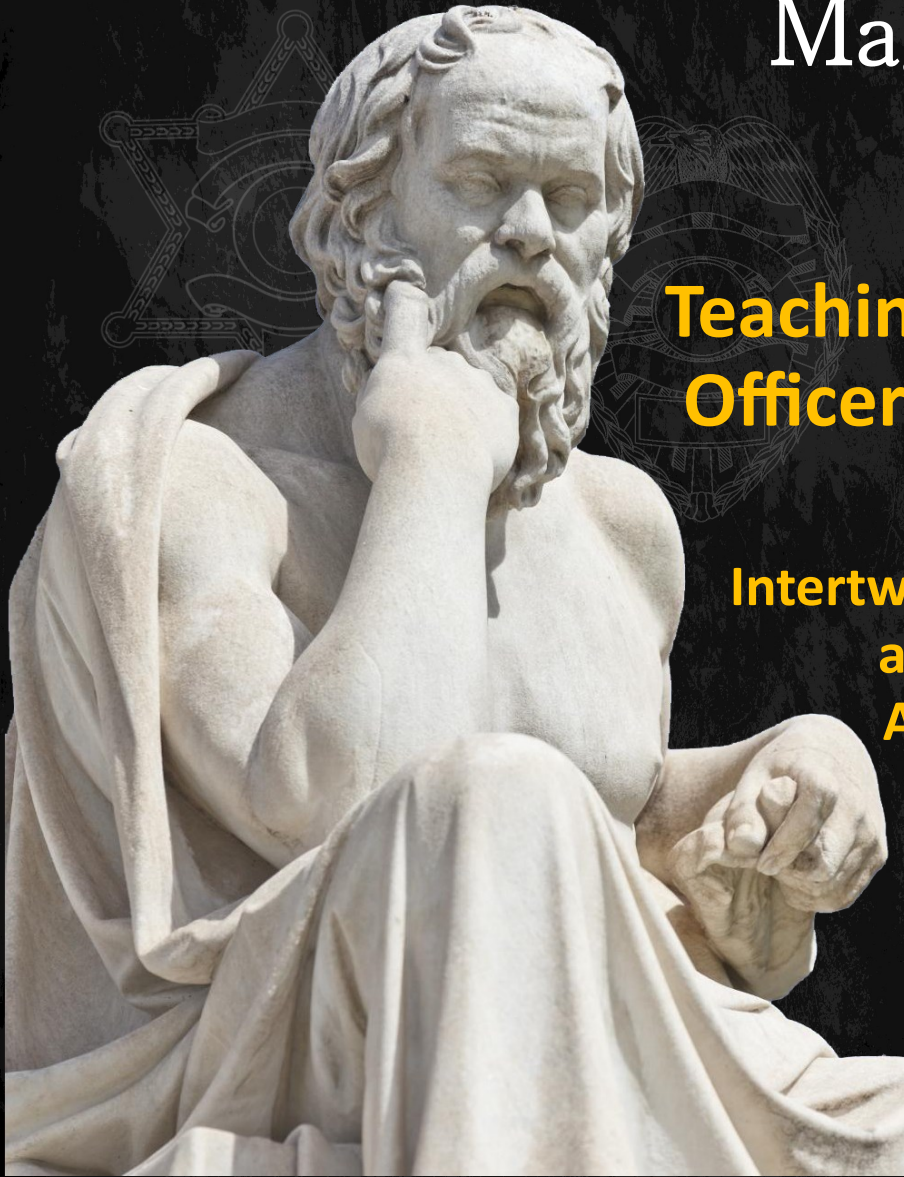


Standards & Training DIRECTOR Magazine



Teaching Law Enforcement Officers Using the Socratic Method:

Intertwining Facts, Procedures, and Elicitation into Academy Learning

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with a Proven
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Decertified?**



Call for Presentations

IADLEST 2025 Annual Conference

The 2025 Conference will be held in Charlotte, North Carolina June 1-4, 2025, at the Sheraton & Le Meridien Charlotte Hotel Complex, and will give you an opportunity to share your knowledge with peers. IADLEST is looking for approximately 10-12 professionals to present on a topic related to one of the following. The membership is asking for more "hands on" type training, especially from other IADLEST members. Topic categories are:

Academy Staffing	Designing & Evaluating Practical Scenarios
Curriculum Design	Instructor Techniques for Younger Generation
De-Escalation	Neuroscience of Learning
Blended Learning	Community Engagement
Objective Writing	Artificial Intelligence in Learning
Testing Standards	Hybrid Instructional Design
AI in Decision Making	How to Develop and Write Scenarios
VR Training Platforms	Measuring the Effectiveness of Training

Submission Process

Submission Deadline: **September 10, 2024**

Two submission options:

An online form is available: <https://form.jotform.com/241775424646160>, which can be filled out and submitted. Bios or resumes may be uploaded and submitted with the online form.

A [fillable PDF form is also available](#). That form can be filled out and printed. The printed version

can be mailed to:

IADLEST
152 S Kestrel Pl., Ste. 102
Eagle, ID 83616

A printed version can also be scanned and emailed to: mikebecar@iadlest.org

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

Review Process

All speaker proposals will be carefully reviewed by the IADLEST Training & Standards Committee for their applicability to the IADLEST conference attendees. Presenter selections will also be based on the following criteria:

- Clear statement of solutions to common challenges in the industry
- Extent to which attendees would benefit from your presentation
- Original work of the author/presenter
- Speaker's topic expertise and knowledge
- Speaker's presentation experience and skill level

Speakers must commit, as part of their IADLEST speaker agreement, to maintain an educational focus for their session and to eliminate all sales messages or presentations. Sessions that incorporate a sales theme or message and/or receive low ratings will not be selected to serve at future conferences.

The selection of presenters will be announced, via e-mail mid-November. Selected presenters must sign a presentation commitment letter by

December 20, 2024.

Compensation

Speaker (1 per presentation) will receive 1 night of lodging at the conference host hotel and will be provided complimentary lunch during the day of the presentation.

Speaker (1 per presentation) will be offered a discounted registration fee to attend the full conference if desired.

Travel expenses, IADLEST conference registration fees (optional attendance), and other expenses incurred will be the responsibility of the presenter.



**STANDARDS & TRAINING
DIRECTOR MAGAZINE**

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DIGITAL EDITION The digital edition of *Standards & Training Director Magazine* is available free worldwide
<https://www.iadlest.org/news/magazine>

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New

From the COPS Office

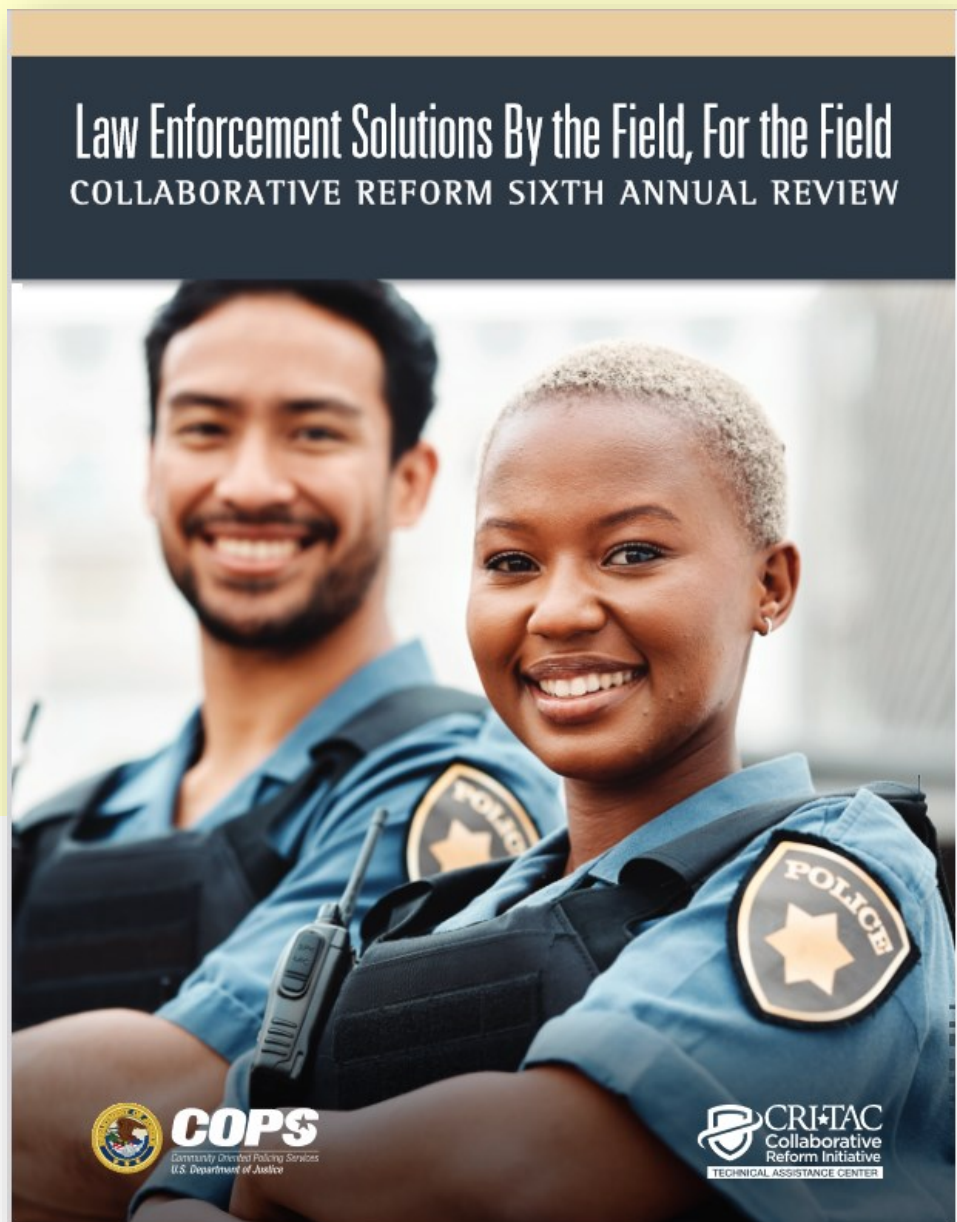
The partnership between the COPS Office, IACP, and a cadre of leading law enforcement partners—FBINAA, IACLEA, IADLEST, NAWLEE, NOBLE, NSA, and NTOA continues to provide cutting-edge critical technical assistance resources to state, local, tribal, territorial, and campus law enforcement agencies through the Collaborative Reform Initiative Technical Assistance Center (CRI-TAC). Since its 2018 launch, CRI-TAC has handled more than 1,000 technical assistance requests for support on critical issues such as crisis intervention; de-escalation; school safety; community engagement; and recruitment, hiring, and retention. We deliver tailored technical assistance that meets agencies' needs in a “by the field, for the field” approach.

This report highlights the work of CRI-TAC since the release of the fifth annual report. The reader will find a breakdown of program performance metrics and five case studies diverse in topic and in agency size, type, and geography. The report provides testimonials on the impact of the technical assistance and a description of the intake process. It concludes with an overview of activities taking place in 2024, including an expansion of trainings on the topics of peer intervention and hate crimes

To get your copy, click on the link below:

[PDF \(10,810k\)](#)

Publication Date: June 2024



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.

Lon Bartel



Lon Bartel is the Director of Training and Curriculum for VirTra, a simulation and training company. He has over 20 years of law enforcement training experience. He is internationally certified as an instructor with IADLEST.

Robert Carlson



Robert Carlson is a firearms instructor for the Memphis, TN, Police Dept. specializing in Active Shooter, Counter-Ambush, and Tactical Medicine training. instructor for the Mississippi National Guard's Reg. Counterdrug Training Academy. He is an IADLEST Nationally Certified Instructor.

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.

Logan Maxwell



Logan Maxwell is a human factors scientist specializing in skill acquisition and human performance. He holds a PhD in Motor Behavior from The University of Tennessee and has led research investigating the transfer of learning within VR/AR technologies.

Leo Petrilli



Leo Petrilli is a retired Canadian Border Officer-K9. He is a Train The Trainer for a first responder program with The Addictions Academy, and has experience as a Personal Growth Coach & Intervention Professional. He volunteers with Boots on The Ground, a support group in Canada.

Dr. Jared Porter



Dr. Jared Porter's research investigates how humans learn/re-learn motor skills and how the human nervous system generates skillful movements. His interest is in determining how factors such as virtual/augmented reality, engineered practice, human factors, skill level, cognitive load, decision-making, and focusing of attention interact with motor skill learning and performance.

Dr. Jean Reynolds



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

Brian C. Smith



Brian C. Smith is a 46-year veteran of law enforcement. His law enforcement service includes duties as Range Master, Training Director, Patrol Commander, and Commander of Special Operations. He is a graduate of the FBI National Academy 184th session.



Cover Design:

The front cover represents Socrates and the Socratic method of instruction.

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Fourth Volume

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IADLEST, September 2024

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Message From The Executive Director



Mike Becar

Welcome to the September 2024 edition of IADLEST's *Standards and Training Director Magazine* where we review several items that have occurred since we met at the June Conference. We hope you read about what is happening among our member agencies, as well as other articles we've presented for instructors, curriculum developers, and management to consider in your day-to-day operations.

The past few months have been exceptional for our association. We are working on several notable projects with our state and federal government partners. There has been a lot of activity, and we've gained traction toward making them a reality. We're deeply engaged in releasing a few to our member agencies and law enforcement soon.

Our cover story highlights an instructional methodology that isn't used very often in our academies but should be given more attention to drive the transfer of learning.

We have also included a significant article on implementing virtual reality training for training managers and developers to consider, based on the latest research on VR training. Dr. Logan Markwell, Lon Bartel, and Jared M. Porter present their research on VR applications, learning, and advice on obtaining VR equipment.

Throughout the magazine, several items will bring you up to speed on current events, so pay attention

to them. They may provide information you will want to avoid in your training program.

Dr. Brett Bennett joins us again to discuss *Cognitive Load Theory and Complex Task Sequencing*.

Dr. Jean Reynolds, Professor Emeritus at Polk State College, Florida, demonstrates that *You Know More about English than You Think*.

Robert Carlson discusses skills training with *Simulating in Training or Pretending*.

Lastly, for those who work in the standards arena of personnel selection and retention, Leo Petrilli has brought you a very personal article about addiction, peer support development, and risks. It's an article everyone should read, as it contains useful information that can be of value to anyone acting as a first responder.

We sincerely appreciate their contributions to our magazine.

We're sure the pages of our magazine contain value for all Standards and Training Directors, their support personnel, academy directors, and instructors and will provide you with helpful material to advance your career.

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.

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Introduction

Training is an essential component of the continual evolution of policing. In 2023, the need for additional police training continues to be a contentious refrain both within agencies and the communities they serve. However, as Former NYPD Training Chief Kenneth Corey explains, "We hear so much about needing more training. Well, more training is better. But better training is better still." (PERF, 2022)

The question then becomes: How can an agency enhance the quality of its training?

This paper outlines the approach taken by the Portland Police Bureau (PPB) in Portland, Oregon, to improve the quality of training through an instructor development pilot program focusing on the bottom-up development of instructors' adult education acumen. While "adult learning" is often assumed to be relegated to classroom learning, the skills taught through formal instructor development are equally transferable to motor-learning and scenario-based training.

There are components of this program that are unique to Portland. However, the overall design is based on support from various other agencies, including the police departments in Baltimore, Los Angeles, and New Orleans. The hiring of an academic dean, for example, was inspired by comparable efforts in Los Angeles. Despite these previous efforts, comprehensive documentation of existing instructor development programming is limited. Thus, this paper serves to provide a potentially replicable template for other medium-to-large agencies throughout the country.

Before outlining the program, the paper will discuss the current state of instructor qualification and development, as well as identify research underpinning the importance of instructor adult education proficiency and Law Enforcement Officer (LEO) collaboration with non-sworn education professionals.

State of the Field

A robust body of research underscores the need for professional training generally, and police officer development specifically, to utilize evidence-based adult education practices, including participatory learning, high-fidelity scenarios, interleaving, and an integrated learning program (Armstrong, 2020; O'Neil, et al., 2019; Lewinski & Albin, Professional Police Training, 2022; Pres-

Continued on page 39

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

Having articles published in a professional publication such as IADLEST's *Standards & Training Director Magazine* can give your employer something to advertise about the quality of staff within the agency and add to the credibility of the workplace environment. Publishing can also encourage others within your workplace to seek opportunities to share their knowledge. 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 BUSINESS

During the National Association of Police Officers 46th Annual Conference in Nashville, Tennessee, July 14-17, IADLEST Deputy Director Brian Grisham made a presentation before the membership attending. Mr. Grisham delivered information on the National Decertification Index (NDI) and IADLEST's ongoing progress of the requested enhancements being made to the system.



In August, Deputy Director Grisham attended the Global Summit on Ending Sexual Exploitation in Washington D.C. While there, Mr. Grisham had the opportunity to meet with Elizabeth Smart. Ms. Smart entered national attention at age 14 when she was abducted from her home in Salt Lake City. She was held captive for nine months until she was rescued by police officers on a street in Sandy, Utah. Ms. Smart is an activist and advocate for missing persons and leads the *Elizabeth Smart Foundation*. Mr. Grisham met with Ms. Smart to explore the potential for collaboration and funding for sexual exploitation victim-informed training for law enforcement.

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IADLEST BUSINESS

Southern Region News

Southern Region Representative William "Chip" Kain from the Tennessee Law Enforcement Training Academy held the first "Grounds for Discussion" on Wednesday, August 14. The new monthly virtual coffee break is a creative exchange of ideas in a relaxed setting to build relationships, share knowledge, and provide opportunities for collaboration. The group is already looking forward to the September meeting for another chance to chat and have a good "cup of joe!" Continued on page 45



Upcoming Webinars From Other Sources Of Interest to Academy and Training Standards and Training Personnel

What Law Enforcement and First Responders Need to Know about Epilepsy



Presented by:



Women in Federal Law Enforcement (WIFLE) is an organization of individuals working together to foster awareness of the value that women bring to law enforcement. WIFLE's goals include recruitment, retention, and promotion of women in federal law enforcement occupations, and the continued development of an information sharing and support network. WIFLE promotes collaborative leadership styles and the development of programs and policies that balance community service with enforcement of the laws. WIFLE also serves as an information and resource network for women in federal law enforcement, domestically and internationally. WIFLE is a leader in diversity, equity and inclusion in the federal law enforcement profession, a cornerstone to effectively serving communities across the country.

Cost: Free to Attend the Live Webinar Event

If you can't make the live event, [become a member](#) to watch all recordings.

September 26, 2024 at 3:00 PM (ET).

Date/Time by Time Zone

- Thu, Sep 26th, 2024 3:00 PM - 4:15 PM ET
- Thu, Sep 26th, 2024 2:00 PM - 3:15 PM CT
- Thu, Sep 26th, 2024 1:00 PM - 2:15 PM MT
- Thu, Sep 26th, 2024 12:00 PM - 1:15 PM PT

Click the link below to register to attend.

<https://www.justiceclearinghouse.com/webinar/what-law-enforcement-and-first-responders-need-to-know-about-epilepsy/?source=jchemail>



Member Agency Notes



In 2024, the Connecticut Police Officer Standards and Training Council revised its statewide policy on response to family violence. The policy can be downloaded and is located at: https://portal.ct.gov/-/media/post/general_notices/2024/gn-24-01/familyviolencepolicy_updated_january2024.pdf.

At the May 9, 2024, regular scheduled meeting, the Connecticut Police Officer Standards and Training Council adopted changes to the approved targets for qualification relays. POST Council approved the use of the FBI Q target as an alternative to the POST CM-5, noted in its General Notice 97- 01 and General Notice 03 - 03.



Following a vote of the Georgia Police Officer Training and Standards Council on June 20, 2024, Georgia became the first state in the nation to require police officers to be trained in election law to become state-certified peace officers. The new mandate comes in the aftermath of the 2020 Presidential and Senate elections which generated the most controversy over election integrity the nation has seen in over a century. The new requirement is designed to enable officers to handle election-related complaints on election day.

Deputy Executive Director of the Council Chris Harvey explained, "Cops just really need to know what are some of the basic ground rules around elections and voting, because they're very specific. In my opinion, the worst thing that can happen is if you have a partisan person or partisan force trying to manipulate the police, and have the police not have any idea what they're supposed to be doing." He further stated, "Having seen the threats to election officials, having seen things happen to polling places, having myself been threatened during the 2020 election, I know that ... it was likely that election officials were going to be calling the police. ... Without training, there's almost no way that an officer would be aware of what their legal obligations are and what laws may be broken at a polling place. There are a number of laws that are designed to protect election officials and the public and the integrity of the process."

As reported by [The Atlanta Journal-Constitution](#), the training will include protections against voter intimidation, election interference, and election security. and threats such as active shooter response, crisis intervention, and extremist groups. State law in Georgia prohibits election tampering, obstruction of poll workers and even handing out food or drink to voters in line. Harvey explained that police officers will be instructed on working with election officials and responding appropriately when problems arise. He told reporters that the mandate for new officers to increase training hours from 408 to 810 hours takes effect January 1st, 2025, but added that existing officers will be urged to complete it prior to the Nov. 2024 election.

Source: Law Enforcement News, Mathew Holloway, June 22, 2024, <https://lawenforcementtoday.com/georgia-now-requires-election-law-training-for-police-officers>



POST Portal The [IADLEST POST PORTAL](#) is a resource that all state POST Directors should check out from time to time. The Portal allows instant access to POST websites and contains a plethora of ideas and information useful in our standards and training world. Among the websites, some of the states have revised the design of their websites and are really quite attractive and informative. A few we recommend that you take a look at are: **Idaho** (front page design), **Massachusetts** (Officer Status Counts), and **Kentucky**.

Continued on page 10



Member Agency Notes



The Mississippi Board on Law Enforcement Standards and Training reviewed House Bill 691, signed into law by the Governor. Among the provisions of this new legislation were Section 1, which provides thirteen (13) member seats on the Mississippi Board on Law Enforcement Standards and Training.

Section 2 gave the Board the authority to conduct investigations and allow the Board to establish a hearing panel.

“The board is authorized to conduct investigations and subpoena documents regarding revocations. The board shall maintain a current list of all persons certified under this chapter who have been placed on probation, suspended, subjected to revocation of certification, or any combination of these. The board may establish a hearing panel for the purpose of providing a hearing to any law enforcement officer for whom the board believes there is a basis for reprimand, suspension, cancellation of, or recalling the certification of a law enforcement officer. The hearing panel shall provide its written findings and recommendations to the board.”

Section 3 requires chiefs from agencies other than municipal agencies to complete certain training and requires all law enforcement officers to complete in-service training. It requires the Board to reimburse agencies for the expense of the training.

“Any * * * law enforcement officer of any state agency, county, municipality, public two-year or four-year college or university and any extension thereof in the State of Mississippi, and the Pearl River Valley Water Supply District, is required to annually complete a specified number of hours, as stated in this subsection, of continuing education courses which are approved by the Mississippi Board on Law Enforcement * * * Officer Standards and Training. The following number of hours of continuing education courses is required for * * * law enforcement officers specified in this subsection based upon the number of years following July 1, 2004:

- 0-2 years after July 1, 20048 hours of annual training
- 3-4 years after July 1, 200416 hours of annual training
- 5 or more years after July 1, 2004.....24 hours of annual training.”



On June 10, 2024, the Michigan Commission on Law Enforcement Standards (MCOLES) notified the state’s law enforcement officers of the Commission’s implementation of required annual in-service training standards for all licensed law enforcement officers in accordance with rules promulgated under section 11(2) of the MCOLES Act (1965 PA 203, MCL 28.611). The Continuing Professional Education (CPE) requirement for the rest of 2024 is 12 hours, but starting in 2025 will be a projected annual CPE and will total 24 hours as follows:

- **8 hours** of Commission designated training categories; and
- **16 hours** of agency selected training categories as per guidelines

For 2024, agencies will receive approximately \$500 per full time equivalent (FTE). The FTE count is based on the 2024 annual registration. The annual distribution is subject to appropriation by the legislature. The

Continued on page 11



Member Agency Notes

Michigan (continued)

curriculum will follow nationally recognized research and development protocols with the goal of determining the most relevant training topics that align with the results of the current Job Task Analysis (JTA), best practices in law enforcement training, and will address contemporary issues in law enforcement.

Pre-approved synchronous (e.g., live, in real-time, virtual or in-person, etc.) and asynchronous (not live, recorded courses, self-paced, etc.) training sessions that are registered in MITN may satisfy CPE requirements. Only training that is pre-approved and registered with MCOLES will be recognized as qualified training to fulfill the annually required hours.



Reported July 30, 2024 by WLOS,

The North Carolina Criminal Justice Standards Division has suspended one of its certified training programs for five years for violating the state's prescribed standards for training law enforcement officers. The action was outlined in thirteen counts listing irregularities in training practices at the college that compromised the health, safety and welfare of students and were outside the scope of state training objectives. Not only did the academy's actions endanger recruits, but could put the public they serve at harm. The suspension affects all commission courses taught at the academy. Among the findings, the state found:

- The school did not allocate sufficient financial resources to provide commission certified instructors and meet other necessary program expenses. 12 NCAC 09B.0201(d)
- The school allowed non-certified persons to act as role players during SCAT training. 12 NCAC 09B .0202(b)(3).
- The school allowed non-certified persons to replace instructors for material portions of SCAT training. 12 NCAC 09B .0305(i)
- The school did not deliver training in accordance with the most current version of the Basic Law Enforcement Training Course Management Guide. 12 NCAC 09B.0202(b)(1)
- The school did not provide each instructor with a current Commission course outline and all necessary additional information concerning the instructor's duties and responsibilities. 12 NCAC 09B .0202(a)(3)
- The school did not ensure that each instructor utilized Commission approved lesson plans and instructional materials. 12 NCAC 09B .0202(a)(5)
- The school did not develop supplemental rules and procedures that ensured trainee attendance and maintaining performance records. 12 NCAC 09B .0202(a)(7)(C)
- The school did not administer course delivery in accordance with Commission approved lesson plans and course management guides. 12 NCAC 09B .0202(a)(9)
- The school did not maintain direct supervision, direction and control over the performance of all persons to whom any portion of the planning, development, presentation, or administration of a course was delegated. 12 NCAC 09B .0202(a)(10); and
- The school did not ensure that each trainee attended and satisfactorily completed the full course, specifically physical ability testing. 12 NCAC 09B .0405. ~



OTHER NOTES FROM THE NEWS

Removing unsupported terms from police training documents.

How does your academy compare?

For the past several years, respected medical associations have spoken out against some of the terminology used to describe persons in crisis and in need of medical support. For decades, law enforcement has adopted what were thought to be proper terminology for individuals displaying unusual behavior which resulted in police intervention. Times have changed and it's time to ensure our training materials and lesson plans are reviewed to become more in line with what prevailing medical associations believe crisis symptoms are or are not.

For several years now, the term "excited delirium" has been rejected by most major medical and psychological organizations. The change in terminology is due to the randomness of the observable symptoms that people experience in crisis, that law enforcement and others deemed to be excited delirium.

Last December, Colorado Public Radio (CPR) reported that Colorado Peace Officers Standards and Training board voted unanimously to remove the term "excited delirium" from all training documents beginning in January, "The decision was announced as two Colorado paramedics face felony charges in the case of Elijah McClain, who died after being injected with an overdose of ketamine. The paramedics stated in court that they were following what was considered "excited delirium" protocol during the 2019 incident, according to the report."

As a result of the scrutiny that the term has faced amongst the medical community, the term "excited delirium" has been removed from Colorado POST training manuals. At the same time, the POST Board directed POST to remove additional terms of "cocaine psychosis" and "sudden in-custody death" from training materials. Instead, "[s]tudents will learn and understand procedures for first aid and transfer to medical care of subjects who are in custody," "The students will learn and understand law enforcement roles in violent encounters with subjects in altered mental states or a justifiable medical emergency ... and instead refer to such conditions as "suspects in distress." ¹

It's time for all POST agencies and academies to review their training materials for these terms and, if found in training materials, reconsider if they should be removed to be consistent with those used in the medical fields that might be testifying in civil or criminal court on issues related to a law enforcement action.

¹ Reference: Andy Cross, Denver Post, December 6, 2023, and Police1.

Continued on page 13



OTHER NOTES FROM THE NEWS

Where Are We going Wrong in Hiring and Training Officers: Is Our Oversight Enough?

On August 8, 2024, the Associated Press (AP) reported three new Denver police officers were terminated from the Denver Police Department on July 22, 2024, after officials found they had sent offensive messages in a group chat with fellow members of their recently graduated academy class.

The officers joked about “going to newcomer shelters for target practice” in a group chat with other officers. The “messages were shared on March 27, 2024, when Denver still operated shelters to house migrants from Venezuela and other countries who crossed the U.S. border with Mexico, whom the city has referred to as newcomers. An influx of migrants since 2023 has strained the city’s resources, and the city has switched to largely offering short-term rental assistance with support services instead.” The Department learned of the messages on April 4, 2024.

“The Denver Police Department is appalled by the subject of the messages, which are contradictory to the mission and values of the Department, and disrespect not only newcomers and our community, but also every other officer working to keep everyone in our community safe, the department said in a statement.” The Denver Police Department began investigating the officers ... in April after it learned of “disturbing messages that were shared in a group chat,” a spokesperson said.

At the time the offense occurred, the officers were assigned to Patrol Districts where they undergo field training and evaluation. Field training lasts three and one-half months, and builds on the foundation provided by the academy to prepare recruit officers for a solo field assignment.

The terminations were posted to the Colorado Peace Officer Standards and Training database.



COLORADO
Peace Officer Standards
and Training
Department of Law

DASHBOARD CHECK CERTIFICATION STATUS [FIND ACTION INFORMATION](#)

Search action information

- Search using keywords in the Search box to the right.
- Click on a search result to see more information.

All ▾

50+ items • Sorted by Date • Filtered by All post actions • Updated a minute ago

Q Search this list... [Settings] [Refresh]

Action	C	PID#	Officer Firs...	Officer Last Name	Employing Agency at Time of Of...	Type of Action	Date
1	POST-0000002309	CO-2728-9612	MELISSA	THORNBURG	Arapahoe County Sheriff's Office	Credibility Report	7/31/2024
10	POST-0000002306	CO-013-836	RODRIGO	BASURTO	Denver Police Department	Terminated for Cause	7/22/2024
11	POST-0000002307	CO-254-525	MEAGAN	JOY	Denver Police Department	Terminated for Cause	7/22/2024
12	POST-0000002308	CO-303-407	SCOT	PERSICHETTE	Denver Police Department	Terminated for Cause	7/22/2024



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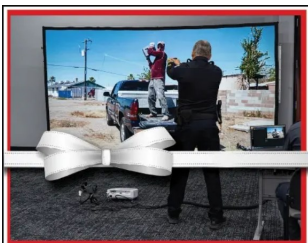
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PARTNER ADVISORY COMMITTEE (IPAC)

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.

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.



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](#).

TxDOT: Texas Operation Lifesaver

By Jessica Devorsky



Above: TxDOT— Operation Lifesaver at El Paso, Texas

Texas Operation Lifesaver is a nonprofit rail safety education organization that offers free public education and awareness programs to prevent collisions, injuries, and fatalities at rail crossings. Our programs include presentations and visual materials for all ages and professions. Texas Operation Lifesaver's Railroad Investigation and Safety Course for Law Enforcement (RISC-LE), formerly known as GCCI (Grade Crossing Collision Investigation Course) was developed for the law enforcement and first responder community by the nation's railroad police in collaboration with Operation Lifesaver.

RISC-LE prepares first responders to use proper safety techniques while investigating or responding



Above: Texas Operation Lifesaver—Amarillo, Texas

to a grade crossing collision or trespasser incident, in addition to maintaining on-scene safety unique to the railroad environment.

If railroad tracks run through your community, first responders could become involved in responding to a highway-rail grade crossing incident. This course is offered in four levels.

- The basic (1-hour) level covers safety issues in the railroad environment, signs and signals at the railroad crossing, developing advanced preparation information, and railroad contacts and facilities.
- The intermediate (2-hour) course covers the first module, as well as safety considerations while responding to an incident, ensuring on-scene safety, identifying your location, and key safety points to live by.
- Our advanced (4-hour) course covers the first two modules as well as modules covering rail resources and initial report information, familiarization with rail cars and personnel, common crimes against the railroad, and available partner resources. Additionally, the advanced course covers how to take proper steps to ensure the scene is clear, documentation of rail incidents, and how train incidents affect the community.

Continued on page 17

Texas Operation Lifesaver is proud to offer 2 or 4 hours of TCOLE credits at no cost to officers. Approximately every three hours a train collision occurs in the United States often requiring the assistance of first responders at the scene of an incident. The collision scene may be complex and consist of a variety of safety concerns. The Railroad Investigation and Safety Course (RISC-LE) provides first responders with critical information allowing them to effectively respond to and safely investigate incidents involving the railroad.

If your department is interested in hosting a RISC-LE course for your community, please reach out to Jessica Devorsky at txoplifesaver@gmail.com or (254) 855-4103. ~



Above: Texas Operation Lifesaver



Above: Mesquite, Texas, members of Union Pacific's Public Safety and Operations teams and Texas Operation Lifesaver shared rail safety techniques with local law enforcement

Each September, National Rail Safety Week is observed in our country to educate and empower the public to make safe decisions around railroad tracks and trains.

For more information contact your state coordinator:
<https://oli.org/state-coordinators>

Operation Lifesaver, Inc. RISC-LE Four-Hour Training
 POST Certified States as of May 2024

Legend:
 ■ IADLEST-NCP State Certification
 ■ Stand-Alone State Certification

Training Lexicon

The vocabulary of a particular

Complex Task Sequencing

Introduced by Robert Gagne. A concept recognizing that intellectual skills and cognitive strategies must come before psychomotor skills. Psychomotor skills are highly cognitive, requiring numerous decision-making processes, e.g., coordinating, regulating, planning, and interpreting movement tasks (Cheung et al., 2018). Learners must understand why they use specific physical techniques to apply them. Gagne also focused on task analysis and sequencing for five types of learning: psychomotor skills, verbal information, intellectual skills, cognitive strategies, and attitudes (Van Tiem et al., 2012).¹

Contextual Interference Effect

Contextual interference involves mixing up your practice structure, either by adding different tasks and/or adding practice variability when learning a skill. The contextual interference effect shows that this *interference* results in worse practice performance, but a greater ability to retain and transfer skill at a later date.²

Dialectics

“A teaching tool enacted through discussion with reasoning as the means for coming to: an understanding, or a discovery, or the realization that what one thought one knew or believed to be true after deliberation is seen as not true. It is a method of constructing or deconstructing knowledge and understanding.”³

Schema (pl. schemas, pl. schemata)

1. a diagrammatic presentation,
2. *broadly* : a structured framework or plan
3. outline
4. a mental codification of experience that includes a particular organized way of perceiving cognitively and responding to a complex situation or set of stimuli.

Intrinsic : essential

Extraneous : not essential or vital part

Germane : being relevant, appropriate

Socratic Method

A form of logical argumentation originated by the ancient Greek philosopher [Socrates](#) (c. 470–399 bce). The term is now generally used as a name for any educational strategy that involves the cross-examination of students by their teacher, the method used by Socrates in the conversations re-created by his student [Plato](#) (428/427–348/347 bce) follows a more specific pattern.⁴

^{1,2} Brett Bennett, Complex Load Theory and Complex Task Sequencing, IADLEST, Standards and Training Director Magazine, 32-37, September 2024.

³ George, Lynda. n.d. “Socrates on Teaching: Looking Back to Move Education Forward.” *Procedia - Social and Behavioral Sciences*, 3970–74. <https://doi.org/10.1016/j.sbspro.2015.01.1142>.

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New

From the COPS Office

The COPS Office's Collaborative Reform Initiative – Critical Response program provides targeted technical assistance to law enforcement agencies experiencing high profile events, major incidents, or sensitive issues of varying need. Following a series of organizational and leadership changes at the Columbus (Ohio) Division of Police (CDP), Jensen Hughes conducted a thorough, independent review and analysis of the CDP's policies, procedures, and training and operational protocols pertaining to use of force. This publication presents the findings of that review and analysis and the recommendations arising from those findings.

The intent of the review is to assist the CDP to determine the extent to which its current use of force policies, procedures, practices, and associated training align with what are considered best or emerging practices in policing consistent with modern policing principles and standards. It should be noted that the scope of this review did not include an in-depth review of officer-involved shootings. This category of UOF was excluded since all officer-involved shootings in the city of Columbus are investigated by the Ohio Bureau of Criminal Investigations and not handled internally and this inquiry is focused on internal CDP UOF processes.

The ultimate goals of this Critical Response assistance the COPS Office and Jensen Hughes are providing to the CDP are to (1) increase public trust and community and officer safety and (2) support effective, contemporary, and innovative policing practices through improvements in training, policy, transparency, professionalism, and accountability related to CDP officers' UOF.

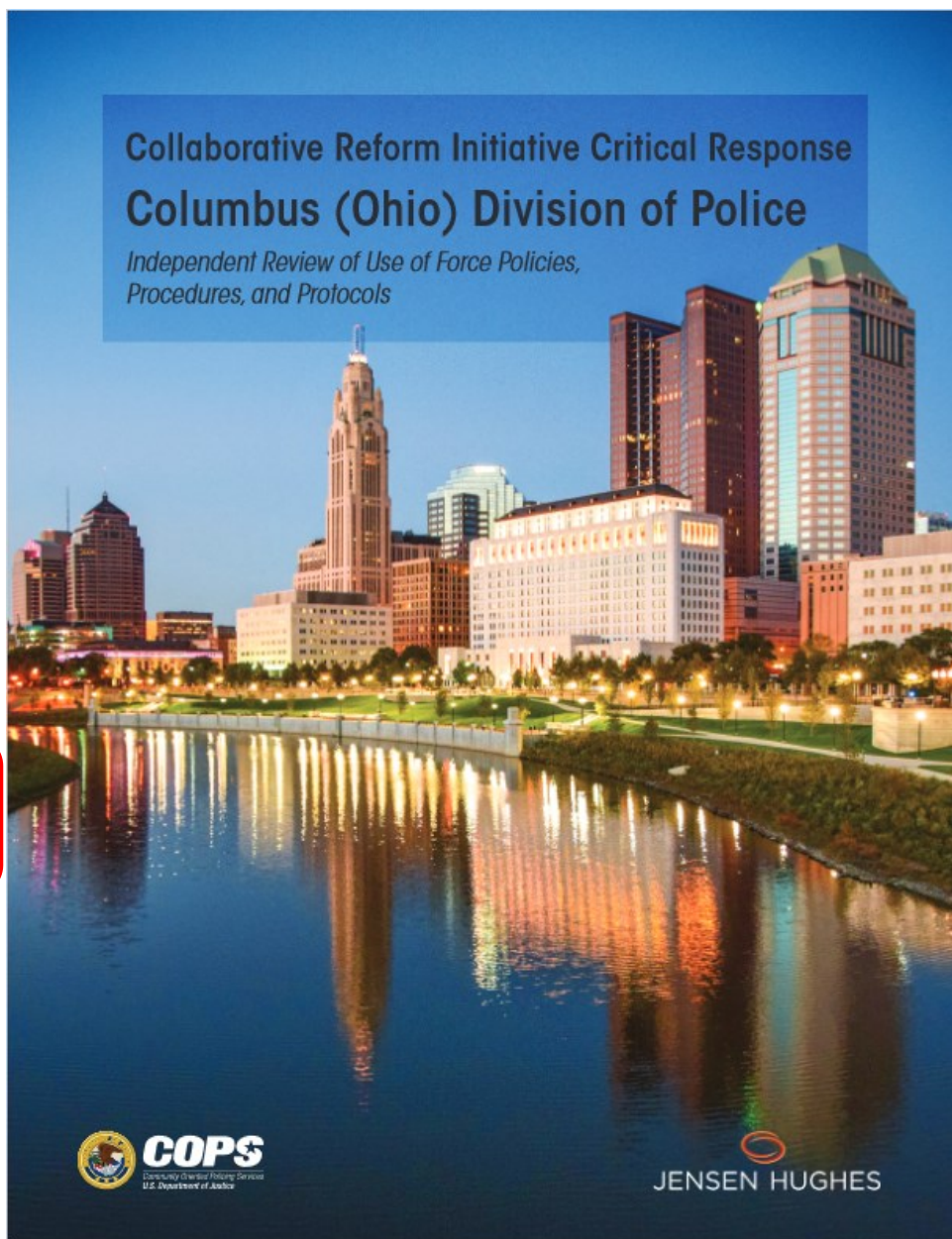
Note: This publication has an interesting section on Training Recommendations.

To get your copy, click on the link below:

[PDF \(16,157k\)](#)

Publication Date: June 2024

Prepared By: Jensen Hughes



Collaborative Reform Initiative Critical Response Columbus (Ohio) Division of Police

*Independent Review of Use of Force Policies,
Procedures, and Protocols*





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Teaching Law Enforcement Officers Using the Socratic Method

Intertwining Facts, Procedures, and Elicitation into Academy Learning

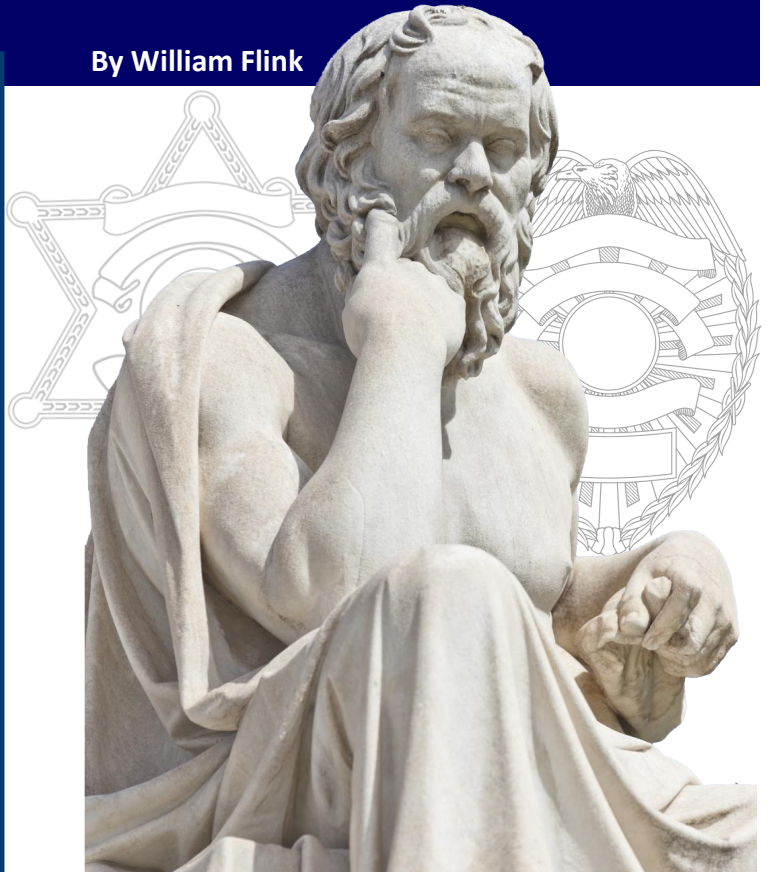
Perhaps one of the most significant historical figures of the ages was a teacher and philosopher who, for millennia, has impacted our world and is still known worldwide and praised by educators, philosophers, and orators—he is the Greek teacher, Socrates. He lived between 470 and 399 BCE, and his influence on humankind is measured only by time.¹

What we know about Socrates comes mainly from the scholarly Plato and dialogues. “Socrates professed not to teach anything but only to seek answers to urgent human questions ... and to help others do the same.”² His teaching style engaged others in public conversations about some human traits such as justice, teaching, and politics, and, through clever questions, he would show others he debated that they did not know as much about what they believed they knew.³ Through his conversations, he imparted wisdom upon others to question what was said in the public setting.

Today, Socrates’ teaching method is one of the foremost styles used in teaching philosophy and law. It is a highly active process between the teacher and student and relies on individual effort to attain information and understanding from all sources before entering the dynamic Socratic classroom. In this article, we’ll discuss how the Socratic pedagogical method can benefit academy learning, as it’s an approach that is not always fully understood.

Historically, the traditional law enforcement academy curriculum has been centered around lectures and practical scenario activities (learning and doing). However, today, there is a public demand for law enforcement to increase officer performance. In responding to the public’s interest, we are seeing a greater emphasis on increasing performance methodologies during academy training and less on sitting in the classroom. But there must still be a lecture and/or reading component to create a proper foundation for the eventual performance requirements. Lectures are often interspersed with desktop and written scenario exercises, but relatively few academy instructors tend to intertwine Socratic teaching to demonstrate the students’ practical understanding of the learned material.

By William Flink



The only true wisdom is knowing you know nothing.

— Socrates

One reason we do not see or experience the use of the Socratic teaching method in law enforcement training is because this pedagogical approach is rarely taught in our instructor development courses. Unless one has studied Socrates in higher education classes or taken courses in education, philosophy, or law, it’s unlikely that instructors have experienced the Socratic teaching style during formal education at a college or university. It’s an approach that takes time to adjust to but has benefits for the learner that can build their skills in reasoning and provide them with the ability to develop higher logic and intuition. It’s a method [“firmly entrenched in legal pedagogy](#) and requires the instructor to be skilled in questioning and knowledgeable about the subject matter.”⁴ It is predicated on nurturing critical thinking and problem-solving skills rather than memorizing facts.

Continued on page 22

How the Socratic method can strengthen academy learning.

Academy instructors often teach their courses by telling recruits what they need to know, then completing the training process with practical hands-on tasks that are evaluated by giving quizzes and, afterward, a cognitive test to complete their recruit academy evaluation. Coursework may include training materials with limited text or PowerPoint Notes pages to support memorization of lectures. Beyond these materials, recruits write their own notes of lectures, which, correctly or incorrectly, prepare them for the practical and written testing of their knowledge. “Thus, much time is spent on rote learning, with little time directed toward understanding what comes from making connections, reasoning, constructing meaning, and nurturing thinking”⁵— or dialectics. With few exceptions,⁶ recruits are not required to read textbooks that facilitate the learning experience with comprehensive information on the subject matter. And, while there is value to this process, the determination of real higher logic understanding is not sought after nor apparent.

Implementing Socratic questioning into coursework offers recruits the opportunity to expand their knowledge using dialectics. Dialectics, “according to Socrates, is not about arguing, debating, or disagreeing.” It’s “a

teaching tool enacted through discussion with reasoning as the means for coming to” “an understanding,” “a discovery,” “or the realization that what one thought one knew or believed to be true after deliberation” may be considered invalid. “It is a method of constructing or deconstructing knowledge and understanding.”⁷

As discussed in the article *Essentials of Instructor Questioning to [Promote Effective Recruit Learning in the Academy](#)*, published in the March 2024 issue of IADLEST’s *Standards & Training Director Magazine*, “the practice of questioning during training can give recruits the ‘confidence and skills to tackle examination questions that are both familiar and unfamiliar’ and help in [officers] public or official speaking skills.” It develops metacognition and high-order thinking skills.⁸ By implementing Socratic questioning into courses, students can extend their learning into higher-order thinking and interaction with other recruits and the instructor. It’s not the same as in a college or university course because there are limitations to police topics based on law, procedures, safety, and accepted societal norms or practices. However, Socratic questioning can expand a recruit’s knowledge base and ability to express themselves coherently on serious issues. That’s why the legal profession uses this method to educate lawyers and judges.

Continued on page 23



Recruits can ask questions as well, of both the teacher and each other. It's an interactive process where all participants, the instructor, and students, engage in open-ended questioning of each other. Socratic inquiry is a form of dialectic open inquiry, though it differs from traditional open inquiry, and open inquiry is the fourth and highest level of an inquiry-based approach in science teaching and learning.⁹

How the Socratic Method Might Look in the Academy Classroom

To begin with, the instructor and recruits must know the ground rules of Socratic discussion.

Rules for the Instructor:

- In the Socratic method, the instructor is not the opponent in an argument, nor is he or she someone who always plays devil's advocate, not as a matter of pedagogical principle. The instructor does not possess all the knowledge or the answers, nor is he or she "just testing" the recruits.¹⁰
- The instructor explains that participation requires listening and active engagement and that it is not enough to insert a single comment in class and then be silent for the rest of the day.¹¹
- As an instructor asking questions, be comfortable with silence. Silence can be productive. Be willing to wait for recruits to respond. There is no need to fill a conversational void; silence creates helpful tension. Use the "ten-second wait" rule before re-phrasing your questions!¹²
- If recruits are initially unresponsive to a question posed by the instructor or another student, it's okay to use "productive discomfort" by directing a response from another recruit. Or, you may want to address questions in small group work so recruits can discuss them with their neighbors.¹³

Rules for Recruits or Students:

- Come to class prepared so you can participate intelligently in the discussion.¹⁴
- Be a good listener. When the instructor is engaged with other students, listen and learn from others' interactions.¹⁵
- Know your class schedule for the day. Do advanced studies before class. Think about what you may ask or your opinions on specific issues within the topics.¹⁶

- During the class, the instructor or recruit may pose an open-ended question called [elenchus](#) (e-len-kus). Elenchus is a cyclical process with a claim or argument to be examined, cross-examined, provided counterexample(s), and refuted (Boghossian, 2012; Burns, 2016; Davies & Sinclair, 2012).¹⁷ The claim may be framed around the legality, the procedure to be used, reference to justice, fairness, the intent of good or evil, or truth, in which answers are provided based on their experience or knowledge. These issues are the core of the Socratic method.
- Recruits should focus their comments on concepts or principles, not personal narratives.¹⁸
- Recruits can be asked to generate a theory in response to the question and may be encouraged to make mistakes or present flaws in their reasoning.¹⁹
- No one berates, criticizes, chastises, or rebukes another recruit for a subpar response. Such conduct could make recruits anxious or ashamed to provide future responses to questions. Instead, a poor response is used to guide recruits' thinking into a more accurate line of cognitive processing.²⁰

Once the ground rules are known, it's time to determine where best to implement the Socratic method into coursework. How instructors use Socratic questioning within their instruction is varied and individualized. It's not ideal for all academy classes. The following examples may provide insight into how the technique might be used in your academy presentations, though other uses of Socratic questioning are sure to be available.

1. **Any legal class, for instance, Search and Seizure:**

A search and seizure law class instructor asks a recruit to summarize the facts of a specific court case. The recruit is "then asked if they agree or disagree with the court's findings and why. The instructor might then change some of the facts of the case, asking the student to explain whether they still hold the same position."²¹ Another student is asked to take the defendant's side of the case and expound upon the opposing fairness or unreasonableness of the decision. Other recruits may join in the discussion from either the plaintiff's or defendant's views to explore potential reasoning behind them and the effect upon law enforcement investigative methods. An example could be curtilage, a garbage can search, vehicle passenger searches, etc.

Continued on page 25

New

From the COPS Office

This guide is intended to present police leaders with a framework for institutionalizing community engagement strategies to improve their personnel's willingness to increase proactive, positive interactions with the community. It draws on the discussions from law enforcement focus groups at every rank from 14 police departments, sheriff's offices, and state police organizations, synthesizing the results into three themes: (1) defining expectations for proactive community engagement (2) en-gaging leaders in proactive community engagement and (3) establishing proactive community engagement accountability.

Consistent, positive engagement between law enforcement and the community is key for creating legitimacy and trust and enabling the problem-solving partnerships on which community policing depends. Law enforcement agencies have instituted specific programs, events, or units to promote such engagement, from youth outreach programs to Coffee with a Cop; the COPS Office has published a number of guides and resources aimed at helping agencies duplicate these initiatives.

There are few resources available on implementing positive community engagement as part of every officer or deputy's day-to-day duties. This publication helps to fill that gap, with guidance for law enforcement leaders on operationalizing specific practices in their agencies.

To get your copy, click on the link below:

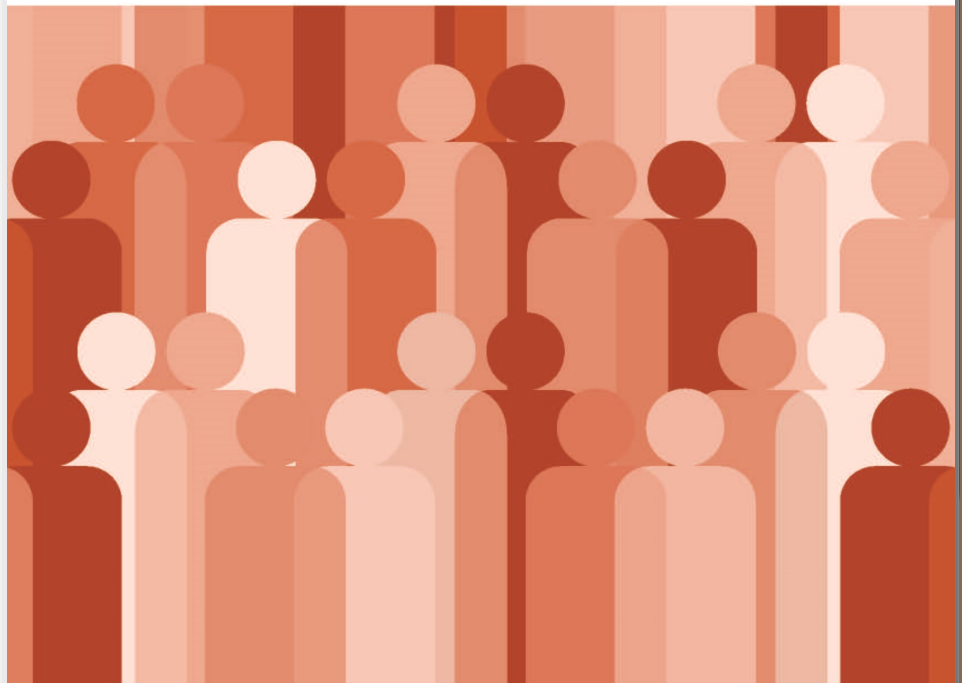
[PDF \(704k\)](#)

Publication Date: 2024

Operationalizing Proactive Community Engagement

A framework for police organizations

Roberto Santos and Rachel Santos



2. **Traffic Accident Investigation:** The challenge in this topic could be drawing conclusions from vehicle traffic accident evidence. It could be physical evidence, mathematical findings from skid marks, or vehicle damage. The same procedure as above might take place in class. One recruit or team of recruits might state the facts as they conclude them to be from the evidence. Other recruits can be asked if they came up with a different conclusion to the evidence presented and might be asked to explain whether they hold to the same conclusion or if there might be an error in the first explanation or cause to think there could be another reason to believe another conclusion. Finally, the question of charging a crime to the cause of the accident may be pondered from both an officer's view or driver's view can be discussed.
3. **Domestic Violence Calls:** Still, another and possibly more difficult examination using the Socratic method could be in discussing a response to a reported domestic violence or family argument incident. Domestic disturbance responses are ripe for, and in real life often use, some form of Socratic questioning, especially those where personal violence has not occurred. The Socratic method uses questions to examine the values, principles, and beliefs. In your exercise, you need two divergent positions that officers must ferret before determining wrongdoing or a stable conclusion.

For example, once the opposing parties are separated, officers are taught to question each party to identify what has occurred from their view of the problem. Then, each party is asked what they see as a solution to the problem. Like this line of questioning, Socratic inquiry demands that the participants account for themselves, their thoughts, actions, and beliefs. It aims to reveal the motivations and assumptions upon which the parties lead their lives and their view of resolving the problem. Thus, officers using the Socratic method need to know facts, but they should focus more on what each party thinks about these facts, not what they think! From this point, questions about moral intuition regarding the cause and resolutions and their impact on their way of life can be addressed.

Officers can then focus on moral education, on how one ought to want live. The substance of Socratic

inquiry asks questions designed to convince people to probe each other's underlying values and beliefs. When those beliefs or values are challenged or refuted, it leaves nothing less than the unity of the people's lives at stake. And as Socrates often said in Plato's dialogues, he is primarily concerned with how one ought to live.

4. **Pursuit Driving:** When discussing the legal and safety issues of initiating and conducting pursuit driving operations, a Socratic conversation regarding moral and safety concerns could be raised versus those of stopping a driver who fails to respond to lights and siren or one who attempts to evade police custody. This might lead to better decision-making by younger officers and a greater understanding of laws or supervisory orders to cease pursuit actions. It may also result in more tactical interventions such as drones, aircraft, traffic camera installation, or license plate readers. For instance, Dubai Police have implemented similar technologies to slow down and stop traffic on their freeways, allowing pursuing officers to walk up on pursuit suspects and place them in custody.
5. **Use of Force:** This could be an interesting topic to implement a Socratic discussion. It could occur in several venues: a classroom lecture, after a practical exercise scenario, a firearms simulation, or other computer-generated scenarios. A myriad of questions could be addressed with students because there are so many variables from real-life incidents that have been reported by the courts, news media, or recruits' departments. The legal and moral use of force issues alone should provide instructors and recruits with many discussion points.

Types of Questions Instructors Might Consider

Socratic questioning can be a compelling learning technique. When serious consideration is given to why specific questions are asked, it can advance ideas, explore concepts, and clarify misconceptions using more profound thought.

Instructors may need to use several types of questions to engage and elicit a detailed understanding. To assist instructors in using Socratic questioning, the following examples of questions are offered to begin the Socratic discussion process.

Question type ²²

Socratic Examples

Clarification	What do you mean when you say X? Could you explain that point further? Can you provide an example?
Challenging assumptions	Is there a different point of view? What assumptions are we making here? Are you saying that... ?
Evidence and reasoning	Can you provide an example that supports what you are saying? Can we validate that evidence? Do we have all the information we need?
Alternative viewpoints	Are there alternative viewpoints? How could someone else respond, and why?
Implications and consequences	How would this affect someone? What are the long-term implications of this?
Challenging the question	What do you think was important about that question? What would have been a better question to ask?

From other academy lessons in report writing and interviewing and interrogation, the five “Ws” and an “H” are a good reminder to engaging in Socratic questioning. **W**ho is involved? **W**hat happened? **W**hen did it happen? **W**here did it happen? **W**hy did it happen?, and **H**ow did it happen? ²³

In Conclusion

Developing teaching methodologies for training law enforcement personnel is an essential consideration for every academy program. The efforts that training staff undertake to improve officer learning plays a significant role in the competence of all officers working the street. Developing officers with high-order thinking skills improves their intellectual aptitude, communication style, and effectiveness with the public.

The Socratic method of learning emphasizes a higher order of thought and knowledge. Its use is suitable for many law enforcement topics, as there are moral, ethical, procedural, safety, and societal issues at play. Once a foundation for the subject matter has been presented, academy instructors implementing a Socratic method in their instruction act as facilitators for classroom interactions rather than information providers. The method compels students to deliberate about how things might be resolved or the manner in which police actions might take place. It enhances dynamic discussions and deep thought, improves dialogue and conversation, and provides another chance to analyze ethical and moral issues in police conduct. Recruits can gain an opportunity to consider why things occur and also consider positions

for and against different viewpoints on topics. It is a pedagogical process that demands serious thought and compels interactions that can result in diverse ideas, exploration into alternative actions, reactions, and interactions that could result in more effective and efficient policing. ~



Be aware of what you do not know and not to assert knowledge where you lack it. — Socrates ²³

Continued on page 27

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- ²¹ Sutton, Jeremy Ph.D., and Maïke Neuhaus Ph.D., *Socratic Questioning in Psychology: Examples and Techniques*, *Positive Psychology*, 5, March 15, 2024, <https://positivepsychology.com/socratic-questioning/> (Accessed June 20, 2024).
- ²² Ibid. 7-8.
- ²³ *Introduction to Philosophy, 1.3 Socrates as a Paradigmatic Historical Philosopher*, Openstax, June 15, 2022, <https://openstax.org/books/introduction-philosophy/pages/1-3-socrates-as-a-paradigmatic-historical-philosopher> (Accessed July 10, 2024).

STUDENT CENTERED Learning in Basic Training

Thursday, September 12th 2024

1:00 PM – 2:00 PM ET



DESCRIPTION:

Research conclusively shows that learning occurs far more predominantly in active student-centered environments than in passive instructor-centered environments. Unfortunately, most law enforcement training environments, particularly basic training, are extremely structured, instructor-centered environments. This topic explores how to practically apply active learning principles synchronously and asynchronously without sacrificing safety or the desired outcomes associated with highly structured basic training environments.

CONCEPTS:

- A. Active and passive learning environments.
- B. Student and instructor centered learning environments.
- C. Student and instructor roles.
- D. Intrinsic motivation.

SPONSOR:



INSTRUCTOR:

JESSE CURTIS

Deputy Director, Wyoming
Law Enforcement Academy

I have been a full-time trainer at WLEA since March 2013 primarily specializing in defensive tactics, use of force, and search and seizure. I am currently responsible for all curriculum development and delivery. I am 5 years into a project to produce a vocationally premised, evidence-driven, learner-centered, outcome-based, concept-oriented training structure for all basic and advanced training at WLEA. I have been an avid student of the scientific concepts associated with learning and performing in a variable, unpredictable, and emotional environment since 2014.

LEARNING OBJECTIVES:

1. Define and accurately distinguish between active and passive learning environments.
2. Define and accurately distinguish between student-centered and instructor centered learning environments.
3. Accurately interpret the meaning of the term "generation" in the context of law enforcement learning environments.
4. Recognize and correlate student and instructor roles in active learning environments.
5. Correlate moral authority and intrinsic motivation.

REGISTRATION: [CLICK HERE](#)

You Know More about English than You Think

By Jean Reynolds, Ph.D.



It's likely that you purchased a thick (and expensive) English handbook when you entered college. In this article, I'm not going to discuss the content you might find in that handbook. Instead I want you to picture that book in your mind's eye — or to imagine a version of your own.

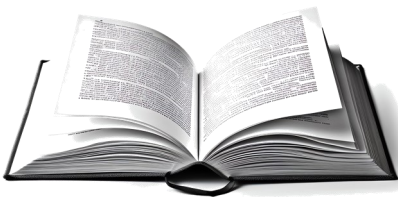


The picture you probably have in your head right now is a hefty gray or white book with hundreds of pages. What *message* is that book sending? (Remember, you haven't opened it yet. You haven't read a single word.)

I know that's a strange question. How could you possibly guess the message of a book before you've read a single word? But I'm going to insist that many students do pick up a message when they first see an English handbook: *You're never going to be a good writer*. Grammar books tend to be too big, too heavy, too expensive, and too difficult.

The truth is that English textbooks don't need to be any of those things. No matter what language you spoke in childhood, you learned most of your grammar before you started kindergarten. At this stage in your life, you use your language skills effectively in every aspect of your life—work, love, fun, spirituality, politics, or any other area.

That raises an obvious question: If all of us know so much about our English, why do we keep hearing that it's in



terrible shape today? The answer is that most of those complaints have to do with *writing*, not *speaking*.

It's true that spoken English can get pretty messy at times. But almost everybody is capable of speaking well if we slow down and think.

You and I already know the usages we need to avoid on the job: "I ain't got none," "Me and Joan done went to the movie," "You was late for work this morning." Hardly anyone has trouble saying "I don't have any," "Joan and I went to the movie," and "You were late for work this morning." We just have to stop and think about what's correct.

But writing indeed is harder, for a number of reasons:

1. We get much more practice at speaking than writing.
2. Many of us rush through writing tasks.
3. We're reluctant to stop and think about what we're writing.
4. We don't think it's important to write well.

Perhaps you disagreed with that last point. Of course you think writing is important! Your teachers told you that, and your boss keeps harping at it. You'd love to do a better job, but somehow your reports and emails end up with lots of mistakes.

So what's wrong? I think it's an attitude problem. At my writing workshops, I hear lots of excuses: "That stuff takes too long." "My writing is good enough enough to get by." "What's the point?"



Here's a challenge for you: Choose one strategy from the list below and apply it to your writing for a month. At the end of that period, choose another challenge. Continue that practice until you've completed the third strategy. (You don't have to do these in order.)

Here's my personal guarantee: your writing will improve, and you'll be ready for the ideas I'm going to introduce in my next article. I hope you'll decide to accept my challenge!

Continued on page 30

Here are my three strategies:

1. After you finish a writing task, ask someone to read it and give you feedback. (The person doesn't need to be a writing expert!)
2. Run everything you write through a grammar-checker.
3. Silently read over everything you write and try making improvements.

Bonus English Tip

Bonus Tip: The Thumb Rule

Many writers struggle with *I, me, she, her, he, him*, and similar word pairs. Here's a trick that works every time—no grammar required!

Just start with a shorter version of your sentence, and you'll *hear* the correct word instantly. (I tell my students to use their thumbs to make the sentence shorter—it's a great timesaver.)

Here's an example:

For years **he/him** lived in Waco. [**he** is correct: For years **he** lived in Waco.]

For years Janet and **he/him** lived in Waco. [**he** is still correct. You can cover "Janet and" with your thumb.]

For years Janet and **he** lived in Waco. CORRECT

And here's one more example:

The rain didn't bother **she/her** at all. [**her** is correct: The rain didn't bother **her** at all.]

The rain didn't bother Dennis and **she/her** at all. [**her** is still correct. You can cover "Dennis and" with your thumb.]

The rain didn't bother **Dennis and her** at all. CORRECT

Practice this trick on your own—it's easy. Soon you'll be confident with all of those word pairs. ~



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

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

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



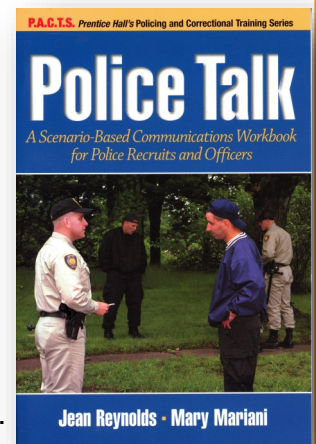
Dr. Jean Reynolds is also coauthor of the book

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

written with Major Mary Mariani, Ph.D., Winter Haven Police Department, Florida.

This book addresses an officer's most important ability—the power of communication.

It contains instruction, scenarios, and discussion questions for officers and recruits that will hone their skill in meeting some of today's greatest challenges.



Curriculum Development and Job Task Analysis

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

Phase I: Needs Assessment / JTA Data Collection:

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

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

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

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

For more information email [Mike Becar](mailto:Mike.Becar@iadlest.org)

View our

[Curriculum Development and JTA Flyer](#)



IADLEST International and National Instructors

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

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

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

From the COPS Office

New

Technology-facilitated violence (TFV) such as doxing, swatting, or cyberstalking is a cybercrime that harms victims via use of the internet and mobile technology. This publication is a resource that will assist state, local, tribal, and territorial (SLTT) agencies in addressing these issues. It begins with an overview of TFV crimes, including definitions and examples of offenses. It also presents tools to identify and measure the problem at a local level, as well as strategies for crime prevention and crime investigation. Finally, it includes data and resources to illustrate the complexity of cybercrimes and violence against vulnerable populations, with a focus on victim-centered response. This report provides answers to many questions arising from the response of local, state, and federal law enforcement agencies and personnel. It identifies crucial lessons learned, discusses initiatives for prevention and improving future preparation and responses to mass shootings in other communities. It is intended to build on the knowledge base for responding to incidents of mass violence. It also will identify generally accepted practices for an effective law enforcement response to such incidents.

Because of the ever-changing landscape of electronic communications and the internet, the guide will not identify specific software applications, online platforms, social media, “nontraditional” technology such as multi-player gaming, and hardware such as global positioning system (GPS) tracking commonly used by offenders. In addition, references to statutes are limited because of ongoing changes in legislation enacted to address TFV and other cybercrimes.

To get your copy, click on the link below:

[PDF \(4,709k\)](#)

Publication Date: March 2024

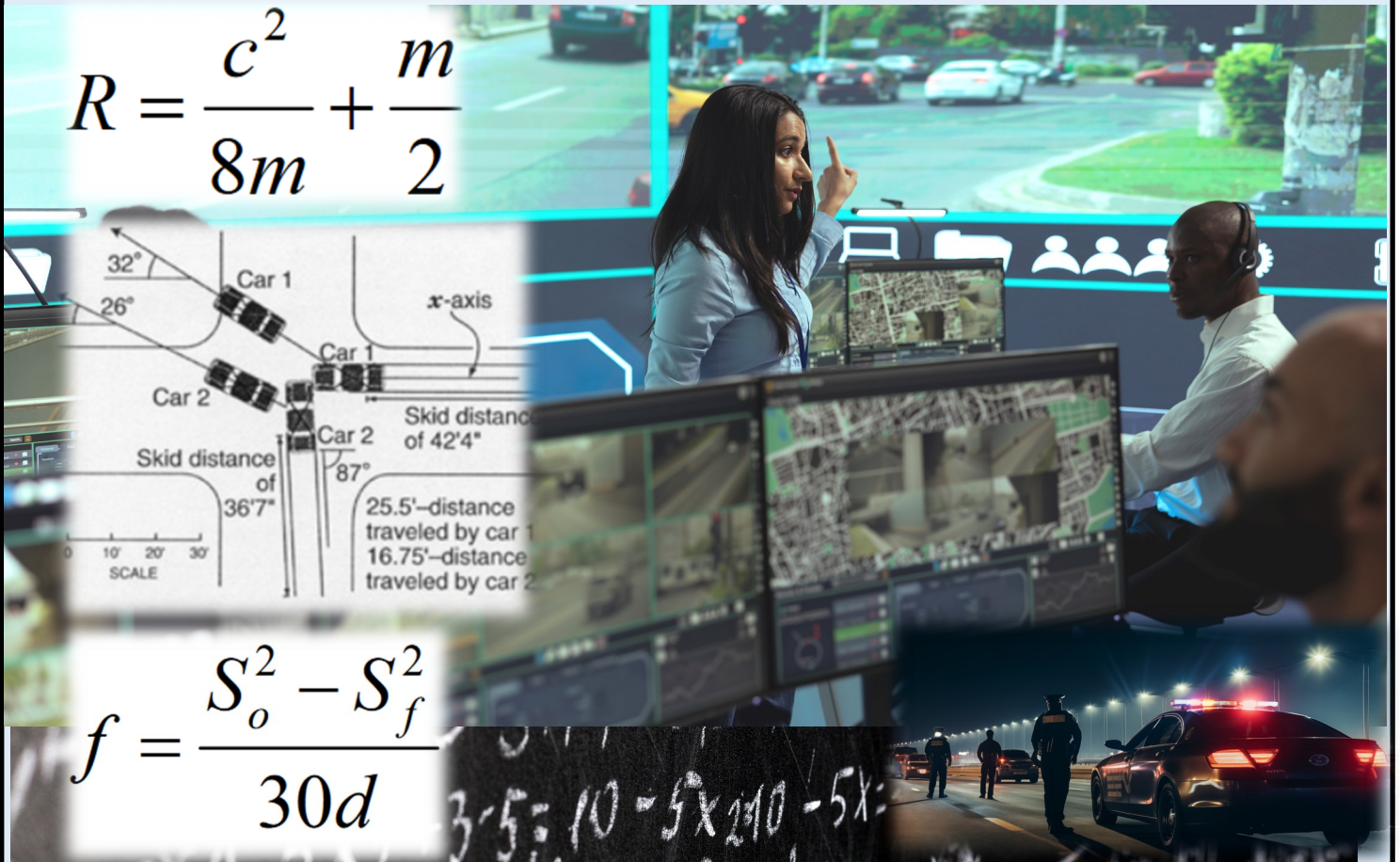
Technology-Facilitated Violence

Elizabeth Simpson

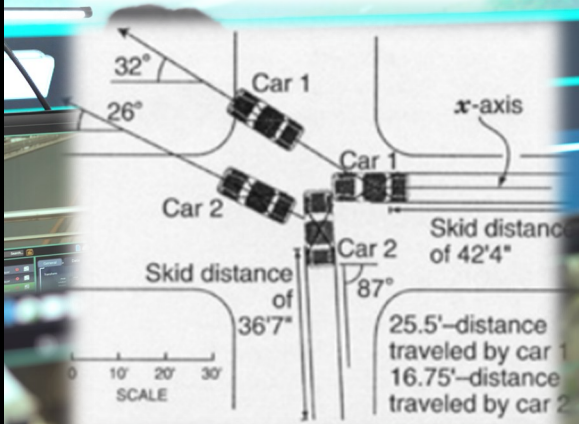


Cognitive Load Theory and Complex Task Sequencing

By Dr. Brett Bennett



$$R = \frac{c^2}{8m} + \frac{m}{2}$$



$$f = \frac{S_o^2 - S_f^2}{30d}$$

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One of the most formative challenges facing training directors is determining what can be done to improve learning among academy recruits that will stay in their minds when the information is most needed. If a course of action is necessary to redirect teaching methodologies or instructional curriculum design, choices to be made need supportive evidence to convince agency leaders and training staff that a change in direction has relevance and a chance to succeed. Micro-learning and utilizing teach-back opportunities are two such possibilities, and in this article, you will learn why.

Utilizing foundational works and peer-reviewed theories can play a crucial role in guiding change, as they provide evidence-based best practices for decision-makers with proven reasons to commit to a plan and influence change in theory and practice. Two significant frameworks, cognitive load theory (CLT) and Gagné's complex

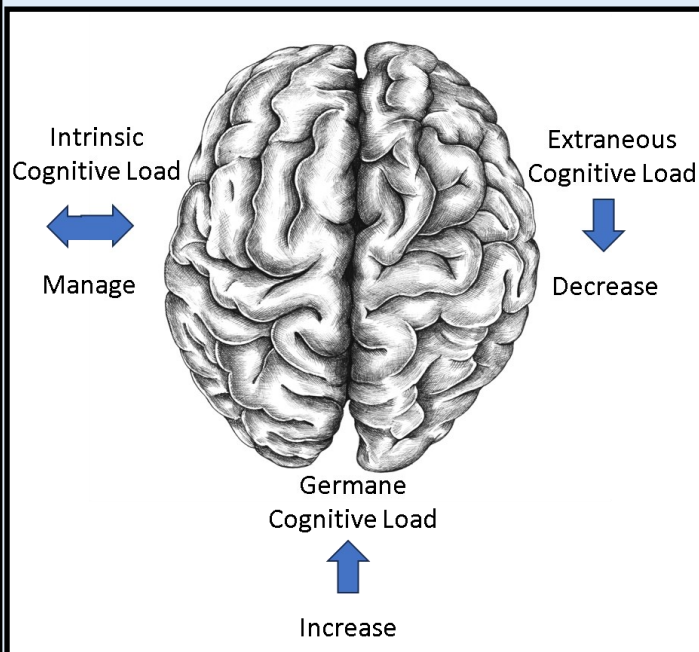
task sequencing build upon the micro-learning and teach-back literature in past articles. These concepts further bolster micro-learning because they are based on breaking down complex knowledge, skills and abilities (KSAs) so that the learner is not inundated with incoming information. Furthermore, by limiting the cognitive load on the employees, it also assists in the organizational change being less intimidating, making the employees less apprehensive.

Mugford et al. (2013) presented a theoretical framework describing how police training programs can improve learning retention and the transfer of skills to the work environment. The authors attempted to bridge the gap between a well-validated theory of instructional design, i.e., CLT, and empirically apply it to police training. By utilizing Bloom's taxonomy of educational objectives to the idea that police training takes place at a lower level and is often one-dimensional, the authors found

Continued on page 34

that breaking the learning in cognitive, affective, and psychomotor dimensions can result in better training and reduce resistance to change and encourage people to participate in the micro-learning solution (Mugford et al., 2013).

The cognitive architecture of CLT-based training consists of both working and long-term memory. When learners commit knowledge to their long-term memory in understandable subgroups or chunks of information, these schemata allow for the recall of higher-order, complex skills more autonomically. However, block-style police training often burdens the learner's working memory, which is obviously short-term. Moreover, the greater the cognitive load, the less long-term learning occurs. CLT researchers have found that providing varied scenarios that include problem-solving, split-attention, modality effects, and redundancy can lead to the construction of more flexible, adaptive schemas (Mugford et al., 2013). Essentially, applying CLT concepts to police training can improve the training. This means dividing the instructional materials into more manageable parts during the early stages of training, thus decreasing the extraneous load, increasing the germane load, and managing the intrinsic load.



Taking an instructional design concept from the educational domain and applying it to police training can lead to improvements. This includes many facets, including rapid decision-making and the need for a variety of kinesthetic skills, e.g., searching, handcuffing, and defensive tactics. The ultimate burden for improvement is placed upon the adult learner and the supervisors.

Some researchers make two main criticisms of CLT: conceptual and methodological. Conceptually, one cannot scientifically distinguish just how much load there is at each point of the training. Moreover, it is difficult to prove whether such a load is beneficial or detrimental to learning. Methodically, there is not a standard procedure to measure or value the various types of cognitive load. Also, it is difficult to rely on self-reporting because of the individual differences among learners. However, even with these criticisms, adult learning concepts and the cognitive load mindset provide a much-needed different perspective on police training, in which there is room for improvement. Indeed, applying these concepts can complement and enhance training, changing the status quo of traditional law enforcement training (Mugford et al., 2013).

The finite capacity of an individual's working memory limits learning (Sun et al., 2017). Expertise develops as a person organizes new information into long-term memory. These schemata permit the working memory to handle and store increasingly complex tasks or cope with an increased cognitive load. A student-centered approach, which differs from the traditional topic-centered approach to adult learning, can change the paradigm of police training by accommodating the cognitive limitations of trainees while adhering to the general principles of contemporary learning by considering the learner, the learner's tasks, and the learning environment (Paas & van Merriënboer, 2020).

Essentially, breaking the learning down into schemata enables individuals to retain the information longer in their long-term memory (Mugford et al., 2013). Cognitive schemata store, organize, and reorganize knowledge by chunking multiple elements of information into a single element with a specific function (Paas & Van Merriënboer, 2020). Skilled performance results from building increasing numbers of complex schemas and combining elements of lower-level schemata into higher-level schemata. In other words, an individual must first learn the conceptual (why) knowledge before learning the more complex procedural (how) knowledge and skills (Cheung et al., 2018). Furthermore, such exposure to schemata can help guide future decisions in new situations, and the aim of any police training is to help learners make rapid decisions in dynamic, rapidly evolving, or potentially violent events. CLT prevents the learner from committing too

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much information to memory at one time. Applying CLT to learning complex tasks in a high-stress environment, such as those found in law enforcement, is the epitome of micro-learning and can significantly improve its educational impact.

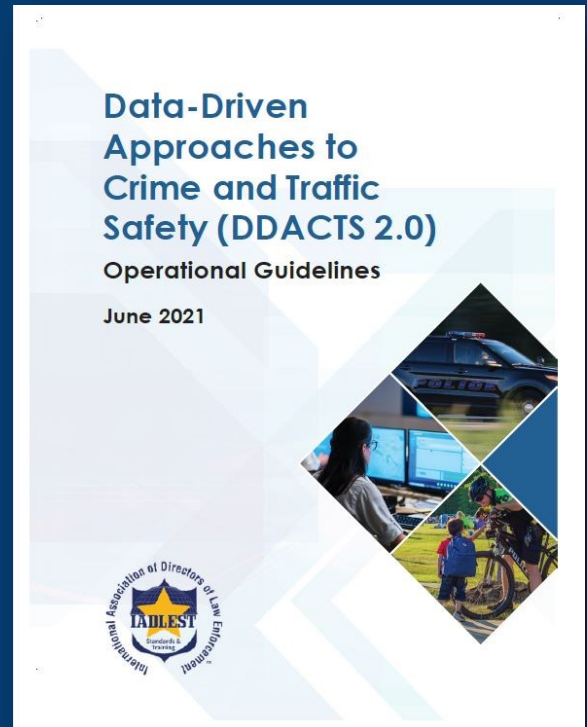
Complex Task Sequencing Robert Gagné was an educational psychologist and a pioneer in the science of instruction during the 1940s (Jaiswal, 2019). Gagné identified the mental conditions necessary to facilitate effective learning experiences and to accomplish intended learning outcomes (Jaiswal, 2019). Gagné developed nine events of instruction that provide a holistic view of the teaching-learning process involving the following activities: gaining attention, informing the learner of the objective, stimulating recall of prior learning, presenting the stimulus, providing learning guidance, eliciting performance, providing feedback, assessing performance, and enhancing retention and transfer. These nine learning events mirror the micro-learning program since learning does not occur in a silo but is a macro process that puts the learner at the focal point. Gagné recognized the importance of the individual when learning new and complex tasks, such as the use of force. The following nine learning events act as a guide for a micro-learning program (Jaiswal, 2019).

Continued on page 37



Federal Training Opportunities for Law Enforcement Officers

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



DDACTS 2.0

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

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

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

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

[DDACTS 2.0 Operational Guidelines](#)

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 shows 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 this 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 main content area consists of four columns, each with a logo and a description of a service:

- National Decertification Index (NDI):** A national registry of certificate or license revocation actions related to officer misconduct as reported by participating state government agencies. [Learn More](#)
- National Certification Program:** IADLEST launched the National Certification Program (NCP) to establish law enforcement training standards and 'best practices' relating to improved professionalism and skill sets for our nation's first responders. NCP courses are recognized nationally and designed to count towards officers' mandatory in-service training requirements. [Access our standards here.](#) [Access National Training Catalog here](#) [Learn More](#)
- NLEARN:** The National Law Enforcement Academy Resource Network (NLEARN) links all United States law enforcement training academies with a variety of vital resources and services. Join in with over 3,500 of your colleagues: police instructors, academy personnel and patrol officers to get the most out of your training. [Learn More](#)
- IADLEST Services:**
 - Academy Accreditation
 - POST Accreditation
 - Audit Services
 - Instructor Certifications
 - Curriculum Development & Job Task Analysis (JTA) Services
 - Technical Assistance and Training
 - IADLEST Partner Advisory Committee[Learn More](#)

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www.iadlest.org

Event 1: Showing learners a relevant video or recent event can gain their attention.

Event 2: Informing learners of the objective will inform them of the significant knowledge and skills for their future.

Event 3: Recalling prior learning not only stimulates the learning process, but it can also correct any confusion, much like experiential learning or teach-backs.

Event 4: Presenting the content in a transparent and manageable fashion will keep learners engaged and prevent confusion.

Event 5: Providing learning guidance allows learners to scaffold or compartmentalize their learning to ensure the topics stay true and relevant.

Event 6: Eliciting performance is active learning, in which learners present and confirm what they have learned, much like presenting a teach-back.

Event 7: Feedback is often lacking during training. A supervisor, trainer, or peer can provide feedback that confirms or adjusts the new KSAs.

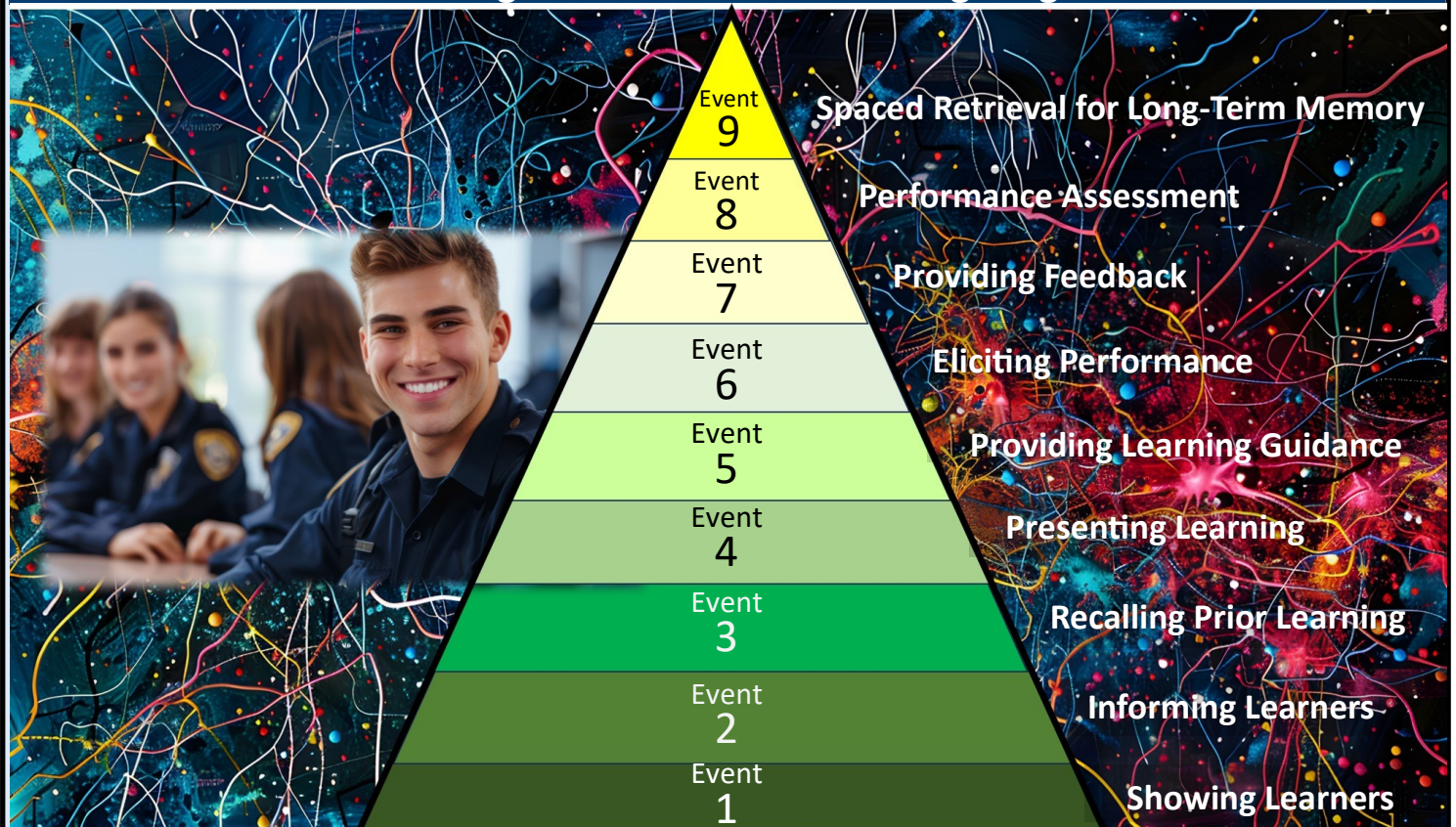
Event 8: Performance assessment can be a byproduct of feedback, or it can be more formal via verbal or written testing.

Event 9: Enhancing retention and transfer is when learners internalize the new KSAs and can apply them to a new experience or scenario. Again, spaced retrieval is a way to commit the learning to long-term memory. (Jaiswal, 2019).

According to Gagné’s learning theory hierarchy, intellectual skills develop cumulatively (Tang et al., 2021), and mastery of lower-level skills must come before mastery of higher-level skills. This concept suggests that intellectual skills and cognitive strategies must come before psychomotor skills. Psychomotor skills are highly cognitive, requiring numerous decision-making processes, e.g., coordinating, regulating, planning, and interpreting movement tasks (Cheung et al., 2018). In other words, learners must understand why they use specific physical techniques to apply them. Furthermore, the objective of the micro-learning program capitalizes on developing the learners’ knowledge and skills to improve both their mental and physical abilities. Gagné also focused on task analysis and sequencing for five types of learning: psychomotor skills, verbal information, intellectual skills, cognitive strategies, and attitudes (Van Tiem et al., 2012). In the micro-learning program, each of these learning types addresses how employees learn the job’s

Continued on page 38

9 Learning Events for Micro-Learning Programs



complex physical and mental aspects, both together and separately. A macro view of learning is not only in line with human performance technology (HPT), but the training also becomes a system instead of one single event. In turn, this process can bring positive change to the organization by improving the KSAs of the learners and their training retention.

In conclusion, a lot can be done to improve police training. However, in making changes to well-established programs, training directors must rely on proven scientific-based practices and theories to drive their efforts to create dynamic learning environments. Cognitive load theory (CLT) and Gagné's complex task sequencing can offer the support necessary to lead curriculum designers and instructors to develop training that's corroborated to bring about better learning results for the police officers who need it. ~

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About the Author

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



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IADLEST ANNUAL CONFERENCE

Charlotte, North Carolina June 1-4, 2025

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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.

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 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, Ashville, 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!** More information about registration will be available in the coming months. ~

Do you want to know more about what IADLEST is doing for law enforcement and the criminal justice community?

The IADLEST Newsletter is a primary source to get that information.

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 is distributed digitally to approximately 12,000 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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Sobriety and Law Enforcement

By Leo Petrilli

This article is written for supervisors and managers in organizations with staff who may show signs of needing peer support services. It's not the usual discussion about peer support needs. It's written by a retired officer who became a casualty of himself and his work, and who is sharing his experience and thoughts to help or save other officers from themselves.

Sobriety is a tactical skill that rarely gets mentioned until the concept is more of a reaction to an issue.

About the Author: Leo Petrilli has 36 years of law enforcement experience and retired in 2018. He had his first drink of alcohol at eight years old, finding some wine in his father's cellar. He was addicted to alcohol for 40 years. His personal relationships were ruined.

At 21 years old, he entered law enforcement. He thought he did his job well. His addiction lasted through many years of his career. His alcoholism was a daily event. His marriage failed because of his drinking. His turning point came on September 17, 2011, when he was at home drinking, as always, and he fell through a glass table. He was taken to the hospital and was kept in a coma for a week to keep his brain relaxed. Leo woke up on day 12 of his hospital stay; he didn't remember anything. The next day, the doctor came into his room with a bag containing two pieces of glass. The

doctor informed Leo that the glass fragments were found in his eyeball. After further discussion with the doctors, he was told if he kept going the way he had, he'd live about six months.¹

Leo finally wanted to make a change in his life, and the journey continues as he works today to help others with similar conditions. Leo has been sober for 13 years, and he has shared his story with many whom he hopes to help understand peer intervention initiatives.

Why am I writing this?

Sobriety is a tactical skill that rarely gets mentioned until the concept is more of a reaction to an issue.

I spoke in Detroit last year at the CIT Conference in front of 430 officers. Afterward, a Lieutenant approached me and said, "We have some peer support people in our department, but they're kind of twisting in the wind, and it's made our agency not want to put more resources in front of it. How do we screen our staff? How do we bring people in [to the support unit]?"

I replied, "You know your organization better than I do. You probably have some great people already in the organization who could help with a lot of folks for all the right reasons. So, you just get the one or two that you do have and help them solicit amongst their colleagues, asking who they think they would want to have come in to assist with peer support."

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Within the general public, it's estimated that out of 100 people, 20 have some type of addiction. That means, among first responders, 1 in 4 have some type of challenge going on in their life that is leading them toward some type of addictive behavior. That's a lot of badges; that's a lot of guns; that's a lot of people driving cars that have issues going on.

So, what do you do about it? Well, you find a safe place for people to discuss their issues. You bring in people who have been on both sides of the issue. You bring in caregivers and others who are in the organization themselves. You bring in top administrators who have skin in the game because it's their people getting hurt. And you have them figure out what they have, what they need, and where they should go, and build something called a "Values Ladder."³

A *Values Ladder* is something of importance to the members of the organization, and what peer support does is put the rungs on the ladder. The rungs should be based on trust. Once you get trust established, you create an agenda that includes everybody being okay and everybody being well. Trust is built by peer support, hope, and resources (financial and others) that are put forward to get the agenda done. Trust is also the key factor in having a successful peer intervention process, and intervention is the best thing that can come into the addicted person's life.⁴

If Not Before Law Enforcement, Why During Law Enforcement

We only know some of what a person's life has been like before they're hired as first responders. Unless your organization has an in-depth employment screening process with a concentrated background investigation and medical and psychological screening process, it's doubtful that you really know the candidate and if they have had past behaviors that they've acknowledged are continuing or could lead toward future addictive behaviors.

We're aware that police work involves responding to tragedies and deaths caused by accidents and intended actions of criminals, the constant stress of running from call to call, lack of sleep due to court appearances, and, for many, after-work family responsibilities. And we can also acknowledge that all first responders, at one time or another, have their own personal or financial crises to manage beyond the work environment. Furthermore,



history tells us such experiences are known to lead to addiction and serious mental health conditions.

Officers' consuming alcohol after work has been glamorized by many television shows and movies over the years, and it may mimic, to some extent, what happens in real life. Because of their work, some officers congregate together and consume alcoholic beverages on their off-duty time for camaraderie because they share the same sense of worth and understanding of their work, and it keeps them away from those they have or may arrest in the future. For some, it's what they do to relax from a hard day's work. However, this does not exclude the lone drinker who is looking for escapism from the problems of work and a complicated personal life.

Acknowledging the Related Factors

Working in a dangerous and stressful environment undoubtedly will lead to some officers experiencing what we know as post-traumatic stress syndrome (PTSD). But what we know as PTSD has gained another label—post-traumatic stress injury (PTSI), which refers to a biological injury after experiencing or witnessing a traumatic event.

The health distinction between PTSD and PTSI can be very similar. "Both can display anxiety, restlessness, panic, and emotional dysregulation manifest." PTSD can last for months or years. PTSI symptoms may not develop into a diagnosable disorder. Understanding

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PTSD “symptoms as an injury not only captures the disorder with more accuracy but also helps people think of it like other physical injuries that can be treated. You can recover from PTSD just like one can recover from a broken arm—with treatment, medications, support and/or monitoring.”⁵ Either way, officers who experience either one of these conditions need peer support from their departments in order to overcome their problem and continue to be productive first responders.

As in my case, PTSD symptoms were fueled by prolonged alcohol and prescription pill overuse to compensate for lifelong direct/indirect traumas and psychological illness (es) that were never healed. Some of the causes which evolved long before I received a badge.

Lack of Self-Worth: Everyone has the need for self-worth. Having a sense of worth among colleagues and society is important for people. Those who feel no sense of self-worth or who struggle with their perception of self-worth are candidates for peer intervention.⁶

“Ten things happen in a person’s life that make a person question their self-worth.

- Feeling uncomfortable or self-conscious around others.
- Avoidance of new places, relationships, or situations.
- A history of abusive or neglectful relationships where basic needs are often unmet.
- Seeking validation from others; a constant need for reassurance.
- Settling for shallow or unfulfilling relationships.
- Deep feelings of shame or not feeling ‘good enough.’
- Discomfort with or inability to accept compliments from others.
- People-pleasing behavior.
- Sensitive to criticism or a fear of being judged by others.
- Social anxiety or fear of being judged as unworthy.”⁷

Lack of a Sense of Agency: “A sense of agency is a subjective measure that determines the degree to which you feel you have control over your mind, body, and environment. In many ways, it is your ability to take action and be effective, assume responsibility for your behavior, and influence your own life.”⁸ “It is the power and ability to filter out unwanted noise, find emotional and physical balance, think more clearly, and advocate

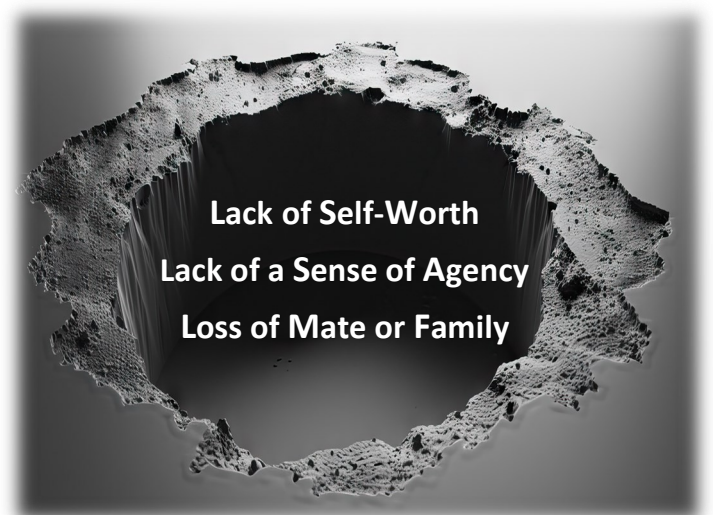
for yourself.”⁹ “According to psychologists, having a strong sense of agency is one of the most important traits to being happy. No matter how much material goods a person owns, you won’t be happy if you don’t have control over your actions and environment.”¹⁰

Loss of a Mate and Family: First Responders who lost their spouse or significant other due to their excessive use of alcohol or pills is a clear sign of the need for suggesting psychological intervention. In my own case, I didn’t know what **love** was—either for myself or anyone else who was caught in my crossfire. The only exception was booze. And then prescription pills, mostly Xanax. I could always count on all of them.

Through my substance misuse, I finally knew what *intimacy* was, but it was with my addiction. The basics of intimacy – love, sharing, trust, confiding, maturity, freedom, respect, communication, or spirituality could not get through to me. They would not and could not be a part of me. I could not allow that.

A person who has intimacy has abilities – they are able to express and feel all of their emotions. They can be empathetic and nurturing to themselves and to others. They pay attention to that other person and mutually share the good and bad times.

The person who has intimacy can disclose things – deep, dark secrets, fears, hopes - as they are not in peril from self-disclosure. They have commitment. They have the truth. ***I did not.*** Let me tell you what I did have. I had partners (alcohol and drugs) that I needed, wanted and loved deeply. My ex-wife or children didn’t have a chance.



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Intervention is the best thing that can come into the addicted person's life.

I am not a Mental Health Professional or any sort of a techie, and I can offer little guidance in those areas other than putting the “human side” into what is being created to empower effective Peer Support applications, creation, intention, and purpose.

What do senior executives in your organization know about the extent of substance overuse and negative behavioral issues in your workforce and their relationship to suicidality?

If given the opportunity to gather not only decision-makers but, more importantly, front-line staff who are struggling with addiction - what steps would you take to have a compelling discussion in order to try to focus, gather, and align therapeutic solutions?

Those answers ought to be at your fingertips, with effective and reachable action plans ready.

In order to create a focused, therapeutic alignment for Sobriety, several core elements are needed—partnerships, advocacy, community, living experiences, mental health, necessity, peer support, chaplains, planning, and resources. Often, decision-makers don't ask a lot of questions when confronted with staff struggling with addiction issues. They're reacting. If you ask questions ahead of time to help your staff, you'll be proactive and educational at the same time. These are healthy discussions that an agency should have with its own support staff. All this takes time to bring together, and the sooner management begins to establish a valid peer support process, the less chance for their staff to fall through the cracks and become addiction statistics, as I was.

Every government jurisdiction should have a Human Resource (HR) Department or personnel fulfilling the HR role. HR should include an Employee Assistance Program (EAP) within its capabilities, and peer support services should be an extension of EAP. At the very least, if not specific to the first responder organization, employees should be able to find the peer support assistance they need within the overseeing governmental level.

If your agency or jurisdiction has not developed peer support for staff, inquire with agencies nearby that are a bit larger than yours and see how they have developed their intervention programs; maybe have some of your

staff go attend one of their meetings to gather information and bring it back to the Chief. Everyone is jumping on the wellness program wagon. Agencies, training academies, and first responder professional associations are putting a lot of resources into promoting first responder wellness. Don't be left out.

In the peer support arena, two acronyms have evolved over the years to describe the goals of an effective and successful peer intervention program: “AI” and “TECH.” They are terms that every peer support program should strive for: “AI” meaning *Addiction Independence*; and “TECH” meaning *Trust, Empathy, Compassion and Hope*.



When I look at my life in retrospect, I would be very remiss if I did not acknowledge to myself and those around me - that I have many issues.

My alcohol and pills never lied to me. And the only way I could find my way again was to crash through a glass table in my apartment after passing out. I got caught.

I was forced to confront my addiction problem by the doctors who helped me recover from my serious alcohol-induced injury and the reality of choosing life over death.

With the help of Addiction Recovery Coaches, Peers who were like me, and my Higher Power - I have been gifted with another chance. Today, I am a Rebel with a Cause.

Conclusion

Decisionmakers have all the power to deliver useful peer intervention for their departments. By planning and preparing their programs beforehand, first responder organizations can, at the very least, foster wellness initiatives and therapeutic programs that will eventually evolve into supportive policies. Those intentions can be embraced by peer interventionists and frontline staff

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who may be struggling with substances or negative behavioral issues. Action to bring about the assistance needed for struggling but qualified staff and create the possibility for salvaging their lives through hope, understanding, confidentiality, trust, and training will benefit the reputation of the organization and the loyalty of the staff.

For someone who only knows helplessness and hopelessness, competent peer intervention is a life-changing tool that provides a last opportunity to save individuals from tragic outcomes. ~

For more information go to this website:

<https://podcasters.spotify.com/pod/show/taking-the-helm/episodes/Ep-37-Leo-Petrilli--Four-Decades-of-Addiction--Recovery-IS-Possible-em5ci6/a-a3ptjrk>

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⁸ *What Is Self-Agency (Psychology) And Why Is It Important?, Self-Agency Definition*, Toomanly, June 8, 2021, <https://toomanly.com/what-is-self-agency-psychology-and-why-is-it-important/>.

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About the Author:

Leo Petrilli spent 36 years in law enforcement as a Canadian Border Officer with K9 duties. Leo was trapped in an addiction for over four decades, and has been substance free since 2011. He just retired from working with the Addiction Recovery Home, where he went for his own recovery. Today, he is a virtual Train The Trainer for the First Responder Program with The Addictions Academy. Leo has experience as a virtual Personal Growth Coach, a Nationally and Internationally Certified Recovery Coach, and Intervention Professional. He attends several First Responder virtual recovery meetings, and is a volunteer with Boots on The Ground: Peer Support for First Responders, in Ontario, Canada. He likes helping others, and it keeps him sober too.



IADLEST Business Notes (Continued from Page 8)

The 2024 edition of the IADLEST Sourcebook should be released to our member directors in the near future. The Sourcebook contains information from forty-nine (49) state POST agencies, covering several topic areas, such as Administration and Funding; Basic Academy Training in the officer categories of law enforcement, state corrections, local jail/detention, parole and probation, communications, and civil process; Academy Systems; Instructors; Inservice Training; Use of Force; Decertification; E-Learning; and others.

The Sourcebook also contains brief comparisons of data gathered from previous editions of the Sourcebook against the 2024 information.

All in all, the Sourcebook contains over 400 individual responses to various standards and training questions that should interest state directors who want to compare their state operations to other POST agencies around the country. This edition of the Sourcebook is the first edition available since IADLEST's 2005 Sourcebook. We hope it will be a valuable resource for all IADLEST members. ~

Instructional Development Webinars

IADLEST has created over 40 webinars to assist agency and academy instructors in developing training programs for law enforcement. Webinars are broadcast each month, with new content covering important topics for course development and presentation. Each webinar has been archived on the IADLEST website and is free to watch.



Continuing Professional Development

How Do We Improve Teaching and Learning?
with Kelly William Enos

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

All from **IADLEST**

What Does the Research Say? The Science of Learning
with Kerry Avery



Designing Scenario-Based Practical Exercises
with Lon Bartel

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

Our live broadcast webinars are interactive, promoting enhanced professional development opportunities for establishing advanced officer training and basic academy instructors.

If you have an interest in viewing our 40+ webinars, [Click Here](#)

Simulating in Training or Pretending

By Robert Carlson



As instructors, we want our training to be as valuable as possible for our students. We know that to accomplish this most optimally, we need to have the students perform the tasks they would be doing in a real-world environment. There's more to it than just having the student replicate a task; we must also replicate the environment and the conditions under which the task must be performed. The closer the student gets to performing a task in the actual operating environment, the more the skill will stick. Depending on the type of training we are conducting, this can present a significant challenge when considering safety and logistics. I'm referencing firearms training as this is where we see the most notable challenges.

Conducting realistic firearms training can undoubtedly be challenging. Firearms instructors have recognized we need to move away from the flat, sterile static range training since that environment in no way reflects the environments in which officers will be involved in a shooting.

Unfortunately, many agencies are still conducting their



Traditional static firearms training shooting only at fully exposed targets, with no cover or movement is conditioning the brain for a non-optimal response.

firearms training in this manner. However, most agencies have realized the deficiencies this creates and the lack of skill transfer. Despite this, instructors are still forced to simulate many things in a training environment due to safety or, more usually, ease of

effort. Some of this is inevitable, but we need to minimize the use of "simulate as though..." in our training. Every time we tell a student to simulate something, we have essentially told them to play pretend, and we will not see the learning occur that we wish to see.

As we learn a new skill or perform a new task, our brain takes in a lot of information. Obviously, we are taking the steps necessary to perform a new task and the environment and conditions in which it is being learned. It is all being ingrained together. Knowing this, we must make sure that we are using the correct context for the skill, or if we cannot train the skill in the right way, we should ask if it should be removed. One specific example involves having officers take a knee during firing. In my agency's training program, at a certain point in the course, the officer is to take a knee, "simulating" the need to get behind cover.

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Having officers kneel to "simulate" being behind cover with no object to replicate the cover, is actually training the brain to kneel in the open.

The problem is there is no actual cover in front of them. Since their brains are recording this behavior and the context in which it is being conducted, it is not registering this as a repetition of the use of cover; we are instead actually training the officer to take a knee in the open.

Similarly, we see this when having officers move during a firearms training evolution. Often, a course will require an officer to rapidly move from the start point to another location before firing. We justify this as training them to move to cover or move to a better position. However, like the kneeling example, if this new position is simply marked by a cone on the ground or other similar reference, we have failed to show them what a better position looks like. Sure, we have "told" them, but have we trained them? One of the primary principles of tactical movement is that it must be done to place us in a better position than we were before. If the point of the training is to condition the officer to recognize that standing in the open is ill-advised, then it surely can't make sense that the place they move to is also just standing in the open. If we place a barricade or similar object at the desired location we want them to

move to, we are conditioning their brain to not only move but also to see what a better position looks like. Because we are now not simulating cover but instead using it, we can incorporate proper cover into the training evolution, thus increasing the learning objectives being covered.

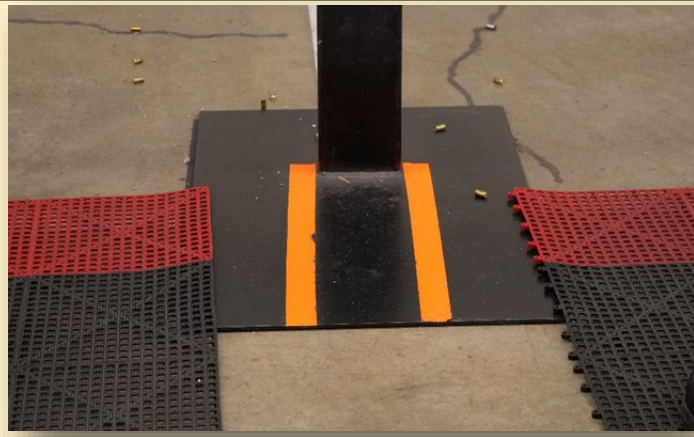
The closer the student gets to performing a task in the real operating environment, the more the skill will stick.

Now, you may be saying to yourself, "My agency already does these drills," however, these principles need to be applied every time a student conducts any level of training, not just a single isolated drill. We cannot allow a single instance of "pretend," which will cause conflicting memory imprints. Studies have shown that in as high as 50 percent of police-involved shootings, the officer had cover immediately available but failed to use it. Certainly, these officers have been told in training to move to a position of cover, but based on the numbers, it is quite evident that we need to create a proper memory. Additionally, when incorporating actual pieces of cover in our training plan, we must ensure that the officer appropriately utilizes them so that a mental picture of what that cover looks like is developed through their eyes. If officers are overexposing themselves or crowding the cover, then as instructors, we need to reposition them. I have often had students with two-thirds of their body exposed around a barricade who truly thought they were using cover correctly. It can be very challenging to see things from your opponent's perspective if you don't know how, so often, it requires an instructor to intervene and point out the danger. One of the ways I have gotten around this for new students is to create a "shooters box," which, as long as they are firmly inside, positions them to correctly be using the cover. Once their brain has ingrained that image and context, the box can be removed, yet the correct behavior continues.



Often a student may think they are using cover correctly, if left unaddressed the brain encodes this as what proper cover looks like from its visual perspective. Instructors need to position a student properly so the brain is conditioned to this new view.

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Place markers behind cover during initial training to hold the student now they are properly behind cover. Once the brain learns what proper cover looks like from its perspective and encodes that data into subconscious patterns, remove the markers.

The human brain receives information through all of its sensory functions. The most dominant sensor that the body has is our vision. Studies show that upwards of 80% of the sensory input we receive comes from our eyes. We rely so much on our visual input that in instances where what we are receiving through other senses, such as hearing, conflicts with the input received through the eyes, the brain will encode the visual stimulus over all others. Even though we may be verbally instructing a student to simulate cover or “in the real world you would...” if this does not match what they are seeing, the brain is unlikely to store the verbal stimulus in favor of what it was taking in visually. The environment and context in which we are having a student perform a skill need to match the instructions and context we are explaining as much as possible.

While this simulation effect is primarily being discussed in the context of firearms training, there are other situations where “pretending” has negatively affected performance. Hopefully, your agency’s defensive tactics program has similarly evolved from a static, sterile mat into a more dynamic contextual training. In traditional defensive tactics training programs, students are often training in PT clothing without having to wear gun belts or body armor. Not only does this change how the body can move, but we are telling the students to “simulate” the need to protect their firearm. However, since there is no weapon on their hip, their brain dismisses information, as it isn’t accurate to the context it is seeing. Optimally, we are incorporating training weapons into our defensive tactics program and not just wearing

them but having to potentially fight to access them as this reflects reality; however, even here, we must make sure we are not asking the students to pretend. Suppose we have other students or an audience observing the scenario where an officer may have to pull their weapon and shoot the suspect. In that case, we have to ensure that the observers are not in a position where they could be in the background of the target, even if using “dummy” weapons. This is not a safety issue but a performance issue. While we are telling the officer always to be aware of their background and “simulating” the audience isn’t there, what we have, in fact, done is under stress, conditioned the mind that it is acceptable to engage with people in the background because that is the image and context imprinted. The environment must match all of the contexts we desire.

This is not to say that we must never simulate anything. We can never truly replicate the real world in training. Safety factors will necessitate many artificialities. If the simulation is in place to protect your students, that’s not the purpose of this article. Nor when we simulate objects or environments through replication, as the brain still creates the proper neural pathway to perform the skill. It’s when we simulate the context of a skill that we create an issue. The brain will perform as it does in training; that is the point of training, to condition the optimal response. When we ask the student to “pretend like,” but the brain receives a contradicting stimulus, the actual stimulus will always win. By telling the officer to pretend, not only are we certainly not going to see learning in the desired direction, but we are also very likely to see a training scar where we have actually trained the student to do the exact opposite. ~

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

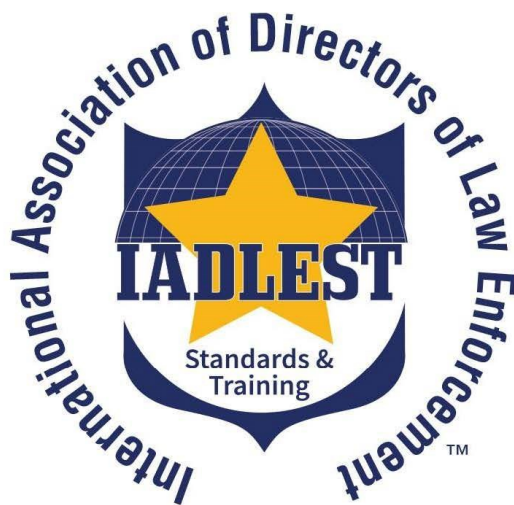


Reciprocity Handbook

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:

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Virtual Reality for Law Enforcement Training: Key factors to consider for effective skill development

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Introduction

Attaining mastery of motor skills necessitates extensive and high-quality practice over a long period of time (Ericsson et al., 1993). However, various challenges, such as logistical constraints and associated costs, often impede individuals from obtaining the required amount of practice to truly achieve mastery. In fields like law enforcement, where realistic scenarios demand specialized environments and equipment, securing adequate practice opportunities becomes particularly challenging. Traditional training methods in law enforcement, akin to other domains, may require specific and specialized facilities, personnel, and resources, all of which introduce barriers that hinder efficient and effective skill development. The integration of virtual reality (VR) into a practice regimen offers a promising solution to these challenges, providing a platform that transcends logistical constraints and minimizes inconvenience and costs (Michalski et al., 2019). By simulating realistic scenarios in a

controlled environment, VR not only offers a safer alternative but can also align with optimal learning principles established over decades of research (Markwell et al., 2023a, 2023b). For instance, previous research has shown that VR practice, when appropriately tailored to individual skill levels, can surpass the effectiveness of traditional methods (Gray, 2017). While recognizing that VR should not replace conventional practice entirely, it presents a compelling avenue for law enforcement training, potentially addressing existing challenges and providing valuable advantages to facilitate skill acquisition. As VR technology continues to gain popularity and is increasingly adopted for training purposes, this article aims to explore the nuanced dynamics of VR implementation in law enforcement. It highlights the potential benefits while addressing the associated risks from a skill acquisition perspective, providing valuable insights for informed decision-making based on current scientific evidence.

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Differentiating Immersive Technologies

Given the technological differences between types of hardware and their influence on human behavior, it is essential to differentiate between VR and augmented reality (AR) as well as immersive VR and non-immersive VR systems. While VR places users within a completely simulated environment, AR overlays virtual elements onto the real world, enabling interaction with both environments simultaneously. Immersive VR fully engulfs users into a virtual environment, offering a 360-degree field of regard. This category includes high-quality head-mounted displays (HMDs) like the HTC, Meta, or Apple headsets, as well as enhanced setups that incorporate gloves or bodysuits to provide sensorimotor feedback. Conversely, non-immersive VR systems still allow users to recognize the screen or conventional graphics workstations and typically offer less than a 360-degree field of regard. Examples include desktop setups and Cave Automatic Virtual Environment (CAVE) systems. These distinctions are important to understand the current body of research that has investigated human behavior and VR/AR technology and its application in various fields, including law enforcement training.

The State of VR Research and Current Industry Use

While the field of VR research is still in the early stage of development, empirical evidence suggests that practicing cognitive and perceptual-motor skills in VR can effectively enhance real-world performance (Harris et al., 2020; Michalski et al., 2019; Oagaz et al., 2021). The majority of the research investigating performance improvements of motor skills (i.e., motor learning) in VR has been demonstrated in non-immersive VR systems, such as CAVE systems (Gray, 2017; Oagaz et al., 2021; see Gray, 2019a for a review). However, recent studies have also demonstrated that immersive VR, through the use of HMDs, can lead to positive transfer of learning/training (Harris et al., 2020; Markwell et al., 2023a, 2023b; Michalski et al., 2019; Oagez et al., 2021). However, it is essential to note that empirical support for immersive VR is relatively scarce, and not all experiments investigating the transfer of learning/training from immersive virtual environments to a real-world environment have consistently demonstrated positive outcomes (Drew et al., 2020; Harris et al., 2020, experiment 1). In some instances, practicing a motor skill in immersive VR has even been shown to decrease performance compared to pretests (i.e.,

negative transfer of learning) (Drew et al., 2020). This underscores the need for additional applied research to comprehensively understand the factors influencing how the transfer of learning occurs in immersive VR and how the transfer of learning occurs in order to establish guidelines for optimizing real-world performance improvements. Moreover, it is imperative to conduct this research in the context of dynamic environments that have practical relevance to law enforcement, ensuring learned skills can be effectively performed by men and women in uniform when it matters most.



Performance vs. Learning

When examining the evidence in the context of VR training, it is critical to distinguish between immediate performance improvements and long-term learning outcomes. It is important to note that the terms *performance* and *learning* have distinct and important differences from both a theoretical and practical perspective. *Performance* is behavior that can be observed and measured immediately during the acquisition or training process (Magill & Anderson, 2021; Schmidt et al., 2018). In short, performance is observable behavior, such as examining the location of shots fired into a silhouette target. Using this definition, measuring shooting accuracy and precision during a specific training scenario would be considered a measure of performance. In other words, “the term performance refers to the execution of a skill at a specific time and in a specific situation” (Magill & Anderson, 2020, pg. 263).

Assessing performance without an adequate amount of time between the training period and the assessment period can lead to inaccurate inferences about learning.

However, the typical goal of training, instruction, and practice is to facilitate long-term *learning*. Unlike performance, *learning*, which is the relatively permanent change in the capability to execute a skill, is not directly observable and can only be inferred (Magill & Anderson, 2021; Schmidt et al., 2018). Learning is typically assessed during a delayed retention and/or transfer period at least 24 hours after the acquisition/training period (Schmidt et al., 2018). Assessing performance without an adequate amount of time between the training period and the assessment period can lead to inaccurate inferences about learning (Magill & Anderson, 2021; Schmidt et al., 2018). This distinction becomes particularly essential when understanding and considering VR for training purposes.

It is worth noting this important distinction because there is now overwhelming empirical evidence demonstrating that learning can occur in the absence of any short-term positive or negative changes in performance (Magill & Anderson, 2021; Schmidt et al., 2018; Soderstrom & Bjork, 2015). Furthermore, considerable improvements in short-term performance frequently fail to lead to changes in long-term learning (Magill & Anderson, 2021; Schmidt et al., 2018). Certain conditions that lead to the most errors during a training/practice session often facilitate the most impactful long-term learning (Magill & Anderson, 2021; Schmidt et al., 2018; Soderstrom & Bjork, 2015). In contrast, other manipulations that result in the fewest number of errors during training/practice sessions can lead to the least amount of long-term learning (Magill & Anderson, 2021; Schmidt et al., 2018). Numerous examples of this counterintuitive performance-learning distinction have been demonstrated in motor learning research for multiple decades (Magill & Anderson, 2021; Schmidt et al., 2018). The body of empirical research testing the contextual interference effect is just one example that has consistently demonstrated this performance-learning differentiation (Magill & Anderson, 2021; Schmidt et

al., 2018; Wright & Kim, 2019). These experiments have traditionally examined how different practice designs influence the performance *and* learning of multiple motor skills. Such studies typically compare a repetitive (i.e., blocked) practice design to a non-repetitive (i.e., random) practice trial arrangement. During a blocked practice design, the learner practices a skill for a specific number of trials before moving on to the next skill. In contrast, a random practice design is one in which the skills are practiced in a non-repetitive distributed order. Results generally show that the random practice design leads to worse performance during the short-term training session but superior performance during delayed long-term assessments of learning (Magill & Anderson, 2021; Schmidt et al., 2018; Wright & Kim, 2019). In other words, performance was worse during the training/practice session but led to greater learning over a longer period of time. In the context of VR training, it is crucial to understand not only how that technology influences immediate performance but also its influence on long-term performance (i.e., learning). Furthermore, since the purpose of training is to facilitate improvements within real-world applied contexts, as opposed to only improving performance within a VR environment, the critical factor is determining whether the VR training is facilitating *transfer of learning/training*.

The ultimate litmus test for the effectiveness of training or practice in VR lies in the extent to which skills acquired or practiced in a virtual environment can be successfully executed in the real world.

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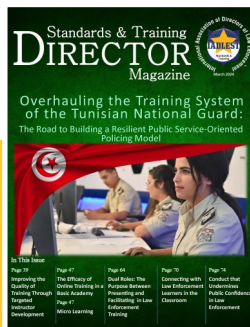
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Transfer is the Name of the Game

In the scientific discipline of motor learning, the concept of transfer of learning, sometimes referred to as transfer of training, holds significant relevance. Transfer occurs when previously acquired knowledge, abilities, or skills influence the learning of a new task (Magill & Anderson, 2021). Researchers commonly define transfer of learning as the 'influence of prior learning on the learning of a new skill or the performance of a skill in a new context' (Magill & Anderson, 2021, p. 307). The ultimate litmus test for the effectiveness of training or practice in VR lies in the extent to which skills acquired or practiced in a virtual environment can be successfully executed in the real world (Gray, 2019b). In other words, when training in VR or with a simulator, transfer is the name of the game and a critical factor to consider.

With the goal of maximizing the return on investment from the many hours that law enforcement personnel spend training, there are three primary characteristics that are crucial for the facilitation of transfer of learning: direction, magnitude, and distance (Gray, 2019b; Magill & Anderson, 2021). First, the direction of transfer encompasses positive, negative, or neutral (zero) outcomes. Positive transfer occurs when prior training experiences enhance the performance of a skill in a different context or facilitate the learning of a new skill. Conversely, negative transfer arises when previous experiences interfere with or degrade the performance of a skill in a different context or the learning of a new skill. Neutral transfer indicates that previous experiences have no effect on facilitating a new skill or the performance of a skill in a new context (Magill & Anderson, 2021).

Second, the magnitude of transfer refers to the extent to which previously practiced skills impact real-world performance. The magnitude of transfer ranges from small (i.e., little transfer) to large (i.e., significant transfer) (Gray, 2019b). Finally, distance (i.e., near or far) considers the separation between the practiced task and the real-world task in terms of psychological and physical demands that are placed on the individual (Gray, 2019b). Near transfer occurs when an experienced real-world skill or situation is similar or nearly identical to the one which was practiced. By point of comparison, far transfer involves the execution of a real-world task that is relatively dissimilar, either psychologically or in terms of required movements. The level of similarity between practice and transfer in terms of psychological demands placed on the individual

and the physical movements they must perform is equally important to consider. The underlying rule is that there should be a high level of similarity in terms of transfer direction, magnitude, and distance between law enforcement training and the real-world demands that will be experienced while on the job. In the context of using VR as a practice or training tool, the optimal outcome for real-world task performance would be a positive far transfer of learning with a substantial magnitude. This suggests that skills acquired in the virtual environment not only transfer effectively to the desired environment, but also contribute significantly to the enhancement of real-world performance.

As an illustration of the distance of transfer, consider a VR shooting simulator designed to enhance a law enforcement officer's shooting accuracy. In this scenario, the officer engages in simulated shooting scenarios within the VR environment, practicing quick and precise responses to various situations. To assess shooting accuracy performance, the number of correct engagements and shooting accuracy can be evaluated by the simulator after action report. This represents *near* transfer, as the evaluation tasks closely mirror the cognitive and motor demands of the shooting practice within the VR simulator. Studies on transfer of learning have consistently shown that near transfer tends to yield positive outcomes with a substantial magnitude (Schmidt & Lee, 1982). However, it is crucial to recognize the limitations of near transfer, particularly in determining the true effectiveness of VR technology in enhancing skills within a real-world environment. To truly evaluate the impact, one should consider assessing *far* transfer of learning. In the context of the shooting simulator example, far transfer could be measured by evaluating the officer's shooting accuracy during live training exercises before and after using the VR shooting simulator. Doing so, provides a more comprehensive understanding of the technology's effectiveness in real-world shooting scenarios.

Challenges within Law Enforcement

Financial Cost

Implementing new technology or training methodologies always presents challenges, with budget constraints often being a primary hurdle. Assessing the financial implications of adopting a VR training system involves multifaceted considerations. While the cost of hardware, such as the price of HMDs, is readily available, a comprehensive evaluation must encompass not only the hardware but also, more

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importantly, the software and training content included with the simulator system. Hardware is highly competitive, and prices frequently adjust as new computer chips, sensors, or HMDs are released to the market. The hardware must also support the training needs, as not all headsets have the same capabilities (Angelov et al., 2020). Moreover, it is essential to consider whether the software and content align with the goals of achieving retention and transfer within a law enforcement context. Thus, weighing the *value* of a training system as opposed to *pricing* is critical, with particular attention to features that contribute positively to training outcomes while avoiding elements with limited or potentially adverse training effects. A software feature with minimal training value or one that may negatively impact performance while on the job is problematic, as it could lead to the loss of human life or a serious injury. Content that lacks alignment with departmental values or ethics is not only monetarily wasteful but may also compromise the effectiveness of training.



Photo from Virtra

Allocation of Training Time

Adequate training is vital to law enforcement outcomes, and training time must be balanced with operational time requirements. Adding to the challenge, law enforcement is often tasked with legally mandated training that competes for other necessary training time. VR offers the advantage of on-demand training, enabling shorter training blocks that align with the concepts of microlearning. These shorter blocks can be conducted at an extended briefing to maximize available time. Microlearning is an instructional design that utilizes small chunks of time for training and is highly effective for skills training (Taylor & Hung, 2022). Adopting the technique of microlearning may also mitigate overtime budget constraints as the training could be completed during shift overlap. Furthermore, VR provides the capability to engage in more frequent

practice sessions, the flexibility to retrain specific scenarios, and train across a wider range of scenarios compared to live training (Abich et al., 2021). This can contribute substantially to reducing the time associated with training, ultimately optimizing resource allocation within law enforcement agencies. Lastly, most VR training platforms are mobile and may be set up and dismantled with minimal effort. As a result, this affords the opportunity to take the training to the law enforcement officer rather than forcing the officers to travel to a training facility. This is a cost-saving measure as it reduces the costs associated with travel time, transportation expenses, accommodations, and administrative human resources.

Acceptance and Use

Will officers use VR? A critical consideration in integrating VR technology into law enforcement training is the willingness of officers to adopt and utilize it effectively. Simply put, there is no value if the technology is not accepted and used. The primary determinants of users' intent to utilize VR technology are the perceived usefulness and perceived ease of use (Venkatesh & Davis, 2000). Perceived usefulness pertains to the perceived extent to which VR technology can enhance the results of law enforcement training. If VR simulations can faithfully reproduce real-life scenarios and offer trainees the chance to hone their decision-making skills in high-stress settings, then the perceived usefulness of VR technology for law enforcement training is expected to be substantial. Consequently, there is a higher likelihood of acceptance and utilization of VR technology in law enforcement contexts.

Perceived ease of use refers to the degree to which users perceive VR technology as user-friendly, requiring minimal effort, and compatible with their existing training methods. If VR technology is seen as overly complex or challenging to operate, the perceived ease of use is diminished, resulting in a decreased probability of acceptance and utilization of VR technology in law enforcement training scenarios. In addition, subjective norms (i.e., the effect of colleagues' attitudes), work relevance, the culture of acceptance, training experience, and computer self-efficacy may further influence users' adoption and utilization of VR technology in law enforcement training (Venkatesh & Davis, 2000). Therefore, addressing officers' perceptions of the usefulness and ease of use of VR technology, along with understanding the broader contextual factors

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influencing their acceptance, is essential for the successful implementation and integration of the technology into law enforcement training.

Risk and Reward

VR technology presents a unique opportunity to simulate law enforcement training scenarios in VR environments that would be too hazardous or impractical to recreate and train in real life. These events, often referred to as low-frequency, high-risk events, include mass casualty, active threat or active killers, suicide jumpers, and hazardous waste or chemical environments. VR enables the creation of highly detailed and complex training environments, simulating real-world conditions with a sense of presence and immersion (Gisler et al., 2020; Nieminen & Kirjonen, 2020). For example, the US military has used VR to create complex virtual battleground exercises and maritime applications (Zaman et al., 2021). From a training perspective, VR also allows law enforcement officers to experience low-frequency, high-risk events not only visually, but also affords the opportunity to engage the sense of hearing through the interaction of an immersive environment. These are high-risk, real-world, perceptually rich virtual environments designed to create a feeling of presence yet minimize the safety risks that are inherent in live training exercises.

Even if the safety risks of live environments could be completely mitigated, the financial costs associated with creating a one-to-one physical fidelity environment would likely be prohibitive for most law enforcement units. This constraint is particularly applicable to rural or underfunded law enforcement agencies which lack the financial resources to acquire and maintain a VR training system that is robust enough to enhance officer performance. While the initial investment in VR technology may be high, it can offer long-term cost-effectiveness savings over time compared to costs associated with live training exercises (Farra et al., 2019). Thus, VR presents an alternative solution that addresses both safety concerns and cost considerations in law enforcement training.

Moreover, the utilization of realistic human representations within VR environments poses significant challenges. While highly detailed and believable environments are readily achievable, accurately portraying human emotions such as fear, panic, or hate presents a formidable obstacle. The concept of the "uncanny valley" underscores the difficulty in creating computer-generated image

(CGI) representations that are convincingly human-like without triggering aversive reactions from users. The uncanny valley phenomenon suggests that as attempts are made to make CGI characters more human-like, there is a tipping point where slight imperfections evoke feelings of eeriness or unease, detracting from the intended training objectives (Mori & Painter, 2012).



In the context of law enforcement training, the challenge of navigating the uncanny valley is compounded by the need to accurately represent behaviors indicative of potential threats. It raises important questions about the reliability of officer responses and the interpretation of their actions within virtual environments. For instance, how can one discern whether an officer's use of force is justified or if it stems from an unconscious aversion or fear triggered by CGI representations? Addressing these complexities is paramount to ensuring the effectiveness and ethical integrity of VR-based law enforcement training programs.

Special Considerations

One of the challenges in utilizing VR for training purposes is the occurrence of simulation sickness, also known as cybersickness. Simulation sickness encompasses many symptoms that individuals may encounter when utilizing virtual reality or other immersive technology, posing one of the biggest challenges to using VR (Porcino et al., 2020). Typical symptoms include nausea, dizziness, disorientation, headache, weariness, and eyestrain (Sharples et al., 2014). Simulation sickness can significantly impact the user's experience, impair learning and memory, and potentially diminish the overall effectiveness of training. The underlying cause of this effect has been attributed to sensory conflict (Reason & Brand, 1975), postural instability (Farkhatdinov et al., 2013), latency and frame rate

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considerations (Stanney et al., 2020), field of view (LaViola Jr, 2000), as well as individual differences (Golding et al., 2012). Experiencing simulation sickness during a training session can render trainees unable to complete their duties or become liabilities to themselves and others due to compromised functioning. Moreover, repeated exposure to simulation sickness can create negative associations with training and feelings of illness, potentially deterring trainees from future participation in training exercises.

To mitigate the risk of simulation sickness, several best practices have been identified. These include reducing optical flow through manipulation of the field of view (Ang & Quarles, 2023), minimizing environmental detail (Davis et al., 2015), utilizing headsets with higher frame rates (Wang et al., 2023), and employing systems with low latency (Stauffert et al., 2020). It is important to note that there may be trade-offs between frame rate and latency depending on the hardware used. Additionally, shorter exposure times have been shown to decrease the likelihood of inducing cybersickness, aligning with the microlearning methodology discussed earlier in this paper (Min et al., 2004). By implementing these strategies, law enforcement agencies can enhance the safety and effectiveness of VR-based training programs while minimizing the risk of adverse effects on trainees. We also recommend that law enforcement agencies that are considering the adoption of a VR training simulator consult with experts in the field to reduce the risk of purchasing hardware and software that produces negative side effects. Such a result will negate the many positive contributions VR training can make within law enforcement.

Conclusion

The integration of VR technology into law enforcement training holds immense promise, offering solutions to logistical constraints and cost limitations while providing a controlled, immersive environment for skill development. The evolving state of VR research, supported by empirical evidence in both non-immersive and immersive environments, emphasizes the need for further exploration, particularly in high-stakes contexts such as law enforcement. Moreover, distinguishing between performance and learning is crucial, with the ultimate goal being the positive transfer of learning to real-world contexts. Understanding the three primary characteristics of transfer - direction, magnitude, and distance - is essential when considering VR as a practice or training tool; aiming for positive

far transfer with a substantial magnitude should be a primary objective. Furthermore, the inherent challenges within law enforcement, including budgetary limitations and time constraints, highlight the need for efficient yet effective VR training systems. Law enforcement officers' acceptance and use of VR depends on perceived usefulness and ease of use, while the risk and reward analysis highlights VR's potential to cost-effectively simulate high-risk events. Special considerations, such as simulation sickness, underscore the need to mitigate drawbacks through best practices. In navigating the complexities of law enforcement training, informed decision-making based on current scientific evidence remains crucial to unlocking the full potential of VR for skill acquisition in law enforcement.

Lastly, as law enforcement organizations increasingly turn to VR and simulation for training, organizations should consider hiring a dedicated professional, akin to a director of methodology or an applied scientist within a professional sports organization, to oversee the integration and utilization of VR technology. The only way to truly ensure that VR will effectively result in a positive transfer of learning is to test it using validated methods of assessment and evaluation. Trained personnel play a pivotal role in ensuring that the technology and training methods align with optimal learning principles, facilitate positive transfer of learning, and effectively enhance real-world performance. Of course, such a dedicated professional should not only focus on VR training but should also consider a holistic approach to training methods to maximize human performance. As VR continues to shape the landscape of law enforcement training, the presence of a knowledgeable and specialized individual within the organization becomes an invaluable asset, guiding the effective implementation of VR to maximize its benefits and address potential challenges, ultimately contributing to the continuous improvement of law enforcement skills and practices, enhancing overall effectiveness and safety. ~

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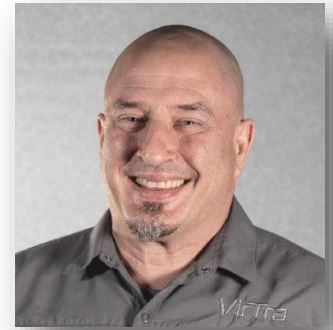
About the Authors

Logan Markwell Mr. Markwell is a human factors scientist specializing in skill acquisition and human performance. He holds a PhD in Motor Behavior from The University of Tennessee and has led research investigating the transfer of learning within VR/AR technologies. His industry experience



includes directing a research center in Poland and evaluating factors that influence human learning and performance, including with VR/AR technology.

Lon Bartel: Mr. Bartel is a former peace officer with Peoria PD (AZ). He specialized in firearms and control tactics during his 20-year career. He has been a certified law enforcement trainer for over 18 years and created the IADLEST-certified V-VICTA program. Mr. Bartel is an Arizona State University graduate, and he co-founded the Arizona Tactical Officers Association.



Dr. Jared Porter: Dr. Porter's research investigates how humans learn/re-learn motor skills and how the human nervous system generates skillful movements. His primary interest is in determining how factors such as virtual or augmented reality, engineered practice, human factors, skill level, cognitive load, decision-making, and focusing of attention interact with motor skill learning and performance. His research has practical applications to various settings such as military/tactical mission planning and performance, patient rehabilitation, law enforcement training, competitive sport settings, work-force development, and advanced medical simulation.



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Standards & Training Director Magazine



The Trainer:

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

September 2024 CROSSWORD PUZZLE

Answers are found on Page 75.

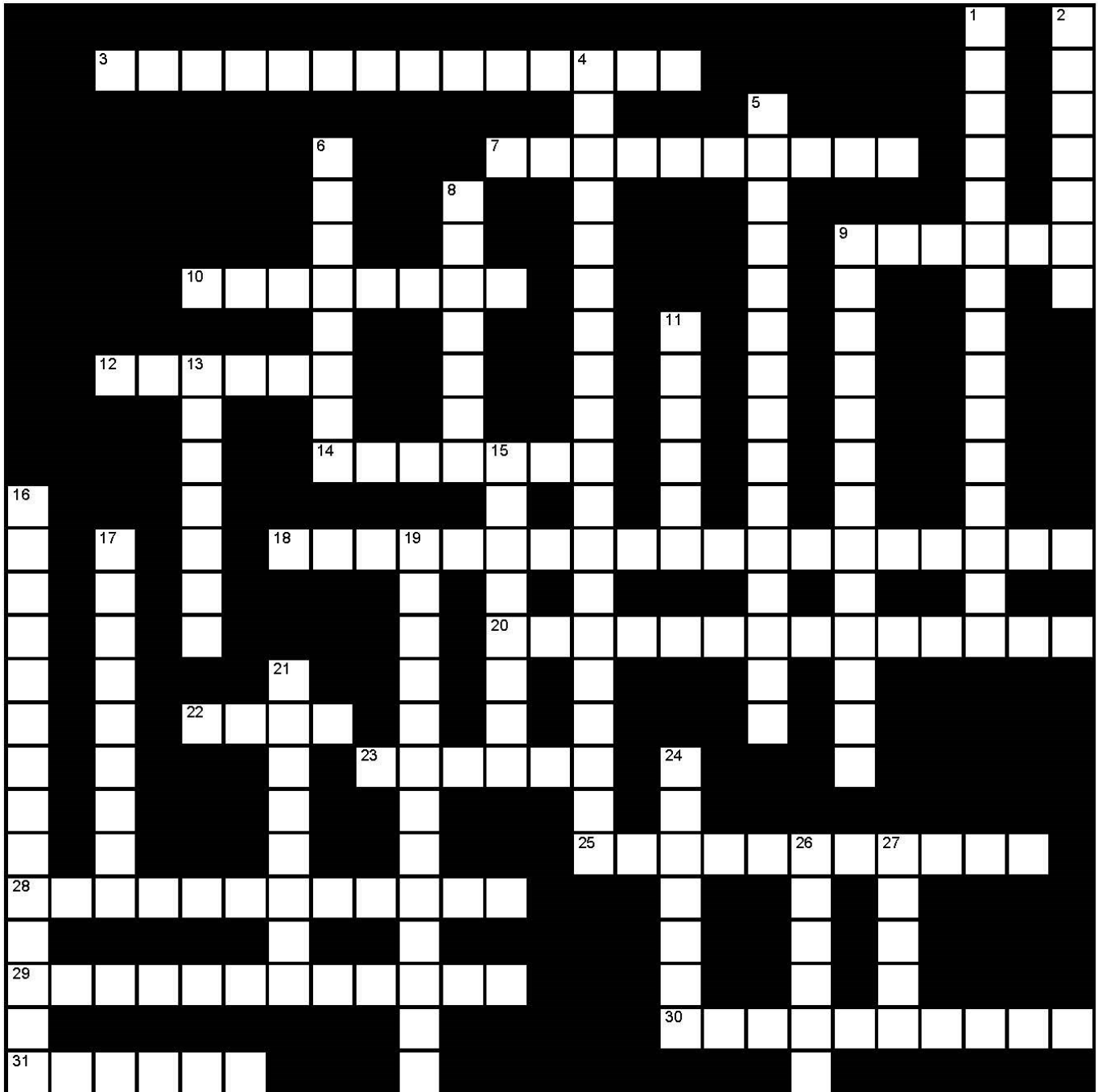


Questions and Answers are taken from articles inside this magazine.

ACROSS

- 3. All new instructors should go through an _____ period with an experienced instructor. (1 word) (14)
- 7. A teaching tool enacted through discussion with reasoning as the means to come to understanding. (1 word) (10)
- 9. Last name of IADLEST's President. (1 word) (6)
- 10. A method of teaching. (1 word) (8)
- 12. State with the newest POST agency. (1 word) (6)
- 14. Being relevant. (1 word) (7)

Continued on page 62



ACROSS: (Continued)

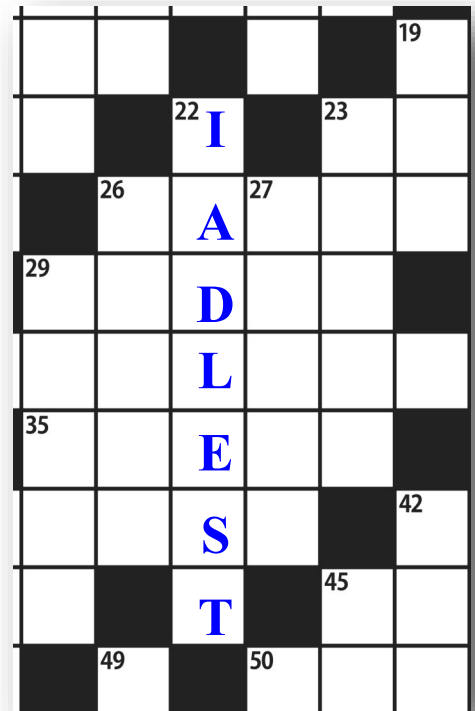
- 18. Refers to the extent to which previously practiced skills impact real-world performance (3 words) (19)
- 20. Virtra and IADLEST program to provide one agency with a V-100® simulator - free of charge. (2 words) (14)
- 22. Cognitive _____ Theory. (1 word) (4)
- 23. A diagrammatic presentation. (1 word) (6)
- 25. Create a _____ as a way to teach students to use proper cover when shooting from behind an object or structure. (2 words) (11)
- 28. Manages IADLEST's NCP Program. (2 words) (12)
- 29. The best thing that can come into the addicted person's life. (1 word) (12)
- 30. IADLEST project gathering information about state law enforcement standards and training operations in the United States. (1 word) (10)
- 31. First name of IADLEST's Chief Financial Officer. (1 word) (6)

DOWN:

- 1. NDI is the acronym for the National _____ Index. (1 word) (15)
- 2. Number of IADLEST IPAC Partners. (1 word) (7)
- 4. When using VR and AR training, HMD is the acronym for _____. (3 words) (19)

- 5. Title of the September IADLEST Instructor Webinar "_____ Learning in Basic Training." (2 words)(15)
- 6. _____ is typically assessed during a delayed retention and/or transfer period at least 24 hours after the acquisition/training period (1 word) (8)
- 8. IADLEST Deputy Director's last name. (1 word) (7)
- 9. A subjective measure that determines the degree to which you feel you have control over your mind, body, and environment. (3 words) (13)
- 11. The U.S. Supreme Court decision from _____ v. United States should be taught to every law enforcement officer during their basic academy Ethics or Professionalism course. (1 word) (6)
- 13. IADLEST's Office is located within the IADLEST _____ Region. (1 word) (7)
- 15. One cause for poor writing is the writer's _____. (1word) (8)
- 16. VR is the acronym for _____ (2 words) (14)
- 17. AR is the acronym for _____ Reality. (1 word) (9)
- 19. State where the 2025 IADLEST Annual Conference will be held. (2 words) (13)
- 21. As instructors, we want our training to be as _____ as possible for our students. (1 word) (8)

- 24. Name of IADLEST Southern Region monthly virtual meeting: "_____ for Discussion." (1 word) (7)
- 26. PTSI stands for Post-Traumatic Stress _____. (1 word) (6)
- 27. Person credited for introducing complex task sequencing. (1 word) (5)
- 29. A behavior that can be observed and measured immediately during the acquisition or training process. (1 word) (12)



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**IADLEST Standards & Training
Director Magazine**

<https://www.iadlest.org/news/magazine>

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

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

From the COPS Office

New

This publication, Federal Resources to Aid in Labor Trafficking Investigations, was developed as part of the Partnerships to Address Labor Trafficking project. It is designed to improve awareness, responsiveness, and accountability on labor trafficking among law enforcement, businesses, communities, the courts, and other stakeholders. It provides links to and descriptions of resources provided by various components of the Federal Government to help investigate and prosecute labor trafficking and support victims.



Federal Resources to Aid in Labor Trafficking Investigations

This resource was developed as part of the Partnerships to Address Labor Trafficking project, designed to improve the awareness, responsiveness, and accountability among law enforcement on labor trafficking. This project is a collaborative effort between the Office of Community Oriented Policing Services (COPS Office) and the Institute for Intergovernmental Research.

What Is Labor Trafficking?

The Trafficking Victims Protection Act of 2000 defines labor trafficking as “the recruitment, harboring, transportation, provision, or obtaining of a person for labor or services using force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery.”¹

The following sections outline resources available through various departments and components of the Federal Government to aid in investigations of labor trafficking. Depending on where the case is located, the Federal resources available will vary. This document is important as it will provide law enforcement with a variety of resources depending on the needs of their case.

1. Public Law 106-386—October 28, 2000, Trafficking Victims Protection Act of 2000, <https://www.govinfo.gov/content/pkg/BILLS-106hr3244enr/pdf/BILLS-106hr3244enr.pdf>.



U.S. Department of Justice
Office of Community Oriented Policing Services
145 N Street NE
Washington, DC 20530

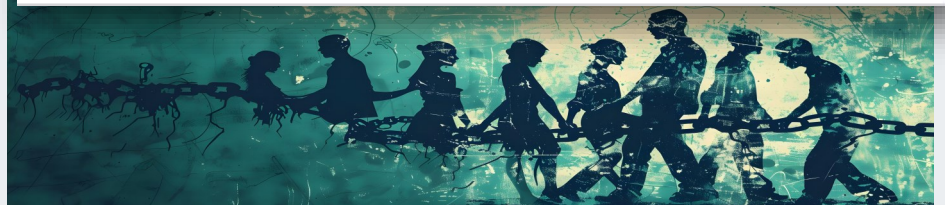
To obtain details about COPS Office programs, call the COPS Office Response Center at 800-421-6770.

Visit the COPS Office online at cops.usdoj.gov.

To get your copy, click on the link below:

[PDF \(1,597k\)](#)

Publication Date: July 2024





National Certified Training Program

37 Supporting States

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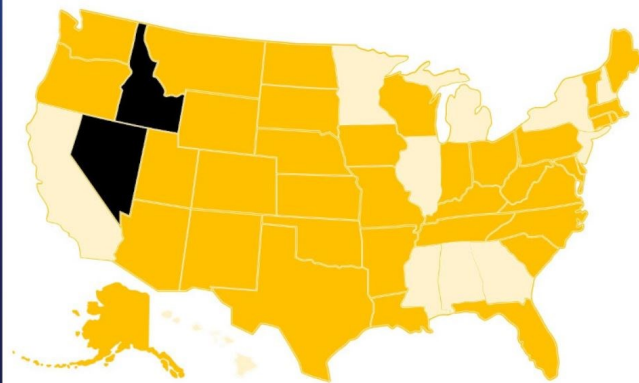
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INSTRUCTIONAL TIPS

INSTRUCTORS—QUALIFIED VS. CERTIFIED

POLICE LINE DO NOT CROSS

(THIS COULD BE TWO DIFFERENT ANIMALS)

By Brian C. Smith

I learned this lesson the hard way over the years. I first achieved a defensive tactics instructor certification in 1977 and began teaching without any apprenticeship. This was a challenging endeavor, and it was obvious that I lacked a lot of experience dealing with egos and experienced students. The following year, I was blessed with the opportunity to attend a training conference hosted by the United States Karate Association - Law Enforcement Liaison Division that Mr. Kevin Parsons created. The conference was in Cincinnati, Ohio. I was introduced to a cadre of experienced professional instructors who willingly shared their problems, successes, and skills in teaching. I was humbled when I learned how much I did not know.

In 1978, at the beginning of my police career, the administration recognized my eagerness to instruct others in a variety of skills. I must admit that I fell flat on my face several times, due to my lack of experience. I did not receive much support from my agency, so I reached out to the experienced people I met at the Conference. In return, I was the recipient of an abundance of information and assistance. Many of us became close friends after the many conversations.

In 1986, I was allowed to attend an NRA Law Enforcement Firearms Instructor Course. After completing and receiving my instructor certification, my agency assigned



Long-term martial arts training helps the defensive tactics instructor keep sharp with his/her skills. A 40-hour defensive tactics instructor course is not sufficient training to create an expert-level instructor.

me to assist with the departmental firearms qualifications and in-service training. I was the low man on the totem pole among the experienced range officers who could confidently answer any firearms-related question presented. This apprenticeship among these range officers eased the pain of my transitioning into this new field. It was also enlightening to attend firearms-related conferences such as the International Association of Law Enforcement Firearms Instructors (IALEFI), and the International Law Enforcement Educators Trainers Association (ILEETA), etc. I still attend these conferences to this day and always leave with an abundance of information that could prove helpful in my future presentations.

Continued on page 66



Pistol competitions and firearms seminars provide valuable experience to firearms instructors.

The point I'm making is that in this new world of concealed carry in Illinois, a person can attend a 16-hour (two-day) civilian firearms instructor course offered by the National Rifle Association or the United States Concealed Carry Association. They complete the minimum requirements to receive their instructor certification but still lack a great deal of experience to become an effective instructor. Many of these people may never have had to draw a firearm in defense of themselves or another, along with having to articulate their actions in a criminal or civil court.



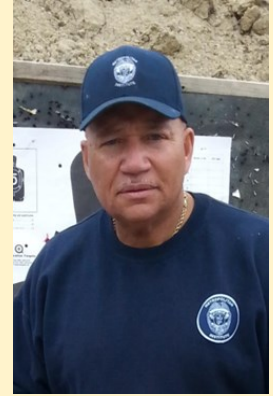
Instructor Brian C. Smith teaches defensive tactics and firearms to security companies in the Chicago area.

In conversation, I learned that some instructors never even attended traffic court. Some have egos that won't allow them to serve under another instructor for some time to learn the ropes. Many new instructors depend on social media resources to gain more information as opposed to attending more specialized or advanced classes. In some group discussions, I'm confronted with backlash when addressing the issue of being certified and/or qualified to teach defensive tactics or firearms for self-defense. The backlash is primarily from those affected by the lack of experience or additional training. I'm a firm believer in the quote written by Richard Henry Dana: "He who dares to teach must never cease to learn."

It can be a disastrous experience to be challenged by people you are training when the instructor lacks the background to effectively present a topic. ~

ABOUT THE AUTHOR:

Brian C. Smith is a 46-year veteran of law enforcement. He served at four separate Chicago-area police agencies as Range Master, Training Director, Patrol Commander, and Commander of Special Operations. He earned an associate degree in Law Enforcement and is a graduate of the Chicago Police Academy for basic training and the FBI National Academy 184th session.



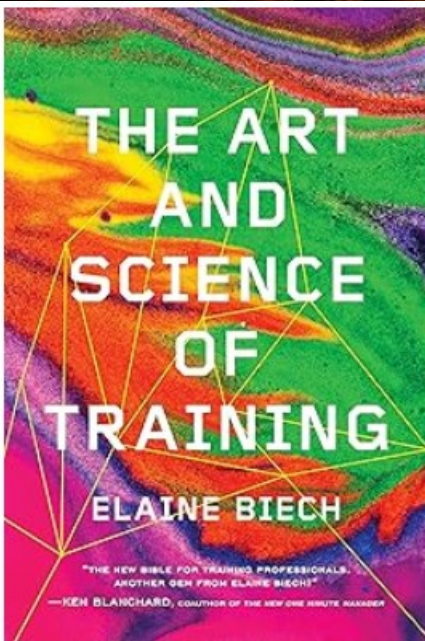
As a trainer, Brian has earned approximately 48 instructor certifications on the topics of firearms, defensive tactics, tactical team operations, and self-defense. He has an extensive background in martial arts and also founded the Chicago Heights Ju-Jitsu Academy along with the Metropolitan Police Self-Defense Institute in 1981. MPSDI was presented with the 2012 & 2013 "Public Service" awards by the National Rifle Association for providing classes in the community and also named "Outstanding Instructor/Dojo of the Year 2023 and 2024," by the Juko Kai International Martial Arts Union.

Brian was named "Instructor of the Year" by the Midwest Tactical Training Institute 1993, NRA Law Enforcement Division 2014, International Law Enforcement Educators Trainers Association 2016, and Juko Kai International 2023. He is a freelance writer with about 200 or more articles published. Brian currently conducts seminars for social groups in the Chicago metropolitan area, along with public and private law enforcement agencies.

If you have an *Instructor Tip* you would like to pass along to other law enforcement instructors, send it to Standards & Training Director Magazine and we will be happy to share it in one of our future publications. Submissions can be sent to:

STDM@iadlest.com.

Reading Corner



The Art and Science of Training, by Elaine Biech, (2016). This is still one of the best books out on the process of training, Elaine Biech's book on the *Art and Science of Training* is worthy of being on the bookshelf of any training department.

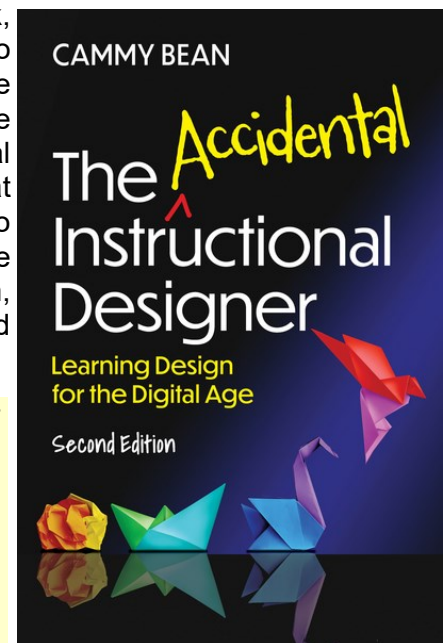
With this book, Ms. Biech has set out to identify the perfect blend of

content mastery and audience insight. The result is this highly informative book. *The Art and Science of Training* presents the science for learning and development, but it also emphasizes that training success lies in knowing what to do when things don't go as planned. The book focuses on putting learners first, and the content delivery suited to meet a learner's way of understanding the content being taught. It's a purpose-filled text with strong ties to learning science and imagination. ~

The Accidental Instructional Designer (2nd Edition), by Cammy Bean, is a description of how many of us fell into the field of training—it was an accident in our careers. Published in 2023, this book is filled with insights and tips, covering nearly every aspect of the learning design process. It's a great book for those getting started in training development and veteran trainers looking for new ideas.

Ms. Bean guides the reader through the maze of information on the core principles of instructional design, and lends her valuable insight into designing effective and engaging digital learning experiences.

The book guides the readers through several instructional design basics such as working with subject matter experts, picking a design approach, and making the learning experiences better through storytelling, interactivity, and visuals. The second edition of this book, delves deeper into learning and the development space (where instructional design happens at organizations), into learning tools, the technology system, and evaluation and assessments. ~



Both of these books are recommended reading for any newly hired staff of POST training operations or training academies. They're great to reference during instructional development certification or recertification courses, and have useful information that can be developed for presentation in advanced instructor development programs. For those beginning their work in online training, *The Accidental Instructional Designer* will add value to your work.



CALL FOR WEBINAR SPONSORSHIPS

IADLEST WEBINAR SERIES

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

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

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

About the Webinar Series

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

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



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

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

Continued on page 69



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: Learning is a contextual method of training that allows contextual elements of the environment in which the learner receives concepts, or practices the subject. This method allows the learner to process concepts in their own words, using their own experiences, observations, and feelings. It generally involves active development, such as role playing, problem solving, and decision-making. It is a process that involves the development of a mental model of the situation. This model provides an overview of the practice situation, including the relationships between variables and information presented. This model provides a framework for understanding the situation and for making decisions. It is a process that involves the development of a mental model of the situation. This model provides an overview of the practice situation, including the relationships between variables and information presented. This model provides a framework for understanding the situation and for making decisions.

LEARNING OBJECTIVES:

1. Discuss the relationship between social learning and social experience in the context of a law enforcement officer.
2. Discuss the relationship between social learning and social experience in the context of a law enforcement officer.
3. Define and differentiate the factors and parameters of contextual elements in the context of the law enforcement training environment.
4. Discuss social learning environments to explore and perform training.

SPONSOR: Vector Solutions ACADIS

REGISTRATION LINK: <https://www.iadlest.org/registration/19102023>

Thursday, December 14th 1:00pm – 2:00pm ET 2023

WE ARE MEASURING THE WRONG THINGS

DESCRIPTION: Claims about how law enforcement is performing, or more specifically, 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 measured, and how training measurement should be changed to fit the reality of law enforcement. We will discuss the importance of measuring the right things, and how training measurement should be changed to fit the reality of law enforcement. We will discuss the importance of measuring the right things, and how training measurement should be changed to fit the reality of law enforcement.

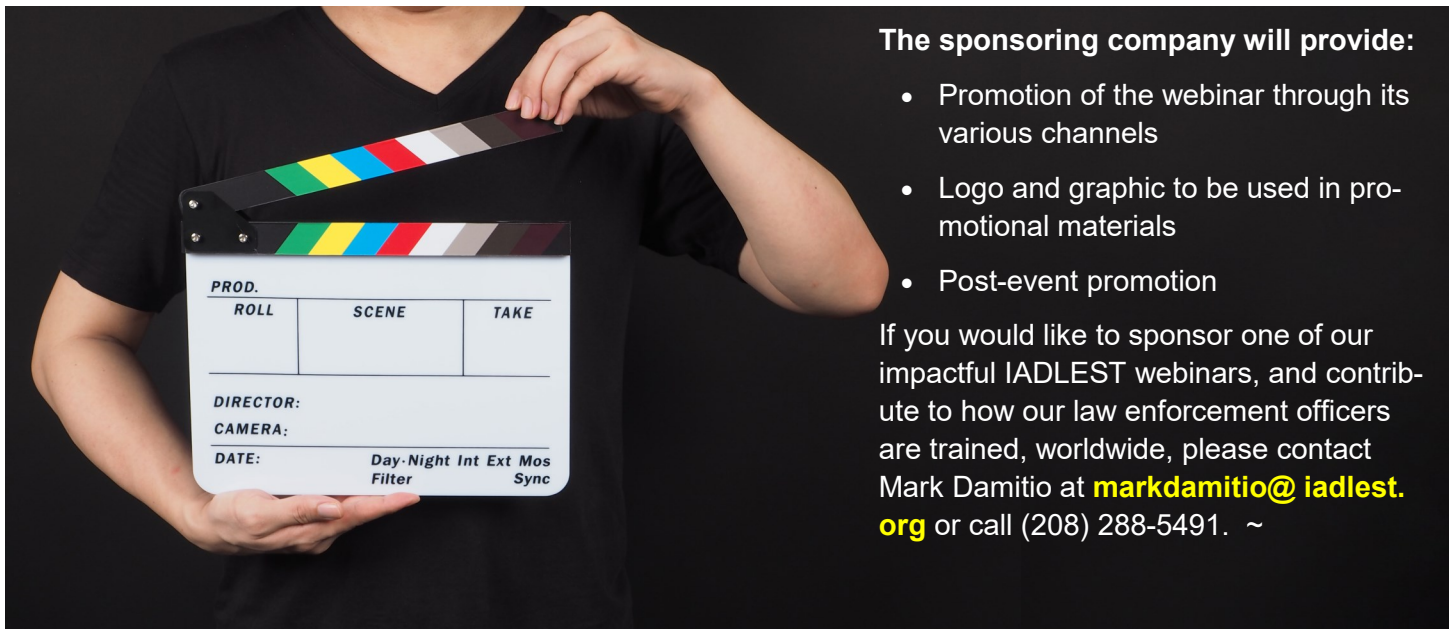
LEARNING OBJECTIVES:

1. Review information on the problems with using current research trends, the problems with research data. Learn how to make performance measurement standards that will provide better data, police readiness, and change how training efficacy is measured.

INSTRUCTOR: **RICK JACOBS**
 Rick Jacobs is the Director of Training at the U.S. Department of Justice, Office of Justice Programs, Office of Law Enforcement Training. He has been the Director of Training at the U.S. Department of Justice, Office of Justice Programs, Office of Law Enforcement Training for over 10 years. He has a BS in Psychology and an MEd in Criminal Justice. He is an adjunct faculty member at several universities and has published several articles on law enforcement training and development. He has been the Director of Training at the U.S. Department of Justice, Office of Justice Programs, Office of Law Enforcement Training for over 10 years. He has a BS in Psychology and an MEd in Criminal Justice. He is an adjunct faculty member at several universities and has published several articles on law enforcement training and development. He has been the Director of Training at the U.S. Department of Justice, Office of Justice Programs, Office of Law Enforcement Training for over 10 years.

SPONSOR: Vector Solutions ACADIS

REGISTRATION LINK: <https://www.iadlest.org/registration/14122023>



The sponsoring company will provide:

- Promotion of the webinar through its various channels
- Logo and graphic to be used in promotional materials
- Post-event promotion

If you would like to sponsor one of our impactful IADLEST webinars, and contribute to how our law enforcement officers are trained, worldwide, please contact Mark Damitio at markdamitio@iadlest.org or call (208) 288-5491. ~

What Does IADLEST Membership Provide You With?

Professional Development:

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

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Exchange ideas and experiences regarding standards, certifications, and course development with fellow IADLEST members.

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

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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.

Should an Officer with a Proven Giglio Violation be Decertified ?



By now, all law enforcement officers should be familiar with the U.S. Supreme Court case *Giglio v. United States*.¹ It's been 52 years since the case was decided and every academy student who has attended a basic law enforcement, corrections, jail/detention officer, or parole and probation officer training program should have been taught *Giglio* concepts. Academies should teach the case to students in courses aimed at either ethics and professionalism, testifying, report writing, or the like. Today, there's no excuse for officers to be unaware of their responsibilities under *Giglio*.

So, the questions are asked: did your academy teach you about an officer's responsibilities under *Giglio*? Were you taught about the conduct that could lead to serious repercussions under *Giglio*? Does your state standards and training agency decertify officers proven to be in violation of *Giglio*? Does your state standards and training agency follow the *Brady Giglio List(s)* published by your State Prosecutor's Association or a similar organization? These are not just questions, they underline the gravity of non-compliance with *Giglio*.

Every academy course instills the responsibility of officers to uphold the Law Enforcement Code of Ethics, which includes principles such as truthfulness, honesty in thought and deed, lawfulness, and impartiality. These principles are the bedrock of an officer's service to the community, state, and public in general. Given this, why is it not reasonable for your state POST agency to consider violations of *Giglio* as a cause for revoking an officer's peace officer certification or license (decertification)?

In 1972, the U.S. Supreme Court clearly stated, in *Giglio*, the crucial role of prosecutors in ensuring justice by mandating the disclosure of exculpatory evidence of any law enforcement officer (including evidence that could impeach the credibility of prosecution witnesses) that is material to guilt or punishment of the criminal defendant. *Giglio* expanded the Court's holding in *Brady v. Maryland*,² the landmark case that addressed prosecutors and the disclosure of exculpatory evidence material to the guilt or punishment of an accused person. In *Brady*, the Court held, "suppression by the prosecution of evidence favorable to an accused upon request violates due process where the evidence is material either to guilt or to punishment, irrespective of the good faith or bad faith of the prosecution."³

In *Giglio*, the Court held,

"Thereafter, Brady v. Maryland, 373 U.S. at 373 U.S. 87, held that suppression of material evidence justifies a new trial "irrespective of the good faith or bad faith of the prosecution. See American Bar Association, Project on Standards for Criminal Justice, Prosecution Function and the Defense Function § 3.11(a). When the "reliability of a given witness may well be determinative of guilt or innocence," non-disclosure of evidence affecting credibility falls within this general rule. Napue, supra, at 360 U.S. 269."

For law enforcement officers, their *reliability* as a witness is at issue whenever they write a report, apply for a search warrant, testify, or are involved in any action that could determine a suspect's guilt or innocence.

Our law enforcement ethics training and Code of Ethics provide the knowledge, and they emphasize the principles and expectations police should live up to; they stand for both the public's and the government's requirements for fairness and lawful performance, and they apply to all actions taken by officers in their private or official capacity.

For law enforcement officers, *Giglio* can be a double-edged sword. Due process is violated when the prosecution "withholds evidence on demand of an accused which, if made available, would tend to exculpate him or reduce the penalty."⁴ *Giglio* obligates the prosecution to disclose all information or material that may be used to impeach the credibility of prosecu-

Continued on page 72

tion witnesses (including situations where police officers act as witnesses for the prosecution).⁵ This includes any misconduct or compromising information regarding the witness police officer.

Law enforcement officers are routinely called upon to testify in the courts. They are also often put into situations where claims of misconduct flourish and internal investigations are executed. Even when the investigation clears the officer, the allegation and the investigation can be scrutinized by defense attorneys in their capacity to ensure Giglio is complied with and due process is afforded their client. In any case, department leaders are obligated to notify prosecutors of officers accused or involved in misconduct or engaged in known behavior that is untruthful, biased, or incompetent to their responsibilities.

If the department disciplines an officer, this information should be transferred to the prosecutor's office so prosecutors can determine if the officer is a risk to any current or future prosecutions. If an officer lies during an investigation, files a report with false or exaggerated information, or is known to lie or make false statements in his unofficial capacity, the officer's conduct should be passed on to the prosecutor's office for evaluation.

If an officer is disciplined for untruthfulness, that officer is useless to the law enforcement profession. Under Giglio, any testimony by the officer becomes tainted before the courts. Several state POST agencies have recognized this and have instituted decertification actions against such officers. For example, in a recent 2024 survey of the states, forty-one (41) reporting states out of 49 responding to the survey indicated that they decertify officers for "Dishonesty in performance of duty."⁶

Explicit bias is another trait that can fall under Giglio. Explicit bias is the traditional conceptualization of bias. With explicit bias, individuals are aware of their prejudices and attitudes toward certain groups.⁷ Positive or negative preferences for a particular group are conscious. Overt racism and racist comments are examples of explicit biases.⁸ In other words, a lack of impartiality which would also violate the code of ethics.

Law enforcement officers need to understand and demonstrate their knowledge that their conduct is under scrutiny once they pin on the badge and are certified to perform law enforcement duties for the

public. It's an expectation in the oath of office, when swearing to the Law Enforcement Code of Ethics, and among those served. It's recognized that living up to the high expectations is challenging. However, officers take on this challenge of their own free will, and if they don't live up to the challenge, another profession should be considered.

In another case, though not binding nationwide, the Ninth Circuit Court of Appeals in *United States v. Blanco* (2004) held that the "government, not just the prosecution, had obligations under *Brady* and *Giglio*." This is another case police officers should take note of, as the fundamental issues surround *Giglio* and might assist to fulfill their own obligations under the law and avoid compromising a criminal case.⁹

In 2010, in an effort to deter Giglio issues in court, the U.S. Attorney for the State of Nevada issued a [memorandum](#) to subordinates listing questions that could be asked of potential law enforcement witnesses to determine if Giglio issues might be present in federal cases.¹⁰ The questions include:

- If the witness is aware of any specific instances of misconduct, both within and outside the scope of his or her employment, that may bear on the witness' credibility (including the finding of a lack of candor during any administrative inquiry)
- If the witness has any pending allegations of misconduct with his or her employing agency
- If the witness has ever had criminal charges filed against him or her, regardless of the outcome of the charges
- If the witness is aware of any evidence suggesting his or her bias against the target, subject or defendant
- If the witness is aware of any findings of misconduct, allegations or pending investigations of misconduct similar to circumstances or potential defenses in the case (such as, coercion, entrapment, mishandling of evidence or use of force)
- If the witness is aware of any prior findings by a court concerning the witness that may impact on the witness' credibility
- If the witness is aware of any negative allegations or opinions about the witness' reputation or character that have been in media stories or otherwise publicly aired.¹¹

Continued on page 73

It would not be unheard of for any city, county, or state attorney to follow suit with the federal government in asking similar questions of police officers.

If the questions were used as examples and included in the training recruits receive in the academy, it might emphasize the importance of the good moral character demanded of persons serving in such positions. It would also be evidence that the government is attempting to certify or license only the best citizens into law enforcement, as well as administrative evidence that could be used if the officer were subject to a state decertification hearing for unprofessional behavior or official misconduct.

Finally, as this opinion concludes, it would be unforgivable if critical testimony that could convict a criminal of a serious crime were excluded because the officer was on a *Giglio List* or carried the baggage of having violated the standards of *Giglio*. And it actually happens, as noted:

In the murder case ..., “an internal affairs investigation involving one of the officers connected to in the case could impeach the officer as a credible witness.”¹²

Conclusion

We need to ensure that the *Giglio* concepts are taught to all law enforcement officers, recruits at the beginning of their service to the public, and veterans periodically. If we do, we might avoid incidents where officers embarrass their departments through lying, bias, or other unprofessional behavior. It would also help prevent questions being raised in court during criminal cases that might lead to the disqualification of testimony and witnesses who had vital information to provide to the courts.

The issue of honesty in testimony and evidence in law enforcement is not a new one. It has been a recurring concern, from the primary 'testilying'¹³ controversy during the 1990s in the Rodney King and O.J. Simpson cases, to more recent events that individual states and the U.S. Department of Justice have addressed.

It's imperative that law enforcement standards and training programs address the ramifications of *Giglio*

violations. This includes ensuring that officers alleged to be in violation of *Giglio* have the opportunity for due process through employment and Decertification Hearings. Furthermore, these programs should include the *Giglio* decision in the list of required cases that officers are taught before becoming certified or licensed as law enforcement officers. ~

References

¹ *Giglio v. United States*, 405 U.S. 150, 154 (1972).

² *Brady v. Maryland*, 373 U.S. 83 (1963)

³ *Ibid.*, at 87.

⁴ *Op. cit. Giglio*, at 153-154.

⁵ *Ibid.*

⁶ Sourcebook, International Association of Directors of Law Enforcement Standards and Training, Q325(I), September 2024.

⁷ Lorie Fridell, “This Is Not Your Grandparents’ Prejudice: The Implications of the Modern Science of Bias for Police Training,” *Translational Criminology*, Fall 2013: 10-11.

⁸ Understanding Bias: A Resource Guide, U.S. Department of Justice, Community Relations Services, Toolkit for Policing, 2, <https://www.justice.gov/crs/file/1188566/dl?inline=>.

⁹ What Police Officers Need to Know About *Giglio v. United States*, <https://ggrmlawfirm.com/blog/in-the-news/what-police-officers-need-to-know-about-giglio-v-united-states/>

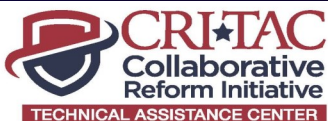
¹⁰ Criminal Discovery Policy, U.S. Department of Justice, United States Attorney, District of Nevada, October 15, 2010, https://www.justice.gov/sites/default/files/usao/pages/attachments/2015/04/01/nv_discovery_policy.pdf

¹¹ *Ibid.* 8-9.

¹² The Kolberger case in Idaho, March 29, 2024, Scripps News Boise, <https://www.courttv.com/news/new-documents-in-kohberger-case-reveal-internal-affairs-investigation/> (Accessed August 26, 2024).

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This opinion is offered to the reader in support of the law enforcement mission in our society. The author wishes to remain anonymous but is known to this publication as a former law enforcement official.



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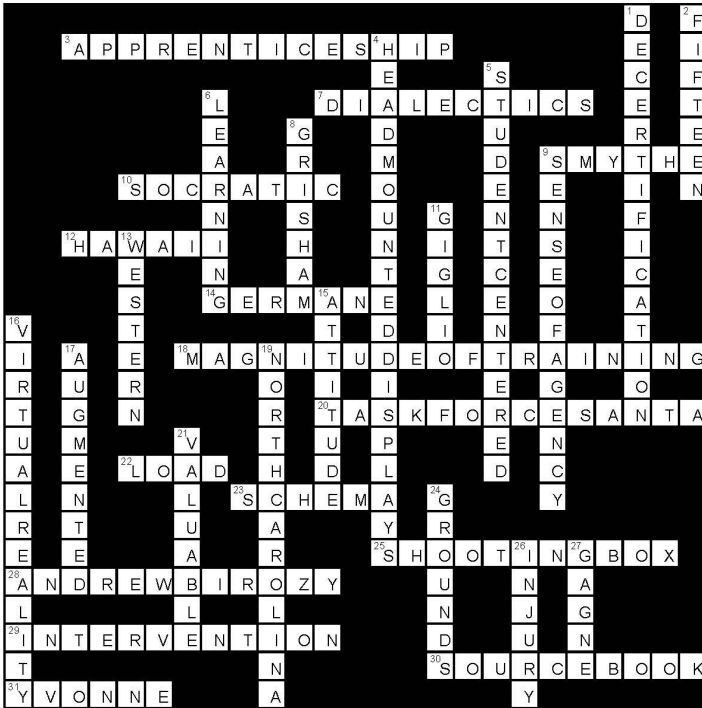
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Crossword Puzzle Answers

From Page 61



Human Trafficking in LGBTQ+ Youth

This publication outlines practical considerations for law enforcement and social services agencies working with youth who identify as lesbian, gay, bisexual, transgender, and queer (LGBTQ+) and are victims of human trafficking. As one of the most vulnerable populations for sex or labor trafficking, these youth are twice as likely as their peers to experience homelessness¹ and represent up to 40 percent of young people on the streets.² Research has found that the odds of LGBTQ+ youth becoming victims of sex trafficking are two times higher than for their heterosexual peers.³

LGBTQ+ youth leave or are forced from their home for many reasons—to escape poverty or abuse or, often, because their family, friends, and community do not accept their gender identity or sexuality. Without a stable home or family system, LGBTQ+ youth face prejudice, stigma, and homophobia, leading to housing insecurity.

1. University of Chicago, "LGBTQ+ Youth Experience Homelessness at More Than Twice the Rate of Their Peers," press release, April 27, 2018, <https://news.uchicago.edu/story/lgbtq-young-adults-experience-homelessness-more-twice-rate-their-peers>.

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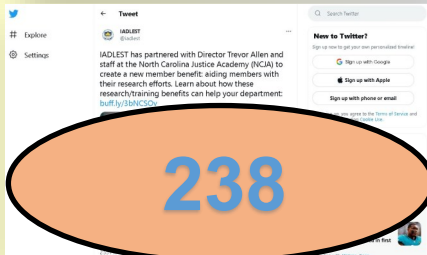
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Human Trafficking in LGBTQ+ Youth

This 6-page U.S. Department of Justice publication outlines practical considerations for law enforcement and social services agencies working with youth who identify as lesbian, gay, bisexual, transgender, and queer (LGBTQ+) and are victims of human trafficking. As one of the most vulnerable populations for sex or labor trafficking, these youth are twice as likely as their peers to experience homelessness and represent up to 40 percent of young people on the streets. Research has found that the odds of LGBTQ+ youth becoming victims of sex trafficking are two times higher than for their heterosexual peers.

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