ensure successful prosecutions. *Commentary: Criminal justice personnel should work directly with prosecutors at the state and local levels. This includes helping all survivors who want to testify in court without retraumatizing them.*

As communities demand more and more from law enforcement, we cannot afford to ignore the need for specialized training in areas often ignored by our criminal justice system. Human trafficking requires focused deterrence, empathy, and the ability to discern the criminogenic nature of trafficking. We are doing better, but we need to do more. ~

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### What is DDACTS?

DDACTS is a law enforcement operational model that integrates location-based crime and traffic crash data to determine the most effective methods for deploying law enforcement and other resources. Drawing on the deterrent value of highly visible traffic engagement/ community contacts, and the knowledge that crimes often involve motor vehicles, the goal of DDACTS is to reduce crime, crashes, and social harm across the country.



In addition, DDACTS positions traffic safety as a logical rationale for a highly visible presence in a community. The model's focus on community collaboration reinforces the role that partnerships play in improving quality of life.

Finally, by analyzing the convergence of crime and crashes with calls for service, the DDACTS model encourages law enforcement agencies to use effective engagement and new strategies to address all three issues.

### How does it work?

The DDACTS model uses seven Guiding Principles that provide flexible structure to an agency's community policing and evidence-based practices.

### How do I learn more?

To facilitate DDACTS initiatives across the country, the National Highway Traffic Safety Administration has developed the DDACTS Operational Guidelines for law enforcement executives. The guide outlines procedures and highlights operational considerations based on best practices in the field. To obtain a copy of the DDACTS Operational Guidelines,

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IADLEST offers additional services built to enhance and improve the framework of the training programs essential to the success of our nation's law enforcement community.

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## From the COPS Office

New

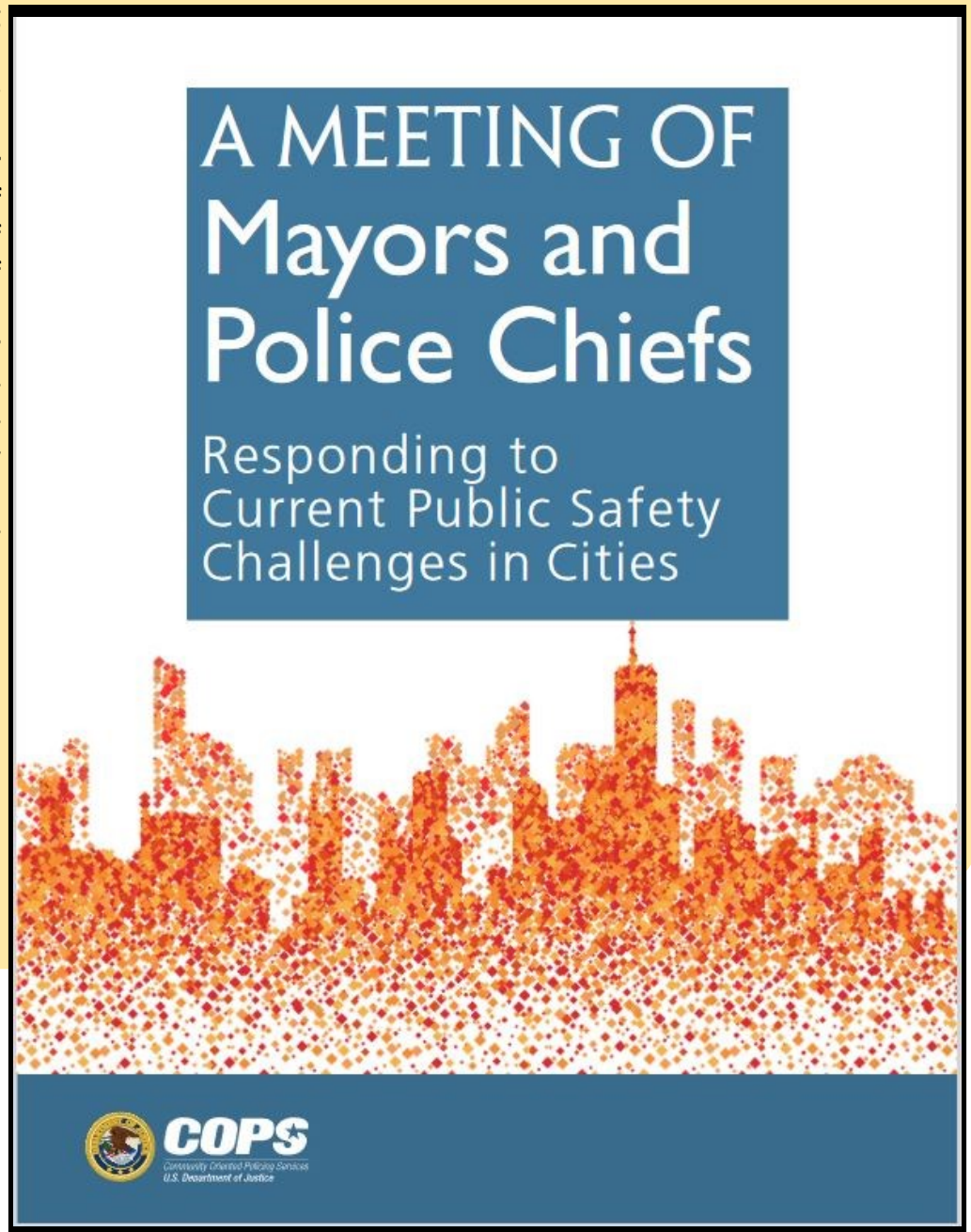
In March 2022, 50 mayors, police chiefs, and other representatives of law enforcement executive organizations met at the Winter Leadership Meeting of the U.S. Conference of Mayors to discuss the cooperation necessary between local government and law enforcement to keep cities safe. Topics included ordinances, technology options, and community interventions and other initiatives to respond to and reduce gun violence; officer recruitment and retention issues; the use of co-responder models to improve response to people experiencing behavioral health crises; and police reform initiatives. This publication is a summary of that session.

Also introduced for opening comments were representatives of national police chief organizations participating in the Miami session: David B. Rauch, Director of the Tennessee Bureau of Investigation, a Vice President of the International Association of Chiefs of Police; Megan Noland, Director of Special Projects for the Major Cities Chiefs Association; and Michael Harrison, Commissioner of the Baltimore City (Maryland) Police Department, and President of the Police Executive Research Forum.

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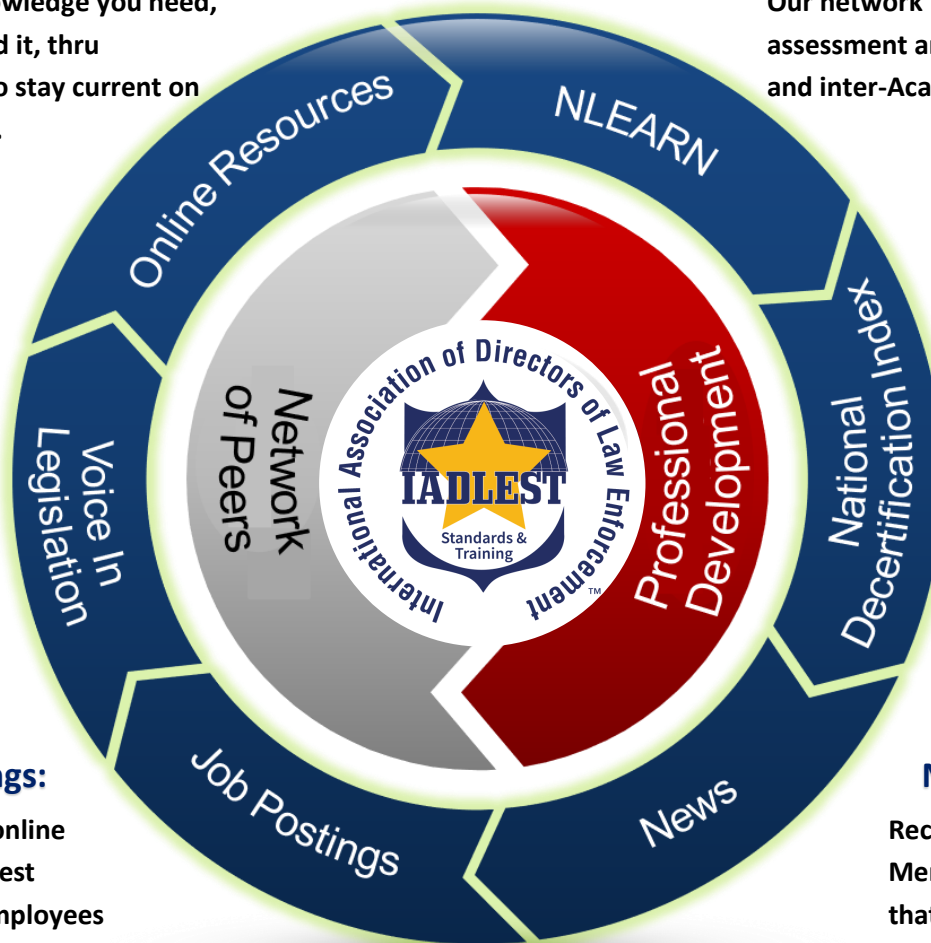
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For more information about the International Association of Directors of Law Enforcement Standards and Training, contact Executive Director Mike Becar, at [mikebecar@iadlest.org](mailto:mikebecar@iadlest.org) or telephone 208-288-5491.



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# ***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.

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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, mid-level 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.

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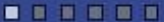
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