

Standards & Training DIRECTOR Magazine



Make It Explicit: A Path To Effective Use of Force Training

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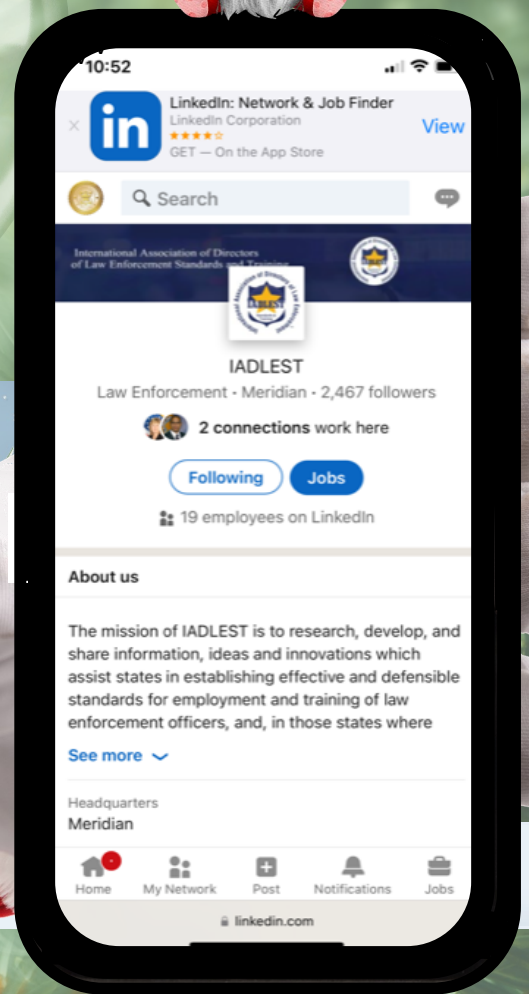
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Basic Information
About Eyesight
Acuity Standards
and Law
Enforcement, Part I

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<https://www.linkedin.com/company/iadlest/>



Happy Holidays



**STANDARDS & TRAINING
DIRECTOR MAGAZINE**

EDITOR WILLIAM FLINK

EDITING LEAD JANA KEMP

COPY EDITING YVONNE PFEIFER

DAN SETZER

BRIAN GRISHAM

ADVERTISING MARK STRICKLAND

WEB SERVICES DAN SETZER

ASSISTING CONTRIBUTORS

FOREIGN SERVICES MARK DAMITIO

ACCREDITATION

AUDIT SERVICES

WEBINARS

GRANTS

NCP SERVICES Andrew Birozy

NDI SERVICES BRIAN GRISHAM

SOCIAL MEDIA CHRIS DORCH

SPECIAL PROJECTS SERVICES

DIANNE BEER-MAXWELL

DDACTS & TXDOT SERVICES

DAN HOWARD

INSTRUCTOR SERVICES KELLY ALZAHARNA

IN-COUNTRY PROJECTS CARL RISHEIM

CRI-TAC SERVICES MARK STRICKLAND

IPAC SERVICES JANA KEMP

CONFERENCE SERVICES LAURIE JACKSON

JTA/CURRICULUM PROJECTS JON BLUM

Magazine Contributors

Brett Bennett



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

Dr. Daniel Blumberg



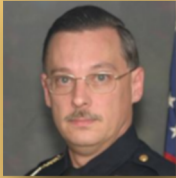
Dr. Daniel Blumberg is a licensed clinical psychologist who has spent more than 3 decades providing all facets of clinical and consulting psychological services to numerous local, state, and federal law enforcement agencies. He is the director of The POWER Project.

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. with foreign antiterrorism and police projects in the Middle East and Sri Lanka, and is contracted to IADLEST.

Dan Howard



Dan Howard is a recognized law enforcement administrator, national and international law enforcement trainer, and national traffic safety project manager with four decades of experience in the public safety field. He coordinates training for the TxDOT SAFER program and is on IADLEST's staff.

Alan Miller



Alan Miller, a 14-year Reserve Deputy Sheriff, is a recently retired school superintendent, former principal, and experienced former teacher with over 31 years in the education system. He has interviewed thousands of school-aged children involved in a variety of crisis issues.

Dr. Russ Norris



Dr. Russ Norris retired from law enforcement with nearly 30 years of service in California. He served in many capacities including Training Manager and Watch Commander. His Ph.D. is in Educational Leadership. He is a California POST Master Instructor.

Debra Piehl



Debra Piehl is currently working nationally and internationally to support the implementation of crime analysis, analysis-driven operations, and CompStat at local, regional and federal levels. She worked with New York City Police, Washington D.C. Police, Massachusetts State Police and other agencies to support CompStat, criminal history records, gun violence, and statistical analysis.

Dr. Jean Reynolds



Dr. Jean Reynolds is Professor Emerita 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 Dept. of Corrections. She is the author of "Criminal Justice Report Writing."

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. He is owner of Law Enforcement Expert, Training, and Consulting (LEETAC, LLC). He is a co-author of "The Power Manual."



Cover Design:

The front cover represents the dangers police may confront where use of force might be considered.

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Fourth Volume

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IADLEST, December 2024

Prepared by:



Research and Training, LLC

Meridian, Idaho 83646

Editor: William Flink

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Message From The Executive Director

IADLEST would like to wish everyone happy holidays this month, and we welcome you to the December 2024 edition of IADLEST's *Standards & Training Director Magazine*.

Our association is continuing its efforts to benefit our various members and meet our overall goals to advance law enforcement standards and training. The past three months of involvement with our partners have garnered discussions and furthered our programs, adding to worldwide respect and admiration for our work.

IADLEST continues to work on several notable projects. Our efforts to secure CJIS access for all state POST agencies continues in our nation's capital. Other tasks include the *Constitutional Decision-Making Project* (formerly Constitutional Policing), *Every Officer a Leader*, increasing training program development and presentations, our audit and accreditation work, and our continuing re-design of the *National Decertification Index*. All of these projects and programs are worked on weekly.

Dr. Russ Norris writes our cover story in this edition of *Standards & Training Director Magazine*. Dr. Norris highlights effective methods to instruct the use of force within several learning modalities.

Dr. Jean Reynolds, Professor Emeritus at Polk State College, Florida, offers readers her article on *Three Writing Rules That May Be New To You*. Dr. Reynold's easy-to-remember rules will definitely be helpful to most officers in their report writing responsibilities.



Mike Becar

Also included is an article about interviewing children written by Alan Miller using his work expertise of over 30 years in education and 14 years of experience as a reserve police officer.

We have also highlighted the Texas Department of Transportation's (TxDOT) reenergized training program, *SAFER: Crime and Crash Reduction Model*, a training that IADLEST partners with TxDOT to provide to law enforcement. Many of you will remember the concepts of the DDACTS Program. SAFER is a new version of that program presented for Texas law enforcement to carry on the important concepts related to crime and traffic analysis and the motoring public's safety.

Throughout the magazine, there are other articles supporting training standards, eyesight standards, wellness, evidence-based teaching, and the purpose of trainers. As well as, additional items of information that might be useful in your work.

We sincerely appreciate the authors who contribute to IADLEST's magazine and encourage those who train law enforcement officers to write an article to share with our members through this association magazine.

We hope you enjoy this edition.



Prospective Officers Should Be Checked !

The purpose of the National Decertification Index (NDI) is to serve as a national registry of certificate or license revocation actions relating to officer misconduct. The records contained in the NDI are provided by participating state government agencies and should be verified with the contributing authority. Inclusion in the database does not necessarily preclude any individual from appointment as an officer.



IADLEST ANNUAL CONFERENCE

Charlotte, North Carolina

June 1-4, 2025

Plan on Attending

IADLEST's 2025
Annual Conference

At our recent annual conference in Phoenix, IADLEST announced the **2025 Annual Conference** will be held in Charlotte, North Carolina. Jeff Smythe, Troy Nicks, and the North Carolina Criminal Justice Standards Commission and North Carolina Sheriff's Standards & Training Commission will be our hosts for the upcoming annual conference. It's bound to be a grand event.

**Registration will open in early
January 2025.**

North Carolina has many nicknames, ... the most common being the 'Tar Heel State.' It is believed that the name has its origin in the state's early history, as the state was and is a leading producer of tar, turpentine, rosin, and pitch. 'Tar Heel' was a term used for workers who went barefoot to collect sap used for the production of tar and pitch. Today, North Carolina is known the world over as the 'Tar Heel State.'

Here are just a few facts about North Carolina. They include:

- Caleb Bradham, a drugstore clerk, invented Pepsi-Cola here in 1893. He claimed it helped with digestion. The name "Pepsi-Cola" was given in 1898.
- America's first public university, the University of North Carolina, was founded in 1789.
- The Wright Brothers, the first to fly an airplane, chose North Carolina to test their first flight at the beach town of Kitty Hawk on December 17, 1903. The flight flew 20 feet above the ground, in 12 seconds, and covered 120 feet.
- NASCAR racing had its origin in North Carolina, and Charlotte is the home of the Charlotte Motor Speedway. *For those interested, NASCAR races are scheduled in Charlotte one-week prior to IADLEST's 2025 Annual Conference, as follows: May 23, 2025, NASCAR Craftsman Truck Series, North Carolina Education Lottery 200; May 24, 2025, NASCAR Xfinity Series: BetMGM 300; and on May 25, 2025, NASCAR Cup Series: Coca-Cola 600. Vacation and see the sites in North Carolina before the Conference (Nags Head, Asheville, Great Smoky Mts.).*
- ... more fun facts about North Carolina can be found at <https://thefactfile.org/north-carolina-facts/>.

It will be a fantastic conference in Charlotte, North Carolina and we hope you will make plans to attend the 2025 IADLEST Annual Conference. **Now is the time to plan!**



IADLEST BUSINESS NOTES

YALE University, Law Enforcement Leaders & IADLEST Gather Together to Discuss Pending Study

Yale Law School Justice Collaboratory

Thirty-one (31) attendees met at Yale University Law School on November 15-16, 2024, to participate together with the Justice Collaboratory to encourage future cooperation with state and local law enforcement and discuss a pending study on law enforcement training that Yale Law School Justice Collaboratory is preparing to publish.

The first draft of the study raised lots of questions when reviewed by the various State POST Directors. This gathering gave the opportunity for the study principals and others to meet with POST Directors to review and discuss the nuances of law enforcement training, conduct a critical analysis of the initial findings that Yale had drafted, and gain

some insight that the researchers had not discovered in their initial survey work leading to the study draft. The Justice Collaboratory plans to share key findings from the meeting in a public report and to publish a “report card” for each of the fifty (50) state POST agencies in the nation.

Among the participants at the Yale gathering were Texas Commission on Law Enforcement (TCOLE) Director Greg Stevens, Massachusetts POST Director Enrique Zuniga, Washington State Criminal Justice Training Commission Director Monica Alexander, and IADLEST Deputy Director Brian Grisham. The remaining visiting participants included POST commission members, state legislators, researchers, academics, and law enforcement executives.



Attendees gathered at Yale University to review and discuss police training study.



Member Agency Notes

Arizona POST Assists Tribal Police



Arizona POST announced on October 16, 2024, that it once again was in talks with the Navajo Division of Public Safety to have their academy recertified by AZPOST. The Navajo Chief reached out to start the process of assisting the Navajo Nation to get a state approved academy. Most of their officers are not AZPOST certified, so we are more than happy to assist them in any way to get them certified.

CalPOST Releases Newly Updated “This Is POST” Video



The California Commission on Peace Officer Standards and Training (POST) announced the release of the brand-new “This Is POST” video. For those who have wondered what it takes to become a peace officer, it all starts with POST.

This new video takes a deep dive into exploring POST's vital role in shaping law



Search

enforcement across their state, including how POST establishes professional standards, provides training resources, and supports officers and dispatchers through every step of their careers.

Visit the [POST YouTube Channel](#) to watch the full video. Questions regarding the video may be directed to [POST’s Office of Public Affairs](#).



K-9 Guidelines Update Workshop

The third K-9 Guidelines Update Workshop was held on October 8-10, 2024, in Roseville. This final workshop was convened to provide a last review of the K-9 Guidelines. Over the course of three 3-day workshops beginning in August 2023, 26 subject matter experts from across the state provided input and suggestions to update the guidelines. The subject matter experts were a diverse group of current K-9 handlers and supervisors, attorneys, and private course presenters and trainers. The final version of the guidelines will be available on the POST Website soon.

Delaware: New POST Website Address:

<https://post.delaware.gov/>



The State of Delaware has recently separated its POST function from the State Police and established its first POST agency. Information is found on its new website.





Member Agency Notes



Hawaii Law Enforcement Standard Board Becomes Operational

On October 16, 2024, Hawaii began its first POST-related activities under the leadership of Vic McCraw, appointed by State Attorney General Anne E. Lopez as Administrator of the Hawaii Law Enforcement Standards Board (LESB).

Though established in 2018, the LESB has just begun its work with law enforcement statewide. As a Board attached to the Attorney General's Office, the LESB is tasked with developing standards and oversight for officers in line with its statutory authority. Hawaii was the last U.S. state to legislate a POST agency in 2020.

Mr. McCraw previously managed IADLEST's National Decertification Index (NDI) and served as Idaho's POST Director and a Captain with the Arizona Department of Public Safety.



Public Safety Academy Assistance (PSAA) - Appropriation II Update

Beginning October 18, 2024, the Commission will accept applications under the *Public Safety Academy Assistance (PSAA) Program – Appropriation II* phase to assist with the expense of training employed recruits to become licensed law enforcement officers. The original appropriation of \$30 million for PSAA Program grants has been exhausted. The legislature has appropriated an additional \$10 million for *PSAA Program – Appropriation II* grants, **however, the amount of the grants have been reduced to a maximum of \$20,000 per recruit.**

The PSAA Program provides scholarships for employed recruits' salaries and benefits, as well as the cost of the academy itself. For a recruit to be eligible for the scholarship, the agency must have completed all licensing screening standards and hired the individual as an employed recruit.

Agencies are eligible to receive **a combined total of 30 scholarships** across both programs: the original *PSAA Program – Appropriation I* and the current *PSAA Program – Appropriation II*. **As a reminder, these are limited, competitive grant funds; therefore, an application for funds is not a guarantee a grant will be awarded.**

Detailed information outlining the *PSAA Program – Appropriation II* application process can be found on the [PSAA page on the MCOLES website](#).



Nice to Retire In North Dakota

Under North Dakota Century Code (N.D.C.C.) § 57-38-30.3(2)(u), peace officers may be entitled to an exclusion from North Dakota taxable income for retirement benefits. This provision applies to retirement benefits from an employer plan for eligible peace officers who have served a licensed peace officers for at least 20 years, or who became mentally or physically disabled while employed as a licensed peace officer. For more information, go to the North Dakota Tax Commission: [Click Here](#).



IADLEST International Activities

Albania -

Minister of Interior Announces Security Academy IADLEST Accreditation; 400 New Police Officers Bestowed Certificates

On October 9, 2024, a "Certification" ceremony for 400 new State Police – Patrol Officers, marked their graduation from the Police Professional College, and entry into the Albanian State Police force. Additionally, the ceremony also recognized the beginning of training for 383 students entering the Faculty of Security and Investigation on the premises of the Albanian Security Academy.

Ceremony dignitaries included Minister of the Interior, Mr. Ervin Hoxha, Chairman of the Security Committee of Parliament, Mr. Nasip Naço, Director General of the State Police, Executive Leader Ilir Proda, Director of the EU4LEA program in Albania and U.S. Embassy Representatives from the Department of Justice, ICITAP and the Department of State INL Bureau, who joined family and guests of the police graduates.

Minister of Interior Hoxha, announced for the first time, after more than two decades of U.S.

assistance by the Department of Justice, International Criminal Investigative Training Assistance Program (ICITAP), the Security Academy was awarded "**Accreditation Excellence**," by the *International Association of Directors of Law Enforcement Standards and Training, (IADLEST)*.



The Minister thanked the United States for their steadfast contributions in the modernization of the Security Academy, stating *"the Security Academy, is a higher education institution, accredited by the Ministry of Education. This is good news because today as we speak this Academy has completed the process of accreditation, also by our international partners, IADLEST, based in the U.S."*

Professor Ilirjan Mandro, Rector of the Security Academy thanked those present for their participation and continued support to the Security Academy in its journey of educational development, and professional law enforcement training in Albania. Professor Mandro addressed the temp-



tation from corrupt people who seek ease in their illegal paths of criminal activities. Professor Mandro warned the new police officers to avoid temptation, stating, *“coping with these situations is done only if you cultivate in your conscience the conviction to apply the law rigorously and equally for all.”*

The Security Academy Rector, thanked the United States and ICITAP for their support and assistance to the Academy, in the Accreditation journey, stating: *“I am proud as Rector of this Academy and all the staff who have enabled your certificates to be accredited today. This type of Euro-Atlantic Cooperation...with academia and law enforcement training standards between our countries, show a high spirit of exchange, learning, and professional energies, in our joint fight against organized crime, trafficking, and terrorism; to consolidate security, tranquility and guarantee democracy in the country.”*

The Director General of the State Police, and the Chairman of the National Security Commission congratulated the newly certified police officers and wished them well in their new profession, charging the officers that they have a sworn duty to protect basic human rights, and carry out their orders with the utmost professionalism, to keep their communities safe.



The ICITAP Albania mission maintains an enduring presence at the Security Academy funded by the Department of State INL Bureau, to further the rule of law and EU integration. ~



Media:

- <https://www.facebook.com/p/Akademia-e-Siguris%C3%AB-100069175000766/>
- <https://www.facebook.com/share/p/ae6YkoArbDmcYSxc/?mibextid=WC7FNe>
- Adobe Stock
- iStock



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for Law Enforcement, Instructors,
Training Academy Directors, and POST Directors.

Resource Referral



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Meeting Facilitation

In-person Training



On-site Technical Assistance

www.CollaborativeReform.org



By the field, for the field

IADLEST is proud to be partnering with the COPS Office, the International Association of Chiefs of Police and other leading law enforcement associations to bring you needed resources.

Visit www.CollaborativeReform.org for more information and to request assistance.



This project was supported, in whole or in part, by cooperative agreement number 2017-CO-WX-K001 awarded by the U.S. Department of Justice, Office of Community Oriented Policing Services. The opinions contained herein are those of the author(s) or contributor(s) and do not necessarily represent the official position or policies of the U.S. Department of Justice. References to specific individuals, agencies, companies, products, or services should not be considered an endorsement by the author(s) or the U.S. Department of Justice. Rather, the references are illustrations to supplement discussion of the issues.

DATA on the IADLEST WEBSITE

September thru November 2024

WEBSITE PAGE VIEWS

USERS	28,651
OVERALL PAGE VIEWS	206,604
NLEARN	5,763
CERTIFIED INSTRUCTORS	1,005
ABOUT DDACTS	1,714

PROJECTS

ACCREDITATION	598
MODEL STANDARDS	945
AUDITS	311
CRI-TAC	169

www.IADLEST.org

TOP RESOURCE
National Decertification Index

Login Page **20,788**



TRAINING

TXDDACTS/SAFER	52/16
BLUE COURAGE	17
DDACTS	490
ANALYTICAL CAPACITY	45

BLOG	967
INFORMATION PORTAL	153



Revisiting an IADLEST Project FROM THE COPS Office

One of the important projects IADLEST participated in was to study how to improve learning objectives being used in police academy training. Since the project's first study with the COPS Office was published in 2023, many director members and POST and academy staff have been hired since the publication was first released. This publication should be required reading for all police academy instructional developers and instructors to set a foundation for

In 2020, the International Association of Directors of Law Enforcement Standards and Training (IADLEST) led a COPS Office-funded project to explore content quality, delivery method, and content dosage in academy settings: to identify the best ways to conduct law enforcement academy training, where new recruits have a lot to learn quickly and need to remember it for the rest of their careers.

Specifically, the project studied five U.S. police academies: Baltimore Police Academy; Collin College, Texas, Law Enforcement Academy; State of Nevada Peace Officer Standards and Training (POST) Academy; New Mexico Law Enforcement Academy; and Ulster County, New York, Police Academy. The study aimed to measure and evaluate the effectiveness of various training modalities on recruit knowledge and retention of critical communication skills lesson content. This report describes the study, provides an overview of related literature, outlines findings, and offers recommendations for applying best practices in police academies. It is an important part of the current conversation about the roles and responsibilities of modern law enforcement.

Improving Learning Outcomes in Police Academy Training

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



Denver Police: Continued on page 13

[**Get this Publication Here**](#)

Sourcebook Update

The 2024 IADLEST Sourcebook is completed and available for members on IADLEST's website.

A product of IADLEST's Director Members, it describes how the various state standards and training agencies function and the programs that they oversee. The Sourcebook is available for members in our *Members Section* portal on the IADLEST website. The Sourcebook information has been prepared in two formats, a pdf version and a book page layout.

This version of the IADLEST Sourcebook includes information from 49 states, and specific responses from 48 of the 50 state criminal justice standards and training agencies.

The Hawaii Law Enforcement Standards Board is currently under development, and is not represented in the 2024 published data.

The Sourcebook contains responses to more than 397 survey questions, condensed to 365 published questions. Several graphics support the text responses made by the states to provide additional information that criminal justice educators and educational institutions will find useful in analyzing law enforcement standards and training in the United States.

The Sourcebook is a useful tool for anyone involved in the maintenance, development or researching of how law enforcement training is conducted in the United States.

The 2024 version of the IADLEST Sourcebook is the eighth product that has been produced since 1992. It includes some historical information demonstrating the development of state programs which offers the reader a snapshot of how state standards and training agencies' programs have developed over the past 37 years.

In the future, non-members may be able to obtain a copy of the full version of the Sourcebook by contacting IADLEST at (208) 288-5491.



2024

IADLEST SOURCEBOOK



DATA COMPILED FROM THE 50 STATES CRIMINAL JUSTICE OFFICER STANDARDS AND TRAINING ORGANIZATIONS IN THE UNITED STATES ON CRIMINAL JUSTICE OFFICER STANDARDS, TRAINING, CERTIFICATION AND LICENSING PROGRAMS

IADLEST

PARTNER ADVISORY COMMITTEE (IPAC)

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

The IPAC seeks to advance the public safety profession with a vision of outcomes-based police training and standards.

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

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 merging programs;
- ◆ Think tank to assist IADLEST with its mission and strategic plan;
- ◆ Resource for law enforcement; and
- ◆ Forum to discuss partner (vendor) issues of interest.



New

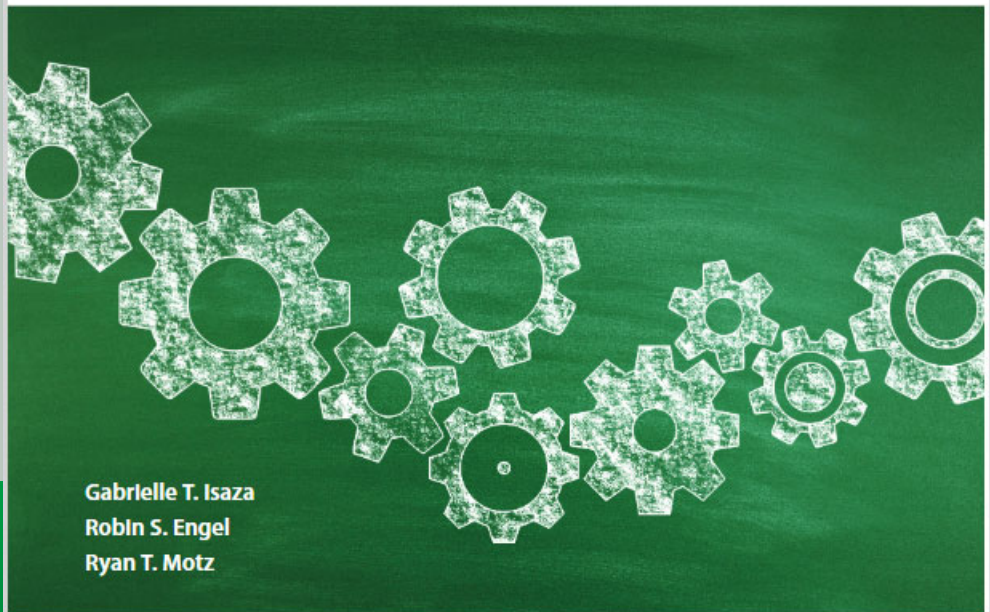
From the COPS Office

This report documents survey results from an evaluation of Applied De-escalation Tactics, a new law enforcement de-escalation training delivered through the Collaborative Reform Initiative Technical Assistance Center (CRI-TAC), a program of the U.S. Department of Justice Office of Community Oriented Policing (COPS Office).

This is one of two reports documenting the delivery and use of the Applied De-escalation Tactics train-the-trainer program, and reports the final results of this evaluation. The report begins with an overview of the state of de-escalation training, including a summary of the available evidence on the impacts of this training on law enforcement. Next is a description of the evaluation methodology and the data collected. This is followed by a detailed overview of the training course across the three sessions. The evaluation results are then discussed, including an overview of officer receptivity and changes in attitudes ascribed to the Applied De-escalation Tactics course. The report ends with recommendations for future modifications to the curriculum. The report also details the results of follow-up interviews with participants to determine their agencies' training implementation plans for Applied De-escalation Tactics.

Final Report

Evaluation of *Applied De-escalation Tactics* Train-the-Trainer Program for the Collaborative Reform Initiative Technical Assistance Center (CRI-TAC)



Gabrielle T. Isaza
Robln S. Engel
Ryan T. Motz

To get your copy,
click on the link
below:

[PDF \(28,100k\)](#)



Training Lexicon

The vocabulary of a particular language,

Inquiry-Based Learning

Inquiry-based learning is an “umbrella term” or hypernym, that includes pedagogical strategies such as problem-based learning and case-based learning that prioritize students exploring, thinking, asking, and answering content questions with peers to acquire new knowledge through a carefully designed activity. Such activities build in opportunities for students to authentically engage in and apply the scientific process as scientists rather than following a predetermined protocol (LaForce et.al., 2017, Yew & Goh 2016). See also *problem-based learning, project-based learning*.¹

Course Validation

Review of a course to ensure objectives, content, and tests have a direct correlation to actual job tasks as required by the uniform guidelines.²

¹ LaForce, M., Noble, E., & Blackwell, C. (2017). Problem-based learning (PBL) and student interest in STEM careers: The roles of motivation and ability beliefs. *Education Sciences*, 7(4), 92; and Yew, E. H., & Goh, K. (2016). Problem-based learning: An overview of its process and impact on learning. *Health Professions Education*, 2(2), 75-79.

² DHS Training Glossary, version 2.1, 18, 2015.

³ Teacher Strategies, <https://www.teacherstrategies.org/examples-of-pedagogical-practices/#example-2-authentic-assessment> (Accessed October 24, 2024).

⁴ Weimer, M. (2013). *Learner-centered teaching: five key changes to practice*. John Wiley & Sons.

⁵ University of Illinois Chicago, Center for the Advancement of Teaching Excellence, Summative Assessments, February 7, 2022, <https://teaching.uic.edu/cate-teaching-guides/assessment-grading-practices/summative-assessments/>

Authentic Assessment

Authentic assessment measures student learning through real-world tasks or meaningful application of knowledge, and evaluates students’ ability to apply their knowledge and skills in practical, real-life contexts.

Key Features:

- Real-world tasks or projects
- Performance-based assessments
- Portfolios or presentations

Benefits:

- Promotes deeper understanding and develops critical thinking and problem-solving skills
- Encourages innovation

Drawbacks:

- Requires careful design and evaluation
- May be time-consuming to assess³

Formative Assessment

Formative assessment is the process of providing feedback to students during the learning process. These are often low stakes activities that allow the instructor to check student work and provide feedback. An instructor writing comments and suggestions on a draft version of a paper is an example of formative assessment (Weimer 2013).⁴

Summative Assessment

A summative assessment is the process of measuring a student’s learning at the conclusion of a course (or a portion of the course). Summative assessments are typically associated with grades and can take the form of quizzes, exams or papers.⁵



Optimizing Learning Environments:

Best Practices for Law Enforcement Trainers in Traditional Learning Environments

DESCRIPTION:

This course equips law enforcement trainers with the essential knowledge and skills needed to enhance training effectiveness in traditional learning environments. Participants will explore best practices, strategies, and techniques specifically tailored to the traditional classroom delivery. Through a combination of theoretical foundations and practical applications, attendees will learn how to create engaging and interactive training programs that promote skill development and knowledge retention. Emphasis will be placed on innovative instructional methods, curriculum design, and assessment techniques to drive continuous improvement in training outcomes.

COURSE OBJECTIVES:

- 1.0 Understand the basic principles of effective adult learning and their application to law enforcement training environments.
- 2.0 Develop the skills to design and deliver engaging, interactive, and knowledge-retentive training.
- 3.0 Explore innovative instructional methods and technologies that enhance learning outcomes and engagement.
- 4.0 Apply best practices in curriculum design and assessment techniques to current curriculum.

DATE:

Thursday
December
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Heather Hotz, M.A.

Director of the Illinois Law Enforcement Training and Standards Board (ILETSB) Executive Institute at Western Illinois University

Since becoming the Director of the ILETSB Executive Institute in August 2020, Heather has been providing visionary leadership that advances education, training, research, and technical assistance for criminal justice leaders across the state. She brings over 20 years of experience in curriculum development, instructional design, and expertise in various educational modalities. Heather has been instrumental in shaping educational programs that meet the evolving needs of criminal justice professionals, focusing on developing innovative online courses that enhance the user experience and learning outcomes.

Heather holds a Master of Arts in Law Enforcement and Justice Administration from Western Illinois University, and a Bachelor of Science in Sociology and Psychology from Eureka College.

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MAKE IT EXPLICIT:

A Path to Effective Use of Force Training

By Dr. Russ Norris

“That’s good to go.”

This quote, offered by a student in a use of force class, was in response to the instructor’s question, “Was the force used by the officer objectively reasonable?” The class had just watched a role-play scenario in which officers used force to take a resistive intoxicated person into custody. Other students apparently agreed with their peer’s assessment, with many commenting “Yah, good to go.” The instructor responded, “Yep”, and moved on with the lesson.

Consider another training scenario with a similar conclusion. Following a shooting role-play, an instructor asked, “Was that a justified use of deadly force?” Students responded that yes, it was. The instructor responded, “I agree” and moved on to a conversation about de-escalation. There was an implicit assumption shared between the instructor and students as to the meanings of *justified* and *deadly force*, and how they relate to each other. However, these meanings remained buried in the unspoken subtext in the classroom—everyone assuming the definition and relationships of underlying concepts but never knowing for certain if they (or anyone else) was correct.

In both cases, the students’ agreement as to the reasonableness of the force may be considered a good thing. After all, they collectively shared the assessment that the force was reasonable. Yet, their responses provided no insight into their understanding of the legal and policy frameworks authorizing the use of force. The problem in each of these scenario debriefs was not the instructor’s questions, nor the students’ answers. Instead, the problem was that student responses were *inadequate* because the instructor’s questioning was *inadequate*. In each case, the instructor erred in assuming that students’ answers sufficiently demonstrated their understanding of underlying law and policy.

As a trainer of use of force instructors, I see this error committed often. In fact, the error is *pervasive*—instructors are regularly satisfied with students’ low-order, unreasoned, and/or undetailed responses. Perhaps due to teaching anxiety, lack of comfort with the law, inadequate facilitation skill, or some combination of these, instructors often neglect to probe students’ deeper understanding of the legal and policy foundations of force. Unfortunately, this low expectation is not reflective of real-world demands of officers, creating a sizeable gap between their classroom performance and the critical reasoning necessary for their jobs. This is problematic because an officer’s perception and analysis of a force event must be critically explicit—in their reports, interviews, and court testimony—to allow for evaluation of the reasonableness of the force used. It follows that their training should mimic their real-world performance to best prepare them for the challenges they encounter outside the classroom. This must be the goal of use of force training: to cause officers to make their implicit reasoning explicit.

“Use of Force” – A Definition

In policing, the term “use of force” is a platitude. Its meaning shifts with regional and departmental culture, policy definitions, and even the law. In some agencies, the term refers to psychomotor skills, in others it means arrest and control practice, and in yet other agencies it refers to using firearms and defensive tactics.

For the purposes of this article, “use of force” describes training on the body of laws and policies that authorize or prohibit officers using force. Use of force courses cause students to critically think about and articulate their actions using the language of law and policy.

Authentic Use of Force Training

Use of force training has long been limited by the same tendencies that hobble other law enforcement training: information dumps accompanied by too

many PowerPoint slides with too many words and students not critically examining and using learned material (Norris, 2018). However, these shortcomings have a special urgency in use of force classrooms. They risk leaving officers unable to adequately frame their force responses through the lens of law and policy, exposing them to allegations of unreasonable force and the criminal, civil, and administrative penalties that might follow.

Traditional use of force training often follows a familiar rhythm—a PowerPoint is shown featuring snippets of relevant statutes, case law, and policy. The instructor lectures alongside the PowerPoint and adds value and personal experience for emphasis. Videos or case studies might be used to demonstrate legal points. As the course concludes, the instructors and students alike may leave the classroom satisfied that learning occurred.

However, there is a critical problem underlying these approaches—they are not *authentic*. In the real world, officers do not make their decisions about using force in static, safe environments. Instead, they must rapidly and critically evaluate their response to violent persons in diverse and chaotic settings. They must also constrain their actions to be within the guardrails of law and policy—law and policy that is later used to articulate the reasonableness of their actions in reports, interviews, and the courtroom. In light of this, consider: is it acceptable to expect officers to do each of these things—act and articulate reasoning for actions within law and policy—if their training does not hold them to the same threshold?

To cause students to most readily transfer their learning from the classroom to the real world, the manner in which they learn should be as authentic to real world practice as possible (Schunk, 2012). Authenticity is attained when students are challenged to replicate real-world skills using real-world tools in a manner congruent with a practitioner's performance—a condition described as *authentically situated* (Norris, 2018). In other words, students are given the opportunity to transfer new knowledge into authentic situations representative of how they will use their learning upon return to work (Shipton, 2023). In a use of force classroom, the knowledge to be applied to authentic situations is law, case law, and policy, while the authentic situations are policing scenarios challenging officers to evaluate the options, legality, reasonability, and strategies for force.

Lesson Planning

If use of force courses are to be authentically situated, the training must repeatedly challenge officers to evaluate and articulate use of force events using legal standards—just as they will be challenged to do in real-world offense reports, interviews, and court testimony. Consequently, a classroom lecture may be sufficient to provide students with use of force law and policy information, but such a teaching approach by itself is not enough. To be authentic and promote learning transfer to the real world, training must cause students to apply law and policy in a manner that simulates the critical thinking, analysis, and articulation expected of them by their supervisors, the courts, and other stakeholders in the real world.

There are several strategies available to use of force instructors seeking authenticity in their classrooms. Students might be presented with written or verbal case studies, caused to evaluate video events using personal body camera or other footage, or challenged with role play, force option simulator (FOS) or virtual reality FOS scenarios. Regardless of the approach, the instructor must maintain focus on the intended outcome of the class—to cause students to respond to force events and explicitly articulate their response using the language of law and policy. For example, imagine that a class is shown a video of an officer responding to a resistant theft suspect. The officer punches the suspect, then successfully handcuffs the suspect after a short struggle. Students may offer opinions about the tactical soundness or safety of the approach, but the instructor must steer students to also explain the event within applicable legal frameworks. Any conversation about tactics and safety should be underpinned with a conversation about the totality of the circumstances, the objective reasonableness of the force used, and the feasibility (or lack thereof) of alternatives.

A use of force class might effectively make use of multiple instructional approaches—lecture, law and case law review, video evaluation, case studies, and scenario based training for example. However, time spent on information delivery should be minimized and time spent causing students to evaluate force events and articulate their reasoning should be maximized. The lesson plan must give adequate attention to the strengths and limitations of the instructional strategies used, and purposefully allocate class time to allow students ample time to practice authentic tasks. To this end,

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consider the strengths and weaknesses of common use of force instructional strategies:

Lecture/Information Delivery

A lecture or other method of content delivery might be necessary to assure that students possess the information required to engage in authentic assessment and articulation of force events. Yet, it is important to note that information delivery is not, in itself, authentic learning. As has been noted elsewhere, a course consisting only of information delivery need not be a course at all—the information could be simply emailed to students to achieve the same outcome (Norris, 2018). Instead, the classroom delivery—or *transmission*—of information to students should be purposeful, include visual reinforcement, and limited to what students need to adequately respond to the more authentically situated components of the course (Norris, 2024).

Video Evaluation

A common approach to use of force training challenges students to evaluate body worn camera footage or other relevant video clips. Instructors show a video, then follow it with discussion on the reasonableness of the highlighted force. This approach does generate opportunity for learning, but the limitation of video as a primary instructional strategy is important to note. Because the students are removed from the event and are merely observers through the camera's lens, they may be unable to grasp the context (i.e. the totality) of the event sufficiently to analyze and articulate it in an authentic way.

By their nature, videos offer a narrow perspective and tend to include only fragments of a timeline. They often lack the pre-event details and context necessary for officers to consider the totality of what they face. In other words, videos can be problematic because they tend not to represent the totality of circumstances necessary to determine the reasonableness of force. This limitation is often demonstrated in the classroom by students' reluctance to evaluate the force featured in videos, claiming they don't have enough information to make an informed judgement—quite often, they don't.

Oral or Written Case Studies

Case studies provided by the instructor might offer more flexibility in communicating the totality of circumstances, especially if they are events from

the instructor's own experience. Students needing more contextual information need only ask for more detail. However, case studies delivered in this manner lack a visual representation of the event. This is an important absence because, as Kass and Balaram (2014) noted, humans are highly visual and rely heavily on visual cues to guide much of our behavior. Consequently, when students cannot see a force event in question, they may lack the information needed just to understand the situation, never mind evaluating and articulating their reasoning. As with the use of videos, students presented with oral or written case studies may lack important context by which to gain clarity on the totality of the circumstance.

Shipton (2023) offered an additional caution against case studies delivered from the instructor's experience. These cases—what Shipton describes as *war stories*—are problematic because they risk communicating *hidden curriculum*. This curriculum may include values, beliefs, or cultural norms that conflict with the intended course outcomes. Course outcomes may formally state expected performance but the instructor's message may suggest a different, surreptitious action. For example, an instructor tasked with teaching a new use of force policy may tell a story from their own career that makes light of or contradicts the very policy mandates they are teaching. Students are left to make sense of the contradictions—no small thing when they may face criminal, civil, or administrative sanctions for violating policy mandates.

Scenario-Based Training

I have found that scenario-based training offers solutions for the limitations of videos and case studies. A typical scenario-based use of force training session begins with students receiving an initial brief on the event details, much like they would receive from a dispatcher in the real world. Students then enter a scenario arena and are confronted with scripted role players acting as witnesses, subjects, suspects, and other involved persons. Students respond in real time to the problem presented by the scenario. Once the scenario is complete, the instructor then uses prompts and questioning to guide students through a debrief, causing them to articulate and evaluate their thinking regarding tactics, strategies, and legal standards.

Research suggests that scenario-based training is particularly effective and appropriate for police train-

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ing (Di Nota & Huhta, 2019; Weiler, 2019). This is because scenarios engage students directly in performance representative of real world experiences and challenges (Shipton, 2023). In other words, scenarios are more authentically situated than videos or case studies. Scenarios, whether presented using role-play, FOS, or VR-FOS, provide students with real-time visual and auditory input from start to finish, to better enable them to understand the totality and make judgements about the reasonableness of force. Particularly in the case of role-play, scenarios can also be very simple and budget-friendly, or enhanced with training weapons, realistic three-dimensional environments, and role-players wearing moulage for increased situatedness.

Yet, Shipton (2023) warned of risks associated with scenario-based training, noting that, “the quality of their application has been inconsistent, both at the design level and through their application by individual teachers, especially those reluctant to venture beyond lecturing” (p. 99). According to Shipton, while scenarios are a common teaching strategy in policing, instructors can struggle with both scenario design and facilitation sufficient to meet higher-order learning outcomes. My experience designing and teaching scenario-based use of force training strongly supports Shipton’s observations. I have found each of these challenges—scenario design and effective facilitation—to be significant obstacles to effective instruction. To overcome these challenges, I offer several guidelines for the presentation of effective scenario-based use of force training:

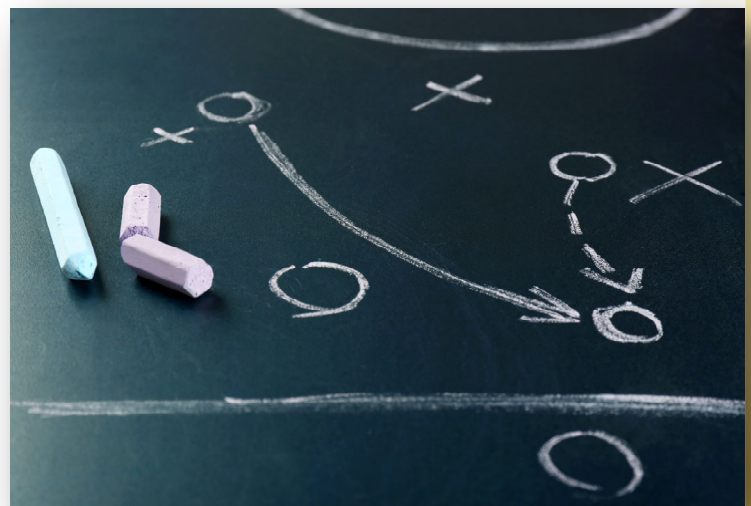
Design

Short, simple events: While complex events may be useful for tactics or response strategy training, too much complexity can confuse students’ efforts to evaluate and articulate an event using law and policy. Put simply, no-win ambushes or western-style shootouts have no place in use of force training. Consider using single suspects and no more than four student officers, and limit the scenario to no more than a few minutes. Overall, the aim is to design scenarios that adequately challenge students’ critical thinking without overwhelming them with immaterial details.

Whole-class observation: Scenario training is often taught using a “station” format, in which students are dispatched to different events from a central staging area. The students participate in their assigned event, discuss their performance with their

proctor, then return to the staging area until the next assignment. This is a traditional and proven approach, particularly for tactic and response strategy development. However, consider the outstanding benefit of running and debriefing scenarios in front of the entire class. This approach enables a whole-class legal evaluation of the event, allowing for a richness of perspectives and interpretations not available in a station format. Whole-class observation allows a figurative *objectively reasonable officer* (the students) to view the totality of an event and collectively evaluate it through the lens of law and policy.

However, it is important to note an inherent and serious risk in whole-class scenario observation. Because students are performing in front of their peers, there is the potential for the scenario debrief to devolve into interrogation and nitpicking of the performing students, leading to resentment, fear, and ineffective learning. Consequently, it is vital that the facilitator steer conversations away from critiques of individual student’s actions. Instead, facilitators must keep the conversation focused on reflection of law and policy applied to the event—the totality of circumstances—and not their peers’ performance. Students’ attention must be steered away from “How did they do?” to instead focus on, “How does law and policy authorize or prohibit the force response we observed?”



Explicit totality of circumstances: In order to make an informed legal and policy evaluation of a force event, students must have adequate understanding of the context. They must have clarity about the involved persons’ pre-event conduct and a three-dimensional perspective of the environment in which the event occurred. To enable this, students participating in a scenario should be given the information they may typically receive from dispatch

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and they should have the flexibility to make follow-up inquires. Once students arrive at the scenario arena, the setting should be as authentic as possible and they should be directed to handle the event as they would in the real world (subject to safety and logistics constraints).

Note that clarity of totality of circumstances is especially important if a whole-class observation approach is used. It is only with this clarity that observing students can evaluate a force event “from the perspective of a reasonable officer on the scene...” as indicated by the U.S Supreme Court (Graham v. Connor, 1989).

Facilitation

Authentic articulation of force authorities: Especially during the first scenario cycles of a class, students may limit their comments to the analysis of tactics and strategies. After all, this is the traditional emphasis of scenario training—students may have spent their careers receiving scenario training focused on these skills. It is important for instructors

to explain early in the course that, while some tactics discussion is appropriate, the conversation will always be steered to the underlying legal and policy authorities for the force used. In other words, students should always be challenged not only to evaluate tactics, but also to articulate the reasonableness of the tactics using the language of law and policy.

Word choice matters: The success of a use of force course rests very much on the instructor’s skill in using questions to cause student’s thinking to be explicit. Facilitation questions that begin with the words at the top of *Figure 1*, often signal that a closed-ended question is about to be asked that will elicit short, informational answers from students. Such questions generally prompt students to give a dichotomous answer (yes/no, true/false, etc.) or reiterate class content—they are “low order”. This may be desirable for some learning processes but, by their nature, these types of questions fail to prompt students to perform the critical analysis that is the intention of a use of force course.

Can	Will	Was	Does
Did	Do	Should	Would
Is	Were	Could	What

Examples of facilitator questions using these words are:

- “Was the officer’s use of force reasonable?”
- “Did the officer’s use of force comply with state law?”
- “Did the officers attempt to de-escalate the event?”
- “Does policy authorize the force that was used?”

Alternately, certain words often signal an open-ended question, prompting student critical analysis and evaluation:

Why	How	In what way
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Figure 1

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<h1 style="margin: 0;">IADLEST Projects</h1> <p style="margin: 0;">The Things We Do To Make Law Enforcement Better</p>	<p style="margin: 0;">Constitutional Decision-Making Academy Innovations Curriculum Development Job Task Analysis CRI-TAC ★ NCP ★ NDI</p>
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Facilitator questions opening with “Why,” “How,” and “In what way” generally require students to mentally examine course content in relation to the problem at hand. In a use of force course, such “high-order” questions tend to result in student responses resembling components of a use of force report—students describe offender behavior and their reasoned response as they may write it in their reports. Use of these words converts the above four closed-ended questions into open-ended questions requiring students to critically reason with class content:

- “In what way was the officer’s use of force reasonable?”
- “How did the officer’s use of force comply with state law?”
- “Why did officers attempt to de-escalate the event?”
- “How does policy authorize the force that was used?”

Reasonable, not best: The goal of a use of force class is not consensus but is instead the articulation of reasonableness. Facilitators must steer students away from consensus-seeking about use of force responses. Instead, the purpose of the class is to enable each individual to articulate the reasonability of their own choices and actions, regardless of what those may be. It may be that a class offers multiple responses to an event – the goal is not to determine which option is *best* but instead the extent to which each option is objectively reasonable.

This is not to say that all force options are equal in a given force event – some may be more effective than others. The instructor’s goal in these cases is twofold: to help students recognize that the bright legal line is the test of objective reasonableness but to also consider which force options most efficiently and effectively achieve an intended outcome.

“What if”: It is generally unwise to ask questions that shift the circumstances of a scenario. For example, consider the question, “What if the suspect had a knife instead of a pistol?” Such questions risk shifting students away from their shared understanding of a scenario and toward individual and disparate imaginations of an event. Students are brought to a state where they can no longer adequately and explicitly discuss a force event because their shared conception of the totality of circumstances has been poisoned. To avoid this trap, consider avoiding *what if* questions and instead ask students to explain force options allowable within law and policy. Such a prompt may

sound something like, “The role players chose not to use force to respond to the suspect’s aggression. How does the law frame the choice not to use force in this situation?” To correctly respond to this prompt, students would be challenged to use the language of the law to explain the reasonableness (or lack thereof) of the choice to not use force.

Make it Authentic

Overall, an effective use of force course should be designed using a purposeful combination of 1) information delivery and 2) authentically situated activities that cause students to evaluate and articulate their reasoning within law and policy just as they are expected to do in the real world. Videos and case studies have the potential to offer authentic learning, but care must be taken to assure they include adequate context to represent the totality of circumstances. Without this added context, students may struggle to articulate the reasonableness of an event. Alternately, scenario-based learning may offer students a more complete perception of the totality of circumstances by which to evaluate a use of force event. However, instructors must be able to design and facilitate scenarios sufficient to achieve the intended outcomes of a use of force course. The scenarios should have low complexity and provide adequate contextual clarity for students to respond in authentic ways. The facilitation of scenarios—and particularly the debriefs that follow—must focus on the event as it occurred and the instructor must press students to explicitly articulate high-order evaluations using the language of law and policy. ~

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About the Author



Dr. Russ Norris retired from sworn policing in 2018, after nearly 30 years with the City of Concord, CA Police Department. During his career, he served as a patrol officer and sergeant, School Resource Officer, Special Enforcement Team Officer and Sergeant, FTO, Gang Investigator, Code Enforcement Supervisor, Training Manager, District Commander, and Watch Commander. He obtained a bachelor's degree in criminal justice and a master's degree in public administration. In 2018, he was awarded a Doctorate in Educational Leadership following his research on effective police training strategies.

Mr. Norris is a California POST Master Instructor and a certified USDOJ problem-based learning instructor. He is

a subject matter expert on adult learning and training methodologies, use of force, FTO, leadership, principled policing, de-escalation, and crime prevention through environmental design. He developed law enforcement courses and training-for-trainers on topics including instructor development, principled policing, police chief and executive development, and use of force. He has taught patrol tactics to officers in the county of Trinidad and Tobago and he has consulted with the Las Cruces, New Mexico Police Department on organizational change and leadership. Russ currently teaches instructor development for Cal State University, Long Beach and the South Bay Regional Public Safety Training Consortium in California, and he is a Lead Mentor for the law enforcement Organizational Wellness Program run by the University of California, San Diego. He is also the creator and co-facilitator of California's use of force law training-for-trainers course.

Dr. Norris can be contacted at: russn328@comcast.net .

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INSTRUCTORS— CERTIFIED vs. QUALIFIED: ANOTHER VIEW

The recent IADLEST Sourcebook found forty-four (44) states that certify instructors who teach law enforcement officers in their states. In those states that certify, specific requirements must be met to meet the certification standard. But certification is different than being qualified. Certification is a benchmark that leads to becoming qualified. Being a “qualified instructor” implies the individual has the necessary skills, experience, and knowledge to teach a specific topic(s) or task beyond meeting the minimum instructor certification requirements.

Now that a definition of certified and qualified has been presented, how is your academy or agency training program structured with instructors who train your officers?

There is a difference in the requirements states place on instructor certification. For some states, individuals seeking instructor certification only have to successfully complete the coursework established in an instructor development course in order to receive instructor certification. Other states require additional activities such as (1) preparing and submitting a proper lesson plan on the topic to be certified to teach, (2) teaching an academy-prepared lesson plan and receiving a successful evaluation by staff and/or students, or (3), instructing for a period of time as an apprentice instructor under the tutelage of an experienced instructor and receiving a successful evaluation.

Which process leads to a more qualified instructor?

It depends. If the instructor candidate is very competent in the material taught and has good communication skills, they could very possibly be qualified as an instructor upon certification. Newer officers with less knowledge about the topic, teaching for the first time, probably would need to gain experience before being considered “qualified” in the eyes of those taught. That first teaching experience can be very revealing in confidence and competence.

Some states require a periodic recertification process to maintain the instructor credential. Some instructors may go through the recertification process many times in their careers. However, to gain and maintain the status of “qualified,” instructors must continuously research and increase their subject matter knowledge, field experience, and, in some cases, their educational level.

Being recognized by your peers as a “qualified instructor” takes persistence and a special calling within the field of law enforcement to be the best at what you do and what you teach.

Law enforcement strives to have its training programs served by “qualified” instructors.” ~

Three Writing Rules That Might Be New to You

By Jean Reynolds, Ph.D.



I'm a sworn enemy of grammar gobbledygook that's useless and hard to understand. For example, every toddler knows what "Stop!" means. Do we really need an expensive grammar book to tell us that "Stop!" is an *imperative*? No.

Today I'm going to offer you three writing rules that are practical and easy to use. There's a reason why I like them so much: I invented them myself. I've often taught them in police writing workshops over the years. They're worth thinking about, even though you won't find them in any grammar book.

Rule 1. If a sentence has more than three commas, consider rewriting it.

This rule might sound strange to you. Professional writers often use four, five, and even six commas in a sentence. So let me assure you that this is only a rule-of-thumb.

Nevertheless, I stand by it. If there are lots of commas in a sentence, it's probably overloaded with information. I would bet serious money that it can be revised into two shorter and simpler sentences.

Long and complicated sentences are hard to read and even harder to understand—especially if the cop who's reading them is tired after a long shift. (In my town, officers routinely work 12-hour shifts.)

I know that some writers *hate* short, simple sentences. "I want to sound smart!" is the eternal cry. If that's your philosophy, you're wrong. Great writers don't try to show off what they know. Their goal is effective communication—and that requires brevity and clarity.

Rule 2. "If it starts with *it*, it's a sentence."

I read too many sentences like this one: "Frank Jones called me again, it was the third time vandals had broken his garage door." That's a mistake called a run-on sentence. (Some teachers call it a "fused sentence" or a "run-together sentence.")

When *it* starts a new sentence, you need a period and a capital letter: "Frank Jones called me again. It

was the third time vandals had broken his garage door."

Here's another example: "I pushed on the door, it wouldn't open." Wrong! *It* starts a new sentence. Use a period and a capital letter: "I pushed on the door. It wouldn't open."

Rule 3. Think twice about using the word *being*.

I want to assure you that *being* is a perfectly respectable word; I use it all the time. But it's also a word that can gum up a sentence. Here are three sentences that should have been rewritten:

Being that we'd had a lot of rain, I wasn't able to take any fingerprints.

Jackson was being drunk and disorderly.

Residents are being warned about the escaped convicts.

These revisions sound more natural:

Because we'd had a lot of rain, I wasn't able to take any fingerprints.

Jackson was drunk and disorderly.

Officers are going door-to-door warning residents about the escaped convicts.

Some Final Advice

Experienced officers might have noticed that one of these revised sentences is too vague for a police report: "Jackson was drunk and disorderly." What behaviors led to that conclusion? They need to be documented. It would be better to write that *Jackson slurred his words, stumbled, and punched the bartender with his right fist.*

The original sentence about the escaped convicts also needed to be more specific: *who* issued the warnings?

Here are two takeaways that I hope you'll think about the next time you sit down to write:

1. Clarity and efficiency are important goals for law enforcement writers.
2. Paying attention to small details can make a big difference in the quality of your writing.

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Even if you're very busy (as most law enforcement professionals are), it doesn't take much time to sharpen your writing skills. The essential tools are your brain and your goals.

In your spare moments, pick out a sentence, read it a couple of times, and think about ways to make it effective. Over time you'll see a vast improvement in your writing skills—and so will your colleagues and supervisors. ~

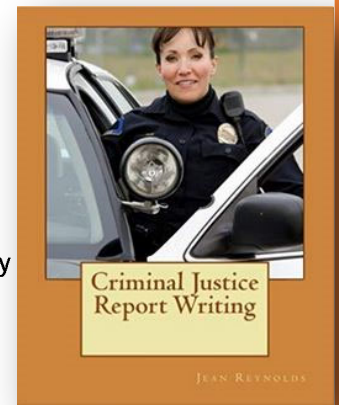


Dr. Jean Reynolds is Professor Emeritus at Polk State College in Florida, where she taught English for over thirty years. She served as a consultant on communications and problem-solving skills to staff in Florida's Department of Corrections. At Polk State College, she has taught report writing classes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

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

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Dr. Jean Reynolds is also coauthor of the book

POLICE TALK: A Scenario-Based Communications Workbook for Police Recruits and Officers

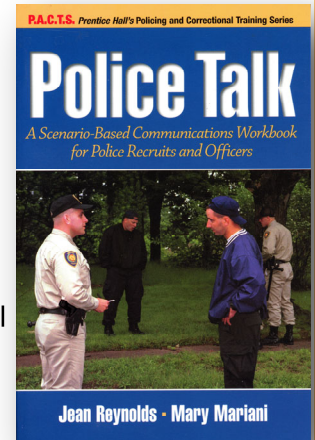
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The IADLEST Newsletter is where association members get up-to-date information on the progress of current projects.

It's a publication of record for committee meeting minutes, and a source for the members to go when learning about IADLEST initiatives that need Director Member and other membership support.



Newsletter

Michael Becar, Executive Director, CEO
International Association of Directors of Law Enforcement Standards and Training
152 S. Kestrel Place, Suite 102, Eagle, ID 83616-5137
(208) 288-5491, <https://www.iadlest.org>

The IADLEST newsletter notice of publication is sent out to approximately 16,671 POST and Academy Directors, law enforcement trainers and training providers worldwide.

The IADLEST Newsletter is published quarterly. It is focused on information involving the selection and training of law enforcement officers. We do not print or mail out any copies of the newsletter. Quarterly newsletters back to January 2007 are stored on our website: <https://www.iadlest.org/news/newsletters>.

All professional training managers and educators are welcome to become members of IADLEST and receive the Newsletter. Additionally, any individual, partnership, foundation, corporation, or other entities involved with the development or training of law enforcement or criminal justice personnel are eligible for IADLEST membership. Recognizing the obligations and opportunities of international cooperation, IADLEST membership includes law enforcement training professionals worldwide.

Information about IADLEST membership can be found at: <https://www.iadlest.org/members/membership-types>.

Newsletter Editor Dan Setzer can provide further information about the Newsletter and can be contacted at: dsetzer@iadlest.org or by mail to IADLEST at: 152 S. Kestrel Place, Suite 102; Eagle, ID 83616-5137.

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IADLEST National Representatives

MIKE AYERS
President
Georgia Peace Officers Standards and Training
P.O. Box 340
Citadel, GA 30111
(706) 421-8217
mike.ayers@gpsoh.org

CHRIS WALSH
First Vice President
Wisconsin Peace Officer Standards & Training
1556 Riverwood Drive
Dodgeville, WI 52603
(307) 333-8213
Chris.Walsh@wpsot.gov

JEFFREY SMYTHE
Second Vice President
North Carolina Criminal Justice Standards Division
1700 Troon Park Drive
Raleigh, NC 27610
(336) 343-7504
jms@ncsdnc.gov

STEPHANIE PEDERSON
Secretary
Wisconsin Department of Justice Training and Standards
17 West Main Street
P.O. Box 7070
Madison, WI 53707
(608) 261-8841
spederson@dsoj.state.wi.us

TREVOR ALLEN
Treasurer
North Carolina Justice Academy and Training Center
200 West College Street
Salem, NC 28785
(919) 925-6000
tallen@ncdoj.gov

ERIK BOURGIERE
First International Post President
Colorado Peace Officer Standards and Training Center
1100 Broadway, 9th Fl.
Denver, CO 80203
(720) 928-4717
erik.bourgier@copss.gov

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Data-Driven Policing and Building Analytical Capacity Continues In Texas

SAFER: Crime and Crash Reduction Model

By Debra J. Piehl, IADLEST- Senior Analytical Specialist and Comdr. (Ret.) Daniel A. Howard, IADLEST- Texas Project Manager



For close to 40 years, hot spot policing has been recognized as an effective strategy for reducing violent crime, property crime, crimes against society, crashes and other social harms. Hot spot policing is based on the concept that crime is rarely random and, instead, is focused within smaller geographical areas within which are environmental factors that allow crime and/or disorder to occur and even thrive if allowed to go on uninterrupted.

When crime hot spots are identified, usually through a combination of local awareness and analysis, community members, analysts, police officers and others will often say “there is something about that place...” That is usually a correct observation. The “routine activity theory,” developed by Lawrence E. Cohen and Marcus Felson in 1979, stated that there were three elements needed for crime to occur. Crime requires a motivated offender to be in the presence of a suitable victim or target, in the absence of a capable guardian.

Within areas identified as hot spots, guardianship is consistently absent, allowing for one or more motivated offenders to routinely come into contact with suitable victims or targets, over and over and over again. It is those repeated actions that create the “heat” within a hot spot.

Similar hot spot concepts can be applied to high crash locations on streets, roadways, highways or intersections. The factors are somewhat different because although crime is driven by recidivists, crashes are committed by many individual drivers, often committing similar, crash-causing behavior such as speeding or failure to yield or

failure to stop. Once again, specific places such as problematic intersections or congested highways, contribute to aggressive, distracted, unlawful driving behavior, leading to high crash clusters.

As far back as October 2015, the Texas Department of Transportation (TxDOT) recognized the benefits of this concept for public safety. TxDOT also recognized the importance of timely and accurate actionable analysis to effectively and efficiently deploy resources to reduce crashes, crime and other social harms.

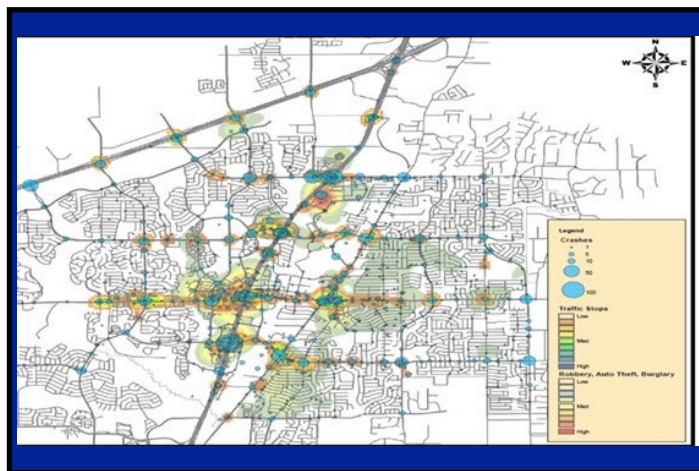


Fig. 1: Kernel density map depicting Crash, Crimes and Activity in North Texas

This recognition was the genesis of the one-of-kind partnership between TxDOT and the International Association of Directors of Law Enforcement Standards and Training (IADLEST). This unique collaboration was the start of the current *Using Data*

-Driven Strategies, Analysis, & Training to Reduce Crashes and Social Harms and Save Lives Project, which is now in its 10th consecutive year. The project's main goals are building and expanding law enforcement's analytical capacity across the state and working with all of these agencies to implement a data-driven strategy, regardless of their size or existing capacity.

The project utilizes a multi-layered approach to meet its goals. First, providing personalized, technical assistance to analysts and their agencies. Second, analysis-related training is delivered in a number of different formats including in-person, virtual, live webinars and self-directed courses, in an effort to meet the training needs of all agencies across the state. Third, assist agencies across the state in implementing a data-driven policing strategy, specifically the Data Driven Approach to Crime and Traffic Safety (DDACTS) Model 2.0. All of this is at no cost to the agency or the analyst attending the training.



*Fig. 2: Basic Analyst Course- Arlington TX.
Analytical Specialists Debra Piehl and Craig Spingarn*

The DDACTS 2.0 model is an evidence-based and location-based operational model grounded in quality crash and crime data, based on analysis, and supported by academic research. The model has a proven track record of success across the country and has been presented to 110 large and small agencies across Texas and another 815 around the country since first being introduced by the National Highway Traffic Safety Administration (NHTSA) in 2009. Over the years, the model and its seven guiding principles have evolved to align with current academic research, and policing best practices, such as the recommendation of the Task Force on 21st Century Policing and the needs expressed by the community at large.

The Strategic Analysis for Focused Engagement with Results (SAFER): Crime and Crash Reduction in Texas is the next step in the model's evolution. SAFER expands upon Data-Driven Approaches to Crime and Traffic Safety (DDACTS). SAFER builds upon a

foundation of data and strategic analysis to identify crime hot spots and high crash locations and further engage with the community to effectively address the contributing factors. Focused engagement depends on strategic analysis to identify the environmental, structural and conditional factors contributing to crime. From that information, law enforcement leaders can collaborate with community members and non-law enforcement entities to address these factors, solve chronic problems, and deploy effective tactics to reduce crashes and crime. The same approaches can be used to identify and address high crash locations.

It is important to point out that focused engagement must go beyond law enforcement merely sharing information with community members. Sharing information is the first step, but true engagement calls for collaboration. A consistent, highly visible police presence in crime hot spots and high crash locations is one of the easiest and most effective tactics, and it achieves results, especially when the officers are aware of the specific contributing factors.

For example, if speeding is identified as a consistent contributing factor within a high crash location, the tactics deployed would be different than if the most common contributing factor was failure to stop at a red light. Timely and accurate analysis is critical for success.

SAFER, like its predecessor DDACTS 2.0, is an operational paradigm that encourages the analysis of data to help police reduce social harms—primarily crime and traffic crashes with a reduced emphasis on purely enforcement strategies and a greater emphasis on community engagement and non-law enforcement solutions, e.g. traffic engineering, signage, etc. These are some of its characteristics:

The SAFER model is built upon seven core practices with associated key elements.

1. ***A focus on outcomes:*** Agencies should set specific crime and crash reduction, administrative, and community goals and evaluate observed results against them.
2. ***Data collection.*** SAFER depends on quality, timely data on calls for service, crimes, crashes, and police activity, including directed patrols, police presence, officer activity, and other applied tactics. The data used should not be limited to traditional law enforcement sources but should be allowed to be expanded to include non-traditional sources, such as the community. The agency should also have the ability to flexibly query these data sets.

- Review current data collection and analysis systems.

- Identify data sources and create a data collection plan.
- Select analysis and mapping software.

3. **Data analysis.** SAFER responses are built on quality, thorough analysis of who, what, where, when and how factors. Mapping is a key component of SAFER data analysis, but it does not end with the identification of hot spots; hot spots are dissected for temporal, offender, victim, property, and causation factors to help direct the best officer response.

- Develop a clear process for data analysis.
- Develop reporting procedures.

4. **Community Collaboration.** Agencies should identify key partners and stakeholders, both internal and external, to assist in the development of SAFER strategies and share information.

- Identify and contact potential partners and stakeholders.
- Develop a plan for partner and stakeholder collaboration.



Fig. 3: Agency Strategic Planning Implementation Workshop
Deputy Chief Ken Meyer

5. **Strategic operations.** The agency uses the analysis to determine the effective tactics to address the hot spots. In addition to highly visible presence, this might include traffic engineering and environmental engineering strategies, warning signs and other community information, automated enforcement, surveillance (direct or camera-based), apprehension tactics, intelligence collection, and community-based problem solving.

- Identify strategies and tactics.
- Develop short-term and long-term operational plans.
- Implement plans.

6. **Information sharing and outreach.** The agency establishes and maintains accountability and transparency by sharing information on crime, crashes, and police activity with its partners and stakeholders, and receiving feedback on its approaches.

- Review partner and stakeholder plan to identify strategies for information sharing and outreach.
- Develop a plan for communicating through avenues such as social media platforms, and news outlets.

7. **Monitoring, evaluation, and adjustments.** The agency continually monitors the effectiveness of its strategies and tactics, applies an evaluation model to determine the level of success toward the desired outcomes, and adjusts its responses as indicated by the evaluation.

- Develop a robust evaluation model.
- Use analysis to make adjustments to field operations.
- Document and report impact.



Fig. 4: Workshop at Brazoria Co. Sheriffs
Comdr. (Ret.) Daniel Howard

Lastly, the *Using Data-Driven Strategies, Analysis, & Training to Reduce Crashes and Social Harms and Save Lives Project* has been expanded in 2025 to include the *Large Truck and Bus Traffic Program*, which began in Texas in 2017. This program also uses statewide crash data to identify the areas where high concentrations of crashes involving large commercial vehicles occur and the unsafe driving behaviors causing these crashes. The second part is providing all law enforcement professionals with the knowledge to safely and effectively engage the operators of these large commercial vehicles in an effort to change driver behavior, thereby reversing the increasing trend of serious and fatal crashes occurring in these areas and across the state.

Since October 2015, IADLEST has developed and delivered more than 25,000 hours of Nationally Certified Training to 3,500+ state, county, and local law enforcement across Texas, allowing them to receive credit hours from the Texas Commission on Law Enforcement (TCOLE). IADLEST is proud of its work and continued partnership with TxDOT and is happy to

Continued from page 32

announce that the free assistance and training provided to law enforcement will continue in FY 2025, with the awarding of a \$594,494 grant by TxDOT. ~

Crime and Traffic Safety Analysis:
Techniques to Support Analysis-Driven Deployment

Debra Piehl - IADLEST Senior Analytical Specialist
Craig Spingarn - Denver, CO Police Department • Senior Analytical Specialist

Data-Driven Decision Making for Commanders, Supervisors and Analysts:
Analysis Driven Deployment

Any town, Tx. October 1, 2024

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About the Authors:



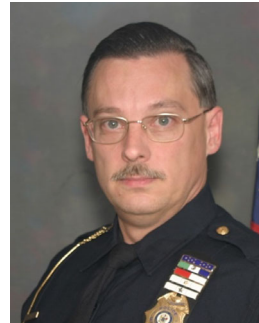
Debra J. Piehl,
Senior Analytical Specialist
International Association of
Directors of Law Enforcement
Standards and Training (IADLEST)

Debra Piehl is currently working nationally and internationally to support the implementation of crime analysis, analysis-driven operations and CompStat at local, regional and federal levels.

Ms. Piehl most recently served as the senior crime analyst in the Office of Crime Control Strategies for the New York City Police Department (NYPD). She also was responsible for coordinating the selecting, hiring, training and supervising of NYPD's first civilian crime analysts. The analysts are very directly involved in the CompStat management process and prepare the Commanders for regular CompStat meetings. She also was a research and policy analyst for the Criminal Justice Coordinating Council for the District of Columbia in Washington, DC. In this role she supported a number of projects related to criminal history records, combating gun violence and coordinated the activities of the DC Statistical Analysis Center (SAC) interagency advisory committee. Prior to joining CJCC, Debra served as the Analytical Specialist for Data-Driven Approaches to Crime and Traffic Safety (DDACTS).

Debra served for over five years as the CompStat Director of the Massachusetts State Police and previously as an Intelligence Analyst Supervisor in the Commonwealth Fusion Center, and prior to that, she served as a research and policy analyst for the Criminal Justice Coordinating Council for the District of Columbia in Washington, DC., and Director of Planning & Research at the Newton Police Department where she implemented CompStat and was a CALEA Accreditation Manager.

Ms. Pheil is a recipient of the first annual 2019 Bryan Hill IACA Memorial Scholarship in recognition of her efforts to support and mentor crime analysts around the world; and the International Association of Crime Analysts (IACA) 2017 2010, and 2003 President's Award in recognition of her meritorious contributions to the crime analysis profession.



Comdr. (Ret.) Daniel A. Howard,
IADLEST- Texas Project Manager
International Association of
Directors of Law Enforcement
Standards and Training (IADLEST)

Daniel Howard is a recognized law enforcement administrator, recognized national and international law enforcement trainer, and national traffic safety project manager with

four decades of experience in the public safety field. His experience includes emergency management, emergency medical service, and volunteer fire service, and 25 years of police experience with the Mount Laurel, NJ, police department, 18 of which were in management and command-level positions, including Acting Police Chief.

Daniel was appointed as the Director of Public Safety for the City of Brigantine Beach, New Jersey, where he was responsible for overseeing all the administrative functions for the city's full-time Police and Fire/EMS Departments and the seasonal Beach Patrol component.

Daniel has been a subject matter expert for the nationally recognized Data Driven Approaches to Crime and Traffic Safety (DDACTS) model since 2011, and as such, has facilitated 150+ workshops throughout the country and the Virgin Islands. Currently, he manages two traffic safety projects in Texas, which he developed and is the lead instructor. Daniel has been active in Accreditation for both law enforcement training academies (nationally and internationally) and police agencies as an Assessor and Team Leader. Over the last 25 years, he has prepared and delivered an array of policing, traffic safety and public safety related trainings and presentations, and classes for recruits, experienced officers, and civilians in various learning platforms around the country, in Mexico and the United Arab Emirates. He has been working as an instructor with IIR on the NLERSP and SAFLEO programs since 2022. Daniel received his B.A. and M.A. degrees from Rutgers University, where he has been an adjunct professor since 2005. He remains active in the fire service as a member of his local volunteer fire department.

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IADLEST International and National Instructors

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

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

IADLEST offers two instructor certifications—the National Certified Instructor and the International Certified Instructor. The National Certification is mainly for instructors who teach within the United States.

The International certification is focused on all instructors who teach law enforcement officers in countries outside the United States. It is also helpful for those instructors from the United States who teach in foreign countries as part of the U.S. Department of Justice, U.S. Department of State, U.N. missions, or other assignments where the credibility of instructor qualifications are paramount to securing appointments or recognition of international partner countries. For more information about these certifications, see our webpage.

[CLICK HERE](#)



The 12 Tenets of Training

New

The 12 tenets of training are meant to provide leaders and training personnel with key considerations to assist in identifying training that has been vetted, has proven to be effective, and is taught by qualified, certified, and continually evaluated instructors. Leaders and training personnel should develop a process for applying the checklist of the 12 tenets of training presented below to every course in their agency's training curriculum.

1. Can you clearly articulate the problem that you are trying to solve or prevent through training? (Enter the problem you are trying to solve or prevent below.)

2. Did you review the training curriculum and consider whether the course delivery format (e.g., in person, virtually, lecture, scenarios, etc.) is appropriate to best address the issue you are trying to solve?

yes no

3. Have you considered the length of the course and whether it is appropriate for effectively teaching the learning objectives and achieving the desired outcomes?

yes no

4. Did you review the frequency and duration of the course offerings and consider whether they are the most appropriate for your training goals and time allotment?

yes no

5. Who is providing the training? (Enter below.)

6. Did you research the training provider's background and experience in providing this training?

yes no

If yes, have you considered whether the training will be, or should be, certified by your state's POST, IADLEST, or some other national training certification/accreditation program?

yes no

7. Did you review how the training provider trains and certifies their instructors?

yes no

8. Did you review how the training entity evaluates the quality of their instructors?

yes no

9. Did you review how the training entity evaluates their instructors for consistency in delivery of the training curriculum?

yes no

10. Did you review how often the training curriculum is evaluated, reviewed, and updated to ensure the learning objectives are being taught with the most relevant data?

yes no

11. Have you considered whether the training can be taught to multiple agencies at the same time or if it is agency-specific (e.g., tailored to the internal policies and procedures of a particular law enforcement agency)?

yes no

12. Can you clearly articulate how the training effectively solves or prevents the problem that you identified? (Enter the rationale below.)

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No If you selected 'No' to any of the above questions, your agency may not be ready to deploy this training. We recommend you review the questions and consider methods to strengthen your understanding in these areas before training deployment.

Yes If you selected 'Yes' to all of the above questions, you have successfully applied the 12 tenets of training and are ready to deploy this course.

For more background on developing training, please refer to the [COPS Office](#) or the recent [report](#) on its critical incident review of the active shooter response at Robb Elementary School in Uvalde, Texas.

RESET FORM

This project was supported, in whole or in part, by federal award number 15JCOPS-22-GK-03336-CRIT awarded to CNA by the U.S. Department of Justice, Office of Community Oriented Policing Services. The opinions contained herein are those of the author(s) or contributor(s) and do not necessarily represent the official position or policies of the U.S. Department of Justice. References to specific individuals, agencies, companies, products, or services should not be considered an endorsement by the author(s), the contributor(s), or the U.S. Department of Justice. Rather, the references are illustrations to supplement discussion of the issues.

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

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



Standards & Training Director Magazine

IADLEST

Curriculum Development and Job Task Analysis

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

Phase I: Needs Assessment / JTA Data

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

Phase II: Curriculum Development:

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

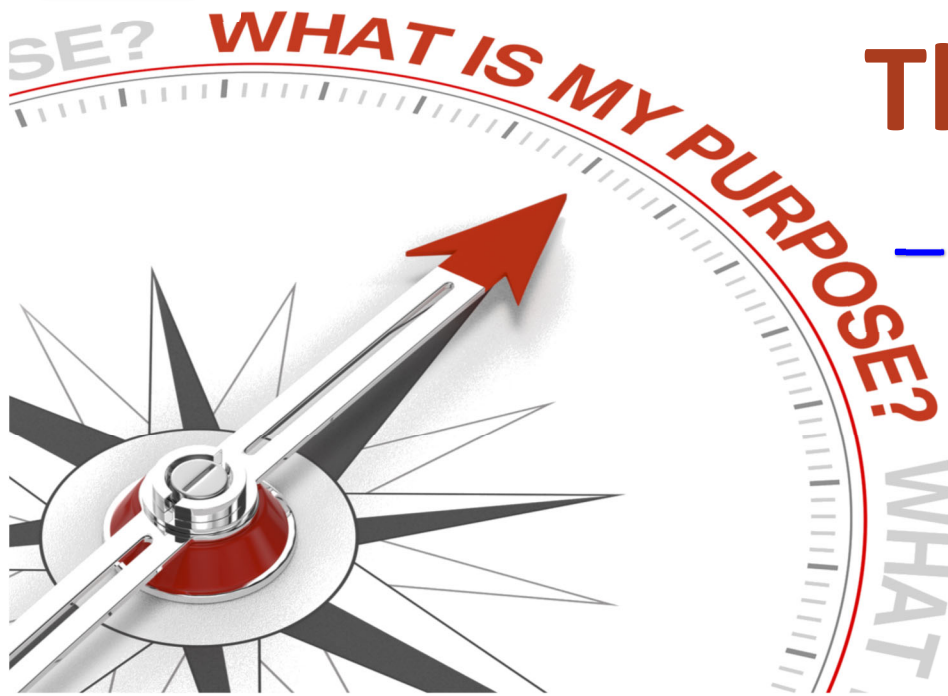
Phase III: Piloting: IADLEST will provide train-the-trainer sessions and on-site technical support to pilot the new curriculum. Piloting is used to evaluate curriculum efficacy, logistics, and make any needed revisions before full implantation. Piloting also includes test instrument validation through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

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

View our

[Curriculum Development and JTA Flyer](#)





The Trainer:

- Instructor
- Role Model
- Advocate for Doing
the Right Thing, the
Right Way
- Guide, Handler,
Mentor, Advisor, Coach,
&
Leader

As a trainer within the law enforcement profession, you have spent hours learning and gaining experience in the topic(s) you teach to others. You have persisted in acquiring expertise through attending instructor development courses and topic-specific courses, achieving specialized knowledge in a field needed to sustain the future of your profession. You're a trainer, but have you really thought about the breadth of what being a trainer entails beyond the lessons you teach? What is your purpose?

One of the quintessential attributes of law enforcement officers that POST agencies certify or license as trainers (instructors), is being a person of good character, whose mantra is doing the right thing, who is known for honesty and who holds the ethics of the profession above their personal interests or desires, who pursues the improvement of others among their standing goals, and who is willing to share their knowledge and experience and morals to influence other officers in their career development.

Police instructors become the mentors, advisors, coaches, and guides for other officers. In other words, they are among those who share the profound duty to stand as the police image and project unto others the expectations that all in the public demand from their law enforcement servants.

Most officers who instruct and are given the authority to teach recruits and veteran officers through POST and agency training programs, are recognized by their peers

as being very good at their jobs. However, it seems that at times, there are a few who may begin teaching for the right reasons but later falter and take the process of training others to illegitimate ends. Such has been the case in more than one state over the past. Having those who fulfill the roles of trainers to become tainted in the controversy of improper or illicit behavior does little to serve law enforcement in the eyes of the public. Once uncovered, their misdeeds ultimately become identified by the news media to the humiliation of all police servants nationwide.¹ The failings of trainers or officers engaged in required training are issues we must constantly strive to dissuade.

Academy and agency training cadres must be constantly mindful that they serve essential functions within the law enforcement community. They're expected to be even more diligent in living up to the morals and ethical

Continued on page 39

responsibilities we expect of all officers. We need to constantly teach the *ethics of instructors* as a mandate within all instructor certification courses. Why? Because instructors influence those they teach, especially those instructors considered experts in their field and known throughout their state for the topics they teach. Other officers look up to them as symbols of goodness, as role models of knowledge, expertise, and behavior—of being the image of an ideal “cop’s cop.” Through their persistence toward acquiring knowledge and strengthening the profession, instructors develop themselves into what most other officers consider a leader. Intended or not, instructors are looked up to as leaders.

Over time, those that teach regularly will be among the individuals that law enforcement selects to become police managers or directors of agency training sections, academies, or POST agencies. The promotions offered as a reward for their continued interest, service, and dedication toward teaching others the nuances of police work.

It’s POST, academy, and agency administrators’ duty, as standard-bearers of training for our police servants, to ensure that those who we assign to instruct law enforcement officers have, themselves, the character and fortitude to train others the right way for the right reasons, to carry their morals and ethics high on their shoulders, and to persevere to maintain the professional image that all of us expect from those in law enforcement, now and in the future. ~

¹ Examples: October 5, 2010 — Police academy suspended, investigated for testing ...; February 3, 2017 — AP — Cheating, misconduct at ...police academy, The 47-page report suggested that the practice had become commonplace, and listed at least six instructors who said they had provided answers to cadets in advance for one reason or another, <https://apnews.com/general-news-c572d6e36948401fb6f08b4fd4b6d04a>; August 1, 2024 — University Herald Staff — North Carolina Community College Suspends Police Program Over Violent Training and Falsified Records, <https://www.universityherald.com/articles/79153/20240801/north-carolina-community-college-suspends-police-violent-training-video.htm>; and August 5, 2024 — KTZV News Channel — Dozens of instructors ... at academies have serious complaints against them, investigation shows, <https://ktzv.com/cnn-regional/2024/08/05/dozens-of-instructors-at-massachusetts-police-academies-have-serious-complaints-against-them-investigation-shows/>; and November 19, 2024 — CBS News — ... police officers reported as not taking required training mandated by the ... Police Training Counsel. Dozens of officers accused of bypass-

ing mandatory online training to be reported to POST for action. It’s an ethics violation for those who are suppose to enforce the state laws. <https://www.cbsnews.com/boston/search/?q=Police+training>.

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About the Webinar Series

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

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



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

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

Continued on page 41



About Our Presenters

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

Webinar Sponsorship Responsibilities

IADLEST will provide:

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

In-Context Learning
Thursday, October 19th
1:00pm – 2:00pm ET
2023

DESCRIPTION:
In-context learning is a contextual method of training that assesses contextual elements of the environment in which the learner operates, provides a safe and controlled environment in which to practice, and provides immediate feedback. This method requires the learner to process complex, multi-step tasks in a real-world environment. This method is primarily used in the military, law enforcement, and emergency services. It is a highly effective training method that allows for the development of skills and knowledge in a safe and controlled environment. This method is also used in the medical field, aviation, and other high-stakes environments.

LEARNING OBJECTIVES:
1. Discuss the independent relationship between valid training and valid assessment in the context of a law enforcement officer.
2. Discuss the relationship between process-based learning and outcome-based learning from the perspective of training transfer.
3. Define and differentiate the factors and parameters of contextual elements in the context of the law enforcement training environment.
4. Explain in-context learning environments to discipline and post-event learning.

INSTRUCTOR:
JESSE CURTIS is the Deputy Director of the Western Law Enforcement Academy. Jesse has been a full-time trainer at WLEA since 2010, primarily specializing in tactical, force, and risk, and secondarily in leadership and training development. He has been a full-time instructor in training development for 10 years and has been a full-time instructor in training development for 10 years.

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REGISTRATION LINK:
<https://www.trainingpartners.com/course/2023/10/19/in-context-learning>

WE ARE MEASURING THE WRONG THINGS
Thursday, December 14th
1:00pm – 2:00pm ET
2023

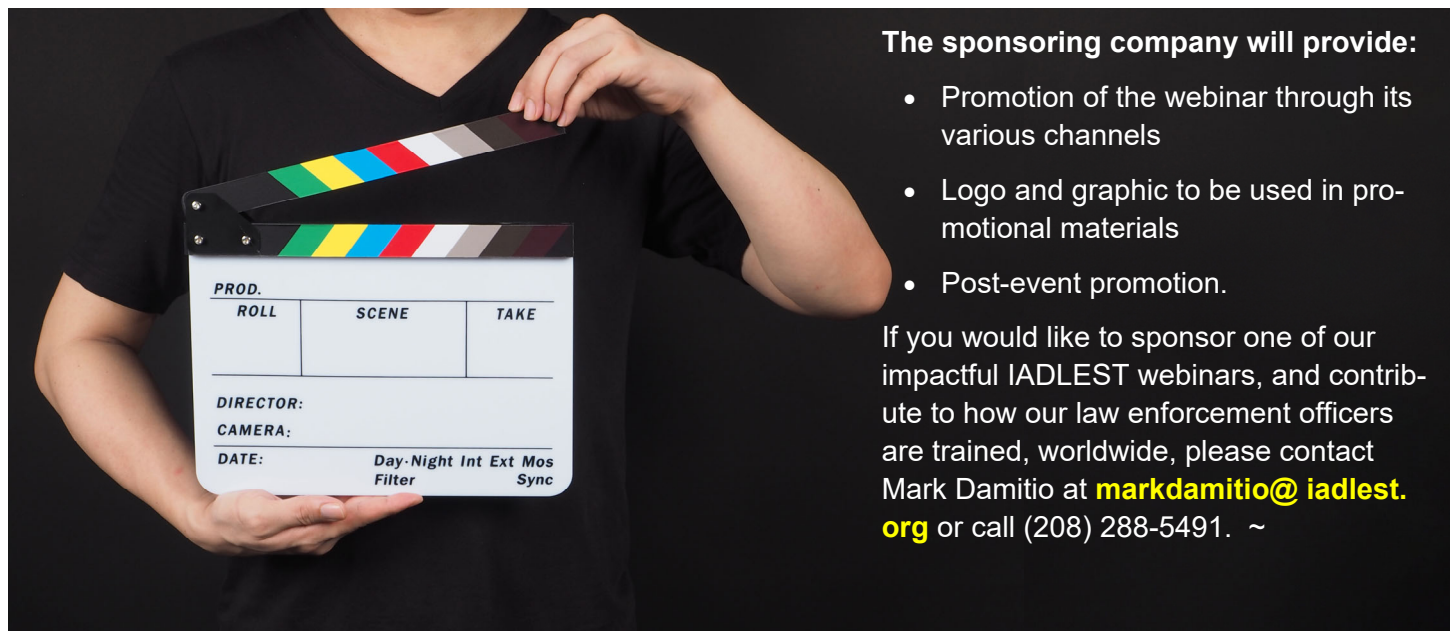
DESCRIPTION:
Law enforcement officers claim that how police law enforcement is performing is getting worse. The problem is they are measuring the wrong things. In this webinar, we will look at how law enforcement is measuring the wrong things, how training is measuring the wrong things, and how training measurement should be changed to fit the reality of law enforcement.
Correcting performance measurement for law enforcement and training can provide greater insight into the effectiveness of police, highway in LEAs, and other public safety agencies for measuring the effectiveness of training.

LEARNING OBJECTIVES:
• Receive information on the problems with using current research trends, the problems with research data.
• Learn how to create performance measurement standards that will provide better data, police readiness, and change how training efficacy is measured.

INSTRUCTOR:
RICK JACOBS is the Director of the Western Law Enforcement Academy. Rick is a seasoned law enforcement instructor, has been a full-time faculty at Western Law Enforcement Academy for over 10 years, and has been a full-time instructor at the Western Law Enforcement Academy for over 10 years. He has been a full-time instructor at the Western Law Enforcement Academy for over 10 years. He has been a full-time instructor at the Western Law Enforcement Academy for over 10 years. He has been a full-time instructor at the Western Law Enforcement Academy for over 10 years.

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REGISTRATION LINK:
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- Promotion of the webinar through its various channels
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- Post-event promotion.

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Interviewing School-Aged Children: Practical Advice for Educators and Law Enforcement

By Alan Miller



Fearing the potential threat from an armed student, or former student, entering one of our schools, anywhere in the US, requires us to be proactive. Investigations into past school shootings indicate other students knew certain information that could have helped school officials and law enforcement identify and prevent these horrible events. An important, and highly effective, way to uncover information about troubled students, students who bring weapons to school and even students who may need intervention is to effectively interview school-aged children. I learned a long time ago how kids know things that are going on but they are not always willing to 'tell.' To get them to tell relies on us, the adults, especially educators and law enforcement.

Interviewing school-aged children presents unique challenges to school officials, child advocates, and law enforcement. Even parents will tell you it's hard to get information from their own kids. Typical interviewing techniques that may work with adults may not be as effective with school-aged children. With the extensive use of the Internet and social media by school-aged children (K through 8th Grade) today, they see and experience the world drastically different than previous generations and today's adults. With this understanding, and the pressures, problems, and social media bullying children face, the need to conduct effective interviews with school-aged children has never been more important.

As professionals, we need to learn more about children's knowledge, how they perceive the world, how they perceive how they fit into society, and peer groups, and how they view adults through their unique lens. This is immensely important since

About the Author

Alan Miller, a 14-year Reserve Deputy Sheriff, is a recently retired school superintendent, former principal, and experienced former teacher with over 31 years in the education system. He has successfully interviewed thousands of school-aged children involved in a variety of issues and incidents, such as Child Abuse, Drug Abuse, Alcohol Abuse, Disruptive Behavior, Violence, Potential Violence, Weapon Possession, and more. Mr. Miller is a frequent lecturer and subject matter expert providing training to law enforcement, educators, child advocate groups, and community groups. He served as a board member of the Iowa Association of School Resource Officers (IASRO) and a member of the National Association of School Resource Officers (NASRO). He was a featured lecturer at the 2021 Advanced Law Enforcement Rapid Response Training (ALERRT) National Convention in Nashville, TN, and the 2022 National Association of School Recourse Officers National Safety Conference in Aurora, CO.



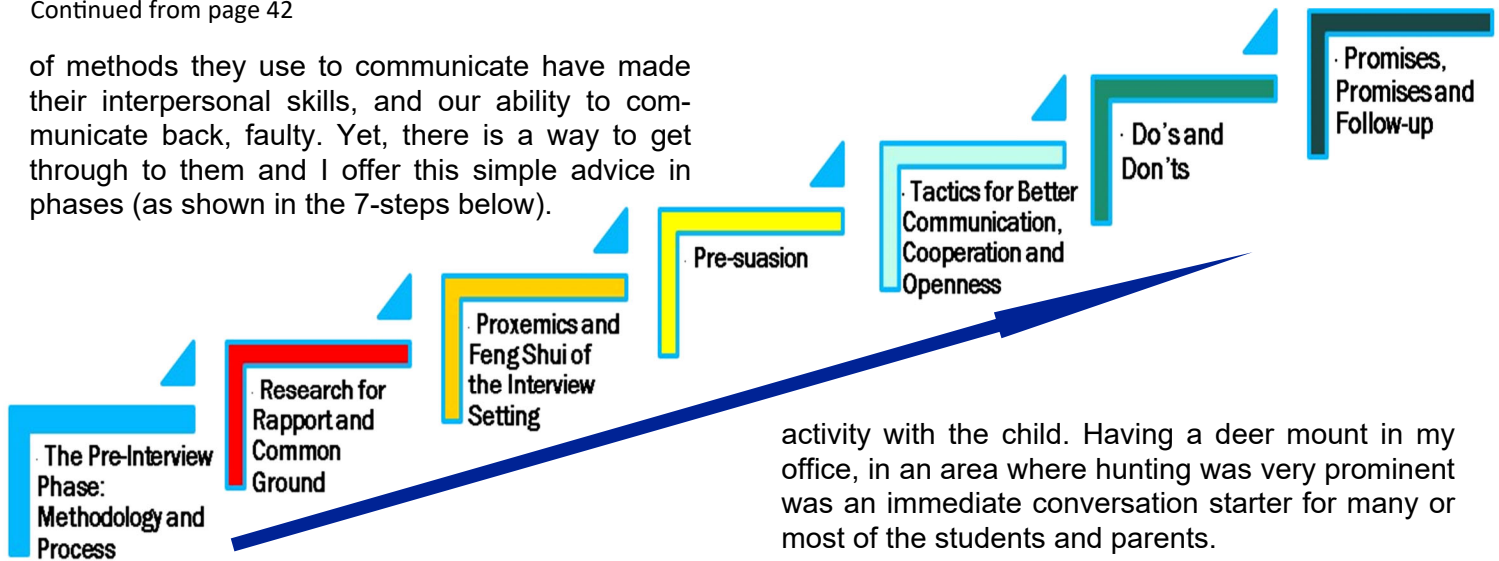
Mr. Miller is a tenured instructor and Vice President of Virtual Training for *Homefront Protective Group*, a New York City-based law enforcement training company. You can contact him by email at online@homefrontprotect.com or through the company's website at www.homefrontprotect.com.

children expect and trust adults, to protect them from danger and prevent situations that can put them at risk. Furthermore, children need to be protected, sometimes, from themselves. They need to be protected from bad decisions, peer influences, and a variety of risky behaviors. This protection will often come from speaking to children, whether in a formal interview or during a casual conversation. In fact, we may all be surprised about the most common complaint children, even those as old as 18, make about their relationships (personal and professional) with adults. They say, "You don't listen to me!" "You don't let me talk!"

Undoubtedly, there are many schools of thought for 'getting through' to kids, whether in an interview, a casual interaction, or while investigating a crime or school discipline issue. We all know the difficulties getting kids, today, to communicate and how much more difficult it is to get them to communicate with us. Surely, we have all complained about how texting and social media have rendered our youth incapable, or lacking, in the social skill of verbal communication. The way they communicate, why they communicate, problem solve, and the choice

Continued on page 43

of methods they use to communicate have made their interpersonal skills, and our ability to communicate back, faulty. Yet, there is a way to get through to them and I offer this simple advice in phases (as shown in the 7-steps below).



The Pre-Interview Stage: Methodology and Process

My pre-interviews don't involve the child. It involves anyone who can give me some 'background' information on the child. Anything, like scholastic files, athletic files, pictures the child has drawn, talking to teachers, religious leaders who know the child, and looking at their social media. You might be thinking, *"most young school-aged kids can't have social media. Its age-restricted."* If you are thinking this, you are correct. However, I have found many, many Facebook accounts, some created by the parents, and some created by the kids. I have found many social media accounts the kids created themselves and the parents were truly, or allegedly, unaware.

This pre-interview also includes further preparation by obtaining, or having readily accessible, anything useful in helping to make the interview process successful. It is very helpful for interviewing a school-aged child. This includes old pictures of me when I was in school, pictures of me in my football and Tae Kwon Do uniform, and any prop, toy, game, doll, stuffed animal, or item that can break the ice or make the child relax or relate. For instance, a few age-appropriate video games on hand can further a feeling of common ground or spark a conversation where the child does most of the talking. For me, a squeeze stress ball is often my go-to prop. Most of the time, I'll have the same type of stress ball in my hand to help share the

activity with the child. Having a deer mount in my office, in an area where hunting was very prominent was an immediate conversation starter for many or most of the students and parents.

The more effort placed during the pre-interview phase, the better the chance of making the child feel comfortable and increases the probability of a successful interview. Part of the pre-interview process is conducting research which will help in the effort to develop rapport and common ground, as well as other important factors for use in 'getting through' to the child and finding their motivations and influences. Since it is so important, Research for Rapport and Common Ground is listed next in its own phase.

Research for Rapport and Common Ground

In business and law enforcement-related interviewing and interrogation, it would be a normal practice for the interviewer to do some research about the person or people similar to the person to be interviewed. The research will greatly help with rapport building, establishing common ground (*Hey, I'm a lot like you. We have so much in common*), finding the person's motivation, and more. With children, this may be more useful because adults, especially today, are less similar to children than previous generations. Social media, video games, texting, sexting, cyberbullying, participation trophies, and much more have created a huge gap of understanding. Thus, as much as you can learn about children in certain age groups the better the chance of being successful.

An example where research helped me when I was interviewing a pre-teen student about his plummeting grades and truancy behavior, helps illustrate my point. Travis (not his real name) was always a good student and seldom, if ever, missed a day at school. His teacher came to me about Travis's significantly dropping grades and her feeling that Travis was under a lot of pressure at home. The type of pressure he was under, eluded her and Travis just kept telling her he had been sick. When I

The more effort placed during the pre-interview phase, the better the chance of making the child feel comfortable and increases the probability of a successful interview.

summoned Travis to my office, he seemed withdrawn and not his usual good-postured self. I knew that Travis played football on the school team, and he was an average player and enjoyed outdoor activities. However, I discovered he had not been showing up for most of the practices recently.

As Travis sat in my office, I started the rapport-building and common-ground process but, more importantly, I wanted to set the stage for how Travis and I were so much alike. We discussed football and I showed him deer pictures captured on my trail cameras. While Travis's posture seemed to perk up, he remained quiet and still slightly slouched. My research also revealed that Travis lived on a small farm with his parents and two younger siblings. Travis helped out on the farm. I learned Travis's father was a drinker and had been arrested for drunk driving about six weeks prior. My assumption, which turned out to be wrong, was that Travis's father was being abusive and it was causing the problem. Yet, the only way to truly find out was to get it out of Travis.

After talking about our experiences as football players and time spent in the woods, I decided to avoid talking to him about his grades, truancy, and potential problems at home. Travis seemed to feel relieved about my failure to avoid pressuring him to talk about himself. We spent several minutes discussing football and hunting, and he began to speak more freely. I told Travis that growing up on a dairy and row crop farm, sports and hunting were not important to my parents. Travis looked at me and told me he felt bad for me. I asked him why. He said he knows what it's like to not have the support of your family and stop doing the things you enjoy.

Travis described his daily chores on the farm and how his father doesn't always get out of bed to help. Travis told me his dad is a good man and a hard worker, but his drinking makes him too tired and sick to work the farm the way he always did. Travis has to pick up his father's slack. He said he loved his father. I now knew this is what has been affecting his schoolwork, his health, and his extracurricular activities. This guided me to spend a vast amount of time listening to Travis so I could better understand the facts of his problems and use the information to get the help he and his family needed.

Proxemics and Feng Shui of the Interview Setting

Where you sit, how you sit, where the child sits, and how the child sits can significantly contribute to the success of the interview. Like in the case of law

enforcement interviewing, a desk between you and the child can relay one or more negative messages. Think about it. However, sitting across from the child in close proximity with no object in between may be too intense for the child or the situation at hand. It is best to take every child and interview as a unique opportunity to use the most effective and comfortable method for sitting within proximity of the child. And yes, I said sitting! When people stand up while interacting, even in a conversation, it never lasts too long, and it can be very uncomfortable for the person who lacks authority.



The interview setting should have its own version of Feng Shui, an ancient Chinese traditional practice of using the energy of an environment to put it in harmony with people. Its purpose is to improve health, wealth, happiness, long life, and family. What am I talking about, you must be thinking? Well, what I really mean is to find a place to interview the child that makes it comfortable for both of you and has all the things needed to ensure a comfortable, confidential, and safe-feeling environment. Whether a room, office or secure area, find the best one for your needs.

When interviewing the children in my days as a Principal or Superintendent, the interview settings varied as much as their Feng Shui abilities. For older students, my office mostly worked best. They understand my position and are less fearful of the setting. Sometimes, when interviewing student-athletes an empty gym helps create an atmosphere they can relate to as well as a place where they may realize there is something to lose by not cooperating. It has subconscious value, but it is not meant to be intimidating. For younger children, play areas and fun classrooms worked well for me.

Pre-suasion: Prefacing your message to gain interest, influence, and acceptance

Robert Cialdini, Ph.D., a social psychologist, and author of *Influence and Pre-suasion*, reveals the power of influencing people to accept a message when the speaker pre-suades the audience about the message. Unlike rapport, often done by an interviewer at the beginning of an interview, pre-suasion, done before the interview with school-aged children, sets the stage for the forthcoming message. Even though the message has not yet been delivered, it becomes attractive to the child because the pre-provided influence makes the message attractive to the child. I have used this with great success over the years in a school setting as a teacher, a principal, and a superintendent. The technique with kids is similar as with adults. The pre-suasion can be established in the form of a variety of strategies which Cialdini details in his books.

To best illustrate the use of **pre-suasion**, and only one of its strategies, I will provide a brief explanation of an interview I conducted with a 4th grader. Ben (not his real name) was getting into minor fights in the school. It was apparent he was angry, and this anger wasn't directed towards the other students nor his teachers. I called him into my office for a chat. My tone was friendly, but I let him know I was chatting with him to help him figure out why he was getting into so many fights in school. I pre-suaded him into accepting my forthcoming message of refraining from fighting, yet I knew his anger would still be there. Here is how I did it. I said, *"Ben, I know these fights you have been getting into are not your fault. I did the same thing when I was your age. I was getting into fights in school, but I was mad at what was happening to me at home. I watched his eyes open wide. How about, before I learn about what is going on with you, you help me understand what was going on with me. Can you help me first?"*

Ben immediately started asking me questions. The tactic of pre-suasion, I used with Ben is what Cialdini refers to as "reciprocity." In other words, I will do something for you, and you will feel you have to reciprocate. In this case, I used reverse reciprocity to get Ben to start talking. To make a short story short, Ben started asking me questions like, *"Did your dad always yell at you for no reason? Did your dad hit you with the belt? Did he hit your mom?"* Ben, in his attempt to help me, revealed so much to me. He even showed me his bruises in his attempt to ask me if I had gotten bruises. From

here, I had enough information to now find the underlying cause of Ben's problems and get him the help he needed.

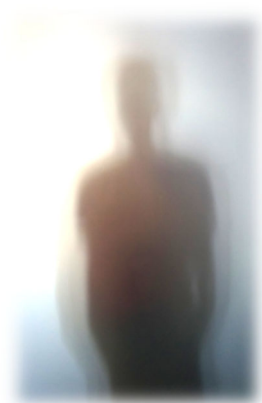
Tactics for Better Communication, Cooperation and Openness

Communication is a two-way street, and it is so important to understand this when interviewing a child, or anyone for that matter. As mentioned elsewhere in this article, children often feel adults just don't listen to them. In fact, I read a provocative, yet highly believable, piece of writing by a high school student discussing school shooters with his parent. His explanation about the motivation behind many school shooters is the thing every kid complains about, **"feeling invisible."** He

explains that these kids who perpetrate school shootings are seeking attention because they feel no one, especially the adults in their lives, listens. You know what, he may be right. Do we as adults, especially those in authority, truly spend the time and effort to listen to kids? Or do we spend much of our interactions talking to them rather than with them?

Listening effectively and proactively works. Listening to what the child has to say, even when you feel that they are not saying anything, can help greatly. This is called perceptive listening. Listening to what is not said, and carefully evaluating the body language of a child when they are speaking. Evaluating whether the body language and the things they are saying are congruent (consistent with each other) can help listen and understand volumes. I can go on for a long time on listening to include proactive listening, persuasive listening, and aggressive listening, but you get the picture of the importance of listening.

Patience, Persistence, and Postponement is a skill, or a set of skills, useful in interviewing school-aged children. Patience is not only a virtue but is a skill, a tactic, to be practiced. Patience will help you take your time with the interview and avoid rushing to get to the facts. Lack of patience on your part can cause a child to shut down or become nervous. Persistence is the ability to continue the interview and follow your plan regardless of how long it is taking and how resistant the child appears. Postponement is the ability to know when patience and persistence, though applied properly and well-



intentioned, are not working and it is time to postpone or continue the interview at a later time or date.

Personalization is the tactic of humanizing yourself to the child by telling them something or several things about you, especially anything to which they can relate. This can be extremely effective with children dealing with problems at home, bullying, or other stressful issues. It can also be effective when you are trying to obtain intelligence since people, even children, are more comfortable sharing secrets with someone who has shared important personal information with them.



Do's and Don'ts

Do always show respect. Show the child how you use respect as your currency. Your standard operating procedure is respect. This will speak volumes about you and what you expect from the child. Your respect teaches the child, especially during an interview, that you are the right type of adult or authority. A respectful interview conducted by a respectful interviewer contributes to a fruitful exchange of information and getting to the truth.

Sometimes, interviews, especially those that involve emotional people and stressful issues, can result in one or more of the people involved becoming argumentative or loud. Don't fall for it. Don't meet shouting with shouting. There is nothing more difficult to watch than an authority figure, such as a police officer or a teacher, arguing with someone, especially with a child. The argument says more about the adult than the child. A shouting match has no winner. An effective way to respond to someone who becomes loud or is shouting is to pause before responding or to avoid responding at all. Where does it say that you have to respond immediately to everything someone says to you? It doesn't say it anywhere. Sometimes it's more effective to let someone vent, or calm down than to respond to their emotional or irrational outbursts. It will definitely avoid escalation of the situation.

Promises, Promises and Follow-up

Remember not to promise anything you can't fully provide. A child will expect you to live up to any

promise you make and will lose respect for you when you don't. When you promised something which you intended to carry out, make sure you follow up with the child, so they know you lived up to your word. If you make a promise, keep it.

Working with parents before, during, and after the interview

Legally, law enforcement and some other professionals need a parent's permission or to have a parent present before interviewing a child. The age varies from state to state, and organization policies vary even more. However, to maintain trust, integrity of the interview, respect of the parents, and trust of the child, it is best to work with the child's parents to set up any interview involving a crime or a serious issue. This will help establish yourself as a fair and honest official who works within the system and the law to protect all involved.

Bottom Line

Today's children are influenced by and face a myriad of issues, including issues too complex for educators and psychologists. On many of these issues, educators, psychologists, sociologists, medical doctors, and parents disagree. We have all experienced or read about these issues facing today's school-aged children, whether they are issues of gender identity, bullying, suicide, abuse, sexting, and a host of others. The bottom line, or goal, must always be the welfare of the child. Your decision, based on what you uncover through an interview with a child, must always guide you to ensure the child's well-being.

Conclusion

There are dozens of tactics included in this interview process that were not mentioned. Many of the tactics involve the use of psychological suggestions and influence which can lead to cooperation and the facilitation of fruitful conversations. The important thing to remember about interviewing school-aged children is to treat them in a manner appropriate to their age and cognitive abilities. It is also important to realize every interview between you and a child may be viewed, by the child, as adversarial and an interview where they are in trouble. This belief by the child can easily lead to evasive answers, embellishments, lying, and quiet. If you can alleviate the adversarial feeling you have a better chance of conducting a successful interview. Furthermore, every interview by a teacher or law enforcement is an opportunity to teach respect, by showing respect. ~

Often law enforcement officers who have been trained and certified by one state desire to relocate to another state. These individuals question whether their training will be accepted by the new state's POST and want to know the new state's certification process.

Most, but not all, states do give credit for previous training.

IADLEST has developed a reciprocity handbook as a resource to law enforcement training managers and others interested in the different states' requirements.



International Association of
Directors of Law Enforcement
Standards and Training

Reciprocity Handbook

This handbook contains information gathered from the 50 state law enforcement officer standards and training organizations. The reciprocity requirements are listed for the certification and licensing of law enforcement officers for each agency.

The Reciprocity Handbook has been revised for 2024.

If you're a member of IADLEST, you can download the PDF version of the Handbook here:

[2024 Reciprocity Handbook - Members PDF Version](#)

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[2024 Reciprocity Handbook - Non-Members Print Version](#)

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



From Academy to Career: The POWER of Wellness in Law Enforcement

Michael D. Schlosser, Ph.D. and Daniel M. Blumberg, Ph.D.

In what some may see as a capitulation to the “woke” movement, the Illinois Law Enforcement Training & Standards Board (ILETSB) has emphasized the importance of officer wellness, not just during police academy training but throughout officers’ entire careers. Recognizing that comprehensive wellness—physical, mental, and emotional—is crucial for both the health of officers and their effectiveness on the job, ILETSB has adopted a progressive stance on the issue. Their initiatives include mandatory wellness and resilience courses for recruits and veteran officers alike. Additionally, each recruit at every law enforcement training academy in Illinois receives a copy of a wellness-focused book, *The POWER Manual*, (Blumberg, Papazoglou, & Schlosser, 2021), reinforcing the board’s commitment to this vital aspect of policing.

The skeptics about ILETSB’s efforts to whom we refer are the old-school, hardline paramilitary-training enthusiasts who dominated police academies when we began our careers in the 1980’s. Back then, the mindset was “if you can’t handle the stress, you aren’t cut out for the job.” In fact, many law enforcement leaders balked at the idea of stress management training for officers for just that reason. Fortunately, times have changed for the better, and officer wellness has become a fundamental priority in agencies across the country. In this brief article, we describe some of the short-term and long-term benefits of Illinois’ bold decision to introduce officer wellness concepts during academy training. Additionally, we provide some evidence that instilling the principles from this book at the earliest stages of a law enforcement career,

combined with a broader and dedicated organizational culture of wellness, ethics, and resilience, is a sound business decision, which reduces employee turnover and, in turn, increases employee retention.

The current pool of applicants from which law enforcement agencies find suitable new hires has, for many years, shrunk considerably. The reasons for this are complex and cannot be attributed only to generational differences in today’s young adults. This new reality has forced agencies to find creative ways to recruit acceptable candidates, and, most importantly, to shift how they train their newly hired recruits (Blumberg et. al., 2019). After the immense time and expense spent on recruiting and hiring, the last thing agencies can afford is to lose their recruits during training. More specifically, academy staff no longer have the luxury of training models that emphasize washing out those who can’t cut it. Instead, academy staff find themselves as partners in agencies’ retention efforts. Without compromising the core components of a comprehensive law enforcement academy experience, training has adapted to prepare recruits for the realities of contemporary policing. In simple terms, the academy cannot train in a vacuum; it must train recruits to be physically, cognitively, emotionally, and ethically ready to face life on today’s streets (Blumberg, Papazoglou, and Schlosser, 2021).

One way for academies to accomplish this is to directly focus on these concepts in every training domain. Recruits can experience during training the physical demands of their future job, and by exten-

Continued on page 50

sion, the physical condition they should maintain to remain as healthy as possible during their career. Likewise, training should confront recruits with the cognitive, emotional, social, and ethical challenges they routinely will face on the job and provide the skills necessary to successfully cope with them. This entails no change in the content of training, but it may require some modifications in the way academy staff delivers the training. Specifically, at every turn, recruits should be required to think about and discuss the ways in which training is challenging them on psychological, emotional, social, and spiritual levels. More broadly, academy staff can help recruits identify and prepare for the ways the job will tax them on each of these levels.

The analogy to this is sports psychology. In the past, physical ability alone was expected to take an athlete to elite heights. But this is not, and really never was, enough. Champions have more than athletic prowess; they have a mental edge and the ability to cope with the pressure of competition. However, not all champions come by this naturally, which led to the creation of the field of sports psychology. Athletes can learn strategies to help them develop the mental edge, to manage the pressure of competition, and to bounce back from adversity. This is exactly what law enforcement recruits need during academy training, namely replacing the paramilitary model with a sports psychology perspective.

Nevertheless, most training officers are not psychologists or social workers, and many academies do not have these specialists on staff. It is unrealistic to expect training officers to fully shoulder the responsibility for this aspect of recruits' preparation. This is where the book provided to recruits by the ILETSB becomes a valuable resource. Following their completion of both the Officer Wellness and Resilience courses and the academy-level Crisis Intervention Training (8-hour CIT Concepts Course)—programs that ILETSB believes are crucial for developing these skills—each recruit receives a copy of the book to reinforce these lessons and support their continued growth.

Recruits can be given these tools and taught how to use the strategies in the book to maintain optimal functioning after leaving the confines of the academy. However, this becomes needlessly difficult when they join an agency that does not support, model, and reinforce the principles contained in the book. Agencies committed to employee retention will continue the focus on

officer wellness, which their new hires established during academy training. This requires law enforcement leaders to recognize the need to establish and maintain an organizational culture of wellness and ethics (Blumberg, Papazoglou, and Schlosser, 2020). One basic step towards this goal is for agencies to view wellness and ethics as a core dimension of competent police performance at every level within the agency. Leaders model healthy functioning and ethical decision-making and support officers' efforts to manage the challenges of the job. Too often, agencies provide wellness training as a way to 'check a box,' offering a one-time session without regard for its long-term impact or grounding in solid research. This superficial approach allows them to claim a commitment to officer wellness while continuing to promote outdated, 'old school' mindsets that resist real change. For academy graduates to truly benefit from the principles introduced in their training, including *The POWER Manual*, it is essential that everyone within the organization genuinely adopts these principles and models them in daily practice. True commitment to wellness means ongoing support and consistent follow-through, ensuring that the training is more than just words—it's a sustained part of the agency's culture.

Some agencies have provided the book to all their sworn employees. This can be beneficial to the individual but have the opposite effect on retention if leaders in the organization are not practicing what they preach. Conversely, other agencies have provided the book in conjunction with a commitment to improving the organizational culture of wellness and ethics. This involves a three-day POWER training, which introduces the principles in the book and applies them to the specific needs of the employees in that agency. An essential feature of this training is the inclusion of the agency's leadership to directly demonstrate their dedication to improving the organization's culture around these core concepts of officer safety and wellness. When training has occurred in this manner and when agency leadership adopts these principles in practice (along with yearly follow-up trainings conducted by in-house training staff), significant improvements in employee satisfaction and retention have been achieved.

Providing *The POWER Manual* to recruits during the academy is only the first step towards keeping them healthy and well-functioning down the road.

Continued on page 51

The wellness and resilience components bolster officers' internal resources, which will reduce voluntary separations. The focus on moral reasoning increases officers' commitment to ethical decision-making, which reduces the likelihood of behavior that leads to involuntary separations. Among many other factors, officers' wellness, ethics, and resilience should become central tenets of every law enforcement agency's concerted efforts at employee retention. ~

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About the Authors

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, po-

lice 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.

Daniel M. Blumberg, Ph.D. is a

licensed clinical psychologist who has spent more than three decades providing all facets of clinical and consulting psychological services to numerous local, state, and federal law enforcement agencies. He is the director of The POWER Project.



In addition to his expertise in workplace stress prevention and trauma recovery, Dr. Blumberg is an authority on the selection, training, and clinical supervision of undercover operatives. His research interests include police integrity, the moral risks of policing, and programs to improve relations between the police and the community.

Dr. Blumberg received his doctorate from Clark University in Worcester, MA and completed his APA-approved pre-doctoral internship at St. John's Hospital in Santa Monica, CA. After a post-doctoral internship with the Los Angeles County Sheriff's Department, Dr. Blumberg was hired as a staff psychologist with the San Diego Police Department.

Dr. Blumberg has given over 100 presentations at national and international conferences and has published over 40 peer-reviewed articles and book chapters. You can contact Dr. Blumberg at Drdanielblumberg@gmail.com or by phone at (858) 449-1953.

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Basic Information About Eyesight Acuity Standards and Law Enforcement

Part I

By William Flink

Years ago, as a street officer, my vision was a little extraordinary among the officers in my department. I could see farther than my police colleagues, and I could read license plates farther than other officers at night. One of my childhood friends became an optometrist. One day, he gave me an eye exam that showed I had 20/10 vision.¹ That answered why I was able to see so well. Most of my colleagues wore glasses.

Later, while working as the Certification Supervisor at Utah POST, several of my counterparts in other state POST agencies and I began conducting research into the legal standing of the various requirements that POST agencies set as their minimum standards for law enforcement employment. Eyesight standards were among those standards of interest because of their influence on key essential functions of the job (patrolling, reporting, testifying, officer survival, the use of force, and the like). Vision standards continue to be of interest, especially as my own vision has deteriorated to wearing glasses.

Part I of this article will address some of the historical efforts to understand and establish standards of vision for law enforcement, ophthalmological factors about vision, vision requirements

that have been set by some states and police departments. In a later edition of this magazine, we will review legal issues addressing vision standards.

Historically

It appears that one of the “earliest reference to [vision standards] seems to be from O.W. Wilson” who, in 1961, “recommended that vision standards allow vision correctable to 20/40, with 20/20 binocular vision.”²

20/20 just means that the person can clearly see a certain letter on the standard eye chart (equivalent to what a person with normal vision should be able to see at 20 feet).³

In a study conducted by the Columbus, Ohio Police Department (1980), researchers found “police perform many different tasks requiring great vision skill.” They found that, “although some skills could not be measured, standards can be developed for acuity, binocularity, color vision, and peripheral vision.”⁴

“Visual acuity standards were obtained from license plate and street sign reading tests. “Standard Ohio sign and license plate data, visual acuity, and other information” revealed that 20/20 to 20/30 vision in both eyes was found to be required for adequate

performance of all tasks. Those with poorer vision should be referred to an optometrist.

It was also recommended “that police departments continue to hire officers with poor uncorrected vision that can be corrected to 20/20.” “However, since officers may be compelled to perform their duty after losing their glasses, face identification and shooting tests were considered at various degrees of acuity.” The study further recommended that “uncorrected vision should be no worse than 20/40 in one eye and 20/200 in the other.”⁵ Finally, color vision should allow officers to recognize all basic colors, peripheral vision should be normal, and the eyes should not be diseased.⁶

It’s well known that “[l]aw enforcement officers spend a good portion of their working hours observing people and events and then report what they see.” They “must respond quickly to events taking place around them, and they “must interpret and react appropriately to the actions of others.”

As such, a “basic tenet of vision standards is that a significant impairment translates into an equally impaired ability to interpret events and react appropriately. Moreover, evidence of poor vision might make officers vulnerable in court. If an officer’s vision becomes open to judgment, so too may the evidence offered based on the officer’s observations.”⁷

By 1981, according to Leah Eve Licher Roper, the “most comprehensive study on the subject of vision standards” was completed in 1980 by J. E. Sheedy. In his conclusion, Sheedy wrote “the work performed by police officers was of such a nature and was completed under such conditions that exist in all forms of weather and times of day, that there should be standards for both uncorrected vision and the final vision after correction.”⁸



The State of Arizona, in 1983, made a set of eyesight comparisons to demonstrate the difference in eyesight standards for potential law enforcement use. The following explains how Arizona derived its information.

As documented in a letter from Hank Shearer, Arizona Law Enforcement Officer Advisory Council (now Arizona POST), to Bob Nardi, Pennsylvania Municipal Police Officers’ Education and Training Commission, on April 23, 1991, it was written:

“[t]he following is a general account of the existence of the color slide illustrations of several levels of visual acuity between 20/20 through 20/400.

Early in 1983, due to increased vision standard waiver requests, it was determined that a color slide series should be developed that, when viewed by our Council, would provide an actual depiction of various visual acuity. This would then allow the Council to see, first hand, the visual acuity of a person seeking certification outside the established standard. At that time, our standard was 20/100, correctable to 20/20 in one eye and 20/30 in the other. Council was receiving numerous waiver requests from persons with vision in the 20/200, 20/300, and 20/400 ranges.

We set our task by consulting with 1) ophthalmologist Paul H. Case, M.D. ... and 2) a local firm called Davis/Eaton Inc., who provided medical photography, medical visual aids, prosthesis, etc.

Dr. Case provided diopters, a unit of measure of the refractive power of lenses equal to the reciprocal of the focal length in 20/20, 20/40, 20/60, 20/100, 20/200, 20/300, and 20/400. These diopters were then provided to ... Davis Eaton, Inc., who, in turn, rephotographed through the respective diopters at predetermined subjects. To achieve the subject matter relevant to law enforcement activities, these ‘props’ were selected: 1) the rear view of an automobile showing the license plate, 2) the uniformed and ununiformed officer displaying a license plate, and two highway signs with no background at 15 feet, and 3) the same subject matter as #2 above, with identifiable background at 28 feet. The subject matters were photographed at their predetermined distances at 20/20.

Later, under laboratory conditions, diopters were installed in front of the camera lens and rephotographed to depict the respective acuities of each subject at the three distances.”... “For expert testimony, I believe any ophthalmologist could speak on the diopter issue. ...”⁹

The result was a set of photographs representing what a person with normal and abnormal vision sees at 15 and 28 feet. Beginning with what a person having normal vision (20/20) would see, then at 20/40, 20/60, 20/100, 20/200, 20/300, and 20/400, respectfully. Some actual slides developed by the State of Arizona are shown on the following page.

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The State of Arizona's testing of the eyesight at 15 feet and 28 feet are represented below. They were part of a law enforcement eyesight acuity demonstration for Arizona's Law Enforcement Officer Advisory Council (ALEOAC). The ophthalmologist determined the following results.

At 15 Feet, 55 mm lens

At 28 Feet, 85 mm lens



20/20 Vision



20/100 Vision



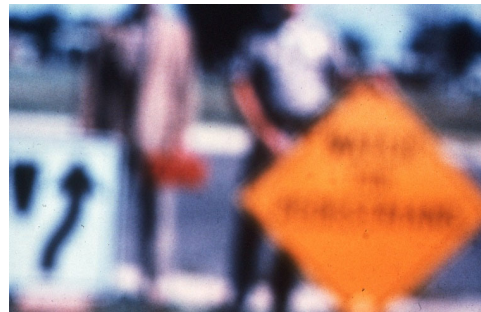
20/40 Vision



20/200 Vision



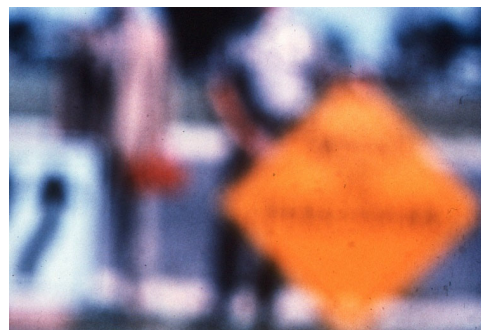
20/60 Vision



20/300 Vision

Police vision standards, as well as impairments, should be based on proven capabilities necessary to fulfill the terms of employment.¹⁰

The State of Arizona's exhibits demonstrate how eyesight acuity can affect law enforcement officers in their daily duties. If an officer has not corrected his/her vision using glasses or contact lenses, the officer's uncorrected vision can impair his/her ability to observe what is occurring accurately. And as indicated before, it can affect reactions to dangerous situations, or how events are perceived in relation to what they write in their reports or while testifying at trial.



20/400 Vision

Continued on page 56

A Significant Study

Also, in October 1983, because many states and municipalities were having “difficulties in establishing and defending” their law enforcement officer vision standards, the American Optometric Association (AOA) published research they commissioned entitled “Recommended Vision Standards for Police Officers.”¹¹ At that time, the study was considered a significant work in defining specific parameters for vision for the law enforcement profession. Its recommendations provided assistance to law enforcement agencies and for the optometrists who consulted with law enforcement.¹²

Other Studies

As the research on eyesight and law enforcement continued, one 1984 study concluded that “while a majority of the 323 police agencies surveyed required some minimum uncorrected standard, 26 percent of the responding departments only required vision be correctable to 20/20. Another 22 percent allowed uncorrected vision of 20/100.”¹³

In another 1984 study, California “POST conducted a vision-oriented job analysis for the position of patrol officer (Briggs, 1984). After interviewing and observing officers in the field, a panel of vision experts developed a list of 17 relevant visual skills.

1. Dark Adaptation	10. Peripheral Vision
2. Identify Objects	11. Motion Detection
3. Identify Large Forms	12. Pursuit
4. Fine Details/Various Light Levels	13. Accommodation
5. Dynamic Near Acuity	14. Light Adaptation
6. Dynamic Far Acuity	15. Depth Perception
7. Static Far Acuity	16. Glare Tolerance,
8. Color Identification	17. Glare Recovery
9. Color Discrimination	

The importance of these skills for patrol officer performance was then rated by 158 incumbent officers (average patrol experience = 5 years) who had been shown slides depicting and illustrating each of the 17 visual skills. The officers were also asked to provide detailed accounts of actual critical incidents based on their personal experiences. The officers produced 1,291 incidents, which involved at

least one of the 17 visual skills.”¹⁴

The visual skills were rated using “the following scale values: 5 = critically important, 4 = very important, 3 = important, 2 = of some importance, 1 = of little importance.” No visual skill was rated less than “important.” Adaptation to the dark was rated as the most important skill. An officer’s peripheral vision was rated as the second most important. During serious incidents, the ability to identify objects was rated the most important skill—with visual pursuit, motion detection, dynamic far acuity, dark adaptation, and peripheral vision rated as significant. The study’s results confirmed the importance of nearly all seventeen visual skills in safe patrol officer duties.¹⁵

There had been several reported court cases regarding eyesight leading up to 1985, mostly favoring the government. In one court decision, in September 1985, the Ohio Court of Appeals rendered a decision in which they documented testimony from Dr. James Sheedy, a primary author of the 1983 AOA study. In its decision, the Court wrote, “*The [city’s] visual acuity standard in question had been adopted subsequent to the investigation and recommendation of Dr. James Sheedy, who was retained by the Columbus Civil Service Commission to determine whether an uncorrected vision standard was necessary for the job of police officer and, if so, to recommend an appropriate standard. Dr. Sheedy’s determination that an uncorrected vision standard was necessary was based in part upon evidence that Columbus police officers in the past have experienced damage to their eyeglasses and have had their glasses knocked off during physical confrontations with suspects. Dr. Sheedy further determined that, a standard of some type being necessary, the appropriate uncorrected vision standard was that of binocular 20/40 visual acuity. Testing indicated that this degree of visual acuity would permit acceptable visual identification of a human face at a distance of approximately twenty feet, while a lesser standard would make facial identification at that distance impossible. The particular standard and distance were chosen because Dr. Sheedy determined that the most critical task performed by a police officer was the use of a firearm, eighty percent of such firearm usage occurring at a distance of twenty feet or less. Furthermore, 20/40 visual acuity is that which is required to operate a motor vehicle in the state of Ohio.*”¹⁶ The court’s decision favored the city.

However, on June 28, 1985, new questions arose when the Wisconsin Supreme Court ruled that an uncorrected vision standard violated the State’s law

prohibiting discrimination against the people with disabilities (*the handicapped*). The sole issue posed in the case was “whether a job applicant, applying for a position as traffic officer with the Brown County’s Sheriff’s Department, rejected because his uncorrected vision of 20/400 in each eye, that did not meet the employer’s standard, was a ‘handicapped’ person afforded protection under the Wisconsin Fair Employment Act (W.F.E.A.). The Court concluded the applicant was a *handicapped* person within the meaning of the Act and must, therefore, be given an individual opportunity to be determined as properly qualified or not qualified for the job.” The decision raised questions regarding the legality of vision standards among some POST agencies with vision requirements.¹⁷

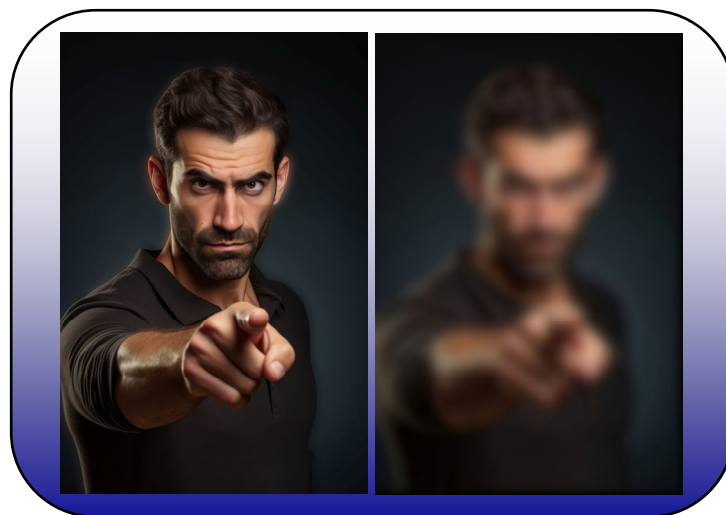
With various court decisions being handed down on vision standards, in 1985, the AOA issued a revision to their *Recommended Vision Standards for Police Officers*. Their research found eyesight acuity standards varied significantly across the nation, with a range of values and that many of the police agencies and organizations had little justification supporting their standards. It was their contention that “[g]ood vision is an undeniable requirement for the proper performance of the duties of a police officer. In order to assure an acceptable level of visual skills for police officers, most municipalities have established minimum visual requirements for police officer applicants.”¹⁸

The AOA also found eyesight acuity standards varied significantly across the nation, (1) having a range of values, and (2) that many of the police agencies and organizations had little justification supporting their standards. It was evident that such findings could create challenges for law enforcement eyesight standards in future court hearings.

It had been a goal of the AOA to produce a resource that would “provide law enforcement with a recommended level of visual skills required for police officers”—“based upon the best data and evidence at that time.” They “were aware that visual standards should be as job related as possible, but not ‘excessively stringent so as to needlessly prevent an applicant from being considered for employment as a police officer.’” Though they did conclude that there “are several aspects of vision and visual skills which are necessary” and should “be met by the police officer.”¹⁹

Tragedy

A year after, there was the tragic event of two FBI Agents slain on April 11, 1986, in a Miami-Dade County, Florida shootout—in which one agent lost his glasses before being slain.²⁰ Afterward, the interest in vision standards increased, as they became recognized for their importance. Law enforcement put vision standards under the microscope and they were examined as a hiring and certification standard to be regulated by several Peace Officer Standards and Training (POST) agencies.



So, again, why are vision standards for law enforcement officers an important standard to consider? As previously explained officer safety ranked at the top of the list—to see points of danger and to respond effectively to the cause of the threat. Other important reasons include, but are not limited to:

1. “The officer must spend many hours behind the wheel of a police vehicle, which requires good depth perception and proper vision;
2. A large portion of police work is visual, such as observing people at all hours of the day or night and in all types of weather;
3. A police officer’s credibility on the witness stand is directly related to the jury’s perception of the officer’s ability to observe and accurately recall events about which the officer is testifying; and
4. Physical skills such as firing a weapon require competent vision.”²¹

From the California Study regarding “the visual skills needed for police officers, Ontario police officers were surveyed and listed the following vision skills table as essential for responding to “impaired drivers, domestic disturbances, and breaking and entering (Shaw & Gledhill, 1995).”²²

Visual Skill
<p>Color Vision</p> <p>Scan for evidence of personal offense such as blood and bruises, changes in complexion, noting details (vehicles, clothes and general description) for evidence and reporting descriptions</p>
<p>Visual Acuity</p> <p>See where people go, get descriptions and details for reporting and evidence, not trip over things, read license plates, see with cruiser lights flashing</p>
<p>Visual Acuity (at night and in poor visibility)</p> <p>See in poor light, night vision, artificial light, see in shadows. See in poor visibility, bad weather conditions, poorly lit environments, smoked windows on vehicles</p>
<p>Peripheral Vision</p>
<p>Visual Acuity and Peripheral Vision</p> <p>Must have good general observation skills - aware of surroundings, multiple inputs, description of person</p>
<p>Depth Perception</p>

and officer safety. Deficiencies can cause visual fatigue, a reduction in reading comprehension, hamper accuracy in evidence search-ing abilities, compound errors in vehicle computer use, and affect officer safety or other critical activities.²⁴

- Visual Tracking** Visual tracking is being able to control eye movements using vision and eye muscles working together. There are two types of tracking: (1) maintaining your focus on moving objects (to follow a moving object and not movement of the head), and (2), switching your focus between two objects (moving or not). Weaknesses in eye movement and eye tracking skills can cause numerous difficulties, with reading and/or poor reading skills, speed, concentration, and comprehension.²⁵

- Convergence Eye Tests, Depth Perception, or Binocular Vision Tests**

Weaknesses in binocular (two-eyed) vision and eye teaming skills can cause numerous difficulties with vision, to include convergence insufficiency (involves the way eyes move together and point inward when you look at nearby objects, such as reading books, tablets, or smartphone screens. It creates an eye coordination problem. The eyes drift outward when looking at objects close-up. Possibly causing double or blurred vision and poor depth perception.²⁶

- Eye Movement Skills** Eye movements show adequate muscle control, tracking, fixation, etc. In the office or classroom, normal eye movements allow rapid and accurate shifting of the eyes along with a line of print or from book to desk to a white board, etc. On the street or in the field, efficient eye movements contribute to eye-hand coordination, visual reaction time, and accurate tracking, all being essential during fast-moving events such as foot or vehicle pursuits and officer safety.²⁷

- Color Perception** About 4.5% of the world’s population is colorblind. Approximately 8% of men are affected, while only about 0.5% of women are affected. About 12 million Americans are afflicted with this vision abnormality. Color blindness is most common among Caucasians, 4.0-6.5% of Asians, about 1.4% of African-Americans, and 2.6% in Hispanics.²⁸ The ability to see or interpret color is essential, though it can be overcome in some instances

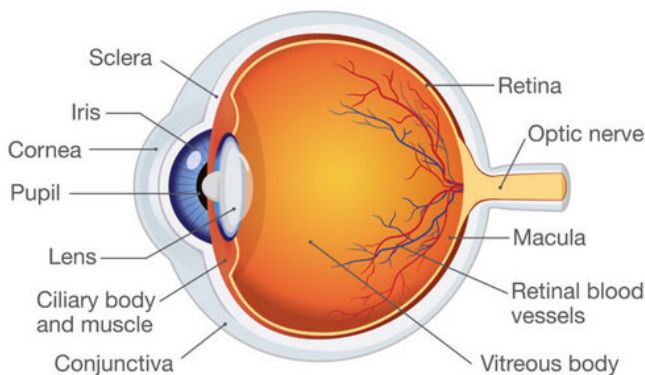
Testing for Visual Acuity²⁹

In the United States, visual acuity is commonly tested using the Snellen Eye Chart (see next page).

Eyesight Anatomy is more than 20/20 Vision

There is more to healthy vision besides 20/20 eyesight.²³

Human Eye Anatomy



A comprehensive vision exam includes testing beyond evaluating eyesight for 20/20 vision. It evaluates many other important visual skills, such as:

- Visual Acuity at Near (Clear Vision)** Is vision clear and single at close distances? Clear sight at short distances is critical to reading, writing, close work, computer use, recognizing and collecting evidence, etc.
- Eye Focusing Skills** Do the eyes maintain clear vision at varying distances? Healthy eyes have a focusing system called “accommodation.” This allows for visual clarity. The eyes are able to easily shift between targets that are near and distance. Rapid, automatic eye focus adjustment is critical to learning, reading, writing, observation,

The red line on the Snellen Eye Chart below draws attention to the 20/20 vision letters.

Snellen Eye Chart

E	1
F P	2
T O Z	3
L P E D	4
P E C F D	5
E D F C Z P	6
F E L O P Z D	7
<u>D E F P O T E C</u>	8
L E F O D P C T	9

Vision testing using the Snellen Eye Chart is usually given at a fixed distance (20 feet or a 10-foot distance). A vision test measurement can also be rendered through a digital eye examination.³⁰ Being able to read line 8 (D E F P O T E C), unaided from 20 feet away, is an example of clear 20/20 vision.

If you read line 8 from 20 feet away while wearing regular glasses or contact lenses, the doctor records your vision (or visual acuity) as 20/20 with best correction.

If the smallest print you can read from 20 feet away is line 3 (T O Z), while wearing regular glasses or contact lenses, your visual acuity is 20/70 with best correction.³¹

"In most states, you need 20/40 vision or better for an unrestricted driver's license. People are 'legally blind'" if their vision with glasses or contacts is 20/200 or worse."³²

An Uncorrectable Vision Loss—Low Vision³³

"Low vision is uncorrectable vision loss that interferes with daily activities. It is better defined in terms of function, rather than [numerical] test results.

- In other words, low vision is "not enough vision to do whatever it is you need to do," which can vary from person to person.
- Most eye care professionals prefer to use the term "low vision" to describe permanently reduced vision that cannot be corrected with regular glasses, contact lenses, medicine, or surgery."

Legal Blindness

Legal Blindness is a 20/200 visual acuity measurement, correlated with the Snellen Eye Chart. "If you can only read line 1 (the big "E") from 20 feet away while wearing your regular glasses or contact lenses," your visual acuity with best correction is 20/200.³⁴

"Legal Blindness" is a definition used by the United States government to determine eligibility for vocational training, rehabilitation, schooling, disability benefits, low vision devices, and tax exemption programs. It's not a *functional low vision definition* and doesn't tell us very much at all about what a person can and cannot see."³⁵

Part 1 of the U.S. definition of legal blindness states this about *visual acuity*:

"Sections 216(i)(1) and 1614(a)(2) of the Social Security Act (Act) define blindness as central visual acuity of 20/200 or less in the better eye with the use of a correcting lens. We use the best-corrected visual acuity for distance in the better eye to determine if the claimant meets this definition.

The Act also provides that we consider an eye that has a visual field limitation such that the widest diameter of the visual field subtends an angle no greater than 20 degrees as having a central visual acuity of 20/200 or less."

Part 2 of the U.S. definition of *visual field* is also referred to as "tunnel vision" in the better-seeing eye.³⁶



Visual Impairment

Another classification of vision, are those conditions that render someone "visually impaired." Visual impairments fall into several categories. Most visual impairments would disqualify an applicant from work as a patrol officer. It's unlikely that many individuals diagnosed with other than a moderate visual impairment would apply for a position as a police patrol officer. A moderate visual impairment is considered to be a visual acuity in the range of 20/70 to 20/160.³⁷

Sample Policies

The chart on the following three pages displays examples of vision requirements of several random law enforcement agencies accessed by the author during May 2024.

Continued on page 61



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The following information comes from law enforcement agency websites and published documents viewed during May 2024.

Scottsdale P.D.³⁸

Vision Uncorrected	20/20 or better
Vision Corrected	20/20 or better, corrected by spectacles or hard contact lenses, if uncorrected acuity is 20/80 or better; or 20/20 or better, corrected by soft contact lenses, if the uncorrected acuity is 20/200 or better.
Color Vision	Vision capable of distinguishing basic color groups against a favorable background.
Peripheral Vision	a. That does not reveal scotoma or quadrantonopia; or b. In which vision perimeter testing is intact at 170 degrees.

Michigan Commission on Law Enforcement Standards³⁹

Vision Uncorrected	Not Listed
Vision Corrected	Possess 20/20 corrected vision in each eye. Acuity may be corrected with glasses or contacts.
Color Vision	Possess normal color vision without the aid of color enhancing lenses.
Peripheral Vision	Possess normal vision function in each eye. Include peripheral vision, depth perception, stereopsis, etc.

Federal Bureau of Investigation⁴⁰

Vision Uncorrected	Your distant visual acuity, corrected or uncorrected, must meet FBI standards, which are 20/20 in one eye and no worse than 20/40 in the other eye.
Vision Corrected	If you have distant visual acuity greater than or equal to 20/100, you must provide medical documentation of successful soft contact lens use for at least one year without significant problems or adverse effects.
Color Vision	If you are Color-Vision deficient, you must successfully complete a Farnsworth D-15 color vision test.
Peripheral Vision	Not Listed
Other	Applicants with recent refractive surgery involving the creation of a corneal flap must wait six months following surgery and complete an ophthalmology evaluation to document complete healing prior to applying for employment.

New York City Police Department⁴¹

Vision Uncorrected	Candidates' vision must be 20/30 or better corrected and at least 20/100 or better uncorrected with each eye tested separately.
Vision Corrected	Candidates who wear corrective lenses must bring their glasses or contact lenses to the examination.
Color Vision	Color vision will also be evaluated. The use of color deficiency corrective devices of any type is prohibited.
Peripheral Vision	Not Listed
Other	Candidates with corrective lenses must bring their glasses or contact lenses to the examination. Color vision will be evaluated. Use of color deficiency corrective devices of any type is prohibited.

San Diego Police Department⁴²

Vision Uncorrected	In all cases, you need to have binocular vision (vision in both eyes), normal visual fields, normal binocular fusion, and freedom from other visual conditions that would interfere with your ability to perform the full range of duties of a Police Officer with the San Diego Police Department.
Vision Corrected	If you wear eyeglasses or hard contact lenses, your uncorrected vision may be no worse than 20/70 both eyes together. Uncorrected vision worse than 20/20 but not worse than 20/70 must be corrected to 20/20 both eyes together. If you wear soft contact lenses and your vision is corrected to 20/20 both eyes together, there is no minimum uncorrected visual acuity requirement.
Color Vision	In all cases, you need an acceptable level of color vision.
Peripheral Vision	Not Listed
Other	If you have undergone radial keratotomy or a similar procedure you must wait one year following your last surgery before you would be medically considered for a Police Recruit or Police Officer position. Your vision must be 20/20 both eyes together. If it is not, it must be corrected to 20/20 both eyes together. You must be free of significant vision problems such as impaired vision at night or under dim lighting conditions, sensitivity to glare, starbursts experience around light sources such as street lights or headlights, progressive regression of visual acuity, daily changes in visual acuity, or other conditions.

Louisville Police Department⁴³

Vision Uncorrected	Corrected vision should be at least 20/30 for both eyes together.
Vision Corrected	Due to likelihood of dislodgement or breakage, candidates who are able to wear glasses must meet an uncorrected standard of 20/100 for both eyes together. Vision with contact lenses is evaluated.
Color Vision	Color vision is evaluated.
Peripheral Vision	Peripheral vision is evaluated.
Other	Depth perception and night blindness are also evaluated.

North Carolina Criminal Justice Education Training Commission and Sheriff's Education and Training Commission
(Rev. 10/2022)⁴⁴

Vision Uncorrected	Corrected vision should be at least 20/30 (Snellen) and should be for both eyes together.
Vision Corrected	Should meet an uncorrected standard not worse than 20/200 (Snellen) for both eyes together. The Examining qualified medical professional should take note of relevant OSHA and NFPA 1500 rules and prohibitions concerning use of contact lenses other than "soft" lenses and use of hard frames. Those candidates who use soft contact lenses, should have successful use for at least one year.
Color Vision	Any color vision deficiency should be noted, however, total color blindness may be grounds for withdrawal of a conditional offer of employment. A candidate should be able to identify images on at least 9 of the first 13 plates of the 24-plate Ishihara test. If the candidate is unable to complete this task, more extensive testing may be performed by a licensed optometrist or ophthalmologist at the candidate's expense (Farnsworth-Munsell 100 Hue-Test or other method of similar efficacy).
Peripheral Vision	Law enforcement and detention officer applicants must have adequate peripheral vision to perform the essential tasks of entry-level law enforcement, detention, and telecommunicator applicants.

North Carolina Criminal Justice Education Training Commission and Sheriff's Education and Training Commission

(Rev. 10/2022) (Continued)⁴⁴

Other

Night Blindness: For law enforcement and detention officer applicants, depth perception should be sufficient to demonstrate normal stereo depth perception with or without correction to the standard: 80 ARC seconds. Refractive Surgery: If the candidate has undergone the procedure and has a history of night blindness, a Night Blindness Test must be conducted by a qualified ophthalmologist. This does not apply to telecommunicator applicants. If you have undergone radial keratotomy or a similar procedure you must wait one year following your last surgery before you would be medically considered for a Police Recruit or Police Officer position. Your vision must be 20/20 both eyes together.

If it is not, it must be corrected to 20/20 both eyes together. You must be free of significant vision problems such as impaired vision at night or under dim lighting conditions, sensitivity to glare, starbursts experience around light sources such as street lights or headlights, progressive regression of visual acuity, daily changes in visual acuity, or other conditions.

To this point, we've laid a basic foundation about eyesight and the significance that good vision has to the law enforcement profession. We've discussed historical studies, noting efforts that formed the basis for today's agency operational and POST selection standards, and we pointed out several of the characteristics of good vision that Doctors of Optometry have studied and formed opinions on.

In a future edition of *Standards & Training Director Magazine*, we will feature Part II of *Eyesight and Acuity Standards for Law Enforcement* by examining the legal issues surrounding vision standards that law enforcement agencies might consider when developing employment policy. ~

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Continued on page 64

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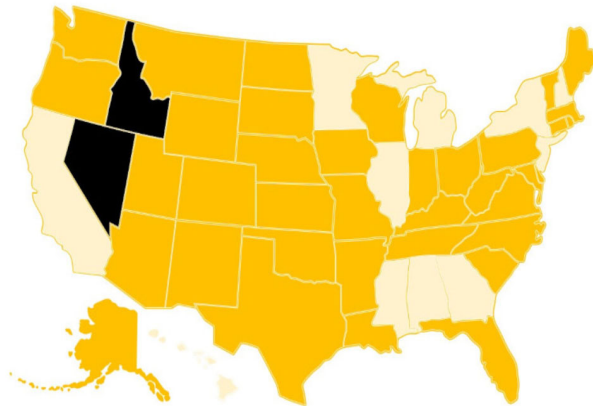
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December 2024 CROSSWORD PUZZLE



**Questions and Answers
are taken from articles
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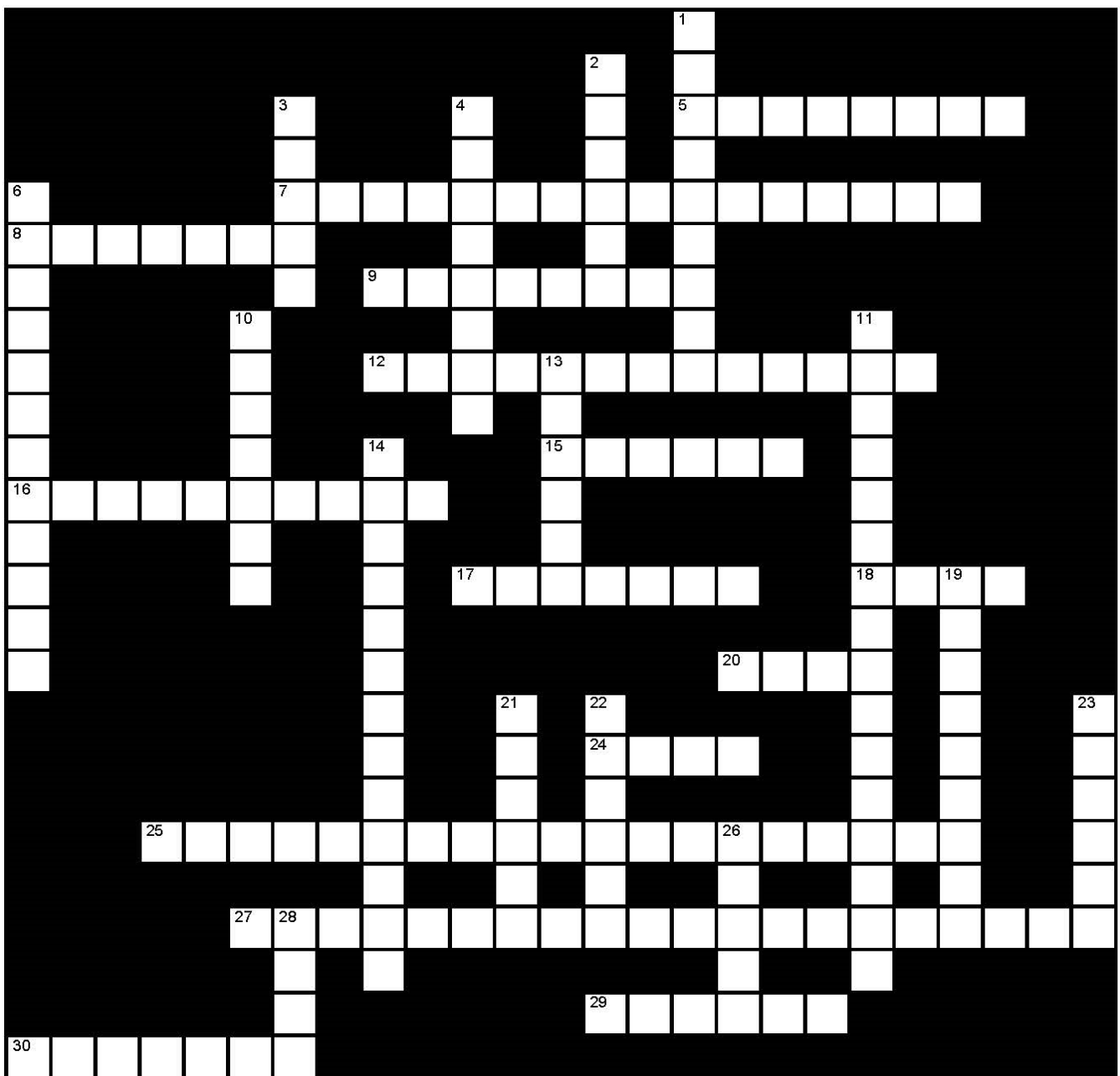
Answers are found on Page 71.

ACROSS

- 5. Recently awarded Accreditation Excellence award (8).
- 7. Ensures objectives, content, and tests have a direct correlation to actual job tasks (2 words) (16).
- 8. State that shared eyesight photos with Pennsylvania (7).

- 9. Last name of author who coined the concept of Pre-suasion (8).
- 12. Healthy eyes have a focusing system called ____ (13).
- 15. Association President (6).
- 16. IADLEST ____ Survey (10).
- 17. ____ Eye Chart (7)

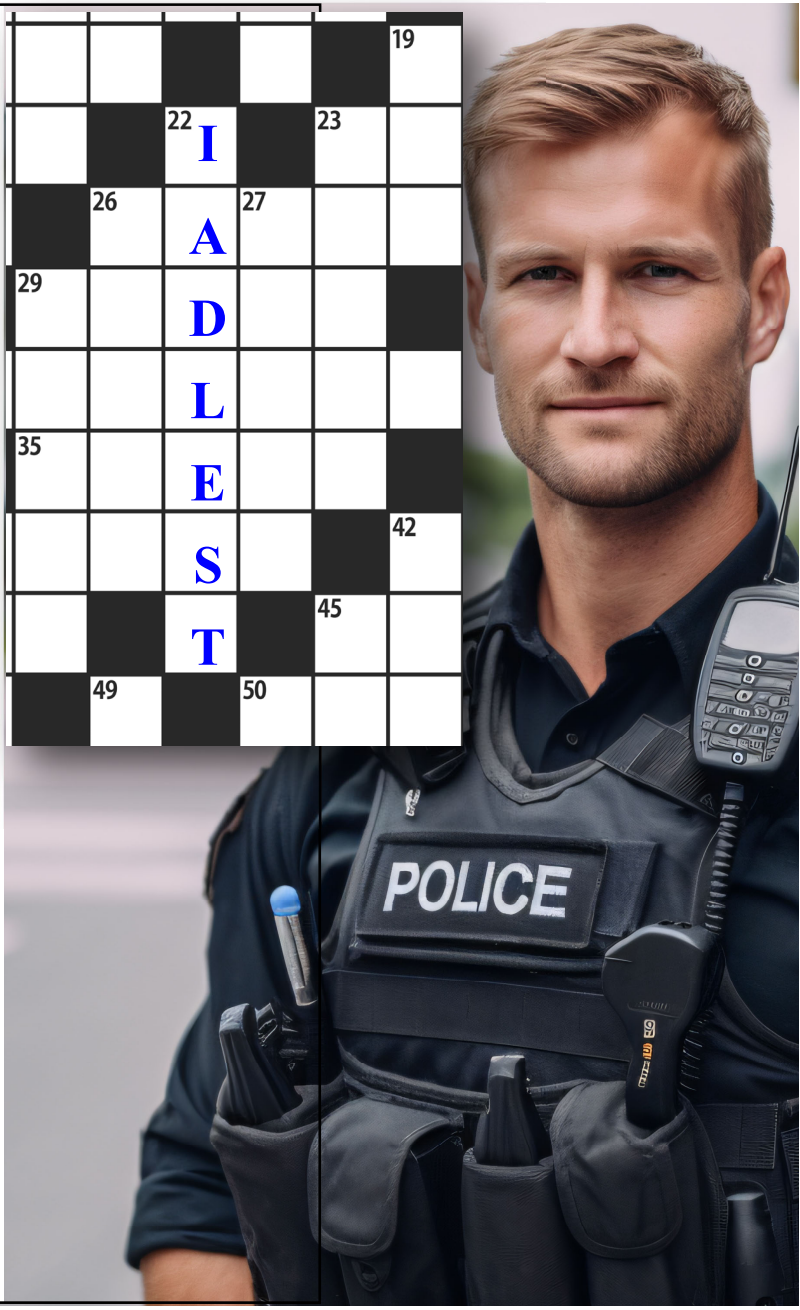
Continued on page 67



<p>ACROSS: (Continued)</p> <p>18. IADLEST National Certified Instructor acronym (4).</p> <p>20. The IADLEST Annual Conference will be held in the month of ____ (4).</p> <p>24. IADLEST Advisory Group (4).</p> <p>25. The process of measuring a student's learning at the conclusion of a course (2 words) (19).</p> <p>27. Important goals for law enforcement writers (2 words) (20).</p> <p>29. Cover Story author (6).</p> <p>30. The Trainer: What is your ____ (7).</p>	6. North Carolina nickname (3 words) (12).					19
	10. Always show ____ when talking to a child (7).	22	I	23		
	11. The field of ____ has gathered a vast body of evidence on how students learn (2 words) (16).	26	A	27		
	13. Eye movement skills show adequate ____ control (6).	29	D			
	14. Study on POST operations is a project of the Justice ____ (13).	35	E			
	19. City in North Carolina (9).		S			42
	21. Researcher known for his vision studies of law enforcement officers (6).		T			45
	22. Earliest known person to reference need for law enforcement vision standards (6).	49		50		
	23. Eyesight ____ Standards (6).					
	26. Revised Texas traffic safety program (5).					
28. Agencies cannot afford to ____ recruits during training (4).						

DOWN:

- Certified vs. ____ (9).
- State with the newest POST (6).
- IADLEST Executive Director (5).
- Second phase for communicating with a child is " ____ for Rapport and Common Ground" (8).



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Share the web address of *Standards & Training Director Magazine* with your colleagues and subordinates. Especially, new instructors who are just beginning their craft or need information about teaching and the topics they instruct for your criminal justice officers.

IADLEST Standards & Training Director Magazine
<https://www.iadlest.org/news/magazine>

It's a great opportunity to be a mentor to your friends and fellow coworkers.

The National Law Enforcement Academy Resource Network (NLEARN) is a free resource for America's police and sheriffs, academy directors, managers, coordinators and trainers.

The screenshot displays the IADLEST website interface. At the top left is the IADLEST logo (International Association of Directors of Law Enforcement Standards and Training). To its right is a search bar and a 'Login' button. Below the header is a navigation menu with links: Home, Our Services, Training, Members, News, POST Portal, About Us, and Conference. The main banner features a photograph of two police officers and the NLEARN logo. Below the banner are three buttons: 'Join IADLEST', 'MEMBERS ONLY', and 'CONFERENCE 2024'. The content area is divided into four columns, each with a logo and a brief description:

- NDI (National Decertification Index):** The National Decertification Index (NDI) is a national registry of certificate or license revocation actions related to officer misconduct as reported by participating state government agencies. [Learn More](#)
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INSTRUCTIONAL TIPS

EVIDENCE-BASED TEACHING

By Robert Hanson

AS someone who has written and evaluated law enforcement curricula for many years, I think it's time for me to share a bit of what I have seen and what I have taught in the realm of law enforcement lesson plans.

I am sometimes amazed by some in the academy training profession who think it's acceptable to use an instructor-developed lesson plan that has not been approved by the academy for teaching new or veteran officers. I have always taken the development of curricula for training law enforcement officers quite seriously, because the realm in which we work has serious consequences in lives and being deemed professional. I know many of you also have this same perspective.

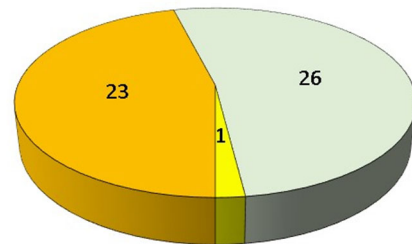
However, every once in a while, more commonly than not, I go into a training facility and discuss lesson plan development and get shocked by the lack of effort the academy or instructors put into preparing a proper plan. One that meets established goals and objectives, and that will stand up to the scrutiny of peer, legal, or risk management review.

In the past, I've read articles within this publication that present good information about lesson documentation and instructional standards. If you haven't treated yourself to reading these articles, I'd recommend that you look into past IADLEST magazines and read them. Also, IADLEST has a series of free webinars and a host of articles on its NLEARN site that offer some great advice about instructor development. All of this information is available 24/7. You can avail yourself of these resources or you might read what I have to offer in this article for starters.

Let's look at some recent information from the 2024 IADLEST Sourcebook Survey. When asked if the state POST agency (Peace Officer, Criminal Justice, or Police Officer Standards and Training Commission, Council, or Board) produces basic law enforcement lesson plans for the academies regulated by the state, twenty-three (23) out of forty-eight (49) state POST agencies acknowledged they provide basic training lesson plans to the academies they regulate. In 26 states, academies either write their own lesson plans or their instructors write the lesson plans.

Among the state POST agencies that participated in the survey, 29 states acknowledged mandating performance

POST Agencies Providing Basic Law Enforcement Lesson Plans to Academies in their State



* One state was not surveyed

objectives to be met by every officer who successfully completes a basic law enforcement training program. That means 19 states either did not complete the survey on the related question or they do not mandate performance objectives for the training of law enforcement officers. This would mean that it's left to the academy or collegiate training program to develop what is taught to the students.

Let's look at another survey question. This one involves states that require a law enforcement certification or licensing exam after completion of basic law enforcement training.

The learning process is unique and complex. It depends on a myriad of cognitive skills, emotions, and behaviors alongside prior knowledge. Besides beginning with a science-based curriculum, the learning process involves variable teaching methodologies and student psychometric skills. To stay in context with the science of learning, we should follow the cycle of learning by emphasizing Evidence-Based Teaching.

“Evidence-based teaching involves the use of evidence to: (1) establish where students are in their learning; (2) decide on appropriate teaching strategies and interventions; and (3) monitor student progress and evaluate teaching effectiveness. It's part of the foundation that every instructor should know.

The term ‘evidence-based’ has become firmly entrenched in our instructional lexicon. It's with good reason; improvements in learning and outcomes rely heavily on using reliable evidence from our academy classrooms. However, the term “evidence-based teaching” is rarely emphasized, though it holds equal importance to having a good curricula to teach and for students to learn.

Continued on page 70

Instructors should begin their instruction by having a fairly good understanding of where student officers are in their knowledge of the topic being taught. For those officers attending a basic academy course, the assumption can be made that they know very little about the topic, though sometimes an experienced officer might be attending who has transferred from another state or is returning to law enforcement after a lengthy separation from the profession. For the more advanced courses, the instructor should inquire about the officers' level of knowledge to gauge how the instruction might be tailored, intertwining the students' knowledge.

The process of establishing where students are in their learning may involve the review of available historical evidence. For example, evidence from a previous instructor's lesson, past courses or job experience, or records of authentic, formative, or summative assessments. It frequently involves administering a pre-course quiz to identify where officers are in their learning. The objective is to use observations of students' performance, education, training, and work assignments to draw inferences about their current levels of course knowledge.

The field of cognitive science has gathered a vast body of evidence about how students learn (the science of learning) and how to teach to promote learning (the science of teaching). Here are a few tips to promote learning:

1. Pre-testing the instruction: Pre-tests prepare the brain for what is important to learn by activating student's attentional filter.
2. Activate the student's attentional filter: Learning is processed and remembered only if it makes it through the students' attention filters. Emphasize important points. This helps the learner choose what pieces of information to stow within their working memory, to actively engage with instructed material, and to be able to learn it.
3. Pre-teach jargon: This avoids cognitive overload. New terms can be confusing, and students learn better if new terms can be introduced before the lesson content.
4. Incorporate spacing techniques: Ask questions to retrieve information and remind students of information. The

forgetting curve tells us that learned information decays over time. Spacing improves memorization of learned material. (See: the Sept. 2023 *Standards & Training Director Magazine*, p.79)

5. Conduct "think-out-louds" or "think alouds": A strategy for monitoring comprehension and for correcting comprehension when it falters. They can be used for reading assignments, group discussions, or while answering instructor questions. Think-alouds help students learn how to recognize problems when they occur, how to isolate problems and name the source of confusion, and how to use strategies to overcome their confusion.
6. Conduct practical scenarios before testing scenarios.

There is more to evidence-based teaching that can be derived from studying the science of learning. A few more principles to enhance student learning are provided below. ~

PRINCIPLES OF INSTRUCTION^{*}

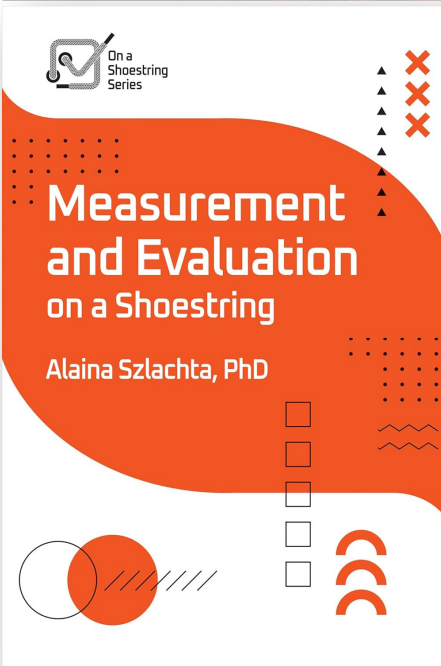
Research-based strategies that all instructors should know.

1. Begin lessons with short reviews of previous learning.
2. Present new material in small segments.
3. Ask several questions and observe student responses.
4. Provide models such as step-by-step demonstrations or conduct "think-out-louds" to work out important concepts.
5. Guide student practice by asking good questions and providing appropriate feedback.
6. Check that students understand the material through quizzes, gamification, and scenario problem-solving exercises
7. Obtain a high success rate (>80%) using small steps, guiding practice, and mastery learning techniques.
8. Provide scaffolds for difficult materials.
9. Prepare students for practical scenario testing so tasks become automatic.
10. Engage students in weekly and monthly reviews of past materials.
11. Encourage students to participate in group study sessions after the training day (in-person or Zoom; trivia or flash card activities).

* The information in *Principles of Instruction* is based in-part on information supported by IES/NCEE's Regional Educational Laboratory Southeast at Florida State University.



Reading Corner

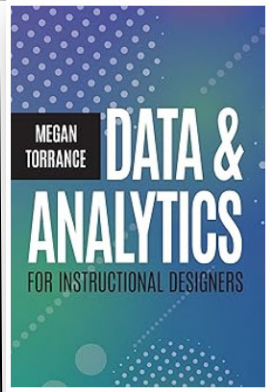


Measurement and Evaluation on a Shoestring is useful if you are asked to measure and/or evaluate the effectiveness of your learning programs but don't know where to start and have limited resources.

This book provides your training staff a look at a process to measure what matters to your organization with the tools that they have available.

The author, Alaina Szlachta, applies the Build-Borrow-Buy approach to provide guidance, quick tips, and shortcuts for making measurement easier while still demonstrating the value and impact of organizational learning.

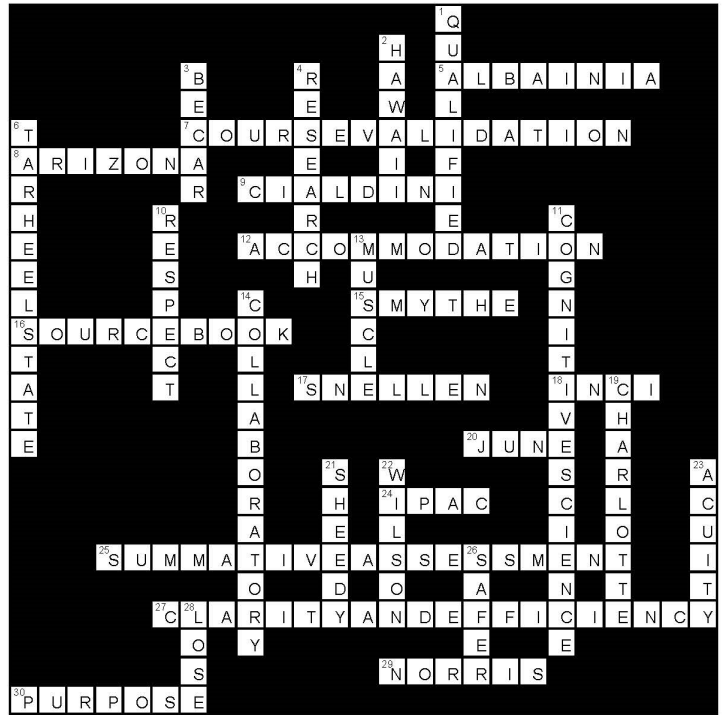
This book will help readers learn to ask the right questions, brainstorm metrics to evaluate learning and build a measurement strategy that fits your agency's needs. It also provides a guide on integrating measurement and evaluation into the instructional design approach as well as using and analyzing data sources you might already have. ~



Data & Analytics for Instructional Designers by Megan Torrance is another book that your trainers might benefit from. The book looks at the importance of instructional designers accessing and applying learning and performance data—how to design learning and use data to improve and evaluate training experiences. ~

Crossword Puzzle Answers

From Page 66



IADLEST MEMBERSHIP

Categories of Membership

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POST Director

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

Annual dues in this category are \$400.00.

Academy Director

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

Annual dues in this category are \$300.00

General Member

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

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Sustaining Member

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

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

- **Small-** Under 100 employees. Includes 5 complimentary sustaining memberships.

Annual dues \$1,000

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Annual dues \$2,500

- **Large-** Over 500 employees. Includes 20 complimentary sustaining memberships.

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

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

IADLEST Standards & Training Director Magazine

Author Guidelines

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

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

Preparation

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

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

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

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

Relevance to the Audience and Factual Accuracy

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

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

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Send article submissions to:

E-Mail Address

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Editor,
Standards & Training Director Magazine,
IADLEST,
152 S. Kestrel Place
Suite 102,
Eagle, Idaho 83616.

Web Address

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