

# Standards & Training DIRECTOR Magazine



March 2023



## 2022 Year In Review

9  
You're a  
Language Expert  
24  
Training To the  
Lowest Common  
Denominator

41  
Uncovering the  
Tricks of  
the Trade:  
Best Practices  
for Undercover  
Operations in  
Human  
Trafficking

49  
Redesigning the  
Recruit Firearms  
Training Program  
for Real-World  
Performance

60  
Could Law  
Enforcement  
Policies Be  
Worded More  
Respectfully?

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Academy Accreditation  
Below 100  
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# 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.

**More information about CLETA can be found on page 35**

### You may also contact:

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# Contents

March 2023

Volume 3, Number 1



## Standards & Training Director Magazine

### ARTICLES

#### 9 You're A Language Expert

*By Jean Reynolds*

#### 24 Training To The Lowest Common Denominator

*By Joseph T. Wolf*

#### 29 Clarifying Misrepresentations About Law Enforcement Interrogation Techniques: Part III

*By Joseph P. Buckley*

#### 41 Uncovering the Tricks of the Trade: Best Practices for Undercover Operations in Human Trafficking

*By Fernando Figueroa*

#### 49 Redesigning the Recruit Firearms Training Program for Real World Performance

*By Michael Puckett*

#### 51 Investigative Interviews of Vulnerable Persons

*By Robert Carlson*

#### 60 Could Law Enforcement Policies Be Worded More Respectfully?

*By Lewis Eisen*

#### 65 Equine-Assisted Learning Training is the New Scenario Training Program

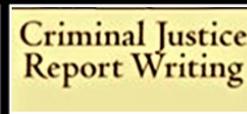
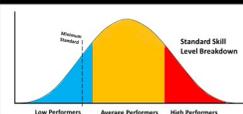
*By Donna Marotta*

#### 73 Transforming Recruit Training: Guidance for today from Experts In the Field

*By Community Policing Dispatch*

#### 84 Instructional Tips: Developing Legal Updates

*By William Flink*



### TRAINING

#### 8 A Shift in Policing

#### 22 Analytical Capacity

#### 26 Upcoming 2023 Training

#### 33 Multi-Part Online Analytical Training Series

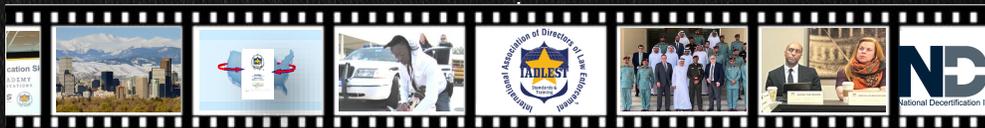
#### 38 Mass Attacks In Public Spaces: 2016-2020

#### 56 Below 100

#### 75 DDACTS 2.0 Webinar Series

## BUSINESS

- 5 2023 IADLEST Conference
- 11 You Are Known By Those You Associate With
- 12 IADLEST Business Notes
- 13 Member Agency Notes
- 15 2022 IADLEST Year In Review
- 23 Upcoming Association Events
- 27 Colombia National Police Standards Center
- 28 Developing POST and Academy Staff Through Involvement with IADLEST
- 32 NDI National Decertification Database
- 34 IADLEST Kicks Off Constitutional Policing Training Project
- 48 IADLEST Website & Social Media Dashboard
- 57 Advertise With IADLEST
- 58 Standards Check: Citizenship
- 58 Quick Reference to Federal Firearms Laws Related to Peace Officer Certification/ Licensing
- 59 How Safe Are Your Training Records
- 64 Leading the Training Function
- 68 Embracing Internationalism
- 89 Get Published with IADLEST
- 90 Magazine Author Guidelines



## PUBLICATIONS

- 10 Criminal Justice Report Writing
- 46 Secret Service Research on Mass Violence Data
- 64 How to Write Rules that People Want to Follow: A Guide to Drafting Respectful Policies and Directives
- 70 IADLEST Reciprocity Manual
- 72 Domestic-Related Repeat Calls for Service

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Third Volume

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IADLEST, March 2023.

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# Message From The Executive Director

This year, the association has had great success in our project development! We've geared up for some very exciting new programs, and our outlook is positive with existing projects to be completed or continued into the future.

We would like to encourage all association members and others to join us at our 2023 Annual IADLEST Conference during May 14-17, 2023, in Denver, Colorado. We have scheduled great presenters and activities during the conference, and participating attendees have the opportunity to mingle with their peers and discuss vital issues facing the law enforcement standards and training. If you wonder what an IADLEST annual conference is like, we provided a good review of our last conference in the [June 2022 Standards & Training Director Magazine](#) as an example. We hope to see you all there.



Mike Becar

In this edition of *Standards & Training Director Magazine*, we've loaded the content with several 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 the final segment from Joseph Buckley, of John E. Reid and Associates, concluding his compelling work, on *Clarifying Misrepresentations About Law Enforcement Interrogation Techniques*. We thank Mr. Buckley for the concentrated effort and time that he put into writing for law enforcement officers and those who instruct in this area of law and investigative interrogation. His third installment discusses modifications to interrogation techniques when questioning juveniles and individuals with mental or psychological disabilities.

Dr. Jean Reynolds, Professor Emeritus at Polk State College in Florida, continues to provide excellent insight into police writing skills for lesson plan development and instruction with her article on *You're A Language Expert*.

Joseph Wolf offers investigators and instructors a view towards interviewing, with his article entitled: *Investigative Interviews of Vulnerable Persons: Safeguarding the Rights of Those Who Most Need Protections*. In his article, Mr. Wolf emphasizes the importance of professional, ethical, and bias-free investigative interviews and how those conducting interviews should avoid pressures, suggestions, or actions that create a desire for those interviewed to please authority figures.

Mr. Michael Puckett, from the New York State Division of Criminal Justice Services, provides readers with his view on firearms training with *Redesigning the Recruit Firearms Training Program For Real World Performance*. In his article, Mr. Puckett focuses on the way students learn and the techniques used by firearms instructors.

Mr. Robert Carlson adds his thoughts regarding the instructional difficulties that have plagued some academies in *Training to the Lowest Common Denominator*. Lewis Eisen presents a discussion on writing policies with a polite reading emphasis, while Donna Marotta discusses training competence using equine learning skills to assist in self-control and awareness, and balance in stressful unpredictable environments and scenario training. Finally, we share with you our 2022 Year In Review which summarizes the association's activities during the past year.

We hope you enjoy reading this edition of our magazine and glean some benefit from the information, and we hope to see you at our annual conference on May 14-17, 2023, in Denver, Colorado.

# 2023 IADLEST Annual Conference



**Register Now !  
Pay Later.**

## DENVER, COLORADO NEAR THE HEART OF THE ROCKIES !

You are invited to the International Association of Directors of Law Enforcement Standards and Training (IADLEST) 2023 Annual Conference, May 14-17, 2023 (Sunday-Wednesday), in Denver Colorado. Nestled at the foot of the eastern slope of the Rocky Mountains, Denver's official elevation is 5,280 feet which gives Denver the nickname of the *Mile-High City*. Sitting below the summit of Mount Evans at 14, 271 feet in elevation. Denver's skyline is the home to a fantastic lifestyle of scenery, museums, entertainment, sports, restaurants and lifestyle amenities that will make your stay in Denver enjoyable. We highly recommend that you plan on staying 2-3 days beyond the conference to enjoy the area's mountain resorts, scenic byways, and culture.

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

Join fellow Law Enforcement Executives, Training Managers, POST Directors and Academy Directors for the following highlights:

- Training tracks include the latest innovations on training and technology as well as specifically designed training tracks for POST Directors, Academy Directors and Law Enforcement Trainers such as:
  - Reduce the Impact of Staffing Shortages
  - Effective Curriculum Development
  - Develop Effective Online Training
  - Develop Effective Scenarios
- Scheduled roundtable discussions to exchange ideas and experiences regarding standards, certifications, legal and course development.
- Social activities, such as the main dinner event at the Mile High Station and Special Olympics fundraiser (live auction).
- State of the art products- Over 30 companies, organizations and government agencies exhibit their latest products, services, programs and/or publications.
- Networking- This event only happens once a year, so don't miss your opportunity to network with leading law enforcement standards and training directors, academy managers and trainers throughout the Nation!

**When:**

May 14, 2023 9:00 AM - May 17, 2023 12:00 PM (Mountain Time)

**Where:**

[Hilton Denver City Center](#), 1701 California St, Denver, Colorado, 80202, USA

**We hope to see you  
there !**

**Dress Code:** Business Casual

**More Information:** [View Event Fees](#)

**Registration Deadline:** May 8, 2023

[View Event Agenda](#)

## Conference Time: Spend an Extra Day or Two in Denver

# What To See In Denver

In Denver, there are many museums, [nightlife](#), and sites to visit. [Elitch Gardens Theme & Water Park](#) is available. Restaurants offer a vast selection of meals to choose from, and sports venues are also a treat (during season). We encourage you to spend an extra day or two in the Denver area, to enjoy its many historical and entertainment sites. Click on the official visitors guide link to the left, and view all the different ways to enjoy your visit to Denver before or after the IADLEST Conference.

[Visitors Guide Link](#)



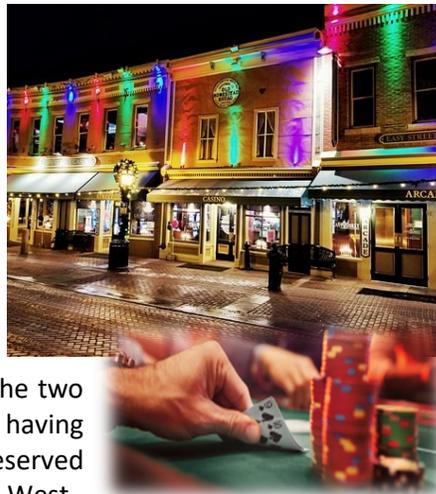
# What to See in The Denver Area

Rent a car and see the tourist sites

## Central City and Black Hawk

Distance from Denver: 40 miles (64 km)

Central City and **Black Hawk** are home to more than 30 casinos with blackjack tables, craps, roulette, poker games and more than 10,000 slot machines 24 hours a day. The two cities are also known for having some of the best-preserved Victorian architecture in the West.



## Coors Brewery

Distance from Denver: 29 miles (47 km)

The legendary [Coors Brewery](#) in nearby Golden can brew up to 22 million barrels and package up to 16 million barrels annually, making it the biggest single-site brewery in the world. The brewery offers guided tours (for a fee), a sampling-only experience (for a smaller fee) or you can just visit the gift shop.



## Georgetown &

## Georgetown Loop Railroad

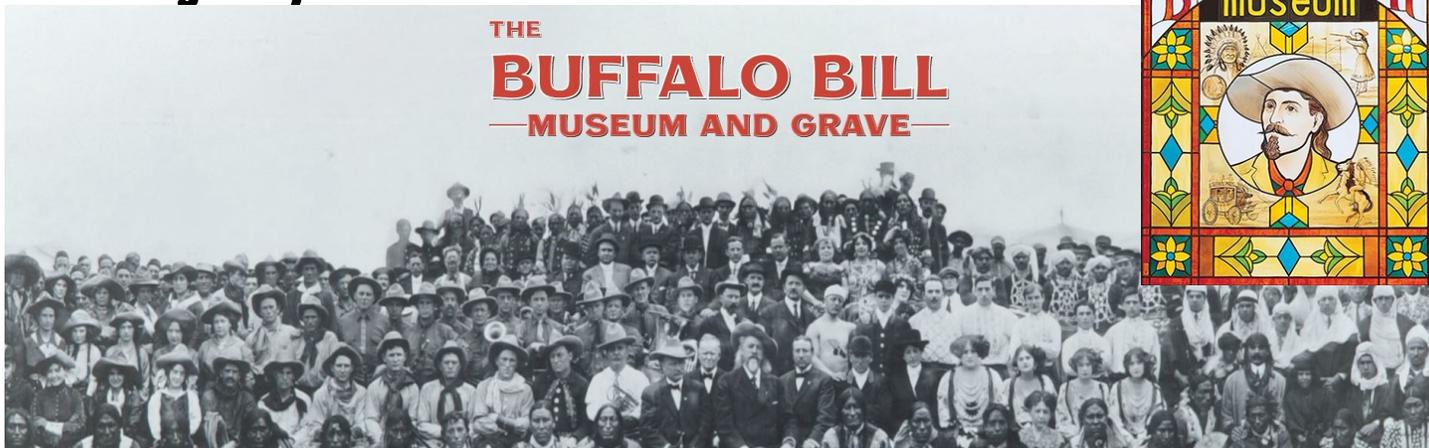
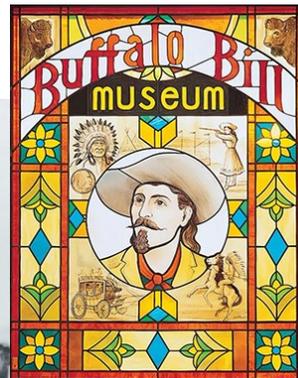
Distance from Denver: 42 miles (68 km)

Located west of Denver, [Georgetown](#) is a delightful Victorian village set in a spectacular mountain valley with 200 restored buildings from the 1870s. The main street has shops and restaurants, and many of the old homes have been turned into antique stores. The [Georgetown Loop Railroad](#) is a reconstruction of one of Colorado's most famous railroads, which was originally built in 1877. Steam-powered

locomotives make the climb up the valley and across Devil's Gate Bridge, giving riders panoramic views and a glimpse into Colorado's railroad-centric past. From the open-air viewing cars, it is possible to see bighorn sheep and other wildlife. When gold, then silver, was discovered around Georgetown, railroads attempted to gain access there. But the grade was too steep until a railroad engineer designed a route with twisting hairpin turns, horseshoe curves, and bridges -including the dramatic Devil's Gate High Bridge. (Train photo courtesy of Ford Museum.)



# Exciting Ways to See Colorado



## Buffalo Bill Museum & Grave

**Distance from Denver:** 25 miles (40 km)

One of the most famous cowboys to ever ride the range, William F. "Buffalo Bill" Cody epitomized the Old West. Upon his request, he was buried atop Lookout Mountain, a site boasting one of the best views in all of Colorado. The [Buffalo Bill Museum & Grave](#), which opened in 1921, offers a look into life in the Old West, with exhibits on Buffalo Bill's life, the Wild West shows, Indian artifacts including Sitting Bull's bows and arrows, Western art, and firearms.



## Pikes Peak Country

**Distance from Denver:** 60 miles (97 km)

[Pikes Peak Country](#) is located south of Denver and features more than 40 attractions centered around 14,115 foot-high (4,267 m) Pikes Peak.

Things to see include the [Air Force Academy](#), one of three United States military colleges; the famous [Broadmoor Resort](#), with its lake and three golf courses; the [Pro Rodeo Hall of Fame](#), with its exhibit on this exciting professional sport; and [Garden of the Gods](#), made of naturally formed, 500-foot-high red sandstone rock monuments at the base of Pikes Peak. Enjoy a nearly 3-hour tour on the [Pikes Peak Cog Railway](#) from Manitou Springs, Colorado, up to the summit of Pikes Peak.



Pikes Peak Cog Railway one of three United States military colleges; the famous [Broadmoor Resort](#), with its lake and three golf courses; the [Pro Rodeo Hall of Fame](#), with its exhibit on this exciting professional sport; and [Garden of the Gods](#), made of naturally formed, 500-foot-high red sandstone rock monuments at the base of Pikes Peak. Enjoy a nearly 3-hour tour on the [Pikes Peak Cog Railway](#) from Manitou Springs, Colorado, up to the summit of Pikes Peak.

## Red Rocks Park & Amphitheatre

**Distance from Denver:** 25 miles (40 km)

A picture-perfect setting with flawless all-natural

acoustics 70 million years in the making, [Red Rocks Park & Amphitheatre](#) is a true Colorado original. In addition to its blockbuster summer concert series (everyone from the Beatles to U2 have played here), Red Rocks is open year-round, featuring the Red Rocks Performers Hall of Fame and the Trading Post Loop Hiking Trail, a 1.4-mile adventure through spectacular rock formations, valleys and a natural meadow.

Based in Idaho Springs, [Colorado Adventure Center](#) offers eight zip lines, an aerial adventure park with more than 60 challenging elements and rafting trips on Clear Creek during the warmer months. Nearby [Lawson Adventure Park & Resort](#) boasts cabins and yurts for rent, as well as a via ferrata, zip line, zorb balls, rafting, disc golf, ATV tours, fly-fishing and more.

Soar over the iconic Flatirons with a view of the University of Colorado in a sailplane with [Mile High Gliding](#) in Boulder. Or channel your inner Wizard of Oz as you float above the Front Range in a hot air balloon piloted by [Fair Winds Hot Air Balloon Flights & Rides](#) in Lafayette.

[Great Outdoors Adventures](#), based in Woodland Park, offers off-road and on-road vehicle rentals year-round via the latest Polaris UTVs, Jeeps and seasonal Slingshot roadsters. Explore the Pikes Peak region like never before!

Want to tour Garden of the Gods on a Segway? Or experience the gorgeous Pikes Peak area from a zip line or four-wheel-drive vehicle? [Adventures Out West](#) in Colorado Springs has you covered. They also provide hot-air balloon rides.

Photo: Pikes Peak Colorado from Garden of The Gods Park

Landscape photo in the Garden of the Gods Park, Colorado Springs, Colorado.

Red Rock formation in the foreground with Pikes Peak in the background.



Thursday, March 16th  
2:30pm – 3:30pm ET

**2023**

Twenty Ninth in a Series of Webinars

# A SHIFT IN POLICING

Motivating the Senior Officer  
in the Training Environment

## OVERVIEW:

This webinar will examine the techniques for trainers to motivate senior officers with increased opportunities for official and personal recognition, increased responsibility, promotions, and more power over their job assignments. The work of senior officers will be brought back up to acceptable levels, which in turn will serve as a model for rookie officers.

## OBJECTIVES:

At the end of this webinar, the student will have tools and techniques to improve their competency in:

- The trainer's role in motivating officers
- Discerning generational differences in officers and how they respond to training
- Developing training strategies

## INSTRUCTOR:

**Christopher Bartolotta**

## SPONSOR:



## CHRISTOPHER M. BARTOLOTTA

Christopher Bartolotta has been employed by the State of Connecticut's Department of Emergency Services and Public Protection, Division of State Police, since 1990, currently assigned to the Bureau of Special Investigations as the Executive Officer, in the rank of Captain.

Mr. Bartolotta is a certified Law Enforcement Instructor and teaches in several states on a wide variety of subjects including policy and procedure development and implementation, interpersonal communications, unique enforcement techniques, patrol function challenges, interview and interrogation, drug and alcohol issues, stress and crisis management, suicide intervention, as well as numerous other topics.

Mr. Bartolotta was the first officer in the State of Connecticut to be certified as a Drug Recognition Expert and a DRE instructor. Several state courts have recognized him as an expert in matters involving Impaired Driving Enforcement, the Standardized Field Sobriety Tests, Horizontal Gaze Nystagmus and Drug Recognition.

**REGISTER: [CLICK HERE](#)**

# You're a Language Expert

By Jean Reynolds, Ph.D.



When I teach a report writing class, I always remind my listeners that *they* are the law enforcement experts in the room: I'm there to help with the paperwork. Often someone in the room will say something gracious like "But you're an expert too—an English expert."

Well, yes—and no. I'm so fascinated with our English language that I've spent years learning and writing about it. But *everyone*—I remind the class—is an English expert.

Suddenly the classroom gets noisy. I start hearing protests about punctuation, sentence fragments, and countless other language issues. And then someone in the room will make a common-sense statement like "If we were English experts, we wouldn't be taking this class."

My reply always startles the group: you can't learn how to write a police report unless you already know English. There are words and sentences to string together—periods and commas to insert—capital letters to be placed and spelling rules to apply. All of that comes automatically out of your brain and your fingers.

Of course you're an English expert! If you're a native speaker, you've been speaking English since you were a toddler. You would be astounded if you could see the language software in your brain. And if you grew up speaking another language, the linguistic wiring in your head is even more complex.

By now you might be thinking that all of this is just flattery. It's not. My point is that there's a problem with all the language knowledge we carry around with us: *we don't always make use of it.*

In everyday life we often make changes in our tone, vocabulary, and sentence structure as we go from situation to situation. Talking to a child is different from talking to a college professor: words and sentences get bigger or smaller. Because those shifts seem so natural to us, we don't realize how much brainpower is involved.

But many of the officers I've worked with let go of that language complexity when they're working. They use the same tone, vocabulary, and sentence structure in *every* policing situation. Whether they're talking to a child, a grandmother, a suspect,

or a senator, they sound like...cops. And the problem can get even worse when they're writing.

Consider these two situations, for example:

You're writing an announcement about an open house hosted by your agency.

You're interviewing a suspect while his teenage son is seated in the same room.

I've read open-house invitations that sound like a summons to appear! They're a series of facts about the open house: date, time, location, refreshments. There's no welcoming tone—no mention of fun for children, or a chance to learn about exciting new technology, or an opportunity to get to know the men and women who keep the community safe.

The second situation—the interview—is even more complicated. The man being questioned is a possible criminal, and the officer needs answers—*now*.

But that teenaged boy is listening to every word, and that officer's language choices are going to leave a permanent impression. The man's son is forming ideas and beliefs about law enforcement that he might carry with him his entire life. Will he decide that cops are trustworthy men and women who care about the community he lives in?

Tough talk can be necessary—even lifesaving—when you're dealing with a dangerous person. But if that's always your *first choice* when dealing with the public, you're failing to make full use of the language tools available to you.

Other aspects of language can come into play as well. Some officers use police jargon to impress people, for example. But what if you're talking to an immigrant who's still learning English, or someone who's hearing impaired or simply too frightened to think straight? A stream of unfamiliar police talk just makes matters worse.

What's the solution? It's surprisingly simple: start using *all* of your language skills. Listen to yourself in various situations—off duty and on—and notice how you adapt your word choices, tone of voice, sentence length, speed, and other factors.

That kind of language awareness is especially important if you're planning to climb the career ladder in law enforcement. If *everything* you write sounds like a police report, you're limiting your effectiveness as a speaker, writer, and leader.

Continued on page 10

Continued from page 9

Language is a *gift*. You know more than you think you do! Pay attention to the words that accompany every action in your everyday life. What do they tell you about yourself and how others perceive you? What changes might be necessary? What steps could you take—starting *now*?

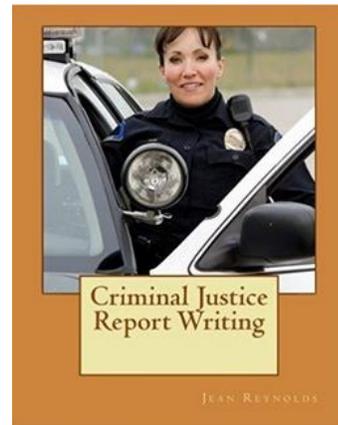
## IADLEST SOCIAL MEDIA

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

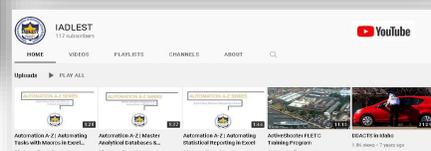
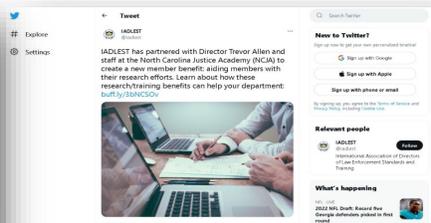
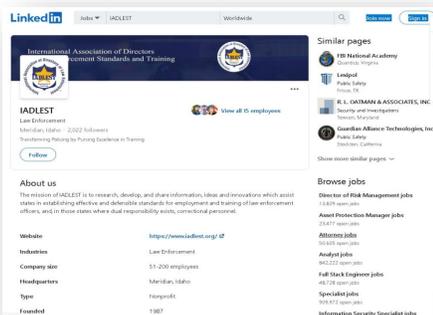
We encourage you to visit IADLEST's social media sites, when researching training and standards information. The following site addresses are provided for your convenience:

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

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 BUSINESS NOTES

## February 2023 Executive Committee Meeting Summary

On February 5, 2023, the IADLEST Executive Committee met in conjunction with the National Sheriff's Association Conference in Washington, D. C. The official record of the meeting will be reviewed and approved at the May 2023 Executive and General Meetings of the association during the annual conference in Denver Colorado.

## California Becomes 47th State to enter information into the NDI

With the enactment of California's new Decertification Law, California has become the 47th State to enter its decertification information into the National Decertification Database (NDI). The action leaves only three states in the nation that have not entered their decertified officers into the national registry. The NDI allows agencies and state standards and training agencies to check the names of officers applying for state certification or licensure as a peace officer or law enforcement officer from another state against the NDI database as part of an agency's initial employment background investigation.

## Constitutional Policing Project

IADLEST's Constitutional Policing Project with the Bureau of Justice Assistance is underway. When completed, this is an area of academy curriculum development that is expected to render valuable enhancements to law enforcement training courses in the future. For more information see the article on page 34.

## Academy Accreditation—Abu Dhabi

During the week of February 10th, IADLEST continued its accreditation process with the Abu Dhabi Police College. IADLEST staff conducted an on-site inspection of the facility and their training processes as part of the final steps toward accreditation. In its 35 years of existence, the Police College is an outstanding model in police education, training, and scientific research in the region. As a dynamic higher education institution, the Police College allows students to pursue an honorable educational and national career that qualifies cadets and officers for success and excellence in the performance of their policing and security duties.



Figure 1: IADLEST staff and Abu Dhabi Police College officials during the accreditation process.

## 2023 Sourcebook Project

On January 17, 2023, Executive Director Mike Bear sent notice out to the Director Members that the 2023 Sourcebook Project had been launched and that each state and national director should delegate a representative from their agency to be a liaison with the Project Manager, William Flink. To date, the first set of survey questions have been forwarded to the Sourcebook representatives for completion and analysis.

Continued on page 14



# Member Agency Notes



## California POST releases video on New Certification Requirements and Accountability Standards (Public Notice: February 7, 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.



## New Hampshire Physical Fitness Testing

The New Hampshire Police Standards and Training Council (PSTC) fitness testing standards for certified officers is under review by the New Hampshire House of Representatives. [House Bill 113](#), would eliminate the physical fitness testing standards under RSA 106-L:6, IX and RSA 106-L:6, X. The current PSTC RSA 106-L, IX and X standards state:

*IX. Beginning January 1, 2001, the police standards and training council shall require that all certified police officers, state corrections officers, and probation-parole officers, hired after that date, as a condition of continued certification and employment every 3 years pass a physical fitness performance test administered by the hiring authority or the council, according to protocols adopted by the council.*

*X. Any officer who is unable to meet the physical fitness performance requirements of paragraph IX may request an additional physical fitness performance test administered by the council. If the officer is still unable to meet the standards, such officer's certification shall be placed in a probationary status for a period of up to 2 years, during which time the officer may request re-examination at any time. If, following the 2-year period, the officer is still unable to meet the standards, the officer's certification shall be suspended until such time as such officer is able to pass the physical performance test.*

On February 10, the House Committee Chair assigned committee members to study the bill with the PSTC and return with a recommendation on the direction for the House Committee to pursue. As of February 18, 2023, House Bill 113 was still in committee.

Continued on page 14

## BUSINESS NOTES (Continued from page 12)

### Work with INL and the Pan-American Development Foundation

IADLEST has been contacted by the U.S. Department of State and the Pan-American Development Foundation to review and coordinate assessments and curriculum development for law enforcement training in Trinidad and Tobago, Guyana, and Jamaica. Meetings are being scheduled with IADLEST and the primary parties to begin evaluating the scope of the work to be conducted by IADLEST in the future. More to come on these events.

### Recent IADLEST Members Agencies Requesting Survey Information

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

ORGANIZATION and DATE	SURVEY TOPIC	CONTACT PERSON
<a href="#">Rhode Island Municipal Police Academy</a> February 24, 2023	Does anyone have a copy of a Request for Proposal for the construction of a new Emergency Vehicle Operators Course site?	Christopher Zarrella <a href="mailto:Christopher.Zarrella@risp.gov">Christopher.Zarrella@risp.gov</a> 401-641-2440
<a href="#">USDOJ / ICITAP / Belize Mission</a> February 17, 2023	Policy and Procedures Manual for Cadet Police Academy	Carlos Maldonado <a href="mailto:carlos.maldonado@amentum.com">carlos.maldonado@amentum.com</a>
<a href="#">Dubai Police, General Dept. of Training</a> February 13, 2023	<ol style="list-style-type: none"><li>1) What are the Performance indicators used to determine the success of the training presented to the cadets and the quality of the learning programs?</li><li>2) What is the structure of the organization and the roles of the various departments within the training environment.?</li><li>3) What information is utilized to develop the academy's strategy and the training to be provided?</li></ol>	Colin Armstrong <a href="mailto:colin.armstrong01@gmail.com">colin.armstrong01@gmail.com</a>
<a href="#">Indiana Law Enforcement Academy</a> January 18, 2023	Out-of-State Transfers (Reciprocity)	Bryant Orem <a href="mailto:borem@ilea.in.gov">borem@ilea.in.gov</a>

Continued on page 13



### Member Agency Notes (Continued)



### Michigan Legislature Allocates \$20 Million for In-Service Training

A Detroit television station interviewed Director Tim Bourgeois of the Michigan Commission on Law Enforcement Standards regarding the substantial funding earmarked for the state's law enforcement training. The Legislature provided \$20 million in state funding for law enforcement in-service training. Director Bourgeois responded to questions from the news station and discussed at what it took to acquire the funding.

To view the interview, [CLICK HERE](#).



# IADLEST 2022 Year in Review - Highlights

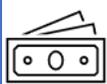
## From the Executive Director

This past year has been especially busy and as I look back, I am amazed at all the work that was done by the program managers and staff at IADLEST. I am blessed to have such capable staff with capabilities much greater than I have. We continue to focus on programs and products that benefit our members and the law enforcement community.



**Mike Becar**

## Financial and Operational Milestones



**\$3,262,548.13**  
in new grant  
awards



Managed **17** grant  
and cooperative  
agreements



**Passed** Federal &  
IADLEST audits with  
no negative findings



**Yvonne Pfeifer**

Yvonne was promoted to Chief Financial Officer and continues to lead IADLEST financially and operationally.



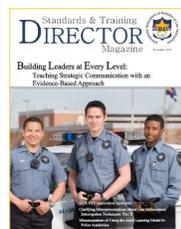
**Leah Besonen**

Leah, our Administrative Assistant, has been implementing our CYI Program (LAPSEN), membership cards activity; and assisting the CFO with administrative operations.

## Outreach



- > Weekly emails highlighting new training, nationally certified courses, federal and 3<sup>rd</sup> party training.
- > Growth in reach from 4,851 to 7,836 subscribers.
- > 1,500 average page views monthly.



- > Continued publishing the digital, quarterly *Director Magazine*.
- > Focused on quality training, policy, & services.



- > Notices sent out quarterly to over 11,000 members and users.

Continued on page 16

**Training**

Through our grants and cooperative agreements with various funding partners IADLEST was able to provide a wide range of training topics to a variety of audiences through in-person, online synchronous, and online asynchronous instruction. While some of our trainings had to be canceled or rescheduled due to disruptions from COVID, we still met or exceeded all our deliverable requirements. We are proud of the training we provided to the field in 2022.

Project	Topic	Funder	# of Classes	# of Students
<b>Below 100</b>	Preventable line of duty deaths	COPS Office	19	465
<b>Every Officer is a Leader</b>	Leadership	COPS Office	1	42
<b>National DDACTS</b>	Data Driven Approaches to Crime & Traffic Safety	NHTSA	12 (in-person)	257
<b>Regional Training Hubs</b>	Various	COPS Office	3	51
<b>Texas-Truck &amp; Bus</b>	Large truck & bus traffic enforcement in TX	TxDOT	58 (in-person)	676
<b>Texas-DDACTS</b>	Data Driven Approaches to Crime & Traffic Safety in TX	TxDOT	23	569



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

	<ul style="list-style-type: none"> <li>&gt; 11 monthly webinars</li> <li>&gt; 1,213 participants</li> <li>&gt; Learning Transfer Evaluation Model (LTEM) was the most popular topic with 128 participants.</li> </ul>
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## Certification and Accreditation

Nationally Certified Instructors		International Certified Instructors	
	> 87 certified		> 41 certified

### Use of Force Policy Certification

- > IADLEST managed a mini-grant process, with support from the COPS Office, to 15 independent state accrediting bodies to facilitate reporting of compliance with Executive Order No. 13929 to submit documentation related to their agency's use-of-force policy.
- > Strategic partner Virtual Academy developed and operated an online portal for the project to support four additional states.
- > Through just our 19-state project alone, through the IADLEST Mini-Grant and direct reporting portal, we processed 3,353 agencies of the 7,000 agency goal.

### Academy Accreditation



- > Two academies completed accreditation: Idaho POST Academy—the accreditation resulted in the Award of Excellence for the academy; and Dubai Police Criminal Investigations Department Training Center.
- > Two academies began accreditation: Dominican Republic National Police, Institute for Police Education and Arkansas DPS Northwest Arkansas Law Enforcement Training Academy
- > Several accreditation leads were developed: Jamaican Constabulary Force National Police Academy, Trinidad and Tobago Police Services Academy, Trinidad and Tobago Homeland Security Academy. All three of these agencies are in the process of self-assessment.



- > Received a subaward to perform technical assistance to the Pan American Development Foundation to conduct accreditation and other consulting services to the listed academies. This project is a portion of a more significant Caribbean Basin Security Initiative by the US State Department that may lead to additional accreditations to the Bahamas, Suriname, and Guyana nations.

Continued on page 18

### Nationally Certified Training (NCP)



#### Since Launch:

- Reviewed 567 courses
  - ◇ Failed 45 – 8%
  - ◇ Trained 148 reviewers
- Worked with 489 training providers
- Over 29,000 web page visits
- Quality of training is increasing

#### 2022 Data:

- ◇ Certified 127 courses, failed eight
- ◇ Worked with 47 Providers
- ◇ Trained 6 reviewers
- ◇ Delivered ADDIE five-part series training webinars

### National Decertification Index (NDI)



National Decertification Index

- > Continued to offer the NDI as a free resource to law enforcement agency background investigators.
- > 33,500 actions reported by 46 certifying agencies.
- > 7,948 new users requested NDI access.
- > Education and awareness campaign, including webinars and a podcast.
- > Cooperative agreement with BJA to modify and expand functionality. Convened advisory group and developed Request for Information.

## Project Management & Partnerships

### Collaborative Reform Initiative Technical Assistance Center (CRI-TAC)



- > Partner on advisory group with other national law enforcement membership organizations; led by IACP and supported by the COPS Office.
- > Training and technical assistance on wide variety of topics “for the field and by the field.”
- > Advised on and actively supported several site engagements, helping CRI-TAC reach the milestone of serving over 800 agencies since launching in 2018.
- > Piloted an Active Bystandership/Peer intervention curriculum.

### Constitutional Policing Curriculum—Support to Academies



- > New project supported by U.S. Bureau of Justice Assistance (BJA) to build an understanding of the current state of training as it relates to the tenets of constitutional policing.
- > Officially kicking off in 2023 with gathering information, assessing curriculum and training practices, and culminating in a report and technical assistance to requesting academies/agencies.

### Elevate Blue



- > Partner on advisory group with other national law enforcement membership organizations; led by the IACP and supported by the BJA.
- > Developing best in class law enforcement curriculum for critical subjects.

### IADLEST Partner Advisory Committee (IPAC)



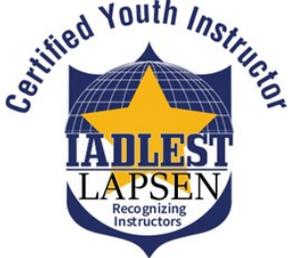
- > Maintained membership of 15 partner organizations to advise IADLEST.
- > Convened the partners for two virtual meetings and one in-person meeting.
- > Spotlighted IPAC members in social media and in IADLEST digital publications.

### Officer Safety and Wellness



- > IADLEST, in partnership with the International Association of Chiefs of Police (IACP) and the Bureau of Justice Assistance, U.S. Department of Justice, developed an 8-hour basic academy course to underscore that officer wellness must start at the very beginning of the officer’s career.
- > Health Educator John Combs (Army Wellness Center) led the development of the course, guided by a Working Group of several POST Directors and staff.

Continued on page 20

<p><b>Ohio Peace Officer Training Commission (OPOTC) Audit</b></p> 	<p>&gt; For the last seven months of 2022 and leading into 2023, Brian has managed a requested audit of OPOTC's operations, primarily how they oversee approximately 80 basic law enforcement recruit academies. The results of this review will be published in 2023.</p>
<p><b>Law and Public Safety Education Network (LAPSEN)</b></p> 	<p>&gt; Developed a partnership with LAPSEN, a state managed non-profit, supporting public safety career programs at the high school level, and non-school programs through age 20 overseen by Law Enforcement Academies.</p> <p>&gt;Through this partnership, IADLEST is developing a program to recognize and certify Youth Instructors who teach law enforcement programs in high schools and meet all our qualifications.</p> <p>&gt; IADLEST is also developing a program to recognize those high school students who graduate from these programs to inform law enforcement organizations that they have met the standards adopted by IADLEST and would be good candidates for future law enforcement positions.</p>
<p><b>World Police Summit</b></p> 	<p>&gt; IADLEST Deputy Director Brian Grisham has been named to the Board of Directors for the Dubai World Police Summit. The second summit is scheduled for early 2023 and IADLEST will be attending and presenting at this conference of global law enforcement leaders.</p>

## Research

### Academy Innovations



- > Concluded first-of-its-kind study, with support from the COPS Office.
- > Implementing study in five academies nationwide (state, regional, and municipal).
- > Goal is to better understand the impact of different learning modalities. Does integrating key content at strategic intervals improve knowledge retention? Does learning online vs. in the classroom impact knowledge retention?
- > Study results will be published in Spring/Summer 2023.

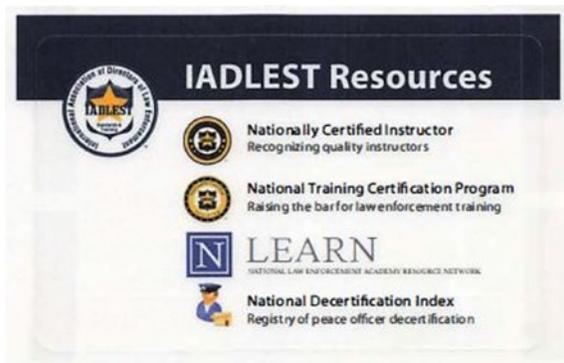
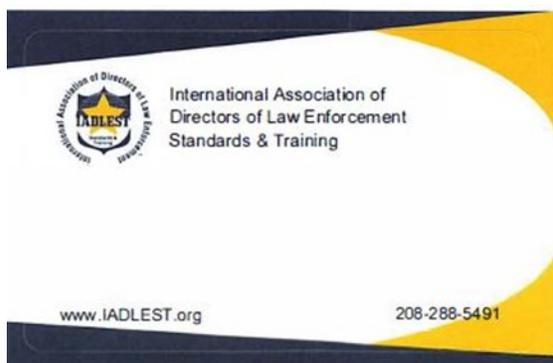
### Surveys and Special Projects

IADLEST was involved as consultants, participants, and subject matter experts in partnership with various scholars, research entities, and collaborators and Brian coordinated:

- LAPSEN youth in law enforcement program
- NDI National POST Commission Survey with Hamline University
- National POST Physical Fitness Standard Survey with two California Universities
- National Staffing and Recruitment Study—NIJ and Michigan State University

## Annual IADLEST Conference - 2023

We look forward to seeing you at the 2023 IADLEST Conference in Denver, Colorado, May 14-17. If you haven't already registered, please do: [Conference 2023 \(iadlest.org\)](https://iadlest.org/conference-2023)



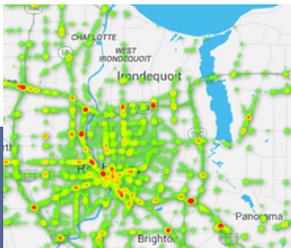
## Membership Cards – new and renewing members

Leah Besonen issued 649 membership cards in 2022.

# USE DATA TO SAVE LIVES

## BUILD ANALYTICAL CAPACITY

The International Association of Directors of Law Enforcement Standards and Training (IADLEST) in partnership with the National Highway Traffic Safety Administration (NHTSA) is offering **NO COST** analytical training and technical support to law enforcement agencies committed to developing a data-driven strategy and building analytical capacity to reduce crashes and crime.



### ASSISTANCE

Creating Mapping & Analytical Products

Automating Analytical Processes & Reports

Building Queries

...And More



### TRAINING

Evidence-Based Strategic Decision Making

Web-Based Analytical Training Series

In-Person Analytical Training

DDACTS 2.0 Planning Sessions



### ONLINE RESOURCES

DDACTS 2.0 Operational Guideline Manual

DDACTS Webinar Series

Training Videos

Supporting Documentation & Research

Successful implementation of a **data-driven operational model** ensures accountability and provides a dynamic, evidence-based, place-focused approach to crash and crime reductions. This method suggests that place-based policing is more efficient and effective at reducing crimes, crashes, and other social harms. **Free in-person and virtual training and resources** are available to law enforcement agencies.

### MORE INFORMATION

## 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.

- Mar 7-9:** 2023 World Police Summit, Dubai, UAE—IADLEST is a partner for the Summit and Deputy Director Brian Grisham and Joe Trindal will attend, present, and be panelists on behalf of IADLEST
- Mar 16:** A Shift In Policing—Motivating the Senior Officer in the Training Environment, IADLEST Instructor Development Webinar (Presentation by Christopher Bartolotta)
- Mar 20:** Repeat After Me: Using Evidence to Improve Recruit Learning, Academy Innovations, ILEETA Conference, St. Louis, Missouri (Presentation by Dianne Beer-Maxwell and Peggy Schaefer)
- Apr 20:** After-Action Reviews and Lessons Learned, IADLEST Instructor Development Webinar (Presented by Colin May)
- May 14-17:** 2023 IADLEST Annual Conference (Denver Colorado) (see page 5 for more details)
- May 18:** Delivering Open Source Intelligence Training, IADLEST Instructor Development Webinar (Presented by Lorena Rivera)
- June 22:** Classroom Management and Student Behaviors, Part 2, IADLEST Instructor Development Webinar (Presented by Richard Bryan)



## Training Providers

Do you want your in-service training to count nationally?



The IADLEST National Certification Program makes it possible.

[Learn More](#)

# Training to the Lowest Common Denominator

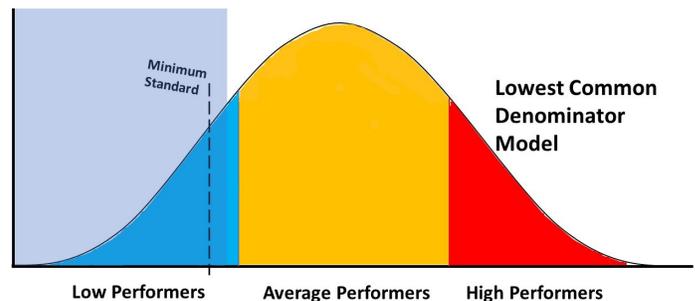
By Robert Carlson

The title of this article is a phrase that has been used to defend training practices since before I was a trainer myself. Often used to justify lack of progression in training iterations, it really boils down to watered-down training. The argument that we don't want to push students too far above their skill level is viable. We want our students to succeed; this builds confidence. It would make no sense to design a building-clearing scenario that would challenge even the most experienced of tactical teams and then toss a group of recruits with little to no tactical experience into the building. They would be easily defeated and most certainly would walk away with an important lesson imprinted into their memory: if they must clear a building, they will die. We need our students to succeed but be challenged. The human brain retains information that it has had to work hard to achieve. There is also an argument for safety. If the student becomes so stressed from the training being too difficult, they cannot focus on smaller details such as safety, and we have a higher likelihood of an injury. These are both accurate statements that instructors have used to justify keeping training standards low. They are also excuses that are preventing our officers from growing in their skills, even causing some officers' skills to degrade, and could be increasing our agency's liability.

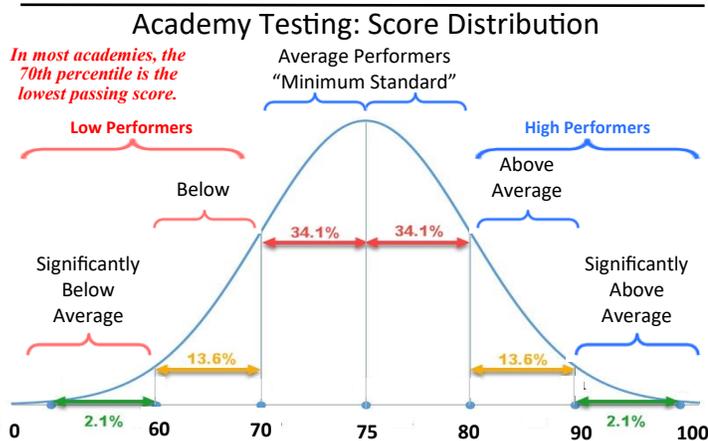
The normal distribution of students in a training session assumes that whatever the average skill level is in the course, half of the students will be below that level, and half will be above it. A small percentage of the outliers are significantly above and below the average skill level in a class. This still applies even if your course is all "high performers." You will still have the same bell curve of the average class performance.

*Robert Carlson is a firearms instructor for the Memphis, TN, Police Department specializing in Active Shooter, Counter-Ambush, and Tactical Medicine training. He is the lead TECC instructor for the Mississippi National Guard's Regional Counterdrug Training Academy, providing no-cost training to law enforcement across the country. He has been recognized as an expert in Active Shooter Response for Law Enforcement. Robert owns Brave Defender Training Group and is an IADLEST Nationally Certified Instructor.*

efforts on the lower portion of the curve. We justify this by saying anyone who performs above the standard is already doing "good enough," and we need to focus our time and efforts on the students that are performing to the left of the established standard.



This argument has merit in that we need to bring our sub-standard students up, which requires time and effort on the instructor's part. The problem with this argument is that it discounts the learning of the students to the right of that established standard. If we focus our training toward the lowest common denominator, we fail to address the needs of the students above that established minimum standard. The reality is that most of our students will be to the right of the minimum standard. If we only focus our efforts to the left of the curve, we exclude our class's largest percentage. Not only does this steal valuable training from those to the right of the standard, but over time we will also see a decrease in their performance. Since they are not being challenged nor their learning needs being addressed, they are not receiving the training repetitions at their level to maintain, let alone increase, their skill sets. We are being counter-productive in our training.

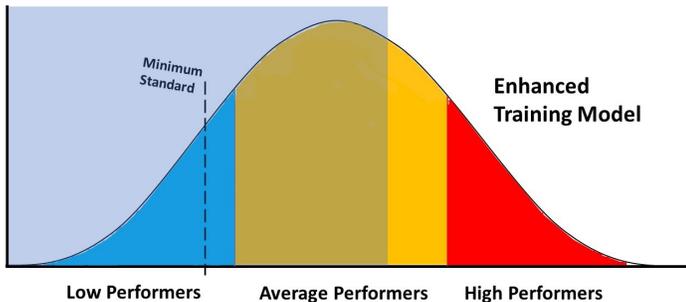


Lowest common denominator training, which has become so commonplace that it now serves as the traditional training model, is where we focus our training

Students will only progress to the level of their training. If we focus most of our training efforts on the left side of the curve, then, as mentioned, those to the right will fail to progress and may even deteriorate. However, even students that are to the left of the standard will only progress as far as the lowest level of training that is provided. We have now provided the right boundary for

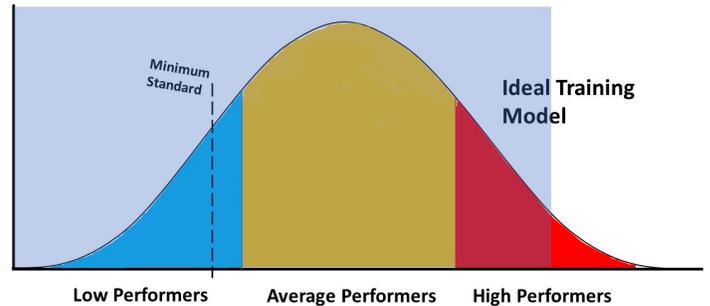
their progression by establishing the minimum standard as the acceptable limit. The problem is that rarely if ever, do minimum standards in police training reflect the actual skill competency needed in real-life application. This is acceptable if our goal is to train people to pass a standard and nothing more. If our goal is to train people to be able to perform as quality officers with the competency to perform the job during stressful situations, then we must train them to do that. A qualification is a measurement tool, not a goal.

Many trainers realize this dilemma and have shifted the level of their training to the right, choosing to gear the training level to their students' average skill level. This is certainly better than training only to the lowest common denominator as it engages 50 percent of our class. But again, just like only focusing on the lowest skill levels, it provides a limit. We continue to ignore the higher-performing students in our training and have yet again established a limit that students will likely not progress past.

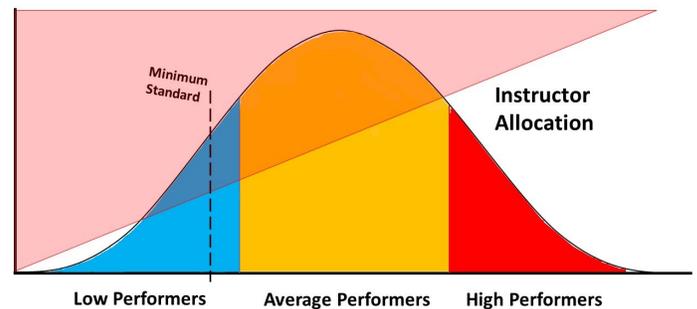


Alternatively, if we shift our training and train to the right or above the average class performance level, then we are engaging not only the lower performers but every student. Instead of making the goal of the training “progress each student to the minimum measurable standard,” our goal should shift to “training each student to achieve the maximum possible score.” Shifting our training model to training at the highest performance levels accomplishes several things. It challenges every student to be better than they started. It encourages a lifetime of growth and training in the students by providing constant challenges. It instills in young officers that the minimum is not enough, and they must strive always to be their best. It provides a measurement for instructor allocation. Obviously, the lower performing students will require a greater instructor-to-student ratio to safely train at the increased level. Additionally, this provides a confidence boost for the lower-performing students because they do not feel they are holding the rest of their peers up.

By increasing our training level to the right end of the spectrum, we are training and improving every student in the course from the lowest to the highest performers. While being a more effective way of training, it does come with a cost. Training at a higher level takes time to



be done safely and effectively. We will likely see a slower progression in the lower-performing students but a higher result. Early skill measurements will likely have a higher percentage of failures. Still, with the proper time invested, the end scores will have increased across the class, not just in the lower performers. Even the lower performers' skill levels will be noticeably higher than the minimum standard. There will always be exceptional performers that far exceed the class skill level, and we are not trying to stretch our training level to that extreme. Still, we want to shift our focus to training at the highest common denominator. Just as with the exceptionally high performers, there will also always be exceptionally low performers that will never meet the standard. As instructors, we want to give every student our all, but in the end, some were never meant to make it, and that's ok. Do not allow this to act as an excuse to justify the lowest common denominator training.



By increasing our level of training, we actively engage and see growth across an entire class, not just the lower-performing students. As police instructors, our goal should not be to train to a minimum standard, as that rarely reflects actual application in real-world settings. Instead, our goal is to train officers to be able to perform in the desired manner in the real world. The qualification is simply a tool used to measure that we have achieved that objective. The test is not the end state. We must shift our focus to a higher level of training and not set limits on our student's growth by only training them to the lowest level. They deserve better.

**COMPETENCY**

# Upcoming 2023 Training

## MARCH

March 7-9: World Police Summit, Dubai UAE

March 8: Below 100 Course, Livingston, Alabama

March, 16: IADLEST Instructor Development Webinar, *A Shift in Policing—Motivating the Senior Officer in the Training Environment*, with Christopher Bartolotta

March 31: Below 100 Course, Fairfax County, Virginia

## APRIL

April 20: IADLEST Instructor Development Webinar, *After-Action Reviews and Lessons Learned*, with Colin May

April 25-26: Midwest Emergency Vehicle Operations Course Instructor Conference, Iowa Law Enforcement Academy at the Iowa Speedway (Newton, IA)

April 27: Emergency Vehicle Operations Conference for Command Staff, Iowa Law Enforcement Academy at the Iowa Speedway (Newton, IA)

## MAY

May 11: 2023 NYPD Innovation Symposium

May 18: IADLEST Instructor Development Webinar, *Delivering Open Source Intelligence Training*, with Lorena Rivera

May 23: Below 100 Course, Casper, Wyoming

May 23 & 25: Below 100 Course, Seymour, Indiana

## JUNE

June 22: IADLEST Instructor Development Webinar, *Classroom Management and Student Behaviors, Part 2*, with Richard Bryan



**WORLD  
POLICE  
SUMMIT**

**شرطة دبي  
DUBAI POLICE**



**March 7-9, 2023**

**INSPIRING NEXT-GENERATION POLICING**

**Visitor Registration**

Get up to 50% off on Emirates Airline flights to the World Police Summit.

**[Click here for exclusive access.](#)**

# COLOMBIA'S NATIONAL POLICE STANDARDS CENTER

(English Version: from January IADLEST Newsletter)

In accordance with Law 2179 of December 30, 2021, in its Chapter III, police professionalization will undergo a redesign of its academic programs for initial training, capacity building, training, and instruction, which aims to improve the job performance of officials in carrying out police activities, to align with the social, economic, cultural, and political dynamics of the country.

## **. . . the standardization of police procedures where the officer has direct contact with the citizen plays an important role, leading to a demand for education and validation of knowledge.**

To achieve this, the standardization of police procedures where the officer has direct contact with the citizen plays an important role, leading to a demand for education and validation of differential knowledge. Therefore, the implementation of an entity dedicated to the design and validation of police standards within the National Police ensures that the institution, its community, and the state have police professionals with basic competencies and skills for addressing police matters, with foundations based on respect for and protection of human rights, prioritizing the protection of citizens against possible aggression.

Therefore, the police service must have a practice of applying regulated standards in the police organization and in the Colombian state, put into practice and designed based on field research, education, and instruction in their use, legitimizing police action and generating acceptable levels of credibility in society.

*The Creation of the Police Standards Center National will be given applicability to what is contemplated in the law in its article 96, where it is ordered to create this unit at the highest level, to design and implement the minimum professional standards, as well as the validation of powers to all uniformed personnel of the National Police.*

In addition to the above, for the implementation of this unit and within the framework of international cooperation with the United States, the Section of the Bureau of International Narcotics and Law Enforcement Affairs (INL) allocated funds to contract the International Association of Directors of Police Standards and Training (IADLEST) to provide advice, technical assistance, training, and certification of the Colombian National Police Standards Center.

The Standards Center allows the National Police to have the ability to propose excellent police education and, at the same time, validate the competencies of the institution's uniformed personnel, meaning the skills and abilities in carrying out their professional activities, demonstrating broad capacities in the development of the police profession, which will be supported by 5 major competencies (technical skills), without disregarding that there could be more according to citizen needs.



By strengthening these competencies and within the framework of the application of minimum police standards, it will be possible to reduce the shortcomings in police intervention, making it possible to reduce potential abuses of authority, excessive use of force or the possible violation of the human rights of citizens, who in the context of the activity of the police service interact with the uniformed police officer in the daily development of their activities.

Now, this Standards Center will have as main purposes:

- a. Design and validate from field research police standards in the conditions that the environment and service demand.
- b. Generate police doctrine regarding the standards and results of the investigation based on the analysis and study of police cases under the unit's observation, as proposed in the aforementioned law. Additionally, studies and research from academia, civil society, and organizations that have police service as a line of research should be considered as part of the information to be considered, opening the doors of the institution to the community's participation in the research and analysis products and inputs as part of the work for the configuration of professional standards.
- c. Promote in police education the improvement of training processes, as well as the methods to be used for instruction and teaching, which will strengthen the technical skills of police officers.
- d. Validate the competencies and skills of uniformed personnel in terms of compliance with standards throughout the national territory.

It is pertinent to note that "Standard" is understood as the minimum requirements (competencies) needed to meet the expectations of interested parties in the provision of

(Continued from page 27)

police services (society, institution, government, among others), associated with professional performance, knowledge, skills, and abilities. Similarly, its purpose is to establish in each officer what police officers should know to exercise their profession professionally and whether they do so well according to the required minimum professional standards. Therefore, the standards center will be the institution's mechanism for verifying the

competence of its officers in performance standards both at the time of appointment and entry into the career ladder and throughout their entire careers.

Finally, the Standards Center of the Colombian National Police will be the first in Central and Latin America, making its implementation a challenge so that it can become a reference before the different police forces in the region.

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## DEVELOPING POST AND ACADEMY STAFF THROUGH INVOLVEMENT WITH IADLEST

One of the best things about being a POST or Academy Director Member of IADLEST is to share your IADLEST membership with your employees and help them gain knowledge and experience with the programs and projects the association endeavors to complete. Many of the leaders of our organization began their journey toward leadership as staff and supervisors in their POST and academy organizations. These individuals became significant resources within IADLEST and helped bring about the Driver Training Curriculum, Sourcebook, the IADLEST website, and many other projects in the association's past. Now, as before, IADLEST needs POST and academy staff representatives to assist in the development of our current projects and programs,

One of the best means of accomplishing this goal is for Director Members to share and encourage their POST and academy staff members to engage with IADLEST. First, by sharing IADLEST products, such as the IADLEST Newsletter and Magazine, with staff. Then, let staff participate in IADLEST regional meetings and/or the annual IADLEST conference. If staff are qualified, sponsor them to become IADLEST national or international certified instructors. Finally, if your staff are interested in the association's mission, help them become IADLEST General Members — an agency-paid membership is a means of recognizing staff contributions to your POST or academy's development.

Inspire staff to author articles for the newsletter or magazine, and share their expertise by assisting in developing products for the IADLEST academy innovation project for model curricula. Nurture them if they desire to become an instructor for one of the many on-site IADLEST training programs or an evaluator for the IADLEST audit or accreditation processes. Support them if they possess expertise that can be shared with the association's members through IADLEST instructor development or other training webinars. Advance your staff's careers by meaningful development in the functions that will improve law enforcement officers' training in the future.

As a leader, you owe it to those you influence—and those you could influence—to give them opportunities to help them make law enforcement and the world a better place. Creating expertise within your organization by involving staff in IADLEST will create unexpected benefits that, otherwise, may not be presented in their professional endeavors. Association with IADLEST can create career excitement, persistence, longevity, and leadership among those who will follow in your footsteps in the law enforcement standards and training world.

For more information on how you might involve your staff in IADLEST and its programs, contact Mike Becar at [mikebecar@iadlest.org](mailto:mikebecar@iadlest.org) or by phone at (208) 288-5491.

# Clarifying Misrepresentations About Law Enforcement Interrogation Techniques:

Part Three of Three

by Joseph P. Buckley

## Modifying Techniques When Questioning Juveniles and Individuals with Mental or Psychological Disabilities

### About the Author:

#### Joseph P. Buckley, CRT

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

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

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

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It is important to note that when questioning juveniles and individuals with significant mental or psychological disabilities, the investigator has to make a number of modifications in their approach.<sup>1</sup> Here are a few of these modifications that we discuss in *Criminal Interrogation and Confessions*:

“As earlier suggested in the text, caution must be exercised in evaluating a youthful person’s behavioral responses. Due to immaturity and the corresponding lack of values and sense of responsibility, the behavior symptoms displayed by a youthful suspect may be unreliable.” (page 250)

“A general distinction can be made between childhood (1–9) and adolescence (10–15). While both groups will be motivated to lie to avoid consequences associated with acts of wrongdoing, psychologically they are operating at quite different levels. It is our general recommendation that a person under the age of 10 should not be subjected to active persuasion techniques during [clarification] (themes, alternative questions). At this age the child is susceptible to suggestion and is motivated to please a person in authority. The interaction between the investigator and child should be limited to a question and answer session which is centered on factual information and

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<sup>1</sup> See Brian Jayne and Joseph Buckley, *The Investigator Anthology* (2nd Edition 2014) for a more detailed discussion of interview and interrogation issues with person with personality disorders. Also see, [Reducing Risks: An Executive’s Guide the Effective Juvenile Interview and Interrogation](#), published by the International Association of Chiefs of Police (2012).

Continued on page 30

simple logic. Although children in this age group generally have good memory skills, it is selective and the investigator must be cautious in forming opinions of deception based on inconsistent recall. In this younger age group, the primary difficulty with respect to [the clarification process] is the child's undeveloped level of social responsibility and inability to comprehend the concept of future consequences; their lives focus around 'here and now' concepts.

On the other hand, most adolescents have developed a sense of social responsibility to the extent that they know if they admit committing a serious crime they will suffer some future consequence. For this reason a confrontational [approach] may be used with this age group involving some active persuasion. The extent of persuasive tactics should not be dictated by the seriousness of the crime, but rather the maturity of the child.

When a child is taken into custody and advised of his or her *Miranda* rights, the question of whether the child is capable of making a knowing and voluntary waiver of those rights may arise. Certainly a child under the age of 10 is incapable of fully understanding the implications of waiving *Miranda* rights. Younger adolescents also may fall into this category. When a juvenile younger than 15, who has not had any prior experience with the police, is advised of his *Miranda* rights, the investigator should carefully discuss and talk about those rights with the subject (not just recite them) to make sure that he understands them. If attempts to explain the rights are unsuccessful, no [clarification process] should be conducted at that time. The same is true for a person who is mentally or psychologically impaired.

Courts routinely uphold the use of trickery and deceit during [the clarification process] of adult suspects who are not mentally impaired. Within the area of trickery and deceit, clearly the most persuasive of these tactics is introducing fictitious evidence which implicates the suspect in the crime. As we state in Chapter 15, this technique should be avoided when [questioning] a youthful suspect with low social maturity or a suspect with diminished mental capacity. These suspects may not have the fortitude or confidence to challenge such evidence

and, depending on the nature of the crime, may become confused as to their own possible involvement if the police tell them evidence clearly indicates they committed the crime. Factors such as the adolescent's level of social responsibility and general maturity should be considered before fictitious evidence is introduced.

The ultimate test of the trustworthiness of a confession is its corroboration. The admissions, 'I shot and killed Mr. Johnson' or, 'I forced Susie Adams to have sex with me' may be elicited from an innocent juvenile (or adult) suspect. These admissions only become useful as evidence if they are corroborated by (1) information about the crime the suspect provides which was purposefully withheld from the suspect, and/or, (2) information not known by the police until after the confession which is subsequently verified." (pages 254-255)

With the above discussion in mind, the following represents some factors to consider in the assessment of the credibility of a suspect's confession. These issues are certainly not all inclusive, and each case must be evaluated on the "totality of circumstances" surrounding the questioning process and confession, but nevertheless, these are elements that should be given careful consideration:

1. The suspect's condition at the time of the [questioning]
  - a. Physical condition (including drug and/or alcohol intoxication)
  - b. Mental capacity
  - c. Psychological condition
2. The suspect's age
3. The suspect's prior experience with investigations
4. The suspect's understanding of the language
5. The length of the questioning
6. The degree of detail provided by the suspect in his confession
7. The extent of corroboration between the confession and the crime
8. The suspect's behavior during the questioning
9. The effort to address the suspect's physical needs
10. The presence of any improper questioning techniques.

## Courts and Attorneys Use Reid as the Benchmark for Proper Procedures

In view of our discussion of juvenile and mentally disabled suspects, it is interesting to note several cases in which the courts used our guidelines for the questioning of such individuals as a means by which to measure the validity of confessions in their respective cases.

In *People v. Elias*<sup>2</sup> the Appeals court pointed out several prescribed Reid procedures that were not followed by the investigator, resulting in a confession that was found to be involuntary:

1. A non-accusatory interview was not conducted before initiating an interrogation
2. The investigator misrepresented the case evidence when questioning a 13-year-old
3. There was no corroboration of the incriminating statement
4. There was contamination - disclosing details of the crime.

In *US v. Preston*<sup>3</sup> the US Court of Appeals reviewed the confession of an eighteen-year-old with an IQ of sixty-five. The court pointed out that the investigators did not follow the cautions we suggest when interviewing individuals with mental limitations. Quoting from the court's opinion:

"Among the police tactics used here were several recommended by a manual on police interrogation, see Fred E. Inbau, John E. Reid, Joseph P. Buckley & Brian C. Jayne, *Criminal Interrogation and Confessions* (5th ed. 2013) ("Reid manual"), from which both the officers who interrogated Preston were trained. The officers, however, sometimes disregarded the manual's cautions about the tactics they used. For example, using one of the recommended approaches, the two officers asked Preston a number of questions that presented him with two alternatives as to how the crime was committed... These questions were derived from similar exemplars in the Reid manual... The manual, however, suggests that the inculpatory alternatives technique recommended may be unduly coercive when used for suspects of seriously impaired mental ability..."

In July 2014, at the National Association of Criminal Defense Attorneys conference, the attorneys were encouraged to use the information on our website ([www.reid.com](http://www.reid.com)) and our book, *Criminal Interrogation and Confessions*, as a reference for proper police practices that should be followed when interrogating a suspect.<sup>4</sup>

During the presentation Attorney Nirider told the audience that "There's a lot of gold in the Reid interrogation manual and on reid.com and we really... encourage you guys to go there and cite that material."<sup>5</sup>

## Causes of False Confessions

Social psychologists oftentimes try to suggest that the Reid Technique causes false confessions, but such statements are clearly not supported by the evidence.

From *U.S. v. Jacques*:

"In his declaration and at the hearing, Professor Hirsch explained that the primary cause of "coerced compliant" confessions are certain interrogation methods employed by law enforcement, including a widely used method known as the Reid technique....Beyond his own intuition, however, Professor Hirsch offered no basis for concluding that these tactics had any tendency necessarily to cause false, rather than true, confessions.

... Professor Hirsch's declaration offered no other evidence of the danger of certain police interrogation tactics, and the Reid technique in particular, except to say that "the use of these tactics [employed in the Reid technique] and their correlation with false confessions are extensively documented in the literature.... Despite this broad statement, he did not provide any further explanation..."

In sum, the proffered expert testimony to the effect that the Reid technique enhanced the risk of an unreliable confession lacked any objective basis for support whatever. Although Professor Hirsch insisted

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<sup>2</sup> 2015 WL 3561620; Also see *People v. T.F.* (October 2017) which quoted the *Elias* case regarding the precautions we list in *Criminal Interrogation and Confessions*.

<sup>3</sup> F.3d —, 2014 WL 1876269 (C.A.9 (Ariz.))

<sup>4</sup> "Theories and Advocacy Strategies in False Confession Cases" presented by Steve Drizin, Center on Wrongful Conviction, Chicago, IL; Laura Nirider, Center on Wrongful Convictions of Youth, Chicago, IL.

<sup>5</sup> Over the years, John E. Reid and Associates has assisted the Innocence Project (New York) on several cases as expert witnesses on proper interview and interrogation techniques, as well as the exoneration of one of their clients by obtaining a confession from the real offender. In fact, this case was detailed in the story, "I Di IT" in New York magazine. (<http://www.reid.com/pdfs/ididit.pdf>). We have also assisted other attorneys (for example, Kathleen Zellner) in wrongful conviction cases.

Continued on page 32

that "there is a wealth of information about the risks of the Reid technique,' he could point to none."

In *State v. Belaunde* (December 2019) the Superior Court of New Jersey, stated in their opinion that "No case supports the contention that using the Reid technique renders an adult's confession inadmissible. A suspect will have a "natural reluctance ... to admit to the commission of a crime and furnish details." ...Therefore, "an interrogating officer ... [may] dissipate this reluctance and persuade the person to talk ... as long as the will of the suspect is not overborne." ...Recognizing that the "[q]uestioning of a suspect almost necessarily involves the use of psychological factors," our Supreme Court held that "appealing to a person's sense of decency and urging him to tell the truth for his own sake are applications of psychological principals," that are permissible.....Likewise, "[t]he fact that the police lie to a suspect does not, by itself, render a confession involuntary."

False confessions are not caused by the application of the Reid Technique, they are usually caused by interrogators engaging in behavior that the courts have ruled to be objectionable, such as threatening inevitable consequences; making a promise of leniency in return for the confession; denying a subject their rights; conducting an excessively long interrogation; denying the suspect an opportunity to satisfy their physical needs, etc.

In one research effort the author studied the first 110 DNA exoneration cases reported by the Innocence Project. The author reported that, "**This study failed to find a single false confession of a cognitively normal individual that did not include the use of coercive tactics by the interrogator...**" The author identified coercive interrogation tactics as "the use of physical force; denial of food, sleep or bathroom; explicit threats of punishment; explicit promises of leniency; and extremely lengthy interrogations."<sup>6</sup>

The best way to avoid false confessions is to conduct interrogations in accordance with the guidelines established by the courts, and to adhere to the following practices:

- Do not make any promises of leniency
- Do not threaten the subject with any physical harm or inevitable consequences
- Do not conduct interrogations for an excessively lengthy period of time
- Do not deny the subject any of their rights
- Do not deny the subject the opportunity to satisfy their physical needs
- Withhold information about the details of the crime from the subject, so that if the subject confesses, the

disclosure of that information can be used to confirm the authenticity of the statement

- Exercise special cautions when questioning juveniles or individuals with mental or psychological impairments
- Always treat the subject with dignity and respect
- The confession is not the end of the investigation – investigate the confession details in an effort to establish the authenticity of the subject's statement.

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<sup>6</sup> J. Pete Blair, "A Test of the Unusual False Confession Perspective: Using Cases of Proven False Confessions" *Criminal Law Bulletin* (Vol 41, Number 2).

Continued on page 76



The NDI is a web-based database application containing records of government regulatory actions taken against police and correctional officers found guilty of misconduct. Records are entered by the governing body in each state charged with establishing standards for the certification of police officer training and standards.

The primary users of the NDI are law enforcement agencies and background investigators as part of their pre-employment screening process when hiring law enforcement and correctional officers.

The NDI has been recognized by the U.S. Department of Justice as being a tremendous asset towards ensuring that individuals who have not honored the public trust as law enforcement officers, do not find their way back into the law enforcement profession.

For more information [\*\*CLICK HERE\*\*](#)



## 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



## IADLEST Kicks Off Constitutional Policing Training Project

By Dianne Beer-Maxwell

IADLEST is honored to be awarded a cooperative agreement from the Bureau of Justice Assistance on constitutional policing training. In partnership with BJA, IADLEST will work to build an understanding of how constitutional policing is currently taught through the nation’s academies, what is working and where additional support is needed, and to develop resources and provide technical assistance to academies to bolster their constitutional policing training.

Constitutional policing is foundational to police-community relationships. This project will help determine if constitutional policing is currently being trained adequately or consistently in most basic academy and in-service training settings. If there are training gaps, they can create conditions for officers to engage in unconstitutional behavior, especially related to bias, use of force, search and seizure, and interacting with persons with mental illness. Many law enforcement liability exposures relate directly to constitutional policing and it is important that officers are trained to advance fair and just policing. IADLEST is pleased to lead these efforts and help support our members and to the law enforcement training community.

On Saturday, February 4<sup>th</sup>, 2023, in Washington, D.C., IADLEST held a meeting to kick off the project and identify ideas for success. IADLEST brought 25 leaders together with expertise in the areas of law enforcement, constitutional policing, research and evaluation, academy leadership and management, training, and constitutional law. It was an honor to have BJA Director Karlhlon Moore join the conversation. The focus of the discussion was exploring challenges and opportunities for the project. The conversation was a rich and informative exploration of constitutional law, policing,

culture, and training. The project team is collaborating with BJA on the next steps for the project. We look forward to sharing an update with IADLEST members at the IADLEST annual conference in May.

For questions about this new project, contact project manager Dianne Beer-Maxwell at: [dianne@iadlest.org](mailto:dianne@iadlest.org).

Photo Right (left-right):  
BJA Director Karlhlon Moore and Marjolijn Bruggeling



Photo Left (left-right):  
Mike Becar, Marjolijn Bruggeling and Randy Means



Photo Right (front-rear):  
Tim Dixon, Troy Livingston, Nola Joyce, Jon Blum, and Timothy Bonadies



Photo Left (left-right):  
Gary Cordner and Farhang Heydari



Right Photo (left-right):  
Brian Grisham, Lyla Zeidan, and Seth Rosenthal



Above (left-right): Angelic Young, Ben Haiman, Kate McNanee, Charles “Skeet” Brewer, and Jana Kemp

# 2022 Census of Law Enforcement Training Academies (CLETA)

Conducted by: Bureau of Justice Statistics, U.S. Department of Justice and RTI International

Given the expansive and evolving role of policing in the United States, it is important to understand how law enforcement training is conducted and how it is changing over time. Additionally, with the dual staffing challenges in law enforcement of maintaining enough officers and increasing diversity in the workforce, information about recruit attendance and performance in basic training is valuable to law enforcement executives. Likewise, following several highly publicized uses of excessive force, it is important to know the extent to which law enforcement training academies train officers to prevent the excessive use of force. National data quantifying the amount and content of law enforcement basic training, as well as information about recruits and instructors, can help academy directors, law enforcement executives, and policymakers identify what is working well and where changes are needed in police training.<sup>1,2</sup>

<b>Basic Training in the CLETA</b>	<b>Basic training in the CLETA is defined as the mandatory pre-certification training for newly appointed or elected law enforcement officers as required by federal or state statute, rule, or regulation in the jurisdiction of the agency hiring the new officer.</b>
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The Census of Law Enforcement Training Academies (CLETA) is a recurring data collection conducted by the Department of Justice Bureau of Justice Statistics (BJS) that provides important information on basic law enforcement training in the United States for academies that are operated by state, county, and municipal agencies and by universities, colleges, and technical schools. Through the CLETA, data and evidence can drive decisions on policing and police basic training. The CLETA has been administered approximately every 5 years since 2002. This spring, BJS and their data collection partner RTI International will readminister

the CLETA to collect information on basic training in 2022.

When the CLETA was last administered in 2019, 90% of academies eligible to participate in the census responded, providing important information on basic training in the United States in 2018. CLETA data have produced nationally representative statistics that have been used to inform research and policy. Key findings include the following:

- Gender disparities highlighted a lack of women entering law enforcement in 2018: 19% of basic training recruits were female, 81% were male.<sup>3</sup>
- Most recruits (64%) were white, though this percentage decreased in 2018 from prior census years, largely because of an increase in the percentage of Hispanic recruits and Black recruits.<sup>3</sup>
- Most recruits (86%) completed basic training in 2018. A higher proportion of male recruits (88%) completed basic training than female recruits (81%). White (87%) and Native Hawaiian and Pacific Islander (87%) recruits had higher completion ratios than recruits of other races or ethnicities. Across the nation, the most-common reasons for not completing training included voluntary withdrawal (4% of recruits), poor academic performance (2%), injury or illness (1%), and an inability to meet physical standards (1%).<sup>3</sup>
- Among police departments with in-house training academies, non-stress training (as compared to stress-based training) is associated with a reduction in the use of deadly force by officers only when agency turnover is high.<sup>4</sup>
- During basic training in 2018, 82% of recruits across the nation were trained on identifying and responding to the use of excessive force by other officers.<sup>3</sup>
- In 2018, most academies did not require full-time instructors to have a college degree. The plurality (42%) required a high school diploma or equivalent, 25% had no formal education requirements, and another 25% required at least a 2-year college degree. Most academies (70%) required full-time instructors to have previous law enforcement experience; the average amount required was 4 years.<sup>3</sup>
- Despite differences in the length of basic training, the allocation of training time across content areas is similar among basic training

Continued on page 36

academies, with seemingly too much time dedicated to traditional police functions compared to qualities like interpersonal skills and stress management.<sup>5</sup>

- Law enforcement agency academies and academic institution academies that offer basic training differ in characteristics of the academy, characteristics of instructors, and features of basic training.<sup>6</sup>

Eligible law enforcement basic training academies must participate in the 2022 CLETA for the CLETA to continue providing up-to-date information on law enforcement basic training to stakeholders. The 2022 CLETA will be administered over the spring and summer of 2023. BJS asks that if your academy receives an invitation to complete the 2022 CLETA, please participate. If your academy offers basic training and is operated by a state, county, or municipal agency or a university, college, or technical school and you do not receive an invitation to complete the census by May 2023, please inform BJS or RTI using the contact information provided below. The International Association of Directors of Law Enforcement Standards and Training and the National Policing Institute are partners on this data collection and have endorsed the 2022 CLETA. The Major Cities Chiefs Association and Major County Sheriffs of America have also endorsed the 2022 CLETA as an important source of information for basic training academy directors, law enforcement leaders, policymakers, and researchers.

To learn more about the CLETA, please visit <https://bjslecs.org/CLETA2022> and <https://bjs.ojp.gov/data-collection/census-law-enforcement-training-academies-cleta>. For more information, you can send questions to [cleta@rti.org](mailto:cleta@rti.org).

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202-598-1036



# Youth Programs – Developing Recruitment Pipelines

## First Ever National Directory Available

With funding from the U.S. Department of Justice, Office of Community Oriented Policing Services ([COPS Office](#)), [RAND](#) partnered with the Law and Public Safety Education Network ([LAPSEN](#)) and conducted a census of youth programs that can be, or are, used as recruitment sources for law enforcement agencies. With advice from a technical advisory group that included IADLEST representatives Manny Alvarez (CA POST) and Matt Giordano (AZ POST), more than 3600 youth programs can be found in the new Directory. These are divided into two basic groups: In-school programs operated by public schools, usually with LEA involvement and LEA led programs such as Explorers, Public Safety Cadets, camps and intern type programs.

Here is the breakdown:

### Distribution of Program Categories in the Census Database

Program Category/Type	# of programs	% of total
Non-school programs (LEA managed)	1482	40%
- Explorer/cadet-type programs	1092	29.6%
- Internship-type programs	185	5.0%
- Youth camps/teen academies	205	5.6%
School career programs	2207	60%
Total	3689	

The directory is now available. It can be found at [www.lapsen.org](http://www.lapsen.org). It is searchable by state and type of program. Because of normal turnover of staff, each program can be easily updated. We suggest that each POST and others receiving this newsletter let LEAs know of the directory and ask them to check to see if their program is in the directory or needs to be updated.



*By Joseph N. Coffee,  
Program Director,  
Law and Public Safety Education Network  
and  
Mike Becar,  
Executive Director, IADLEST*

## Additional Support Available and on the Way

The COPS grant increases the capacity of LEAs to implement innovative youth programs that introduce and promote careers in law enforcement. This is, and will be, done in the following ways.

Later this year a **Guide** will be available to all LEAs. It will describe in more detail the types of youth programs and ways to implement and improve them. An array of examples will be provided in the guide. This is under final review by the COPS Office.

LAPSEN has expanded its [Technical Assistance Team](#) and continues to do so. Members can be contacted for advice at no cost. Recruitment to the Team is on-going. Contact the Team for more information or go to the LAPSEN website.



IADLEST and LAPSEN have partnered to create the [Youth Instructor Certification](#). Information on obtaining the certification can be found on both websites. The Certification sets minimum standards for an effective leader and instructor of youth programs. Receiving such a certification can be useful in promoting an LEAs youth program.

[Lesson plans, certifications for youth and other learning materials](#) are available from the LAPSEN website. Most of these are at no cost especially if your state is a member of LAPSEN.

**National Summit and Training Conference, Phoenix, November 27-29.** LAPSEN is partnering with IADLEST, AZ POST, Tucson and Phoenix PDs as well as other organizations for this effort. There will be work and discussion group meetings that will result in a report with recommendations. More information will be forthcoming in the next

Continued on page 38

newsletter and you can sign up for the [LAPSEN publication](#).

**Possible next steps:** LAPSEN and IADLEST are partnering to take the lead in supporting organizations with youth programs designed to interest youth in public recruitment. Steps being considered include 1) skill certifications for youth, 2) developing a list of lessons plans and web-based courses that could be used in youth programs that POSTs and other organizations might be willing to share, and 3) a recruitment platform for youth to display their accomplishments and interests with the opportunity for public safety organizations to connect with the youth who are interested in working in their geographic location and type of organization.

For more information or to discuss possible involvement in any of the above, you may contact [Joe Coffee](#).

**Note:** LAPSEN, similar to IADLEST, is a non-profit that is managed by a consortium of states with representatives from each state on its board of directors.



## Mass Attacks in Public Spaces: 2016 - 2020

Please join the U.S. Secret Service National Threat Assessment Center (NTAC) for an encore presentation on our latest study, *Mass Attacks in Public Spaces: 2016 - 2020*. This study examines 173 mass attacks perpetrated from 2016 through 2020 in public and semi-public spaces, including businesses, restaurants, bars, retail outlets, houses of worship, schools, open spaces, and more. This report highlights commonalities in attackers' planning and behaviors, and the importance of proactive and preventative approaches to mitigate the risk of mass violence in our communities. This free virtual event will feature presentations from NTAC researchers and special guest speakers.

All who register below will receive a Microsoft Teams event link, via email, prior to the event date.

**Event date: March 14, 2023**

**Event time: 1:00 PM - 4:00 PM ET**

[Click Here to Register](#)

Standards & Training  
**DIRECTOR**  
Magazine  
New Hampshire's Police  
Standards and Training Council

Also in This Issue...

Page 4 Health Services Critical Incident Analysis of Shooting	Page 6 Outreach Management of Active Law Enforcement Incidents Investigation Techniques Part 1	Page 7 IADLEST 2022 Year in Review Page 8 Training To Be Lawful/Concise Dissiminator	Page 9 Understanding the Banned Weapons Training Program Part 1 Part 2 Part 3 Part 4 Part 5 Part 6 Part 7 Part 8 Part 9 Part 10 Part 11 Part 12 Part 13 Part 14 Part 15 Part 16 Part 17 Part 18 Part 19 Part 20 Part 21 Part 22 Part 23 Part 24 Part 25 Part 26 Part 27 Part 28 Part 29 Part 30 Part 31 Part 32 Part 33 Part 34 Part 35 Part 36 Part 37 Part 38 Part 39 Part 40 Part 41 Part 42 Part 43 Part 44 Part 45 Part 46 Part 47 Part 48 Part 49 Part 50	Page 10 COP Law Enforcement Officer: Be Visible, Be Visible, Be Responsible?
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In the next edition of IADLEST's Standards and Training Director Magazine, we will feature articles on some of the nation's most progressive POST and Academy operations. Highlights from the 2023 IADLEST Annual Conference will be displayed, and there will be a discussion on ways to plan for future staffing of the training function.

We hope you will look forward to reading our June magazine as much as we enjoy bringing it to you.

# Special Issues with Training Implications that were the Focus of the Criminal Justice System (January-February 2023)

FROM:

## OJP NEWS



U.S. DEPARTMENT OF JUSTICE  
OFFICE OF JUSTICE PROGRAMS

From the information released through the news media, in the current investigation and prosecution for the four University of Idaho murders, **stalking** may have been one of the predominant actions of the assailant. For this case and others, IADLEST presents the following information for the POSTs and academies to consider in strengthening their law enforcement training programs.

## Stalking — January 2023

Legal definitions vary from one jurisdiction to another. Still, stalking is generally defined as a pattern of behavior directed at a specific person that would cause a reasonable person to feel fear. A crime in all 50 states and at the federal level, stalking is dangerous and potentially lethal.



In 2019, about 1.3% of Americans ages 16 and older (3.4 million people) were victims of stalking, according to a report from the Bureau of Justice Statistics (BJS). The most frequently reported traditional stalking behaviors included the offender following and watching the victim (58%) or showing up at, riding by, or driving by places where the offender had no business being (49%) (table 1). Nearly 42% of victims of traditional stalking said the offender harassed their friends or family for information on their whereabouts. Almost a third (31%) of traditional stalking victims said the offender waited for them at home, school, or another place. More than a fifth (22%) said the offender left or sent unwanted items. Less than one-fifth (17%) of victims said that the offender snuck into their home, car, or another place to let them know the offender had been there.

**Stalking with technology** victims most commonly received unwanted phone calls, voice messages, or text messages (66%) in 2019, followed by unwanted emails or messages via the Internet (55%). About 32% of victims of this type of stalking said their activities were monitored using social media. Twenty-nine percent experienced the offender posting or threatening to post inappropriate, unwanted, or personal information about them on the Internet.

Twenty-two percent of stalking with technology victims said the offender spied on them or monitored their activities using technologies such as listening devices, cameras, or computer or cellphone monitoring software. About 14% were tracked with an electronic tracking device or application.

The following are some topical resources:

- [Stalking Victimization, 2019](#) – bulletin from the Bureau of Justice Statistics (pdf)
- [Longitudinal Follow-up in the National Survey for Teen Relationships and Violence \(STRIV2\)](#)
- [Supplemental Victimization Survey \(SVS\)](#) - asks persons age 16 or older about their experiences

See the [Stalking January feature](#) for additional information and resources from OJP and other federal agencies.

[View the Stalking Feature](#)

Continued on page 40

## Measuring stalking victimization

To be classified as a **victim of stalking** in the Supplemental Victimization Survey (SVS), the respondent must have experienced a repeated course of conduct (i.e., experienced the same behavior or contact more than once or experienced two or more different behaviors one time) that either—

- ◆ caused them substantial emotional distress or to fear for their safety or the safety of someone they know (actual fear)
- ◆ would cause a reasonable person to fear for their safety or the safety of someone they know.
- ◆ Reasonable fear includes victimizations where the victim reported that they experienced either— damage, attempted damage, or destruction of property
- ◆ threatened, attempted, or completed attacks on the victim, someone close to them, or a pet.

The SVS measured 12 types of stalking behaviors, incorporating both traditional stalking and stalking with technology.

Traditional stalking includes the following unwanted behaviors:

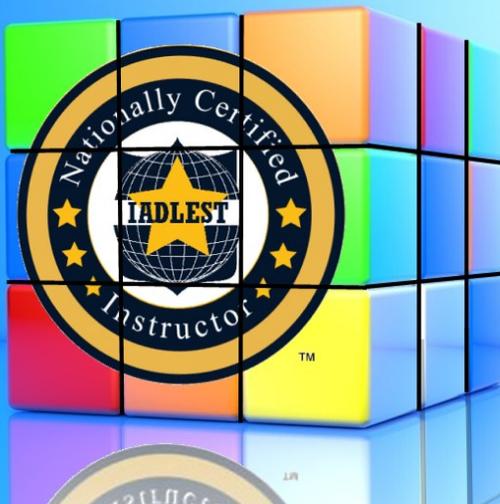
- ◆ following and watching
- ◆ sneaking into a place
- ◆ waiting at a place
- ◆ showing up at a place
- ◆ leaving or sending unwanted items
- ◆ harassing friends or family about the victim's whereabouts.

Stalking with technology includes the following unwanted behaviors:

- ◆ making unwanted phone calls, leaving voice messages, or sending text messages
- ◆ spying using technology
- ◆ tracking the victim's whereabouts with an electronic tracking device or application
- ◆ posting or threatening to post unwanted information on the Internet
- ◆ sending unwanted emails or messages using the Internet
- ◆ monitoring activities using social media.

See Methodology for the SVS questions used to measure actual fear, substantial emotional distress, reasonable fear, and the types of unwanted behaviors that victims experienced.

## Are You Recognized for Your Instructor Abilities?



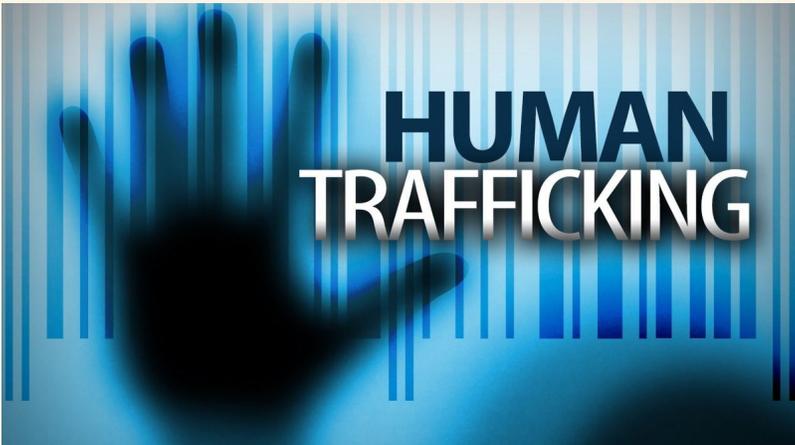
National Instructor Certification is the best way for Criminal Justice Academies and Agencies to know that you are capable of providing training to criminal justice personnel throughout the nation.

**For more information  
about IADLEST's Instructor  
Certifications,**

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

# *Uncovering the Tricks of the Trade: Best Practices for Undercover Operations in Human Trafficking*

By Fernando Figueroa



Fernando Figueroa has over 7 years of experience infiltrating human trafficking rings. He is currently a sworn police officer in the Dominican Republic assigned to Special Operations as a SWAT instructor. He is also president of the Anti-Trafficking Bureau a non-profit that collaborates with the Dominican Republic government and has been instrumental in disrupting trafficking networks and rescuing victims of this horrific crime.

The traditional methods of investigating and prosecuting human trafficking cases have proven to be ineffective in disrupting and dismantling trafficking networks. Trafficking networks are often well-organized, highly secretive, and operate across borders. This makes it difficult for law enforcement to gather intelligence and evidence that can lead to successful arrests and prosecutions. This is where undercover operations come in. Undercover operations are a vital tool for disrupting human trafficking networks. They allow law enforcement to work within the networks, gather intelligence, build cases against the traffickers, and, most importantly, they can lead to the identification and rescue of victims, which is a critical aspect of ending human trafficking.

However, this work comes with significant risks. Undercover operatives are often exposed to dangerous situations and can be at risk of physical harm or even death. In addition, undercover operatives are often exposed to psychological and emotional trauma. They must often interact with criminals and victims to gain information and evidence. This can be a very

difficult and emotionally taxing task. Finally, undercover operatives must often take great care to ensure that their cover is not blown, as this can put their lives at risk.

## **Types of Trafficking and Their Methods of Operation**

Human trafficking is a complex and versatile crime that takes many forms. It is important for law enforcement to understand the different types of trafficking and their methods of operation to effectively investigate and prosecute these crimes. Here are the most common an officer may encounter.

1. **Forced Labor Trafficking:** Forced labor trafficking involves the exploitation of individuals for labor purposes. This can include domestic work, agriculture, construction, and factory work. Forced labor traffickers use various tactics to control and exploit their victims, such as withholding wages, taking away passports, and threatening physical harm.
2. **Sex Trafficking:** Sex trafficking involves the exploitation of individuals for commercial sex. This can include prostitution, escort

Continued on page 42

services, and pornography. Sex traffickers often use violence, intimidation, and debt bondage to control their victims.

3. **Child Trafficking:** Child trafficking is a subcategory of human trafficking that specifically targets children. Children are vulnerable to trafficking for both labor and sexual exploitation. Child trafficking is a growing problem and is often facilitated by organized criminal networks.
4. **Debt Bondage Trafficking:** Debt bondage trafficking involves trapping individuals in a cycle of debt through false promises or manipulation. Traffickers may provide their victims with a loan or advance payment, which the victims are then forced to pay back through labor or other means. This creates a cycle of exploitation that is difficult for victims to escape from.

Trafficking networks use a variety of methods to recruit and exploit their victims. These methods can include deception, coercion, and force. Traffickers often target vulnerable populations, such as those living in poverty, refugees, or those without strong social networks. They may also use social media and online platforms to recruit and exploit their victims.

### Preparing to Become an Undercover Operative

Undercover work is not for the faint of heart. It requires a great deal of preparation and dedication. The first step for prospective undercover operatives is to understand the criminal networks and culture of human trafficking. It is important to understand the different types of human trafficking, the methods used by traffickers, and the networks and organizations involved in the crime.

### Common Characteristics and Techniques Used by Traffickers

1. **Building Trust:** Traffickers often build trust with their victims by posing as romantic partners, friends, or trusted authority figures. They use this trust to gain control over their victims and to manipulate them into partici-

pating in trafficking activities.

2. **Coercion:** Traffickers use various forms of coercion to control their victims, such as physical violence, threats of harm to family members, and psychological manipulation.
3. **Exploitation of Vulnerability:** Traffickers often target individuals who are vulnerable due to poverty, homelessness, lack of education, or other factors. They exploit these vulnerabilities to recruit and exploit their victims.
4. **Use of Force and Intimidation:** Traffickers often use force and intimidation to control their victims. This can include physical violence, threats of harm, and psychological manipulation.
5. **Facilitation of Movement:** Traffickers often facilitate the movement of their victims from one location to another, to evade law enforcement and to exploit their victims in different locations.
6. **Concealment:** Traffickers often use various methods to conceal their activities and to evade law enforcement, such as using encrypted communication, disguising the true nature of their operations, and maintaining a low profile.
7. **Exploitation of Legal Systems:** Traffickers may exploit legal systems, such as immigration laws, in order to bring their victims into a country and to exploit them.



### How Undercover Operations Can Help in Investigating Trafficking Networks

Human trafficking is a complex and sophisticated crime that is often difficult to detect and

Continued on page 43

investigate. As an undercover agent, the use of undercover operations can be a powerful tool in investigating trafficking networks and bringing those responsible to justice.

1. **Gaining Intelligence:** Undercover operations allow law enforcement to gather intelligence on trafficking networks, including their methods of operation, recruitment tactics, and the identities of those involved. This information can be used to build a stronger case and to bring down the entire network.
2. **Infiltration:** Undercover operations allow law enforcement to infiltrate trafficking networks to gather evidence from within.
3. **Building Relationships:** Undercover operations allow law enforcement to build relationships with trafficking victims and with those involved in the trafficking network. This can provide valuable information on the operations of the network and can also lead to the identification and prosecution of those responsible.
4. **Disrupting the Network:** Undercover operations can disrupt trafficking networks by gathering evidence and by identifying key individuals involved in the trafficking. This can lead to the arrest and prosecution of those responsible and can also disrupt the operations of the network, making it more difficult for them to continue their illicit activities.
5. **Protecting Victims:** Undercover operations can also play a crucial role in protecting trafficking victims by gathering evidence and by providing a safe and secure environment for them to provide testimony. This can lead to the prosecution of those responsible for trafficking and can also provide much-needed support and services for the victims.

### **The Challenges of Conducting Undercover Operations in Human Trafficking**

Conducting undercover operations in human trafficking can be a complex and challenging task, requiring careful planning and execution to ensure the safety of the undercover agent and to maximize the effectiveness of the operation. De-

spite its many advantages, there are several key challenges that law enforcement must overcome to successfully conduct undercover operations in human trafficking.

1. **Safety of the Undercover Agent:** One of the biggest challenges in conducting undercover operations in human trafficking is ensuring the safety of the undercover agent. Trafficking networks can be dangerous and violent, and the undercover agent is often placed in potentially dangerous situations. This requires careful planning, training, and coordination with other law enforcement agencies to minimize the risk to the undercover agent.
2. **Maintaining Cover:** Another challenge in conducting undercover operations in human trafficking is maintaining the cover of the undercover agent. This requires the agent to be trained in the methods and tactics used by traffickers, as well as in the use of concealment and deception techniques. Maintaining cover can also be challenging when dealing with trafficking victims, who may be suspicious or hostile to the undercover agent.
3. **Gathering Admissible Evidence:** Gathering admissible evidence is a critical component of any undercover operation, and this can be especially challenging in human trafficking cases. Traffickers are often highly sophisticated and experienced in avoiding detection, and gathering evidence that can be used in court can be difficult.
4. **Balancing Investigative Goals and Protecting Victims:** Another challenge in conducting undercover operations in human trafficking is balancing the investigative goals of the operation with the need to protect trafficking victims. Undercover operations often involve the exploitation of victims
5. **Coordination with Other Law Enforcement Agencies:** Conducting undercover operations in human trafficking also required close coordination with other law enforce-

Continued on page 44

ment agencies, including local, state, and federal agencies. This can be challenging due to differences in jurisdiction, resources, and priorities. Effective coordination is critical to ensure the success of the operation and to maximize the impact of the operation on the trafficking network.

### **Ethical Considerations and the Need to Maintain Integrity**

It is important to ensure that these operations are conducted in a manner that is ethical and respects the rights of all parties involved. There are ethical considerations that must be taken into account when conducting undercover operations in human trafficking cases and the importance of maintaining the integrity of the operation.

1. **Legal Considerations:** The use of undercover operations in human trafficking cases must be conducted within the bounds of the law. This requires a thorough understanding of the laws and regulations that govern the use of covert operations, as well as the laws and regulations that pertain to the protection of human rights and the rights of the accused.
2. **Ethical Concerns:** The use of deception and concealment in undercover operations raises several ethical concerns, including the potential for entrapment, the use of false identities, and the potential harm to individuals who may be caught up in the operation. It is important to consider these concerns and to take steps to minimize the risk of harm to all concerned and to take steps to minimize the risk of harm to all parties involved.
3. **Maintaining Integrity:** The integrity of the operation and the reputation of the law enforcement agency are critical to the success of an undercover operation in human trafficking. This requires careful attention to detail, strict adherence to protocols and procedures, and a commitment to ethical and responsible practices.

4. **Balance of Interests:** In undercover operations in human trafficking, it is important to balance the interests of the victim, the public, and the law enforcement agency. This requires a careful consideration of the potential consequences of the operation and a commitment to acting in the best interests of all parties involved.
5. **Transparency and Reporting:** The use of undercover operations must be transparent and subject to oversight and accountability. This requires that law enforcement agencies establish clear reporting mechanisms, establish procedures for conducting internal audits and evaluations, and provide regular reports to relevant stakeholders on the status of the operation.

### **Strategies for Infiltrating and Gathering Intelligence within Trafficking Networks**

Undercover operations in human trafficking require a strategic approach to infiltrating and gathering intelligence within the trafficking network. These are some of the different strategies that can be used to effectively penetrate trafficking networks and collect the intelligence needed to disrupt these criminal organizations.

1. **Establishing Credibility:** The first step in infiltrating a trafficking network is to establish credibility with the individuals involved in the operation. This requires a deep understanding of the criminal culture, the motivations of the individuals involved, and the tactics they use to conceal their activities.
2. **Building Relationships:** As stated earlier, I cannot emphasize enough the importance of building relationships with individuals within the trafficking network is key to gathering intelligence and disrupting the operation. This requires a careful approach to building trust and rapport, as well as a willingness to take calculated risks.
3. **Leveraging Technology:** Technology plays an increasingly important role in human

trafficking operations and can be leveraged to gather intelligence and disrupt the network. This includes the use of digital surveillance tools, social media monitoring, and other technological means to gather and analyze data.

4. **Working with Informants:** Informants can provide valuable intelligence about the activities of the trafficking network and can play an important role in infiltrating and disrupting the operation. This requires careful management and protection of these sources, as well as a thorough understanding of the risks involved.

### Be Prepared For Any Situation

As an undercover officer, it's crucial to be prepared for any situation, including those where you may need to defend yourself. In some cases, you may not have access to your usual tools and weapons, such as a gun or pepper spray. In these situations, it's important to know how to improvise weapons to protect yourself. One common improvisation is using everyday items as weapons. For example, a pen or a flashlight can be used as a striking weapon, while a belt or a scarf can be used as a choking or binding weapon. Additionally, objects like a chair, a bottle, a book, or even a bag of coins can be used as a striking weapon.

The key is to be aware of your surroundings and identify potential objects that can be used as weapons. Another option is to use your body as a weapon. Undercover officers are often trained in hand-to-hand combat techniques, such as Krav Maga or Brazilian Jiu-Jitsu, which can be extremely effective in close combat situations. These techniques can include strikes, joint locks, and chokes, and can be used to quickly disarm an attacker.

It's important to remember that, as an undercover officer, your primary goal is to escape and survive. In some situations, it may be best to run away or to find a place to hide and wait for

backup. Improvised weapons should be seen as a last resort, only to be used when there's no other option.

In conclusion, as an undercover officer, it's important to be prepared for any situation and to know how to improvise weapons in case of danger. By being aware of your surroundings and identifying potential objects that can be used as weapons, knowing how to use your body as a weapon, and being familiar with hand-to-hand combat techniques, you will be better equipped to protect yourself and to complete your mission. ~

**FROM IADLEST**

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

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

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

Get your free copy: [CLICK](#)

# From the U.S. Secret Service

# New

***Mass Attacks In Public Spaces: 2016-2020*** is a Free Online Document offered to readers interested in preventing mass attacks and this area of police training. Since 1998, the U.S. Secret Service's National Threat Assessment Center (NTAC) has supported our federal, state, and local partners in the shared mission of violence prevention. The research and guidance produced by NTAC informs not only the Secret Services' approach to preventing targeted violence, called behavior threat assessment, but further enhances the violence prevention capabilities of our public safety professionals across the country. In addition to making this information available in print, NTAC has shared our research findings by delivering briefings and training to over 250,000 public safety professionals since its founding. These events greatly benefit organizations such as law enforcement, school officials, mental health professionals, and other community safety stakeholders. The facts in this document can help to provide foundational information for establishing local community-level behavioral threat assessment programs.

To get your copy,  
click on the link  
below:

**[PDF \(4073k\)](#)**

Publication Date:  
January 2023



United States Secret Service  
NATIONAL THREAT ASSESSMENT CENTER

**MASS ATTACKS IN PUBLIC SPACES: 2016 - 2020**

U.S. Department of Homeland Security



## Data-Driven Approaches to Crime & Traffic Safety 2.0



### What is DDACTS?

Data-Driven Approaches to Crime and Traffic Safety (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,

[Click Here](#)

## It's Your Association and you need to be involved

IADLEST is your association. The Executive Director is appointed to conduct the association's day-to-day operations and workload strategies, but you need to be involved.

Each and every director member holds a point of influence over what the association does and where it is to go in the future. Your strength comes from actively engaging in the association's work and becoming an IADLEST influencer. It's ideas and decisions that guide the association through its activities. The Executive Committee, Regional Representatives, project committee members, and general members all shape IADLEST's future. As a Director Member, you can help shape the future of this nation's law enforcement standards and training, but you have to become involved in the process.

Becoming involved means attending meetings, whether in person or through virtual meetings. It's making an effort to attend the IADLEST conferences and training events when you can. In addition, it's advocating for the association on the IADLEST projects and lending your voice to the important issues of the association that may affect all POSTs, academies, or similar operations. Becoming involved demonstrates leadership, and every member of IADLEST can play a leadership role by acknowledging the mission and achievements of this great organization to others in public safety and all political arenas.

Your activity in IADLEST demonstrates the strength of the association to muster best practices in training standards, policies, curriculum, and outreach. In addition, your activity in IADLEST can set a course for the stability of employment standards for law enforcement and criminal justice organizations. Many professional goals can be accomplished if you're involved in improving the association.

It's your association, and you need to be involved.

# IADLEST WEBSITE & SOCIAL MEDIA DASHBOARD

December 1, 2022—February 28, 2023



International Association of Directors  
of Law Enforcement Standards and Training

## WEBSITE PAGE VIEWS (Since 12/1/2022)

USERS	13,584
OVERALL VIEWS	75,538
NLEARN	5,032
CERTIFIED INSTRUCTORS	953
ABOUT DDACTS	1,461
POST PORTAL	1,139

## PROJECTS

ACCREDITATION	404
MODEL STANDARDS	212
AUDITS	159
CRI-TAC	73
NLEARN (Added Resources)	65

## TOP RESOURCES

National Decertification Index Login Page	6,498
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## TRAINING

TXDDACTS	551
Below 100	477
BLUE COURAGE	27
EVERY OFFICER A LEADER	152
DDACTS	472
ANALYTICAL CAPACITY	170

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# Redesigning the Recruit Firearms Training Program for Real-World Performance

By Michael Puckett

Associate Training Technician - Police, Office of Public Safety  
New York State Division of Criminal Justice Services

*(Editor's note: This article originally appeared in The Chief's Chronicle; New York State Association of Chiefs of Police. Reprinted with permission.)*



As a police training professional, I have often pondered, what does it mean to “teach” someone something? It’s a question that deserves some thought from all of us – trainers and non-trainers alike. Training resources are limited, and one thing that just about everyone can agree on is that police need more and better training, not less. Before we can answer the question of what it means to teach, we must first understand the process of learning because without learning, the act of teaching is a futile endeavor.

## How We Learn

Here at New York’s Office of Public Safety, we have dedicated a significant amount of time in recent years to updating the Basic Course for Police Officers and its derivative courses, such as Basic Course for Peace Officers and Campus Public Safety Officer Course. As part of that review, we have recently finalized a new section designed to teach recruits firearms skills. As we began work on this new section, we sought to better understand what it meant to learn and to teach.

Many readers will be familiar with the research on academy skills retention in which traditional training methods were identified as particularly problematic for long-term retention. As it turns out, there were others asking similar questions as it relates to the training of armed professionals. Dustin Salomon, a former Naval officer, and author of *Building Shooters*, had been thinking about the challenges of training armed professionals for the better part of twenty years. He has taken a deep dive into neuroscience research by evaluating what is understood about the brain and applying it to the curriculum design process. In collaboration with New York law enforcement officers, we have been working with Dustin to apply the concepts of his work to redesign recruit firearm training for real-world performance.

It is well understood that learning anything, whether that be information such as where the Declaration of Independence was signed or a skill such as managing the recoil of a firearm, requires physical changes to the structure of the brain. The ability of the brain to adapt in this way is referred to as *Neuroplasticity*.

The brain is an information system like that in a computer. And while it may not be a perfect analogy, it is useful to understand how the process of learning takes place. In this system, we have two components, short-term memory and long-term memory. Within the long-term memory, there is long-term storage—like a computer’s hard drive – which can be either a) *declarative* – meaning the information contained within must be consciously accessed – or b) *procedural memory* – which means the information or skills can be unconsciously accessed. Clearly, the fact that firearms skills will be utilized under periods of high stress means that these skills must be “proceduralized” into long-term memory in order for them to be useful.

Information or skills must be stored in long-term memory in order to be considered learned, but nothing is immediately stored there. This information must first pass through the other component, the short-term memory, but even before information can make it into this memory space, it must first get through the learner’s attentional filter.

All humans have an attentional filter, and in fact, it is necessary due to the enormous number of stimuli that are present in the environment. It would be impossible to process all the sensory inputs that bombard your brain at any one time, so our brains do a good job filtering out most of those signals to focus only on that which it deems to be important. However, what our brains deem to be important and what is necessary to learn aren’t always the same thing. The result is that much of the information that is delivered by instructors never makes it past the attentional filter into the brain in a way that allows for it to be learned.

Continued on page 50

Continued from page 49

One tried and true method of ensuring that information passes into the short-term memory system is through the use of “priming.” Priming involves exposure to information in a way that prepares the attentional filter to recognize the information as important – essentially biasing the brain to recognize the information in the future and thus allowing it through the attentional filter more readily. In this model, priming is defined as teaching without the expectation that learning will occur, and the use of this technique is a feature of the newly designed curriculum.

For example, in the new curriculum, the instructor delivers material for the purposes of priming the attention filter and then delivers it again after the trainee has slept. Once primed, the information will more easily pass through the filter into short-term memory because it is now recognized as having relevance. Later, enhancement and stabilization of those skills are programmed into the delivery as well.

### **What it Means to Teach**

Understanding this process by which the brain learns becomes important as we develop training programs designed to produce long-term retention of skills. It becomes necessary to lay out the curriculum in such a way that acknowledges the realities of the brain’s ability to learn if we truly want the information to be retained and retrievable for the officer in the field. This is especially true with skills that must be proceduralized such as those involving firearms. Knowing what we know about this process, we are seeking to develop teaching strategies that align with the way the brain stores and retrieves information.

Not only are design and delivery important, but how these skills relate to their real-world application must also be considered. There is hardly a firearms instructor around who hasn’t lamented the challenges presented by attempting to prepare officers for the real-world through the use of “static” range training.

You see, the changes in the brain required for learning actually involve the building of “physical circuits.” These connections between neurons form when the brain learns a new skill or new information. As that skill is repeated through practice, the network becomes stronger and more insulated, resulting in increased performance of that particular skill. It’s the reason behind the adage “practice makes permanent.” What is also true is that this increase in speed and refinement of technique for that particular skill performance results in it being more difficult for the brain to command the body to perform skills

that differ from the sequence which has been “wired together.”

Real-world firearms performance for police most often involves movement, two eyes open, a visual cue to start AND stop shooting, spatial relationships and the incorporation of decision-making based upon context and subject behavior. Traditional police training is almost exactly the opposite of what’s expected of police officers in the field and often involves auditory cues, one eye closed, round counting, and static shooting positions, especially early in the development of these skills. However, given what we know about how the brain builds the necessary “circuitry,” this method builds circuits that are harmful to real-world performance. This new curriculum is designed so that these operationally relevant skills are learned in a way the recognizes the real-world performance that is expected and does not intentionally build circuitry that will be counterproductive to these expectations. And importantly, the new curriculum is rooted in the evidence-based decision training model which has been proven to improve both skills and decision-making performance.

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# INVESTIGATIVE INTERVIEWS OF VULNERABLE PERSONS: SAFEGUARDING THE RIGHTS OF THOSE WHO MOST NEED PROTECTIONS

By Joseph T. Wolf

Assistant Director (Retired) ICE Office of Training and Development

The release of documentary films such as *Netflix's Making a Murderer* and *When They See Us* have brought nationwide attention to the importance of professional, ethical, and bias-free investigative interviews. This is especially critical in the interview of a subject who may possess an additional level of vulnerability to pressure, suggestion, or desire to please authority figures.

Professional interviewers continually strive to grow their skills to obtain full, accurate and uncontaminated accounts of matter under investigation from those being interviewed. However, there are some circumstances which are beyond the control of the interviewer that may significantly impact the quality and reliability of the interview. The most effective interviewers can effectively identify and manage these circumstances in both the planning stages and in the conduct of the interview itself.

Interviewers must be alert for dispositional risk factors that impact the subject's ability to provide an accurate statement. In worst case scenarios, this will contribute to the possibility of a false confession and unjust adjudication (Kassin, et al, 2009).

## Dispositional Risk Factors

*Childhood, Adolescence and Immaturity* – Children and adolescents are cognitively and psychosocially less mature than adults. This immaturity often results in:

- impulsive decision-making
- decreased ability to consider consequence
- risky behavior
- susceptibility to negative influences (Steinberg, 2005).

*Cognitive and Intellectual Disabilities* – Similar to factors associated with children and adolescents (Perske, 2004). Additionally:

- heightened susceptibility to influence
- reliance on authority figures for problem solving
- desire to please authority figures
- seeking out friends
- feigned competence
- short attention spans

- memory gaps
- lack of impulse control
- readily accepting blame for negative outcomes.

*Personality and Psychopathology* – Studies have shown that persons with antisocial personality disorder, or antisocial traits, are more likely to be involved in offenses. Therefore, there are more likely to be interviewed by authority figures. This group may be more prone to lying for short-term gains and are less concerned with the consequence of their behavior. Psychological disorders are commonly accompanied by:

- faulty reality monitoring
- distorted perception
- impaired judgment
- anxiety
- mood disturbance
- poor self-control
- feelings of guilt (Gudjonsson 2003, 2006).

## Children and Adolescents

In 2015, the U.S. Department of Justice (DOJ), sponsored a study to develop a system of best practices for child forensic interviewing. The study had a basic definition of a child forensic interview:

*A forensic interview of a child is a developmentally sensitive and legally sound method of gathering factual information regarding allegations of abuse or exposure to violence. This interview is conducted by a competently trained, neutral professional utilizing research and practice-informed techniques as part of a larger investigative process (DOJ/OJP/OJJDP, 2015).*

Interview training programs must consider this definition applicable for any interview of a child or adolescent, regardless of allegations of abuse or exposure to violence.

The DOJ study identified four important ideas for interviewers to consider for improving the quality of their child/adolescent interviews:

1. No two children will relate their experiences in the same way or with the same level of detail and clarity. Individual characteristics, interviewer

Continued on page 52

behavior, family relationships, community influences, and cultural/societal attitudes will influence their accounts.

2. Interviewer must strike a delicate balance. Repeated questioning and duplicative interviews can be dangerous. However, some children require additional time to become comfortable with the interview process.
3. Encouraging detailed responses early in the interview enhances the quality of later responses.
4. Interviewers should use open-ended questions. Allow for silence or hesitation without moving too quickly. Don't press children to reach beyond their stored memory.

Interviewers must understand the child/adolescent disclosure process. This is not only critical for investigative purposes but will serve to protect the child as well. Disclosure happens along a continuum, and no single pattern of disclosure is predominant (Lyon and Ahern, 2010). The interviewer's assessment of the child/adolescent subject's likely level of cooperation should take place early in the interview process. The subject's disclosure posture may fall anywhere along the continuum. The technique selected must be informed by the level of resistance offered by the subject.



Although a child's resistance to providing full accounts of events may have some common ground with that of an adult, there are also some factors that are unique to children/adolescents. Once an assessment is made about the child's level of resistance, the interviewer must seek out the reason for this resistance. Potential reasons include, but are not limited to:

- Age of child/adolescent
- Relationship with any offender(s)
- Absence of parental support
- Gender
- Fear of consequences
- Fear of not being believed (Malloy, et al, 2011).

As with adult interview subjects, the way a question is asked is just as important as the question itself. The use of open-ended questions is a proven meth-

od for provoking useful responses and stimulating thoughtful conversation.

*Recall prompts* – are open-ended questions inviting the child to tell everything they remember in their own words. These questions encourage the child to elaborate without input from the interviewer. It is critical to avoid the introduction of information or offer options (Saywitz and Comparo, 2009).

*Recognition prompts* – once open-ended questions have been exhausted, it may become necessary to focus the questioning. Recognition prompts should only be used once the child has exhausted their capability for narrative or if they cannot comprehend open-ended questions. This can be risky because it can elicit less accurate responses if the child feels compelled to respond, even if the question reaches beyond the limits of their stored memory (Faller, 2007).

*Interview Aids/Media* – Experts are divided about the usefulness of media (e.g., paper, markers, detailed drawing, dolls). Those advocating for their use believe they help verbally limited children fully recount their experiences. Concerns include whether their introduction may influence the child's responses. Interviewers should consult their legal advisor and child welfare team members before in-

roducing any media into the interview (Brown, et al, 2007).

The DOJ study referenced earlier developed a series of best practices for interviews of children/adolescents.

*Overall considerations:*

- Conduct interviews as soon as possible after initial disclosure
- Record the interview electronically
- Hold the interview in a safe, child-friendly environment
- Use open-ended questions
- Consider age, developmental ability and culture.

*Building rapport:*

- Have a conversation about interests and activities

- Provide an opportunity for the child to describe a recent, unrelated event
- Describe the ground rules for the interview
- Discuss the importance of truth-telling.

#### *Conducting the interview:*

- Carefully transition into the matter under inquiry
- Ask the child to describe what they know in detail
- Do not interrupt
- Once the initial account is explored, ask more focused questions
- Mirror the child's wording and model their behavior
- Avoid suggestive questions that could compel inaccurate responses
- Explore other viable hypothesis for the child's behavior or statements
- Consult with any observers about whether to expand questioning.

#### *Ending the interview:*

- Ask if there was anything they'd like to add
- Discuss safety
- Provide educational materials (if appropriate)
- Thank the child for participating.

### **Cognitive and Intellectual Disabilities**

Much of what is true with children and adolescents is true with this population. As with children, this population is significantly overrepresented in false confession cases.

Intellectual disability represents a constellation of symptoms, disorders and adaptive functioning. Generally, it is accompanied by a range of impairments including, but not limited to:

- Adapting to societal norms
- Interpersonal communication
- Social skills
- Interpersonal skills
- Self-direction.

In four distinct studies, subjects identified with intellectual disabilities had significant deficits in understanding *Miranda* warnings. In one study 50% of

people with mild intellectual disability could not correctly paraphrase even one of the five components of a *Miranda* warning. This compares to less than 1% of the population at large (Grisso, 1996).

People with intellectual disabilities may also be highly susceptible to suggestion. They may yield to leading questions or change their answers in response to mildly negative feedback.

The Irish National Federation of Voluntary Bodies (2005) developed a set of guidelines specifically designed for use when interviewing people with intellectual disabilities. Although this study focused primarily on interviews connected with research efforts, many of the best practices are applicable in investigative interviewing as well.

*Location of the interview* – a quiet, distraction-free environment is best. The venue should make the subject feel safe and comfortable. This will make it easier for the subject to answer personal, difficult or awkward questions. They should have no fear that they might be overheard.

*The interviewer* – a blend of subject-matter expertise and experience in interacting with persons with intellectual disabilities is ideal. A patient, understanding and gentle approach will yield the best results.

*Language choices* – poor descriptive words can easily offend a person struggling with intellectual disabilities. Terms like “mentally handicapped,” “retardation,” or “special needs” can be hurtful and counterproductive. Focus on the person, not your concept of the nature of their situation.

*Verbal communications* – speak directly to the subject while maintaining appropriate eye contact. Do not correct or complete sentences for the subject. If the subject's response is not understood, ask for repetition. Avoid paraphrasing. The subject may be reluctant to correct the interviewer even when the interviewer misstates what the subject offered. Keep your language simple, clear and age appropriate. Be patient. If asked to slow down or repeat a question, do so professionally.

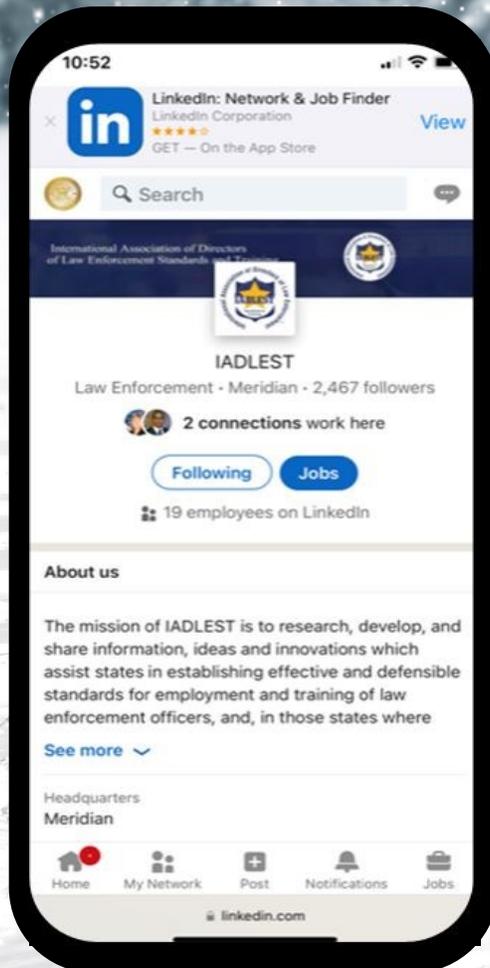
*Non-verbal communications* – when the interview subject struggles with verbal communications, non-verbal cues become even more important than they normally are considered. Look for signs of stress, frustration, or distraction. It is not necessary to evaluate these cues for signs of truth or deception. Rather, use them as guideposts for any required adjustments to your verbal delivery.

Continued on page 55

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*Aids to communication* – as discussed earlier (see *Interview Aids/Media*, in Section I, above), researchers are divided on the value of communication aids. Stories, photos and games may facilitate the exchange of information. However, the investigative interviewer must be cautious about avoiding suggestions or providing cues about desired responses. As in the case of children, it is best to consult with subject-matter experts and your legal advisor before introducing such aids.

*Dealing with abstract concepts* – Terms like “fraud,” “conspiracy,” and “corroboration” are in the investigative interviewers’ daily lexicon and are widely understood. It may be overlooked that these are complex, abstract concepts that may not be well understood by the layman. This becomes even more acute when speaking with people challenged with a developmental or intellectual disability. Use concrete language. Keep sentences short and confined to a single topic. Avoid timeline and quantitative assessments.

*Question formulation* - as with all other interviewed populations, the structure of the question is just as important as the question itself. Questions must be structured in a manner familiar to the interview subject. Use open-ended questions and phrase them positively. If a question requires options, limit it to two or three choices. Repeat such questions and randomize the choices to preclude the tendency to accept the last option offered.

*Response bias* – individuals with intellectual or developmental disabilities may have a tendency to bias their responses in one of three ways. *Acquiescence bias* is the tendency to answer all questions in the affirmative. Conversely, *nay-say bias* results in automatic negative answers. *Recency bias* is the tendency to select the last or most recent option. Interviewers can test for these biases through non-relevant questions. It is important to note that if the question itself includes a built-in bias, the danger of a response bias from the subject is exacerbated.

*Induced acquiescence* – people in this interview population may have a strong desire to please others perceived to be in positions of authority. Consequently, they may not answer truthfully, but in a way intended to satisfy the interviewer. If the interviewer delays in accepting an answer, or expresses skepticism, the subject may feel compelled to modify their response to get positive feedback.

*Patience* – Stated simply, it will just take more time to build an effective interview with this population. Build the extra time into interview planning. Avoid the tendency to answer for the subject or rush their

responses. In initial meetings, allow some “get-acquainted” time to allow for a feeling of trust and comfort with the interviewer.

## Personality and Psychopathology

A wide array of individual factors influence a subject’s decision whether or not to cooperate in an investigative interview. Some studies suggest that interview subjects in law enforcement, loss prevention, asset protection or other situations where a violation is suspected or alleged, are more likely to have antisocial personality disorders or antisocial traits. These individuals are prone to lie for short-term instrumental gains and are less concerned about the consequences for their behavior (Gudjonsson, 2006).

Subjects experiencing a psychological disorder may exhibit signs of:

- Faulty reality monitoring
- Distorted perception
- Impaired judgment
- Anxiety
- Mood disturbance
- Poor self-control
- Feelings of guilt.

Interviewers are not expected to conduct a psychological assessment of the people they interview. However, the interviewer is responsible for making a judgment whether or not the subject is fit to participate in the interview. This not only applies to behavioral concerns. It also includes impairment due to alcohol or other drug consumption.

The professional interviewer always considered the subject’s physical, mental, and social vulnerability. It is incumbent upon the interviewer to assess whether these vulnerabilities may adversely affect the subject’s capacity to cope with the strains that accompany participation in an investigative interview (Grisso, 1986).

In some jurisdictions, courts are considering “fitness to be interviewed” as a factor in the admissibility of statements obtained during investigative interviews (Gudjonsson, 2005). This is specifically intended to protect the interests of psychologically vulnerable subjects.



## Innocence as a Risk Factor

Ironically, innocence itself may put innocent people at risk (Kassin, 2005). People falsely accused of a crime or violation may tend to believe that the truth will emerge and justice will prevail. They may believe that their innocence is apparent to interviewers and investigators. With this in mind, they will waive all rights and speak freely to defend themselves against the allegations.

People who fit the description above are driven by the belief that since they did nothing wrong and have nothing to hide, it is fine to cooperate with the investigative interview. Poorly formed, leading questions can contaminate the interview and lead the innocent person to agree to events that may not be accurate.

This risk factor can be effectively managed with advanced training, thorough preparation and comprehensive understanding of the investigative findings to date. Interviewers must continually monitor their own biases and desire to “clear” a difficult or complex case. Anything disclosed during an investigative interview must be independently corroborated to truly be considered valid.

## Conclusion

Investigative interviewers have an affirmative obligation to recognize and consider subject vulnerabilities. Only through continual training and an extraordinary level of ethical and professional commitment can the rights of the vulnerable be fully protected. This helps ensure that the pursuit of justice does not come at the price of taking unfair and unlawful advantage of those unable to protect themselves.

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Watch Your Speed.  
WIN - What's Important Now?  
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## Standards Check: Citizenship

Recently, the question of citizenship requirements came up in a discussion regarding the eligibility of non–United States citizens becoming law enforcement officers under state certification or licensing standards. Some law enforcement agencies have undertaken the opportunity or desire to allow non-U.S. citizens to become employed as law enforcement officers, for one reason or another. In many states, this action conflicts with state laws on who may or may not become peace or police officers, or other state POST certified officers. Whatever action the state decides to take on this topic, there is federal law that needs to be considered. One consideration is the definitions of “alien.” Another consideration is when can a non-citizen possess a firearm in the United States, and it has nothing to do with whether the person is employed as a law enforcement officer.

To assist in this discussion, the following information from federal law is presented for your consideration in such matters. As always, [you should consult with your attorney or legal advisor before taking action on any legal matter](#)—especially when making decisions about the applicability of employment or certification of non-U.S. citizens as law enforcement officers in your state.

Under federal statute 8 U.S. Code § 1101—  
Definitions

(3) The term “[alien](#)” means any [person](#) not a citizen or [national of the United States](#).

(a) (26) The term “[nonimmigrant visa](#)” means a visa properly issued to an [alien](#) as an eligible nonimmigrant by a competent officer as provided in this chapter.

Under Federal Firearms Law, 18 U.S. Code § 922(g) - Unlawful acts

(5) who, being an [alien](#)—

(A) is illegally or unlawfully in the United States;  
or

(B) except as provided in subsection (y)(2), has been admitted to the [United States](#) under a [nonimmigrant visa](#) (as that term is defined in section 101(a)(26) of the [Immigration and Nationality Act \(8 U.S.C. 1101\(a\)\(26\)](#)).

## QUICK REFERENCE TO FEDERAL FIREARMS LAWS RELATED TO PEACE OFFICER CERTIFICATION/LICENSING

### POSSESSION OF A FIREARM OR AMMUNITION BY A PROHIBITED PERSON:

18 USC § 922(g) & (n). Punishable by up to 10 years imprisonment. May receive minimum sentence of 15 years without parole if offender has three or more prior convictions for a felony crime of violence (e.g. burglary, robbery, assault, possession of offensive weapons) and/or drug trafficking felony.

Elements:

A. Possession or receipt of a firearm or ammunition;  
B. By a subject who falls within one of the following categories:

- Felon - (Additionally, persons awaiting trial on felony charges are prohibited from receiving firearms.);
- Drug user or addict - (Often shown where paraphernalia seized, subject tests positive for drugs and/or subject claims drugs were possessed for personal use.);
- Alien - (Includes illegal aliens and aliens lawfully admitted under non-immigrant visas, i.e., those aliens not admitted for permanent residence.  
⇒ This provision does not prohibit aliens who lawfully possess a so-called “[green card](#)” from possessing guns or ammunition.);
- Is subject to a domestic restraining order - (The order must prohibit contact with an intimate partner, or child of the subject, and must have been issued only after a hearing of which the subject was notified and at which the subject had an opportunity to participate. The order must also find the subject poses a threat to the physical safety of the intimate partner or child or must prohibit the use, threatened use or attempted use of physical force.);
- Has a prior conviction for domestic assault - (Includes a prior conviction for any assault or threatened use of a deadly weapon against a present or former spouse or partner or child or guardian of any such person. The subject must have been entitled to a jury trial and been represented by counsel in the prior proceeding or be shown to have waived those rights.)

Continued on page 59

### **QUICK REFERENCE TO FEDERAL FIREARMS LAWS (Continued)**

- Fugitive from justice - (Fled any state to avoid being prosecuted or to avoid testifying in any criminal proceeding.); or

- Dishonorably discharged from the military; AND

C. The firearm or ammunition was transported across a state line at any time.

#### **II. KNOWINGLY SELL, GIVE OR OTHERWISE DISPOSE OF ANY FIREARM OR AMMUNITION TO ANY PERSON WHO FALLS WITHIN ONE OF THE ABOVE CATEGORIES:**

18 USC § 922(d). Punishable by up to 10 years imprisonment.

#### **III. USE, CARRY OR POSSESS A FIREARM IN RELATION TO OR IN FURTHERANCE OF A DRUG FELONY OR A FEDERAL CRIME OF VIOLENCE:**

18 USC § 924(c). Punishment ranges from at least 5 years up to life imprisonment, without parole, or death if death results from use of firearm. Sentence must be served consecutive to any other sentence. Mandatory minimum sentence increases depending upon: the type of firearm involved (sawed-off gun, silencer, etc.); whether more than one offense was committed; and whether gun was simply possessed or was brandished or discharged.

#### **V. FIREARM IN A SCHOOL ZONE:**

18 USC § 922(q)(2)(A). Punishable by up to 5 years imprisonment.

- A. Except as authorized, may not possess or discharge a firearm in a school zone.

#### **DEFINITION OF "FIREARM":**

Any weapon (including a starter gun) which will expel a projectile by means of an explosive or is designed or may be readily converted to do so. This includes the frame or receiver of any such weapon, any firearm muffler or silencer or any destructive device.

A "destructive device" includes any explosive, incendiary or poison gas---(i) bomb; (ii) grenade or (iii) similar device, or any combination of parts designed or intended to be converted into a destructive device, or from which a destructive device may be readily assembled. Does not include black powder or antique type firearms. 18 USC §921(3).

**For more information or questions about this article, please contact your local or state government attorney, the U.S. Attorney Office in your state, or the Bureau of Alcohol, Tobacco and Firearms (ATF).**

## **How Safe Are Your Training Records?**

It is a good question for all POST and academies. How safe are your training records from being hacked or compromised? What do your training records consist of: names, social security numbers, contact information, other sensitive information? This source of information on your officers could be targeted by criminals or groups for several illegal or targeted reasons.

How are your records secured? Does your training vendor or agency IT Department use secure means to safeguard your electronic programs and files? How much do you know about those who are charged with protecting the records you have a responsibility to keep secure?

These questions or concerns become more apparent when you read about IT systems that are being hacked, resulting in the illegal distribution of information. For example, the issue was raised recently in an article published by *Government Technology* reported on the breach of police information where "Hackers reportedly stole nearly 20GBs of data from a] police agency vendor, . . .including personal information on suspects and convicted sex offenders as well as plans for upcoming police raids."<sup>1</sup> The article specified details of the information believed to have been compromised. While the article wasn't directed toward training files, it is an eye-opener for law enforcement about groups that may wish to interfere with law enforcement operations or those who work within the profession.

Continued on page 75

# Could Law Enforcement Policies Be Worded More Respectfully?

by Lewis Eisen

Lewis S Eisen, JD, is the leading authority on the use of respectful language in policy drafting. He draws on over 25 years' of experience as a practicing lawyer, business consultant, author, and federal civil servant. Lewis's approach to drafting policies using respectful language has been adopted at organizations across the US, Canada, and Europe.

Police forces all over North America are struggling today with the lowest morale issues some of us have ever witnessed. The disconnect between rank-and-file workers and senior management continues to expand, so much so that many officers do not feel that the decision-makers in the force have their best interests at heart.

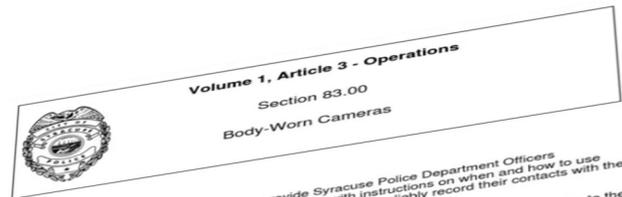
In an attempt to bridge the gap, police forces are feverishly trying to change their corporate culture, or at least the public image of that culture. These efforts include actively demonstrating to their members that they truly care about people. That claim shows up on agency Web sites. The topmost item on the FBI's list of core values is "respect."<sup>1</sup> The RCMP's Vision 150 strategy talks about creating a work environment where employees feel valued and respected.<sup>2</sup> The LAPD and Toronto PS sites assure us that they hold "respect for others" as an organizational value.<sup>3,4</sup> Similar claims can be found on the sites of other agencies.

Despite the rhetoric, when you open the manuals of many law enforcement agencies and actually read their policies and directives, the reality is different. Instead of speaking respectfully to the people they're addressing, many of these rules sound like they were written by angry parents scolding naughty children. A statement like

*Deviations from the procedure will not be tolerated*

is an unnecessarily antagonistic way of communicating that the end result will be acceptable only when the instructions are followed precisely.

Law enforcement policies tend to be full of dictatorial and confrontational statements, and that situation is not encouraging. Rules documents drafted in an overly aggressive tone of voice are evidence of a toxic organizational culture. The traditionally accepted authoritarian tone of policies and directives needs to give way to a more



- 83.00 POLICY:**  
The purpose of this policy is to provide Syracuse Police Department Officers (hereinafter, "Members(s)" or "Officer(s)") with instructions on when and how to use body-worn cameras (BWCs) so that Officers may reliably record their contacts with the public in accordance with applicable law.
- It is the policy of the Syracuse Police Department (SPD) that Officers shall activate the BWC when such use is appropriate to the proper performance of the individual Officer's official duties and where the recordings are consistent with policy and law. This policy does not govern the use of surreptitious recording devices used in undercover operations.
- 83.10 DEFINITIONS:**
- A. **Body Worn Camera (BWC)** – Overt mobile audio and video-capture device issued by SPD designed to be worn by SPD Members in the course of their duties.
  - B. **BWC Program Manager** – A sworn supervisory Member assigned to the Division of Technology & Program Management who is responsible for the supervision and coordination of the administrative duties within the Division of Technology & Program Management relating to the BWC program.
  - C. **BWC Recording** – Audio and video recordings and associated metadata from BWCs.
  - D. **BWC System** – The body-worn camera and all associated equipment and software.

collaborative tone if the working relationship is to improve.

The goal is to have our internal regulatory instruments functioning within a policy culture of trust.

The goal is to have our internal regulatory instruments functioning within a **policy culture of trust**. You can tell that you are working within a **culture of distrust** when the overarching philosophy is something like this: "If we don't explicitly write a policy telling people not to set off fireworks inside the police station, then somebody is going to do it and claim that they didn't know it wasn't allowed." That viewpoint represents a defensive approach to rule-making, which reveals an underlying culture of distrust.

True, if you don't explicitly tell people not to set off fireworks inside the police station, it's possible that some rogue employee might claim that it isn't prohibited behaviour. But using that fear as a guide for policy wording is letting the tail wag the dog. Do we want to aim our policy statements only at the rogues or do we want to address the 99% of people who want to follow the rules?

The employee who sets off fireworks indoors clearly lacks judgment, a key competency of policing. That shortcoming will show up elsewhere, manifesting itself as a disciplinary problem, a teamwork problem, an attitude problem, or some other employee relationship problem. Those problems, while needing attention, are **not policy drafting issues**; they are HR issues that require a solution with a different focus.

Continued on page 61

Organizations functioning within a policy culture of distrust are easy to spot. Compare the following statements:

- A) "Officers **must** submit vacation requests no later than seven business days in advance. Any request not submitted on time **may be refused**."
- B) "Officer vacation requests are eligible for approval only when submitted at least one week in advance."

These statements convey the same factual request: the HR branch wants no less than seven days to process vacation requests. So why the difference?

Looking at Statement A, it's obvious that too many people in that organization have ignored the seven-day lead period. More seriously, what's also apparent is the underlying emotion. Read between the lines and listen carefully to the language in Statement A. You will hear a subtle—but clearly perceptible—undertone of frustration: the people in the HR branch are fed up with the lack of compliance with this rule and have no bones about sharing that sentiment.

Statement B is neutral. The requirement is still strict, yet it's expressed in a helpful, rather than reproachful, manner.

I sympathize with the HR people in the office that wrote Statement A. It's not unreasonable to be frustrated if people aren't following your rules. The more important question is whether it's appropriate that that frustration shows up in the policy wording, revealing those private corporate problems to you and me.

Is yours one of those law enforcement agencies that posts its policies on the Web in an effort to be more transparent? If so, not only will you and I know about the low compliance level and the HR branch's frustration, but the entire world will find out. Not exactly the kind of image you want to be projecting to the public.

**People will rally . . .  
when your rules are written to  
sound positive and helpful.**

Done properly, policies are about getting clarity and setting targets. No matter what the field—Operations, Training, HR, Finance, IM/IT, or Security—**rules are about helping people do the right thing**. If your policies are properly worded,

people will rally behind them. They will support them, encourage others to follow them, and be heard to say that they wish other organizations had the same policies.

You can achieve that goal when your rules are **written to sound positive and helpful rather than negative and dictatorial**.

Take this example:

*You must be a full-time officer to apply for the supervisor position.*

Why "must"? Why is someone issuing an order about this requirement? The hiring condition might be strict, but there's no reason to sound authoritarian about it. There are many less aggressive ways to put it, such as:

*Only full-time officers are eligible to apply for the supervisor position.*

*The supervisor position is open exclusively to full-time officers.*

*You qualify for the supervisor position only if you are a full-time officer.*

Each of those three statements provides exactly the same information as the example without resorting to the Parent-Child dynamic that is so toxic to good working relationships.<sup>5</sup>

Here's another example:

*A. Overtime hours are not available without the approval of a senior officer.*

*B. Overtime hours are available with the approval of a senior officer.*

Both statements declare the same rule, but the tone and messaging is entirely opposite. An officer who doesn't want overtime won't care either way; however, for those who do want overtime, there's a world of contrast. Statement A tells them that you will withhold a benefit until they cross a hurdle. Statement B offers them that benefit and tells them how to get it.

The undertone of Statement A is, "Don't you dare work overtime without getting approval first." It's working from a defensive posture, from a policy culture of distrust. Whether intended or not, the undertone is on display, and the negative messaging comes through. It's hard to build positive employer-employee relationships using policies loaded with negative messaging.

Continued on page 62

Why is that dictatorial language there in the first place? Where did it originate? It's not just because law enforcement is a command-and-control profession.

Think back. All of us first learned about rules by listening to our parents and our teachers, who constantly told us how to behave: Do this. Don't do that. If you don't do what I say, there will be consequences.

What we took away from those interactions growing up was the belief that rules should sound bossy. Bossy rules emphasize the power hierarchy: "I am telling you what to do and you will obey me." We all lived the formative years of our lives on the receiving end of rules that we were not supposed to question.

To be fair, we were only seeing part of the picture. What our parents and teachers were actually modeling for us at the time was their understanding of how caretakers make rules for children, not how adults make rules for other adults. Wording rules directed at adults is a different skill altogether, but it was not presented as an option at the time. As a result, most of us never learned that skill.

In addition, for centuries, that dictatorial tone of voice was reinforced by a too-prevalent social dynamic in the office. Up until a couple of decades ago, it was not uncommon to hear bosses across all industries shouting at their employees. The boss would yell and scream, even curse or hurl abuse, and there was nothing the poor employees could do about it. That dynamic was an accepted part of the workplace. Bosses spoke like that, and they wrote like that, and that's just how it was.

Today we live in a different world. Today, in normal office discourse, no one talks to their employees in that tone of voice. Today we strive to maintain a respectful workplace, and we promote awareness of issues around collaboration, diversity, and inclusion. No one continually talks down to their employees anymore.

But a lot of people still write like that. The writing has not caught up to today's corporate culture. As a result, too many organizations' policies sound like parents admonishing their children.

If your goal is to have an optimally functioning workplace, then that relic of the past is a serious impediment. Adults hear that heavy-handed tone of voice as disrespect and instinctively tend to resist.

If you're having a compliance problem, there could be a number of reasons. In addition, you might also

need to look at how well the enforcement mechanisms in the office work. In some cases, you might want to boost the strictness of your requirements. However, **don't confuse strict requirements with harsh language**. Making your requirements stricter has the power to effect changes in behaviour; in contrast, making your language harsher engenders more resistance.

The easiest way to avoid the Parent-Child dynamic in policies and directives is to stick with the present tense. It's plain and simple. Our policy is that...

*The office is open to the public from 8:00 to 16:00.*

*Incident reports are due 48 hours after the incident.*

*Children are interviewed only in the presence of a parent or guardian.*

*Expenses are reimbursed when submitted within one month of the trip.*

The present tense tells you that "it just is." It informs you about the executive decision that was made on the matter. There's no "must," "shall," or "will" about it. The simple present tense can be more powerful than statements written in the imperative.

Not convinced? Perhaps we should take a lesson from the world of legislation. The strictest rules anywhere are the criminal laws: the rules against murder, assault, kidnapping—you know, the nasty stuff.

Look at how those rules are worded. Do we ever see statements like this? "People must not murder other people." "Citizens are not permitted to steal." "It is strictly prohibited to kidnap anyone, and no exceptions will be tolerated!"

Of course not. That's not how criminal law is drafted. Here's the prohibition on arson in the *Canadian Criminal Code*:

*Every person who intentionally or recklessly causes damage by fire or explosion to property that is not wholly owned by that person is guilty of an indictable offence and liable to imprisonment for a term not exceeding fourteen years.*<sup>6</sup>

Look at that! It's drafted in the present tense. Here's the same law in South Dakota:

*Any person who **starts** a fire or causes an explosion with the intent to destroy any occupied structure of another is guilty of first degree arson.*<sup>7</sup>

*First degree arson is a Class 2 felony*

Here's the prohibition in Texas on kidnapping:

*A person **commits** an offense if he intentionally or knowingly **abducts** another person.*<sup>8</sup>

A survey of the penal codes of all 50 of the United States reveals that 80% of them use some variation of the present tense.<sup>9</sup> This format is not limited to North American jurisdictions.

Here's a sample from the United Kingdom:

*A person **is** guilty of theft if he dishonestly **appropriates** property belonging to another with the intention of permanently depriving the other of it...*<sup>10</sup>

From New Zealand:

*Everyone who commits robbery **is** liable to imprisonment for a term not exceeding 10 years.*<sup>11</sup>

And finally, from France:

*Le vol **est** puni de trois ans d'emprisonnement et de 45 000 € d'amende.*<sup>12</sup>

*[Translation: Theft **is** punishable by three years in prison or a €45,000 fine.]*

All are drafted in the present tense. There is no commanding, no finger-wagging, no we-know-best or we-are-in-charge-and-you-will-obey attitude coming through. No Parent-Child dynamic. It's a simple, respectful statement of the decision on the topic.

What we have now is an absurd situation: **the strictest laws for the most heinous crimes in the country are worded more respectfully than many of the internal policies drafted by law enforcement agencies.**

Ponder that for a moment. Going solely by the tone of voice, you could be forgiven for wondering if your police force considers murdering your boss to be a less serious offense than submitting a late incident report. Apparently, we want to speak more nicely to criminals than we do to our own colleagues.

That's just plain wrong. There's no reason why law enforcement policies can't be worded more respectfully.

Some police forces are moving in the right direction, but not many. Letting go of the old way is hard for some people. Once in a while, during a training session on policy writing, someone throws this objection at me:

"When workers in other organizations don't follow the rules, they might lose clients or money. When **our** workers don't follow the rules, people die!"

That fact is true, of course. Consequences for failure to adhere to regulations in the policing world can be lethal. The level of risk tolerance on that score needs to remain at zero.

But that fact does not mean that there are no boundaries. The risk that people might die does not justify being disrespectful any more than it justifies being vulgar or insulting.

Nor does that fact negate the need to prove causality. Does the confrontational language in the policy help people understand the rules better? Unlikely. Does it help them remember the rules better? Still unlikely.

Does it make them more likely to follow the rules? On that one, the opposite is true. People are more likely to resist disrespectfully worded rules than to comply with them. That effect is called **psychological reactance**, and it's well documented.<sup>13</sup> There may be a time and a place for brusque, no-holds-barred, and sometimes raw language, such as when handling emergencies and critical incidents, but written policies are not that time and place.

Having trouble recruiting new people to your police force? One generation of workers will absolutely not tolerate being spoken to disrespectfully: the generation coming into the workforce today. More than any previous generation, millennials want to feel respected in the workplace.<sup>14</sup> It's counter-productive if the positive imagery and welcoming attitude of your recruitment service brings in eager people to apply for positions, only to have them turn away after reading your policies and concluding that you really aren't as interested in modernizing as you claim to be.

**If we're serious about showing the world that "respect" is a core value for us, then we need to walk the talk.**

It's time to update the language of the policies and directives in the policing world. If we're serious about showing the world that "respect" is a core value for us, then we need to walk the talk. It's hard for anyone to believe that leaders and decision-

Continued on page 64

makers truly want to promote collaboration, inclusion, and respect when a simple reading of the policies makes it clear that the sole goal is simply old-school obedience.

<sup>1</sup> <https://www.fbi.gov/about/mission>

<sup>2</sup> <https://www.rcmp-grc.gc.ca/vision150/strategic-plan-strategique/orientation-strat-focus-eng.htm>

<sup>3</sup> <https://www.lapdonline.org/core-values/>

<sup>4</sup> <https://www.tps.ca/mission-vision-values/>

<sup>5</sup> The notion of a Parent-Child dynamic comes from the science of Transactional Analysis. For a simple explanation of the Parent-Child and Adult-Adult dynamics, see Games People Play, by Eric Berne, M.D.

<sup>6</sup> <https://laws-lois.justice.gc.ca/eng/acts/C-46/section-434.html>

<sup>7</sup> [https://sdlegislature.gov/Statutes/Codified\\_Laws/2047653](https://sdlegislature.gov/Statutes/Codified_Laws/2047653)

<sup>8</sup> <https://statutes.capitol.texas.gov/Docs/PE/pdf/PE.20.pdf>

<sup>9</sup> <https://lewiseisen.com/2021/10/15/state-penal-law-review-results/>

<sup>10</sup> <https://www.legislation.gov.uk/ukpga/1968/60>

<sup>11</sup> [https://www.legislation.govt.nz/act/public/1961/0043/latest/DLM330250.html?search=ad\\_act\\_robbery\\_25\\_ac%40bn%40rn%40dn%40apub%40aloc%40apri%40apro%40aimp%40bgov%40bloc%40bpri%40bmem%40rpub%40rimp\\_ac%40ainf%40ani%40bcu%40rin%40rnif\\_hawse&p=1](https://www.legislation.govt.nz/act/public/1961/0043/latest/DLM330250.html?search=ad_act_robbery_25_ac%40bn%40rn%40dn%40apub%40aloc%40apri%40apro%40aimp%40bgov%40bloc%40bpri%40bmem%40rpub%40rimp_ac%40ainf%40ani%40bcu%40rin%40rnif_hawse&p=1)

<sup>12</sup> [https://www.legifrance.gouv.fr/codes/article\\_lc/LEGIARTI000044394144](https://www.legifrance.gouv.fr/codes/article_lc/LEGIARTI000044394144)

<sup>13</sup> [https://en.wikipedia.org/wiki/Reactance\\_\(psychology\)](https://en.wikipedia.org/wiki/Reactance_(psychology))

<sup>14</sup> <https://www.gallup.com/workplace/336275/things-gen-millennials-expect-workplace.aspx>

Lewis S Eisen, JD, is the author of the international bestseller, *How to Write Rules that People Want to Follow: A guide to drafting respectful policies and directives*.

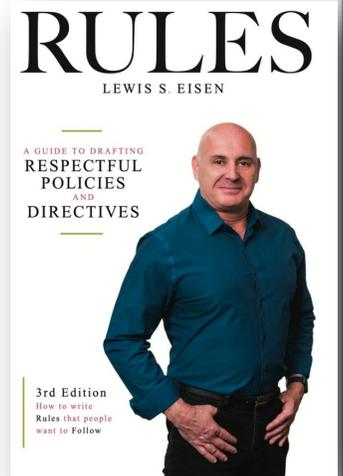
The book is now in its third edition and is also available in French.

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## Leading the Training Function

*The information presented below is offered as concepts, modified from an infographic courtesy of Training Industry.\* The general ideas were gathered from a global network of learning leaders just like you. They have been modified for law enforcement training leaders.*

1. Focus on what matters: As a training manager your goal is to deliver training that improves the quality of law enforcement services. Focus on the programs that are essential towards citizen safety and security.
2. Don't Be Afraid To Say "No." Training isn't the answer to every law enforcement challenge. Learn when to negotiate or say "no" to training requests in which learning doesn't seem to be the best solution to the problem at hand.
3. Partner for Success: By partnering with other police training units, including human resources (HR), you can ... understand your learners' challenges better, and collaborate with stakeholders across silos to identify innovative solutions
4. You Deserve Development, Too: When your job is focused on developing others, it's easy to let your own development fall by the wayside. Pencil in time for your own training so that you can improve your performance and achieve your career goals.
5. You Can't Pour From An Empty Cup: Prioritize your well-being by ... taking regular breaks throughout the day. Committing to foundational wellness best practices. Delegating tasks when possible. Doing so will leave you better able to serve both your learners and the training department.

Whether you lead an established training team or are a newly appointed team of one, following these tips will help you better drive your work implementing learning in your organization.

\* <https://trainingindustry.com/content/uploads/2023/01/Leading-the-Training-Function.pdf>

# Equine Assisted Learning Training is the New Scenario Training Program

By Donna Marotta



Properly preparing Law Enforcement Officers (LEO) for the emotional and physical demands occurring during a perceived threat is a crucial element in the process of making quick and accurate decisions regarding the appropriate use of force. Such preparation best enables a positive outcome for the community and the department. For years role-playing, scenario training, and classroom environments have been the standard in preparing for a critical incident (CI). Training for resilience seems to be an online seminar or a classroom lecture. The environment of a classroom or online webinar is not the same as a CI. The knowledge of the physical affects and emotional effects in a CI is important, but it is not the only element of a CI. Learning self-control and awareness of one's emotional and physical reaction to stress is not attainable in these boundaries because they do not provide the experience of the mental with the physical reactions of stress that comes from a perceived threat. To provide a learning experience in a stressful unpredictable situation, officers need to be in a stressful unpredictable environment.

Training the brain to stay in balance has never been more critical than in today's world. Today's phones are recording examples of officers losing patience, repeating commands without a pause, and firing their weapon without a pause to reassess the threat. These are not isolated incidents but a worldwide problem. Training physically helps muscle memory, but what about the brain taking in the information of the environment? A balanced brain keeps the subconscious from taking control and causing excessive focus for self-preservation. Lives are altered unnecessarily because the subconscious took control for self-preservation.

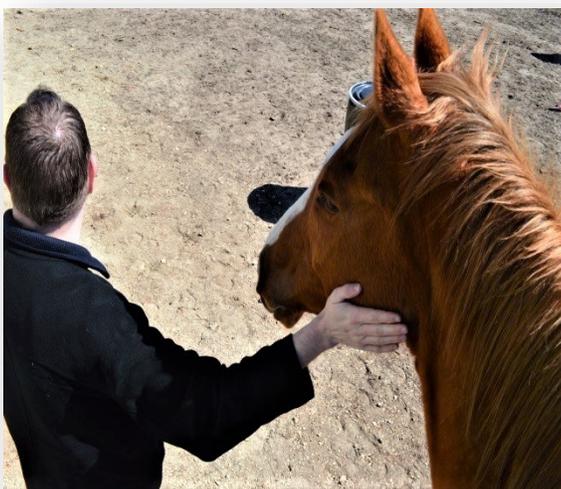
In traditional scenario training, the adrenaline rush and anxiety are there but the mindset and conscious parts of the brain are not engaged because there is no real-life threat to one's safety. When such a threat exists, the subconscious part of the brain becomes fully engaged for self-preservation, and muscle memory kicks in, urging the individual to stay alive. This creates an adrenaline overload, and it takes days for the adrenaline level to return to more appropriate levels. For effective training in critical incident stress, the mindset,

including the conscious and subconscious parts of the brain need to be engaged. The appropriate balance between the three parts of the brain is crucial for decision-making and resilience before, during, and after a critical incident. The conscious thought of self-preservation is missing from traditional scenario training. This is evident in the fact that in traditional scenario training, the adrenaline and heart rate increases. It is comparable to when we wake up from a bad dream, and the body is reacting to the dream and not the environment. When we wake up from the dream, the conscious and mindset are cognizant to "it's just a dream." Still, the entire day is impacted emotionally by this memory. Training must involve a conscious adrenaline rush to prepare officers, so they possess the skill for self-control and awareness. Exercising the brain to monitor one's emotions in advance of the situation and being consciously aware of one's level of emotion is the goal for any resilience or de-escalation program. Self-control and awareness lead to resilience. How can a training program mirror the stress and anxiety of a traffic stop, domestic dispute, or "shots fired"? An innovation for recognizing and coping with conscious levels of stress, hypervigilance, and anxiety can exist through a seemingly unlikely source – working with horses, on the ground, at liberty.



*"Working with horses on the ground at liberty."*

Horses have been able to bring out the best and worst in us. Animal Assisted Intervention has shown the capacity to reduce anxiety and stress and help us to find calm. Equine Assisted Learning Training (EALT) engages the three parts of the brain to work together and stay in balance before, during, and after a CI. Whether the officers are used to being around horses, or not, horses will react to the negative or positive mindset of the people around them. Research shows that even if the horse is familiar with an individual, it will react the same way to a negative or positive mindset from the person: negative thoughts make horses at liberty unpredictable and engage the officer's mindset to "I could get hurt." The thought of conscious self-preservation is engaged.



Horses are big and move quickly if they need to, making them a catalyst for stress and anxiety. In an EALT class, horses are the interactive diagnostic tool for the emotional and physical state of mind and body of the participants. EALT provides the opportunity for officers to practice self-awareness and self-control to follow protocol when things are not going as planned. Just like encounters in the field, officers experience the same interaction of noncompliance, with horses, who push the limits of their patients. This training provides officers with the internal resources necessary to resolve the situation for a more positive outcome.

Just as horses can create stress, they can also show us the opposite of stress. An EALT class will start out with the students observing horses that are physically, and highly active in the arena. What officers do not realize is, that the horses are reacting to them. As officers work on their self-control, de-escalation skills, and breathing techniques from their classroom training, the horses will de-escalate too. Officers observe the level of activity in the arena start to slow down, and they can reflect on this

change in horse behavior. The horses' behavior is evidence that the students are monitoring their adrenaline and emotions. As the officers move through the scenario timeline (subconsciously), they are deliberately thinking about their safety (mindset), processing the established protocol, and monitoring emotional and physical adjustments (conscious).

An EALT class involves three horses and the instructor. Three horses have two purposes: one, the horses help each other when the situation in the arena is stressful, and two, the students need to make an emotional and physical adjustment to get the different horses to comply. Anyone who works with horses will tell you, that each horse has a different personality and position in the herd. Some horses will need more force to get them to cooperate, and others will need less force. The word "force" in this context is your level of adrenaline which must be controlled as a critical situation evolves. Adrenaline is what overloads the system, and officers will make mistakes and have difficulty remembering the sequence of events. As the students start using their classroom training to stay calm, the horse or horses behave in a calmer manner. Officers will observe the change in the horse's or horses' behavior and will have time to reflect on their own level of calm. It is through these experiences with the different horses that officers practice recognizing and manipulating their levels of stress and adrenaline and making appropriate adjustments to meet the needs of the environment.



In the EALT scenario timeline, there are boundaries the horses must stay within. The students and instructor establish protocol. The obstacles in the timeline symbolize the moments of stress in the scenario, engaging the subconscious. The same thing happens when you are driving by a location and you remember what happened there one year

ago, five years ago, or thirty years ago. There is a physical reaction to that thought or memory. The obstacles in the timeline will trigger the subconscious to react the same as it does in traditional scenario training. The big difference is that the horse will engage the mindset and the conscious parts of the brain to monitor internal reactions to the obstacles and the horse. This is the innovative way to practice brain balance.



As officers work with the different horses in the timeline, they become aware of their stressors and anxiety levels, but most importantly, they are aware of their adrenaline levels. The officers practice and reflect on self-awareness and self-control before, during, and after stressors. This skill applies to officers leaving one situation and heading to a different situation or calls that are escalating and becoming chaotic. Officers will be better at self-monitoring and placing appropriate pauses when instructing a suspect to do something or following protocol when discharging their firearm. Horses become easier to navigate through the timeline not because the horse learned a new skill, but because the officers are learning self-control and awareness in themselves.

Horses and people respond to their environment, but the horses know how to be resilient. Officers see the horse's positive behavior and can reflect on their mental and physical feeling of adrenaline and heartrate. This experience aids in the understanding of the internal resources they have available to them. Being able to make these emotional and physical changes is resilience.

A balanced brain prevents the subconscious from taking control and focusing on self-preservation. Being resilient is more than mental health; it is about being able to survive and thrive in the new normal. It is about letting go and not burying it in the back of your mind. It is accepting the past and

looking toward the future. We are losing good officers who made a life-altering decision because the situation became chaotic and led to PTSD. Being resilient improves mental health to survive and thrive in the first responder world.

EALT can be a multi-agency class for Law Enforcement, Dispatch, Fire, EMS, and trauma centers to attend together. It does not need to be expensive to provide this training, and it basically involves the instructor, three horses, and an arena with props the mounted unit uses for training their horses. The fees for the class pay the instructor, the facility, and the use of the horses. This program has so many benefits to the first responders professionally and emotionally but also contributes to the financial support of mounted units.

*Donna Marotta has worked with horses for over 45 years. She was an Equine Specialist for Equine Assisted Growth and Learning (EAGALA). EAGALA introduced her to how humans and horses interact with each other. Together with life experiences, EAGALA, and twenty years of education, Donna has created a professional development program on self-control, awareness, and resilience. Self-Control Awareness and Resilience is a certified class with IADLEST NCP.*

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## **A Useful Article Everyone Should Read and Consider In Their Work**

Recently advertised in the February 21, 2023, NLEARN announcement, was an article titled, "Failure Has To Be An Option," by Bob Behn. After reading it, the article gives one pause—between what success is and what may come from not trying. As noted, every public official needs to recognize that a lot of failures occur in trying to achieve something. The point being whether one should be punished for failing to achieve a goal, and what deterrence or obstacles arise from trying to achieve a result that, in someone's opinion, has resulted in failure. It's an interesting analysis, with prompts for pondering one's own life experiences.

*Behn, Performance Leadership Report, Vol. 13, No. 1, Sept. 2015.*

## Embracing Internationalism

Among the greatest contributions that IADLEST has made over the decades in law enforcement is our work with our international law enforcement members and partners. From the early days, when countries like Japan and the Netherlands joined us at our annual conferences, to our work with Serbia, Kosovo, Albania, Russia, Nigeria, United Arab Emirates, Columbia, Mexico, Thailand, Philippines, Saudi Arabia, the U.S. territories of Guam and the U.S. Virgin Islands, etc. These moments have all been some of our most outstanding achievements. IADLEST's strength comes from sharing our mission and best practices with other countries worldwide. IADLEST is looked to as a primary source for new ideas, and its programs have been replicated by other organizations seeking to strengthen their international missions. IADLEST members need to continue seeking international members to fully embrace our ability to engage with the remaining countries of the world.

Each IADLEST Director Member should look beyond their neighboring borders to enlist police training counterparts into the mission and goals we strive to promote. For example, suppose each state made it their goal to establish a sister country's law enforcement training academy (much like the sister-cities initiative that has taken place in America) and encourage them to join IADLEST. Over time, it might be possible for IADLEST to represent most of the world's police standards and/or training organizations. What a wonderful thing that would be for the members of IADLEST to accomplish together. The results of engaging with other world countries could broaden the association's horizons and allow all members to see what successes in law enforcement training and standards the world has to share.

Embracing internationalism can have overwhelming advantages for U.S. and world initiatives on the rule of law, community-oriented policing concepts, accountability in policing, and advancing women in policing projects. Such action could guide the development of new training standards and instructional criteria. It may also provide insight into sharing web-based training courses for entry-level, inservice, and command-level officers.



IADLEST has a lot to offer others within the law enforcement community. We've had many achievements that shine as examples of who we are and what we can do on the international stage. Other national and international organizations have sought IADLEST's assistance to help develop their programs, reflecting our ability to accomplish greater things together than what we might achieve individually within our sphere of daily activities. Today, we have more opportunities and better methods to assist in developing law enforcement agency training organizations. IADLEST members should seek out countries less fortunate than their own, such as those on the cusp of advancing towards greater means, and bring them into IADLEST's sphere of influence. We can do better than we have in the past in gathering law enforcement training and standards administrators, and there's no better time than now to get it done.

In the next edition of Standards & Training Director Magazine, we will explore ideas from the membership on how our association can broaden its international reach. In addition, we will review some of the U.S. states and cities with sister relationships with foreign countries, which could assist IADLEST in establishing contacts with international police forces and their training units.

There are unique law enforcement training programs worldwide, and IADLEST strives to identify each country's progressive steps toward best practices in employment and training standards for our members.

## **NEW SECRET SERVICE RESEARCH EXAMINES FOR THE FIRST TIME FIVE YEARS OF MASS VIOLENCE DATA**

**Washington, D.C.** – On January 25, 2023, the U.S. Secret Service National Threat Assessment Center (NTAC) released [Mass Attacks in Public Spaces: 2016 - 2020](#), a comprehensive report examining 173 incidents of targeted violence and highlighting the observable commonalities among the attackers.

The report's release coincides with a webinar presentation tailored to community leaders and stakeholders. Over 20,000 participants have registered for the event, including government officials, police, school officials, workplace security managers, mental health professionals, and faith-based leaders. The registrants represent all fifty states, the District of Columbia, and multiple countries.

“The prevention of mass violence in America remains as critical as ever. Far too often, communities and families have been devastated by the impact of these tragedies, and public safety professionals continue to work toward preventing future attacks,” said U.S. Secret Service Director Kimberly Cheatle of the report. “The information revealed in this report is intended to guide those prevention efforts. NTAC’s exploration of each attacker’s background, motivation, and pre-attack behavior will assist the Secret Service and our partners in our shared violence prevention efforts. We encourage our public safety partners to review the information within this report and apply it to their own practices for providing a safe environment in communities across the country.”

The attacks contained within the report impacted a variety of locations, including businesses and workplaces, schools, houses of worship, military bases, residential complexes, and more. In many of these cases, the attackers had a known affiliation with the site of the attack.

The analysis is intended to provide critical information to a cross-sector of community organizations that have a role in preventing these types of tragedies. Among the report’s key findings:

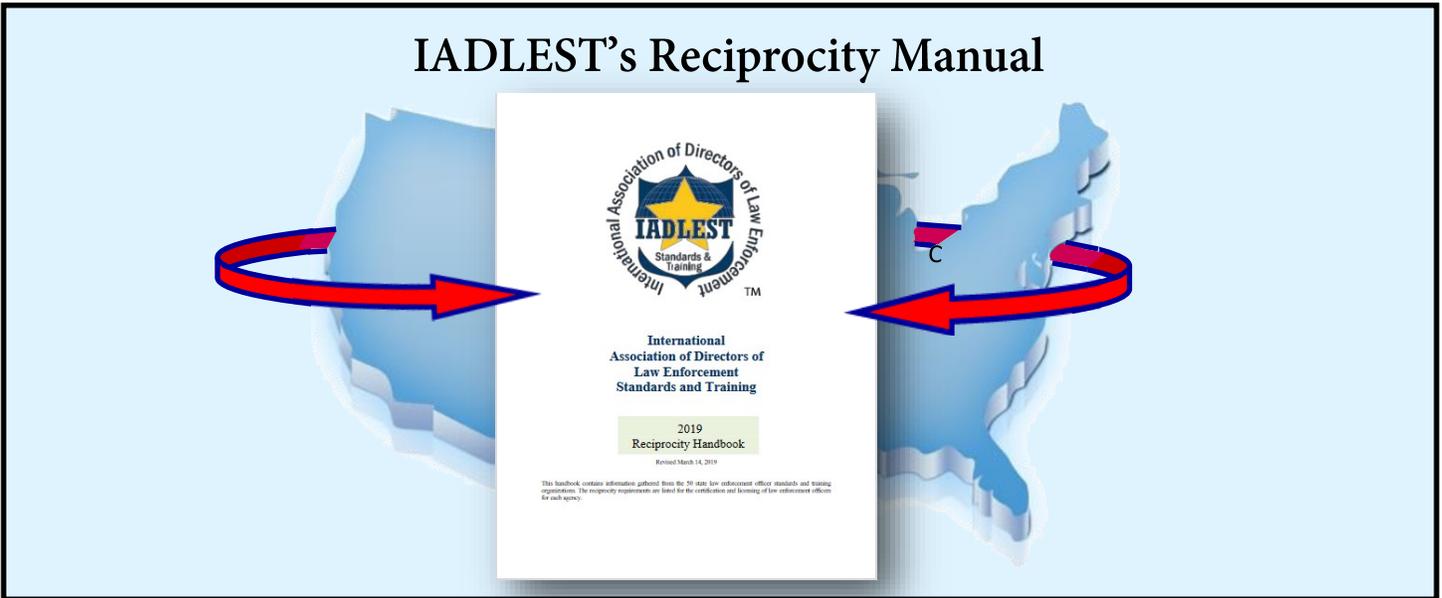
- Most of the attackers had exhibited behavior that **elicited concern** in family members, friends, neighbors, classmates, co-workers, and others, and in many cases, those individuals **feared for the safety of themselves or others**.
- Many attackers had a history of physically aggressive or intimidating behaviors, evidenced by **prior violent criminal arrests/charges, domestic violence, or other acts of violence** toward others.
- Half of the attackers were motivated by grievances, and were **retaliating for perceived wrongs** related to personal, domestic, or workplace issues.
- Most of the attackers used **firearms**, and many of those firearms were **possessed illegally** at the time of the attack.
- One-quarter of the attackers subscribed to a **belief system involving conspiracies or hateful ideologies**, including anti-government, anti-Semitic, and misogynistic views.
- Many attackers experienced **stressful events** across various life domains, including family/romantic relationships, personal issues, employment, and legal issues. In some of these cases, attackers experienced a specific triggering event prior to perpetrating the attack.

Over half of the attackers experienced **mental health symptoms** prior to or at the time of their attacks, including depression, psychotic symptoms, and suicidal thoughts.

The report also highlights key operational implications for those tasked with violence prevention. These implications should be kept in mind while communities develop the tools, training, resources, and policies to prevent future tragedies.

The Secret Service will continue to build on our threat assessment methodology and provide research findings and guidance to public and private sectors to enhance the prevention efforts of those charged with safeguarding our communities.

# IADLEST's Reciprocity Manual



The International Association of Directors of Law Enforcement Standards and Training (IADLEST) is an association of law enforcement standards and training managers and leaders. The IADLEST's mission is to research, develop, and share information, ideas, and innovations which assist states in establishing effective and defensible standards for employment and training of law enforcement officers; and, in those states where dual responsibility exists, corrections personnel.

Peace Officers Standards and Training (POST), or its equivalent, exists in most of the 50 states. The POST Boards set standards for law enforcement officers, identify training needs, and certify training. Often law enforcement officers who have been trained and certified by one state desire to relocate to another state. These individuals question whether their training is accepted by that state's POST and want to know the new state's certification process. Most of the state POST agencies have created reciprocity policies and administrative rules to accept POST training from other states, and allow experienced and qualified officers to apply and challenge some or all portions of their entry-level training requirements.

IADLEST published a reciprocity manual as a resource to law enforcement training managers and others interested in the researching the different state requirements for peace officer certification for qualified, experienced officers who received their law enforcement training elsewhere. It is recommended that interested persons access the web page of the respective state to get additional information and guidance on waiver of training.

Each POST agency prepared their respective reciprocity page. The reciprocity information is reprinted every couple of years, as it is recognized that the requirements of certification or reciprocity may change at the will of

state legislatures, and there may be a changes in agency contact information.

The Reciprocity Manual contains summaries of each state POST's contact information, mandatory basic academy training hours, and conditions for qualified and experienced law enforcement officers in meeting the state's reciprocal entry-level training requirements.

Table of Contents	Page
Reciprocity Background .....	i
IADLEST Directory .....	iv
Reciprocity Summary .....	vi
Basic Law Enforcement Academy Hours .....	vii
Individual State Information .....	1-64

In addition to the manual for state information, IADLEST has also produced a manual that compares military police training in relation to each state's entry-level training requirements. The Military Police Reciprocity Manual was developed in 2021.

To demonstrate some of the information provided within IADLEST's Reciprocity Manual, samples of the Reciprocity Manual are presented on the next page. The samples have been taken from actual state information regarding reciprocity of law enforcement training.

Both Reciprocity Manuals are published for IADLEST Members only. The manuals are available through the IADLEST Member portal in the "Documents" section on the web page.

To get to the portal [CLICK HERE](#)

Continued on page 71

# Reciprocity Manual State Information Examples

The examples below are taken from the IADLEST Reciprocity Manual, however the names of the states and POST agencies have been removed for this presentation purpose. Reciprocity Manuals are available to IADLEST Members only.

## STATE 1

Email Address

Reciprocity: Yes      Basic Academy: 520 hours  
Lateral Academy: 95 hours

Conditions:

- Applicants must first be employed as a law enforcement officer. The employing agency submits a request that the employee be considered for Waiver of Lateral Entry Equivalency Training.
- Applications are accepted from peace officers of another State (proof of certification required and certification must be current and good standing), Federal, military, or other law enforcement.
- Applicants shall not be out of law enforcement more than two years at time of application.
- Applicant assessment is based upon scoring on a ten point scoring system. Points are awarded based on years of full time law enforcement experience, total hours of basic police training (one academy session only), and post- secondary degrees; OR, applicants who are certified in another state are considered eligible (regardless of the point score) for Lateral Entry Training provided their former State's certification is current, in good standing, and the applicant has been employed full-time as a law enforcement officer for a minimum of one year AFTER the date of certification.
- The (State) will not accept advanced training in lieu of basic training.
- Applicants who received their certification in another State through a waiver of training in that State are not eligible for a waiver of training in (the STATE).
- Applicants must successfully complete the lateral entry training academy to receive state Certification.

## STATE 2

Email Address

Reciprocity: Yes      Basic Academy: 605 Hours

Conditions: The (POST) may waive the basic peace officer training program and certify those applicants who can pass a written examination provided by the (the State) and an oral interview conducted by the employing department attesting to the applicant's ability and knowledge of law enforcement. The applicant shall show proof of having satisfactorily completed a basic peace officer training program which, in the (State's) opinion, is comparable to that required by (the State) before such waiver shall be granted. The applicant must also:

- Attend the (State's) Criminal Law & Procedures course at the (State) Law Enforcement Academy;
- Attend required family violence training;
- Submit proof of CPR certification;
- Prove firearms proficiency by passing the (State) Law Enforcement Academy's firearm qualification course required at basic training; and
- Applicants shall not apply for and take the written exam to secure waiver more than twice.

The Director evaluates all initial employment applicants where prior service or training is included and recommends whether applicant meets criteria for reciprocity.

All applicants out of law enforcement more than ten years must attend basic training again, with no exceptions.

Applicants out of law enforcement more than five years, but less than ten years, and had been employed for five (5) or more continuous years as a full time peace officer may attend the Peace Officer Mini-Basic and complete the challenge process.

Reciprocity is granted in (the State) for peace officers, detention officers, and dispatchers – the rules being very similar for peace officers and detention officers.

Applicants must successfully pass a written exam with a 70% or higher score. The Director administers the test at the applicant's department or at the (State) Law Enforcement Academy.

No POST fees are charged for any certification services POST administers.



**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



**RADFORD UNIVERSITY**  
Center for Police Practice, Policy and Research

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

**[PDF \(5436k\)](#)**

Publication Date:  
January 2023

From a recent Department of Justice resource, *Community Policing Dispatch*, the following article was distributed to the public. Because of its relevance to law enforcement training, we are republishing the information for POST and academy consideration.

## Transforming Recruit Training: Guidance for Today from Experts in the Field

January 2023 | Volume 16 | Issue 1

[https://cops.usdoj.gov/html/dispatch/01-2023/recruit\\_training.html](https://cops.usdoj.gov/html/dispatch/01-2023/recruit_training.html)

Recruitment is a hot topic in police departments across our nation. Attracting the best people for today's departmental needs and community expectations is of utmost importance to every law enforcement leader. But once the candidates have signed up, how they are trained is essential to having the best people for the job.

In [Police Executive Research Forum's](#) (PERF) new publication, [Transforming Police Recruit Training: 40 Guiding Principles](#), Chuck Wexler, PERF's Executive Director, writes that the nation's police academies have traditionally followed a paramilitary, bootcamp-like model that emphasizes discipline, following orders, and a strict hierarchy where recruits are on the lowest rung.

But he notes that when those elements overshadow actual training, they can undermine the academy's mission and the department's goals, which are to prepare new police officers to serve and protect with compassion, humanity, and intelligence.

The American public has vociferously voiced its desire that the old warrior model of policing be replaced by a more flexible, personal, and humane approach. Moreover, today's police are called upon to be creative problem solvers and community partners as well as enforcers of law and order.

### Revamping today's training to align with today's policing

Collaboration, strategic thinking, good communication skills, and other such personal attributes are critical to the success of the new officer and their department, as well as to the safety of the community they serve.

To inculcate these capabilities, Wexler believes that American policing needs to reimagine and retool recruit training. This report—a part of PERF's #  
h series, which the Motorola Solutions Found-

ation has supported for the past two decades—is a blueprint for fundamentally rethinking the current way we train new police officers, beginning with what and how recruits are taught.

As the report emphasizes, policing has changed dramatically and in important ways in the past 10 years, and if training is to be worth the time and effort, it must be aligned with present needs in the following areas:

**Crime fighting.** Effective strategies for controlling and preventing crime are based on partnerships with the community and other stakeholders, collaborative problem analysis and solving, and effective use of technology and outside resources.

**Technology.** Police today can access sophisticated records management and data analysis systems, powerful mobile radio and broadband networks, ballistics and other forensic applications, gunshot detection systems, and artificial intelligence and virtual learning.

**Diversity.** Police agencies are more diverse than they have ever been, including persons of all races and members of the LGBTQ community working at all levels of police agencies.

**New roles.** Officers are increasingly expected to provide support to people who have mental health, substance abuse, and homelessness issues, which require specialized training and partnerships with service providers.

An example of these changes is the outdated “21-foot rule,” which is counterproductive given the de-escalation, tactical communications, and repositioning tactics used today. If an academy is still teaching this practice, agencies will have to re-train their new officers to un-learn it.

Continued on page 74

## **Based on input from 401 experts in the field**

To create this report, PERF developed and fielded a survey to 401 leaders of law enforcement agencies throughout the nation, conducted extensive research, and interviewed numerous subject matter experts including academy directors and training personnel.

Based on their findings, PERF developed this comprehensive guide to improving academy training. It is divided into five major areas of focus, each of which contains evidence-based recommendations accompanied by practical suggestions for implementation and examples from the field.

These recommendations take the form of 40 guiding principles, which are discussed in detail in the following five areas of training.

### **1. Academy organization, operation, and philosophy**

Among the principles discussed here is the need for training to be centered on critical thinking and values-based decision-making and reinforced in all lesson plans. But there must be a balanced approach that augments the academic adult-learning principles with appropriate stress-based learning.

Another recommendation is that national standards for recruit training be developed and implemented.

It also suggests that academies be open and transparent, building trust by welcoming community leaders, residents, and the news media into their facilities and encouraging community participation in curriculum development.

### **2. Overhauling the recruit curriculum**

Among other things, this section recommends that training focus on the activities and tasks that police officers are engaged in on a day-to-day basis as well as on the high-risk encounters that officers may face.

Another suggestion is that recruits and experienced personnel train together and that the academies participate in Monday morning quarterbacking by reviewing videos of real-life past incidents to learn from them.

To keep training relevant, academies should continuously review and update their curricula using data and research. Students should be given the opportunity to anonymously evaluate their class content and instructors, and individuals who drop out of the

academy should be given exit interviews.

### **3. Expanding and professionalizing academy leadership and instructors**

One of the guiding principles in this section is that academies should not overlook hiring professional educators to teach classes in areas that do not require specific law enforcement experience.

They should also evaluate instructors regularly to ensure they are up to date on policing issues and adult learning principles and rotate sworn officers back to the field to keep their skills fresh and their knowledge of agency practices up to date.

The report also suggests employing teachers from non-law enforcement backgrounds or a visiting professor program such as the New York City Police Department's, which hired instructors from New York University and other institutions to teach courses such as report writing and psychology on a temporary basis.

### **4. Upgrading technology and physical facilities**

Among the principles outlined in this section is the suggestion that agencies using body-worn cameras equip recruits with them for use throughout their academy and field training.

Academies should invest in technology that promotes collaboration and distance learning but not become overly reliant on training simulators. Live, in-person scenarios play a critical role in recruit training.

They should monitor developments in virtual reality (VR) and augmented reality (AR) training applications and be prepared to implement them when they become available.

### **5. Ensuring continuity between academy and field training**

These principles stress that academy and field training should be developed in tandem to help ensure continuity between the two.

Most importantly, agencies should have a formal and rigorous application process to become a field training officer (FTO) and should offer incentives to attract high-performing officers to the role and establish a formal process for monitoring and evaluating FTOs.

This section also includes examples of agencies that have developed alternative approaches to integrating academy and field training.

Continued on page 75

## A comprehensive guide to training the next generation of officers

The overarching takeaway from this report is that hiring those who possess the “right stuff” is not enough to ensure agency excellence—recruits must be trained in the skills and approaches they need for the challenges of providing police services in increasingly diverse and demanding communities.

As Wexler states in his introduction, training in firearms skills, defensive tactics, and other “hard” skills is an absolute requirement, but communications, de-escalation, crisis intervention, and other “soft” skills are equally important to today’s officers.

He urges law enforcement leadership to give a lot of thought to the following challenges:

- How academies are operated and staffed
- What the recruit curriculum contains
- How the training is delivered and by whom

- How to use reality-based scenario training more broadly and effectively
- How recruit training integrates with field training once recruits leave the academy.

IADLEST *Standards & Training Magazine* advertised the release of the PERF publication [Transforming Police Recruit Training: 40 Guiding Principles](#) in our December 2022 edition. IADLEST understands that not all law enforcement training is conducted in the manner that the PERF publication portrays it to be in the nation. Many POST and academy programs currently undertake some or all of the recommendations the authors recommended for change. However, IADLEST also recognizes that there are training programs that can substantially benefit from these PERF recommendations. Therefore, IADLEST encourages every POST and academy director, as well as members of their oversight bodies, to read the publication and judge for themselves whether or not due consideration should be given to the recommendations in their own police training.

## How Safe are Your Training Records?

Continued from page 59.

However you see the safety of your electronic files, the information is yours to protect. Awareness or applying strategic safeguards to protect

your work product needs constant oversight in today’s cyber world. To read the Government Technology article, [CLICK HERE](#).

**NO-COST training for law enforcement**

**DDACTS 2.0 Webinars Available on the IADLEST website**



**DDACTS 2.0  
Webinar Series**

Topic	Objectives	More Details	Archive
DDACTS 2.0 - Overview	<a href="#">Overview</a>	<a href="#">Flyer #1</a>	<a href="#">View Recording</a>
Outcomes	<a href="#">Outcomes</a>	<a href="#">Flyer #2</a>	<a href="#">View Recording</a>
Data Collection	<a href="#">Collection</a>	<a href="#">Flyer #3</a>	<a href="#">View Recording</a>
Data Analysis	<a href="#">Analysis</a>	<a href="#">Flyer #4</a>	<a href="#">View Recording</a>
Partners/Stakeholders	<a href="#">Stakeholders</a>	<a href="#">Flyer #5</a>	<a href="#">View Recording</a>

## Appendix A – Best Practices

(In July 2013 we published on our website an Investigator Tip entitled, “A Quick Guide to Best Practices for the Reid Nine Steps of Interrogation” which we have reproduced here.)

The successful interrogation is one in which (1) the suspect tells the truth to the investigator and, (2) persuasive tactics used to learn the truth are legally acceptable. With these goals in mind, the following are a list of best practices for applying the Reid Nine Steps of Interrogation, along with a brief discussion of each practice:

*Conduct an interview before any interrogation.* Absent a life-saving circumstance, the investigator should conduct a non-accusatory interview before engaging in any interrogation. During the interview the investigator can establish rapport with the suspect, assess their credibility, develop investigative information and establish a behavioral baseline. Also, during the interview the suspect is more likely to reveal information that can be used to develop an interrogation strategy.

*Conduct an interrogation only when there is a reasonable belief that the suspect is guilty or withholding relevant information.* The belief that a suspect is guilty of a crime or is withholding relevant information may be based upon investigative information, evidence, the suspect's demeanor, or verbal responses to interview questions. The investigator should avoid conducting an accusatory interrogation as a technique to separate innocent from guilty suspects.

*Consider a suspect's behavior in conjunction with case facts and evidence.* The assessment of a suspect's credibility during an interview will be enhanced and likely more accurate if it is based not only on the suspect's verbal and nonverbal behavior, but also on case facts (the suspect's established opportunity, access, motive and propensity to commit the crime) as well as forensic or testimonial evidence.

*Attempt to verify the suspect's alibi before conducting an interrogation.* The most efficient means to prove a suspect's innocence is to verify his or her purported alibi. Conversely, when it is determined that the suspect provided a false alibi, this finding offers support for the suspicion of the suspect's probable guilt.

*A single investigator should be the lead communicator.* While it is often appropriate to have a third person in the room during an interrogation, perhaps as an observer or witness, there should only be one primary investigator communicating with the suspect at a time. A guilty suspect is more likely to offer a voluntary confession to a single investigator who has established a rapport and trust with the suspect. A tactic to be avoided is to have two or three investigators simultaneously bombarding the

suspect with themes or alternative questions, or working as a "tag team" wearing the suspect down over an extended period of time.

*When interrogating a non-custodial suspect, do not deprive the suspect from his freedom to leave the room.* The room should be set up so that the subject's exit from the interrogation room is not blocked - the investigator's chair should not be between the suspect's chair and the door. The room should not be locked from the inside (requiring a key to open the door) and the room should not be in an area that requires a key or pass code to exit the building. Finally, the investigator should not make verbal statements implying that the suspect is not free to leave the room, e.g., "You're not going anywhere until we get this clarified!"

*Do not conduct excessively long interrogations.* In most instances, if the suspect is still adamantly maintaining his innocence and has not made any incriminating statements or admissions after three to four hours of interrogation the interrogation should be re-assessed and most likely terminated.

*Exercise extreme caution when interrogating juveniles, suspects with a lower intelligence or suspects with mental impairments.* This class of suspects is more susceptible to false confessions and, therefore, the investigator should be cautious in utilizing active persuasion such as discouraging weak denials, overcoming objections or engaging in deceptive practices. Proper corroboration of a confession will be critical with this group of suspects.

*When using interrogation tactics involving deception, the investigator should not manufacture evidence against the suspect.* Courts make a distinction between false verbal assertions, e.g., "We found your fingerprints in her bedroom." which are permissible and manufacturing evidence, which is not permissible. An example of manufacturing evidence is taking the suspect's fingerprints and transferring the prints to an evidence card, which indicates that the prints were found in the victim's bedroom.

*When a suspect claims to have little or no memory for the time period when the crime was committed the investigator should not lie to the suspect concerning incriminating evidence.* While it is not uncommon for guilty suspects to feign memory loss, an overriding concern is an innocent suspect who experiences true memory loss for the time period when the crime was committed. Under this circumstance, if the investigator lies to the suspect about incriminating evidence and the suspect confesses, it may be argued that presenting false evidence caused an innocent suspect to believe that he had committed the crime.

Continued on page 77

*Do not reveal to the suspect all information known about the crime.* A legally admissible confession should include corroboration. One form of corroboration is information only the guilty suspect would know, e.g., the method of entry in a burglary, a memorable statement made to the victim, the denomination of money stolen, the murder weapon that was used, etc. When interviewing a suspect or offering information to the news media, the investigator should carefully guard this protected information so that the only individuals who would know it would be the investigator and the person who committed the crime.

*Attempt to elicit information from the suspect about the crime that was unknown to the investigator.* The best form of corroboration is information not known to the investigator about a crime that is independently verified as true. Examples of independent corroboration include the location of a knife used to kill the victim, where stolen property was fenced or the present location of a car the suspect stole.

*The confession is not the end of the investigation.* Following the confession the investigator should investigate the confession details in an effort to establish the authenticity of the subject's statement, as well as attempt to establish the suspect's activities before and after the commission of the crime.

## **Appendix B – Behavior Symptom Analysis**

At a recent conference for defense attorneys, one of the speakers was describing some of the behaviors that she said John E. Reid and Associates teaches as being suggestive of a deceptive person. One of the behaviors she said that Reid views as deceptive was the statement, “I don’t know.” What the attorney failed to say (or perhaps, even to consider) was that all behaviors must be viewed in context. For example, if a person was asked what they did 7 weeks ago on Thursday night between 6:00 pm and midnight, it would be completely reasonable for the subject to respond, “I don’t know.” However, if a person was asked if they had anything to do with killing their next door neighbor last night, and they responded, “I don’t know,” a very different assessment would be made.

In our discussion of the “misclassification” issue earlier in this document we pointed out that one of the problems with detection of deception research was that “The research was based on the faulty premise that there are specific behavior symptoms that are unique to truth or deception.”

In May 2016 we published on our website an Investigator Tip entitled, “There is no behavior unique to lying” which addresses the issue of behavior symptom analysis in some detail. We have reproduced the Tip here:

People oftentimes associate specific behaviors with deception, such as lack of eye contact. But there are many reasons a person may not have eye contact with the

individual whom they are speaking to, that have nothing to do with deception; for example, cultural considerations. In this Investigator Tip we will address the underlying principles for the proper evaluation of a subject’s behavior during the investigative interview. \*

Behavior symptom analysis involves the study of inferences made from observing another person’s behaviors. On a daily basis we make dozens, if not hundreds, of inferences based on behavioral observations, such as that man is angry, that girl likes me, my child is hungry, my son did something wrong, that driver is lost, those two people don’t like each other, Aunt Martha is not taking her medications. This is such a natural phenomenon that it is easy to forget that there is an underlying process leading to these inferences. For example, a six-week-old child is heard crying in the nursery. The child was last fed four hours ago and eats about every four hours. The nature of the crying in the past has been relieved by feeding the child; ergo, the child is hungry. To be completely accurate, when making these behavioral assessments our mind should be thinking, “That man is probably angry,” “I think that girl likes me,” “I believe that my child is hungry.”

This article addresses behavioral inferences relating to detection of deception, primarily in a clinical, controlled environment. Within the scope of detecting deception, there are two broad inferences that are made through behavioral observations. The first involves inferences of guilt or innocence, that is, “Did this person engage in a particular criminal act?” The second involves inferences of truth or deception, that is, “When this person says such and such, is he telling the truth?” For case-solving purposes, it is important for an investigator to appreciate the distinction between “guilt” and “lying.” Consider the following exchange during an interview:

Q: “Have you ever thought about setting fire to your house for the insurance money?”

A: “Well sure. I think everyone has thoughts like that.”

This suspect’s verbal response to the investigator’s question is truthful. Yet, the content of the response infers guilt with respect to setting fire to his house. Research in the field of behavior symptom analysis generally indicates higher accuracies in identifying guilt or innocence, than truth and deception.

Finally, it is important to understand that some behavioral inferences have a higher probability of being correct than others. Consider that a suspect can clearly be seen on a surveillance video leaving the hotel room in which a woman was found raped and murdered. Upon questioning, the suspect denies ever being in the room.

The fact that the content of his verbal behavior is contradicted by the video evidence strongly suggests the suspect’s guilt regarding the commission of the crime. During this interview, the suspect’s posture was rigid and frozen and, when asked if he had ever met the victim, he dusted off imaginary lint from his trousers. Furthermore,

the suspect was wringing his hands and sweating even though the temperature in the room was set at a comfortable level. Although these behaviors are suggestive of the subject's deception and possible guilt, they are much less so than the documented lie, as evidenced by the videotape.

To appreciate the nature of these inferences, it must be realized that communication occurs at three distinctly different levels:

1. *verbal channel*—word choice and arrangement of words to send a message
2. *paralinguistic channel*—characteristics of speech falling outside the spoken word
3. *nonverbal channel*—posture, arm and leg movements, eye contact, and facial expressions.

When evaluating a suspect's behavior for detection of deception purposes, there are five essential principles that must be followed in order to increase the probability that subsequent inferences will be accurate. Failure to recognize any of these principles increases the probability of making erroneous inferences from a suspect's behavior.

*There are no unique behaviors associated with truthfulness or deception.* The behavioral observations an investigator makes of a suspect do not specifically correlate to truth or deception. Rather, they reflect the subject's internal emotional state, cognitive processes, and internal physiological arousal experienced during a response. The emotional states most often associated with deception are fear, anger, embarrassment, indignation, or hope (duping). The cognitive processes may reveal concern, helpfulness, and confidence versus offering an unrealistic explanation for the crime, being defensive, or being overly polite. There are also internal physiological responses that cause external behavioral responses such as a dry throat, skin blanching, pupillary dilation, or blushing. Observed in isolation, certainly none of these behaviors should cause an investigator to conclude that a subject is telling the truth or lying.

*Evaluate the consistency between all three channels of communication.* When a suspect sends behavioral messages that are consistent within all three channels of communication, the investigator can have greater confidence in his assessment of the credibility of the subject's response. However, when inconsistencies exist between the channels, the investigator needs to evaluate possible causes for this inconsistency.

*Evaluate paralinguistic and nonverbal behaviors in context with the subject's verbal message.* When assessing the probable meaning of a subject's emotional state, the subject's paralinguistic and nonverbal behaviors must always be considered in context with the

verbal message. Consider the following two examples:

**Question:** Mike, have you ever been questioned before concerning theft from an employer?

**Response:** Well, um, two years ago I worked at a hardware store and they had an inventory shortage so all of the employees were questioned and, in fact, I did take some things from there. [Subject crosses his legs, looks down at the floor, and dusts his shirt sleeve.]

**Question:** Joe, did you steal that missing \$2,500?

**Response:** No, I did not. [Subject crosses his legs, looks down at the floor, and dusts his shirt sleeve.]

These two subjects displayed identical paralinguistic and nonverbal behaviors during their responses. However, the interpretation of the behaviors is completely different. In the first example the subject is telling the truth, but he feels embarrassed and possibly even threatened in revealing his prior theft. In the second example the verbal content of the subject's response does not explain the accompanying nonverbal behaviors, so the investigator should consider these behaviors as reflecting possible fear or conflict—emotional states that would not be considered appropriate from a truthful subject, given the content of the verbal response.

*Evaluate the preponderance of behaviors occurring throughout the interview.* One of the findings learned through research is the importance of rendering opinions based on evaluating the subject's behavior throughout the course of an entire interview. When evaluators in research studies were only exposed to individual questions within the interview, their accuracy was considerably less than when evaluating the subject's responses to all of the interview questions. Similarly, the confidence of assessing behavior over a five-minute interview will be considerably less than if the behavioral assessments were made over a 30- or 40-minute interview.

*Establish the subject's normal behavioral patterns.* Certainly there are non-deceptive reasons for a suspect to exhibit poor eye contact, respond to questions quickly or slowly, to scratch themselves, yawn, clear their throat, or change their posture. Before any of these behaviors can be considered a criteria of deception, the investigator must first establish what the subject's normal behavioral patterns are. Consequently, at the outset of each interview the investigator should spend several minutes discussing nonthreatening information (perhaps casual conversation or collecting biographical information) so as to establish a behavioral baseline for the particular subject. Then, as the interview progresses and the subject exhibits behavioral changes when the issue under investigation is discussed, these changes may take on added significance.

Continued on page 79

The evaluation of a subject's behavior for indications of truth or deception is a complicated endeavor and should be considered only one factor in the assessment of the subject's possible involvement in the issue under investigation.

\* Some of the text above is from our book, *Criminal Interrogation and Confessions*, 5<sup>th</sup> edition, 2013

### Detection of Deception: Research vs. Reality

Over the years researchers in the academic community have conducted a number of research studies on an investigator's ability to detect deception; more specifically these studies have attempted to determine if the nonverbal and verbal behavior symptoms that are used by practitioners to help them assess the credibility of suspects are, in fact, reliable indicators of truth or deception.

In the overwhelming majority of these studies the results have been rather dismal, essentially suggesting that nonverbal behaviors (and to a lesser extent verbal cues) offer little value in assessing a suspect's credibility. (Bond and De Paulo, "Accuracy of deception judgments", *Personality and Social Psychology Review*, 2006.)

In light of these results, why would field practitioners place any reliance on the behavior displayed by a suspect during an investigative interview for indications of truth or deception? One reason is that the vast majority of research studies do not mirror the context and structure of real life interviews that are conducted in the field, and, as a result, have very little relevancy to the real world. ~

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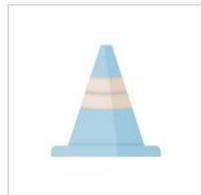




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**NLEARN is a free resource for America's police and sheriffs, academy directors, managers, coordinators and trainers, to provide a national forum for the sharing of ideas, methods, materials, and best practices among the more than 700 U.S. training academies. NLEARN belongs to IADLEST members.**

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### DUI Training: The HGN Test

Traffic Safety 12/19/2022 5:47:00 AM  
View Count 18

The Horizontal Gaze Nystagmus test is well researched and documented. It is an essential tool in DUI enforcement. IF you do it correctly.



### Transforming Recruit Training: 40 Principles

Recruit Training 12/19/2022 5:45:00 AM  
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This paper offers a comprehensive survey of the current state of police recruit training.

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### Campus Safety: Supervisor Training

Leadership 12/19/2022 5:44:00 AM View Count 5

Offered by the International Association of Campus Law Enforcement Administrators (IACLEA).

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### Red Flagged Recruits

Recruit Training 12/19/2022 5:42:00 AM  
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A recruit lapses into "mental condition black," but remains in the academy.

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### Interview Considerations - Autism

Criminal Investigation 12/12/2022 5:38:00 AM  
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Police awareness is particularly crucial when dealing with undiagnosed autism.

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## Categories

- Uncategorized (0)
- Academy Management (154)
- Criminal Investigation (163)
- Defensive Tactics (58)
- In-Service Training (131)
- Instructor Resources (163)
- Leadership (98)
- Multi-Media Instruction (14)
- Policies (58)
- Recruit Training (46)
- Traffic Safety (292)
- Vehicle Operations (39)
- Emergency Care (12)
- Officer Wellness (91)
- Use-of-Force (42)
- Weapons Training (58)

## Archive

- December 2022 (15)
- November 2022 (20)
- October 2022 (25)
- September 2022 (20)
- August 2022 (25)
- July 2022 (20)
- June 2022 (20)
- May 2022 (25)

# INSTRUCTIONAL TIPS

## DEVELOPING LEGAL UPDATES

BY WILLIAM FLINK

POLICE LINE DO NOT CROSS

One very useful tool that a Peace Officer Standards and Training (POST) agency can develop for law enforcement agencies and officers of their state is an ongoing legal update training mechanism. Whether created as a paper document or by electronic means, or both, updating officers on current state and federal law is imperative to keeping your agency's actions and service to the public lawful and liability-free. For this reason, we offer some ideas of how to keep your officers trained on current legal concepts in a manner that will provide useful training and evaluation, and could provide documented continuing training for your statutory inservice training requirements.

There are several good sources for acquiring legal update information through commercial vendors and attorneys who have created websites to distribute their free case law commentaries. Most of these are references to legal issues that have reached a judicial decision on police actions. While being an excellent source for observing caselaw on particularly interesting cases, they may only be useful for your specific jurisdiction if from a court that holds legal authority over your officers. For example, U.S. Supreme Court and your State Supreme Court decisions will be meaningful to your officers unless overturned. On the other hand, U.S. Federal District and Federal District Court of Appeals cases may or may not affect officer actions in your state. And, of course, state courts lower than State Supreme Court decisions may vary in their importance toward officer actions.

Most officers know the effect that the courts have on their activities. Still, newly appointed officers may not understand the significance of the above-noted legal decisions, especially if they are employed in a state with a "grace period" to work before attending basic training and receiving state certification. That is part of the reason why this discussion is presented to you.

In a past life, I worked in the administrative law realm of my POST agency. I presented cases and, later, sat in judgment of administrative law legal proceedings. As a result of that experience and the legal training I received, I gained an appreciation for the importance of case law to the work I took part in. Afterwards, as a Training Supervisor, I took that knowledge of case law to develop a more efficient process for providing legal update training for the officers within the state. Working at the state POST agency made this training effort relevant to the agency's mission and proved useful to the administration of justice which, as officers, we served.

The method to provide constant legal update training was to produce a quarterly publication, in booklet form, containing state, federal circuit court, and U.S. Supreme Court case law relevant to our state law enforcement officers. We published cases on new court decisions that affected various legal areas within law enforcement or corrections. Occasionally, the legal updates focused upon specific legal concepts (e.g., search and seizure, use of force), which would cover all relevant federal and state court decisions pertaining to the topic. Our publications were approximately 20-25 pages in length, so they could be read without taking too much time from an officer's duties or off-time.

What made our legal update worthwhile was more than just the publication's content. We also included a written test with the publication and the test answer key. Our tests included a sufficient number of test questions that would provide evidence that the officers who read the material understood the content and, thus, were worthy of a specific amount of legal training credit toward their mandatory annual inservice training requirement. Once the reading occurred and the written test had been concluded, the agency training officer could document the training and report the officer's training to the POST agency.

This wasn't just a freelance training opportunity, and the training process had some regulated controls established within it. First, we stressed the integrity of the officers who would take advantage of this training opportunity. This training would not help them, or their fellow officers become more knowledgeable in their work if they, themselves, did not uphold the process established for the award of inservice training credit. It was okay if an officer did not want training credit and just wanted to read the information. But if they wanted to attain training credit towards the annual inservice training requirement, they were required to sit for the test and complete it with a passing score. We did allow officers to take the test more than once—however, test retaking was a decision for the agency head to decide upon.

Second, testing required a 100% passing score to qualify for training credit. It wasn't important to us how many times a person needed to take the test to pass it. What was important was that the officer read the material, understood and knew how to apply the material, and passed the test questions that were directly related to the legal concepts.

Continued on page 82

Third, the Legal Update material was only provided to the agency head. We sent the agency head a copy of the Legal Update document, a copy of the written test for the Legal Update, and a test answer key. The agency head could copy the material, as necessary, to meet department training needs.

The agency head would determine whether to offer the legal update training to the department's officers. The agency head was responsible for ensuring officers were trained properly to avoid agency civil liability against failure to train claims. Why did we believe the use of the legal update material was best handled through the agency head's authority? Because the agency head could control the testing process and the integrity of the testing process, and had the most to gain or lose from having the officers complete the process as we had envisioned it to be.

Fourth, legal updates were prepared by a competent state attorney. We preferred to use an assistant attorney general working in the Criminal Appeals Section of the State Attorney General's Office. A city or county attorney may also be valuable for this purpose. Your government attorneys are responsible for ensuring the best interests of competent law enforcement for the public. They're paid to represent the government, ensure fair justice, and work towards removing barriers that cause liability. They share the interest in having properly trained law enforcement officers and can usually be persuaded to assist the POST agency in providing such training aids. If not for free, an attorney might be willing to help with such a project for minimal compensation. Some POST agencies have attorneys on their Boards or Counsels that may be able to assist with such a project. The same can be stated if legal services are pursued by regional or local jurisdiction academies but by using local government attorneys. Another source of legal assistance might be an association of state prosecutors if one exists in your state.

Fifth, test questions were formatted as single statements or written scenarios. All questions were based on facts of the case law presented in the legal update, and every case or legal requirement had multiple questions to increase our effort to ensure competency.

Sixth, documentation was signed by the officer attesting to having read the legal update before testing, and also by the Training Officer or agency head upon the officer's successful completion of the test. The signed documentation was required to be kept in the officer's training file and was subject to POST agency review. Why? The POST agency regulated officer training records. Through its regulatory authority, the POST agency set standards

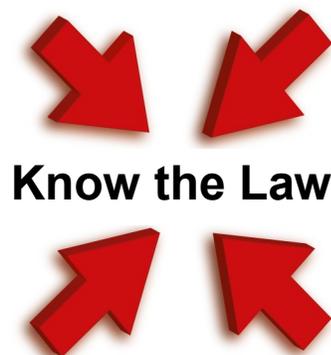
of integrity for the agency head and the officers. The officer's training records were subject to a court subpoena if needed by the defense or prosecution. A false record entered into a court record or testified to as true and correct could lead to civil and criminal liability for the officer, agency head, or department. Any falsification of the training process could also be a violation of the state's officer decertification process.

The POST agency approved two hours of mandatory inservice training credit for successfully completing the training offered through each Legal Update publication. The legal updates were published quarterly, allowing each officer to receive eight (8) hours of POST-approved legal training during the year at their department.

Providing the legal update in a written form allowed the agencies to offer legal training to officers recently hired and waiting to go to the police academy. It also provided a mechanism for agencies in training reserve police officers about legal concepts they would need to assist full-time officers. The legal update publications were also helpful to reread, should officers need to refresh their memory of a legal concept or a supervisor needed to ensure a subordinate knew a specific point of law.

Today, the concept discussed for providing documented legal update training can be in written form or provided electronically by the POST or agencies. The positive aspect of having the POST agency provide the legal update mechanism, is its availability to reach officers employed in the smallest agencies within the state. Whether prepared as a formal written publication or an electronic document, legal updates are a valuable and necessary part of an officer's career.

Having an officer sit through an hour or two-hour legal update presentation every year is not good enough. It should be mandatory that officers understand and be tested on any new law or legal requirements and their application. Legal training and testing should include an adequately documented training record demonstrating knowledge and competency. Our POST Legal Update process helped to meet that goal.



# IADLEST

## Partner Advisory Committee

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

### IPAC Serves as a:

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



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

### Our IPAC Partners



# IADLEST SERVICES



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.

These services include, but are not limited to: providing critical post-evaluation feedback and improvement recommendations to training providers as part of our Accreditation Service; sharing best practices via our Model Standards Service, or narrowly focusing on, as a means to improving, a specific training element via our Auditing Service.

**No matter the need, IADLEST stands ready to support the training operations of our nation's law enforcement professionals.**

# What Does IADLEST Membership Provide You With?

## Individual Development

### Network of Peers:

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

### Professional Development:

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

### Online Resources:

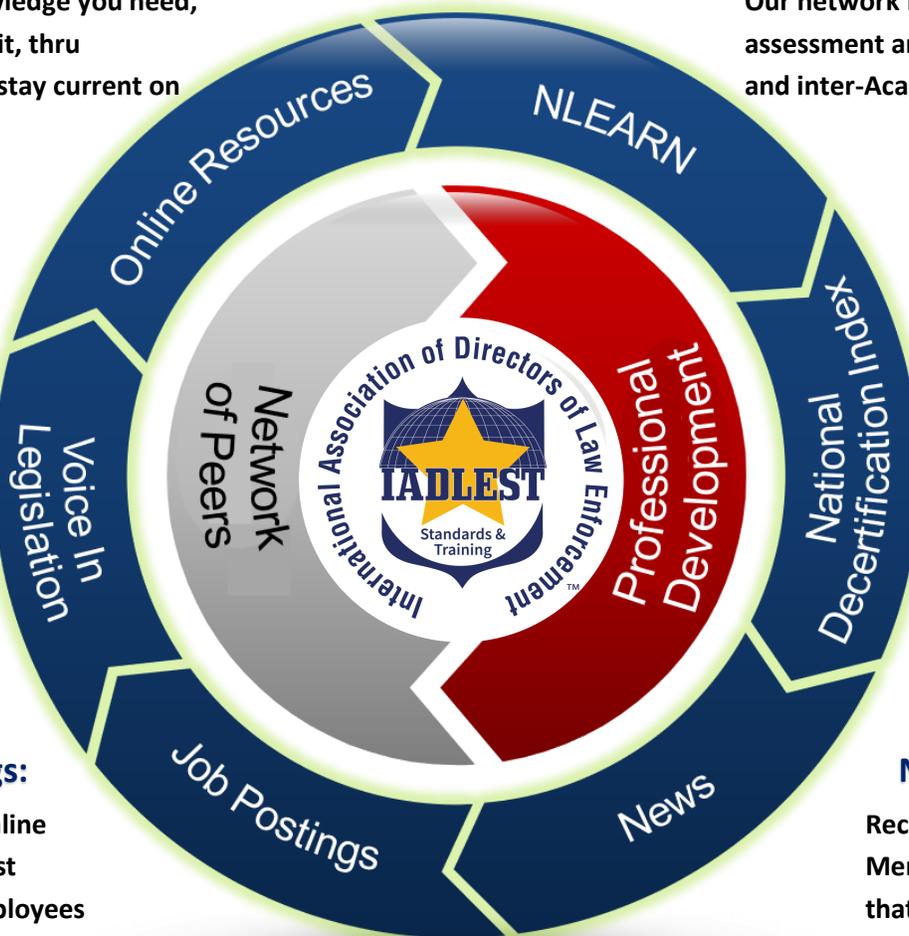
Access the knowledge you need, when you need it, thru IADLEST.org, to stay current on training issues.

### NLEARN:

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

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



### National Decertification Index:

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

### Job Postings:

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

### News:

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

## The Committed Catalyst for Law Enforcement Improvement

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

# IADLEST MEMBERSHIP

## Categories of Membership

### **POST Director**

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

Annual dues in this category are \$400.00.

### **Academy Director**

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

Annual dues in this category are \$300.00

### **General Member**

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

Annual dues in this category are \$125.00.

### **Life Member**

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

### **Sustaining Member**

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

Annual dues in this category are \$300.00.

### **Corporate Member**

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

- **Small**- Under 100 employees. Includes 5 complimentary sustaining memberships.  
Annual dues \$1,000
- **Medium**- Up to 500 employees. Includes 10 complimentary sustaining memberships  
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### **International Member**

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

Annual dues for this category are \$50

# Get Published with IADLEST

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

IADLEST encourages our members, law enforcement trainers, and those in academics to consider broadening their horizons by authoring articles that would be of interest to POST agencies; national, state, or local law enforcement academies; agency training sections; instructors, and others.

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

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

For further information about submitting articles for publication to IADLEST, please refer to the Author Guidelines on page 70, located at the back of this publication, or in the *Newsletter* author guidelines posted on page 43 of the January 2023 IADLEST Newsletter.



# ***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 advertisements in a graphic format.

### **Preparation**

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

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

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

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

### **Relevance to the Audience and Factual Accuracy**

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

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

Send article submissions to:

#### **E-Mail Address**

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

Comments or inquiries can be mailed to:

Editor,  
*Standards & Training Director Magazine*,  
IADLEST,  
152 S. Kestrel Place  
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# VISIT OUR IADLEST WEBSITE AND LEARN

## ABOUT ONE OF THE GREATEST ASSOCIATIONS IN LAW ENFORCEMENT

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

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National Decertification Index

**National Decertification Index**  
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**National Certification Program**  
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Access National Training Catalog [here](#)

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