

Standards & Training DIRECTOR Magazine



September 2023

The Impact of Technology Upon Criminal Justice Academy Training



In This Issue

Page 26

**The Transformative
Impact of ChatGPT
on Police Training**

Page 35

**Artificial
Intelligence and
Law Enforcement
Training**

Page 52

**Allan
Hancock
College Law
Enforcement
Training**

Page 64

**Embracing Inclusion:
The Intersection of
Police and the
LGBTQ+ Community**

Page 72

**Instructional
Tips: Liability
and Ethics for
Instructors**



Call for Presentations

IADLEST 2024 Annual Conference

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. The IADLEST Conference will challenge delegates by examining emerging concepts and methods and providing:

1. New ideas and approaches to law enforcement standards and training
2. Both leading edge and topical presentations
3. Opportunities to connect with key individuals and organizations across the law enforcement standards and training segment

The 2024 Conference will be held in [Phoenix, Arizona June 2-5, 2024](#), at the Arizona Grand Resort, and will give you an opportunity to share your knowledge with peers. IADLEST is looking for approximately 10-12 professionals to present on a topic related to one of the following. The membership is asking for more "hands on" type training, especially from other IADLEST members:

Presentation Topics

- Recruitment and retention
- Effective curriculum development
- Info on ChatGPT and AI use in training or in developing training
- Evaluation and assessment tools on police training
- Decertification & policy setting/best practices
- Integration of technology and training in academies
- Best practices for implementing a new mandated curriculum
- Physical fitness for recruits and for commissioned personnel
- Test writing
- Effective adult learning techniques
- Instructor development – techniques & programs
- How to develop and write scenarios
- National Job Task Standards, instructional design for large and small courses
- Development of training policies & strategies
- Blended and online learning lessons that have worked and not worked
- Design of interactive and effective online training
- Conducting or overseeing job task analysis
- Measuring the effectiveness of training
- Officer safety & wellness training for departments
- Tracking training hours for individual officers and the department as a whole
- Training understaffed agencies
- Hate crimes
- The latest research into adult learning and methods used by academies across the US to effectively train new LEOs
- Culture shift in LE
- Distance learning, development of distance programs, delivering methods of training, and applicable quiz/exams
- Changes in training
- Objective writing
- Testing standards
- Technology and its role in police training
- How to connect with students better. Modern day practices
- Use of Force, and
- Generational considerations in police training

Submission Process

Submission Deadline: September 8, 2023

Two submission options:

1. An online form is available: <https://form.jotform.us/72354491458160>, which can be filled out and submitted. Bios or resumes may be uploaded and submitted with the online form.
2. A [fillable PDF form is also available](#). That form can be filled out and printed. The printed version can be mailed to: IADLEST, 152 S Kestrel Pl., Ste. 102, Eagle, ID 83616

You will receive a confirmation e-mail within 72 hours of receiving the completed form.

For more information on the Review Process and Compensation contact Yvonne at: (208) 288-5491.

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Contents

September 2023 | Volume 3, Number 3



Standards & Training Director Magazine

ARTICLES

9 Resources for Law Enforcement Health and Wellness Programs

By Steve Vincent

15 The Strategic Importance of Data to Criminal Justice Standards & Training Agencies

18 Rewards We Can All Mimic: California Peace Officer Standards and Training's Excellence In Training Award

23 How Good Writing Helps Your Readers

By Dr. Jean Reynolds

25 Training Lexicon

26 Cover Story: The Impact of Technology Upon Criminal Justice Academy Training

27 The Transformative Impact of CHATGPT on Police Training: Adapting Standards and Methodologies for the Future

By Johan W. Wessels

35 Artificial Intelligence and Law Enforcement Training

By Kerry Avery

41 The Advantages and Disadvantages of Using Artificial Intelligence (AI) in Academy Training

By Bruce Bayley

46 Animation and Avatars

50 What's Your Policy on Using Artificial Intelligence

50 Peace Officer: Realizing the True Purpose of Policing

52 Allan Hancock College Law Enforcement Training

By David Whitham

59 Training Supervisor

By Robert Carlson

61 Decision Making Breathing

By Derrick Crews

64 Embracing Inclusion: The Intersection of Police and the LGBTQ+ Community

By Michael Schlosser

69 ADA—A DOJ Statement of Interest That Trainers Should Know

72 Instructional Tips: Liability and Ethics of Instructors

By William Flink

79 Transfer of Training: The Ebbinghaus Forgetting Curve



Photograph Titled: Light It Up, courtesy of Mitchel Jackson, a recruit school instructor with the Little Rock PD, Arkansas. His IADLEST photo contest submission.

BUSINESS

- | | |
|--|---|
| 3 Upcoming Meeting & Training | 60 What is DDACTS |
| 4 Magazine Contributors | 71 IADLEST Website & Social Media Dashboard |
| 6 Message From the Executive Director | 78 September 2023 Crossword Puzzle |
| 7 Commentary From Our IADLEST President | 91 Free Training: NHTSA Webinars |
| 11 IADLEST Business Notes | 93 What Does IADLEST Membership Provide You With? |
| 13 Member Agency Notes | 94 IADLEST Membership |
| 40 IADLEST Partner Advisory Committee | 95 Author Guidelines |
| 51 Advance Your Standing Among Your Peers with IADLEST | |
| 58 Advertise With IADLEST | |

Upcoming Meeting

**IADLEST Executive Board Meeting
October 15, 2023
Horton Grand Hotel
San Diego, California
(at the IACP Conference)**

Upcoming IADLEST Training funded by Texas DOT

(IADLEST NCP Certified Training)

- | | |
|--------------------|---|
| September 11 & 12: | Data-Driven Decision Making for Commanders, Supervisors, and Analysts |
| September 13 | Strategic Planning DDACTS Workshop: Webster PD, Webster, Texas |
| September 18 & 19 | Two (2) Strategic Planning DDACTS Workshops: Galveston PD, Galveston, Texas |
| September 26 & 27 | Large Truck & Bus Traffic Enforcement, Angleton, Texas |



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Third Volume

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IADLEST, September 2023.

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Magazine Contributors

Kerry Avery



Kerry Avery has been designing/developing training programs for over 20 years—14 years working with law enforcement training. She consults with law enforcement in Canada, the U.S., Central America, and Ukraine, and has presented training at international conferences for IACP, NAFTA, ILEETA, and IADLEST.

Bruce Bayley



Bruce Bayley is a Criminal Justice Professor at Weber State University, Utah. His research includes academy curriculum and ethics. He teaches courses in Criminal Justice, Corrections, and Research Methods. Mr. Bayley served on the Utah POST Council for eight years. He is retired from the California State Corrections System.

Robert Carlson



Robert Carlson is an instructor for the Memphis, TN, Police Department. He is certified as an IADLEST National Instructor and specializes in Counter-Ambush, Active Shooter, and Tactical Medicine training. He is a lead instructor for the Mississippi National Guard Regional Counterdrug Training Academy.

Derrick Crews



Is retired after serving 30-years as a police professional. He holds IADLEST National Instructor Certification and is a nationally recognized de-escalation instructor. He was a curriculum designer for his agency, for POST in-service training programs, and currently is an instructor with Force Science.

William Flink



William Flink is a former city and state law enforcement officer, POST staff in Utah and Virginia, a regional academy director, and a director of Idaho POST. He has supported the U.S. Government with foreign police and antiterrorism projects.

Dr. Jean Reynolds



Dr. Jean Reynolds is Professor Emeritus at Polk State College, Florida, where she taught English for over thirty years. She served as a consultant on communications and problem-solving skills to staff in Florida's Department of Corrections.

Dr. Michael Schlosser



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



Steve Vincent



Steve Vincent serves as a Manager with TIAG. He leads TIAG's support for human performance initiatives across the Department of Defense and with the First Responder community.

Johan W. Wessels



Johan W. Wessels has 33 years of law enforcement service. He served with the South African Police as a tactical training advisor. For the past 19 years, he has served as a consultant with the Dubai Police.

David Whitham



David Whitham is the Public Safety Training Director for Allan Hancock College. He is a 33-year veteran of law enforcement and retired from Santa Barbara PD at the rank of Captain.

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Message From The Executive Director

Welcome to this edition of *Standards & Training Director Magazine*.

In this edition, we highlight the emerging technological advancements that can assist in curriculum design and lesson materials for law enforcement trainers. Our cover story section looks at *How Technology has Impacted Criminal Justice Training*, with observations related to the development of training lessons.

Johan Wessels of Dubai Police begins our collection of technology articles with his comprehensive treatise examining how ChatGPT can be used in curriculum development, entitled *The Transformative Impact of ChatGPT on Police Training: Adapting Standards and Methodologies for the Future*.



Mike Becar

In her article entitled *Law Enforcement Training and Artificial Intelligence*, Kerri Avery shares her personal experience in asking ChatGPT (OpenAI, 2023): “What is ChatGPT, and how can it be used to design and deliver police training?”

University Professor Bruce Bayley follows up the ChatGPT review, looking at its pros and cons in his article *Advantages and Disadvantages of Using Artificial Intelligence (AI) in Cadet Training*.

Our technology review concludes with a story on *Animation and Avatars* and their use in curriculum design.

Continuing with our *Focus on Academy Training* series, Director David Whitham provides a view of academy development in one California training center in his essay, *Allan Hancock College Law Enforcement Training*.

Other articles we believe you'll find interesting include two compositions on health and wellness: one from Steve Vincent titled *Resource for Law Enforcement Health and Wellness Programs* and the other from Derrick Crews on *Decision-Making Breathing*.

Dr. Jean Reynolds, Professor Emeritus at Polk State College in Florida, continues her perspective on report writing skills with *How Good Writing Helps Your Readers*. Robert Carlson has a few words to say about training in *Training Supervisor*.

Other important features inside this edition of *Standards & Training Director Magazine* include *The Strategic Importance of Data to Criminal Justice Standards & Training Agencies*, *Rewards We All Can Mimic: California Peace Officer Standards and Training's Excellence in Training Award*, a follow-up Statement of Interest from the Department of Justice regarding the Americans with Disabilities Act, and many other features we hope you find informative in your professional responsibilities.

Finally, we encourage all IADLEST members to share their training or standards knowledge and experience with the association by writing and submitting an article to our IADLEST publications in the future.

We always support sharing information between law enforcement administrators and trainers, and writing an essay and/or sharing photographs is an excellent way to communicate your successes or expertise to our training world.

Commentary From Our IADLEST President



Mike Ayers
Director
Georgia POST

My first job after serving in the military was in the construction industry. I started building homes in a residential community while attending the University of Georgia. My role involved the non-skilled task that the senior and more experienced workers passed on to entry-level workers. Now, if you have ever done construction work in the summer in Georgia, you would find that the heat can be oppressive.

I learned through that intensive process the importance of endurance and building a strong foundation. At the onset, if the foundation was not laid properly or plumb, the structure's walls would be difficult to keep square. These issues would develop into other serious problems extending all the way up to the roofline. Everything we built rested on the confidence of a sound foundation below. We depended on its quality construction and overall strength. If that foundation cracked, crumbled, or failed, everything we built would deteriorate with it. I was never part of the crew that poured the concrete footings or laid the block for the foundation. Their job, although largely unseen, was incredibly important to the overall success of the construction project and the extended life of the home.

While I am no longer in the construction business, we are all together serving in the "business" of developing, shaping, and training the law enforcement officers and leaders of tomorrow. In this meaningful task, laying the proper foundation is even more important. Sadly, our officers today are exposed to stressors that are becoming more and more commonplace. Lack of context, misunderstanding, and radical anti-law enforcement rhetoric tear at the core of our officers' hearts and minds. Many question the viability of their career in public service. Some public officials speak of police reform like peace officers are criminals that must be retrained to perform in an acceptable manner. Spouting the mantra "we back the blue" is no longer sufficient to combat the negative stigma associated with our profession.

In many jurisdictions, our officers fear prosecution in the courtroom and persecution in the media more than the physical dangers of the job. Career law enforcement officers are seeking early retirements in larger numbers than ever before, and they are discouraging their children from following in their footsteps. These pressures create a hypervigilant attitude and lifestyle in our officers. This state of hypervigilance can erode an officer's ability to make wise and appropriate decisions both on the job and in their personal lives. This turbulence blends with other pressures creating a storm set on destroying our officers' very mental foundation. My metaphor demonstrates that, like a house built on shifting sand, our mental and physical foundational strength is going to crumble under the demands of this occupation if we fail to take the appropriate steps to strengthen the resiliency of our officers. Unfortunately, for a number of officers, this stress can manifest itself in the form of domestic violence, alcohol or drug dependency, reckless behavior, insubordination, inappropriate use of force, occupational withdrawal, early job separation, and in the worst cases, suicide.

Is this the new normal in our profession? Should we just accept that this is the future? Is there anything we can do to curb the effects of these stressors on our nation's heroes? The short answer is "yes." There is hope, and there is a meaningful and successful approach to creating a resilient officer who can endure and perhaps thrive in this very difficult environment. A robust and well-supported Officer Resiliency Program is the emotional equivalent of personal body armor for officer protection. It should begin on day one of their career and should be reinforced throughout its entirety. Studies show there is a significant benefit of a resiliency program to the officer, their career, their families, and the public we serve. Science tells us that the human brain can be trained to be more rational and empathetic by teaching the brain to process information analytically and without the officer being held prisoner to emotionally driven urges. Developing stronger analytical approaches centered around rational thought may increase empathy and perspective-taking skills. An Officer Resiliency Program teaches emotional, mental, relationship, and financial resiliency to our

Continued on page 8

officers with the intent to create intercultural “evolution” rather than “police reform.”

In Georgia, we have begun the process of in-service training for our existing officers as well as basic training for our academy cadets in our specially designed and implemented Officer Resiliency Program. The feedback we have received from our seasoned officers who have attended the training has been extremely positive and much appreciated. The academic failure rate among cadets who attend our academies where this program has been implemented has been reduced. John Edwards, the executive director of our state's oldest and largest peace officer association, credits Georgia POST leadership for developing such a timely and important program. Edwards purports that the Georgia Resiliency Program training “creates a tremendously positive influence on the mental and physical health of our officers while preventing, mitigating, and reducing personnel problems in Georgia’s local and state law enforcement agencies.”

The law enforcement profession is experiencing significant issues in recruiting and retention of officers. Financial increases in pay alone will not solve this burden. Retention is addressed through excellent leadership and providing a worthwhile working environment. If our “brand” is positive and supportive, more officers will stay in the profession. If more officers feel better about their profession, recruitment will improve as well. Everyone wants to be part of something purposeful and meaningful that they can feel strong about. These emotional needs may be addressed in the short term by increased pay or the latest gadget, but in the long term, these shallow “fixes” have little lasting effect on our profession. Emotional resiliency is the future of our occupation, and I encourage you to consider its value and implementation into your agency. Should you need assistance, we here at Georgia POST or IADLEST stand ready to assist you at absolutely no cost. We are in this together; let us work together to curb these issues that plague our profession, endanger our occupation, and adversely impact our peace officers. ~

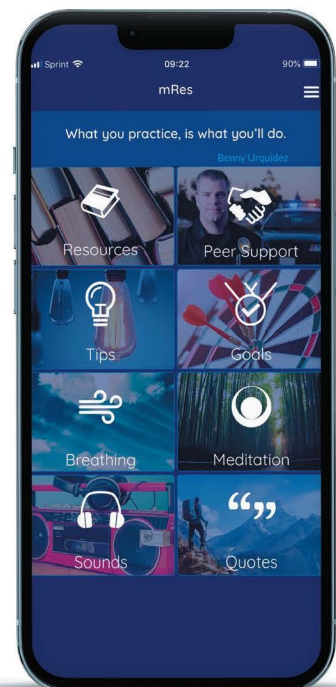


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CONTACT: Steve Vincent Technology Partnerships Manager
e: svincent@tiag.net t: 619.495.0743



Resources for Law Enforcement Health and Wellness Programs

By Steve Vincent



First responders face routine exposure to events and crises that challenge their emotional, psychological, physical, and mental resilience. The [Bureau of Justice Assistance](#) notes, “The policing profession is unique in many ways, expecting officers to be multi-disciplined Jack- and Jill-of-all-trades during all types of situations including volatile, physically dangerous, and traumatic events. It is a complex profession requiring officers who are highly-trained in order to effectively and safely deal with and solve, often-times, very kinetic and complicated calls.”¹

Nationally, law enforcement officers over the age of 40 have a higher risk of coronary events compared to the national average, and their average life expectancy is 21 years less than the [U.S. average](#). In terms of psychological health, law enforcement officers experience [higher rates of depression](#) (12.0% vs. 6.8%) and Post-Traumatic Stress Disorder (15-18% vs. 7-8%) than the general U.S. population.² It is no surprise, then, that a great deal of effort is being channeled into health and wellness programs for law enforcement personnel. The U.S. Department of Justice Law Enforcement Mental Health and Wellness Act (LEMHWA) Program funds are used to [improve the delivery of and access to mental health and wellness services](#) for law enforcement through the implementation of peer support, training, family resources, suicide prevention, and other promising practices for wellness programs.³ To make it even easier for agencies to identify culturally competent wellness services, the National Fraternal Order of Police (FOP) Division of Wellness Services has partnered with the Office of Community Oriented Police Services to publish a [Wellness Provider Vetting Guide](#) that includes a checklist for vetting facilities, practitioners, training programs, hotlines, and wellness products such as mobile applications.

One glance at the [keynote speakers](#) and session topics for the IADLEST, FOP, or International Association of Chiefs of Police (IACP) conferences makes it clear that health and wellness are at the top of concerns. Packed sessions at these conferences demonstrate the strong interest across the law enforcement community to im-

proving wellness programs and resources.

At the 2023 IADLEST Conference, there was considerable dialogue on the value of incorporating mental resilience education into an initial academy training environment as well as the importance of an agency Peer Support Program. Sherri Martin, Director of Wellness Services at the National FOP, provided an overview of the new [“Power in Peers” curriculum](#) being taught at pilot sites around the country.⁴

Yet, despite some progress—and despite the clear evidence on the value of an agency health and wellness program based on culturally competent law enforcement wellness resources—many departments have still not implemented a formal wellness program or invested in the programming and products that can reduce the stress and improve the lives of their people. There are a variety of reasons, but quite often, the inherent challenge for a department is that ANY investment in a health and wellness program is a net-new budget item, meaning something must be cut to create a budget opportunity for the program. One option available to agencies is the LEMHWA program. This can be a great way to get a program started, but once the grant funding runs out, the program costs will compete with other programs, and all too often, the health and wellness program becomes a candidate for cuts.

Health and Wellness programs - Officer Safety/De-escalation program synergy

There is an impressive array of officer safety training programs, including many that focus on skills and tactics for [de-escalation situations](#).⁵ These programs help law enforcement officers make better decisions under stress leading to better outcomes. It is conventional wisdom that, under stress, individuals will instinctively fall back on their training. This is the crux of the dilemma many law enforcement administrators face when trying to find funding for a health and wellness program. How can they justify taking any funding away from an officer safety program that could save the life of an officer or a citizen? How can they take funding from a de-escalation program that is having a positive impact on public inter-

Continued on page 10

actions and helping to reduce the range of potential bad outcomes from an encounter that escalated unnecessarily?

The health and wellness sessions at several recent conferences may offer some answers to this question. A noticeable trend in many of the presentations was anecdotal insight from front-line officers on the value stress management techniques can have on high-stress tactical encounters. Examples included presentations on de-escalation techniques where breathing exercises en route to a call helped an officer maintain control of their heart rate, which contributed to better situational awareness and focus upon arrival. In another presentation, body-cam footage clearly depicts the results of high stress. As the officers approach a scene where an officer has been shot, the body-cam footage is unsteady as a result of labored breathing. The officers pause their approach, focus briefly on breath control, and in a matter of seconds, the camera image stabilizes as the officers calm themselves and breathe easier. The takeaways are that this simple technique works, but it must be practiced so that it can be used when it is needed most.

Breathing and meditation practices have been shown [to improve both physical and mental conditions](#): reducing cortisol levels and blood pressure, as well as improving decision-making, performance, and PTSD-related symptoms. The examples described above underscore this research. Most significantly, they highlight what is possible using some of the same techniques that are part of a health and wellness program. While you don't need an app to train on breath control, having a tool that walks you through the process, shows a visual log of your efforts, and reminds you to practice, provides structure and reinforcement for many people.⁶

There certainly appears to be a [correlation between a health and wellness program that can help law enforcement officers thrive and an officer safety training program that can help law enforcement officers survive](#). There is also [strong evidence](#) that law enforcement health and wellness programs and officer safety programs are both vitally important to individual officers and department leadership. So perhaps it does not need to be an "either/or" choice.⁷ We can afford both. ~

¹ *Law Enforcement Officer Safety and Wellness, Overview*, Bureau of Justice Assistance, United States Department of Justice, September 2, 2020, <https://bja.ojp.gov/program/law-enforcement-officer-safety-and-wellness/overview>

² Dr. Michelle Lilly and Sergeant Shawn Curry. *Survey: What is the state of officer mental health in 2020?*, Police1, September 12, 2020. <https://www.police1.com/health-wellness/articles/survey-what-is-the-state-of-officer-mental-health-in-2020-oXldKxzNnuebFluY/>.

³ <https://cops.usdoj.gov/lemhwa>

⁴ United States. 2020. *Hearing One : Officer Safety and Wellness Miami Florida February 27 2020*, 44-45. Washington D.C: U.S. Department of Justice President's Commission on Law Enforcement and the Administration of Justice. <https://purl.fdlp.gov/GPO/gpo135398>.

⁵ *De-Escalation Training: Safer Communities and Safer Law Enforcement Officers*, Office of Justice Programs, U.S. Department of Justice, September 6, 2022. <https://www.ojp.gov/files/archives/blogs/2022/de-escalation-training-safer-communities-and-safer-law-enforcement-officers>

⁶ Xiao Ma Yue Zi-Qi Gong Zhu-Qing Zhang Hong Duan Nai-Yue Shi Yu-Tong Wei Gao-Xia and Li You-Fa. 2017. *The Effect of Diaphragmatic Breathing on Attention Negative Affect and Stress in Healthy Adults*. <https://doi.org/10.3389/fpsyg.2017.00874>.

⁷ Alpert Geoffrey P Jeff Rojek J. Andrew Hansen University of South Carolina Department of Criminology and Criminal Justice and National Institute of Justice (U.S.). 2013. *Building Bridges between Police Researchers and Practitioners : Agents of Change in a Complex World : Final Report to the National Institute of Justice*. Columbia South Carolina: University of South Carolina. <https://www.ojp.gov/pdffiles1/nij/grants/244345.pdf>.

Steve Vincent is a Technology Partnerships Manager with TIAG. Prior to joining TIAG in 2012, Steve served 25 years in the U.S. Navy as a Surface Warfare Officer, where he commanded USS Germantown (LSD 42) as well as the Navy Operational Support Center, in Bremerton, WA. Steve leads TIAG's support for human performance initiatives across the Department of Defense and with the First Responder community.



The Mind and Body are One.



IADLEST BUSINESS NOTES

Plan on Attending

Arizona June 2024



2024 IADLEST Conference set for Phoenix, Arizona June 2-5, 2024. Our host will be Arizona Peace Officer Standards & Training and the location will be the Arizona Grand Resort & Spa.



Registration Opens the First Part of January

Job Task Analysis & Curriculum Design

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

Constitutional Policing Met to Discuss Project Resource Development

On June 20, 2023, IADLEST's Constitutional Policing Project Team met to discuss ideas on the scope of the work for the project and potential resources that can be expected for instructors at the end of the project. The meeting, hosted on ZOOM, included 23 project members and IADLEST staff. The meeting provided direction to those who will work to support law enforcement academies and trainers with a "best practices approach" toward instructing the Constitutional requirements that officers should know and demonstrate throughout their policing duties. Interested in this project, contact Project Coordinator [Dianne Beer-Maxwell](#).

2023 Sourcebook Project Update

The 2023 Sourcebook Project is progressing, and to date, the first eight (8) sections of survey questions have been forwarded to the state Sourcebook representatives for completion. Each of the returned sections is being analyzed and formatted for the end-of-survey document that will be distributed to each state director. Past Sourcebooks have provided POST and academy directors, educators, and federal agencies with data that has helped to improve law enforcement, corrections, and other criminal justice professionals. At the current pace of the project, it is anticipated completion of data collection will occur by the end of the year, with a published Sourcebook document available before the IADLEST 2024 Annual Conference in June.

Work with INL and the Pan-American Development Foundation

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

Continued on page 12

Nationwide SAR Initiative: Executive Steering Committee

Deputy Director Brian Grisham attended the initial meeting of Homeland Security NSI SARS Executive Steering Committee (ESC) meeting on July 10th. The Committee will be comprised of executives from partner associations and agencies to provide strategic direction and proposed actions for the NSI/SAR nationwide outreach campaign. The ESC will also provide requests for action, research, and/or exploration to the NSI/Working Group, which will continue to serve as a practitioner, subject matter expert level forum on NSI/SAR activities.

It is proposed the NSI/SAR ESC be composed of executive level participants representing the following organizations: ASCIA, CICC, DHS, FBI, IACP, IADLEST, IACLEA, MCCA, MCSA, NFCA, and the NSA.



Report on Texas DDACTS: Police Chief Michael Denning provided opening remarks at each of the two *Strategic Planning DDACTS Workshops* on May 3 and 4, 2023 in Rowlett, Texas. IADLEST Staff member Dan Howard coordinates the project.



IADLEST Dep. Director Brian Grisham with Rosemary Hildago.

(Washington, D.C. — August 15, 2023)

IADLEST Deputy Director Brian Grisham attended the Swearing-In by U.S. Attorney General Merrick Garland of Ms. Rosmarie Hidalgo at the Department of Justice (DOJ). Ms. Hidalgo is the new Director of the DOJ Office on Violence Against Women (OVW) and the first Latina Director at DOJ. As director, Ms. Hidalgo leads OVW's mission to provide federal leadership in developing our nation's capacity to reduce violence against women. OVW's important work also strengthens services for survivors of domestic violence, dating violence, and sexual assault. She has 25 years as a champion for reducing gender-based violence and supporting survivors. Her experience includes serving as a public interest attorney, a national policy advocate, and on the White House Gender Policy Council.

Continued on page 13



As part of IADLEST's relationship with the FBINAA, during July 29-August 1, 2023, IADLEST NDI Project Manager Victor McCraw attended the FBINAA Conference at the Colorado Convention Center, representing IADLEST and informing attendees about IADLEST programs. Victor is a graduate of the FBINA.

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, DATE, CONTACT PERSON, and SURVEY TOPIC

Indiana Law Enforcement Academy, August 10, 2023

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

There is a lot of research on the harmful effects of misusing caffeine, whether through supplements, energy drinks, or other means. The Indiana Law Enforcement Academy is considering placing a restriction or ban on students bringing food/supplements and drinks (especially energy drinks) that contain caffeine to the Basic Session since we have seen students suffer ill effects from not adhering to the labels, using these substances incorrectly, and/or not knowing the effects. The restriction does not necessarily apply to coffee, soft drinks in the cafeteria, but more along the lines of pre-workout supplements and energy drinks.

Have any other academies banned or restricted supplements, especially caffeine, for students attending classes? We are a residential academy with students staying Monday through Friday, so we have some control over what can be brought onto campus. We value your thoughts and input.

Alaska Police Standards Council, August 25, 2023

Joseph Gamache, Joseph.Gamache@Alaska.gov, 907-465-5523

Alaska Police Standards Council is looking for stats related to officer complaints and FOIA requests in agencies that use body cameras. Two of our largest agencies here in Alaska have started body camera use and we are anticipating an increase in the FOIA requests for footage as well as an increase in complaints filed with our office.

If there are a few years stats for agencies that have been using body cams for a while please list those to show any trends. Examples: Citizen complaints % change year over year and FOIA request % change year over year.



Member Agency Notes

New Rules for Instructors in POST-certified Courses



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

A certification that is currently “inactive” is acceptable so long as there have been no licensing actions taken against said certification. Commission Regulation 1052(a)(5)(A) **prohibits any current or former peace officer from serving as an instructor of a POST-certified training course if they are ineligible to hold office as a peace officer**, pursuant to Government Code section 1029, **or if their peace officer certification is currently suspended by POST**. This prohibition extends to any out-of-state instructors who would be deemed ineligible to be a peace officer in the state of California. The course presenter has discretion to use suspended officers, once the suspension period has expired.

Continued on page 14



Member Agency Notes



New Hampshire Physical Fitness Standards Still Intact from Legislative Challenge

New Hampshire is still the only state with an inservice physical fitness standards for law enforcement officers. This year's legislative challenge to the state standards was tabled and failed to make it to the House of Representatives floor. There will still be meetings regarding the legislation and alternative language is being discussed for the next session. However, today the state is still the first and only state to promote officer physical fitness as a state requirement after completion of basic training.



Illinois Legislature and Governor change police employment requirements

On July 28, 2023, the Illinois Governor signed into law, House Bill 3751, that states "an individual who is not a citizen but is legally authorized to work in the United States under federal law is authorized to apply for the position of police officer." Non-citizens will be subject to all other requirements to become police officers.

Illinois is not alone in allowing non-citizens to work in law enforcement. Many states allow non-citizens, who are legally in the country and engaged in the process of becoming a U.S. citizen, to apply and be certified as police officers. Among the states that allow non-U.S. citizens to become law enforcement officers, are Colorado, Delaware, Kentucky, Maryland, Minnesota, Nevada, New York, North Dakota, Oklahoma, Pennsylvania, South Carolina, Utah, and Wyoming.¹

¹ Source: 2023 IADLEST Sourcebook Survey



Kentucky Breaks Ground on a New Multipurpose Training Facility

On July 10, 2023, Gov. Andy Beshear broke ground in Richmond, Kentucky on a new law enforcement training facility. The Jody Cash Multipurpose Training Facility will be a 42,794-square-foot facility with a 50-yard, 30-lane firing range designed for officers to learn intensive and specialized training. Construction is expected to be completed in 2025. Jody Cash lost his life in the line of duty May 16, 2022, while serving as chief deputy of the Calloway County Sheriff's Office. He also worked with the Department of Criminal Justice Training as a peer mentor through the Kentucky Post-Critical Incident Seminar, supporting officers after traumatic or distressing events.

Source: <https://www.klemagazine.com/blog/2023/7/10/gov-beshear-breaks-ground-on-new-law-enforcement-training-facility->



Nebraska Governor Rejects Police Standards Advisory Council's Recommendation to Relax Drug Use

Governor Jim Pillen rejected the Police Standards Advisory Council's recommendation to relax the time of prior drug use for applicants entering the Nebraska Law Enforcement Training Center. Currently, the standard is 2 years for marijuana use and 5 years for narcotic or other dangerous drug use. Under the Advisory Council's recommendation, prior drug use before being admitted to the Nebraska Law Enforcement Training Center would decrease to 1 year for marijuana use and 3 years for narcotic or other dangerous drug use. It was thought, that the Advisory Board's position would improve the applicant pool for the hiring of police officers in the state.

Source: NTV News, August 14, 2023, <https://nebraska.tv/news/local/governor-jim-pillen-rejects-proposal-to-relax-drug-use-standards-for-nebraska-law-enforcement-recruits-local-news>

The Strategic Importance of Data to Criminal Justice Standards & Training Agencies

At the present time, there are three significant surveys being circulated among the POST agencies and training academies. Each survey is trying to gather data on the status of law enforcement standards and training in the United States. The surveys include the Bureau of Justice Assistance (BJA) CLETA Survey, IADLEST's Decertification Database Survey, and IADLEST's 2023 Sourcebook Survey. IADLEST is cordially involved in all three information-gathering efforts.

- The current BJA CLETA Survey is a continuation of the 2018 CLETA Survey initiative focusing on academies.
- IADLEST's Decertification Database Survey is part of IADLEST's grant program for the expansion of the National Decertification Database Project with the U.S. Department of Justice (USDOJ). IADLEST will maintain control of the database project and the USDOJ will fund the project to upgrade the functionality of the system.
- The IADLEST 2023 Sourcebook Project is directed at State POST operations and continues past efforts of IADLEST to provide POST Directors with statistical information to help them answer some of the most common questions sought from the public, the news media and local officials and state legislative bodies when seeking new funding for law enforcement and criminal justice officer training and standards.

You might ask why there are so many survey projects at one time? It's because statistical data now, more than ever, is driving many of the legislative and funding discussions surrounding preparing citizens to become law enforcement officers, the training delivery provided by academies or required by the states, and the lawful and ethical standing of those serving as criminal justice officers.

AS IADLEST Director Members, each of you should strive to ensure your operations are well represented in the survey findings. The results of these surveys will be viewed nationally among federal funding agencies, by those in academics, state and federal legislative bodies, and others in the international law enforcement realm. Your involvement demonstrates your commitment to better prepare public safety servants for the future, and to keep the law enforcement profession honorable and



more suitable for the public's trust. In the IADLEST Sourcebook study, your participation will be documented by the name of each participating state director, and the state agency, along with the names of any supporting staff that have acted as liaisons or intermediaries that are known during the information process.

In the past, POST Directors have used the Sourcebook information when educating the public as to the breadth of law enforcement standards and training in the nation. National and state legislative representatives have been directed to review the findings when considering new legislation and funding opportunities to provide to criminal justice training. The absence of information from your state or academy could be seen as a missed opportunity for serious consideration of grant funding or even questioned when speaking on legislation you're seeking for your state.

How would you respond if a key legislator asked you why your agency's information was not included within the national survey data?

The collection of data provides insight into training modernization, decision-making, and challenges that may need to be overcome. Data is a key indicator of progress or status quo. Everyone who reviews the collected data hopes to be able to point to results that demonstrate improvement and/or findings that are indicative of the need for assistance to improve training standings. Data collection also allows agencies to compare themselves to their counterparts throughout the nation and consider adopting similar programs.

In a recent study of 141 government leaders, more than half of the respondents (53%) indicated that “increasing the use of data in decision-making is their top priority.”¹ But data collection is only as good as the information that those being surveyed provide to the survey instruments. A lack of data skews the outcomes and does not provide the most accurate picture of what is actually occurring.

That is why IADLEST has partnered with federal efforts and introduced its own production of training data for the IADLEST membership. Having complete and accurate information allows IADLEST to produce expense-free information that director members could use in their future discussions with commissions, counsels and boards, legislative committees, and the public on efforts being made to improve law enforcement standards and training. Directors could use the data to show the public comparative standards programs or a pattern of existing government programs that a state may wish to emulate for the public and professional good. ~

¹ *Making Data a Strategic Asset*, Government Technology, Center for Digital Government Research Report, Amazon Web Services, 2022, <https://papers.govtech.com/Making-Data-a-Strategic-Asset-141567.html>

DATA—The Department of Justice’s 2023 budget includes billions of dollars for law enforcement and community safety. There are hundreds of millions of dollars in additional grant funding available.

Applying for these grants rightly requires a lot of data — facts and data help ensure the dollars are being allocated to the agencies that truly need the grant funding to make a material difference in their community.

Without a data integration platform, public safety agencies do not have a way to bring all their data together to quickly and efficiently get answers to their questions. This fundamental problem exacerbates any challenge involving data, including both fighting crime and applying for grants.

Have You Checked Your Website Lately?

In a recent article by Brandon Paykamian entitled *As Higher Ed Goes Digital, ADA Compliance Falls Behind*,¹ he reported information based on a recent report from the risk management company AAAtraq. The article was published in *Government Technology*, and indicated:

1. “97 percent of U.S. colleges and universities do not have accessibility-compliant websites, which could cost them millions of dollars in litigation fees and payouts.
2. Most of the 97 percent of colleges who failed ADA compliance tests in AAAtraq’s July audit were “let down on their home page.”

Higher education and training academies have similar functions, though the clientele are different. Both provide statements of service and some academy websites provide online training. This is why we’re sharing this information.

Points that the article addressed to pay attention to, include:

- The average settlement is about \$27,000 when a website is not ADA Compliant;
- Vendor learning management platforms often fail to be in ADA compliance;
- Vendor contracts need to indicate the vendor will provide an ADA compliant platform;
- Accessibility applies to websites and any digital technology being used, to include social media platforms, podcasts, and video learning platforms;
- Policies and procedures need to address website and digital technology ADA compliance requirements; and
- Train staff who participate in the digital delivery on ADA compliant requirements.

ATTENTION:

DOJ Proposing Additional ADA Accessibility Amendments for Government Websites

On August 3, 2023, the Department of Justice (DOJ) published a Notice of Proposed Rulemaking proposing to update the regulations for Title II of the Americans with Disabilities Act (ADA) to better ensure web and mobile app accessibility for people with disabilities. DOJ is [seeking public feedback](#) on its proposal, which aims to clarify how State and local governments can meet their existing ADA obligations as their activities increasingly shift online.

Revisiting Qualified Immunity and Clearly-Established Law in Force Context

OVERVIEW:

Qualified immunity (QI) can provide a safe-harbor shielding mechanism for law enforcement officers (LEOs), but only if it is appropriately considered and correctly applied in policy, training, supervision, reporting, investigating, incident reviewing, disciplining, etc.

This brief program explores and revisits these important concepts.



Thursday, September 21st
1:00pm – 2:00pm ET
2023

INSTRUCTOR:

Michael Brave

Michael Brave, J.D., M.S. (trainer, consultant, attorney, retired officer), has a wide range of law enforcement experience, including: earning instructor certifications in many force options, vehicle operations, pursuits, and others; authoring 140+ papers, book chapters, videos, and webinars; involved in 750+ legal actions; retained as an expert in 280+ federal/state civil rights issues, international inquests, and others; involved in reviewing 650+ Officer-Associated Deaths (O-ADs); and presented on force and other subjects 1000+ times in the U.S.A., Mexico, U.K., Canada, Austria, and Panama. He serves as Legal Advisor and a Board Member to International Law Enforcement Educators and Trainers Association (ILEETA). He is an International Association of Directors of Law Enforcement Standards and Training (IADLEST) International Certified Instructor and Nationally Certified Instructor. He is a Life Member of the International Association of Chiefs of Police (IACP), American Jail Association (AJA), National Sheriffs Association (NSA), and others.

LEARNING OBJECTIVES:

- Understanding QI, how it is intended to be applied, and how it is often misapplied.
- Understanding clearly-established law and obvious clarity exception.
- Example: Graham (1989) actively resisting factor as clearly-established law today.
- Implementing QI safe harbors in law enforcement leadership.

SPONSOR:



TO REGISTER FOR THE CLASS: [CLICK HERE](#)

Rewards We All Can Mimic:

California Peace Officer Standards and Training's Excellence in Training Award

Recently, California Commission on Peace Officer Standards and Training (POST) announced the application process for its 2023 Excellence in Training Award. California POST has continued this annual event since 1994, and it is an opportunity that other POST agencies and academies, if not already doing so, might want to implement to encourage superior efforts in law enforcement training design, production, and longevity in instructional service.

About the Award

The POST Excellence in Training Award recognizes individuals and organizations for outstanding achievements and contributions to law enforcement training. The award encourages and fosters innovation, quality, and effectiveness. The award is given in three categories: Individual Achievement, Organizational Achievement, and Lifetime Achievement. The awards are presented by the Commission at a special ceremony in June. Runners-up receive honorary certificates of recognition.

Review Process

The nominations are reviewed each year by the POST Advisory Committee. The Advisory Committee includes representatives with broad-based interests in the law enforcement profession.

The nominations are evaluated using specific criteria. The Committee makes its recommend-



(L-R) California POST Commission Chair Geoff Long, Individual Achievement Winner—SFPD Sergeant Justin Bugarin and California POST Executive Director Manny Alvarez, and Jim Grottkau, Assistant Executive Director.



ations to the Commission and the Commission makes the final award selections.

The evaluation criteria is used by the panel to select a winner in the three award categories. They are as follows:

Individual Achievement

The award for Individual Achievement is given for remarkable effort or accomplishment resulting in a singularly significant or extraordinary contribution to public law enforcement training.

The individual's contribution must involve innovation, a demonstrably effective project, task, or assignment that has significantly impacted or benefited law enforcement training at the organizational, local or state level. Outstanding contributions may include, but are not limited to, innovative approaches in the preparation, presentation, application, implementation, evaluation, planning and/or management of law enforcement training programs.

Organizational Achievement

This award category recognizes the achievements and contributions made by an organization dedicated to law enforcement training. The award is one wherein training responsibilities and initiatives must have resulted in substantial contributions to public law enforcement and reflect a high degree of training effectiveness and service. The contribution must be documented and describe one or more projects or programs that are primarily training in nature rather than an operational activity.

Outstanding contributions may include, but are not limited to, innovative approaches in the analysis, design, development, implementation, evaluation, or delivery of law enforcement training programs. The criteria may include both quantum and long-term improvements or successes.

Lifetime Achievement

The Lifetime Achievement is presented to individuals who have contributed to public law enforcement training over a substantial period of the individual's career. During this time, individuals must have achieved a remarkable record of demonstrable results, including quality, substance, and innovative impact. He or she must have consistently maintained highly creative and effective effort, displayed exemplary service, and exhibited strong leadership skills. The individual must also enjoy a reputation as an innovator and leader among peers and within the local, state, and regional levels.

Eligibility

To be eligible for an award, individuals or organizations must have shown demonstrated skills, innovative approaches, commitment, energy and intelligence devoted to law enforcement training based on the criteria for each award category. The nominee's contribution will have shown a clear impact on the advancement of California law enforcement training at an extraordinary level.

Nominated individuals may include, but are not limited to, those who are currently or have been law enforcement trainers, law enforcement personnel, private trainers, or educators. Nominees for Lifetime Achievement must have been active in law enforcement training for a minimum of 15 years.

Nominated organizations may include law enforcement agencies, colleges or universities, private presenters or developers, or non-profit foundations engaged in the training of peace officers.

Supporting Documents

The noted accomplishments must be included, identifying information about financial, operational, and/or related benefits realized by California law enforcement as a direct result of the nominee's contribution or service.



Organizational Achievement Award Winners, Stanislaus County Sherriff's Office

Award Criteria

Innovation

Nominees are evaluated on the use of unique and innovative approaches in the design, development, implementation, and presentation of training programs, leading to improved quality or delivery of law enforcement practices. Innovation also includes new or creative approaches to program delivery, or the introduction of new technology or creative uses for existing technology that lead to improved quality or delivery of law enforcement training.

Impact

Nominations fully describe the effectiveness of the achievement(s) on law enforcement training.

Improvement(s) resulting from accomplishment(s) limited to the immediate organization, or do they impact or have the potential to impact other law enforcement organizations at the local, regional, or state levels? Nominations include any quality, cost effectiveness, operational, or other related improvement(s) derived or projected as the result of the nominee's accomplishment(s).

The nomination for Lifetime Achievement focuses on the same points but are discussed in terms of accomplishments throughout the nominee's career in law enforcement training. The number of years (minimum 15) that the nominee has been in law enforcement training must be documented.

Reputation / Recognition

Nominations are evaluated based on the reputation and recognition of the nominated individual or organization. The nomination emphasizes how the nominee is "sought out for advice" by his or her peers, identify the nominee's reputation as a leader and innovator within law enforcement training, and any official recognition made by the individual's organization or peers.

Award Winners - [View all Excellence in Training Award Recipients](#)

More Information

The specific instructions for nominating agencies and individuals for the California POST awards, can be found by clicking [**HERE**](#).

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



NDI

NATIONAL DECERTIFICATION INDEX

For more information – www.IADLEST.org or 208-288-5491

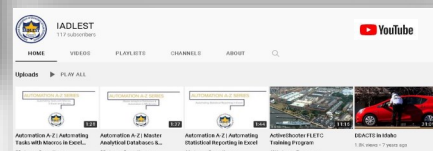
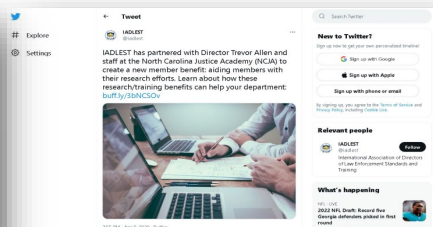
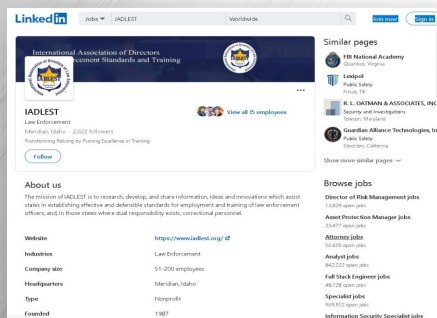
IADLEST SOCIAL MEDIA



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>



Sites Reporting on NDI and State Decertification Information

Several states publicly acknowledge their system for the decertification/revocation of unfit law enforcement officers. They do this to enhance public notice of their duties and to remove unqualified peace/law enforcement officers from maintaining state authority to serve the public and the law. They provide the information on their websites or through downloadable documents. Some states that publish such actions include Arizona, Indiana, Kansas, Vermont, and Washington.



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 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.

How Good Writing Helps Your Readers

By Jean Reynolds, Ph.D.



Yesterday afternoon I triumphantly told my husband that I'd completed all the arrangements for a business trip early next year. My victory didn't last long, though. This morning I made the horrifying discovery that I'd *gotten one of the dates wrong*. Luckily I caught the mistake early and didn't have

to pay an airline penalty.

But I spent a long time on the phone trying to fix the problem, and it's going to take even longer for me to get over my embarrassment. What went wrong? Obviously I wasn't careful enough.

Maybe it's not totally my fault, though. The person who'd sent out the plans for our meeting could have taken some simple steps to minimize confusion.

A few weeks ago she'd given us an updated list of events, dates, and times. Great! But she didn't point out that the earlier plans had changed: we'd be flying a day later and meeting for only three days, rather than the usual four. (That was part of the reason for my goof with my plane ticket—I was still looking at the old dates I'd marked on my calendar.)

Her message also omitted the useful labels *Tuesday*, *Wednesday*, and *Thursday*. For me, at least, "January 9" is abstract; "**Tuesday**, January 9" is specific. Every weekday has a different feeling and flavor, and that might have helped.

Some Practical Writing Tips

In this article I want to suggest some easy ways to reduce confusion and mistakes in workplace writing.



First, don't assume that your readers have all the information they need. It's always a good idea to ask a coworker to read what you've written and make suggestions.

Second, use short, crisp sentences to help readers focus on the information that matters. Compact emails are more likely to be read on the spot. Long-winded emails, on the other hand, may be set aside to be read later. (Or perhaps never—it happens!)



If you absolutely *have to* write a long document, keep the paragraphs short. When necessary, break an oversized paragraph into two (or even three) shorter ones. I often split paragraphs when I'm writing. No one ever notices!

Headings are another simple way to minimize confusion. I use headings in almost everything I write: they help readers navigate from one idea to the next one.

One of my best tricks is using a large typeface—at least a 14 font. I get far too many emails written with a tiny typeface that almost requires a magnifying glass. Some of the notices on bulletin boards are just as hard to read. Here's what's really ridiculous: often the bottom half of the computer screen or sheet of paper is *blank*. Make good use of that space!

My Two Favorite Writing Tips

Don't be fooled by the simplicity of my next two suggestions: they really work—and they're easy to do.

1. Refresh the subject line whenever you forward or reply to an email.

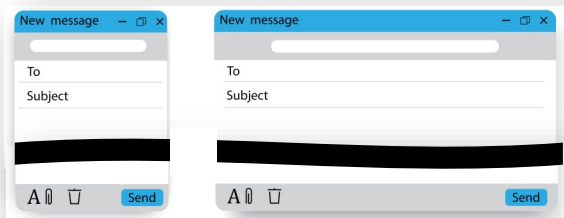
Even the simplest projects often require a lot of back-and-forth discussion via email. That creates difficulties for a colleague who wants one small but important piece of information.

Suppose someone is looking for the name of the catering company you've chosen for a meeting at your

Continued on page 24

agency. They might have to click through thirty emails with the subject heading “Youth Council Meeting” to find out who’s in charge of lunch.

You can help everyone involved with the event by changing the subject line as needed. “Lunch Plans,” for example, might save someone from wading through endless emails looking for the name of that caterer.



2. State your purpose and goal *early*.

Avoid openings like “Ray will be on vacation starting January 3.” Ray’s coworkers may not bother to read the rest of the message.

You should start your email with the most important information: “Please submit your reimbursement requests by December 15. Because Ray will be on vacation starting January 3, he’ll need extra time to process those requests.”

Respect Everyone’s Time

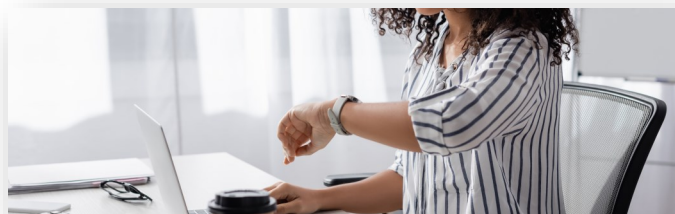
Here’s a typical public announcement from a small city. It’s well written but wordy. What information would you omit?

The Board of Commissioners from Denville Township may find it necessary to close Township buildings in the event of unexpected emergencies. If you have access to the internet, you can read emergency updates at www.DenvilleTownshipNews.com. Announcements about closings will also be broadcast on WDTG-TV and WDTG -FM.

There’s a lot here that isn’t necessary! Aren’t emergencies always unexpected? And do Denville’s citizens really need to know that the Board of Commissioners (rather than the Mayor or City Manager) will be making the decision to close Township buildings?

Everyone saves time if you make a habit of eliminating verbal clutter. Even better, you’re ensuring that readers are quickly finding the information they need. Here’s another version of the announcement about emergency closings. All the important information is here, even though it’s only 16 words long:

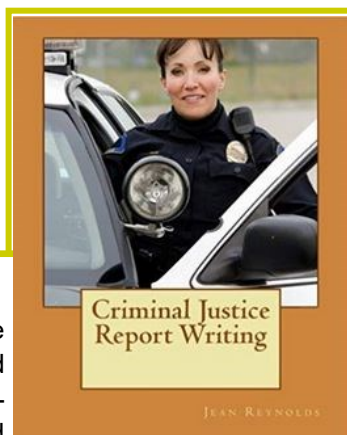
Denville Township buildings may close during emergencies. Updates will be available at www.DenvilleTownshipNews.com, WDTG-TV, and WDTG -FM.



Always keep your readers in mind when you’re writing. When you’re busy, it’s tempting to skip the last step—checking for clarity and completeness before you click *send*. But over a year, the savings in time, energy, and confusion (like my mistake with my plane ticket!) can make a huge difference. Start applying these tips *now*. ~

For more writing practice and updated information about report writing, visit:

www.YourPoliceWrite.com



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*.



Training Lexicon

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

Augmented Reality (AR)

- Augmented Reality (AR) is a technology that layers computer-generated enhancements atop existing reality. AR is developed into apps and used on mobile devices to blend digital components into the real world. **Augmented reality transports** you to a virtual world. It **takes digital images and layers them on the real world around you** through the use of either a clear visor or smartphone. AR technology can be used to display overlays on games, pop out 3D emails, photos, or text messages. AR is also used with holograms and motion-activated commands.

- AR is a process of “augmenting” or combining video or photographic displays by overlaying the images with useful computer-generated data. The earliest applications of augmented reality were almost certainly the “heads-up displays, like a speedometer showing on the windshield of a car.” It can also be used to combine data displays with real-time video.

- **Augmented reality allows you to see the world around you with digital images layered on top of it, such as** for smartphones to display information such as building addresses, real estate signs, retail sales offers, and restaurant reviews on specific sites seen through the devices’ viewfinder or electronic displays. Such information can be supplied using a global positioning system ([GPS](#)) linked to a commercial or [open-source database](#).



Source

<https://www.slideshare.net/markwilston1/virtual-reality-vs-augmented-reality-112102716>

Virtual Reality (VR)

Virtual Reality (VR) is an artificial, computer-generated simulation or re-creation of a real-life environment or situation. It immerses the user by making them feel like they are experiencing the simulated reality firsthand, by stimulating their vision and hearing. **Virtual Reality** is possible through a coding language known as VRML (Virtual Reality Modeling Language). VRML can be used to create a series of images, and specify what types of interactions are possible for them.

Virtual reality uses a headset to place you in a **computer-generated world** that you can explore.



Source

<https://www.slideshare.net/markwilston1/virtual-reality-vs-augmented-reality-112102716>

Machine Learning

Machine Learning is a subfield of artificial intelligence, which can be defined as “the capability of a machine to imitate intelligent human behavior.” Defined in the 1950s by AI pioneer Arthur Samuel as “the field of study that gives computers the ability to learn without explicitly being programmed.”

Source

<https://mitsloan.mit.edu/ideas-made-to-matter/machine-learning-explained>

Algorithmic Learning Data

The definition of an algorithm is “a set of instructions to be followed in calculations or other operations.” It applies to mathematics and computer science. So, at the essential level, an AI algorithm is the programming that tells the computer how to learn to operate on its own.

AI algorithms work by taking in training data that helps the algorithm to learn. How that data is acquired and labeled marks the key difference between different types of AI algorithms. Training data (labeled or unlabeled, supplied by developers or the program itself) uses that information to learn and grow. Some types of AI algorithms can learn on their own, take in new data, and refine their process.

Source

<https://www.tableau.com/data-insights/ai/algorithms#algorithm-uses>

The Impact of Technology Upon Criminal Justice Academy Training

We're entering a new era in our capabilities, where technology has evolved to bring us more realism and exciting methods to present training for the academy recruits and officers we teach. Just as it was with the invention of the telephone, it is no longer chalkboards, whiteboards, or role players in the hallways or on the back lot. We can now immerse our students into realism and demonstrate many of the activities they will likely encounter in their daily street duties or working in jails or state correctional facilities. And this leads us to ask, are you ready to engage the latest training methodologies in your lectures, in the training materials provided to students, and during practical scenario exercises?

In the next series of articles, we are sharing with you some of the advances and concepts that are being touted and developed for law enforcement academy training. It isn't all hype. They are instructional methodologies and training concepts currently being used in some of the most progressive law enforcement training academies worldwide.

With the new technology recently released to the public, instructors and training directors can present training as we've never seen it before—it's like science fiction has come of age. The power of these new abilities will permit us to immerse our students into a better understanding of the tasks we teach and allows us to impact their level of knowledge like never before. It's an exciting time for training.

The articles that form this cover story include instructional enhancements such as Artificial

Intelligence, ChatGPT, graphic design, video production, improved training materials development, better scenario training, and the latest advances in online training production, animation, and avatars. Developments well within the capabilities of academies, though there has to be foresight and determination by those leading training to bring these advancements forward to the recruits and officers being trained.

For some, it's a question to be presented to or answered by the commissions, councils, or boards overseeing the training and standards function. For others, it's having the will to leap forward, allowing staff to gain the knowledge or access the technology to improve their work. And for some individuals, it's just knowing what is out there for them to use and how to apply these advancements.

We will begin by looking at what we have all heard about recently ... ChatGPT. We have three articles about this new technology and each has a different perspective about how trainers might be able to use ChatGPT to improve the training given to officers. We also have articles on animation and avatar development, training material design, and empowering officer learning through online training improvements. We will end with an example of policy for artificial intelligence.

We hope the ideas and experiences of others will encourage you to advance your training for your staff and those whom you teach the rules and skills to serve the public effectively.

ARTIFICIAL INTELLIGENCE

THE TRANSFORMATIVE IMPACT of CHATGPT on POLICE TRAINING: ADAPTING STANDARDS and METHODOLOGIES for the FUTURE

Written by Johan W. Wessels



Abstract

This comprehensive article explores the profound impact that ChatGPT, a language model developed by OpenAI, will have on police training in the next decade. As ChatGPT continues to advance, it presents both opportunities and challenges for law enforcement agencies worldwide. This article discusses how training standards and methodologies for police must adapt to effectively incorporate and harness the potential of ChatGPT. By examining the benefits, limitations, and ethical considerations, we aim to provide deep insights into the evolving landscape of police training and the transformative role of artificial intelligence in shaping the future of law enforcement.

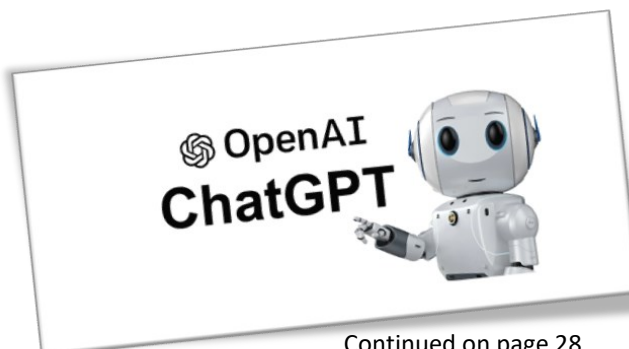
Introduction:

The advent of ChatGPT has revolutionized the way we interact with artificial intelligence (AI) systems. Its ability to generate coherent and contextually relevant responses has immense potential in various sectors, including law enforcement. Police training, traditionally focused on tactical skills and critical decision-making, must now adapt to incorporate the advancements in AI, particularly ChatGPT. This article delves into the impact

Johan W. Wessels is a highly experienced law enforcement professional with an impressive 33 years of service. With 29 years dedicated to training, he has honed his expertise in this field. As a former national tactical training advisor for the South African Police, he played a crucial role in shaping the training programs for the force. For the past 19 years, Johan has been serving as an expert-consultant with the Dubai Police, contributing his valuable knowledge and skills to enhance their operations.



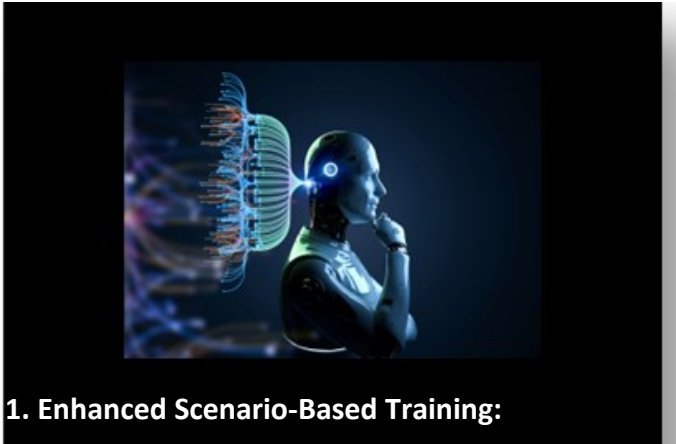
that ChatGPT will have on police training over the next decade and outlines how training standards and methodologies need to evolve to ensure optimal utilization of this technology.



Continued on page 28

The Benefits of ChatGPT in Police Training

ChatGPT offers several benefits that can revolutionize police training. Here are five detailed examples of how different types of police training can be impacted by ChatGPT and how exactly it will be impacted.



1. Enhanced Scenario-Based Training:

ChatGPT can generate realistic scenarios, allowing officers to practice their decision-making skills in a controlled environment. For example, in a training scenario where an officer encounters a suspicious individual, ChatGPT can simulate a conversation with that individual, presenting dynamic responses based on the given scenario. This training method enables officers to gain experience in handling complex interactions with the public effectively, improving their ability to assess threats, make informed decisions, and de-escalate tense situations.

To understand how enhanced scenario-based training can be implemented with ChatGPT, let's consider an example involving a training scenario focused on handling a potentially volatile protest situation.

Scenario Setup:

The training session begins with officers being immersed in a simulated environment where a protest is taking place. ChatGPT is integrated into the scenario as an AI-generated character representing a protester. The officers are tasked with managing the situation, ensuring public safety, and maintaining peaceful order.

Interactive Conversations:

As officers engage with the AI-generated protester character, they can have interactive conversations, asking questions, giving commands, and responding to the protester's statements and actions. ChatGPT, operating as the protester, generates dynamic and contextually relevant responses based on the scenario's variables and the officers' input.

Example Interaction:

Officer: "Excuse me, sir, what is the purpose of this protest?"

ChatGPT (as Protester): "We are demonstrating against recent social injustices and advocating for police reform. We want our voices to be heard!"

Decision-Making and Critical Thinking:

As officers interact with ChatGPT and respond to the protester's statements, they must make decisions based on the information they gather and their training. These decisions may include assessing the level of threat, determining appropriate crowd control measures, or employing de-escalation techniques. ChatGPT's responses, designed to simulate a range of protester behaviours and attitudes, challenge officers to think critically and adapt their strategies accordingly.

Example Interaction:

Officer: "We understand your concerns. We are committed to protecting everyone's right to peaceful protest. Can we discuss any specific issues you would like to address?"

ChatGPT (as Protester): "We demand greater accountability for police misconduct and unbiased policing practices. How will you ensure our voices are heard?"

Real-time Feedback and Evaluation:

As the training session progresses, officers' interactions with ChatGPT are monitored, and trainers provide real-time feedback and guidance. Trainers can evaluate officers' decision-making, communication skills, and ability to de-escalate potential conflicts. The feedback reinforces positive behaviours, highlights areas for improvement, and ensures officers are aware of the nuances of interacting with individuals in tense situations.

Trainer Feedback:

Trainer: "Good job acknowledging their concerns and emphasizing your commitment to peaceful protest. Next time, consider asking specific questions to gain more insights into their grievances."

Iterative Training and Improvement:

Through repeated iterations of scenario-based training with ChatGPT, officers can refine their decision-making,

communications, and de-escalation skills. The system can learn from the officers' interactions, continually improving its responses to provide more realistic and dynamic scenarios, further enhancing the training experience.

Example Interaction:

Officer: "Can you elaborate on the steps you suggest for improving police accountability?"

ChatGPT (as Protester): "We need an independent oversight body to investigate misconduct allegations promptly and fairly. Transparency and community involvement in the disciplinary process are crucial."

By incorporating ChatGPT into scenario-based training, officers gain valuable experience in managing complex interactions, assessing threats, and making informed decisions. This immersive training approach allows officers to practice in a controlled environment, building confidence and enhancing their ability to handle real-world scenarios effectively.



ChatGPT can simulate conversations with individuals in crisis, providing valuable opportunities for officers to practice de-escalation techniques. In a scenario where an officer encounters a person exhibiting signs of distress or potential mental health issues, ChatGPT can portray that individual and respond based on their unique emotional state and circumstances. This immersive training experience helps officers develop empathy, active listening skills, and effective intervention strategies to mitigate conflicts and ensure the safety of all involved.

Implementing collaborative training approaches with ChatGPT involves creating opportunities for officers to provide feedback and refine the system's responses based on their real-world experiences. Let's consider an example of how collaborative training can be

implemented in a scenario focused on crisis intervention.

Scenario Setup:

The training session begins with officers being presented with a simulated crisis situation involving an individual in distress. ChatGPT is integrated into the training as an AI-generated character representing the person in crisis. The officers are tasked with engaging in a conversation and employing appropriate crisis intervention techniques.

Interactive Conversations:

As officers interact with ChatGPT, they engage in conversations aimed at de-escalating the situation and providing support to the individual in distress. The AI-generated responses from ChatGPT are designed to simulate a range of emotions, behaviors, and challenges commonly encountered during crisis situations.

Example Interaction:

Officer: "Hello, my name is Officer Smith. I'm here to help. Can you tell me what's going on?"

ChatGPT (as Person in Crisis): "I feel overwhelmed and alone. Nobody understands what I'm going through. I don't know if I can handle this anymore."

Officer Feedback and Guidance:

During the training session, officers have the opportunity to provide feedback on ChatGPT's responses. They can evaluate the effectiveness of the AI-generated character's reactions, emotions, and dialogue based on their real-world experiences and knowledge of crisis intervention techniques. This feedback is crucial for refining and improving ChatGPT's responses in future training sessions.

Trainer Feedback:

Officer: "The response from the person in crisis seems authentic, but it would be helpful if they expressed more vulnerability and mentioned specific challenges they're facing. It would allow me to provide more targeted support."

System Adaptation and Iterative Training:

The feedback provided by officers is used to refine and adapt ChatGPT's responses. Through iterative training sessions, the AI system learns from the officers' feedback, incorporating their expertise to generate

more realistic and contextually appropriate dialogue. This collaborative approach ensures that ChatGPT's responses align closely with real-world crisis intervention scenarios.

Example Interaction:

ChatGPT (as Person in Crisis): "I'm sorry for being vague earlier. I've been feeling incredibly isolated and have been struggling with my mental health. The fear of being judged keeps me from seeking help."

Role Reversal and Peer Learning:

To foster collaborative training, officers can take turns assuming the role of ChatGPT, responding as the AI-generated character, while their peers engage in crisis intervention dialogue. This role reversal allows officers to gain insights into the AI system's perspective, observe different approaches, and provide constructive feedback to further enhance the training experience.

Example Interaction:

Officer A (as ChatGPT): "It sounds like you're going through a tough time. I want you to know that you're not alone, and there are resources available to support you. Let's work together to find the help you need."

Officer B: "Your response was empathetic and reassuring. Consider providing some specific resources or helpline numbers to the person in crisis, offering practical support."

By implementing collaborative training approaches, officers have an active role in shaping and refining ChatGPT's responses, ensuring that the system aligns with their real-world experiences and needs. This iterative process facilitates peer learning, knowledge sharing, and continuous improvement in crisis intervention skills, ultimately enhancing officers' ability to effectively communicate and support individuals in distress.

In an increasingly diverse society, ChatGPT can assist in overcoming language barriers. Language models like ChatGPT can provide real-time translations, enabling officers to communicate effectively with individuals who speak different languages. In a training exercise involving an officer interacting with a non-English speaking individual, ChatGPT can serve as a language intermediary, accurately translating and generating appropriate responses. This capability enhances officers' ability to gather information, build rapport, and maintain effective communication in diverse communities.

Implementing multilingual communication training with ChatGPT involves leveraging the language translation capabilities of the AI system to enable effective communication between officers and individuals who speak different languages. Let's consider an example of how multilingual communication can be implemented in a scenario involving a non-English speaking individual.

Scenario Setup:

The training session begins with officers being presented with a simulated encounter involving a non-English speaking individual who requires assistance. ChatGPT is integrated into the training as an AI language intermediary, capable of translating and generating appropriate responses in real-time.

Language Translation:

As officers interact with the non-English speaking individual, they utilize ChatGPT to facilitate communication. Officers input their questions or statements in English, and ChatGPT translates them into the individual's native language. The system then generates a response in the individual's language, which is translated back into English for the officers.

Example Interaction:

Officer: "Hello, my name is Officer Rodriguez. How can I assist you today?"

ChatGPT (Translation to Non-English Language): "Hola, mi nombre es Oficial Rodriguez. ¿Cómo puedo ayudarte hoy?"

Individual (Non-English Language): "Necesito ayuda para encontrar a mi hijo. Se perdió en el parque."



3. Multilingual Communication:

Real-time Translation and Response Generation:

ChatGPT translates the individual's non-English response back into English for the officers. The system generates an appropriate response in English based on the translated input, allowing officers to understand and continue the conversation effectively.

Example Interaction:

ChatGPT (Translation to English): "I need help finding my son. He got lost in the park."

Officer: "I understand your concern. We will do our best to assist you. Can you provide a description of your son?"

Continuous Communication:

As the conversation progresses, officers and the non-English speaking individual can continue to communicate through ChatGPT's translation capabilities. This ongoing multilingual communication allows officers to gather necessary information, provide assistance, and maintain effective interaction with individuals who speak different languages.

Example Interaction:

Officer: "Thank you for providing the description of your son. We will initiate a search immediately. Please stay here, and we will update you as soon as we have any information."

ChatGPT (Translation to Non-English Language): "Gracias por proporcionar la descripción de tu hijo. Iniciaremos una búsqueda de inmediato. Por favor, quédate aquí y te actualizaremos tan pronto como tengamos alguna información."

Enhancing Cultural Understanding:

Multilingual communication training with ChatGPT also promotes cultural understanding. As officers interact with individuals from diverse linguistic backgrounds, they gain exposure to different cultural perspectives, norms, and communication styles. This fosters empathy, helps build rapport, and improves community relations.

Example Interaction:

Officer: "I appreciate your cooperation. We understand that this is a difficult situation for you. We will do everything we can to reunite you with your son."

ChatGPT (Translation to Non-English Language):

"Agradezco su cooperación. Entendemos que esta es una situación difícil para usted. Haremos todo lo posible para reunirlo con su hijo."

By incorporating ChatGPT's multilingual capabilities into training scenarios, officers develop the skills and confidence to effectively communicate with individuals who speak different languages. This training approach helps overcome language barriers, fosters inclusivity, and enables officers to serve diverse communities more efficiently.



4. Legal and Procedural Knowledge:

ChatGPT's vast data processing capabilities make it a valuable resource for officers to access legal frameworks, department policies, and procedural guidelines. In a training scenario where an officer needs immediate access to relevant laws and regulations, ChatGPT can provide accurate and up-to-date information, assisting the officer in making informed decisions on the spot. This capability ensures that officers have access to crucial knowledge at their fingertips, enhancing their understanding of legal boundaries and promoting adherence to due process.

Implementing legal and procedural knowledge training with ChatGPT involves leveraging the AI system's ability to provide accurate and up-to-date information on relevant laws, regulations, and procedures. Let's consider an example of how this can be implemented in a scenario involving an officer responding to a domestic disturbance call.

Scenario Setup:

The training session begins with officers being presented with a simulated domestic disturbance situation. ChatGPT is integrated into the training as a knowledge resource, capable of providing legal and procedural guidance during the scenario.

Continued on page 32

Accessing Legal Information:

As officers encounter specific situations or questions related to legal and procedural matters, they can consult ChatGPT to obtain accurate information. They input their queries or describe the scenario, and ChatGPT generates responses based on the applicable laws, regulations, and standard operating procedures.

Example Interaction:

Officer: "I have arrived at the scene of a domestic disturbance. What are the legal steps I should follow to ensure everyone's safety?"

ChatGPT: "In cases of domestic disturbances, it is important to prioritize the safety of all parties involved. You should assess the situation for signs of violence or imminent harm. If necessary, separate the individuals involved and gather information from both parties. Document any evidence of injuries or property damage. Depending on the severity of the situation, you may need to make an arrest, provide referrals to support services, or file a report."

Procedural Guidance:

ChatGPT can provide step-by-step procedural guidance to assist officers in following appropriate protocols. This guidance ensures that officers adhere to the correct legal procedures, respect individuals' rights, and carry out their duties effectively and lawfully.

Example Interaction:

Officer: "I have determined that an arrest is necessary in this domestic disturbance case. What are the proper steps to take?"

ChatGPT: "When making an arrest, ensure that you have probable cause and clearly explain the grounds for the arrest to the individual. Follow departmental procedures for handcuffing and conducting a search. Read the individual their Miranda rights and transport them to the appropriate facility for processing. Complete the necessary paperwork and ensure that all actions taken are properly documented."

Clarifying Ambiguous Situations:

In complex or ambiguous situations, officers can seek clarification from ChatGPT to ensure they are making informed decisions based on legal and procedural requirements. This helps officers navigate challenging scenarios and avoid potential legal pitfalls.

Example Interaction:

Officer: "I have encountered a situation where the individual claims they have the right to refuse a search.

How should I proceed?"

ChatGPT: "Individuals generally have the right to refuse a search unless there is a valid warrant, probable cause, or specific exceptions apply, such as exigent circumstances or consent. Evaluate whether any of these exceptions apply and ensure that you can articulate the basis for the search if challenged. If there is any uncertainty, consult with a supervisor or legal counsel."

Keeping Up with Legal Updates:

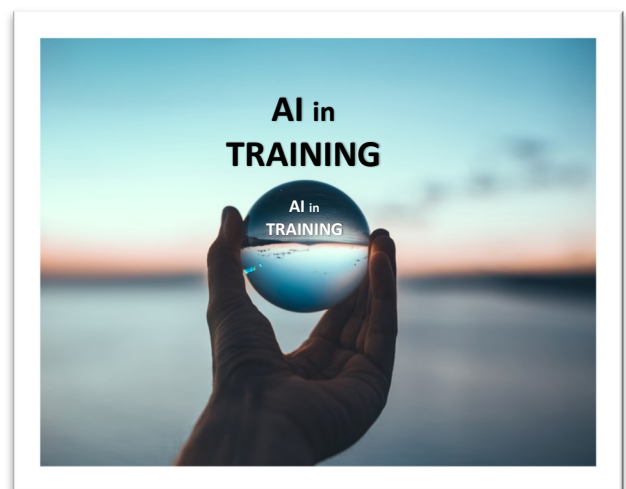
ChatGPT can provide officers with real-time updates on changes to laws, regulations, and departmental policies. This ensures that officers stay informed and can adapt their practices accordingly to maintain compliance with current legal requirements.

Example Interaction:

Officer: "I recently heard about a change in the laws regarding the use of force. Can you provide me with the updated guidelines?"

ChatGPT: "Certainly. The new guidelines emphasize the importance of proportionality and de-escalation techniques when using force. Officers are expected to prioritize the preservation of life and minimize the risk of harm to all parties involved. Ensure you are familiar with the specific requirements outlined in the updated policy, as it may have additional provisions regarding reporting and accountability."

By incorporating ChatGPT's legal and procedural knowledge into training scenarios, officers have access to accurate and updated information, enhancing their understanding of legal requirements and proper procedures. This training approach promotes adherence to the law, mitigates legal risks, and supports officers in making informed decisions in complex situations.





5. Investigative Interviewing:

ChatGPT can play a crucial role in training officers in investigative interviewing techniques. In a mock interview scenario, ChatGPT can simulate the role of a suspect or witness, generating realistic responses and providing officers with opportunities to practice effective questioning strategies. This type of training allows officers to refine their interviewing skills, such as active listening, building rapport, and eliciting accurate information, in a controlled and feedback-rich environment.

Implementing investigative interviewing training with ChatGPT involves simulating interview scenarios where officers can practice their questioning techniques and receive feedback on their approach. Let's consider an example of how this can be implemented in a scenario involving a witness interview.

Scenario Setup:

The training session begins with officers being presented with a simulated witness interview scenario. ChatGPT is integrated into the training as an AI-generated witness, capable of providing responses based on the information provided and the officers' questioning.

Establishing Rapport:

Officers start by establishing rapport with the AI-generated witness. They can use various techniques such as active listening, showing empathy, and using appropriate non-verbal cues to build trust and create a comfortable environment for the witness to share information.

Example Interaction:

Officer: "Good morning. My name is Detective Johnson. Thank you for agreeing to speak with me. How are you today?"

ChatGPT (as Witness): "I'm doing okay. A little nervous,

but I want to help with the investigation."

Effective Questioning Strategies:

Officers practice using effective questioning techniques to gather relevant information from the witness. They can employ open-ended questions to encourage detailed responses, follow-up questions to clarify ambiguous statements, and non-leading questions to avoid influencing the witness's testimony.

Example Interaction:

Officer: "Can you describe what you saw at the scene of the incident?"

ChatGPT (as Witness): "I saw two individuals arguing near the entrance of the building. One of them was wearing a red hoodie, and the other had a baseball bat."

Active Listening and Probing:

Officers engage in active listening, paying close attention to the witness's statements and cues. They can ask probing questions to elicit additional details or seek clarification on specific aspects of the witness's account. This helps officers gather comprehensive and accurate information during the interview.

Example Interaction:

Officer: "You mentioned an argument. Can you recall any specific words or phrases exchanged between the individuals?"

ChatGPT (as Witness): "I couldn't hear their exact words, but they seemed really angry and were gesturing aggressively."

Feedback and Evaluation:

Trainers and supervisors observe the officers' interviewing techniques and provide feedback on their approach. They assess the officers' ability to build rapport, ask effective questions, actively listen, and probe for additional information. Constructive feedback is given to enhance the officers' interviewing skills and ensure they follow best practices.

Trainer Feedback:

Trainer: "You did a great job establishing rapport and asking open-ended questions. However, try to avoid interrupting the witness and allow them to finish their thoughts before asking follow-up questions."

Continued on page 34

Legal Considerations and Ethics:

Officers also receive training on the legal considerations and ethical guidelines related to investigative interviewing. This includes understanding the rules of evidence, respecting witness rights, and maintaining integrity throughout the interview process.

Example Interaction:

Officer: "Before we proceed, I want to ensure you understand your rights as a witness. You have the right to provide truthful and accurate information. If you need a break or have any concerns, please let me know."



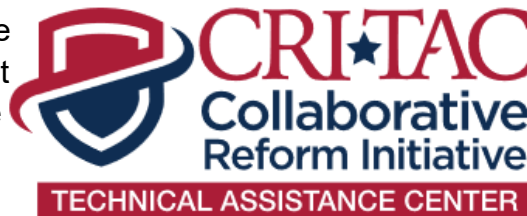
By incorporating ChatGPT as an AI-generated witness, officers have the opportunity to practice their interviewing skills in a controlled environment. They can refine their questioning techniques, improve active listening, and receive valuable feedback to enhance their investigative interviewing abilities. This training approach helps officers gather crucial information effectively, improve witness cooperation, and contribute to successful investigations.



Continued on page 84, **Impact of ChatGPT**

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

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



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

Request this training for your agency today at collaborativereform.org.

Artificial Intelligence and Law Enforcement Training

By Kerry Avery

ChatGPT appeared to have come out of nowhere and burst onto the scene. Now that the dust has settled a little and there has been some time to play with this new artificial intelligence (AI), we can begin to discuss what it can and cannot do for law enforcement. There is a much wider angle on how it can be utilized for policing but this article focuses on training design and delivery. I am not an expert in tech; therefore, this is from a user-level instructional design perspective.

Although AI may appear to be new and something people are not familiar with, chances are you already interact with AI on a regular basis. If you look up directions in Google Maps, sign in to your phone with facial recognition, ask Siri or Alexa a question, have a spam filter in your email, shop online, use social media or a streaming service for music or shows and movies – you are using AI.¹

Instead of researching and writing out an explanation of what ChatGPT is and how we can use it, I asked ChatGPT (OpenAI, 2023): What is ChatGPT, and how can it be used to design and deliver police training?

The following response was provided in seconds:

- ChatGPT is a language model developed by OpenAI. It is a type of artificial intelligence that uses a deep learning architecture called GPT (Generative Pre-trained Transformer) to generate human-like text based on the input it receives. ChatGPT is designed to understand and generate coherent and contextually relevant responses in natural language, making it useful for a wide range of applications, including text generation, conversation, content creation, customer support, and more.

- When it comes to designing and delivering police training, ChatGPT can potentially be used in several ways:

1. **Scenario-based Training:** ChatGPT can simulate real-life scenarios that law enforcement officers might encounter. It can generate interactive simulations where trainees can practice decision-making, conflict resolution, and communication skills in various

situations.

2. **Role-Playing:** Trainees can engage in role-playing exercises with ChatGPT acting as different types of individuals, such as suspects, witnesses, or victims. This can help officers develop their communication and de-escalation skills.
3. **Legal and Policy Education:** ChatGPT can assist in delivering information about laws, regulations, and departmental policies. It can answer questions related to legal procedures, use of force policies, and community engagement guidelines.
4. **Cultural Sensitivity and Bias Training:** The model can provide examples and guidance on how to interact respectfully and fairly with individuals from diverse backgrounds. It can highlight potential biases and offer strategies to address them.
5. **De-escalation Techniques:** ChatGPT can simulate conversations that require de-escalation skills. It can demonstrate how officers can communicate effectively to defuse tense situations and avoid unnecessary use of force.
6. **Feedback and Assessment:** ChatGPT can provide instant feedback on trainee responses, helping them understand what they did well and where they can improve. This can be especially useful for refining communication skills.
7. **Research and Reference:** Police officers can use ChatGPT as a resource to quickly access information on various topics, such as legal terms, community engagement strategies, crisis intervention techniques, and more.
8. **Continuing Education:** ChatGPT can support ongoing learning by providing updates on changes in laws, policies, and best practices in law enforcement. It can serve as a virtual knowledge repository.

- However, it's important to note that while ChatGPT can be a valuable tool in police training, it should not replace real-life training exercises, practical experience, and human instructors. It's crucial to ensure that the AI-generated content aligns with ethical

standards, avoids biases, and accurately represents the complex and nuanced nature of police work. Additionally, AI should be used as a supplement to traditional training methods, not as a sole solution.

That is a lot of potential! Although ChatGPT was the first large language model (LLM) to be released, there are now several other programs available, and AI is being built into existing sites and programs, such as Google, Bing and Canva. LLMs are chatbots that can process natural language, access large amounts of data, and are trained to learn. The programs we use now access information from the internet, but organizations can train an LLM with their own data.²

ChatGPT suggests it can be used for scenario-based training, but this level of interaction has not been achieved yet. The most advanced use I have seen so far is connecting an e-learning module to ChatGPT to provide feedback for long answers. Although it is not yet an interactive scenario with a non-player character (NPC), it is an excellent advancement in online learning capabilities. Up to this point, the only option for feedback on long answer questions is to show a good response and have the learner compare their response to it.

To be able to capitalize on LLMs, a person needs to know how to prompt them. This is going to be the biggest change to the way we work. Instead of knowing how to research and write training content and exercises, people are going to need to know what and how to ask an LLM to write or create it. There is still a level of subject matter knowledge and expertise needed to understand what to ask for, and now we need to develop additional skills in writing effective prompts.

LLMs can now be used as an assistant in the design process. The easiest way to use it is to follow the instructional design steps or a framework like ADDIE. Start using the LLM to brainstorm or get ideas on topics with prompts on how to train police in de-escalation or investigation. It is very effective in writing an outline of topics. For example, I entered the prompt: You are an expert instructional designer writing a course for experienced police officers. Write an outline for a course on interviewing suspects.

ChatGPT Response (OpenAI, 2023) generated in less than one minute:

Course Title: Advanced Suspect Interviewing Techniques

Course Overview:

This advanced course is designed to enhance the interviewing skills of experienced police officers in handling suspect interviews. Through a combination of theoretical knowledge, interactive scenarios, and practical exercises, participants will learn advanced techniques for conducting effective and ethical suspect interviews, enhancing their ability to gather accurate information, build rapport, and ensure a fair and just process.

Duration: 2 days

Day 1: Foundation of Advanced Suspect Interviews

Module 1: Introduction to Advanced Suspect Interviews

- Importance of effective suspect interviews in investigations
- Role of advanced interviewing techniques in ensuring justice and accuracy

Module 2: Psychological Principles in Interviews

- Understanding cognitive biases and their impact on interviewing
- Principles of memory recall and how they influence suspect statements

Module 3: Legal and Ethical Considerations

- Review of Miranda rights and custodial interrogations
- Ethical guidelines for interviewing vulnerable populations

Module 4: Building Rapport with Suspects

- Strategies for establishing trust and rapport
- Active listening techniques for fostering cooperation

Module 5: Cognitive Interviewing

- Introduction to the cognitive interviewing approach
- Techniques for enhancing memory retrieval and minimizing misinformation

Day 2: Advanced Techniques and Practical Applications

Module 6: Adapting to Suspect Behavior

- Recognizing signs of deception and stress
- Tailoring interview strategies to different suspect personalities

Module 7: Questioning Strategies

- Open-ended vs. closed-ended questions in interviews
- Using the PEACE model (Planning, Engage, Account,

Closure, Evaluation)

Module 8: De-escalation and Emotional Intelligence

- Applying emotional intelligence to defuse tense situations
- Techniques for managing emotional responses during interviews

Module 9: Handling Resistance and Denials

- Strategies for addressing denials and inconsistencies
- Overcoming barriers to cooperation through empathy and understanding

Module 10: Role-Playing and Simulation Exercises

- Engaging in realistic interview scenarios with actors or AI simulations
- Receiving feedback and critique from peers and instructors

Module 11: Record Keeping and Documentation

- Importance of accurate and thorough interview documentation
- Best practices for maintaining interview records that withstand legal scrutiny

Module 12: Case Studies and Analysis

- Reviewing real-world cases where advanced interviewing techniques made a difference
- Identifying key takeaways and lessons learned from case studies

Module 13: Continuous Improvement and Reflection

- Strategies for ongoing self-assessment and improvement
- Incorporating feedback from interviews into future practice

Assessment and Certification:

- Written assessment covering theoretical knowledge
- Practical assessment involving conducting an advanced suspect interview

Successful completion leads to a certification in Advanced Suspect Interviewing Techniques.

Note: Throughout the course, emphasis will be placed on ethical considerations, cultural sensitivity, and maintaining professionalism while conducting interviews. The course content will be continuously updated to align with evolving legal standards and best practices in law enforcement.

Then take each section and prompt ChatGPT to write measurable objectives. The first few times I prompted ChatGPT to write learning objectives, the responses included objectives that started with the words “know” or “understand.” As an instructional designer, I subscribe to the theory that know and understand are not measurable; therefore, I wrote another prompt asking ChatGPT to write measurable learning objectives again without using the words “know” or “understand.” The prompt I used this time is: *Write measurable learning objectives for Module 1: Introduction to Advanced Suspect Interviews. Importance of effective suspect interviews in investigations and the role of advanced interviewing techniques in ensuring justice and accuracy.*

ChatGPT Response:³

By the end of Module 1: Introduction to Advanced Suspect Interviews, participants will be able to:

1. Explain the Significance of Effective Suspect Interviews in Investigations
 - Define the purpose of suspect interviews in the context of criminal investigations.
 - Discuss the impact of accurate and comprehensive suspect interviews on case outcomes.
 - Describe how information gathered from suspect interviews contributes to the overall investigative process.
2. Identify the Role of Advanced Interviewing Techniques in Ensuring Justice and Accuracy
 - Define advanced interviewing techniques in contrast to traditional methods.
 - Explain how advanced techniques enhance the accuracy and reliability of suspect statements.
 - Analyze the ethical implications of using advanced techniques to ensure a fair and just investigative process.
3. Demonstrate Understanding through Application
 - Participate in discussions and activities that illustrate the importance of effective suspect interviews.
 - Engage in group discussions to explore real-world examples of cases where advanced interviewing techniques played a crucial role in achieving justice and accuracy.
 - Evaluate the potential impact of inaccurate or incomplete suspect interviews on the investigative process.

Continued on page 38

Now ChatGPT knows not to start with the words “know” or “understand” without it having to be explicitly stated in the prompt.

Using an AI program like ChatGPT takes a process that used to take us hours or even days to complete and creates a draft to begin working from in minutes. The caveat is that a person with a level of expertise is needed to write the prompts and to check the responses. LLMs gather data from all over the Internet and not all of that information is accurate or current. ChatGPT uses data that is a few years old and has shown inaccuracies with research.

AI goes beyond text responses with sites that generate images based on a description, but my experience with prompts to create images with police officers has not yielded very good results so far. Here are a few images of police officers created on Canva.



As you can see, there is still some room for improvement with image generation, but in the future, it should be much easier to create quality images for training materials and modules.

The final component of AI available to assist in the development of training is videos made with avatars and voices. The days of the robotic computer voice are almost gone as AI continues to improve text-to-speech with more inflection and emotions. There is also the option to clone your voice which can be used to say any-

thing that is typed in. Obviously, there is a very dark side to this technology, and I shudder to think of the possibilities presented by the ease with which deep fake videos can now be created. As far as training, this will make it much easier to incorporate video explanations and voice-overs in online learning.

ChatGPT changed the way we use the internet to access information. Instead of scanning numerous website results for a search engine query, we are now able to ask a question in plain language and receive a response, based on large amounts of data, in seconds. This is the tip of the iceberg of the capabilities and uses, and this is only the beginning. There are opportunities to save time, generate ideas, and design and develop better quality training, but the need for human expertise to guide the process and check for accuracy still exists. This is an introduction to encourage people to go online and play with LLMs to gain an understanding of what they can do. The next step is to start the discussion on how we, as a profession, are going to incorporate this new technology to improve training. ~

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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.

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The Advantages and Disadvantages of Using Artificial Intelligence (AI) in Cadet Training

By Dr. Bruce Bayley

It seems everywhere you go in today's world a hot topic of conversation is the use and dangers of Artificial Intelligence (AI). As with many developing innovations, there are a number of myths, rumors, and misperceptions associated with AI. Because of this, gaining a foundational understanding of what AI actually is, the tools associated with AI, and the advantages and disadvantages of using this emerging technology to train our nation's law enforcement and corrections professionals, will not only benefit America's law enforcement academies but the officers and citizens they serve.

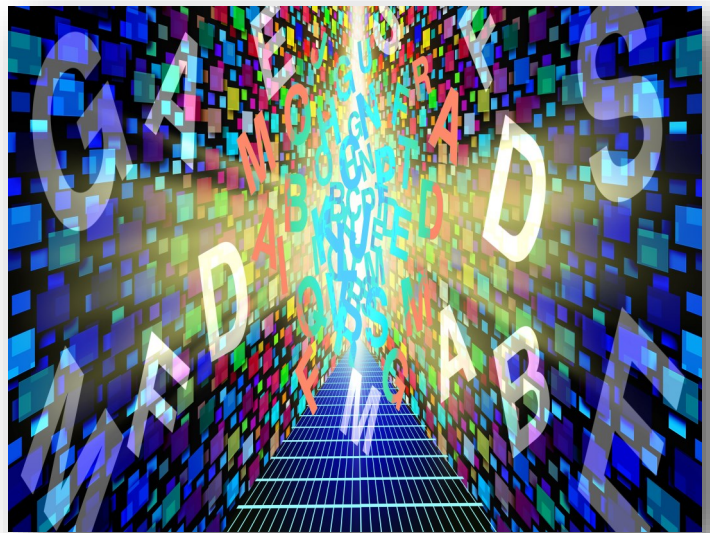
What is Artificial Intelligence?

The term "artificial intelligence" raises questions about the nature of intelligence itself and what distinguishes it as artificial.¹ For example, in the field of law, there has been an ongoing discussion surrounding the relationship between AI and the practice and administration of law, highlighting the need for a clear understanding of AI and its role in this profession. While there has yet to be a universally accepted definition of the term, in essence, AI can be defined as the study of enabling computers to perform tasks that are typically associated with human cognition, expanding the capabilities of machines to emulate human intelligence.² However, there is skepticism about whether AI systems can truly surpass human capabilities in learning and reasoning, as cognitive activity is influenced by an individual's subjective judgments that are typically based upon his/her human experiences.³ Despite this skepticism, AI is a technology that professions across the country are investing in, as it increasingly becomes a part of everyday life.

The Use of Artificial Intelligence in Academy Training

While AI will undoubtedly play a significant role in the day-to-day operations of law enforcement and corrections professionals through its use in data-driven decision-making, patrol and facility planning, and securing the Internet of Drones (IoD) environment, this article will focus on the use of AI in recruit training. To date, there are a number of

free and paid AI writing tools that academy instructors and recruits can utilize with little to no training. Examples of these tools include GPT-4 (often called ChatGPT), Smodin, Rytr, Simplified, and Jasper. Most of these tools, or writing/text generators, come with a free or trial version that can be upgraded to paid options depending on the user's needs and or experience. Many of these options include such tasks as AI writing (blogs, discussion posts, short essays, and full research papers), citations/references (APA, MLA, Chicago, etc.), plagiarism prevention (meaning an AI-written paper would successfully pass a plagiarism detection tool, such as Turnitin or Copyleaks), AI feedback, and homework production. In short, any type of written work academy cadets are expected to produce outside of the supervised in-class environment could be created using AI writing generators without the academy's or academy instructors' knowledge.



The Advantages of Using AI in Academy Recruit Training

At first glance, the implications of AI could be seen as a threat to the academic integrity of the academy and its training. However, this doesn't necessarily have to be the case. AI writing tools aim to provide efficient and intelligent assistance to students, offering features such as ready-made illustrations, pronunciation guides, fixed phrases, and

Continued on page 42

examples to support their learning.⁴ By automating some of the knowledge acquired during the production of a written assignment, AI writing tools can help cadets avoid unnecessary stress and enable them to focus on higher-order learning tasks. However, it is important to consider that this tradeoff may also discourage students from engaging in the type of critical thinking that facilitates deep learning.

AI writing generators also have the potential to significantly enhance the efficiency and quality of writing, particularly in the context of a detailed analysis of a particular topic.⁵ AI tools, such as GPT-4, can assist in generating text, developing outlines, adding details, and improving a cadet's writing style, thereby speeding up the writing process and facilitating collaboration among fellow students. These tools also offer a valuable time-saving solution, as they can quickly generate visual elements that are typically time-consuming to create manually. The inclusion of visual elements is particularly helpful for academy instructors, as it is crucial for enhancing the cadets' clarity and understanding of a given topic, thereby making AI writing tools an essential aid in summarizing data through the generation of these visual elements.⁶

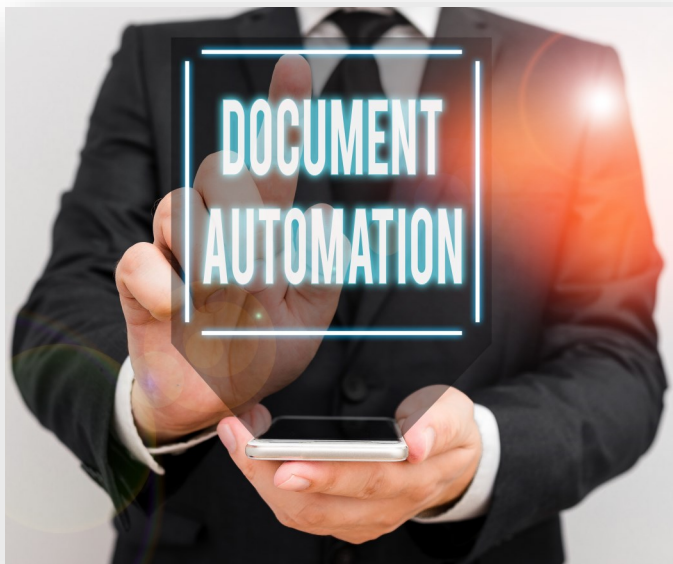
Given that many, if not most, academy cadets struggle with their writing, AI can also offer the option of Automated Essay Scoring (AES). In general, AES provides an alternative to traditional multiple-choice tests by measuring student knowledge and abilities through written work.⁷ One notable benefit of AES is its ability to encourage students to engage in multiple revisions of their writing, as the use of algorithms provides immediate feedback and suggestions for improvement, thereby benefiting

cadet performance. This AI augmented self-evaluation can not only help students identify areas within their writing that are lacking, but also reinforce the skills they are doing well. As such, AES has the potential to reduce the time academy instructors spend assessing cadet writing assignments and instead, allow AI to act as an automated virtual assistant or personal tutor. This type of virtual assistance would be particularly helpful for cadets whose primary language is not English, as most AI text generators offer text and augmented self-evaluations in multiple languages.⁸ Allowing cadets to have access to their own virtual tutor free of charge, a tutor that will be available 24 hours a day, seven days a week, and that will have the ability to explain concepts repeatedly until they're understood, creates a safe, inclusive, and supportive learning environment.⁹ This will not only improve cadet learning outcomes, but also better prepare academy students for the new realities they will face in their academic and professional lives.

The Disadvantages of Using AI in Academy Recruit Training

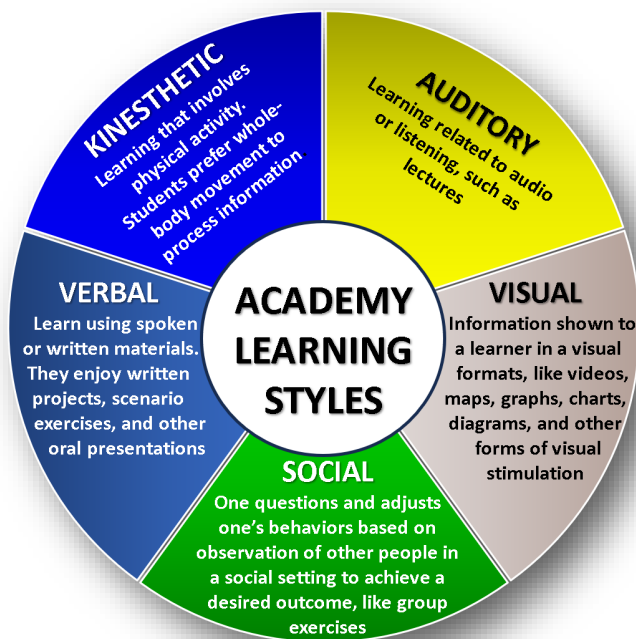
While AI has a number of advantages for both instructors and students, it is not without its challenges. For example, it is important to exercise caution and avoid unchecked reliance on AI tools, as over-reliance can lead to a reduction in creative and critical thinking, as well as a diminished ability to make independent judgments about the quality of writing.⁵ While AI writing generators have the ability to produce natural language responses that are coherent and contextually relevant, it is essential for human authors to carefully review and edit the generated text to ensure accuracy and appropriateness for the article's context. Human oversight is crucial in managing the limitations and potential errors or inaccuracies that may arise from AI-generated content, so while using AI elements, such as AES, might reduce the need for academy instructor oversight, it does not eliminate it. Moreover, the use of AI writing tools should be approached ethically and used as a personal assistant to increase productivity and the quality of work, rather than relying solely on them for the entire writing process.⁸ Doing so reduces the liability concerns over the authorship of a given work.

In addition, while AI has made significant advancements in various fields, there are limitations when it comes to generating original ideas and writing styles.



One such weakness is the lack of creativity and originality in assignments. AI may be used as a co-creator or collaborator to help writers complete a written task, but it often struggles to generate truly unique and imaginative ideas.¹⁰ Additionally, AI-based text generators may be efficient in manuscript writing, but they lack the ability to understand the nuances of language and context, often resulting in limitations when attempting to generate a natural and coherent writing style.¹¹

Another shortcoming lies in the inability of AI to grasp complex concepts and adapt to different learning styles. While AI can write text and adjust to a student's particular understanding of a given topic, it may not fully comprehend the intricacies of the subject matter, leading to potential disadvantages in generating accurate and insightful responses.¹² Moreover, AI may face challenges in certain tasks that require deep understanding and problem-solving abilities, such as applying legal precedence to academy scenarios. Furthermore, AI-generated content may lack authenticity and originality. Automated essay generators and online cheating tools can produce content quickly, but they often lack depth and original thought.



A final concern of using AI in cadet training centers on the transferability of skills. While AI text generators can assist cadets with their writing, aid in proof-reading, and offer suggestions for improvement, there are no data to support that the written skills acquired using AI text generators will transfer to the field where new officers will have to write incident

reports, field notes, victim statements, etc.¹³ In fact, some argue the use of AI text generators will actually hinder a student's ability to write well, the same concerns surround spell and grammar check, and in the long run, actually do more harm than good as a training tool.

Review and Recommendations

To summarize, artificial intelligence has the potential to offer training academies a number of advantages when it comes to cadet training and skill acquisition. Some of these benefits include:

- providing efficient and intelligent assistance to students
- helping cadets avoid an unnecessary stress
- enabling students to focus on higher-order learning tasks
- the potential to significantly enhance the efficiency and quality of writing
- offering a valuable time-saving solution
- augmented self-evaluations that can help students identify areas within their writing that are lacking and reinforce the skills they are doing well
- providing cadets access to their own virtual tutor free of charge and available in multiple languages.

As with all technology, however, AI comes with some significant liabilities and concerns. A few of these are:

- an over-reliance on AI can lead to a reduction in creative and critical thinking
- a diminished ability to make independent judgments about the quality of writing
- a need for human authors to still carefully review and edit the generated text to ensure accuracy and appropriateness
- the ethical considerations surrounding the authorship of created materials
- the lack of creativity and originality in assignments
- challenges in certain tasks that require deep understanding and problem-solving abilities
- the transferability of writing skills.

For academies that are interested in testing the waters of AI, there are a number of recommendations that might make the transition easier and more productive. For example:

Continued on page 44

- develop policies specific to the use of AI, outlining how and when its use will and will not be acceptable
- avoid the use of general topics when constructing academy writing assignments (for example, discuss how the 4th Amendment applies to modern law enforcement) – AI learns from currently available information, and as such, AI text generators will have an easy time creating detailed papers on general topics
- focus on academy or unique skills-specific topics (for example, using last Tuesday's tactical scenario, explain the connection between your Use of Force lecture and the challenges you faced as a cadet) – AI will have little to no knowledge of what occurred during the specific scenario or lecture and because of that, AI text generators will be unable to produce quality cadet papers
- stay current on AI technologies – some of these include speech recognition, content creation, emotion recognition, image recognition, drone technologies, decision management, and deep learning (and deep fake) platforms.

By leveraging AI tools effectively and combining them with human expertise, both instructors and cadets can refine their writing, identify potential errors or gaps in their arguments, and ensure that their written work is accurate, well-structured, and supported by empirical evidence. Overall, the use of AI tools in writing tasks, with proper human oversight and awareness of their limitations, can contribute to improving the quality and efficiency of not only cadet writing, but overall cadet training. Whether we like it or not, artificial intelligence is here to stay, and because of that, forward-thinking academies and their instructors are in a unique position to take the cadet experience to new heights. In the end, the question is not if your academy will use AI, but when. ~

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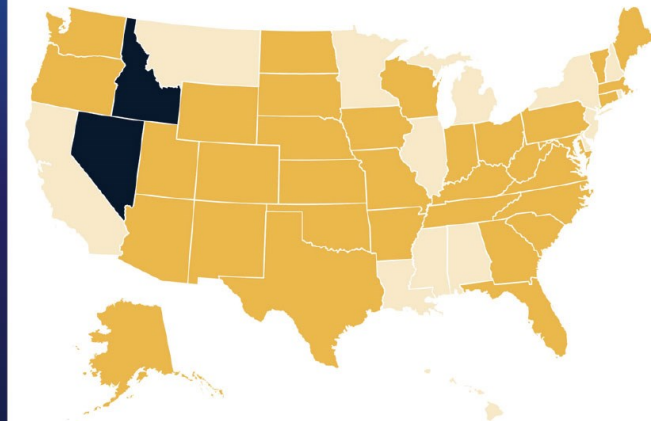
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Animation and Avatars

Today, we're seeing more instructors adding well-designed animation clips and avatars to their lectures and online training. Whether still graphic avatars or full-motion animation, the use of these instructional mediums within course materials has proven to heighten the interest in the topics law enforcement instructors present.

Just as training films and body cam video segments are used, applying animation or avatars to training can serve many purposes. They can introduce a discussion, emphasize points made during the lecture, offer new ideas to generate discussion, or prime students for practical exercises. All this, oftentimes, is at a lesser cost than producing live-action video examples.

Animated videos have very few limitations in showing practical subject matter. Their creative nature helps instructors to teach more effectively and thoroughly. Studies have shown that animated videos tend to increase student engagement and comprehension in course learning, as well as knowledge retention in students with different learning backgrounds. In general, the interactive process stimulates learning, resulting in a better understanding of the information.

Instructors have found animation and avatars useful instruction tools for a plethora of academy topics, such as accident investigation, crime scene preservation and investigation, patrol procedures,

community policing, and when speaking in public to adults and children about safety issues, like bicycle safety, etc.

Here are some advantages for implementing animation and avatars into law enforcement training:

It's Attractive

Avatars and Animation can be appealing or exciting to the eye. Well-made characters or background scenes add to the training experience.

Displays Creativity

Animation is synonymous with storytelling, and storytelling is powerful. Animation allows you to display things in great detail, and with storytelling, you can focus your student's attention on specific information. It stimulates recruits and facilitates communication between the subject matter and recruits' understanding of it. The use of animated characters, whether as moving animation or still avatars, makes an impression on the students about the quality, skills, and professionalism of the training organization.

Improves problem-solving

Studies indicate that watching animated videos can elicit recruits' problem-solving and critical-thinking potential. Apart from being attractive, animation can deliver a message that lectures, sounds, or movie



videos cannot provide. When used as a prompt for a scenario or desktop exercise, it can stimulate discussions or provide visual examples of procedures for recruits to replicate.

Can Be Entertaining

Online learning, primarily asynchronous, can sometimes be tedious since there's a vast amount of information and only a test or quiz questions to hold the student accountable. Using animation or avatars within online courses is helpful in making the learning process more entertaining but still informative. Again, animations and avatars can increase the attention span of the student.

To increase the entertainment value and attention of your students, try using motivational or inspiring storylines.

Lots of educational organizations are transforming their lessons into motivational and inspiring stories. When human factors are added to the video, students can relate and connect to the course. The more realistic your animated storyline is, the more appealing it becomes.

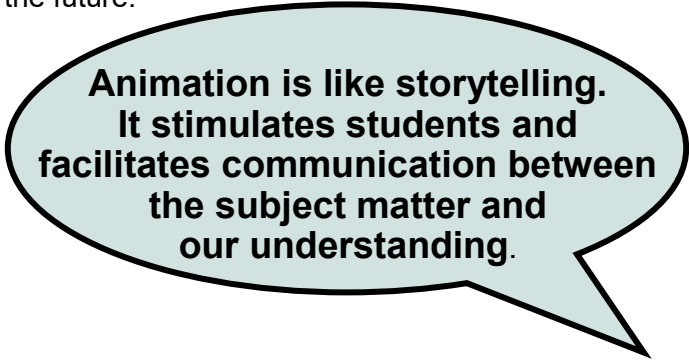
With today's advancements in technology, animation is becoming easier to create. There are many software products that can be used. Some even include features, some that are lifelike and motion-oriented, so you get the feel of real talking with facial and body movements. Some of the software that can create animation at different skill levels include MS Office 365 or 2021 PowerPoint, Adobe Character Animator, and Vyond Character software, and there are more software products that are outlined later in this article. Many can be found by conducting a quick search on the Internet. Most of the animation software allows you to create your own animated figures and have sample facial features and clothing that can be chosen to design your character. Lifelike body and speech movements are also features available in some software products.

While it can take some time to become fluent in creating your animation, there are lots of Internet video tutorials available that can reduce the learning curve and production time. The results can be professionally exhilarating. Many of the newer, more sophisticated animation software include features that make designing characters quick and easy for the novice developer.

Using animation and avatars in your training presentation demonstrates the willingness of the instructor to integrate new methodologies for learning. Depending on the software that is used in de-

veloping animation, it can be interesting and fun for students to watch. You can add music and creative sounds to give the appearance of police working the streets, the sounds of working in cell blocks with cell doors opening and closing, and other realistic background noises.

Also, incorporating animation into your lessons can expand your technical capabilities toward the many facets of your professional and personal life. It keeps you learning some of the latest computer programs and will assist with your ability to continue learning future software programs. The use of animation and avatars is not a passing fad; it's here as a baseline for training and for what's to come in the future.



**Animation is like storytelling.
It stimulates students and
facilitates communication between
the subject matter and
our understanding.**

Generating A Product

Animation is associated with storytelling, and who doesn't enjoy a good story? Storytelling with animation stimulates recruits and facilitates communication between the subject matter and our understanding of the material. I'm sure each of you can remember movies you watched years ago that were memorable to you—that's the effect that animated lesson material can have on your long-term memory.

In developing animation, every animated video will be different in what is portrayed. However, the process of creating them is fairly repetitious, using basic instructional design, with a few differences in the video production techniques. To get started, you need to decide what style of graphic you're going to work in. Some of the most popular animation styles are Whiteboard videos, 2D, 3D, and mixed media videos.

**Whiteboard
2D 3D
Mixed Media Video**

Continued on page 48

Whiteboard Animation

Whiteboard videos (sometimes called Animatics) are more like having live storytelling. They are two dimensional and simple, white backgrounds with line-drawn graphics. They look like a drawing that you may have made in grade school, doodling on a sheet of paper during class or drawing on a school chalkboard or whiteboard.

They can introduce policies, depict rapidly-evolving situations, or focus on anecdotal lessons. They can be developed using storyboards, but there is no need to use frame boxes or scalable modeling in their design. Instead, Whiteboard animations are sparse and are used to add emphasis to points within your lesson.

2D Animation

2D animation is characterized by having objects and characters created in a two-dimensional space. It means that they only have width and height. It's simple, and used to relay, versatile, nuanced circumstances to others. The illusion of movement occurs when individual drawings are sequenced together over time. It relays the story as it progresses along each frame. It's developed using the key frames outlined in a storyboard. 2D animation is traditional animation, like you may have seen watching cartoons on television. It uses colors and shading to make the characters and scenery appealing.

An example of an animated 2D character is shown at the bottom of this page.



3D Animation

3D animation is great for displaying complex images, life-like characters, or inner workings of machinery. By creating digital models of objects, animators can help provide learners with an accurate representation of how parts work together at

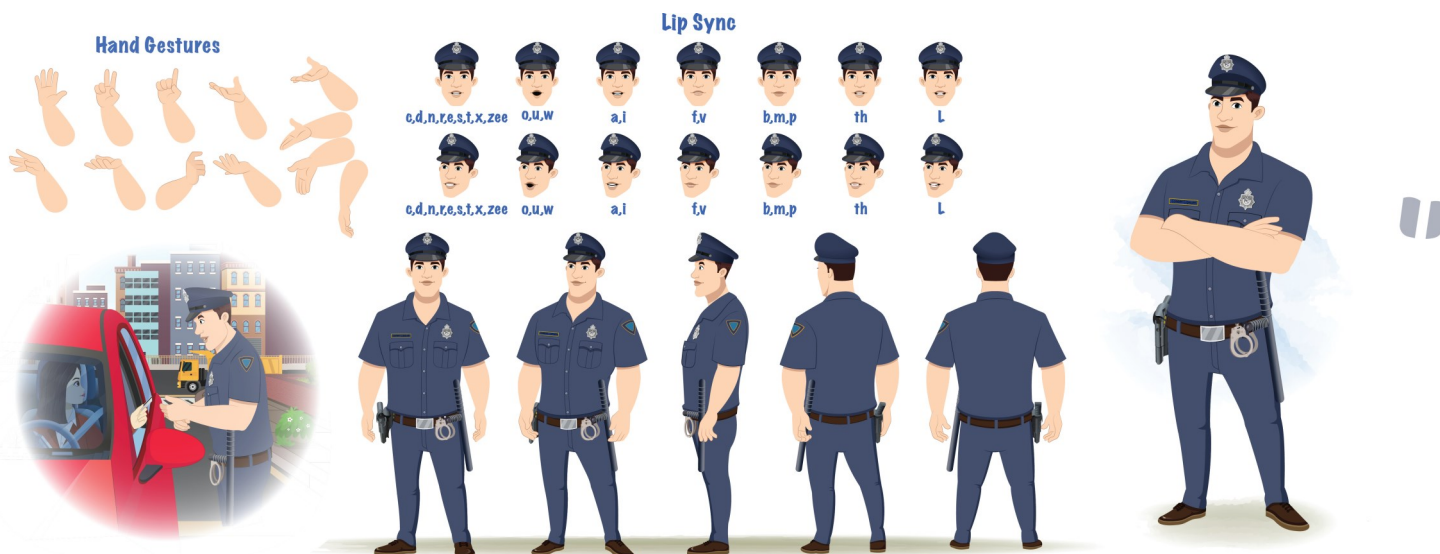


any angle. In order to recreate accurate digital depictions, a 3D model needs to be made. Modelers build objects, and once they are complete, they are ready to be rigged. During this process, animators treat the models like puppets and move them around via points on the models themselves. For the [online training animation](#) to run smoothly, rigging needs to be precise.

Mixed Media Video

A mixed media video is the result of the interaction between animation, live-action video, photographic material, and illustrations. It can be composed of a variety of materials, depending on the effects and emotional impact you want to produce—from 2D character animation and 3D infographics to animated overlays. It is often used in virtual reality (VR) training.

As an example, the use of mixed media video was part of an NBC news article, reporting that the LAPD is using 3D animation, measurements of an

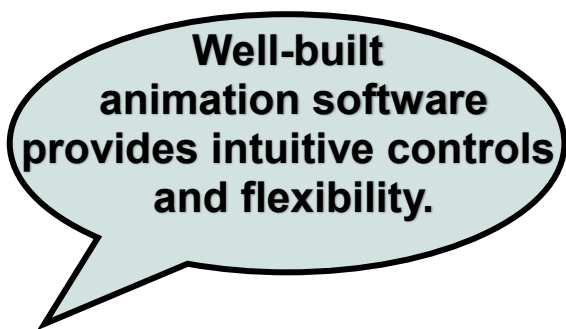


2D Animation can still capture creativity for your projects.

officer's heartbeat, stress level, and more in an interactive virtual space to prepare for real-life scenarios. The animation is mixed with live video and presented in a virtual reality format. Chief of Police Michel Moore saw virtual reality as a game changer for officers, especially in de-escalation training. It came as the department's use-of-force tactics were under some intense scrutiny.¹ To view the video, [CLICK HERE](#).

Finalizing Avatars and Animation

Regardless of the style of animation or avatar you choose, your project will always go through a finalization stage in your production. During finalization, animators go through each segment of the animation or avatar to make any necessary changes. For example, they might adjust the colors, alter models, clean up audio, and check for continuity errors. This is the last chance for the video production staff to make the project a quality production in the eyes of those who will view it.



Types of Available Software for Making Animation and Avatars

As noted earlier, there is a variety of animation software available for pros and novices to choose from. Depending on the medium you choose—hand-drawn or 2D, 3D, or mixed media motion—and the price range, there are plenty of options to get you started. A well-built animation software provides intuitive controls and flexibility that can be easily understood by a beginner, but also includes advanced tools for the experienced user.

Free software for developing animation is available from many sources. Several examples of avatar and animations software are:

- Canva: a free software for making avatars
- Adobe Express: has a free avatar maker that allows voiceover abilities
- Fotor: is avatar software that can make avatars from photographs

- Blender: a free open-source animation software that runs on different platforms with ease
- Synfig Studio: a free open-source animation software for 2D animation
- OpenToonz: a free open-source animation software
- TupiTube: a free open-source animation software
- Pencil 2D: a free open-source software for people who are into traditional hand-drawn animation.

Subscription fee-based animation software products on the Internet include:

- Adobe's Character Animator is a subscription fee-based tool that provides real-time animation. It uses your facial expressions, hand movements, full-body motion capture, and various other inputs to animate characters.
- Harmony's Toon Boom is a subscription fee-based software tool that provides cartoon animation and is good for beginners as well as for professionals; and
- Powtoon is intended for beginners but can also be used by more advanced animators. It can be used to make dynamic video presentations.

The cost of software can always be a factor in selecting development software. To see some more information, check out these sources.

- [How To Implement Video Learning And Animation: A Guide For Training Managers On A Tight Budget](#) .
- [Everything You Need To Know About Animation-Based Learning](#)
- [How To Make Animated Educational Videos?](#)
- [A Deep Dive Into The Animation Process Of Training Video Production \(A Complete Overview\)](#) ~



¹ LAPD Introduces Virtual Reality Training For Police Officers, NBC News, April 29, 2022. https://www.youtube.com/watch?v=vPPmM_EYChc

What's Your Policy on Using Artificial Intelligence?

Have you developed or thought about a policy on using artificial intelligence (AI) to guide your staff? If the answer is yes, does it include provisions related to information from others that may include AI?

In August, the State of Kansas¹ directed its agencies to adopt a generative AI policy that outlines how the technology can be used responsibly. The [policy](#) was “introduced by the Kansas Office of Information Technology Services.” The policy “outlines how this emerging technology can be used while protecting state information.” Other provisions of note include:

1. State information and restricted use information may not be provided when interacting with generative AI tools;
2. Some parts of the policy apply to contractors that state agencies work with;
3. The policy outlines that responses created from generative AI outputs must be reviewed for accuracy, appropriateness, privacy, and security before being acted upon or disseminated.

4. For security purposes, the policy also emphasizes that state information and restricted use information may not be provided when interacting with generative AI tools. Software code generated by these tools can only be implemented after the entity has assessed, identified, and mitigated all security concerns related to use. If software code created by generative AI tools is used, its use must be annotated.²

Your POST, academy, or agency may want to consider adopting an artificial intelligence policy, as no one knows what this technology can do now or in the future. ~

¹ Media release, Kansas Office of the Governor sent this bulletin at 08/17/2023 02:05 PM CDT, <https://content.govdelivery.com/accounts/KSOG/bulletins/36b5c89>

² Policy and Procedures Memorandum 8200.00, <https://governor.kansas.gov/wp-content/uploads/2023/08/P8200.00-Generative-Artificial-Intelligence-Signed.pdf>



According to the organization [Police2Peace](#), research of the 50 states' and District of Columbia penal codes, shows that 71% of states use the term Peace Officer when referring to police officers, and nearly 80% of states use the term in some law enforcement context.¹

A goal of *Police2Peace* is to have the term “Peace Officer” the dominant term for “police.” It's believed, having Peace Officer as the national model for policing, will encourage “communities to feel protected and know that the police are working every day for the health and safety of their citizens.”

National attention has been focused on the related training program called “*Peace Officer: Realizing the True Purpose of Policing*,” which was awarded the National Certification Program (NCP) Seal of Excellence by IADLEST. The training is described as a simple, nationally scalable way to change the approach and culture of policing for all police departments. ~

¹ <https://police2peace.org/>

² Photo courtesy of South Texas College Law Enforcement Academy and Victor Valdez, Jr. and Lynda Y. Lopez

Advance Your Standing Among Your Peers

with IADLEST

POST Directors and staff have a unique opportunity to share their expertise every

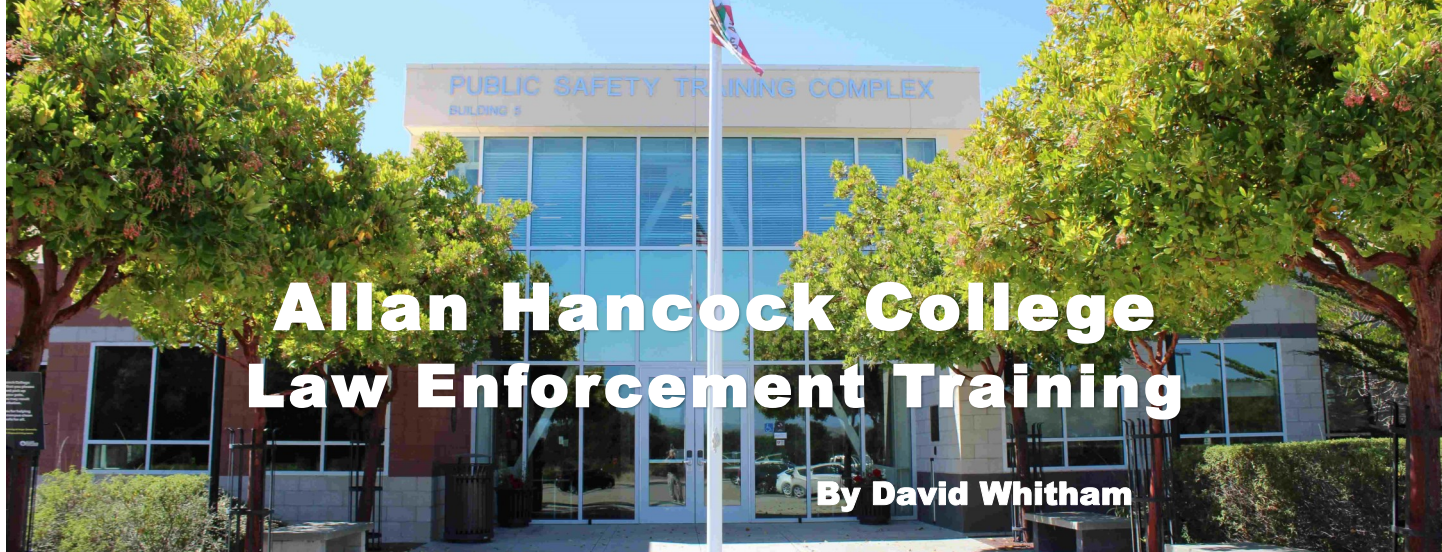
time they are in the classroom or discussing their standards-setting duties before the public. However, one of the best ways to improve your standing among your law enforcement and your standards and training peers is to write about your areas of expertise within the law enforcement profession.

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

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

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





Allan Hancock College Law Enforcement Training

By David Whitham

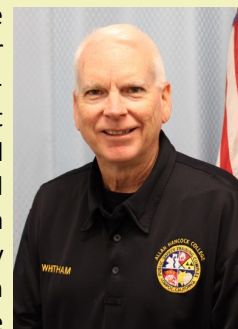
The California Commission on Peace Officer Standards and Training (POST) was established by the Legislature in 1959 to set minimum selection and training standards for California law enforcement. The POST organization, with more than 130 staff members, functions under the direction of an Executive Director appointed by the Commission. Funding for POST is derived from the state's *General Fund* and the *State Penalty Fund*, the latter of receives money from penalty assessments on criminal and traffic fines.

The POST Program in California is voluntary and incentive-based. Participating agencies agree to abide by the standards established by POST. More than 600 agencies participate in the POST Program and are eligible to receive the Commission's services and benefits, which include:

- Job-related assessment tools
- Research into improved officer selection standards
- Management counseling services
- Development of new training courses
- Reimbursement for training,
- Quality leadership training programs, and
- Awards of professional certificates recognizing achievement and proficiency.¹

Throughout the state, there are 42 California POST certified basic law enforcement academies, of which 22 are overseen by law enforcement agencies, and 20 academies fall under the umbrella of the California community college system. All basic academies follow POST guidelines for training and curriculum and provide front-line law enforcement agencies with recruits who, upon graduation, meet the standards to begin their respective field training programs as police officers and deputy sheriffs.

David Whitham serves as the Public Safety Training Director for Allan Hancock College and is a 33-year veteran of law enforcement operations, investigations, and administration. He is a retired Captain from the Santa Barbara Police Department and currently serves in an additional role as an officer with the Hancock College



Police Department. He received his B.S. degree from Kaplan University and is a graduate of the Sherman Block Supervisory Leadership Institute.

The Standard Format of the Regular Basic Course is delivered in a one-part instructional sequence with a minimum state standard requirement of 664 hours. Within California's academies, there are two presentation styles: Intensive and Extended. The Intensive Format is a full-time academy that typically meets for full class days, Monday through Friday. Academies also may offer an extended format in which recruits attend on a part-time basis on evenings and weekends.² Hancock College utilizes the intensive format academy program and exceeds the POST-mandated 664-hour minimum training providing recruits with a 22-week, 862-hour training regimen in all 42 learning domain areas as well as local specific training to meet the needs of our local agencies. Upon graduation, the recruits receive 20 units of college credit toward their associate's degree.

Allan Hancock College opened its doors to education on the Central Coast of California in 1920. It provides a wide range of associate degree programs to local residents and prep courses for transition to four-year colleges. As part of its career technical education of

¹. <https://post.ca.gov/About-Us>

². <https://post.ca.gov/basic-training-academies>

four-year colleges. As part of its career technical education of programs, Hancock College has been providing the basic law enforcement academy needs for the Central Coast since 1968 for sheriffs, police, and state agencies.

Until 2014, law enforcement training was conducted at the Hancock College main campus located in Santa Maria; this was not a purpose-based location but rather a college campus sparing room to accommodate the basic needs for training. In 2009, Santa Barbara County voters approved Measure I, which dedicated sufficient funding for higher education, including \$40 million to construct a state-of-the-art public safety training complex to train our local first responders.

The ideal location was sought to design and build a complex for public safety training, including law enforcement, fire, EMS, and environmental health and safety (ENVT). Fortunately, the college maintains a satellite campus located 20 miles southwest from the main campus in Lompoc, CA, which sits on a 68-acre site. 40 acres of the Lompoc site were undeveloped, and that plot was earmarked as the site for the new public safety training complex. As an added bonus, the mild climate of the Central Coast offers the ideal setting for year-round training.

Planning began in 2011, and following 3 years of construction in Lompoc, the Allan Hancock College Public Safety Training Complex (PSTC) had its grand opening in 2014, welcoming the first classes of Fire, LE, EMS, and ENVT students. This new complex included state-of-the-art law enforcement training amenities, including:

- 20 station, 100-yard pistol, rifle & shotgun range
- 1 1/3-mile emergency vehicle operator course (EVOC) track
- Concrete skidpan for controlled vehicle operations
- Physical fitness training field/track
- Obstacle course
- Six-foot wall and fence
- Spacious and well-outfitted fitness lab
- Dedicated arrest and control mat room
- Force option simulator room
- Vehicle driving simulators
- Simulated jail facility
- Remote-site chemical agent training location on campus
- Scenario village including urban-type buildings, and
- Inner city grid, including several major intersections for realistic training.



Allan Hancock College Law Enforcement Training Center, Lompoc, California.

Continued on page 54



Student exercise on the firearms range.

Academy programs are only as good as the staff that teach and mentor recruits. The academy instruction for recruits draws from our local retired and currently active law enforcement professionals who instruct in areas of their individual expertise. The program employs one full-time director and one faculty member who acts as both instructor and program coordinator, as well as 62 part-time adjunct faculty who instruct in their particular subject matter expertise areas broken into 42 separate POST learning domains. Per POST standards, all instructors must have completed a 40-hour course in adult learning styles prior to engaging in academy instruction.

Agency-run academies typically draw from on-duty personnel for instruction. At the college institutions, training and instruction are accomplished primarily through college-hired adjunct faculty who are either retired or instruct during their off-duty hours and are compensated by the college as professional staff. Each subject matter area draws on multiple local experts in their respective domain, thus allowing our coordination scheduling staff flexibility to work with instructors around their schedules to provide the highest quality instruction to recruits. The expertise pool is drawn from multiple areas, including law enforcement, district attorneys, private attorneys, physical fitness experts, and civilian martial arts instructors.

Academy recruits are subject to various written, skill, exercise, and scenario-based tests. They must also participate in a rigorous physical conditioning program which culminates in a Work Sample Test Battery (physical ability test) at the end of the academy. Recruits must pass all tests in order to graduate from the basic academy. Like similar academy programs, ours includes a stress environment critical to survey each individual's reaction to various critical situations line officers will experience throughout their careers. Ours is a philosophy of a "balanced stress" approach, and the amount of actual stress applied to the recruits varies with the situations and scenarios encountered by each individual class. The amount of stress, out-of-class workload, and off-time actual rest periods are monitored closely to ensure each recruit's training is as close to a "real-world" but safe environment.



Recruits preparing for physical conditioning.

From the community college perspective, the academy is considered a CTE or career technical education course, which is mandated to maintain programmatic advisory committees consisting of industry representatives or client agencies, which in our case consist of the sheriffs and police departments we serve. The committee consists of our client police chiefs and sheriffs, who meet bi-annually to discuss topics related to academy workload, stress, curriculum, advocacy at the state level, local training needs, and any other day-to-day issues incurred at the academy. This gives our client agencies a voice in the training and an opportunity to keep connected to the training provided by the academy.

Recent training enhancements and innovations include:

- Glock pellet pistols

These are Co2-powered pistols manufactured by Glock that are inert but cycle as a regular pistol and closely duplicate an authentic Glock firearm. Re-

Continued on page 55



Recruits engaged in "Will-to-Survive" training exercises.

Recruits do not carry live weapons during their daily training unless range training is underway, and the Co2-powered pistols provide a realistic alternative.

- Radios

Two-way portable radios are issued to recruits on the start date, which allows them to become acclimated to radio protocols from the onset of the academy. They must report their activities to the Recruit Training Officer staff, similar to how on-duty officers would with their dispatch centers. This innovation stemmed from our advisory committee recommending additional communications training to better prepare them for day one of their field training.

- Report writing

Traditionally, writing assignments given to recruits consisted of a topical subject written on a memorandum form. Our program moved away from the memo format into a practical assignment consisting of an actual law enforcement report modeled from our local agencies. This format assists and familiarizes recruits with the format they will encounter with their agencies and further prepares them to create succinct and accurate reports.

- Dry fire range

A large portion of academy time and effort goes into weapons training. POST has strict criteria for pistol and shotgun qualifications which, if not met, results in the dismissal of the recruit from the academy. Our staff created an area that includes silhouette outlines on the building adjacent to the drill and ceremony pad. Complementing live fire

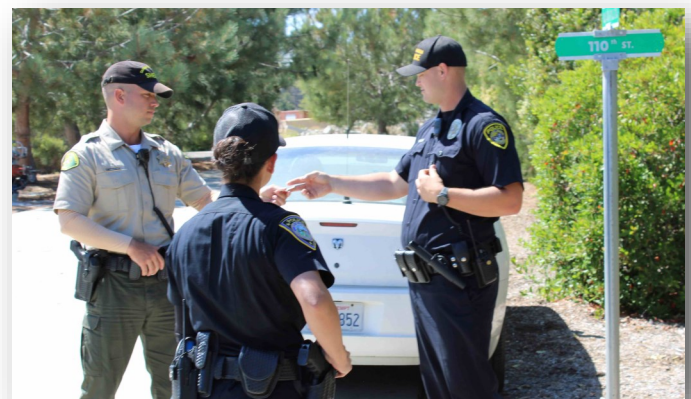
training, the use of SIRT (*Shot Indicating Resetting Trigger*) laser weapons for additional practice in the "dry fire" mode during unobligated academy time has dramatically increased the pass rates of recruit range qualification.



Wall with silhouette outlines for dry fire exercises.

- Scenario/ impromptu-based training

Recruits don't experience "downtime." Unobligated time is utilized for scenario training based on actual local and national events.



Recruits engaged in a traffic stop scenario exercise.

- Uniform Store for recruits

Donated by one of our local agencies, this is a storehouse of serviceable uniforms for our independent recruits to select academy uniforms. Those self-sponsored recruits who incur the cost of the course, material, and rental fees are allowed to save some funding by utilizing donated uniforms.

The success of the academy could not be possible without the layers of support staff, that include:

- A full-time auto mechanic
- A full-time equipment specialist

- 2 program technicians (administrative personnel)
- A full range of college support staff for student services
- 1 Full and 6 part-time recruit training officers, and
- 2 Instructional assistants.

While the Hancock College academy is not one of the larger programs in the state, typically graduating less than 100 basic law enforcement students annually, our facility trains over 600 personnel annually in various areas of law enforcement skill sets. The training center also offers a wide variety of advanced officer, professional development and perishable skills courses, including:

- Pre-academy
- Traffic collision investigation
- Three levels of field training officer courses
- Leadership development
- Advanced instructor development
- Arrest and control instructor
- Physical fitness instructor
- Public safety dispatch
- PC 832 arrest and control
- PC 832 firearms
- Firearms instructor
- Patrol rifle
- Patrol bicycle, and
- Multiple EVOC perishable skills training courses.

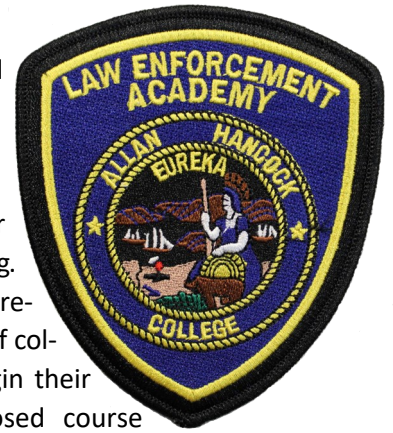


Recruits engaged in chemical agents familiarization training.

In addition to the basic law enforcement academy, Hancock College provides assistance and college credit for the state hospital police officers who protect the five secure-facility hospitals throughout California.

These recruits undergo a 15-week specialized training program at an off-site resident facility geared toward the law enforcement needs for that specific setting.

Once graduated, the recruits receive 17 units of college credit as they begin their careers. This is a closed course provided only for the hired recruits of the state hospital system.



The third law enforcement academy program offered is our "CORE"—custody training—academy providing local sheriff's departments with jail deputy staff. This course is offered in conjunction with the Santa Barbara County Sheriff's Office, whose custody deputies train at our facility through the 10-week program. As in our basic academy, independent recruits are welcome into the program and, most often, gain employment with an agency prior to graduation from the course. Graduates of the CORE custody program gain 13.5 units of college credit useful toward the attainment of their associate's degree.



Graduating class plaques and banners lining the hallway.

Since our facility possesses one of the few long-capacity EVOC tracks at 1 1/3 miles and a well-staffed, professional and expert cadre, we have provided multiple agencies with the required 40-hour POST-



Cone course exercise.

certified driving course. Last year, our facility trained over 350 recruits from 8 different academies with their certifications as part of academy learning domain requirements.

For specialized needs, our programs also offer agency and private industry courses through contracted education. These are “tailor-made” courses designed to meet the specific needs of law enforcement agencies and private industry security firms that provide safety to high-profile clients. Our professional staff trains these organizations in areas such as vehicle operations, firearms, force options, arrest and control, or other specific areas designated by the agency or client.



Skidpan Exercise

Looking into the future, legislation regulating law enforcement in California is extremely fluid and changing on almost a monthly basis. In conjunction with POST, all 42 basic law enforcement academies in California rely on a robust communication network and bi-annual consortium meetings to ensure they are on the cutting edge of modern policing.

POST provides multiple layers of support to the academy and advanced training courses to ensure future success for the law enforcement professionals who are the guardians of our communities. We are proud to be providing highly trained, well-equipped men and women on the front lines protecting our communities. ~



Allan Hancock College Law Enforcement Training recruits becoming familiar with Air Operations.

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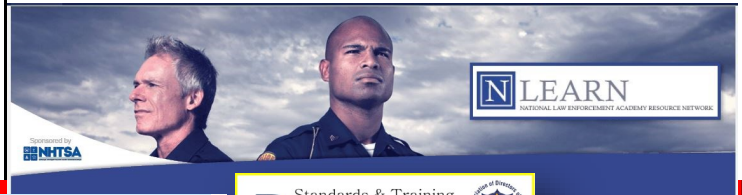


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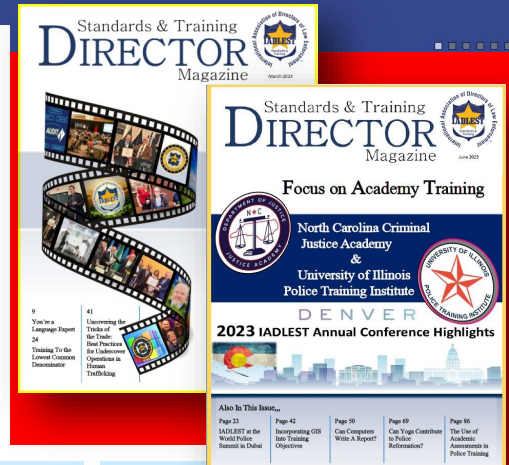
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Training Supervisor

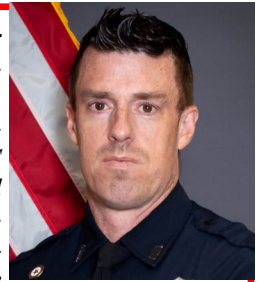
By Robert Carlson

You are a training supervisor; your goal is to ensure you have the best-trained team of instructors possible. To achieve this goal, sending your staff to as many training events as possible is a good thing. But are you getting the best return from your training investment? Are your instructors learning to develop a self-improvement mindset or just along for the ride? Are they coming back and improving the unit or just collecting certificates? If we only maintain the status quo, that time, effort, and money could have gone elsewhere. And if the instructor does not feel their training time was well spent, they may go elsewhere.

Our students will model the behaviors and characteristics they observe in their instructors. This is especially true in a basic academy setting. The attitudes and values displayed by instructors will be transferred to the students. This is why, as instructors, we must constantly strive to seek new training and opportunities for growth. A supervisor's role is to cultivate this mindset and mentor for the future. One of the best pieces of advice I was given in this regard was to let my instructors do the leg work. They find it, research it, justify it, and we pay for it. Of course, as a supervisor, we help guide them through the processes, but this is how they become invested in the class. Sure, we could find training courses for them, and when they are new and need to get certified to fill their roles, that is appropriate. However, from an instructor development standpoint, allowing them this responsibility lets us see who is willing to invest in themselves, which is one of the most important criteria I used to determine who got to attend training.

Every instructor has had a supervisor ask us if we wanted to attend a training course. Usually, we say "yes" regardless of what it is. That training is often good, and we leave happy we got to go to a class. But compare that feeling to the times you found the course yourself, adjusted schedules to make it work, and had to convince the boss why this training was critical for the unit. What was your attention and motivation level in the class like then? You were invested and, at the end of the training, far more excited and likely to return and implement all the new things you learned. Because the process was yours, you now had a time and energy investment in this training. It is that excitement and investment that is our goal as supervisors. Have instructors seek out the training they feel will make them better, research and articulate their reasoning, and then sell the training to you. That is not being a jerk; it is getting them invested. Once you approve the training, let them do all the actions to make it happen—travel and funding requests, scheduling, all of it. With your guidance, they have learned how to do all

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.



those things, so when they get promoted, they can pass on that knowledge.

Reward solid work ethic and the efforts made to improve themselves through employee empowerment. If the class is their idea and project, make them the team lead. I had a lot of success with this myself as a supervisor. The person who did the work and put in the effort was put in charge, even if I was tagging along. Since that person is the most invested in the project, who better to keep everyone on task? They are now learning leadership.

A giant pet peeve of mine, and I am sure many of you, is how long it takes to implement change in some organizations. We've all experienced a situation where we go to a training course and come back with great ideas, motivated to improve our training. However, some supervisors don't have time to listen, or the rest of our training team is overly resistant to change. Months of "We will discuss it next month" or "once we get everybody on board" drag on, and we either get discouraged or, worse, forget all our ideas. We need to ensure that when we send team members to a training course, we get a return on that investment. More importantly, the individual must know we value the effort they put forth.

Before a person leaves for training, I encourage supervisors to make it a set practice, to brief them that their job is to look for new ideas and ways to implement improvements in your program. This creates the lens they should be viewing the course through. We must capture their thoughts upon their return while they are still fresh. Every time someone goes to a class, even if others have previously attended, upon their return, have them put together a presentation of the course, what they learned, and at least three things they want to implement because of that training. This presentation is made to the entire training staff. Establish a firm date, usually a week or so after their return, and place it on the schedule. They now know this experience is important to you. All appropriate staff members must be present at the briefing to grow as a whole team, even though only one member went. Following their presentation of the training and the ideas they would like to implement, as a staff, discuss the ideas and decide on a course of action right there, right then.

We can capture their motivation and ideas by acting on them while they are fresh, not waiting six months.

Regardless of our role in a training organization, our goal is to ensure we have the best team putting out the best products. This necessitates having instructors model self-development, empowering those who invest in their careers and identifying those who won't. Training time, money, and, even more importantly, motivation is a finite resource. We owe it to our organization and people to ensure we get a return on our investments. As a supervisor, if your team is not better after sending one person to a course, what is the point? ~

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Data-Driven Approaches to Crime & Traffic Safety (DDACTS) 2.0



What is DDACTS?

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



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

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

How does it work?

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

How do I learn more?

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

[Click Here](#)

Decision-Making Breathing

By Derrick Crews

Decision-making lies at the core of effective police work, serving as the bedrock of tactical operations and the gateway to optimal outcomes. As instructors, I feel very confident we would want to empower those that we teach ways they can optimize their decision-making. While there are various techniques, one often overlooked tool that can significantly enhance their ability to make sound judgments is breathing. Yes, Decision-Making Breathing!

A recent study titled "[Brief Structured Respiration Practices Enhance Mood and Reduce Physiological Arousal](#)"¹ explored how breathing increases optimal decision-making. Cyclic breathing (the real name, I think Decision-Making Breathing sounds better) was found to offer several benefits for decision-making that apply to police work. Here's what I took from the article and some additional research.

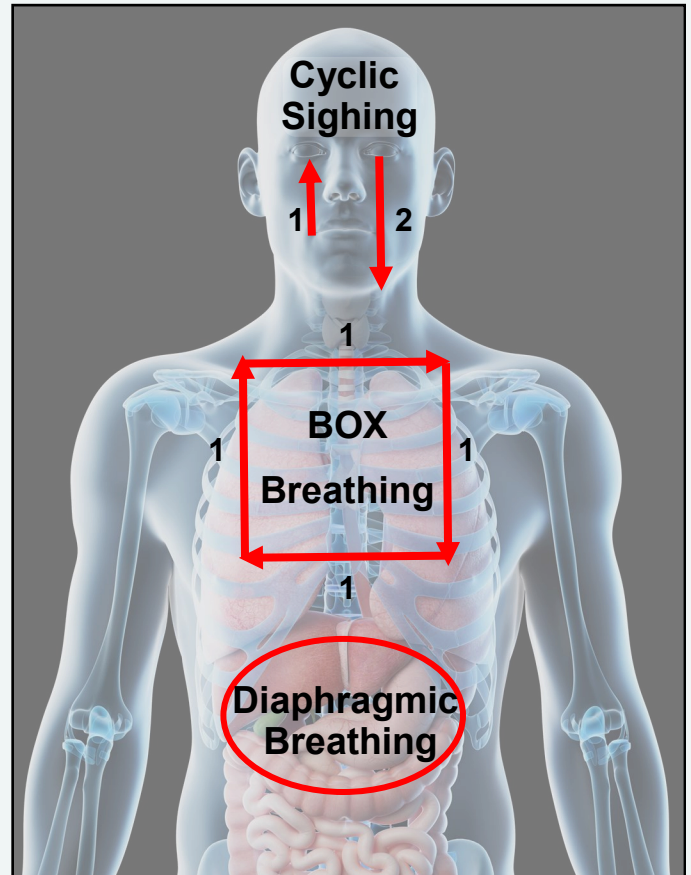
What Decision-Making Breathing Entails

Decision-Making Breathing has proven to be an efficient method for "improving mood than mindfulness meditation and other breathwork techniques. It was also the best way to slow down the number of breaths the participants took per minute, which had a calming effect."² This ability to control how we breathe — and the positive [physical and emotional effects](#) linked to different types of controlled breathing — has gained traction in the scientific community as a [mental health tool](#)³ and for tactical applications. Also known for [meditation](#), we will look at controlling breathing by comparing three breathing techniques, cyclic sighing, box breathing, and diaphragmatic breathing.

Breathing Techniques to Reduce Stress

1. [Cyclic sighing](#) is a two-count technique, using the theory that a longer exhale produces a more potent psychophysiological calming effect.⁴ To practice it, you inhale quickly through the nose or mouth. Then exhale the air over a longer time (three count). More time is spent on exhaling than on inhaling or holding the breath.

2. [Box breathing](#) is a four-step de-stressing technique that Navy SEALs use to calm their stress response. To practice it, sit upright, with your feet flat on the floor. After slowly exhaling, you slowly inhale through your nose to the count of four. Your lungs fill with air while



you hold your breath for another slow count of four. Then exhale through your mouth for four more counts, and finally hold your breath one more time for four counts before repeating the process.⁵

3. [Diaphragmatic breathing](#) focuses on moving the breath into the belly or lower lungs. Lie on your back on a flat surface (or in bed) with your knees bent. You can use a pillow under your head and your knees for support, if that's more comfortable. Place one hand on your upper chest and the other on your belly, just below your rib cage. Breathe in slowly through your nose, letting the air in deeply, towards your lower belly. The hand on your chest should remain still, while the one on your belly should rise. Tighten your abdominal muscles and let them fall inward as you exhale through pursed lips. The hand on your belly should move down to its original position. You can also practice this sitting in a chair, with your knees bent and your shoulders, head, and neck relaxed. Practice for five to 10 minutes several times a day, if possible.⁶

Continued on page 62

Emotional Control

Decision-Making Breathing can help officers effectively manage stress, maintain emotional control, and make better decisions under pressure. By regulating their breath, officers can access a state of calm and clarity, enabling them to approach critical situations with composure and rationality.

Enhanced Threat Assessment

Decision-Making Breathing can enhance focus and enable officers to make better assessments of perceived threats. This can improve situational awareness and helps with making accurate judgments, leading to more effective responses.

Boost Logical Thinking

Decision-Making Breathing can increase logical thinking while decreasing emotional arousal. By balancing physiological responses, officers can think more critically and analytically, mitigating the impact of emotional biases and improving rational thinking.

These three benefits are something I know we can all agree on to influence optimal decision-making. From my own perspective, I see real-world applications that include the following:

1. Engage in Decision-Making Breathing DMB ([Cyclic Breathing](#)) on the way to the call.
2. Perform daily for 5 minutes at the beginning of your shift and/or at the end of your shift. This leads to a long-term positive impact.
3. When engaged in a time-compressed event, take a quick nose inhale and exhale through the mouth. This is often referred to as a [cyclic \(physiological\) sigh](#).

4. During extended room clearing, take a few seconds to engage in Decision-Making Breathing and resume your tactics.
5. When you suspect you are about to engage in some form of conflict, take a moment to engage in Decision-Making Breathing.
6. If you are an FTO, teach this to your rookies!
7. POST academy instructors practice this prior to scenario training. ~

1. Melis Yilmaz Balban, Eric Neri, Manuela M. Kogon, Jamie M. Zeitzer, David Spiegel, Andrew D. Huberman, CellPress Open Access, Cell Reports Medicine 4, January 17, 2023
2. Sloat, S. *Cyclic breathing:: Why experts say just 5 minutes a day can reduce stress*, Inverse, January 22, 2023, <https://www.inverse.com/mind-body/cyclic-breathing>
3. Ibid.
4. Yirka, B. *Study shows cyclic breathing technique more effective in reducing stress than mindfulness meditation*, Medical Xpress, January 16, 2023, <https://medicalxpress.com/news/2023-01-cyclic-technique-effective-stress-mindfulness.html>
5. Sloat, S. *"Box Breathing": A Navy SEAL Technique You Can Use to Beat Stress*, Inverse, June 2, 2019, <https://www.inverse.com/article/56336-box-breathing>; and Sloat, S. *Before a panic attack strikes, stressed-out people can use this technique*, Inverse, <https://www.inverse.com/article/61978-box-breathing-relaxation-technique>
6. Learning Diaphragmatic Breathing, Harvard Publishing, Harvard Medical School, March 10, 2016, <https://www.health.harvard.edu/healthbeat/learning-diaphragmatic-breathing>

Derrick Crews recently retired with 30-years service as a police professional. He is nationally recognized as a de-escalation instructor. Mr. Crews can be contacted at Derrick@360policing.com.



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EMBRACING INCLUSION:

The Intersection of Police and the LGBTQ+ Community

By Michael Schlosser, Ph.D.

Introduction

In discussing the intersection of the police and the LGBTQ+ community, it is important for me to acknowledge that understanding and empathizing with people who are different from ourselves is crucial. Personally, as a strong ally, I have dedicated many years to studying and researching this topic. My commitment to learning about the challenges faced by the LGBTQ+ community has been driven by the experiences of my friends and family members who identify as LGBTQ+. Their stories have highlighted the significance of inclusivity and acceptance. It is essential to recognize that the LGBTQ+ community not only exists within society but also within the police force itself. Just as in any other profession, there are LGBTQ+ individuals serving as law enforcement officers, working tirelessly to ensure the safety and well-being of their communities. Acknowledging their existence within the police force is a reminder that diversity and inclusion are not just abstract concepts but tangible realities that extend to every aspect of society, including law enforcement. By embracing this understanding, we can foster a more inclusive and supportive environment for both the LGBTQ+ community and the police, ultimately promoting stronger relationships between the two.

Law Enforcement Code of Ethics

All sworn officers are required to abide by the Law Enforcement Code of Ethics, which emphasizes the duty to serve and protect the community, respect constitutional rights, and enforce the law without bias or unnecessary force. To fulfill this duty, it is crucial for police officers to consider the LGBTQ+ community as part of the group they are sworn to protect. Unfortunately, the LGBTQ+ community has been facing increased attacks and discrimination, as evident in various media platforms. As law enforcement professionals, it is our responsibility to ensure that everyone in our community is served and protected, irrespective of our personal feelings or biases. Upholding the Code of Ethics means recognizing that the LGBTQ+ community's identity and sexual orientation are not choices but inherent aspects of their being. It is my hope that this publication will enlighten those who need it and encourage them to take the recommenda-



tions and information seriously.

Baseline U.S. Legal Issues Involving the LGBTQ+ Community

The term “protected class” refers to groups of people who are legally protected from being harmed or harassed by laws, practices, and policies that discriminate against them due to a shared characteristic (e.g. race, gender, age, disability, or sexual orientation). These groups are protected by both U.S. federal and state laws.

As with other protected groups, law enforcement officers should understand the LGBTQ+ community and the legal issues aligned with them. Doing so will support our society’s goals of providing equality in public safety services and professional interaction with those identified as LGBTQ+. Currently, there are federal actions involving employment, health, and disabilities that provide some protection for them, and some states have also enacted laws to protect their interests.

Employment protections were established in a landmark decision issued on June 15, 2020, when the United States Supreme Court ruled in *Bostock v. Clayton County, GA*.¹ The decision held that Title VII of the Civil Rights Act of 1964 prohibits workplace discrimination against gay, lesbian, and transgender people. Aligning with the Bostock decision, on that same day, other federal actions were taken, including by the U.S. Department of Health and Human Services to ensure the LGBTQ+ community is not discriminated against in regard to health services,² and The Office of the President of the United States implemented an Executive Order regarding LGBTQI+ individuals explicit to the efforts that all in government and our society should strive to achieve.³ Also, in August 2022, the United States Court of Appeals for the Fourth Circuit held a Virginia correc-

Fourth Circuit rendered a decision against a Virginia correctional facility that had discriminated against a prisoner under the Americans with Disabilities Act. The prisoner had both “gender identity disorders” and gender dysphoria, and the facility responded inappropriately to the prisoner’s condition during his confinement.⁴



Reported Law Enforcement Activity with the LGBTQ+ Community

Primarily, law enforcement becomes involved with the LGBTQ+ community through the laws pertaining to criminal hate crimes, where the FBI has a specific category to gather statistical data on crimes against LGBTQ+ individuals.

In the most current reporting (2020 and 2021), the FBI Uniform Crime Reporting (UCR) Program provides significant information on the types of crime, victims, perpetrators, and locations of transgender hate crimes. Without going into detail about crimes, in the two years reported, law enforcement agencies submitted incident reports involving 15,021 criminal incidents and 19,285 related offenses as being motivated by bias toward race, ethnicity, ancestry, religion, sexual orientation, disability, gender, and gender identity. Of these 15,021 incidents, nearly 30 percent of the crime was based upon offenders’ sexual orientation bias, offenders’ gender identity bias, and offenders’ gender bias. The UCR information did not include all law enforcement agencies in the United States; only those that reported to the FBI during those two years. So, it is reliable to assume that someone being trained in the police academy today will respond to such hate crimes one day in the future.⁵

In a 2021 research study of one large city’s police interactions with the transgender community, some interesting information was revealed that could assist instructors in teaching information about the LGBTQ+ community. The study examined results from a short survey and five focus groups with transgender individuals on their experiences of hate crimes and reporting activities. Results indicate nearly all participants experienced some type of hate incident or crime based on their gender identity and/or expression. Almost half of

the respondents did not report these crimes to the police because they did not think the police would do anything, were afraid of being arrested, or were afraid of being victimized by the police. Based on the findings, several recommendations were made to help improve relations between transgender communities and law enforcement with the goal of creating a safer environment for transgender individuals and increasing the reporting of hate crimes.⁶

The findings from the study revealed that transgender persons are hesitant to report instances of hate crimes because of the way they have been treated by police or expect to be treated by police. This is, of course, not new. However, it points to a perception of the effects that the experiences with law enforcement can have on transgender individuals both in terms of trauma and the disengagement from reporting crime. The study also suggested a lack of trust by transgendered in law enforcement due to the treatment of transgender by the police in the past. The study pointed out several specific points that were deemed betrayals by transgender victims, including, but not limited to:

1. Making it difficult to report the experience
2. Denying the experience in some way or not believing the victim
3. Creating an environment in which this type of experience seemed common or normal
4. Not doing enough to prevent this type of experience
5. Creating an environment where you no longer felt like a valued member of the community
6. Creating an environment in which the victim felt discriminated against based on their identity
7. Punishing the victim in some way for reporting their experience
8. Mishandling the case
9. Failing to actively support the victim with formal or informal resources, or
10. Creating an environment in which the victim felt discriminated against based on their identity.⁷

These perceived factors by an institution that is supposed to protect and serve the community can not only inflict trauma but can cause victims to refrain from reporting hate crimes when they occur. “To alleviate these issues, it is important that law enforcement agencies prioritize trust-building with the transgender community. This can be done in a number of ways, including attending events, setting up strategic meetings with stakeholders from the transgender community, and re-

quiring ongoing, quality training on transgender competence for law enforcement.”⁸ Law enforcement must engage in steps that protect and refrain from actions that discriminate against the LGBTQ+ community. As in all police actions, they should be unbiased, lawful, and taken to preserve the safety and protection of the public. In order to assist officers in communicating with and interacting with the LGBTQ+ population, the following recommended actions are provided for inclusion into basic (entry-level) training of officers and periodically during their professional in-service training.

Recommended Actions

For police officers to effectively interact with and serve the LGBTQ+ community, law enforcement agencies and academies must incorporate comprehensive training programs and promote ongoing education and awareness. By doing so, officers will develop a more inclusive and supportive environment, enhancing their confidence and preparedness to protect and serve this community effectively. Here are some key areas that should be included in these training programs.

Terminology and Language: Familiarity with LGBTQ+ terminology, including understanding the differences between sexual orientation, gender identity, and gender expression, is essential for respectful and effective com-

munication.

Legal Protections: Officers should be aware of the laws and legal protections in place for LGBTQ+ individuals, such as anti-discrimination laws, hate crime legislation, and marriage equality. This knowledge ensures fair and equal treatment under the law.

Cultural Competence: Developing cultural competence involves understanding and respecting the unique experiences, histories, and challenges faced by LGBTQ+ individuals and communities.

Bias Awareness and Avoidance: Recognizing and addressing personal biases is crucial to ensure fair and unbiased treatment. Training programs should address unconscious bias and provide strategies for impartial policing.

Communication and Respect: Officers should receive training in respectful communication skills, including using appropriate pronouns, asking for preferred names, and avoiding assumptions about sexual orientation or gender identity.

Sensitivity to Vulnerabilities: Police officers should be sensitive to the increased vulnerability faced by LGBTQ+ individuals, including higher rates of violence, discrimination, and mental health challenges.



See link: [Philadelphia police recruits train to interact with LGBTQ community.](#)

Crisis Intervention and Support: Training on non-escalation and de-escalation techniques that consider the specific needs and experiences of LGBTQ+ individuals are essential. Officers should be aware of the local resources and support services available to assist them.

Building Trust and Positive Relationships: Establishing trust between the police and the LGBTQ+ community is crucial. Engaging in community outreach programs, participating in LGBTQ+ events, and collaborating with local LGBTQ+ organizations can help build positive relationships.

Reporting Hate Crimes and Bias Incidents: Police officers should be knowledgeable about the proper protocols for reporting and investigating hate crimes and bias incidents targeting LGBTQ+ individuals. Prompt and thorough response to such incidents is vital to ensure victims feel safer and protected.

By incorporating these areas into training programs and promoting ongoing education and awareness, police departments can create a more inclusive and supportive environment for LGBTQ+ individuals. This will enable officers to feel confident and prepared to serve and protect their community effectively.

Terminology

Understanding the proper terminology is fundamental to fostering respectful communication with the LGBTQ+ community. Here are some important definitions.

LGBTQ+: Lesbian, Gay, Bisexual, Transgender, and Queer/Questioning. This acronym encompasses diverse sexual orientations and gender identities.

Lesbian: A woman who is emotionally, romantically, or sexually attracted to other women.

Gay: Originally used to describe men attracted to other men. It is now commonly used to refer to all individuals attracted to the same sex, regardless of gender.

Bisexual: A person who is emotionally, romantically, or sexually attracted to both men and women.

Transgender: An individual whose gender identity does not align with the sex assigned to them at birth.

Queer: A reclaimed term used as an umbrella term to encompass diverse sexual orientations and gender identities that defy traditional norms.

Questioning: Individuals exploring their own sexual orientation or gender identity and are not yet certain of their self-identification.

Intersex: People born with biological variations that do not fit typical male or female classifications.

Asexual: Individuals who do not experience sexual attraction or have a lack of sexual interest or desire.

Ally: A person who supports and advocates for the rights and well-being of the LGBTQ+ community, even if they do not identify as LGBTQ+ themselves.

Conclusion

In conclusion, it is imperative for police officers to embrace their responsibility to protect and serve all people in their jurisdiction, including the LGBTQ+ community. By incorporating comprehensive training programs and ongoing education, law enforcement agencies can create an inclusive and supportive environment for LGBTQ+ individuals. It is crucial to understand that sexual orientation and gender identity are not choices, but inherent aspects of individuals' identities. Through respectful communication, bias awareness, and cultural competence, officers can build trust, foster positive relationships, and effectively serve the LGBTQ+ community. By doing so, we fulfill our duty as law enforcement professionals and contribute to a more just and equitable society for all. ~

Continued on page 68

¹ 140 S. Ct. 1731 (2020)

² <https://www.hhs.gov/ocr/lgbtqi/index.html>.

³ <https://www.whitehouse.gov/briefing-room/presidential-actions/2022/06/15/executive-order-on-advancing-equality-for-lesbian-gay-bisexual-transgender-queer-and-intersex-individuals/>.

⁴ Williams v. Kincaid, 45 F.4th 759 (4th Cir. 2022).

⁵ <https://www.fbi.gov/news/press-releases/fbi-releases-2020-hate-crime-statistics>; and <https://www.fbi.gov/news/press-releases/fbi-releases-2021-hate-crime-statistics>.

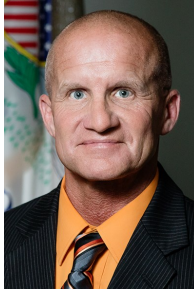
⁶ Gauthier, J., Medina, K., & Dierkhising, C. (2021). Analysis of Hate Crimes in Transgender Communities. *Journal of Hate Studies*, 17(2), pp. 4–14. DOI: <https://doi.org/10.33972/jhs.158>.

⁷ Ibid.

⁸ Ibid.



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



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

Dr. Schlosser, through PTI, has been involved in numerous research projects in collaboration with various colleges at the University of Illinois. Dr. Schlosser has authored dozens of articles, is co-author of the book *The POWER Manual: a Step-by-Step Guide to Improving Police Officer Wellness, Ethics, and Resilience*, made numerous radio and television appearances, and given over 200 presentations across the country on topics such as community policing, police tactics, police training, use of force, de-escalation techniques, control and arrest tactics, the intersection of police and race, diversity, police officer wellness, police family wellness, and various other topics related to American law enforcement.

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



In the next edition of IADLEST's Standards and Training Director Magazine, we will feature more articles discussing academy planning, updates on the Academy Innovation project, activities with POST agencies, training function and ideas to consider as the new year approaches. In addition, we will update you on IADLEST's emerging projects.

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

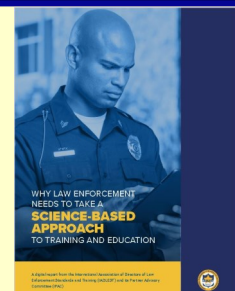


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Justice Department Files Statement of Interest About the ADA Rights of Children with Disabilities Experiencing Behavioral Health Challenges in School

In the June 2023 edition of *Standards & Training Director Magazine*, we published a DOJ Statement of Interest about a child with disabilities and his interaction with the police. Since then, the DOJ has filed a second Statement of Interest in another similar case, but with different criteria.

On June 26, 2023, the Department of Justice filed a Statement of Interest in *D.P., et al. v. School Board of Palm Beach County*. This private lawsuit was filed in the Southern District of Florida against the county school board, **including its police department**, on behalf of parents/guardians and their children with disabilities like Autism and other emotional or behavioral disabilities. The children, some as young as nine and ten years old, were removed from school by police officers after experiencing disability-related behavioral episodes, and then taken in handcuffs to locked psychiatric facilities for involuntary examinations.

This case involves the involuntary seizure of young children by law enforcement officers in their schools. Plaintiffs are children with disabilities who attend elementary and middle schools and receive services and modifications related to those disabilities. Without their guardians or parents' consent, each child was removed from their classroom, handcuffed, and driven away in the back of a police car to a locked facility to be psychiatrically examined. In some cases, the children were separated from their families for not just a few hours, but days. The police were not acting in response to any suspected criminal activity. Rather, they took the children into their custody in response to behavioral health episodes. In doing so, the officers invoked a Florida law known as the Baker Act, which allows police to seize a person for involuntary psychiatric examination under specific circumstances. However, "the Baker Act excludes developmental disability from the definition of mental illness. *Id.* § 394.455 (29)."

The children here seek modifications through the course of their interactions with school staff, including police, that would prevent the need for involuntary psychiatric examination. The following facts are

relevant to Plaintiffs' reasonable modification claims.

1. D.P., was a nine-year-old student with Autism Spectrum Disorder (ASD). At the time of his removal from school, he attended a classroom exclusively for children with ASD, and his educational records showed that he had impaired judgment and difficulty communicating, including when he became upset, Plaintiffs' Statement of Material Facts (PSF) ¶¶ 1-2; JSUF Ex. 5 at 12, 15, 20. Defendant not only had experience de-escalating D.P. during behavioral episodes, it had also documented successful strategies like giving him a "safe place" and "an opportunity to calm down." PSF ¶¶ 3-4. D.P. became upset on the day in question, but he was able to calm down. JSUF ¶¶ 16, 20. School administrators requested and then decided to cancel a call to a mobile crisis team. *Id.* ¶ 17. Mobile crisis teams are behavioral health professionals who help de-escalate and evaluate children. After D.P. "was back to his normal self," an officer who was stationed at the school under a contract between Defendant and a local police department decided to Baker Act D.P. based on statements he made while he was upset. *Id.* ¶¶ 7-8, 20. Plaintiffs contend that school employees who were present knew that D.P. had Autism. PSF ¶ 7. The officer was aware that a mobile crisis team was available to respond to the school and evaluate D.P. JSUF ¶ 17. Plaintiffs contend that prior to being placed in police custody, neither D.P.'s guardian nor his counselor had a chance to speak with him. PSF ¶¶ 5, 10.

2. At the time of his removal from school, E.S. was a nine-year-old child with Autism. ¶¶ 28-29. E.S. attended school in a classroom designated for children with Autism, and he had a behavioral aide who was privately retained by his mother to provide support in the classroom.

Id. ¶¶ 36, 41, 43. According to E.S.'s educational records, he had "outbursts and tantrums a few times a week." *Id.* ¶ 46. Prior to his removal, E.S.'s school principal was aware that that E.S.'s disability-related behaviors included "outbursts and reacting negatively to non-preferred tasks." *Id.* ¶ 47. The

principal had “sometimes been able to [de-escalate] E.S. by providing him with Marvel superhero books or by trying to talk about some of the things he was going to be doing over the weekend.” Id. ¶ 50. Prior to the date of his removal, school staff “had experience [de-escalating] E.S. when he was agitated” and had “contacted [E.S.’s mother] when they needed additional behavioral supports for E.S.” Id. ¶¶ 49, 51.

On the day in question, “E.S. became agitated in his classroom” and was escorted to the school’s office by his behavioral aide. Id. ¶¶ 58-59. The principal and a school behavioral health specialist attempted to [de-escalate] E.S. verbally, and E.S. hit his behavioral aide, whose only observable injury was a red mark on the aide’s chest. Id. ¶¶ 61-63. E.S. then hit a thick glass window but did not injure himself or break the window. Id. ¶¶ 65-66.

A police officer employed by Defendant, who knew that E.S. had Autism before the day in question, arrived and “decided to initiate an involuntary examination under the Baker Act” upon seeing E.S. hitting the window. Id. ¶¶ 32, 57, 67. The officer handcuffed E.S., who remained calm while he was removed from school in police custody. Id. ¶¶ 76-77, 85-87.

Neither the officer nor the principal contacted E.S.’s mother until after the involuntary examination was initiated, nor gave her the option to calm her son down. Id. ¶¶ 88-92.

The officer later testified that before initiating E.S.’s involuntary examination, he did not:

- (1) “think about strategies that might have prevented E.S. from hurting himself other than use of the Baker Act”;
- (2) ask about E.S.’s disabilities;
- (3) ask if E.S.’s mother had been contacted;
- (4) ask what anybody had done to calm E.S. down in the past;
- (5) ask whether there were adults E.S. trusted who could help calm E.S. down; or
- (6) discuss contacting any other mental health resources or the mobile crisis response team. Id. ¶¶ 68-69, 71-75. The officer also testified that there was time to wait for the mobile crisis response team to evaluate E.S. because E.S. was calm and not hurting himself. Id. ¶ 95 (Ex. 7 at 143:19-144:2).

3. W.B., a ten-year-old student with an emotional/behavioral disability. At the time of his removal from school, he was attending a classroom exclusively

for children with emotional/behavioral disabilities. Id. ¶¶ 108-09, 118. W.B.’s educational records contained modifications such as offering a safe place or person when W.B. felt frustrated and remaining non-reactive in the face of negative behaviors.

PSF ¶ 22. Records also reflected that W.B. did not like to be touched by males, JSUF ¶ 123, and school staff testified in deposition that they had successfully used intervention strategies such as giving W.B. time and space to calm down, walking with him, doing breathing exercises, and allowing his mother to come to school and talk with him. Id. ¶¶ 124-25, 129. Staff also testified that although W.B. made threats to others, because he frequently did so as “just . . . part of his vocabulary,” they did not believe he was actually going to harm anyone. Id. ¶¶ 126-28. W.B. became upset on the day in question and threw chairs in his classroom. Id. ¶ 131. He then ran outside and began to climb a fence. Id. ¶ 132. School staff were able to stop him from jumping the fence. Id. ¶ 133. Shortly after, a school police officer employed by Defendant placed W.B. in handcuffs. Id. ¶ 134-35. W.B. was transported for inpatient examination without the officer speaking to his mother, PSF ¶ 24, the school therapist who W.B. met with weekly, or any school staff about de-escalation strategies that could help W.B. JSUF ¶¶ 136-38. The officer later testified that he did not think a student’s disability was relevant to his decision to Baker Act a child. PSF ¶ 25.

DISCUSSION

This Statement of Interest clarifies two legal principles. First, a public entity is obligated to provide reasonable modifications to qualified individuals with disabilities where it knows or reasonably should know of the disability-based need for modifications. Second, modifications to a public entity’s behavioral response that utilize known strategies and interventions are reasonable and not a fundamental alteration. ~

NOTE: With the number of ADA actions taken involving law enforcement, a course explaining the Americans with Disabilities Act should be required during basic academy training, with officers receiving updates to ADA case law throughout their careers. When handling situations of mental impairment, ask about all reasonable accommodations known by the parties present, and implement them in cases involving people with disabilities.

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

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INSTRUCTIONAL TIPS

LIABILITY & ETHICS OF INSTRUCTORS

By William Flink

One of the essential topics that should be taught in developing instructors for your POST, academy, or agency is *Liability and Ethics of Instructors*. The topic is not to be presented as you would in a general ethics or liability class during basic or inservice training. Instead, it's specialized and focused on what the average instructor should know in developing and presenting general training courses to officers. It should be noted that specialized or skills instructor training courses (e.g., firearms, defensive tactics, driver training instructors, etc.) should include additional ethics and liability instruction beyond what is covered in a general instructor course, focused upon the specialized topic or skill to be taught to others.

In 1991, the Criminal Justice Services Commission for the Commonwealth of Virginia began mandating a 2-hour course of instruction on the topic of *Liability and Ethics of Instructors* within its Instructor Development and Instructor Recertification courses. As the course developer, I taught many initial sessions on this topic at several of the Commonwealth's regional and independent agency academies. The parameters of the 2-hour course are as follows.

First, the course began with a refresher on the fundamentals of liability law, beginning with 42 U.S.C., § 1983,

"Every person who, under color of any statute, ordinance, regulation, custom, or usage of any state or territory, subject, or cause to be subjected, any citizen of the United States or other person within the jurisdiction thereof to the deprivation of any rights, privileges, or immunities secured by the Constitution and laws, shall be liable to the party injured in an action at law, suit of equity, or other proper proceeding for redress."

In short, the requirements leading to a violation of 42 U.S.C., § 1983 are (1) a public official, (2) acting under "color of law," and (3) who violated someone's Constitutional Rights.

Second, upon a finding that the above has occurred, the injured party could be eligible for Plaintiff's Attorney Fees, which generally include (a) a multiplier effect, (b) a catalyst effect, both of which could be paid by the government employer or insurance provider to the government employer. Third, Administrator (Vicarious) Liability can come into play if the plaintiff can show cause that the employing agency was at fault for negligent hiring, inadequate policy/procedures, *failure to train*, failure to supervise, negligent retention, negligent assignment, or negligent entrustment.

The defendant can raise the claim of *qualified immunity* as a defense in the matter. Still, this immunity may fail if the act violated "*clearly established law*," which a "*reasonable person should have known*." In addition, the governmental entity may face liability if the act was done within the *scope of employment* and the negligent act did not amount to *deliberate indifference*. Finally, supervisors can also face personal liability, resulting in *punitive damages*, if the act amounted to deliberate indifference (in that the person knew or should have known the action was improper); there is a finding that the person engaged in a *pattern of gross abuse* (meaning a single incident is not enough;¹ as it has happened more than once); and *after having such knowledge, the supervisor did nothing* to prevent future improper conduct of the same nature.

For the training entity, whether it be the employing agency or academy, a primary issue that can arise is the question of *moral certainty*. Was there an *affirmative duty* to train the officer as to the action taken, prior to the action being taken? But, then, the big question arises regarding the duty to train—duty to train by whom? Most law enforcement officers receive three types of training, pre-service, inservice, and specialized training. Was the duty to train something that should

¹ *Flores v. City of South Bend*, (No.20-1603) (7th Cir. 2021), At least one federal court held a single incident could result in liability against the agency "where a violation occurs, and the plaintiff asserts a recurring, obvious risk."

have occurred during basic academy training (before certification/licensure), inservice training (to meet yearly or mandated state training for certification or agency requirements), or during specialized training related to a specific job assignment, job task, or use of government equipment?

Other issues that may arise in a claim related to training liability include: (1) did the training provided meet its training objectives (or student performance objectives)? (2) Did the officer meet the minimum employment qualifications to be trained? In other words, did the officer or recruit comply with state-required citizenship, background investigation with fingerprint records check, minimum education requirement, driver's license, or other requirements mandated by law or state regulation? These requirements create an affirmative duty that the employer must meet and, in most cases, report to the state law enforcement standards and training agency. (3) Was the officer trained within the statutory minimum training timeline? Most states require officers to receive initial academy basic training within 12 months of employment.² But some states have a shorter time period for officers to attend basic training. At least eight states require officers to be trained before being assigned to the street or field duties.³ Failure to meet this law could be *gross negligence* or *deliberate indifference*, depending upon the circumstances surrounding the negligent action.

Some states statutorily mandate additional indicators before employment, including psychological and medical examinations. A medical exam carries a clear affirmative duty trend for the training agency/trainer before acceptance in any program with physical training.

The plaintiff's attorney can proffer a cause of action against any one of these employment qualifications as evidence to demonstrate that the person was unqualified to perform the position of an officer and should not have been trained to or assigned such duties. Regional academies, collegiate academies, and state academies should have administrative documentation where the employing agency or individual—if not employed at the time of training—acknowledges or shows proof of compliance with state minimum standards before the person receives training.

So, once the training agency has accepted the individual for training, how do trainers defend themselves against liability?

To begin with, trainers should ensure that what is being taught to officers has been validated as job-related. Are there defined sets of knowledge, skills, and abilities (KSAs) defining the training? Was there a job task analysis (JTA) or specialized course development process⁴ that defined the KSAs? Were the KSAs verified by subject matter experts knowledgeable of the training to be instructed? Are the goals and performance outcomes clearly defined in the lesson plan? Is there a detailed lesson plan telling the instructor precisely what to say to students about the topic or just a set of bullet points about training issues to teach the students?

For most academy instructors, developing basic recruit lesson plans is the responsibility of the academy staff or the state POST. Very few basic training academies use lesson plans developed by the instructors teaching the basic academy courses and, if so, only after first being approved by the academy or POST before the course presentation. Knowing how the course was developed is an essential element for defending your training.

Second, trainers can defend themselves from liability by proving they taught the officers, particularly recruits, the materials needed to be known to carry out their jobs lawfully. This can be done by comprehensively documenting all training sessions and, again, by teaching detailed lesson plans with course outlines that spell out everything taught to the officers. Lesson plans that are essentially bullet points of topical areas are insufficient for today's law enforcement training and cannot provide the evidence needed to support what was taught during the training session. Also, ensure all students complete attendance rosters to provide proof of whom was taught the material by the instructor. Both of these items should be considered mandatory for trainers to utilize. (More about documenting training was presented in the [December 2021 edition of Standards & Training Director Magazine, Instructional Tips, Documentation, on page 67.](#))

A copy of the lesson plan and lesson materials should be made for each class taught. It should be filed in the academy/department session or class file, along with any relevant notes documented with the lesson plan.

² 2023 IADLEST Sourcebook Survey

³ Ibid. (Arizona, California, Colorado, Delaware, Georgia, Missouri, Pennsylvania, Utah, Washington)

⁴ DACUM Study

Third, the training must incorporate a proper statement of mission and ethical considerations, and be based on what it is that an officer does on a daily basis. Each topic should have goal(s) (mission) and primary objectives to be taught. Within these objectives, there should be specific ethical acts (considerations) that need to be taught to students. Each student should receive a copy of the goals and objectives of each class, and at the end of the lesson, instructors should have the students acknowledge whether all goals and objectives were achieved. Their acknowledgment should be noted at the end of the lesson plan, along with any objectives students indicated were not achieved.

We hear more and more about ethical concerns these days from advocates for police reform (doing the right thing, do no harm, promoting DEI [diversity, equity, and inclusion], avoiding stereotyping people, treating everyone with respect, etc.). For trainers, this includes teaching all things, including those mentioned above, that may appropriately affect the successful outcome of an officer's actions or interactions.

For example, the mandate of *Canton v. Harris*⁵ is that: police training not demonstrate “deliberate indifference” to the rights of citizens. Using Footnote 10 from *Canton*, “policymakers know with a moral certainty that officers will be required to arrest fleeing felons.” The failure to train officers on the limitations of the use of deadly force in such situations could properly be seen as “deliberate indifference...” Though *Canton* was a use of force case, this mandate implies the need for *ethics* and *values* as a component of training. A defensible training curriculum must consider the cultivation of *moral values to influence appropriate decision-making by the officer*.

In another case from the U.S. Supreme Court, *Owens v. City of Independence*,⁶ the court held that a municipal training program cannot rely solely upon good faith. Because of this, municipalities must reasonably attempt to foresee the areas of critical concern where a failure to provide a policy or to train may likely cause an injury to citizens. A defensible training program must be a responsive endeavor that includes a policy, considerations of an officer's routine duties, factors peculiar to the jurisdiction, increased awareness, and training.

So, what are the essential responsibilities of instructors?

1. Keeping your credentials and expertise current. You can do this by continuing to attend seminars or workshops in the areas of your subject area or expertise

and subscribing to publications that discuss the topics you instruct. If applicable, don't teach courses without obtaining the required state or POST instructor certification, and if recertification is a requirement, keep your instructor certification current. Failure to do so, could result in the invalidation of the training you have taught recruits or officers, thereby affecting students' certifications, careers, and possibly the arrests they have made.

NOTE:

In the past, other POST certifications have, and will in the future, be subject to court scrutiny. For example, failure of an agency to conduct an officer's pre-employment fingerprint criminal history check and conduct a pre-employment psychological examination,^{7,8} failure to obtain a high school diploma and failure to obtain a basic certification,⁹ have each invalidated arrests after hearings in state courts. It can only be presumed that failure of an instructor to possess the required state instructor certification could, under certain circumstances, invalidate training conducted in a state-mandated training program.

2. Each time your lesson plan is used, record the class number and date of the class; note the date of revisions of the lesson plan; list the handouts, audio-visual slides, video segments, handouts, etc., used during the training presentation. These should all be recorded on the lesson plan (for more information, see [Standards & Training Director Magazine, December 2021, Instructor Tips, Documentation, page 67](#)). Use the margin of your lesson plan to record notes of the items used during the class (described above) and to reference any significant points that were discussed in class that were not part of the lesson plan. Also, keep a copy of each lesson plan you teach and handouts used in your personal instructor files for at least three years—more if possible.

3. Avoid using poor examples as teaching points. Poor examples may be all a student remembers and could misdirect the recruit or officer. Only use examples that have been approved and are provided in the lesson

⁵ 109 S.Ct. 1197 (1989)

⁶ 445 U.S. 622 (1980)

⁷ Grable v. State of Arkansas, 769 S.W.2d 9 (Ark. 1989)

⁸ Mitchell v. State of Arkansas, 769 S.W.2d 18 (Ark. 1989)

⁹ Also, Davis v. State, 758 S.W.2d 706 (Ark. 1988); and White v. Taylor 777 F.2d 971 (5th Cir. 1989); also Holstien v. State, 359 S.E. 2d 360 (Ga. 1987)

plan. If students bring up other examples, document those discussions in the margins of the lesson plan at the point where the student's example was brought up. Also, document whether or not you accepted the student's example or advised the class that the example was not an approved action for the subject matter. Again, poor examples may be all a student remembers.

4. Keep the class on time. Make notations in the lesson plan if the course is dismissed early. In addition, record students who are absent or that leave early and transfer the names of students who are absent or leave early to the person responsible for the training program—again, documenting that you did so on the lesson plan.

5. Know the content of the information within the handout material. Thoroughly discuss material that may be considered sensitive or controversial. Ensure the lesson plan doesn't miss items within the handout material. If handout material is not in the lesson plan, maybe it shouldn't be in the handout material—this should be discussed with staff from the curriculum department, if applicable.

6. Know the content of any audio-visual used in the training program before presenting the topic, and, if applicable, have it approved by the training academy or agency. Ensure the video doesn't contain inappropriate material or performance techniques. Ensure the video is relevant to the topic being presented and not humorous entertainment to break up serious discussions.

For instance, in *Sager v. Woodland Park*,¹⁰ a video was shown to police trainees that contained an inappropriate handcuffing technique, resulting in the death of the arrestee. The defendant officer saw the technique in a video presented during training entitled "Introduction to Crime Prevention." Within the video was an arrest scene using an inappropriate arrest technique. After graduating from the academy and receiving POST certification, the defendant used the arrest technique during the arrest of a criminal suspect and, in the process, caused the suspect's death. To the defendant's knowledge, "the class was not informed that such technique was improper."

Another video shown during training classes or to officers outside of training for alleged humor was a Chris Rock video. The showing of the video during training was used as evidence in a *Wright v. City of Euclid*,¹¹ and since has encouraged activists for police reform. As a method to challenge police arrest actions

and police performance, officers have been asked if they have viewed the video and whether it was during a training session. And when viewed in a police venue, watching the video has been alleged to have influenced defendants' beliefs and actions with members of minority groups.⁸ If police instructors have used this video as part of training in the past, hopefully, the use of it, or anything like it, will not occur in the future. The video should not be used for law enforcement purposes.

As stated in a Lexipol article regarding the *Wright* decision:

"Remember that appellate courts reviewing a grant of qualified immunity to an officer are required to consider the facts in the light most favorable to the plaintiff."¹²

The *Wright* case was settled for \$475,000 six months after the court decision.¹³

7. Ensure all training safety issues are well documented in your lesson plan. If you have lesson material that has the potential to cause an injury during training, make sure it is well-documented and that the required safety materials (*first aid kit, eye/throat/hearing protection, training weapons, etc.*) or services (*fire or medical personnel*) are present and on-scene during that portion of the training process. You might include a safety checklist in your lesson plan at the point where safety precautions are needed. This will help ensure you do not forget safety protocols and provide added documentation to protect you and the training institution from liability.

8. Seek the opportunity to videotape critical portions of your presentation. Doing so will ensure that every class will be given the same information and provide consistency to your presentation. It also provides an accurate record and allows review of the material by

¹⁰ 543 F. Supp.282 (D. Colo. 1982)

¹¹ *Wright v. City of Euclid*, 2020 WL 3278698 (6th Cir. 2020); and "Chris Rock Guest Appearance in Training Didn't Amuse the Court", Ken Wallentine, Lexipol, June 25, 2020. <https://www.lexipol.com/resources/blog/chris-rock-guest-appearance-in-training-didnt-amuse-the-court/>

¹² *Ibid.*, *Chris Rock Guest Appearance in Training Didn't Amuse the Court*

¹³ Lamar Wright Resolves Case against City of Euclid in \$475,000 Settlement, FG&G: for justice for all, <https://www.fggfirm.com/in-the-news/lamar-wright-resolves-case-against-city-of-euclid-in-475000-settlement>.

others (administrators or the courts). It may also be used should students need to review the material. Finally, it can provide some variety in the lecture material.

9. Make sure you allow time for student questions. You don't want a recruit or officer to state they didn't have time to clarify points within your lecture. So, take the time to document student questions at the end of your lesson plan (name/question/response).

10. Save time for quizzes or examinations. Quizzes should emphasize significant points or objectives within the lesson. These evaluation tools should be reviewed with students after completing the quiz or test. They provide the instructor and training institution with verification of students' understanding of the lesson material. In addition, evaluation tools ensure students leave the classroom with the desired information or identify students needing help understanding lesson material. (For more information, see the [September 2021, Standards & Training Director Magazine, Instructional Tips, page 49.](#))

11. Lastly, don't try to teach a subject that you have no experience or expertise in. In the past, there have been reports that instruction occurred on a topic, and the instructor didn't know a thing or knew very little about the topic. The instructor had (1) never taught the topic before, (2) was not familiar with the lesson plan or didn't have a lesson plan, (3) had never experienced situations in the field where they confronted or performed the point of the lesson, or (4) had never been employed in law enforcement. Such circumstances do not speak well of the training program and are fraught with opportunities that can lead to allegations of negligent training. If knowledgeable and competent instructors cannot appear to teach a course, it's time to postpone the lesson discussion. It's the ethical thing to do. And you never want to be criticized or have a reputation as an incompetent instructor or training provider. It doesn't look good if you are ever subpoenaed to court regarding a training matter.

Again, to protect against potential civil liability, it is recommended that you thoroughly document your lesson content and any peripheral factors that occur in the classroom while you are teaching. Being competent in the course topic, using approved lesson plans, and having proper documentation are key factors to avoid litigation and for the courts to favor you in their

decision regarding the training you instruct. As I've stressed to my students, in all police matters, "If it isn't documented, it didn't happen."¹⁴

While this article does not document known litigation against an instructor, it doesn't mean it hasn't occurred or been settled before litigation. Law enforcement training is often challenged, and negligence in training can be addressed if it appears to be inadequate (e.g., *Sager*). An example of a Plaintiff's challenge claiming multiple failure to train allegations is found in *Carr v. City of Oklahoma City*.¹⁵ The case contains a discussion that instructors should find interesting. *Carr* can be read by [Clicking Here](#).

In *Canton*, the Court wrote, "In resolving the issue of ... liability for [failure to train], the focus must be on adequacy of the training program in relation to the tasks the particular officers must perform. That a particular officer may be unsatisfactorily trained will not alone suffice to fasten liability on the [jurisdiction], for the officer's shortcomings may have resulted from factors other than a faulty training program. It may be, for example, that an otherwise sound program has occasionally been negligently administered."¹⁶

Conclusion

This article shows that the case law surrounding 42 U.S.C. § 1983 is complicated and involves numerous procedural and substantive rules. The claims of Constitutional rights get muddled "because they've become fluid concepts within our society." Failure to train is only one facet of governmental liability litigation and is frequently used to remedy alleged constitutional wrongs.¹⁷

Under the theory of failure to train, "§ 1983 plaintiffs can allege that the individual responsible for training programs ... is liable in his individual capacity for the plaintiff's injury. This liability can attach even if the individual was not involved in the deprivation."¹⁸ And while a qualified immunity defense may apply, it is not

¹⁴ *Whiteley v. Warden*, 401 U.S.560, 991 S.Ct. 1031 (1971)

¹⁵ 337 F.3d 1221 (10th Cir. 2003)

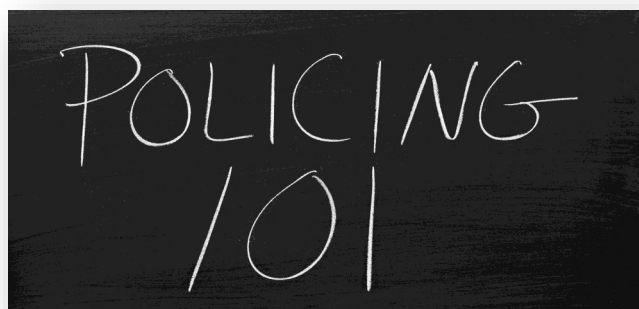
¹⁶ *Canton*, 489, *See Springfield v. Kibbe*, 480 U.S. at [480 U.S. 268](#) (O'CONNOR, J., dissenting); *Oklahoma City v. Tuttle*, *supra*, at [471 U.S. 821](#) (opinion of REHNQUIST, J.).

¹⁷ FindLaw, <https://corporate.findlaw.com/litigation-disputes/failure-to-train-as-a-theory-of-section-1983-liability-in-the.html>

¹⁸ *Ibid*.

assured. All that may need to be shown is that there was a deliberate indifference in the administration of the training program and in what was or was not taught to officers. Each of the responsibilities listed above is ripe for becoming a claim within a plaintiff's failure to train challenge.

Finally, the Virginia Department of Criminal Justice Services' *Liability and Ethics of Instructors* course is still a mandatory course for instructor certification and recertification. It demonstrates the Commonwealth's determination to provide excellent instruction for mandated training courses within its certified training academy system. ~



Model Standards for POST Administration

In response to the need for accountability, Peace Officer Standards and Training (POST) organizations have been created to assure citizens that their officers meet prescribed standards of competency and ethical behavior consistent with the community's expectations regarding peace officer performance and conduct.

IADLEST has developed standards that are intended to provide a guide to national and state leaders for designing and implementing an agency tasked with creating such standards and establishing a system of accountability. The standards have been placed in a free document that can be obtained [HERE](#).



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SEPTEMBER 2023 CROSSWORD PUZZLE



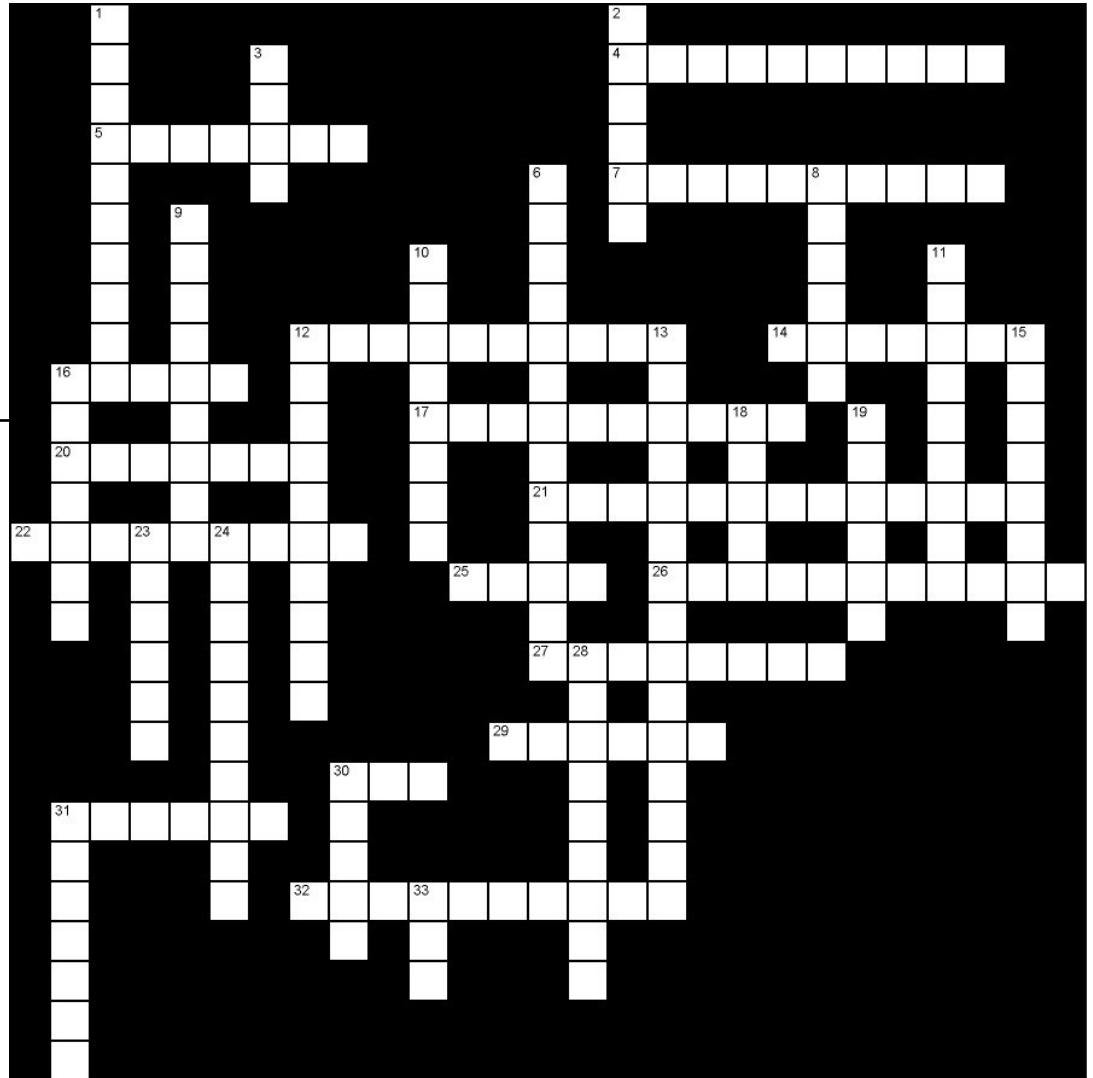
Most answers are taken from articles inside this magazine.

ACROSS:

4. It is changing the world. (10)
5. An act of accepting or supporting something willingly or enthusiastically. (7)
7. The subjects comprising a course of study. (10)
12. One who is in charge of others; like in an office. (10)
14. If the answer to a question is not wrong, it is _____. (7)
16. A state of tranquility or quiet. (7)
17. A sequence of events, especially when imagined; not real. (10)
20. One charged with police duties. (7)
21. Approval or official credential of academy operations. (13)
22. Considered as being worthy of high regard. (9)
25. A place of confinement. (4)
26. Smart. (11)
27. Of or relating to a nation. (8)
29. An association of graduates of the FBI National Academy. (6)
30. ____ 54, where are you? (3)
31. Occurring in cycles or regularly repeated. (6)
32. The making of a judgment about the value of a person's actions. (10)

DOWN:

1. A psychologist who is known for his discovery of the forgetting curve. (10)
2. A set of moral principles. (6)
3. The end toward which an effort is directed. (4)



6. An employment condition or standard that must be complied with. (13)
8. Plaintiff in a court action that established a finding of "deliberate indifference." (6)
9. A task or item that needs to be achieved that, in part, will meet a goal. (9)
10. Hands-on training to demonstrate knowledge of performing a task. (8)
11. A bodily mechanism that can calm a person. (9)
12. A fundamental publication on which subsequent writings, compositions, or practices are based. (10)
13. The act or process of being certified again. (15)
15. The job requires special _____. (8)
16. Any undertaking carried out, individually or collaboratively, to achieve a particular goal. (7)
18. A methodical examination and review of documents. (5)
19. The state of being responsible for damage or injury; legal term. (6)
23. The department of government charged with the prevention and detection of crimes. (6)
24. A governmental body having administrative or legislative powers. (10)
28. The method by which still images are manipulated to create moving images. (9)
30. An object similar to a line, but is not straight. (5)
31. An immediate charge or control exercised by a person or authority. (7)
33. It may be enforced by the imposition of penalties. (3)

Answers are found on page 82

transfer of training

THE EBBINGHAUS FORGETTING CURVE

"In 1885, Hermann Ebbinghaus conducted an experiment in which he tested how well individuals remembered a list of nonsense syllables over increasingly longer periods of time. Using the results of his experiment, he created what is now known as the 'Ebbinghaus Forgetting Curve' (Schaefer, 2015)."¹

As we know, our ability to recollect details or what is taught to our recruits is subject to error. This is because we rely on our ability to recall details within our memory. This ability to recall information becomes necessary when the information we once knew is lost over time due to "decayed retention."²

Ebbinghaus's research "concluded that the rate at which your memory (of recently learned information) decays depends both on the time that has elapsed following your learning experience as well as how strong your memory is." As the chart (Figure 1) indicates, some degree of memory decay is inevitable.

When you learn something new but then make no attempt to study or recall that information, you remember less and less of it as the hours, days, and weeks go by.

As shown, memory degrades soon after learning. This is reflected by the steep fall at the start of the Forgetting Curve (Figure 1). Without reviewing or reinforcing learning, your ability to retain information diminishes quickly.

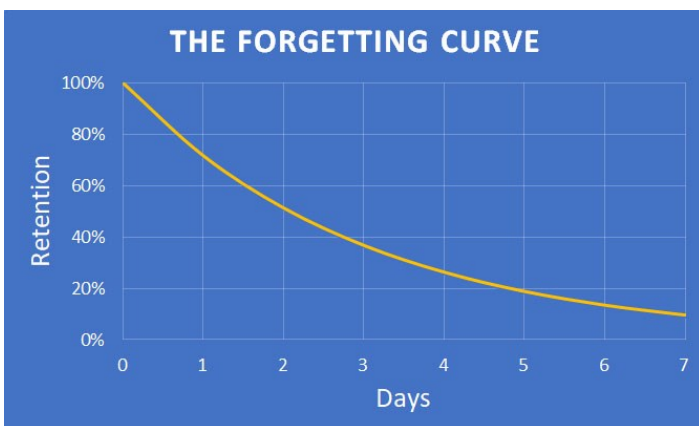


Figure 1

Things you learn that have little or no meaning conform most closely to the Forgetting Curve. So, for instance, if you're listening to a lecture on a subject that you don't understand or have little

interest in, you'll likely forget it faster than if it were on a subject engaging or exciting.

The way an instructor presents information also affects student learning. Information can be more or less memorable, depending on how well it's communicated. Students will likely find it easier to remember something organized logically, presented clearly, and practiced by doing.

How a person feels can affect recollection. Ebbinghaus believed that physiological factors, such as stress and sleep, play a significant part in how well we retain information. Stress can make it more difficult to retain information. There is also "strong evidence to suggest that sleep can help our brains to sort and store information."

With memory loss occurring within minutes of the lecture you give to your recruits, as an instructor, how can you minimize the amount of recruits' memory loss?

As an instructor, it is essential to know techniques to enhance memory retention and recall among your recruits. Three such techniques are the testing effect, spacing, and intertwining or interlocking.

The testing effect. Current psychology research indicates that frequent, small tests are one of the best ways to stimulate learning. The testing effect process relies on actively and frequently testing students' memory retention after learning new information. It encourages your students to recall information recently learned. Their retention of the information becomes stimulated and develops long-term memory. (Brown, Roediger, & McDaniel, 2014). Frequent testing ensures students have learned the topic, and, if deficient, demonstrates what material needs to be covered again to improve retention. Techniques during lectures such as drawing on individual student responses during class, using intermittent quiz questions within PowerPoint slide presentations, utilizing class surveys with clickers (electronic devices) during lectures, making use of quizzes at the end of lectures and implementing study sessions prior to formal testing can all improve memory recall. Frequent testing can occur at any point in the learning process. Using such learning techniques demonstrates the "**spacing effect**," or when a student repeatedly learns and recalls information.

Student study sessions. Academy instructors can encourage students to develop study sessions after class. At academies with residential housing, study sessions can occur at set times in the evenings. Suggest to students that they develop cue cards (such as 3x5 cards with an individual question on each card with the correct answer—like a Trivia game). Then ask each other the questions until the information has been demonstrated to have been retained in each student's memory. This activity is a form of memory skill referred to as *deliberate practice*, and it is proven to be a successful technique for increasing testing scores.

Intertwining training. Using practical scenario exercises after the lecture material is presented always enhances students' memory. Problem-based learning techniques integrated into training within a short time after lectures dramatically increase student recollection of the goals and objectives required to be learned. Short-term memory is quickly developed into long-term memory by repeating tasks correctly. The instructor can also improve long-term memory by correcting improper student actions with structured individual instruction and/or group after-action review. Scenario training engages students, and the repetition of responding to teaching concepts prolongs the likelihood of memory retention beyond the training environment.

As depicted in Figure 2, memory retention and recall activities encourage students to retain lesson information. Using testing, spacing, and intertwining techniques within your courses reinforces memory. Instructors implementing more repetition into their lessons, stressing the essential information, are more likely to develop successful officers.

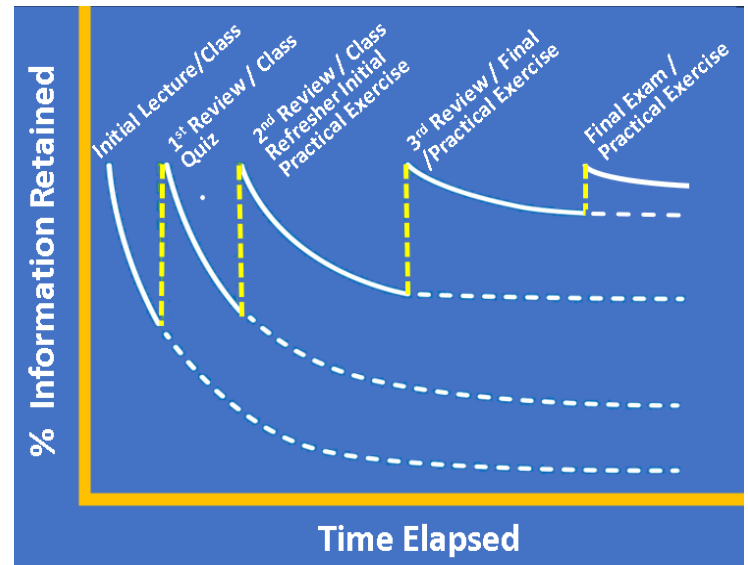


Figure 2

Overcoming the forgetting curve

Helping students to overcome the forgetting curve can be a challenge. Without reinforcement, the information students gain will be lost over time. Good instructors and training supervisors recognize this fact and take steps to improve the retention of crucial information.

Here are four tips that instructors and training supervisors could implement to help students overcome the effects of the forgetting curve.

1. Leverage the power of spaced learning

Use spaced learning. Reinforce information at regular intervals to improve retention. Schedule regular segments to refresh information and reinforce key concepts (e.g., fifteen minutes before class, after class, or before the afternoon training session).



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2. Create microlearning versions of long courses

Students may not have the time or patience to review long courses on a regular basis. To make it easier for them to review key concepts, develop micro web-based sessions for computers and mobile devices or podcasts focusing on crucial information.

Ensure student training material contains the necessary information for students to recall important information and procedures to successfully prepare themselves for written evaluations and practical scenario training.

If you make it convenient for students to review training material during their free time, they're more likely to study and be prepared when they need the information.

3. Reward students who regularly review training

Students who take the time to review training material regularly are more likely to retain essential information. To encourage students to review training material, create a training platform that encourages students to spend time studying training material and passing tests and scenario exercises. This will create positive behavior.

Allow students to see where they rank among their class as a challenge to do better and be recognized by their peers at the end of training. This can be done using unidentifiable numerical identification numbers for anonymous scoring to prevent embarrassment, but class-ranked from highest to lowest indicating class standing.

Finally, recognize students who put forth an effort to review training. This will reinforce the importance of ongoing learning and development among the class participants.

4. Teach your students about the forgetting curve

By recognizing the rapid rate at which people forget information soon after learning it, students can take steps to improve their memory retention, decreasing the effects of the forgetting curve. With strategies like spaced learning, active recall, repetition, mnemonic devices, and regular practice, you can prove employees' ability to retain information over the long term.

Key takeaways

- Students tend to forget new information at a rapid rate, with much of the forgetting occurring in the first few hours and days after learning.
- To combat the forgetting curve, instructors and

training supervisors should encourage spaced learning and repetition of training material.

- Creating microlearning versions of long courses will make it easier for students to review and retain critical information.
- Producing training materials that are computer or mobile accessible can help students review information on the go and reinforce learning.
- Rewarding students who regularly review training material provides an incentive for continuous learning and decreases the effects of the forgetting curve.

Hopefully, the information provided in this article will provide instructors and training managers with ideas about how to make students more successful throughout their training and careers. ~

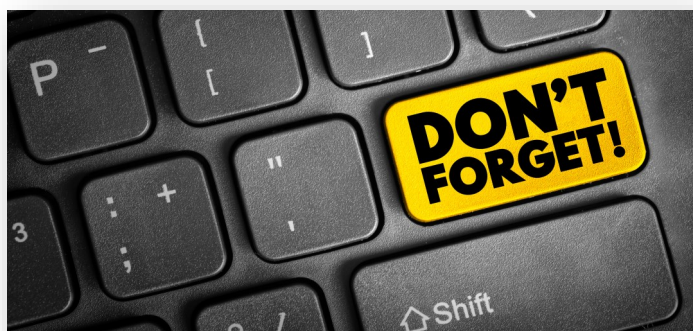
Sources:

1. *How Memory Works*, Harvard University, Derek Bok Center for Teaching and Learning, <https://bokcenter.harvard.edu/how-memory-works>
2. *Ebbinghaus's Forgetting Scale*, MindTools, <https://www.mindtools.com/a9wjrw/ebbinghaus-forgetting-curve>
3. Figure 1, Virtual Speech, *Overcoming the Ebbinghaus Forgetting Curve with Virtual Reality*, <https://virtualspeech.com/blog/overcoming-ebbinghaus-forgetting-curve-virtual-reality>
4. Figure 2, Op. cit. *Ebbinghaus's Forgetting Scale* (amended).

Test Your Knowledge of the Ebbinghaus Forgetting Curve

1. What did Ebbinghaus say about forgetting?
2. What did Ebbinghaus discover about the learning curve?
3. How can you use the Ebbinghaus forgetting curve?

The answers to these questions are found on page 82.



Test Your Knowledge of the Ebbinghaus Forgetting Curve

1. What did Ebbinghaus say about forgetting?

Ebbinghaus' showed that we forget information at a rapid rate soon after learning it, with the majority of forgetting occurring within the first few days. He also found that forgetting continues at a slower rate over time. These insights led to the development of the forgetting curve, which is a graphical representation of how we forget information over time.

2. What did Ebbinghaus discover about the learning curve?

While the majority of forgetting happens in the first few days after learning something new, it can be combated by using strategies such as spaced learning and active recall, to help flatten the learning curve.

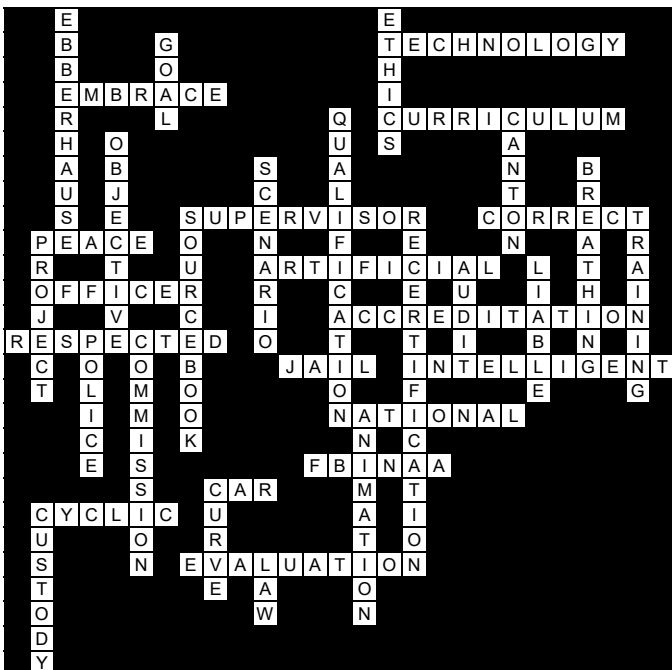
3. How can you use the Ebbinghaus forgetting curve?

The Ebbinghaus forgetting curve can be used as a guide to improve learning and memory retention. You can fight the forgetting curve with these strategies:

- Space out learning sessions
- Use active recall
- Repeat the information
- Use mnemonic devices
- Practice regularly.

Crossword Puzzle Answers

From Page 78



What Is a Mnemonic Device?

Mnemonic (ni-män-nik)

A mnemonic device is a memory technique that can aid in your ability to recall or retain information. There are several types of Mnemonic devices (also referred to as techniques). Each technique acts as a memory aid to help you translate pieces of information from short-term memory to long-term memory.

Five Types of Mnemonic Devices

1. **Method of loci:** This mnemonic device employs imagined visualizations as a memory tool. It uses your imagined thoughts of moving through a familiar space. This form of image mnemonics can help you remember routes, locations, and lists.

2. **Chunking:** This is a form of mnemonic technique where you break down pieces of information and learn them individually before putting them together. This method can help you remember lists and phone numbers.

3. **Acronyms and acrostics:** With this technique, you create a new word or group of words by using the first letter of each word and putting them together. An example is "IADLEST," for the International Association of Directors of Law Enforcement Standards and Training, "ETA" for Estimated Time of Arrival, "DUI" for driving under the influence, "BOLO" for Be On the Lookout and the 10 Code that a lot of police agencies use for communication.

4. **Rhyming mnemonics:** This device uses acoustic encoding and auditory stimuli to help you remember information. One example of rhyming mnemonics is the leap year poem, "Thirty Days Has September."

5. **Music mnemonics:** This method uses auditory stimuli of music as a form of mnemonics. Putting information to music is a great way to assist with retention. For example, "the ABC song" uses the melody of "Twinkle Twinkle Little Star" for alphabet memorization.

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ADAPTING TRAINING STANDARDS AND METHODOLOGIES:

The integration of ChatGPT in police training necessitates the adaptation of training standards and methodologies. Here are some key considerations:



As ChatGPT becomes an integral part of police training, it is crucial to incorporate AI ethics education to enhance officers' understanding of the potential risks, biases, and ethical considerations associated with AI systems. This training should emphasize responsible AI use and ensure officers are equipped to make ethical decisions while utilizing ChatGPT.

The integration of AI ethics training with ChatGPT involves educating officers on the ethical considerations and potential biases associated with AI systems. Let's consider an example of how this training can be implemented in a scenario involving the use of facial recognition technology.

Scenario Setup:

The training session begins with officers being presented with a simulated situation where they are using facial recognition technology to identify a suspect. ChatGPT is integrated into the training to provide insights on AI ethics and biases related to facial recognition.

Understanding AI Ethics:

Officers are introduced to the ethical considerations surrounding AI technologies. They learn about the potential risks and consequences associated with biased algorithms, privacy concerns, and the responsible use of AI in law enforcement. This training fosters a deeper understanding of the ethical implications of AI applications.

Discussion on Facial Recognition Biases:

Officers engage in a discussion facilitated by ChatGPT to explore the biases that can exist in facial recognition algorithms. They learn about the challenges of accurately identifying individuals from diverse racial and ethnic backgrounds and the potential for biased outcomes in surveillance and identification processes.

Example Interaction:

Officer: "I've noticed that facial recognition technology sometimes has difficulty accurately identifying individuals with darker skin tones. Why does this bias exist?"

ChatGPT: "Facial recognition algorithms can be trained using biased or imbalanced datasets, resulting in poorer performance on certain racial or ethnic groups. This can lead to misidentifications and disproportionate targeting of specific communities. It's important to be aware of these biases and mitigate their impact."

Assessing the Reliability of AI Systems:

Officers learn about the importance of critically evaluating the reliability and limitations of AI systems. They understand the need to verify AI-generated outputs and not solely rely on them for making decisions. This training emphasizes the role of human judgment and discretion in conjunction with AI technologies.

Mitigating Bias and Ensuring Fairness:

Officers are trained on strategies to mitigate biases and promote fairness in the use of AI technologies. They learn about methods such as diverse dataset collection, algorithmic auditing, and ongoing monitoring to identify and address potential biases. This training promotes the responsible and equitable deployment of AI systems in law enforcement.

Example Interaction:

Officer: "How can we ensure that our use of facial recognition technology is fair and unbiased?"

ChatGPT: "To promote fairness, it's important to use diverse and representative datasets during the development and testing of facial recognition algorithms. Regularly auditing the performance of the system and addressing any identified biases is crucial. Additionally, involving diverse perspectives and conducting impact assessments can help mitigate

unintended consequences and ensure fairness."

Ethical Decision-Making Framework:

Officers are provided with an ethical decision-making framework specific to AI technologies. They learn to assess the potential benefits, risks, and trade-offs associated with AI system implementation. This framework guides officers in making informed and ethically sound decisions when utilizing AI tools.

Example Interaction:

Officer: "What should we consider when deciding whether to use facial recognition technology in an investigation?"

ChatGPT: "When considering the use of facial recognition, it's important to weigh the potential benefits, such as solving crimes or locating missing persons, against the privacy concerns and potential for biased outcomes. Assessing the accuracy, reliability, and transparency of the technology, as well as obtaining necessary legal approvals, should be part of the decision-making process."

By integrating AI ethics training, officers gain a deeper understanding of the ethical implications of AI technologies, particularly in law enforcement. They learn to identify biases, assess reliability, mitigate risks, and make ethical decisions when utilizing AI systems. This training empowers officers to uphold ethical standards, maintain public trust, and navigate the complex intersection of AI and policing responsibly.



2. Collaborative Training Approaches:

Police training programs should foster collaboration between officers and AI systems like ChatGPT. This includes creating opportunities for officers to provide feedback and refine the system's responses based on their real-world experiences. This iterative process will help enhance the accuracy and reliability of ChatGPT's outputs.

Collaborative training approaches can be enhanced with the integration of ChatGPT, allowing officers to interact

with the AI model during joint training exercises. Let's consider an example of how collaborative training with ChatGPT can be implemented in a scenario involving a hostage negotiation.

Scenario Setup:

The training session brings together officers from various departments involved in hostage negotiation situations. ChatGPT is integrated into the training as an AI-powered virtual negotiator, providing responses and insights based on the officers' interactions and the simulated scenario.

Joint Strategy Development:

Officers engage in joint strategy development sessions to formulate negotiation plans and tactics. They discuss various approaches, crisis communication techniques, and methods to establish rapport with the hostage-taker. ChatGPT contributes to the discussion by offering additional perspectives and insights based on its knowledge base.

Example Interaction:

Officer A: "I think we should emphasize building trust with the hostage-taker and exploring potential common ground."

Officer B: "Agreed. We can try to establish a personal connection by showing empathy and active listening."

ChatGPT: "Research suggests that actively involving the hostage-taker in decision-making processes can increase their perception of control, potentially leading to more cooperative behaviour."

Role-Play and Simulation:

Officers engage in role-play exercises where they simulate negotiations with a virtual hostage-taker controlled by ChatGPT. This allows officers to practice their negotiation skills and receive real-time feedback and suggestions from the AI model. ChatGPT can simulate a variety of responses and behaviors, challenging the officers' abilities to adapt and respond effectively.

Example Interaction:

Officer A: "We're here to resolve this situation peacefully. Can you tell us your concerns?"

ChatGPT (as Hostage-Taker): "I want my demands met immediately. Otherwise, things will escalate."

Officer B: "We understand that you're frustrated. Let's talk about your demands and see what can be done to address them."

Collaborative Decision-Making:

During the negotiation exercises, officers collaborate with ChatGPT to make informed decisions. The AI model can provide alternative negotiation strategies, offer insights into the hostage-taker's motivations, or suggest potential risks and outcomes associated with different courses of action. This collaboration encourages officers to consider multiple perspectives and evaluate the potential consequences of their decisions.

Example Interaction:

Officer A: "I'm considering offering a partial concession to show goodwill. What do you think, ChatGPT?"

ChatGPT: "Offering a partial concession could be a strategic move, demonstrating a willingness to cooperate. However, be cautious of potential demands escalating if the hostage-taker perceives their tactics as effective."

Debriefing and Evaluation:

After each negotiation exercise, officers participate in debriefing sessions facilitated by trainers and AI experts. They discuss their experiences, analyze the effectiveness of their strategies, and receive feedback on their performance. ChatGPT contributes by providing additional insights and alternative perspectives to enrich the debriefing process.

Example Interaction:

Trainer: "Your use of active listening and empathy during the negotiation was commendable. However, consider exploring more creative solutions and alternative options to expand the negotiation space in future scenarios."

ChatGPT: "Studies have shown that introducing novel ideas or reframing issues can help break deadlocks and foster progress in negotiations."

By integrating ChatGPT into collaborative training approaches, officers benefit from the AI model's knowledge and insights during hostage negotiation simulations. This collaborative training enhances officers' negotiation skills, expands their perspectives, and helps them explore innovative strategies. Ultimately, it prepares them to handle real-world hostage situations with improved decision-making and communication abilities.



3. Continuous Professional Development:

To keep pace with the evolving AI landscape, training programs should include ongoing continuous professional development (CPD) opportunities for officers. Regular updates on AI advancements, data ethics, and bias detection techniques will equip them with the necessary skills to effectively utilize ChatGPT and other AI tools in their daily work.

Certainly! Here's an example of how ChatGPT can be integrated into a continuous professional development (CPD) program for law enforcement officers:

Interactive Training Modules:

Law enforcement agencies develop interactive training modules that incorporate ChatGPT to provide officers with on-demand access to information and resources. These modules cover various topics relevant to their professional development, such as de-escalation techniques, community policing, or new legislation.

Example Interaction:

Officer: "I'm responding to a situation involving an emotionally disturbed individual. What are some effective de-escalation strategies?"

ChatGPT: "In such cases, it's important to maintain a calm and non-confrontational approach. Active listening, offering empathy, and providing reassurance can help defuse the situation. Would you like more detailed steps on de-escalation techniques?"

Case Study Analysis:

Officers are presented with real or simulated case studies that require analysis, critical thinking, and decision-making. ChatGPT can provide additional insights and alternative perspectives on the presented cases, encouraging officers to consider different approaches and potential outcomes.

Example Interaction:

Officer: "I'm reviewing a case involving an officer's use of force. What factors should be considered in determining its appropriateness?"

ChatGPT: "When evaluating the appropriateness of force, factors such as the severity of the threat, the level of resistance, and the availability of alternative options should be considered. It's important to assess if the officer's actions were proportionate and aligned with department policies."

Ethical Dilemma Discussions:

CPD sessions can include discussions on ethical dilemmas that officers may encounter in their roles. ChatGPT can provide perspectives on ethical considerations and facilitate conversations about the best course of action in complex situations, fostering ethical decision-making skills.

Example Interaction:

Officer: "I'm faced with a situation where a colleague has engaged in misconduct. What should I do?"

ChatGPT: "Reporting the misconduct to the appropriate internal affairs unit or supervisor is crucial to uphold professional standards. It's important to follow established reporting protocols and maintain the confidentiality of the process."

Legislative Updates and Policy Reviews:

ChatGPT can provide officers with up-to-date information on legislative changes and department policies. It can answer questions related to new laws, regulations, or departmental procedures, enabling officers to stay informed and comply with the latest legal and policy requirements.

Example Interaction:

Officer: "I'm unsure about the new search and seizure guidelines. Can you provide an overview?"

ChatGPT: "The new guidelines require officers to demonstrate reasonable suspicion or probable cause before conducting searches. It's important to understand the specific criteria and limitations outlined in the updated policy. Would you like a detailed summary of the key provisions?"

Professional Skills Development:

CPD programs can incorporate ChatGPT to support officers in developing various professional skills. This can include communication skills, report writing, conflict resolution, or leadership skills. ChatGPT can provide guidance, tips, and examples to help officers enhance their abilities in these areas.

Example Interaction:

Officer: "I want to improve my report writing skills. What are some key elements I should focus on?"

ChatGPT: "When writing reports, it's important to provide clear and concise descriptions of events, include relevant details, and maintain accurate documentation. I can provide you with a report writing checklist and examples to help you improve."

By incorporating ChatGPT into CPD programs, law enforcement officers gain access to a versatile and knowledgeable virtual assistant that can support their ongoing professional development. This integration allows officers to receive immediate guidance, explore different perspectives, and access relevant resources, ultimately enhancing their knowledge, skills, and decision-making abilities in their roles.



4. Human-Machine Interaction Training:

Training methodologies should incorporate specific modules on human-machine interaction. This training should focus on teaching officers how to interact with ChatGPT effectively, critically evaluate its responses, and maintain control over the decision-making process.

Human-machine interaction training focuses on preparing law enforcement officers to effectively collaborate and interact with AI systems like ChatGPT. The following is an example of how human-machine interaction training can be implemented:

Introduction to AI Systems:

Officers receive an introductory session that familiarizes them with AI systems, their capabilities, and their limitations. They learn about the role of AI in law enforcement and the importance of human oversight and decision-making in conjunction with AI tools.

Understanding AI Algorithms:

Officers are provided with an overview of AI algorithms and how they work. They learn about the principles behind natural language processing, machine learning, and deep learning that enable AI models like ChatGPT to generate responses. This understanding helps officers interpret AI-generated outputs and make informed judgments.

Trust and Reliability:

Training emphasizes the importance of trusting AI systems within defined parameters while recognizing their limitations. Officers learn to critically evaluate AI-generated information, considering factors such as data quality, bias, and potential errors. They are trained to use AI outputs as tools for decision support rather than as sole sources of information.

Interpreting and Verifying AI Outputs:

Officers engage in interactive exercises where they receive AI-generated responses and must evaluate their accuracy and reliability. They compare AI outputs with other available information sources, such as databases, reports, or human intelligence, to verify information and identify potential inconsistencies or biases.

Example Interaction:

Officer: "ChatGPT, can you provide me with information on recent criminal activity in the area?"

ChatGPT: "There have been reports of increased criminal activity in the area, particularly related to theft and vandalism."

Officer: "Let me cross-reference this with the department's crime database and recent incident reports to verify the accuracy of this information."

Ethical Considerations:

Training addresses ethical considerations related to AI systems, such as privacy, data protection, and fairness. Officers learn to navigate issues surrounding data collection, retention, and potential biases in AI algorithms. They understand the importance of adhering to legal and ethical guidelines when using AI tools in their work.

Feedback and Error Correction:

Officers participate in exercises where they provide feedback to AI systems like ChatGPT. They learn to identify and report instances where AI-generated responses are inaccurate, biased, or inappropriate. This feedback loop helps improve AI models over time and reinforces the officers' role in refining and ensuring the reliability of AI outputs.

Example Interaction:

Officer: "ChatGPT, your response contains incorrect information about the suspect's physical appearance. Please update the description based on the accurate details provided in the witness statement."

ChatGPT: "Apologies for the error. I have updated the suspect's physical description to reflect the accurate information provided."

Collaboration and Decision-Making:

Officers engage in scenarios that require collaboration between humans and AI systems. They learn how to effectively integrate AI-generated information into their decision-making process, considering the context, situational factors, and their own expertise. Training emphasizes the importance of maintaining human judgment and accountability in critical decision points.

Realistic Simulation Exercises:

Officers participate in realistic simulation exercises that simulate high-pressure situations where they must interact with AI systems. These exercises replicate real-world scenarios, such as emergency response, intelligence analysis, or tactical operations, where officers rely on AI-generated insights to make informed decisions.

Example Interaction:

Officer: "ChatGPT, provide me with a situational assessment and potential response options for the ongoing hostage situation."

ChatGPT: "Based on the available information, the hostage-taker is demanding the release of a high-profile prisoner. Potential response options include negotiation, tactical entry, or establishing a communication channel for further dialogue."

By incorporating human-machine interaction training, law enforcement officers develop the skills and

knowledge necessary to effectively collaborate with AI systems like ChatGPT. This training ensures that officers can critically evaluate AI-generated outputs, interpret and verify information, provide feedback for improvement, and make informed decisions based on a combination of AI insights and their own expertise.



5. Privacy and Data Security:

The use of ChatGPT raises concerns about data privacy and security. Law enforcement agencies must implement robust safeguards to protect sensitive information shared during training sessions and ensure compliance with applicable privacy regulations.

Privacy and data security are crucial considerations when implementing AI systems like ChatGPT in police training. Here's an example of how privacy and data security can be addressed.

Data Access and Storage:

Law enforcement agencies ensure that access to sensitive data is limited to authorized personnel. Officers receive training on data access protocols, including the need-to-know principle, data encryption, and secure storage practices. They understand their responsibility to protect confidential information and adhere to strict data handling procedures.

Secure Communication Channels:

Officers are trained to use secure communication channels when interacting with AI systems like ChatGPT. Encrypted communication methods, such as secure messaging platforms or virtual private networks (VPNs), are employed to safeguard the privacy and integrity of information exchanged during training sessions.

Anonymized Training Data:

When training AI models like ChatGPT, law enforcement agencies prioritize the use of anonymized or de-

identified data to protect the privacy of individuals involved in the training process. Personally identifiable information (PII) is removed or masked to prevent the inadvertent disclosure of sensitive details.

Consent and Transparency:

Officers receive training on the importance of obtaining informed consent when interacting with AI systems that may collect or process their personal data. They understand their rights regarding data collection and usage and are provided with clear explanations of how their data is handled, stored, and used during the training process.

Example Scenario:

Officers participating in ChatGPT training are presented with a consent form that outlines the purpose of data collection, the types of data that may be collected (e.g., training interactions, feedback), and how that data will be protected. Officers are given the opportunity to ask questions and provide explicit consent before proceeding with the training.

Regular Security Audits:

Law enforcement agencies conduct regular security audits and assessments to evaluate the effectiveness of data protection measures. These audits help identify vulnerabilities, address potential risks, and ensure compliance with privacy and security standards. Any identified issues or weaknesses are promptly addressed to maintain a high level of data security.

Secure Infrastructure:

Agencies invest in secure infrastructure, including robust firewalls, intrusion detection systems, and access controls, to safeguard AI systems and the data they process. These measures help prevent unauthorized access, data breaches, and potential cyber threats, ensuring the confidentiality and integrity of the information shared during training sessions.

Employee Training on Privacy and Security:

Officers undergo comprehensive training on privacy and data security practices. They are educated on the risks associated with mishandling sensitive information and the potential consequences of privacy breaches. Training includes topics such as identifying phishing attempts, safe browsing practices, and the importance of strong passwords and multi-factor authentication.

Secure Data Disposal:

Officers are trained on proper data disposal procedures to ensure that any information collected during training is securely deleted when it is no longer needed. Secure data erasure methods, such as data wiping or physical destruction of storage media, are employed to prevent unauthorized access or recovery of sensitive information.

Compliance with Regulations:

Law enforcement agencies ensure compliance with relevant privacy and data protection regulations, such as the General Data Protection Regulation (GDPR) or the California Consumer Privacy Act (CCPA). They establish policies and procedures that align with these regulations, providing officers with guidelines for lawful and ethical data handling.

By implementing robust privacy and data security practices, law enforcement agencies can mitigate the risks associated with the use of AI systems like ChatGPT. Officers are trained to handle data responsibly, protect individuals' privacy rights, and adhere to stringent security measures, ensuring that sensitive information remains confidential and secure throughout the training process.



Conclusion:

ChatGPT has the potential to revolutionize police training by offering immersive and contextually relevant scenarios, improving communication skills, and providing access to critical information. However, the integration of ChatGPT in police training necessitates a proactive approach to address biases, enhance ethical considerations, and develop training standards and methodologies that adapt to the capabilities and limitations of AI systems. By embracing this transformative technology responsibly, law enforcement agencies can equip their officers with the necessary tools to enhance public safety and build trust within the communities they serve in the years to come. ~

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| <u>Part Six:</u> | Data Quality and Cleaning Tips |
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The *IADLEST Standards & Training Director Magazine* accepts articles on virtually any topic related to law enforcement standards setting, training development or training enhancement. As an association periodical, *we do not* accept articles that are directed to advertise a specific product or service. However, we do accept paid advertisements in a graphic format.

Preparation

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

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

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IADLEST's *Standards & Training Director Magazine* provides a forum for information exchange throughout the criminal justice standards and training community. Our readers consist of instructors, supervisors, 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.

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