

Standards & Training DIRECTOR Magazine



Honoring a Legacy of Leadership 16 Years of IADLEST Progress



also

Academy Practical Exercise Facilities



In This Issue

Page 22

The Politicalization of Law Enforcement Physical Fitness Standards

Page 39

All Aboard AI in the Classroom Avoid Getting Left Behind

Page 44

Weaponizing "Generally Accepted Police Practices": The Dangers of Pseudo-National Standards

Page 47

The Respect Revolution: A Blueprint for Law Enforcement Trust

Page 50

Advise or Tell !

Page 53

Policy vs. Reality: Physical Intervention and Unavoidable Risks in Public Safety

Page 64

Facilitation Evaluation Rubric

Page 73

Instructional Tips: Keeping Lessons Fresh in Recruits' Minds

Wyoming Law Enforcement Academy is Redefining Officer Training

Blackboard 

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Public Sector

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STANDARDS & TRAINING DIRECTOR MAGAZINE

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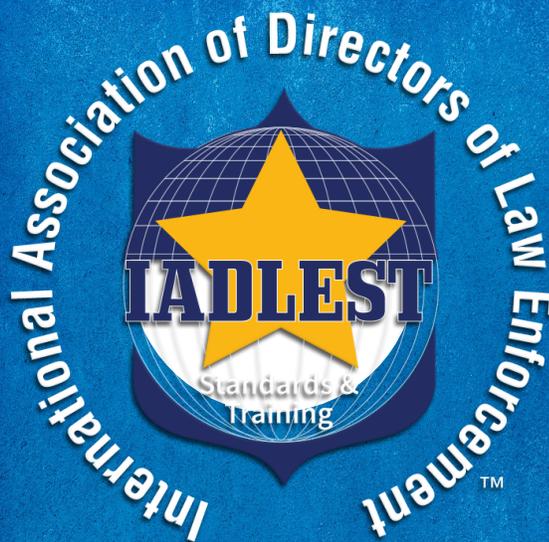
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DIGITAL EDITION

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*Standards & Training Director
Magazine* is available free worldwide
at:

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



Cover Design:

The front cover is a graphic design provided through Adobe Stock. Photo from IADLEST and Indiana LEA.

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Fifth Volume

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IADLEST, December 2025

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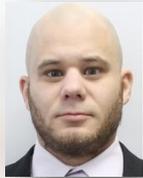
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Photographs: Under license of Adobe Stock and Vecteezy, or submitted by members, IADLEST contractors, and other contributors.



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Jerry Mullen is a Compliance Officer for Wisconsin Training and Standards Bureau. He retired from the FBI, and previously served with the Mundelein, Illinois Police Department.

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

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Contents

December 2025 | Volume 5, Number 4



Standards & Training Director Magazine

Contributors' opinions and statements should not be considered an endorsement by IADLEST for any program or service. When implementing policy, procedures, or actions referred to by authors, please consult your agency's legal counsel and follow their advice.

ARTICLES

- 11 Introducing new IPAC Members**
By Jana Kemp
- 17 The New NDI v. 3.0 is Now Online**
By Dan Setzer
- 20 Training Lexicon**
- 22 The Politicization of Law Enforcement Physical Fitness Standards**
By Jerry Mullen
- 26 Academy Practical Exercise Facilities Ideas in Designing Law Enforcement Training Facilities**
By Tim Horty, Jeff Sklar, Jamie Wicker, and Scott Donaldson
- 39 All Aboard AI in the Classroom—Avoid Getting Left Behind**
By Merrily Cheek
- 44 Weaponizing “Generally Accepted Police Practices”: The Dangers of Pseudo-National Standards**
By Von Kliem, JD and LL.M.
- 47 The Respect Revolution: A Blueprint for Law Enforcement Trust**
By Mike Dormitrz
- 50 Advise or Tell !**
By Dr. Jean Reynolds
- 53 Policy vs. Reality: Physical Intervention and Unavoidable Risks in Public Safety**
By Diogo Wettl Gomes Assinger

64 Facilitation Evaluation Rubric

By Dr. Russ Norris and Sgt. Deborah Varon (Ret.)

73 Instructional Tips: Keeping Lessons Fresh In Recruits' Minds

By William Flink

BUSINESS

- 2 Magazine Contributors**
- 5 Message From The Executive Director**
- 7 Honoring A Legacy of Leadership: Celebrating Executive Director Mike Becar**
- 8 IADLEST Notes**
- 10 International Region Notes**
- 13 IPAC Works with IADLEST on several initiatives**
- 14 Member Agencies Notes**
- 19 Data on the IADLEST Website**
- 25 2024 Sourcebook — Now Available**
- 49 Newsletter**
- 52 IADLEST P.O.S.T. Accreditation Program**
- 70 IADLEST Law Enforcement Academy Accreditation Program**
- 77 The Reading Corner**
- 78 IADLEST Membership**
- 79 Author Guidelines**
- 80 Advertise with IADLEST**

Get Ready for the 2026 IADLEST Annual Conference!

Now is the time to start making plans to attend the 2026 IADLEST Annual Conference, the premier national gathering for law enforcement training managers, academy leaders, and POST directors. Join us June 7–10, 2026, at the Omni Fort Worth Hotel in Fort Worth, Texas.

Conference registration opens January 8, 2026, and hotel reservations will be available beginning January 1, 2026.



This year's conference features innovative training tracks focused on the most current developments in law enforcement training and technology, including:

- Training Innovation & Instructional Design
- Officer Wellness, Resilience & Emotional Intelligence
- Leadership, Ethics & Organizational Development, Technology, Immersive Learning & Future-Focused Practices

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[See you there!](#)

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Continued on page 5

Message From The Executive Director

A Farewell Message as I Begin the Next Chapter

As I prepare for retirement and look toward the next chapter in my life, I've been thinking about how far we've come together over the past sixteen years. When I first joined IADLEST, we were a small membership organization supported by one business manager and carried forward by the dedication of a handful of committed people. Today, we have grown into a fully developed, nationally recognized organization with professional offices in Idaho and Washington, D.C; something that once felt out of reach.

Our progress has been more than just an increase in size. It has been a true evolution in what we are able to accomplish. We now oversee major federal and state grants, create and deliver high-quality curriculum, backed up by detailed Job Task Analyses for agencies across the country. We have strengthened the profession through audits and accreditation services, helping to ensure strong and consistent standards that support both officers and the communities they serve. IADLEST recognizes and certifies national and international instructors and we have raised the bar on training by certifying the best curriculum and ensuring it meets the standards of every peace officer standards and training commission.

We have also become a genuinely international organization. What started as a small, mostly domestic membership base has grown to include representatives from nearly twenty countries. This broader involvement has expanded our perspective, enriched our programs, and underscored how important training excellence and professional accountability are around the world.

One of our most meaningful responsibilities remains the operation of the National Decertification Index. The NDI now contains more than 56,000 misconduct-related decertification actions submitted by 50 contributing organizations. Even more encouraging is how widely it is used. More than 21,000 law enforcement background investigators now check the NDI during hiring processes, helping agencies make informed decisions and supporting accountability nationwide.

Our annual conference is another clear sign of how far we've come. What once was a relatively small gathering of a couple hundred people has grown into an event that draws close to 500 attendees, including nearly 100 international training directors and staff. It has become a place where ideas are shared, partnerships are strengthened, and the profession continues to grow at a global level.

As I step down, it is the people I will miss most. The friendships, the dedication, and the tremendous talent of the IADLEST staff have been at the heart of every success. Their professionalism and commitment have driven this organization forward, and I feel confident knowing that IADLEST is in exceptional hands.

I move into retirement with great pride in what we have built together and complete confidence in the future of this organization. IADLEST is stronger, more capable, more global, and more influential than at any point in its history. I am excited to watch the next chapter unfold.

Thank you for giving me the privilege of being part of this remarkable journey. ~



Mike Becar



Join Us In Fort Worth, June 7-10, 2026
At the IADLEST Conference

The banner features the IADLEST logo on the left, which consists of a yellow star with the acronym 'IADLEST' inside, surrounded by the text 'International Association of Directors of Law Enforcement Standards & Training'. The background of the banner is a dark blue gradient with a grid of glowing blue lines and dots, suggesting a digital or technological theme.

New

From The COPS OFFICE

The Center for Innovations in Community Safety, partnering with global law firm Sheppard Mullin, has created the Active Bystandership for Law Enforcement (ABLE) curriculum, which prepares law enforcement personnel to intervene effectively to prevent harm to officers, departments, and the communities they protect and creates a law enforcement culture that supports peer intervention.

To ensure ABLE is implemented effectively and meaningfully, a law enforcement agency wishing to train its personnel in the ABLE curriculum, access implementation support and resources, receive other ABLE training or technical assistance, or use the registered ABLE trademarks must commit to the ABLE Standards outlined at <https://www.law.georgetown.edu/cics/able/program-standards/>.

These standards have three wellness requirements for ABLE agencies:

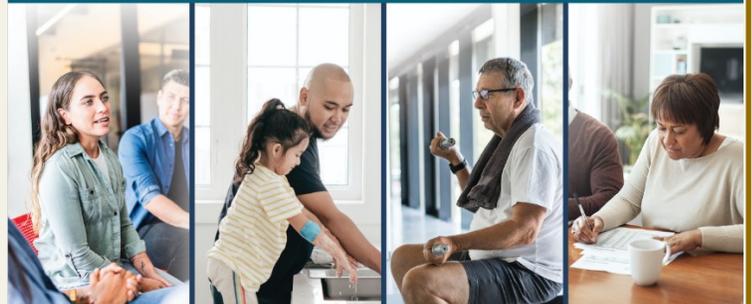
1. No- or low-cost access to licensed professional mental health service providers to support sworn officers and nonsworn professional staff. These providers can be either employed by the agency or easily accessible through an outside referral or the agency's health insurance plan.
2. Internal communications that publicize employee resources and make any employee assistance programming accessible to all agency employees.
3. A dedicated point of contact knowledgeable about available wellness resources who can appropriately direct agency personnel in need of assistance.

Some ABLE agencies may wish to strengthen their employee wellness offerings beyond these requirements. Other agencies have expressed interest in learning from other ABLE agencies about how they approach health and wellness resources.

The guidance in this publication is intended to provide additional information on programs, training, and resources that agencies might consider adopting to bolster employee wellness. This guidance is intended to be informational only and is not meant to replace law enforcement agencies' independent consultation with psychologists to develop their own agency wellness plan. ~

Active Bystandership for Law Enforcement (ABLE) Employee Wellness Guidance

LINDE HOFFMAN, ABIGAIL TUCKER, JOEL DVOSKIN, LISA A. KURTZ



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Produced by: Linde Hoffman, Abigail Tucker,
Joel Dvoskin, and Lisa A. Kurtz

Published: September 2025

Size: 4,869 KB



Honoring a Legacy of Leadership: Celebrating Executive Director Mike Becar



At the end of this year, our organization will mark the closure of an extraordinary era. After more than 16 years of steadfast service, our Executive Director, Mike Becar, will be retiring at the age of 79.

Mike has been an outstanding leader, guiding our organization with vision, integrity, and tireless dedication. Among those who have served in this role, he has undoubtedly accomplished the most, shaping our growth and ensuring that we have remained a trusted and respected voice in the law enforcement training community.

Under Mike's steady hand, the organization has achieved milestones that once seemed out of reach. His ability to bring people together, foster collaboration, and maintain focus on our mission has been central to every success we've enjoyed. Quite simply, we would not be where we are today without his guidance.

What stands out most, however, is the deep respect he has earned from all who have had the privilege of working with him. Mike has been a mentor, a colleague, and a friend, someone whose wisdom has carried us through challenges and whose optimism has inspired us to keep striving for better. His departure will leave a space that will be felt not just within our association, but across the broader law enforcement training community.

As we prepare to say farewell to Mike in his official capacity, we do so with immense gratitude. His legacy will continue to live on in the standards we uphold, the relationships we have built, and the future leaders he has helped to shape. While we will miss him greatly, we celebrate with him as he steps into a well-earned retirement.

From all of us—thank you, Mike, for everything. You have given more than 16 years of invaluable leadership, and you leave behind an organization that is stronger, more respected, and more impactful because of you. We wish you the very best in this next chapter of life, filled with the same energy, joy, and purpose you have given so generously to us. ~

IADLEST NOTES

IADLEST Western Region Meeting Gathers in the Big Sky Country at Montana POST



Above L-R: IADLEST Deputy Director Brian Grisham, Idaho POST Executive Director Brad Johnson, IADLEST President and Colorado POST Director Erik “Bo” Bourgerie, keynote speaker Michael Brown, Montana Lt. Governor Kristen Juras, Nevada POST Director Mike Sherlock, and Montana POST Director Tim Allred. Attending the meeting, virtually, on screen were Chuck Miiller from Arizona and Philip Castle from Oregon via Zoom connectivity. ~

Idaho POST Academy presented the Award of Excellence



On December 5, 2025, at Idaho POST, IADLEST Executive Director Mike Becar presented to Idaho POST Director Brad Johnson, the IADLEST’s Academy Award of Excellence for the recent re-accreditation of Idaho POST Academy. ~

Above L-R: Idaho POST Director Brad Johnson, and IADLEST Executive Director Mike Becar.



October IPAC Meeting In Denver

At the IPAC meeting on October 17, 2025, in Denver, CO, IADLEST Executive Director Mike Becar presented an IPAC plaque to new IPAC member, Robert Czepiel (*below*), with “Resilient Minds – On The Front Lines”.



Above: Mike Becar presenting an IPAC plaque to new IPAC member, Fred Rafilson with “National Testing Network”.

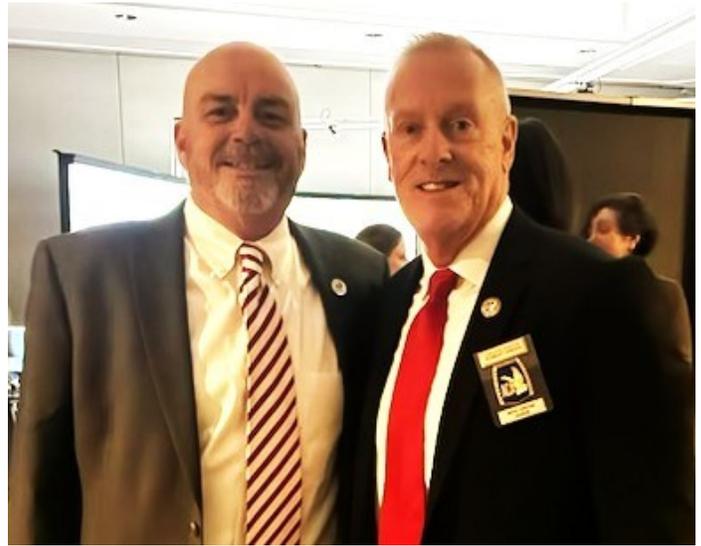
IADLEST NOTES

IADLEST Meetings with Federal Congressional Staff on Important Topics

In an intense series of meetings held December 8-10, 2025, Deputy Director Brian Grisham highlighted the IADLEST National Certification Program (NCP) for key congressional staff from the House and Senate appropriations and judiciary committees, state, local, and federal law enforcement and grant agency partners, and other national law enforcement training leaders and associations.

Among attendees were the American Correctional Association, National Conference of State Legislators, National Criminal Justice Association, National Alliance on Mental Illness (NAMI), National Governor’s Association, U.S. Conference of Mayors, American Bar Association, National Association of Criminal Defense Lawyers, research partners the National Policing Institute, the Institute for Intergovernmental Research, Arnold Ventures, and the Niskanen Center.

Participants also experienced NCP-certified de-escalation training responsive to the Law Enforcement De-escalation Act and immersive simulation demonstrations. IADLEST IPAC member *VirTra Systems* provided the simulation demonstrations.



Above L-R: IADLEST Deputy Director Brian Grisham and American Correctional Association Executive Director Robert Green during Congressional Staff Meetings.



Above: Deputy Director Brian Grisham discussing the training benefits of simulators with legislative grants staff.

NLEARN

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 header with the logo and navigation menu. Below the header is a large banner for NLEARN featuring two men in uniform. Below the banner are buttons for 'Join IADLEST', 'MEMBERS ONLY', and 'CONFERENCE 2024'. At the bottom of the screenshot are logos for NDI, the National Decertification Index, and the IADLEST logo.

VISIT OUR IADLEST WEBSITE AND LEARN

www.iadlest.org

IADLEST NOTES

On November 1, 2025, IADLEST's business office location changed. We are still in Eagle, Idaho. However, our new office address is

**International Association of Directors of
Law Enforcement Standards and Training (IADLEST)
225 S Wooddale Ave., Ste 105, Eagle, ID 83616**

This location provides IADLEST with more space to meet with guests and provide the association with the same air of professionalism as our previous office location. It's in a beautiful area sitting at the foot of the Boise Foot-hills, a well-known feature that transitions into the larger Boise Mountains of the Idaho-Bitterroot Rocky Mountains.



International Region Notes



Albania

The Albania Security Academy has made significant strides since the awarding of the IADLEST accreditation last year. Recently, there has been an effort to Institutionalize the basic and advance crime investigation course, and safety and interdepartmental emergency drills with public. Albania also leveraged IADLEST standards/accreditation for the first Bachelor of Arts (BA) program resulting in 150 scholarships for top High School graduates entering civil service as future police crime specialists. Additionally, they added a Department of State funded *English Language Fellow* as the *first* adjunct faculty member to the School of Crime Investigations and Security. Finally, Albania is implementing the first Master of Arts (MA) program to begin this coming year. More on these Albanian initiatives will be shared with the IADLEST community in the future. ~



IADLEST International and National Instructors

In 2018, IADLEST established its Instructor Certification Program. Hundreds of instructors from POST agencies, 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. ~

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Introducing new IPAC Members

By Jana Kemp,
IADLEST IPAC Program Contact

IADLEST’s Partnership Advisory Committee (IPAC), formed in 2018, consists of 15 organizations that provide services to law enforcement and corrections officers. The IPAC mission is to support IADLEST’s mission by providing research and proven best practices for high quality training and education, ensuring that training and standards meet the needs of the public safety industry. IPAC also promotes the adoption of best practices and provides recommendations regarding selected IADLEST projects and initiatives.

In 2025, three new members joined IPAC and a waitlist of interested entities has been formed. IPAC’s three newest members are:

Blackboard by Anthology. A learning management system (LMS) that supports education development, flexible learning, and enhances student outcomes.

National Testing Network. Involved with IADLEST for 30 years, National Testing Network provides public safety testing, job listings, and exams for physical and academic domains.

Resilient Minds for the Front Lines. Courses and peer support wellness and resilience programs for individuals in high-stress professions such as emergency services.

Ongoing IPAC Members: Acadis/Vector; AXON; Benchmark Analytics; Columbia Southern University; FORCE Concepts; Force Science; Guardian Alliance Technologies; Lexipol; Magnus One (Formerly International Command and Staff College); NW3C; VirTra; and Virtual Academy.

More information: [IPAC Partners](#)

IADLEST

PARTNER ADVISORY COMMITTEE (IPAC)

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

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

IPAC Serves as a:

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



IPAC Works With IADLEST on several crucial initiatives

IPAC in Washington D.C., February 2025



IPAC in Denver, Colorado, October 17, 2025

IADLEST’s Partner Advisory Committee (IPAC) met for its third (of three) meetings of the year, thanking retiring Director Becar for his growth and leadership of IADLEST. Two new members were welcomed, bringing the membership count to 14 (of 15) IPAC members. Each new member company has the opportunity to spotlight information about their work.



Director Becar asked members to draft an IPAC Charter to present to the next Director, so a small workgroup session was held during the meeting to gather suggestions for what should be included. IPAC’s next meeting will be in Washington, D.C., on January 31, 2026.





Member Agency Notes



Connecticut Updates Model Policy on Family Violence Policy

On November 18, 2025, the State of Connecticut's *Domestic Violence Criminal Justice Response and Enhancement Council* updated the model law enforcement policy on family violence for the state. In accordance with General Statutes, the Police Officer Standard and Training Council (POSTC) has provided an updated policy here:

[Law Enforcement Model Policy.](#)

Law enforcement agencies must update their family violence policies to meet the standards set forth in the model policy; to satisfy Standard 1.7.13 of the State Law Enforcement Accreditation Program.



Georgia POST Updates

During September 2025, Georgia POST made the following updates to its programs:

1. The POST Council voted on recommended updates and resulted in a Basic Law Enforcement Training Course (BLETC) curriculum of 784 hours.
2. Amendments to the Georgia POST Career Development Certifications that include:
 - Replacing required specific courses with 150 hours Specialized or Advanced training for each Intermediate and Advanced Certifications. This allows officers to obtain these certifications while taking specialized and advanced training along their desired career pathways, such as Traffic Enforcement, Investigations, or Narcotics.
 - Remove the college credit requirement from the career certifications. This revision allows a pathway to the certifications for more Georgia officers.
 - Executive Certification is now extended to Command Staff members.
3. The Executive Director of POST now has the authority to Suspend the Certification of an Officer who is not in compliance with the conditions of their POST sanctioned probation. This suspension will remain active until the Officer is back in compliance with the conditions of their probation.
4. The POST Council voted on recommended updates, resulting in a Basic Law Enforcement Training Course (BLETC) curriculum of 784 hours.

Continued on page 15



Join Us In Fort Worth, June 7-10, 2026
At the IADLEST Conference

[Click Here For More Information](#)



Member Agency Notes



Kansas POST Moves

After many years, KSCPOST relocated its operations on December 1, 2025, to the Kansas Highway Patrol Troop F facility in Kechi, KS.

Our new address is **1900 E. Tigua Street Ste B, Kechi, KS 67067.**

This move is a great change for KSCPOST for many reasons, among them:

- We will be co-located with another State law enforcement agency in a facility solely occupied by State agencies
- Our offices will finally be behind secure doors.



Michigan Commission on Law Enforcement Standards (MCOLES)

MCOLES approved the consolidation of the existing [Recognition of Prior Basic Training and Experience \(RPTE\) program](#) into a single, standardized format.

Beginning in 2026, all participants in the RPTE program will complete a revised 10-day training program plus one day for the licensing exam. This change standardizes the program, enhances Michigan's law enforcement profession, promotes uniformity in program administration and complies with newer statutory requirements for training.

The updated program includes:

- Law Enforcement Response to Active Violence (RTAV) (8hrs),
- Behavioral Health Emergency Partnerships (BHEP) (16hrs in class, 4hrs online pre-requisite),
- Firearms training to include, but not limited to the active-duty firearms standard (24hrs),
- Motor Vehicle Code (8hrs),
- Legal Review (16hrs),
- First Aid/CPR (8hrs), and
- Licensing Exam.

Continued on page 16



IADLEST is a respected association of state, federal, and international law enforcement training directors. Having recognition from the association as a competent and professional instructor is a privilege that law enforcement training directors and trainers view with success.

Becoming a nationally certified instructor has its benefits.



Member Agency Notes

Virginia Sets Informal Hearings Procedures

On October 9, 2025, the Division of Law Enforcement advised the Criminal Justice Services Board that the Decertification Team within the Division of Law Enforcement began coordinating informal fact-finding conferences in June. These informal proceedings utilize a neutral hearing officer appointed by the Supreme Court of Virginia to review decertification cases that have been appealed by the decertified law enforcement and jail officers, pursuant to Code language changes from the 2024 Session of the General Assembly. These informal hearings have been taking place monthly since that time, giving appellants an option to have their appeals heard more quickly. If the appellant doesn't agree with the results of the informal fact-finding conference they may still appeal to the CJSB Executive Committee. The formal hearings are still being conducted several times per year, but this additional option is successfully assisting in clearing the backlog of cases awaiting review.



WSCJTC PILOTS VIRTUAL REALITY TRAINING, INVITES MEDIA TO DEMONSTRATION

On Oct. 7, 2025, the Washington State Criminal Justice Training Commission (WSCJTC) announced it is piloting [Virtual Reality \(VR\)](#) training in partnership with AXON, introducing immersive, hands-on instruction designed to sharpen decision-making, build empathy and increase retention among recruits.

The pilot program, now underway at WSCJTC, allows recruits to engage in realistic simulations ranging from mental health crises to tactical decision-making. Instead of sitting in a classroom lecture, recruits experience training that mirrors real-world scenarios in a safe and controlled environment. "Our communities expect well-trained, thoughtful and professional officers," said WSCJTC Executive Director Monica Alexander. "By bringing virtual reality into our training, we are preparing recruits to handle complex situations with empathy and confidence. This is about advancing public safety while ensuring every officer we train is ready to serve with integrity."

WSCJTC hosted a demonstration of the VR training system for members of the media allowing attendees to and learn how technology is shaping the future of public safety. ~

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Nationally Certified Training



The New NDI v. 3.0 is Now Online

By Dan Setzer, IADLEST NDI Specialist



The National Decertification Index represents the culmination of over 20 years of development and refinement of this essential tool for screening law enforcement professionals.

In the early 2000's IADLEST proposed to the DOJ Bureau of Justice Assistance that a national database should be created to track police officer misconduct. Specifically, the database would address the problem of police officers who had lost their certification due to misconduct in one state, to keep them from applying for employment in a neighboring state. If the officer concealed his/her previous employment history there was no way for the hiring agency to know of his/her background of misconduct.

The BJA immediately saw the value of such a database and provided funding in a grant to do the initial programming.

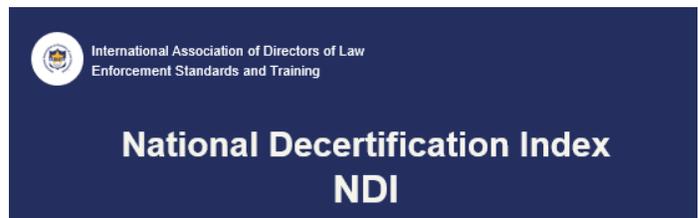
When the grant terminated, IADLEST continued to support the NDI as a no-cost service to the law enforcement community.

Over the years the program has undergone multiple iterations. Changes were made in how and what data was entered in order to meet the specifications and restrictions of the widely diverse POST agencies in the US.



An early version of the decertification database application was POCIS: the Peace Officer Certification Information System.

In 2011 Envisage Technologies worked with IADLEST to redesign the database and web pages, integrating the application into the IADLEST and NLEARN web presentations. At that time 29 state POST agencies were participating in the applica-



tion.

The database was renamed, National Decertification Index or NDI. This served us well, but the application was hosted in a small data center in Indiana, and it was subject to occasional outages due to power failures, fiber cable cuts, and other technical interruptions. By this time, three state POST agencies had made searches of the NDI mandatory for all new hires in their states. This suggested the need for a more resilient platform.

Following a series of high-profile incidents involving police and accusations of excessive use of force there was a clamor in Congress for a database to track police misconduct. It took some effort on the part of IADLEST to make it known to Congress that the US Department of Justice had already provided the seed-money to IADLEST twenty years ago to do just that.

Eventually the DOJ Office of Justice Programs provided the funds for IADLEST to begin the redesign and enhancement of the National Decertification Index.

After a formal bidding process, the contract for the redesign was awarded to [Simon Computing, Inc.](#) located in Alexandria, VA.

IADLEST staff worked closely with Simon Computing for over a year, guiding them on the redesign and detailing the new features we wanted to see added to the program.

IADLEST transitioned to the new NDI on October 20, 2025.

Continued on page 18

The new version of the NDI has been well received by the users. Security has been improved, and the system is easier to use, providing much more information to the individuals performing background checks and the POST agencies managing data entry.

Now, the POST agencies in 48 states participate in the NDI. Hawaii has just passed legislation to establish a POST agency and will soon be participating. Rhode Island is in the process of obtaining authorization to decertify officers in that state.

The NDI is also used extensively by federal agencies such as the FBI and the Federal Bureau of Prisons, among several others. The Department of Defense is also a client.

The system now has over 22,500 registered users, representing 11,287 police departments.

The entire application has been moved to the cloud, Amazon Web Services (AWS), guaranteeing better security, better data backup, better response, resilience and uptime. ~



The New NDI v. 3.0 <https://ndi.iadlest.org/home>

About the Author

Dan Setzer has been associated with IADLEST for over 20 years. He managed the programming of the first iterations of POCIS and the NDI. He is the program manager for NLEARN and supports multiple online websites for IADLEST. Dan previously worked for the Maryland Police and Correctional Training Commissions.



⇒ **IADLEST NDI Whitepaper 2024:**

[Ensuring Integrity in Law Enforcement Hiring and Employment](#)

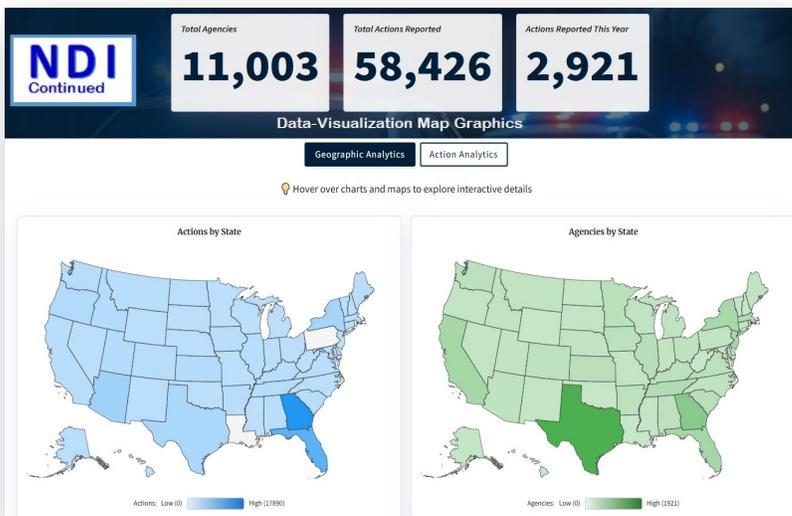
⇒ [NDI Brochure](#)

⇒ [Frequently Asked Questions \(FAQ\)](#)

⇒ [NDI Podcast](#)

The Executive Director of IADLEST shares information on the NDI. He discusses what data is included, who is entering records, who has access and how the system works. (14 minutes).

For help in navigating the NDI or with applications, contact [Dan Setzer](#), NDI Specialist. ~



About the IADLEST NDI

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.

- ★ No-cost service to law enforcement agencies.
- ★ Intended for use by law enforcement agencies only as an essential part of their pre-hire screening of new recruits or lateral transfers.
- ★ Actions were collected over a period of more than 20 years

The NDI averages approximately 2500 new entries every year. Given that there are an estimated 900000 certified police officers in the US, this represents actions against less than 0.03% of active law enforcement officers.



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

DATA on the IADLEST WEBSITE September thru November 2025

WEBSITE PAGE VIEWS

| | |
|-----------------------|---------|
| USERS | 42,802 |
| OVERALL PAGE VIEWS | 178,793 |
| NLEARN | 6,444 |
| CERTIFIED INSTRUCTORS | 1,289 |
| POST PORTAL | 1,712 |

PROJECTS

| | |
|-----------------|-----|
| ACCREDITATION | 559 |
| MODEL STANDARDS | 331 |
| AUDITS | 253 |
| CRI-TAC | 152 |

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TOP RESOURCE
National Decertification Index

Login Page **6,714*** (* 1 month)



TRAINING

| | |
|---------------------|-----|
| BLUE COURAGE | 23 |
| DDACTS | 834 |
| ANALYTICAL CAPACITY | 224 |

BLOG **967**

Training Lexicon

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

Terms associated with learning and the execution of learning that every instructor and curriculum designer should become familiar with.

Brain Dominance

An individual's preference for using their cognitive abilities. There are two styles of thinking - right brain (intuitive, spontaneous, qualitative) and left brain (factual, analytical, and quantitative). Scientific evidence suggests that no one is entirely left-brained or right-brained; rather, certain functions are associated with the left and right brain lobes. Although, it is believed that individuals use both sides of their brain to complete complex tasks.

Concept Map

A learning map: The arrangement of major concepts from a text or lecture into a visual arrangement. A visual tool, a graphic organizer, that illustrates the relationships between different ideas, concepts, or information by using circles, ovals, or boxes, and labeled connecting lines or arrows to show connections. They help to organize and structure complex knowledge, facilitate deeper understanding and recall, and are used in education, instructional design, and collaborative problem-solving.

Empirical

Pertaining to a statement based upon experience or observation versus deduction or theory.

CIRO Model of Evaluation

An evaluation model which defines four opportunities for evaluation:

- Context evaluation which is about determining whether a particular problem may be resolved by a training intervention and what the learning objectives should be.
- Input evaluation assesses the effectiveness of the processes used in the intervention. Examples may include: the selection of the learners, the design of the learning structure, the skills of the trainer, the resources used, etc.
- Reaction evaluation assesses the reactions to the intervention, usually via feedback from the learners.
- Outcome evaluation attempts to assess the extent to which the objectives were achieved.

CIRO is different from the Kirkpatrick Evaluation Model, in that CIRO focuses on the measurements taken before and after the training has been carried out, whereas the Kirkpatrick model focuses mainly on summative training.

Terminal Learning Objective

The learning objective a learner should be able to accomplish having successfully completed instruction. Also known as a learning goal.

Enabling Learning Objective (ELO)

A statement in behavioral terms of what is expected of the learner, by systematic steps, in demonstrating mastery at the knowledge and skill level necessary for achievement of a Terminal Learning Objective (TLO) or another ELO. Also known as a performance objective.



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Compliance

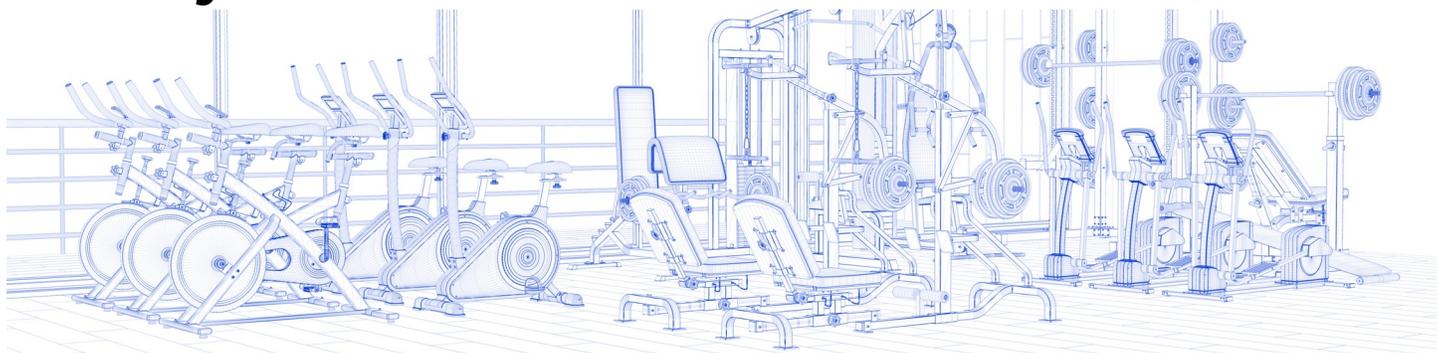
Visit the website listed above or call

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for more information

The Politicization of Law Enforcement Physical Fitness Standards

By Jerry Mullen



Law enforcement agencies across the country have been confronted with persistent staffing shortages due to diminishing applicant pools and an uptick in retirements and resignations since the upheaval from rioting and protests in 2020. It was not that long ago when it was extremely competitive to be hired for law enforcement employment. The job security, benefits, and the opportunity to retire early were strong incentives, but most applicants believed they were entering a noble profession. They wanted to serve the public and make a difference in their communities. Now, a college student or recently separated military veteran may have second thoughts about entering the law enforcement profession. The perceived lack of support from political leaders and prosecutors, as well as the inherent risks and stressors of police work, have contributed to the decreasing number of applicants.

As a result of this challenging environment for recruitment, some agencies have made the decision to lower hiring standards to increase the size of the applicant pool. This approach is fraught with risk. The pressure to hire officers quickly and increase diversity by accepting unqualified applicants must be resisted. The potential for damaging department morale, risking legal liability to the agency and harming the reputation to the profession is significant. This is not worth the short term “fix” of filling vacancies. An example of the devastating consequences of lowering standards is the death of Tyre Nichols following a beating by Memphis Police officers. The Memphis Police Department had lowered hiring standards in order to meet recruiting goals.

The Wisconsin Law Enforcement Standards Board (LESB) approved an overhaul to the preparatory training curriculum in 2016. The training hours were increased from 520 to 720 and an officer wellness component was added. A requirement to

pass a Physical Readiness Test (PRT) for both entry into the academy and to graduate was included. The PRT consists of six separate events (vertical jump, agility run, sit-ups, 300 meter run, push-ups and a 1.5 mile run) with separate entry and exit standards. Although there was some opposition to the implementation of the PRT from law enforcement leaders at the time, the resistance has subsided. A survey conducted by Training and Standards in 2021 (121 surveys) produced the following results:

Do you think there should be a PRT requirement for entry into the academy?

Law Enforcement Yes – 78% No – 14%
Unsure – 7%

Academy Directors Yes – 93% No – 7%

Do you think there should be a PRT requirement for exit (graduation) from the academy?

Law Enforcement Yes – 75% No – 17%
Unsure – 8%

Academy Directors Yes – 79% No – 21%

The PRT was developed by FitForce with the intent to be legally defensible against court challenges. The individual events are directly correlated with job tasks as a police officer protecting against claims of disparate impact (which requires plaintiffs to prove that a practice is not a business necessity).

The entry PRT data collected by the RedCap software dated 3/22/2024 and based on 1,741 entry PRT results (1,466 males; 275 females) reflected the following results for passing:

Continued on page 23

Male – 93%

Female – 79%

Exit PRT data based on 901 exit PRT results (747 males; 154 females)

Male – 99%

Female – 95%

Anecdotal evidence from law enforcement academy directors in Wisconsin supports the PRT and the positive impact it has had on training. They have noted a significant reduction in injuries in comparison to the pre-PRT era (as well as compared to the jail academy – which has no PRT requirement) and a better overall quality of student/recruit.

Any proposal to eliminate the PRT in Wisconsin is misguided and detrimental to the law enforcement profession. It would be a lowering of an established standard with the negative consequences associated with reducing standards.

In early 2024, the LESB commissioned a subcommittee to review the PRT. The mission statement of the PRT subcommittee:

The Law Enforcement Standards Board (LESB) Subcommittee on the Physical Readiness Test (PRT) will make recommendations to the LESB using a collaborative and inclusive approach that will be fair and impartial to law enforcement recruits testing to enter and at the completion of a law enforcement academy. We will achieve this by discussing the history of the current testing process, as well as current testing data with state subject matter experts, regional, and national leaders in the physical testing industry. The goal of the LESB Subcommittee is to ensure that Wisconsin has a Physical Readiness Test that will benefit Wisconsin law enforcement agencies.

Considering that the state of Wisconsin made a significant financial investment establishing the PRT (by contracting with FitForce) and that the Wisconsin PRT has never been the subject of litigation, a fair question may be raised as to the necessity of the PRT subcommittee. In fact, a recent lawsuit filed by the Independent Women's Forum (IWF) against the United States Secret Service alleges



that a federal “30 by 30” initiative (a pledge to reach 30% female workforce by 2030) is a violation of the Constitution’s 14th Amendment. It is illegal for the government to discriminate on the basis of sex. The lawsuit alleges that the arbitrary 30% goal harms female employees. Title VII also prohibits employers from discriminating on the basis of sex. It is not a stretch to conclude that political motives (such as the 30 by 30 program) are behind the seemingly frivolous PRT subcommittee and not in the best interests of the citizens of Wisconsin.

This is ultimately not simply a matter of how many pushups a candidate performs or their time on the 1.5-mile run, but to improve officer wellness and quality of life. Life expectancy for career law enforcement officers is below the national average. A variety of factors contribute to this statistic, but encouraging new officers entering the profession to embrace a lifestyle of physical fitness will increase the probability that they may enjoy a long and well deserved retirement.

The LESB voted at the quarterly meeting on 12/3/2024 to maintain the PRT with the current minimum standards as a requirement to complete law enforcement preparatory training. The roll call vote was 7-5. The motion included several amendments tasking the Training and Standards Bureau with the following responsibilities:

- Hire outside professional consultants to conduct a job task analysis to determine the essential functions of the job.
- Once completed, certified fitness professionals shall be hired to determine appropriate physical testing for law enforcement officers. The test should ensure that there is no disparate impact.
- Continue to collect data via RedCap but add data fields for test location, climate conditions, as well as an informed consent form requesting information about the candidate’s height, weight, and current exercise routine.



Continued on page 24

The amendments have not been implemented due to a lack of funding. The first two tasks were part of the original contract with FitForce. The narrow margin of the LESB vote to retain the PRT is evidence of the challenges of navigating the friction between maintaining appropriate standards for law enforcement professionals against the diminishing applicant pools of candidates who can meet those standards. ~

About the Author

Jerry Mullen has served as the Compliance Officer for the Wisconsin Training and Standards Bureau since October of 2017 following his retirement from the FBI. Mr. Mullen started his law enforcement career with the Mundelein, Illinois Police Department in 1995. He held numerous collateral duties with the FBI including Field Training Agent, New Agent Assessor and SWAT. Mullen was assigned to investigate violent crimes such as bank robbery, fugitives, child pornography, and Indian Country.



Mullen is a veteran of the United States Marine Corps, FBI National Academy, holds a B.A. from Loyola University of Chicago and a M.S. in Educational Leadership from the University of Wisconsin – Green Bay.

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on page 79.**



Project Related Resources

Academy Innovations Curriculum

The files below are curricula and integrated curriculum used during our study. The study was not designed to test and validate the curriculum, rather the instructional methodology. These files are provided as a resource for the field and serve as an example of how a topic can be integrated throughout an academy curriculum.

Each of the zipped files below contain Instructor's Guide, Student's Guide, PowerPoint Presentation, Handouts, and Practical Exercises Directions:

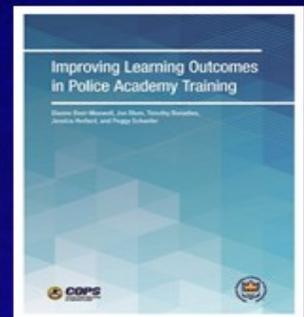
[Communications Skills Documents \(37MB\)](#)

[Persons in Crisis Communications Documents \(4MB\)](#)

[Motor Vehicle Stops Communications Documents \(7MB\)](#)

Practitioner's Guidebook from the COPS Office:

Improving Learning Outcomes in Police Academy Training



References and Resources:

[Additional Reading - Literature List \(PDF\)](#)

[Academy Innovations Project IRB Protocol](#)

- **Raw data files: Contact Dianne Beer-Maxwell at: dianne@iadlest.org**



IADLEST's 2024 Sourcebook is available to criminal justice researchers and educators.

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The Sourcebook compiles 397 survey questions asked of the 50 state law enforcement and criminal justice standards and training (POST) agencies.

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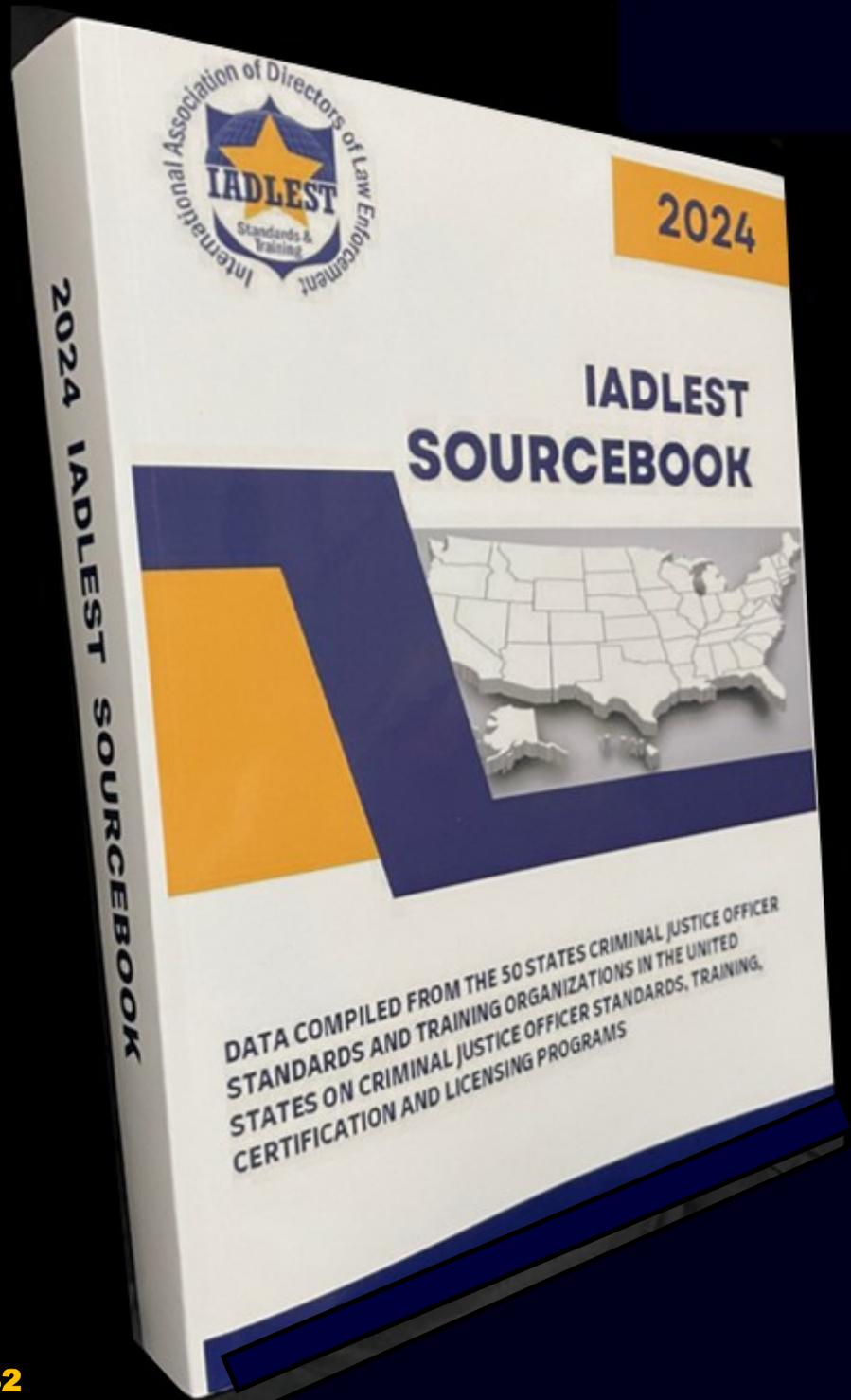
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Academy Practical Exercise Facilities

Ideas In Designing Law Enforcement Training Facilities

PART ONE

With considerable questions arising about the law enforcement training officers receive in some states, in this edition we are going to take a look at some of the practical training facilities that have been built across the nation. We know that lectures and written testing only provide the background for what an officer does in the field. Furthermore, we are well aware that evaluating an officer's basic performance-based training provides a more in-depth view of how the officer will perform in the field. The practical, performance-based training officers receive is a true indicator of performance after the academy, and if the practical training is strategically in line with best practices, training lectures, the law, and personal safety precautions.

This article is the first of a two-part series on law enforcement practical training facilities built in the United States. The following pages include samples of various academy practical training facilities that have been shared with IADLEST and are being shared with you.



Indiana Law Enforcement Academy

The Indiana General Assembly was gracious enough to allocate \$96 million to the Indiana Law Enforcement Academy for significant renovations to our facility. The renovations included

a new 162-room dormitory to house our students who come from around the state, an emer-

gency vehicle operations track, additional classrooms, office renovations, and a scenario village. The village is the centerpiece of the construction because it demonstrates our vision of bringing state-of-the-art training to Indiana law enforcement. The village allows our students to leave the classroom and enter a space that represents real-life training situations. A pen and pencil test is fine to see if they absorbed the material, but it doesn't give the student a chance to practically use the information to perform their job. The scenario model gives new officers a hands-on style of learning that better reflects how adults grasp new concepts.

Burch Village, named after a former Executive Director Charles Burch, is a \$6M, 45,000 sq ft facility that enables Hoosier officers a facility to practice scenario-based learning. The village is outfitted to resemble a liquor store, pancake house, gun store, and jail facility to further the realism of a basic student's training. No longer do we need to preface a sentence with, "pretend like you are entering a business to take a call for service." As the student approaches the facility, it is ready-made for the training to be "real life." The village includes five actual scenario businesses, restrooms, storage, an office, and a 50-person classroom.

The décor resembles actual facilities a police officer in Indiana will encounter. A company called Shadow Graphix designed, printed, and installed the material to make the facility look real. The artwork is a series of four-foot vinyl panels, similar to wallpaper. It is heated with a small propane-powered torch and installed by hand. The design company also

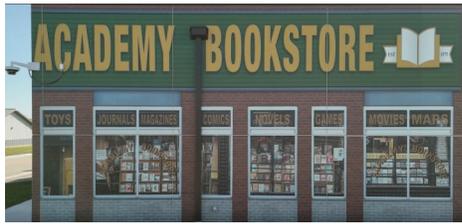
Continued on page 27



In the photo above, at the top of the photo is a portion of the driver training track, center is the practical training facility, and to the right is the firearms range.

Continued from page 26

In the photo below, are two exterior walls of the practical training facility displaying some scenario exercise areas; (L-R) the roll-up door with academy seal, liquor store, the restaurant, tattoo parlor, gun store, among others.



Above and to the left: photos of individual store fronts surrounding the training building. Inside the practical scenario building are rooms to match the exterior scenario businesses, plus there are classrooms for lecture, discussion, and debriefing exercises.



(L-R) Two additional scenario areas in the practical training facility at Indiana's Law Enforcement Academy, the Jail and Convenience Store.



Continued on page 28

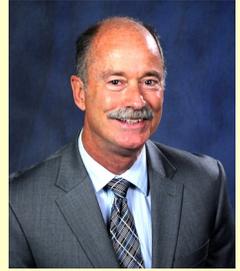
wrapped wood-framed boxes with the vinyl to add realism for product counters in the mock businesses. The detail is exquisite and helps our young officers feel like they are in a true training environment.

We encourage you to look inside the facility and view the individual scenario business layouts, click on the [photo](#) below. ~



Indiana LEA Author

Timothy M. Horty became the Executive Director of the Indiana Law Enforcement Academy in November 2018. Prior to his appointment at the ILEA, he served as the Law Enforcement Coordinator and Public Affairs Officer at the United States Attorney's Office for the Southern District of Indiana. He also served for 26 years with the Indianapolis Metropolitan Police Department retiring in 2007 as the Deputy Chief of the IMPD's West District.



Mr. Horty earned a bachelor's degree from Indiana University in Forensic Studies and a Master's Degree in Education. He also graduated from the FBI's National Academy.

Idaho Peace Officer Standards & Training Academy

The Idaho Peace Officer Standards & Training (POST) Academy campus was constructed in 1994 and is co-located with the Idaho State Police. The 30-acre campus features over 58,000 square feet of training and administrative space. Each year, we provide foundational training to hundreds of recruits and ongoing in-service training for law enforcement professionals across the state.

At Idaho POST, we are committed to delivering training that is correct, relevant, and based on proven concepts and principles. We emphasize performance-based, hands-on learning whenever possible, recognizing that officers retain skills best through doing—not just listening. While classroom instruction has its place, we prioritize scenario-based exercises, skill labs, and structured evalua-



tions to ensure recruits demonstrate true competency and confidence in their abilities.

Our campus provides recruits and officers with a functional, practical, and immersive training environment. We feature multiple large classrooms with stadium seating and state-of-the-art audiovisual technology. Additionally, a one-bedroom apartment equipped with a living room, full kitchen, and bath room allows recruits to train in realistic, home-based response scenarios.

Our 21-acre emergency vehicle operations track is a self-contained facility designed for pursuit driving, perception/reaction exercises, understeering and oversteering training using EasyDrift, and pursuit intervention techniques (PIT). The track also hosts realistic traffic stop scenarios to enhance practical, real-world skills.



Above: Idaho POST Campus is co-located with the Idaho State Police

Continued on page 29



Above Center and Upper Left: Main Training Buildings

The Academy's dedicated simulation room houses two driving simulators and a triple-screen firearms/use of force simulator. These systems allow recruits to respond "code" to calls for service, transitioning seamlessly from driving scenarios to force decision-making exercises. While simulators have limitations, when used correctly, they serve as powerful tools for reinforcing communication, de-escalation, and use-of-force decision-making under stress.

Each Patrol recruit receives 24 hours of Tactical Medicine (TACMED) training that is entirely hands-on and performance-based. Students must successfully complete multiple realistic, high-stress scenarios before graduation. Upon completion, each recruit is issued a live Individual First Aid Kit (IFAK).



Individual First Aid Kit

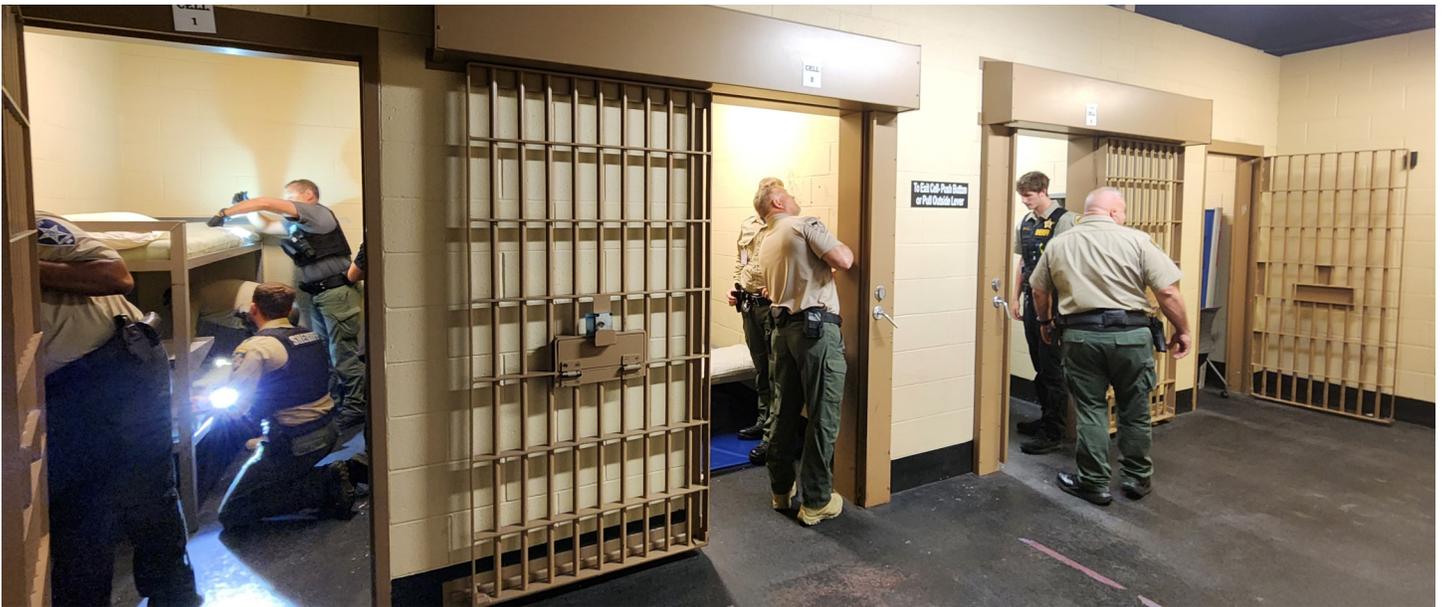
Our two electronically controlled, anatomically correct trauma simulators—one male and one female—provide hyper-realistic experiences that have proven invaluable to both recruits and in-service officers. These scenarios challenge students to manage life-threatening injuries under pressure, often culminating in powerful "aha" moments when their training comes together in real time. Even when a student struggles, we emphasize "failing forward," using after-action reviews and student-centered feedback to strengthen learning.



Electronically controlled, anatomically correct trauma simulator

As shown in the photographs below, our facility includes a full-size gymnasium that serves a variety of purposes. The gym can be converted into a defensive tactics training area using two 50' x 50' mats, creating a large mat space suitable for specialized instruction. In addition to defensive tactics, the gym is regularly utilized for scenario-based training, use-of-force transition drills, and daily functional fitness sessions.

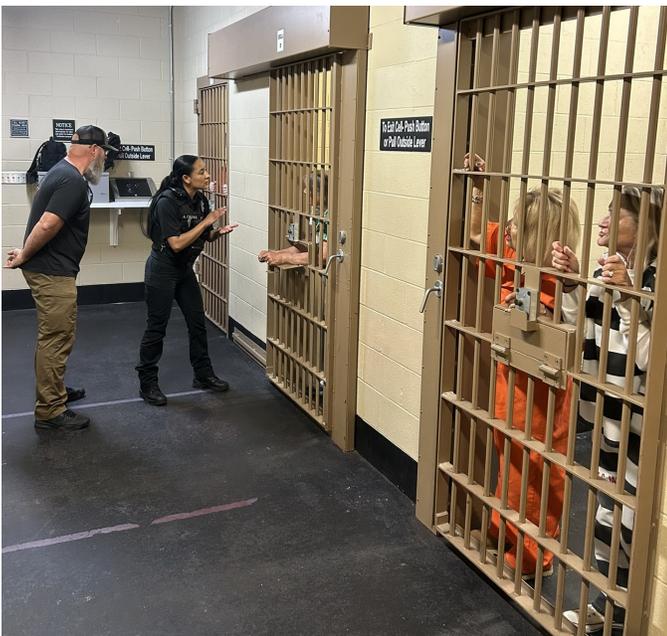




The facility also includes a dedicated training room with three fully functional jail cells. This area can be quickly filled with smoke or fog for evacuation and emergency response drills, creating a realistic environment for detention officer training. Scenarios conducted here include in-custody deaths, cell extractions, fire evacuations, and TACMED response.



Training Tank



Detention Deputy scenario training utilizes paid role players to assist in making the training realistic.



40°F water for three minutes to experience firsthand the physiological effects of cold exposure.

Our live fire training is conducted in partnership with the Idaho Department of Corrections, with whom we share training facilities. As shown in the accompanying aerial photo (below), the site includes eight (8) fully developed shooting cells that can be utilized for both handgun and rifle training. Additionally, a dedicated square range is available for vehicle assault scenarios and shooting exercises in and around vehicles.

The Idaho POST Academy has established an exceptional firearms program that provides our officers with realistic and practical firearms instruction. The training begins with approximately 1½ days focused on marksmanship fundamentals. Once all participants achieve a qualifying score of 85% or higher, the course transitions into 3½ days of handgun combative skill development.

The combative portion of the training emphasizes key tactical concepts, including shooting on the move, engaging threats from cover, threat-focused aiming, multiple-threat engagement, target identification and discrimination, incapacitation drills, and unconventional shooting positions. Each patrol recruit completes a total of 40 hours of live fire training and 8 hours of classroom instruction, which includes handgun manipulation exercises.

The significant growth throughout the State of Idaho has directly impacted our facilities. With the increasing demand from POST In-Service training and other agencies seeking to utilize our resources, it has become increasingly challenging to fulfill our mission.

To address this, we continually assess our campus and explore opportunities to expand our training capacity to meet the evolving needs of the state. One potential improvement under consideration is the construction of an overhead cover with astroturf flooring, which would provide an additional area for functional physical fitness training and scenario-based training.

Additionally, we have implemented the use of weather-tight shipping containers for storage, allowing us to house training equipment that previously occupied substantial space within our existing facilities. This has improved both efficiency and accessibility across our campus.

At the Idaho Peace Officer Standards and Training (POST) Academy, our mission is to prepare law enforcement professionals for the realities of modern policing through immersive, performance-based

Continued on page 32



training. Every aspect of our facility and curriculum is designed to build competence, confidence, and character—qualities essential for those who serve and protect our communities. From advanced simulators and realistic scenario training to hands-on tactical medicine and emergency response exercises, we ensure that every recruit leaves our academy ready to perform under pressure and make sound, ethical decisions in the field. Idaho POST remains steadfast in its commitment to setting the standard for excellence in law enforcement training—because our state, our officers, and our citizens deserve nothing less. ~

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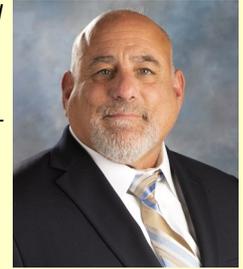


Federal Training Opportunities for Law Enforcement Officers

View [HERE](#)

Idaho POST Academy Author

Jeff Sklar currently serves as the Regional Training Manager at Idaho Peace Officer Standards and Training (POST). In this role, he oversees staff and program operations related to criminal justice training and professional development, including activities within the Basic Training including activities within the Basic Training Academy, Regional Training Centers, and criminal justice support systems. Jeff also manages officer and instructor standards and certifications. .



A United States Marine Corps veteran and law enforcement professional, Jeff brings more than 30 years of experience as a certified instructor. Jeff has also served as an advisor and mentor to the Iraqi and Afghan governments, and as a Subject Matter Expert (SME) for the United States Army, contributing his expertise in security operations and training development.

He is a Magna Cum Laude graduate of Columbia Southern University with a B.S. in Criminal Justice Administration, and has held numerous certifications in tactical medicine, active shooter response, leadership development, as a POST Master Firearms Instructor, including the FBI-LEEDA Leadership Trilogy.

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Wake Technical Community College Public Safety Training

The Wake Technical Community College provides top-quality law enforcement training at two unique facilities in the Raleigh North Carolina metro area. On average, Wake Tech trains between 80-150 Basic Law Enforcement Training cadets and over 20,000 law enforcement personnel annually.



Above: Overview of Public Safety Simulation Complex.

Public Safety Simulation Complex

Opened in 2024, the unique **Public Safety Simulation Complex** features a 4-D immersive streetscape for training first responders from Wake County and beyond. It is the state's most realistic simulation complex for force-on-force training, with EMS ambulance bays and a driver training track the size of five football fields that supports emergency vehicle and pursuit training.

The \$60 million, 80,000 square foot facility is the most comprehensive advanced law enforcement training complex in North Carolina. It was built with funds from a Wake County bond referendum that overwhelmingly passed by voters in 2018.

Streetscape

The 50,000 foot indoor streetscape (below) was built to real-world specifications, accommodating multiple emergency vehicles at the same time in a climate-controlled facility and simulates both day and night scenarios. It features specialized pods that replicate community spaces including a school with classrooms, a two-story townhouse, a hotel, and reconfigurable retail spaces. It includes a jail training pod.

Continued on page 34



Control Room

High above the indoor streetscape is a control room that serves as a hub for managing and monitoring law enforcement training activities. From this vantage point, instructors can oversee multiple scenarios in real time, ensuring safety and operational efficiency. A catwalk positioned above the streetscape offers instructors an elevated perspective, enhancing visibility and control during complex training scenarios.



Above: Indoor Streetscape Control Room.

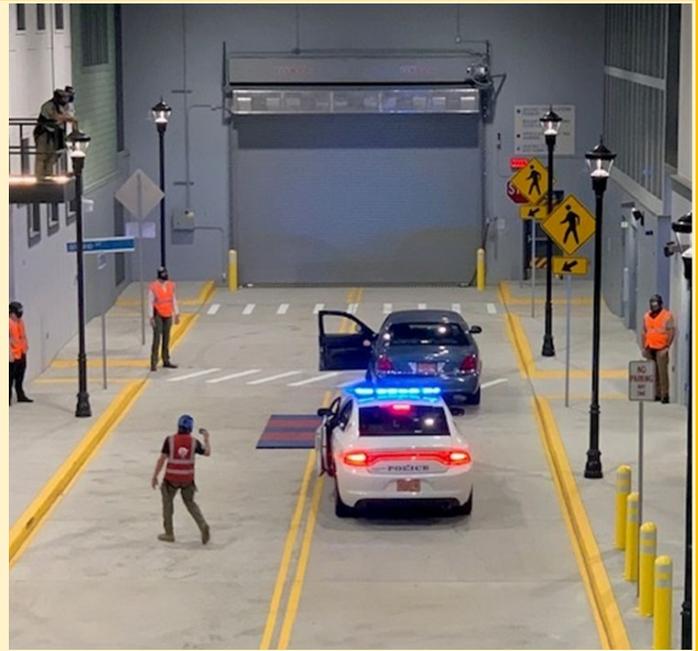
Simulations are held in rooms that can be reconfigured into various scenarios, from an apartment to a hallway to a classroom. Wake Tech provides all safety equipment, SIMS guns and non-lethal marking cartridges. The program focuses on developing the ability to think, make decisions, and act in stressful situations, with an emphasis on de-escalation, shoot/don't shoot scenarios, and verbal command skills.

Driving Pad

Adjacent to the simulated village lies an expansive, eight-acre reinforced concrete driver training track designed for law enforcement and fire/rescue personnel. Integrated with the interior streetscape, the facility enables realistic response exercises, including dispatch operations, pursuit scenarios, scene management, and controlled departures.

Public Safety Education Campus

The Public Safety Education Campus became North Carolina's first CALEA®-accredited Training Academy when it opened in 2008. It has a firing range, an incident command center, simulation and defensive tactics rooms, a mock courtroom, multiple areas for physical fitness training, and a state-of-the-art forensics lab. It was constructed with the use of bond funds overwhelmingly supported by Wake County voters.



Law enforcement officers training using reality-based scenarios.



Instructor observing students taking role player into custody during reality-based scenario.

Firing Range

The indoor firing range, with 12 shooting stations, provides a controlled environment for law enforcement. Designed for safety and realism, it supports training in marksmanship, weapon handling, and tactical response, ensuring officers are prepared for real-world scenarios.

Both facilities have virtual reality simulators that contain multiple immersive scenarios for law enforcement training from single officer response and de-escalation scenarios to multiple officer response scenarios, including various uses of force. ~

Continued on page 35

Wake Technical Community College Author

Dr. Jamie Wicker, Ed.D., is the Provost for Public Safety Education and Training and the Chief Campus Officer for Public Safety Education and Training at Wake Technical Community College in Raleigh, North Carolina. The Public Safety Training and Education Division at WTCC annually serves around 40,000 students.



Dr. Wicker is also a CALEA Assessor with an expertise in Public Safety Training Academies, and has been a sworn law enforcement officer for more than 22 years, serving in various capacities during that time: including patrol officer, school resource officer, field training officer, specialized person's crimes investigator, and crisis negotiator. She is also a Volunteer Firefighter and an EMT; holds multiple instructor certifications, specialized training certificates, and has taught public safety training for more than 17 years.

Dr. Wicker holds a Bachelors Degree in Criminal Justice from Appalachian State University, a Masters Degree from Methodist University, an Educational Specialist Degree from Wingate University, and a Doctor of Education from Wingate University. She sits on the Executive Committee of the NC Police Executives Association, and is the Training Committee Chair for the NC Police Executives Association.



Collin College Law Enforcement Academy

The Collin College Law Enforcement Academy located at the Public Safety Training Center (PSTC) in McKinney, Texas, is a cutting-edge facility that opened in September 2018, designed to serve as a comprehensive training ground for future first responders. Spanning 128,000 square feet, the PSTC has become a vital hub for high-quality training not only for local academy cadets but also for law enforcement throughout Collin County and beyond.

The law enforcement academy has elite training facilities which include a reality-based simulation village (below), a defensive tactics room, and three separate indoor shooting ranges – one of which is a 100-yard range. This diverse array of training environments allows students to practice in realistic scenarios, equipping them with the skills and confidence needed to respond effectively to emergencies.



Continued on page 36



National Certification Program Our Course List

Learn about the National Certification Program standards. The IADLEST National Certification Program brings all training certifications under one banner, to make sure training counts for everyone and everywhere. Training providers can view the classroom and online rubrics to gain a better understanding of how their training will be evaluated. See the NCP Course List [HERE](#).



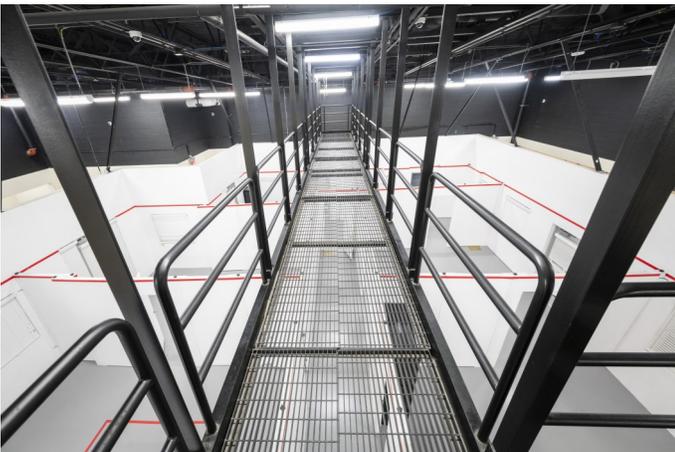
Above: Defensive Tactics Room



Above: Reality-Based Simulation Village Bank and Patrol Car



Above: Upper View of Simulation Village Rooms



Above: Upper Catwalk View of Village Left and Right Rooms



Above: Simulation Village Rooms at Low-Light (Night) View



Above: Scenario Building Staircase to Upper Level Rooms.

With its advanced training resources, the center is recognized as one of the best training facilities in the country, gaining a growing reputation in international policing circles, further expanding its mission to provide outstanding collaborative training. It has hosted international delegates from various parts of the world, including Thailand, Puerto Rico, the United Kingdom, the Democratic Republic of the Congo, and Saudi Arabia as well as being the first academy in the United States to participate in an International Association of Chiefs of Police Global Policing initiative by hosting cadets from the United Arab Emirates. The facility is not just a place for students to earn certifications or degrees; it serves as a vital training ground for the next generation of public safety leaders, preparing individuals for the challenges they will face in the field.

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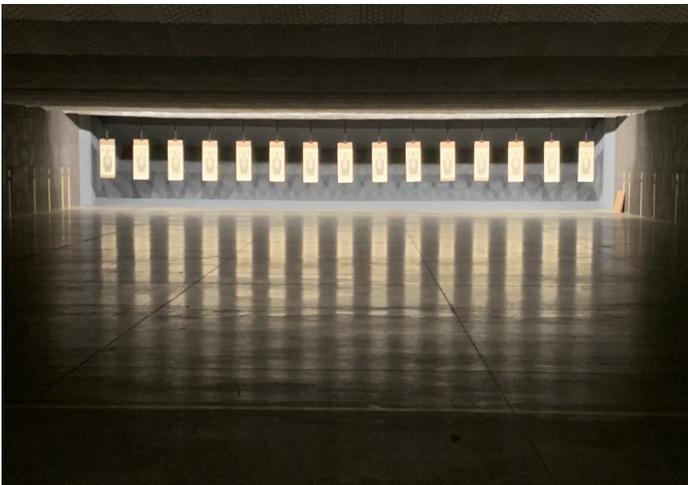


1 of 3 Indoor Shooting Ranges



Above: Patrol Vehicles used in Firearms Training.

Below: A Second Indoor Firearms Range



“At Collin College, we are committed to providing an unparalleled training experience for our future police officers. Our Public Safety Training Center is not just a facility; it is a transformative environment where these cadets gain the confidence and skills necessary to make critical, life-saving decisions in high-pressure situations. We take immense pride in our reputation as one of the best training police academies in Texas, standing shoulder to shoulder with other renowned academies. Part of this success is because of our talented faculty and staff.

Their unwavering dedication ensures that our students are prepared to excel in their careers, while serving and protecting their communities with honor,” said Dr. Neil Matkin, Collin College district president.

“I’m proud to be a part of the team that elevates Collin College’s police academy to not only meet but exceed the standards set by traditional agency academies. With the support of Collin College leadership, we are able to implement innovative training methods and a comprehensive curriculum that directly enhances the hands-on experience for our cadets. We are excited to see these future first responders make a positive impact in their communities,” said Scott Donaldson, Law Enforcement Academy director. ~

Collin College LETA Author

Scott Donaldson is experienced in national and international policing initiatives through his work with the International Association of Chiefs of Police (IACP) Global Policing Division. He also has experience working with the U.S. Department of Justice - International Criminal Investigative Training Assistance Program (ICI TAP) assisting and collaborating on national and international policing strategies and mentorship programs. Scott directed one of five training academies in the United States selected by IADLEST as a research partner for the Academy Innovations Project. This project, supported by the COPS Office, was designed to develop evidence-based training methods for the law enforcement training profession. Additionally, he was selected to facilitate a year-long international mentoring program assisting foreign criminal justice agencies in combatting transnational criminal organizations and countering terrorism. Because of his vast experience, Scott has been asked to serve as the Presiding Officer on Texas Commission on Law Enforcement committees, speak to the Texas Legislature regarding legislatively mandated police training, and invited to participate in national and international panels on topics associated with modern policing and law enforcement training.



In Our Next Edition

Part II of our look at Academy Training Facilities will be included in the March 2026 *IADLEST Standards & Training Director Magazine*. We will review academy facilities in the United States and also international facilities that feature unique practical exercise components within their programs. ~

New

From The COPS OFFICE

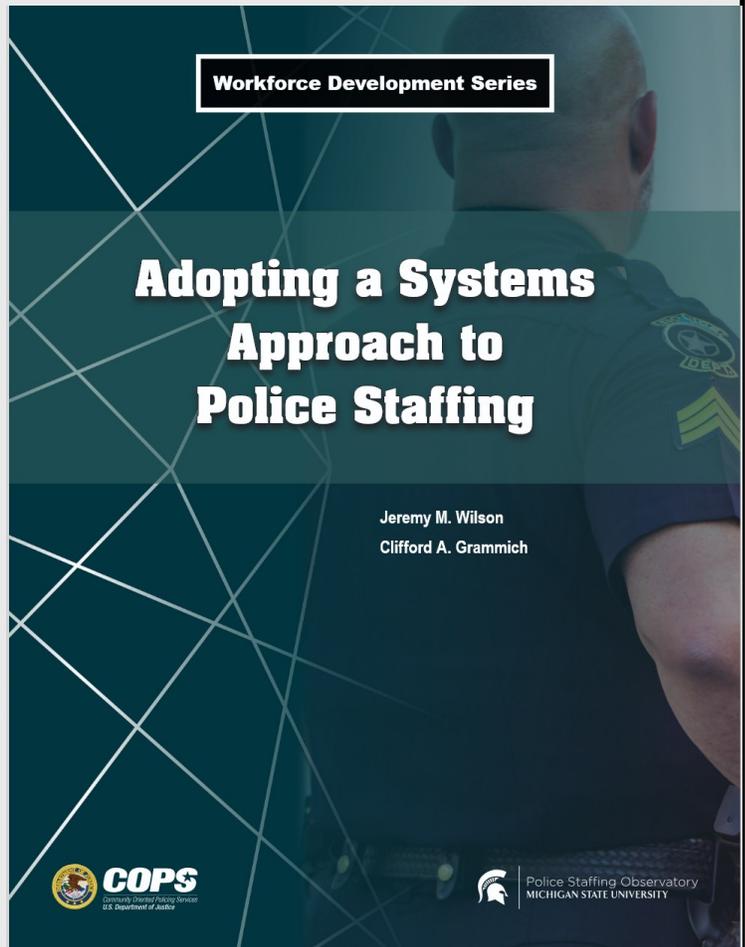
It is often difficult for law enforcement workforce planners to systematically address allocation, recruitment, training, and retention to effectively address staffing challenges (Wilson and Weiss 2014). Taking up these broader discussions of police workload and how best to manage it, however, enables certain key questions to be posed,

including the following:

- How does an agency know when it is understaffed?
- How does an agency address the effects of understaffing?
- What can be done to build better workforces (e.g., in terms of quality, skill differentiation, and community representation?)
- Are there solutions other than staffing for managing workload demand?

Summarizing a 2024 research study (Wilson and Grammich), this publication illustrates elements of the police staffing challenge and how they form a broader ecosystem that agencies should consider when assessing staffing issues, contemplating goals and strategies, and implementing solutions. It presents a six-step approach for police workforce planning and managing workload demand.

The analysis draws on a broad review of academic and professional research, as well as experience in working with hundreds of practitioners in the course of three decades. The authors draw across these experiences to articulate a more evidence-based, comprehensive, field-tested, and efficient approach to workforce planning. ~



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Produced by: Jeremy M. Wilson and Clifford A. Grammich

Published: September 2025

Size: 5,157 KB



ALL ABOARD! AI IN THE CLASSROOM - AVOID GETTING LEFT BEHIND

BY MERRILY CHEEK, FORCE CONCEPTS

Trainer's Role in AI

Those of us in the public safety training world, whether POST and academy directors, curriculum developers, instructors, or support staff, share the responsibility of setting high industry standards. That includes administering programs that boast students who have achieved those standards. To accomplish this, our training systems must constantly evolve to meet the needs of students, the advances of technology, and public expectations.¹

Although many criminal justice agencies and training sites are well on their way to leveraging AI tools to increase performance, embracing this change is daunting for many others. As trainers, it is essential to remain open to continuous learning and growth so that we do not fail our students.

Strategic Positioning

As leaders of public safety agencies and training sites, we must ensure that we remain in a *strategic position*. This means we need to be able to evaluate innovative technologies, determine what problems they solve, and make recommendations about product purchases to our agency heads.²

It could also mean that we avoid placing ourselves and our agencies at a disadvantage by failing to understand and use resources that colleagues at other agencies are already embracing.

If AI provided you with an additional two hours a day, how would you spend them?

But what strategic positioning really comes down to is: *Are we doing everything we can for our students?* In a profession where new officers must be proficient in over 600 individual job tasks, staffing, budget, and time limitations prevent criminal justice trainers from providing practical application experience for many tasks.^{3,4} And that does not even take into account the develop-

ment time required for updating lesson plans, creating engaging training aids, and designing evaluation tools to assess learning. *If AI provided you with an additional two hours a day, how would you spend them?*

AI Public Safety Use

Public safety agencies offer services that are being enhanced by a range of innovative equipment utilizing AI technology. Detention and correctional facilities have more capabilities than ever, thanks to systems that enhance security, automate inmate management, and create individualized intervention strategies for inmates.⁵

Communications centers are starting to equip themselves with AI-driven emergency response. Some are trained solely in public safety communications rather than in everyday conversations. This technology can visually monitor all real-time communications, translate them in real-time into over 185 languages, generate detailed reports, and enable supervisors to monitor all activity in real-time, allowing them to quickly respond to critical or mishandled situations.⁶

Law enforcement agencies utilize AI to identify crime trends and hotspots, allowing them to allocate resources more effectively. AI to assist with report writing? Yes, please! The idea was that if it proved effective, officers would be able to save time and devote more time to community engagement and proactive policing. One study, however, found that "current AI-enabled report-writing software did not improve the time it takes officers to complete their reports."⁷ I bet that, with time, the software will also improve.

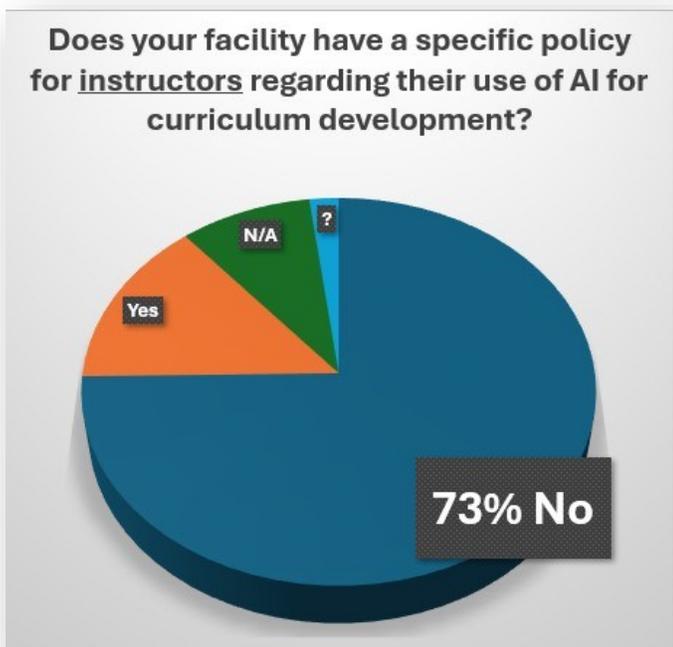
The State of AI Affairs

If our public safety agencies are using complex AI mechanisms and the recruits, by virtue of their age, are familiar with many tools, then it stands to reason that our training sites and instructors should set the trend for increased AI use in the classroom. Many of our adult learners grew up with and are familiar with rapidly evolving technology, and they desire increased engagement.⁸ The innovative use of AI tools can help achieve that engagement.

Continued on page 40

A 2023 study examined the impact of AI-driven adaptive learning on adult learners in a workplace setting. Findings included students reporting enhanced learning efficiency, increased self-confidence and motivation.⁹

Implementing new tools, though, has its challenges. I recently surveyed IADLEST members to gain insight into how their training sites communicate expectations regarding staff and student AI use, as well as any integrity concerns, they may have. It also helped confirm my initial belief that in our public safety classrooms, we lack clear and consistent expectations for both staff and [students](#).



- 73% of respondents indicated that they do not have a specific policy for instructors regarding AI use for curriculum development.
- 56% indicated that they do not have a policy for students regarding their use of AI for assignments.
- 53% of training sites do not include any expectations about responsible AI use in course syllabi.
- 51% reported that there is no instructor consistency as to what they allow or prohibit related to students' use of AI.
- 62% of respondents are *very concerned* about instructor and student integrity issues when it comes to using AI for curriculum development and student assignments.

Given the data, why then are we not being as proactive as we should be in creating policies, guidelines, and expectations?

Where to Start?

If you are new to integrating AI in the classroom, it is easy to become overwhelmed with all the tools and possibilities already available. There seems to be more materializing daily. To make this more manageable for trainers, consider the questions below, which serve as a good starting point as you set out to tackle this technological topic.

- Can you explain the terms or concepts to others, especially to those considering use of or investment in AI solutions?
- Do you understand how AI may support accessibility and equity through tools such as assistive technologies and translation?
- Do you understand how AI applications can help with personalizing learning, tutoring, and personalized content creation? These can include:
 - Adaptive – automations to help create paths for specific students (Do they want to develop a specific skill? It then changes based on their performance, grades, and skill level.)
 - Real-time feedback (Students like feedback now!).
- Can you describe the basics of citations and copyright when using AI outputs?
- Can you describe how AI-generated data can be error-prone and require interpretation?
- Can you describe the risks and liabilities of using artificial intelligence systems?¹⁰

There is no end to the available resources you can tap into to bring yourself up to AI speed. [Review 50 AI Beginner Terms](#).¹¹ Listen to webinars from places such as Learning Guild and Training Magazine Network. Experiment. If you are not comfortable experimenting with different applications, attach yourself to people in your agency who feel a little more emboldened to try new things and learn vicariously!

"There's now a wide range of choices for free AI software."¹² You may want to consider taking the time to investigate the ones found here:

<https://training.safetyculture.com/blog/free-artificial-intelligence-tools/>.

Continued on page 41

Choose wisely - There are several key considerations to keep in mind when selecting AI tools. The most important factor is finding one that works for you and your specific needs. Another factor is checking to see if they include clearly defined terms of service. Do they have a privacy policy? "Public AI platforms often retain input data for training purposes, meaning that anything you share could be used to refine future responses—or worse, inadvertently exposed to other users."¹³

Choose a tool that provides direct links, references, or citations to the information generated from the response. Lastly, always check the accuracy of the outputs.

What Do University Students Think?

"[T]wo months after ChatGPT's introduction (January 2023), Stanford University's school paper, The Stanford Daily, conducted an 'informal poll' that showed 17% of 4497 respondents had used ChatGPT on their final exams. Most (59.2%) indicated they used the chatbot for brainstorming, outlining, and forming ideas, according to the poll; another 29.1% used it to answer multiple choice questions; and while 7.3% submitted written material from ChatGPT with edits, 5.5% said they submitted written material from ChatGPT unedited."¹⁴

Another study suggests that many students use AI for creative tasks and idea generation rather than just to cheat on tests.¹⁵ The technology is only going to continue to advance. Let's harness it now to promote original thinking and problem-solving skills.¹⁶

Considerations, Guidance, and Responsible Use

There is misinformation, plagiarism, and bias in AI-generated content. Look into existing best practices to address these issues. There are many community forums (i.e., *threads*) for content creators, managers, and instructors to ensure they are up-to-date with responsible implementation.

Limitations - Generative AI tools, such as ChatGPT and similar technologies, can increase efficiency; however, trainers should remain aware of their limitations. Outputs are based on existing data, which may contain biases and inaccuracies. Sourcing and ownership information may be unclear, and we must ensure we do not infringe on intellectual property rights.¹⁷

What are others doing? - As we learn and grow, we should gain additional insight into what other institutions are implementing regarding AI expectations. Con-

sider these guidelines, which the University of North Carolina at Chapel Hill (UNC) offers to faculty, staff, and students, related to AI use in your academy student policies:¹⁸

- AI should help you think. Not think for you.
- You are responsible for checking the quality and accuracy of any AI-generated content you use.
- Disclose when you use generative AI for tasks that can impact decisions or have ethical or legal implications. You do not have to disclose when you use generative AI for minor tasks or if you make significant edits to the output that a generative AI tool gives you. Ask yourself whether a reasonable person would expect to know that you used AI to create your work product.
- You can use generative AI-powered tools to create visually engaging presentations by incorporating interactive elements, visualizations, or simulations to effectively convey information during meetings or training sessions.
- Stay up-to-date with the latest advancements in AI technology and best practices. Take advantage of professional development opportunities to enhance your understanding of generative AI and its implications.

Provide expectations - It is okay to have differing opinions on how our students and staff should use AI. But providing clear expectations – even if the expectation is that they should not use it – is important. Clarifying expectations ensures that any use of AI supports, rather than frustrates your learning objectives. Consider these examples for syllabi:¹⁹

- "You may be able to use these tools to brainstorm ideas, research topics, and analyze problems, but you must decide what's appropriate and accurate."
- "The use of AI must be open and documented. You should declare, explain, and cite any use of AI in the creation of your work using applicable standards (e.g., APA, MLA, course guidelines). Understand that you are ultimately 100% responsible for your final product."
- "Follow specific AI guidelines in this syllabus. If you are unsure, check with me. Guidance offered in this syllabus would be referenced should an issue be referred to Student Conduct for alleged academic misconduct."

Continued on page 42

How do I Cite That? – Other users cannot retrieve the same output from an original user's prompt, so AI users should document their use in an acceptable format. Consider the following:²⁰

- One example is to include the AI use *in-text*. The user can put the entire prompt in the body of the document, such as, *When prompted in ChatGPT with "Is the left or right side of the brain responsible for creativity?" the output indicated "the right side of the brain is generally connected to creativity."*
- The endnote would appear as follows: OpenAI (2023).
- The reference: OpenAI. 2023. "ChatGPT." Mar 14 version. Large language model. Accessed October 28, 2025. <https://chat.openai.com/chat>.

There are variations for APA, MLA, and Turabian. Turabian suggests citing AI only in the endnotes, rather than in the reference section, because the content is not stable or retrievable.²¹

If your recruit, or you, has a research-type paper, the recruit can mention their use of AI in the introduction or the methods section.

Detecting Plagiarism

Integrity issues are identified as a concern regarding AI use; therefore, using relatively simple detection tools on platforms such as *Blackboard* and *Canvas* will help confirm or dispel your concerns. *Turnitin* uses AI-detection algorithms to distinguish between human-written and AI-generated text. *Copyleaks* uses advanced AI to detect plagiarism in student submissions. Also, *Grammarly's AI Checker* is trained to identify AI-generated text.²²

Resources

There are numerous resources available to tap into for continued AI learning and guidance on its proper use. Below are just a few.

UNC created an AI Committee and subcommittees in 2023 at the direction of the Provost. The purpose was to create resources for staff and students to ensure the tools are used ethically and appropriately, while establishing best practices.²³ To read the guidelines, visit: <https://ai.unc.edu/staff-generative-ai-usage-guidance/>. UNC also developed resources for instructional staff to share with one another related to how they are using AI creatively in the classroom.

The International Association of Chiefs of Police (IACP) often publishes model policies to guide law enforcement agencies on topics of interest. I Googled "Does IACP have a model policy for AI?" to see what Google Gemini had to offer me. Its response: *While the International Association of Chiefs of Police (IACP) doesn't currently have a specific model policy solely focused on Artificial Intelligence (AI), they are actively working on addressing this emerging technology in law enforcement.* Gemini provided a few more specifics, such as *the fact that the IACP has a broader Technology Policy Framework to help guide agencies in the responsible use of technology.* IACP also acknowledges the growing importance of AI and considers its ethical implications, community sentiment, and the value it can bring.²⁴ In case you are wondering about the accuracy of my Gemini findings, I easily validated them because the IACP has several publications that support those statements! Keep an eye out for more IACP material on the use of AI.

Moving Forward

As we continue to experiment with AI tools and develop and deliver training, it is important to maintain a "human element in the review of AI-generated content."²⁵ At least for now, instructors should be safe from being kicked out of the classroom. "AI can supplement learning through tools like personalized applications or virtual tutors, but it can't replicate the mentorship and adaptability that great instructors provide. Teaching requires understanding of individual student needs, fostering motivation, and adapting to unique learning styles—all skills that are beyond AI's capabilities."²⁶

To remain relevant, however, we must recognize how we can leverage AI's opportunities to enhance the development and delivery of our courses, doing so responsibly. Rest assured, other delivery sites will do just that, and we cannot afford to be left behind. ~

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About the Author

Merrily Cheek has 20 years of public safety experience, including serving as Director of Community Corrections and Home Confinement in West Virginia, training staff and serving as a project planner at the Orange County, NC Sheriff's Office, and as an academy instructor, curriculum developer, and Training Manager at the North Carolina Justice Academy. She also served as North Carolina's POST's Basic Law Enforcement Training Administrator. With Force Concepts, Merrily develops evidence-based curricula for national industry leaders, including IADLEST, the U.S. COPS Office and the IACP, as well as for various state entities.



Weaponizing “Generally Accepted Police Practices”: The Dangers of Pseudo-National Standards

By Von Kliem, JD, LL.M

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[Force Science News](#) 3 June 2025

In many of today’s efforts to hold police “accountable,” officers are no longer judged by the constitutional or agency standards they were trained to follow. Instead, they are evaluated using vague, academic, or *entirely manufactured standards*—many of which contradict their own training, policies, and practices.

Concepts once confined to academic settings—often labeled “generally accepted police practices”—have moved from classrooms and conferences into civil and criminal trials. Judges and jurors are now asked to interpret conflicting standards, speculative theories, and vague policy language. With the benefit of hindsight, they are expected to conduct tactical after-action reviews, comparing officer actions to pseudo-national standards that are often politically driven or beyond human performance capabilities.

Predictably, judges and jurors are often confused about which standards apply: the officer’s agency standards or some undefined notion of “generally accepted practice.” Meanwhile, officers sit in courtrooms as criminal defendants, wondering how they can be evaluated against practices they’ve never heard of and training they never received.

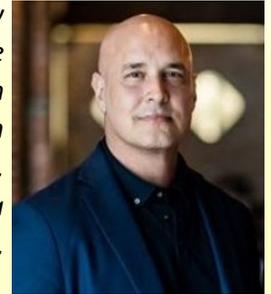
Are There “Generally Accepted Police Practices?”

If “generally accepted police practices” refer to the many overlapping and consistent practices observed in law enforcement, there would be little complaint. It could be agreed that there is no single, authoritative, or binding source to be conflated with “national standards.” In that case, to identify common police practices, agency leaders and researchers might reasonably turn to a combination of influences, including:

- Federal and State Laws
- Law Enforcement Training Programs
- Agency Policies and Practices
- Expert Research

About the Author

Lewis “Von” Kliem is a nationally recognized expert in use-of-force and constitutional policing with over 30 years of experience in the criminal justice profession. His career includes roles as a police officer, attorney, educator, and author.



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- Officer Experience and Judgment
- Professional Associations and Government Agencies, including research organizations, reform and civil rights agencies, industry associations, and private companies.

The Illusion of Consensus Among Policy Sources

For those hoping to conflate generally accepted practices with some notion of national standards, citations to resources from [Lexipol](#), [PERF](#), [IACP](#), [DOJ](#) (Consent Decrees), the [National Consensus on Use of Force](#), or [CALEA](#) are often offered as proof of consensus. This approach fails as these entities vary widely in their audiences, political leanings, objectives, and areas of focus:

- Some promote reform-oriented ideals beyond constitutional standards.

Continued on page 45

- Others focus on high-level policy, avoiding street-level tactics.
- Many introduce unfamiliar and novel terms and standards.

The biggest challenge facing proponents of generally accepted police practices is that these organizations frequently and vigorously disagree on what constitutes a “best practice” or policy recommendation. In fairness, while these organizations exist to influence the police and legal professions, none of them claim to represent a binding national standard. Even what they describe as “best practices” or “evidence-based practices” are clearly offered as recommendations, to be adapted locally *only after stakeholder input*—not as universal rules.

These organizations are clear that what makes sense in one jurisdiction, agency, or context may be unfamiliar, impractical, or simply rejected as failing to promote local interests in another. Still, despite these acknowledgments, officers are increasingly judged against model policies, white papers, and legal reviews in courtrooms and disciplinary hearings.

Developing Model Policies: Law Reviews Are Not “National Standards”

Many model or draft policies emerge from individuals or relatively small committees. These efforts may reflect brainstorming sessions, political debate, or risk management. For marketing purposes, they may be labeled as “best practices” even where they lack validation or meaningful research. In some cases, the concepts they promote are highly politicized social experiments resulting from high-profile police use of force events.

While these documents may facilitate important policy discussions, they are not necessarily reliable indicators of what is accepted, trained, or feasible in most departments—let alone an individual department. Using them as “generally accepted police practices” or “national standards” to retroactively assess an individual officer’s conduct is unfair. It ignores the fact that “model” policies are intended as frameworks for local policy development and not as benchmarks to assess an individual officer’s decision-making and performance.

Aspirational Reform or Honest Accountability?

Much of the effort to redefine police standards stems from political reform and public pressure. But those efforts are often distinct from honest accountability, which rests on clear legal standards and an understanding of real-world performance limits.

Reform efforts aim to shift government interests, rebalance public expectations, or reduce risk. *These generate important and legitimate policy debates.* But when reform proposals are enforced retroactively or treated as current standards, they risk criminalizing discretionary decisions that were lawful, trained, and reasonable at the time.

As I’ve [written before](#), efforts to implement reform standards—however well-meaning—can shift public and legal expectations long before the consequences of these reform measures are understood. The risk is that officers are judged not against what they were trained to do, but what reform advocates imagine they should have done.

Local Policy and Training Control

Reasonably well-trained use of force experts understand that agency policy and training are the first stops for evaluating police conduct—not some concept of “generally accepted police practices.” After reviewing hundreds of use of force cases across the country, it becomes clear that agency directives can vary significantly by department. They are written to reflect each agency’s unique balance of community values, legal risk, training limitations, and staffing realities.

This variety results in some policies that restrict otherwise lawful and effective techniques (e.g., neck restraints); not because they are unreasonable, but because the agency seeks to avoid controversy or simplify oversight. Others adopt aggressive enforcement procedures (e.g., proactive patrol and liberal foot chase practices), while adjacent or overlapping agencies may choose to mitigate financial, political, or physical risk with more restrictive policies (e.g., no chase policies, no pretext car stops).

Continued on page 46

“... agency policy and training are the first stops for evaluating police conduct ...”

It is expected that conduct in line with well-crafted policy and training should carry significant weight in affirming that the officer acted reasonably. That said, because policy balances more than just constitutional concerns, a violation of policy does not necessarily mean an officer was *unreasonable* under the 4th Amendment.

Human Performance: The Foundation of Fair Expectations

Even the best-designed policy or training standard is only useful if it can be applied under pressure in the operating environment (i.e., on the street). Officers operate in high-speed, high-stress, and often high-risk environments. Decision-making in these moments is constrained by perception, time, and experience. It is simply unfair—and unethical—to impose standards that require more deliberation, foresight, or precision than what human performance allows.

Expecting officers to adhere to practices they've never heard of or engage in slow, rational, and highly accurate predictions of outcomes during critical incidents is beyond human performance capabilities.

When we evaluate an officer's conduct, at a minimum we must ask: Were they trained *or capable* of handling this situation the way we're now suggesting they should have? Did their policy, training, and experience give them the tools to do what is now being held out as the only reasonable tactical option? Is it reasonable to demand a universal tactical response? If the answer is no, then efforts to hold officers accountable shift from honest to unjust.

Constant and never-ending improvement is part of the culture of policing.

Preserving Fairness in Pursuit of Improvement

Constant and never-ending improvement is part of the culture of policing. But that commitment can't come at the cost of fairness. Reform efforts, model policies, and evolving practices should guide the future—not be weaponized against officers in the present.

Accountability must be honest. That means holding officers to the standards they were trained to follow, not ones that were still being debated or imagined at the time of (or after!) their decision. It means distinguishing between aspirational best practices and discretionary tactical options that reflect the realities of complex decision-making.

If we fail to maintain those distinctions, we risk turning every use-of-force incident into a hindsight-driven referendum—not on whether the officer acted lawfully, but on whether they should go to prison because—with the benefit of knowing the outcome—we imagine they could have done better. ~



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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The Respect Revolution: A New Blueprint for Law Enforcement Trust

By Mike Domitrz

As law enforcement confronts one of the most transformative eras in its history, one word cuts through the noise: **trust**.

Rebuilding that trust - within departments and with the public, is the defining leadership challenge of our time. And while policy changes and compliance reforms have their place, a growing number of experts and training leaders are calling attention to something even more foundational: **respect**.

“Respect isn’t fluff,” says Mike Domitrz, a Hall-of-Fame speaker and founder of The Center for Respect. “It’s a daily discipline. And without it, everything from wellness to retention to public legitimacy breaks down.”

Domitrz’s approach is gaining traction across law enforcement training circles. His core message: respect isn’t a value you *claim*, it’s a behavior you *model*. Departments succeed when they name and eliminate the subtle, everyday behaviors that erode connection. He calls them the “**9 Daily Displays of Disrespect**”, and they show up everywhere: command briefings, squad car conversations, community interactions.

Once identified, those behaviors can be replaced by deliberate choices rooted in respect. “This work isn’t theoretical,” Domitrz explains. “Agencies that commit to a respect-based culture are seeing results: lower burnout, stronger cohesion, and real progress in community engagement.”

Training leaders are particularly drawn to how actionable the framework is. “We finally had a way to call out cultural blind spots without blame,” one state-level training director shared. “That shifted everything, from how we train to how we promote.”

The ripple effect extends to officer wellness. With stress and trauma levels rising, respect within the ranks becomes a survival tool. “When officers feel valued and seen, not just evaluated, they’re more likely to speak up, debrief effectively, and support each other,” Domitrz notes.

But the most significant impact comes when respect is championed from the top. Chiefs. Academy directors. Field training officers. “Culture change only sticks when leadership walks the talk,” Domitrz says. “Respect is caught more than taught.”

As IADLEST prepares for its 2026 gathering, one takeaway is clear: the tools for change are already here. Departments don’t need to wait for perfect legislation or ideal conditions. They need courageous leaders ready to model the behaviors they want to see, inside the badge and out.

Because at this moment, the path to trust isn’t built through mandates. It’s built through **daily, intentional respect**. And that’s a revolution worth leading. ~

About the Author

Mike Domitrz is an author and a subject matter expert on building respect throughout an organization. For over three decades, he has been transforming how organizations rethink leadership, trust, and workplace performance. His clients range from Fortune 500 companies to global associations to elite educational institutions, to US military commands around the world. He founded *The Center for Respect*, and has influenced thousands of leaders, managers, and teams with practical, immediately actionable tools to foster environments rooted in dignity, mutuality, and human connection. His work centers on one universal truth: *when people feel respected, they perform, innovate, and collaborate at the highest levels.*



An advertisement for IADLEST. The background is a dark, moody image of a police officer in uniform, seen from the back, looking towards the right. In the top right corner is the IADLEST logo, which is a circular emblem with a yellow star in the center, surrounded by the text "International Association of Directors of Law Enforcement Standards & Training". The main text of the ad is in white, bold, sans-serif font, reading: "We Have Your Back!" at the top, followed by "The 50 State POSTs and more than 780 Academy Directors in the United States that set forth training standards and present training to law enforcement." at the bottom.

New

From The COPS OFFICE

Extensive research demonstrates the significant impact that crime victimization can have on individuals. Trauma resulting from victimization may be acute, such as in response to a single incident like an accident or assault, or chronic, in response to prolonged exposure to distressing circumstances like ongoing domestic violence (Haskell and Randall 2019). Trauma may also be described as complex when an individual endures severe, repetitive events over an extended period of time, such as in cases of child abuse or human trafficking (NCTSN 2022; Terr 2013). While the effects of trauma are more thoroughly documented for victims of sexual assault and domestic violence than for other forms of victimization, it is important to recognize that all forms of victimization have the potential to cause trauma.

This publication uses victim and survivor interchangeably to respect different people's preferences.

This literature review will provide a research-based overview of the benefits of trauma-informed, victim-centered approaches in law enforcement response to crime victims. In addition, it will highlight evidence-based considerations for law enforcement personnel in the areas of evidence collection, investigations, interviews, and communication. ~

Victim-Centered, Trauma-Informed Practices

An Overview

Hannah Feeney
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Crystal Daye
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Produced by: By Hannah Feeney, Jim Markey,
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and Laura Wilt

Published: September 2025

Size: 1,863 KB

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

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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: 225 S Wooddale Ave., Ste 105, Eagle, ID 83616. ~

Volume 37, Number 4 **October 2025**

| Table of Contents | Page |
|---|------|
| POST Director Changes | 2 |
| Search for New IADLEST Executive Director | 4 |
| Highlights: IADLEST Executive Committee Meeting June 2025 | 5 |
| IADLEST Sourcebook | 8 |
| IADLEST Program Updates | 16 |
| Academy and POST Accreditations | 24 |
| IADLEST Has An Important Seat at the Table | 27 |
| NDI Redesign and Expansion Launch Announcement | 31 |
| IADLEST Nationally Certified Instructors Update | 35 |
| IADLEST Internationally Certified Instructors Update | 37 |
| New Certified Youth Instructors Update | 38 |
| IADLEST Nationally Certified Training Courses Update | 41 |
| Additional Reading | 51 |

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ADVISE OR TELL?

By Jean Reynolds, Ph.D.



Here's an issue that often shows up in police writing: which word is correct: *advise* or *tell*? Many officers mistakenly write sentences like this one:

“Barlow advised me that he'd been at work when the break-in occurred.”

You're thinking *no problem*, right? Other officers know you mean “Barlow *told* me that he'd been at work.”

But sometimes there really *is* a problem. For example, suppose you're writing a research paper for college, or an article for a police publication, or a press release for a local newspaper. Everyone who reads your work is going to wonder why you don't know how to use *advise* properly. (Is that really the way you want to present yourself?)

And there's another potential problem. Suppose you're an administrator who tells an officer to correct a problem. After you talk to her, you put a report into her file: **“I advised Officer Blaine to follow agency guidelines when questioning suspects.”**

That “advised” could cause trouble for you later if Officer Blaine claims that you only suggested (“advised”) that she change her behavior. *Advise* doesn't mean *tell*. (Check the dictionary!) If you're giving an order or a command, use *tell*.

You should always use normal, everyday English when you write or speak. Remember: there's no need to use police jargon to prove that you're a police officer. You want to be *understood*.

Here's a little quiz to make sure you know how to use *advise* correctly. Change *advised* to *told* where necessary. Answers appear below.

1. I advised Inmate Jones that he was assigned to the morning shift.
2. I advised Inmate Jones to improve his negative attitude.
3. I advised Mary Smith to see a doctor about the cuts on her arms.
4. Smith advised me that her ex-boyfriend was responsible for the cuts.
5. Chief Simmons advised us that he would be on vacation the first half of July.
6. Officer Donaldson's doctor advised him to limit his cholesterol intake.
7. I already advised the Assistant Warden about the broken alarm in Baker Dorm.
8. I'm glad I listened to Chief Johnson when he advised me to continue my education right after high school.
9. The chaplain advised us that there would be a special religious service Sunday evening.
10. I'm glad my guidance counselor in high school advised me to take a keyboarding course.



Continued on page 51

Here are the answers:

- X 1. I *told* Inmate Jones that he was assigned to the morning shift.
- X 2. I *advised* Inmate Jones to improve his negative attitude. (giving advice)
 - 3. I *advised* Mary Smith to see a doctor about the cuts on her arms. (giving advice)
- X 4. Smith *told* me that her ex-boyfriend was responsible for the cuts.
 - 5. Chief Simmons *told* us that he would be on vacation the first half of July.
 - 6. Officer Donaldson's doctor *advised* him to limit his cholesterol intake. (giving advice)
- X 7. I already *told* the Assistant Warden about the broken alarm in Baker Dorm.
 - 8. I'm glad I listened to Chief Johnson when he *advised* me to continue my education right after high school. (giving advice)
- X 9. The chaplain *told* us that there would be a special religious service Sunday evening.
- 10. I'm glad my guidance counselor in high school *advised* me to take a keyboarding course. (giving advice)

How Did You Do?

You live in a complex and diverse world that includes many types of people. Your language choices need to facilitate understanding with everyone you meet. ~

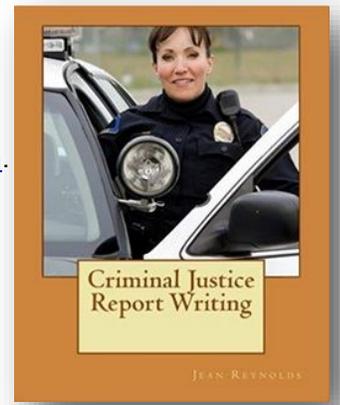


Dr. Jean Reynolds is Professor Emeritus at Polk State College in Florida, where she taught English for over thirty years. She served as a consultant on communications and problem-solving skills to staff in Florida's Department of Corrections. At Polk State College, she has taught report writing classes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

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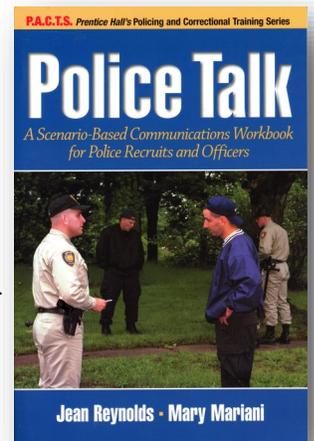
Dr. Jean Reynolds, coauthored book

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

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

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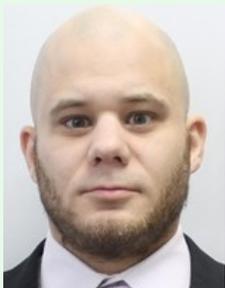
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Policy vs. Reality: Physical Intervention and Unavoidable Risks in Public Safety

By
Diogo Wettl Gomes Assinger

About the Author

Diogo Assinger is a Federal Police officer and attorney in Brazil, serving as a Personal Defense Instructor for the Federal Police. He holds a black belt in Judo, is a Jiu-Jitsu instructor, and a former freestyle wrestling athlete with experience in Muay Thai and other disciplines. He is a member of the International Association of Directors of Law Enforcement Standards and Training (IADLEST) and ASIS International. He is a former employee of the Specialized Federal Judiciary. Currently, he is pursuing an MBA in Public Security Management at the University of Brasília (UnB). He works and writes in the areas of martial arts, self-defense, police work, and law.



also prioritize continuous, scenario-based training and effective communication among staff, supervisors, and local authorities. Such alignment ensures clear roles and decisive responses during aggressive incidents, minimizing risks and enhancing overall safety. Nevertheless, even the most detailed guidelines remain somewhat abstract and cannot provide complete solutions to every practical challenge.

Integrating martial arts principles into police intervention training can be valuable, but it does not fully answer the question of unavoidable risk. A single punch in boxing can be lethal; throws in judo or wrestling carry similar dangers, and even Brazilian jiu-jitsu submissions can result in serious injury or death. If strikes, throws, submissions, and even less-lethal devices can still be fatal, how should policy address this reality?

Training and policy must acknowledge that physical interventions carry inherent risks that cannot be entirely eliminated, but they can be mitigated. Brazilian jiu-jitsu, for example, offers techniques that allow more controlled application and better anticipation of potential consequences compared with punches or throws. However, this is only effective if techniques are applied correctly. It is important to note that several U.S. states have banned the use of chokeholds due to the significant risks associated with them.

Although many law enforcement protocols use general terms such as “control holds,” “takedowns,” or “restraint techniques,” few publicly provide detailed guidance on throws or submission holds (e.g., joint locks) with the same emphasis placed on “use of lethal force.”

Continued on page 54

Public safety professionals, along with standards organizations, rely on established protocols and training policies to manage violent incidents. Yet these measures alone are often insufficient to fully address the challenges encountered in real-world scenarios.

Comprehensive training, clear operational protocols, and accountability mechanisms are essential to establish consistent standards and a minimum baseline for response. Still, critical incidents can and do occur. What else is needed to mitigate these risks, and is it even possible to prevent all critical outcomes? **What is missing?**

A comprehensive Policy for Prevention, Intervention, and Response in violent situations should establish a structured protocol based on thorough threat assessment and coordinated action. It must

Regulatory clarity is crucial to define and acknowledge situations where tragic outcomes result from what may be termed “**risks despite compliance.**” Even when officers follow established standards, the application of a throw or submission hold can still result in a fatal outcome not contemplated in typical protocols.

Legal Framework

In the context of public safety and law enforcement, it is important to understand the hierarchy of normative authority. Laws, including statutes and codes, constitute binding legal authority, and violations can result in criminal or civil liability. Policies, guidelines, and standards, while influential, occupy a lower tier: they do not carry the force of law, and breaches typically result in administrative consequences, professional discipline, or civil liability rather than criminal penalties. Nevertheless, **these standards play a critical role in shaping expectations** and can be used in legal proceedings as evidence of reasonable or expected conduct.

US Legal Framework

In the United States, the use of force by public safety professionals is regulated by specific state laws that establish the parameters for self-defense and the use of force, commonly referencing the principles of reasonableness, proportionality, and necessity. For example:

- **Colorado:** Under Colorado law, both civilians and law enforcement officers may use physical force in self-defense or defense of others when they reasonably believe it is necessary to prevent imminent unlawful force (§18-1-704). Deadly force is allowed only to prevent serious injury or death, with added protections for occupants defending their homes under the “Make My Day” law (§18-1-704.5). However, police officers are held to stricter agency standards, requiring that any force used be **reasonable**, and **necessary** to the situation, typically exhausting lesser options before resorting to deadly force.

- **California:** California Penal Code §835a authorizes peace officers to use **reasonable** force to effect an arrest, prevent escape, or overcome resistance, provided the force used is **necessary** and **proportionate** to the circumstances.
- **New York:** New York Penal Law Article 35 defines “justification” as a defense, allowing the use of physical force in defense of oneself or others if the person **reasonably** believes it is **necessary** to prevent the imminent use of unlawful force.

When evaluating allegations of excessive force by police officers, courts typically consider whether the officer’s actions were legally justified under self-defense or defense of others. Guided by statutory law and judicial precedent, particularly the U.S. Supreme Court’s decision in *Graham v. Connor* (1989), the analysis focuses on the reasonableness, proportionality, and necessity of the force used.

Courts assess whether the officer’s response was objectively reasonable given the circumstances at the moment, without the benefit of hindsight, and whether the force applied was proportionate to the threat encountered. Factors such as the immediacy and severity of the threat, whether the suspect resisted, fled, or was armed, and the availability of less forceful alternatives all play a role.

Additionally, **compliance with departmental policies and training can influence the evaluation, as courts often consider whether the officer acted according to established standards.** Implementing clear policies that acknowledge the inherent risks of using force can be highly beneficial. When a state or local policy explicitly recognizes that adverse outcomes are possible, it can provide legal protection for professionals who act in accordance with the law and established protocols, shielding them from allegations of excessive force even when proportional and reasonable actions result in critical outcomes.

Brazil Legal Framework

According to the Brazilian Penal Code, Article 25, a person is not punishable when they act in self-defense. The legal requirements for self-defense are that there must be an imminent or ongoing unlawful aggression against oneself or another person, which is unjust and violates the law; the defensive act must use the **necessary** means in a **moderate** way to repel the aggression; it must be **proportional** to the aggression, limited to what is strictly required to defend oneself or others; and it must have a legitimate purpose, intended solely to protect oneself or others without any ulterior motives such as revenge or retaliation.

Although most authors do not focus on analyzing moderation and necessity, some emphasize the need for careful consideration in this evaluation.

Rogério Greco, citing Mirabete, explains that “self-defense, however, is a human reaction and cannot be measured millimetrically, as to the proportionality between the defense and the attack suffered by the individual” (author’s translation).

The same author further adds:

“It is not the number of blows or gunshots, for example, that characterizes lack of moderation, leading the agent to act excessively. It may happen that, in order to stop the aggression being committed against him, the agent must, for instance, fire more than five shots, without this necessarily being considered an immoderate use of a necessary means” (author’s translation).

Likewise, Cezar Roberto Bitencourt adds:

“However, a perfect, millimetric correspondence between attack and defense is not required to establish the necessity of the means and moderation in their use. It is recognized that a person who is emotionally involved in a conflict in which he is the victim of an unjust attack faces an evaluative difficulty” (author’s translation).

In summary, Brazilian law recognizes that self-defense must be assessed within the context of a

real and dynamic situation, where the individual under attack cannot be expected to react with perfect balance or precision. The law and legal scholars emphasize that human reactions under threat are instinctive and often shaped by emotional and psychological stress, making it unreasonable to demand strict proportionality between the attack and the defensive response. Therefore, the evaluation of necessity and moderation must consider the circumstances and the agent’s perception at the moment of the aggression. This is similar to the U.S. Supreme Court’s decision in *Graham v. Connor* (1989), which held that “the reasonableness of an officer’s actions must be judged from the perspective of a reasonable officer on the scene, rather than with the 20/20 vision of hindsight.”

Public Policies

Public policy, guidelines, and standards are recommendations or best practices issued by governmental or professional bodies. Although they do not carry the force of law on their own, they can significantly influence legal interpretation, professional conduct, and potential liability in cases where compliance or deviation from these standards is evaluated.

Some agency-specific rules or regulations, such as those from the Department of Homeland Security or the Department of Justice, can have legal force if issued under statutory authority (e.g., a DOJ regulation based on a law Congress passed). But most are internal operational standards, important for compliance, audits, and internal discipline, but not equivalent to a statute or federal law.

Homeland Security Policy Statement 044-05

The DHS policy permits Law Enforcement Officers (LEOs) to use force to control subjects, as authorized by law, and in defense of themselves and others. The foundational standard governing this authority is “**objective reasonableness,**” rooted in the

Fourth Amendment of the U.S. Constitution. This standard mandates that a LEO shall use only the force that is objectively reasonable in light of the facts and circumstances confronting them at the time force is applied. The policy explicitly bases this standard on the U.S. Supreme Court decision in ***Graham v. Connor***, 490 U.S. 386 (1989), which dictates that the assessment of reasonableness must be judged "from the perspective of a reasonable officer on the scene" and must allow for the fact that officers make "split-second judgments" in tense, uncertain, and rapidly evolving circumstances.

LEOs should seek to employ tactics that **minimize** the risk of unintended injury or serious property damage, focusing on minimizing risk rather than requiring its complete elimination. In balancing officer safety and response, LEOs do not have a duty to retreat to avoid the reasonable use of force, nor are they required to wait for an attack before using reasonable force to stop a threat.

Less-Lethal Force is defined as any use of force that is neither likely nor intended to cause death or serious bodily injury. However, the policy's definition of Deadly Force clarifies the underlying risk by stating that it does *not* include force that is not likely to cause death or serious bodily injury, but unexpectedly results in such death or injury. This distinction acknowledges that while less-lethal force is not *intended* or *likely* to be fatal, an unexpected death or injury resulting from it does not retroactively classify the initial force as deadly force for regulatory purposes, thus reinforcing that the risk of a fatal outcome is an inherent possibility even with less-lethal means.

Department of Justice Use of Force Policy

The Department of Justice (DOJ) policy establishes that officers may use only the force that is **objectively reasonable** to effectively gain control of an incident while protecting the safety of the officer and others. This central standard is explicitly an-

chored in the legal framework set forth by the U.S. Supreme Court in ***Graham v. Connor***, 490 U.S. 386 (1989). Crucially, the policy adopts the *Graham* principle that the reasonableness of an officer's action "must be judged from the perspective of a reasonable officer on the scene, rather than with the 20/20 vision of hindsight".

Regarding specific restraint measures, the DOJ policy imposes a strict limitation on certain high-risk techniques. Law enforcement and correctional officers of the Department of Justice are prohibited from using a "chokehold" (a technique restricting breathing by applying pressure to the throat or windpipe) or a "carotid restraint" (a technique restricting blood flow to the brain) unless the standard of necessity for use of deadly force is satisfied. This prohibition effectively elevates the use of these techniques to the level of deadly force, meaning they can only be employed in situations where the officer reasonably believes the subject poses an imminent threat of death or serious bodily injury to the officer or others.

The policy limits the application of force by requiring officers to use the necessary level of force only "when no reasonably effective, safe, and feasible alternative appears to exist". By adhering to this objectively reasonable and necessary standard, an officer who acts according to the policy and receives mandated annual training is legally protected. Conversely, any application of force that deviates from the standards, particularly where a safe and feasible alternative was available or where the force used was not objectively reasonable, is implied to be excessive and would expose the officer to disciplinary or criminal consequences.

National Consensus Policy on Use of Force (updated in 2020)

The National Consensus Policy on Use of Force is a collaborative effort among 11 of the most significant law enforcement leadership and labor organizations in the United States, including IADLEST, intended to serve as a template for law enforcement

Continued on page 57

agencies to compare and enhance their existing policies.

The National Consensus Policy frames its approach around two landmark precedents from the U.S. Supreme Court: *Tennessee v. Garner* and *Graham v. Connor*, 490 U.S. 386 (1989), and its "objectively reasonable" standard derived from the latter. This policy directs officers to use only the force that is **objectively reasonable** to effectively gain control of an incident, based on the totality of the circumstances known to the officer at the time. Furthermore, the policy emphasizes that, for control techniques, an officer is authorized to use "agency-approved, less-lethal force techniques and issued equipment".

A notable distinction in this policy concerns neck restraints. The document defines a chokehold as a "physical maneuver that restricts an individual's ability to breathe," and its use is restricted to situations where deadly force is authorized. However, that document underwent an update in 2020, which changed the understanding and began to include the 'vascular neck restraint' in the prohibition, allowing its use only in deadly force situations.

The policy highlights that "Policies that are overly detailed and complex are difficult for officers to remember and implement and, as such, they create a paradox," advocating for clear, understandable guidance.

In terms of consequences and officer safety, the policy establishes that for the officer who acts lawfully, adherence to the objectively reasonable standard and documentation of all uses of force provides the necessary legal protection and justification for their actions.

Brazil – Ministry of Justice, Ordinance nº 855 of 2025

In Brazil, Ordinance No. 855 of 2025, issued by the Ministry of Justice, sets forth guidelines on the use of force by public security professionals and applies to all federal law enforcement agencies. Similar to the U.S. regulatory and legislative framework, it is

also grounded in the principles of reasonableness, proportionality, and necessity.

The ordinance establishes that law enforcement officers may only use force for a lawful purpose, within strict legal limits, and only when less intense means are insufficient. The level of force must be proportional to the threat and situation, applied with judgment, prudence, and moderation. It emphasizes preventing or minimizing harm rather than eliminating all risk, recognizing that force must remain an option when necessary to protect life or maintain public order.

When the use of force results in injury or death, officers must provide or request medical assistance, preserve the scene, report the incident to prosecutors, and document all actions taken. Agencies are required to conduct transparent investigations and maintain independent oversight mechanisms. The ordinance also protects officers who act within the law, seeking to balance accountability with legal safeguards for justified actions. However, it does not explicitly acknowledge that even actions consistent with regulations can lead to tragic outcomes.

Case studies

Many cases show that physical conflicts can be deadly. With this in mind, the choice of intervention by peace officers is critical, as no method is entirely risk-free.

Incidents involving police, security personnel, and civilians demonstrate that even a standard compliance hold or a single punch (even a body punch) can prove fatal. Below are 17 cases from around the world illustrating how the use of physical force can lead to death or serious injury:

1. **Thomas Kelly (Australia)** – Died in **2012** after being struck by a single punch to the head in Kings Cross, Sydney.
2. **David Cassai (Australia)** – Died in **2012** after being fatally punched during a confrontation.

Continued on page 58

3. **Lucio Stein Rodrigues (Australia)** – Died in **2013** after a one-punch to the head/face caused him to fall and suffer a fatal head injury during a brawl outside a pub.
4. **Eric Garner (USA)** – Died in **2014** after being placed in a chokehold by NYPD officers during an arrest.
5. **Nicholas Lambaditis (Australia)** – Died in **2015** after being punched during a confrontation.
6. **Jonathan Sanders (USA)** – Died in **2015** after being held in a chokehold by a Mississippi police officer for approximately 20 minutes.
7. **Ivan Susin (Australia)** – Died in **2019** after being struck by a single punch to the head during a brawl.
8. **Unidentified man in Las Vegas (USA)** – Died in **2019** after being punched during a casino brawl.
9. **Willian Mulezini Santana (Brazil)** – Died in **2023** after being punched in the face during a rodeo event in Indaiatuba.
10. **Carlos Eduardo Nunes (Brazil)** – Died in **2023** after being placed in a chokehold during a police intervention in Guaíba.
11. **Vinícius de Paula Souza (Brazil)** – Died in **2023** after being punched in the face while trying to break up a fight between a couple at a social event.
12. **Piotr Ludwiczak (UK)** – Died in **2023** after being punched during a fight in a Westcountry town.
13. **Jordan Neely (USA)** – Killed in **2023** when a Marine veteran applied a chokehold on him in a New York City subway.
14. **Unnamed 72-year-old man (Brazil)** – Died in **2024** after attempting to break up a fight in Juiz de Fora and falling after being punched.
15. **Unnamed Engineer, 33-year-old (Brazil)** – Died in **2025** after being punched during a social event.
16. **Rodrigo da Silva Boschen (Brazil)** – Died in **2025** after being restrained (chokehold) by police

officers in Curitiba.

17. **Unnamed teenager (Brazil)** – Died in **2025** in Pernambuco after being punched in the ribs during a playful fight.

These cases underscore that many of the techniques that can be applied (including both striking and control techniques) carry an inherent risk of tragic outcomes.

Physical Limitations

Police self-defense involves not only physical skills and techniques but also understanding how stress affects human performance. One of the main effects of intense stress is the degradation of fine motor coordination, essential for precise actions such as handling handcuffs, firearms, radios, or performing first aid in the field.

Scientific studies such as Osu et al. (2004) show that in high-pressure situations, like those routinely faced by law enforcement, the ability to perform refined motor tasks significantly decreases. The study demonstrates how emotional stress disrupts the coordinated movements of the fingers in professional pianists. Although the context is artistic, the neuromuscular principles are the same: under pressure, precision deteriorates even in highly trained individuals.

Activation of the sympathetic nervous system in response to an imminent threat triggers a massive adrenaline release, causing physiological effects such as increased heart rate, tremors, tunnel vision, and, most importantly, loss of fine motor control. The body prioritizes broad, forceful movements over precision and dexterity.

This has direct practical implications. An officer under high stress may struggle to unlock a weapon, operate electronic devices, or apply a restraint with proper force control. This underscores the need for training under controlled stress to simulate operational reality and allow both body and mind to develop compensatory mechanisms.

Continued on page 59

For police officers, these findings highlight the importance of stress-coping mechanisms, such as continuous training and mental scenario visualization. Awareness of this physiological limitation enables professionals to recognize their limits and adapt their actions, prioritizing simple, effective techniques that can be reliably executed under pressure. Therefore, understanding the loss of fine motor coordination under stress should be an integral part of law enforcement training. Beyond mastering techniques, officers must understand how the body reacts to danger and train realistically to compensate for these natural responses.

Knowledge about the reduction of fine motor coordination in situations of stress and anxiety (resulting from physiological hyperarousal) is essential, especially for those who evaluate police actions, particularly when analyzing the moderate use of necessary means.

It should be emphasized that what is outlined here does not clearly justify excessive actions. Thus, if the offender has already been neutralized, lying on the ground, and the officer continues to strike, such a situation cannot, in any way, be encompassed by the consideration defended here regarding the loss of fine motor coordination under stress. In that case, it constitutes an excess, for which the officer must be held accountable, whether for bodily injury or homicide.

Once this point is clarified, it becomes evident that the doctrine which understands the nuances of police performance has a scientific foundation. Therefore, the assessment of moderation cannot be made from a detached, retrospective, and idealized perspective, disconnected from the real conditions experienced by the officer at that moment.

This implies recognizing that the fine control of force and reaction is diminished under intense stress, which may result in a response that, to an external observer, might appear excessive, yet was compatible with the officer's perception of risk at the time. Moreover, the presence of multiple external factors and the speed of the situation can make

it impossible to deliver a perfectly proportionate response. The officer also does not have time for analytical reflection: his reaction is based on training yet remains instinctive and focused on self-preservation.

The reduction of fine motor coordination must be viewed as a relevant technical-scientific factor, especially when the force applied seems greater than ideal standards would suggest, and there should be a presumption in favor of the reasonableness of the officer's conduct when objective elements confirm acute stress, imminent threat, and the impossibility of less forceful alternatives.

The requirements of "moderate," "reasonable," or "proportionate" use of force must be interpreted within the reality of police situations and the human difficulty of responding with surgical precision under threat. This understanding must guide the evaluation of police actions, lest we demand from law enforcement professionals something that human biology itself makes impossible.

It is impossible to eliminate all the risks associated with physical interventions. Therefore, the legal framework should recognize this fact to ensure protection for law enforcement personnel who act in accordance with the law, even when fatal or otherwise severe outcomes occur. This begins with the explicit acknowledgment of this variable in the policies, standards, and guidelines issued by police agencies, documents capable of influencing future judicial decisions, since courts may use these standards as evidence of reasonable or expected conduct.

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New Report on In-Custody Deaths and Reform

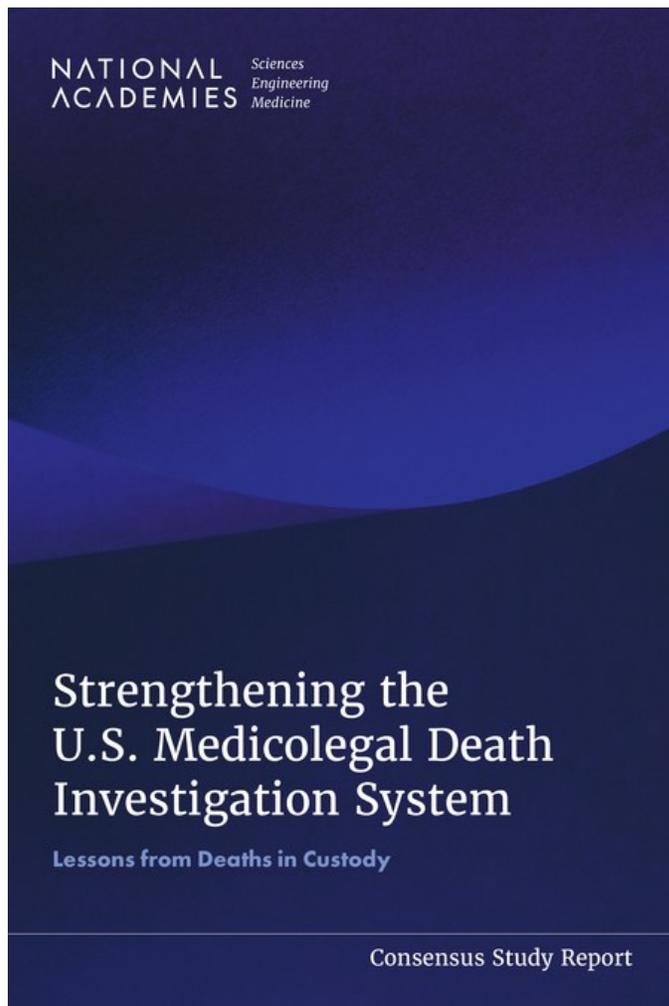
The National Academies of Sciences, Engineering, and Medicine announced the pre-release of a new report entitled: *Strengthening the U.S. Medicolegal Death Investigation [MLDI] System* on October 30, 2025. This report includes some interesting proposals that law enforcement agencies, their homicide investigators, use of force instructors, the general officer population, and those teaching or practicing areas preventing police liability should be knowledgeable about. The report states “medicolegal death investigation MLDI system is fragmented and lacks the resources, uniformity, enforceable standards, data, and incentives needed to produce consistent cause- and manner-of-death determinations for individuals who die while in custody.” It also, “recommends actions that Congress, state governments, and others should take to strengthen the nation’s MLDI system.”

Focusing on in-custody deaths, “those that occur at any point from the time of a first encounter with law enforcement through pretrial processing and incarceration, to the point of release from prison, jail, or other detention,” the report discusses obstacles investigating these deaths from the training medical examiners and coroner personnel receive.

Co-Chair of the report, Dr. John A. Rich states “Methodological precision is necessary to make accurate cause- and manner-of-death determinations, and the current state of the system undermines the credibility of death-in-custody investigations,” “In order to understand why a death occurred and hold accountable those responsible for unnatural deaths, it is critically important to get the science right. Our report’s recommendations aim to create a robust MLDI system that provides benefits for everyone.”

The report recommends, among other things, that Congress provide more funding to increase competence of death investigation personnel and for convening a panel to define characteristics of a death in custody that should require an autopsy, licensure of all medicolegal death investigators, improve data about the numbers of individuals in custody who die by suicide or prior to conviction, and to hold accountable those who cause the unnatural deaths of people in custody. The report also makes recommendations for federal and state courts and other stakeholders in the criminal justice system to prevent improper testimony on cause and manner of death.

Several chapters of this report contain specific information that law enforcement practitioners should read. The entire report can be obtained for free by clicking on the following link: <https://www.nationalacademies.org/news/2025/10/system-that-investigates-and-provides-determinations-of-cause-and-manner-of-deaths-in-custody-needs-comprehensive-reform-says-new-report?>



Facilitation Evaluation Rubric

| DIMENSION | BELOW STANDARD | APPROACHING STANDARD | MEETS STANDARD |
|---|--|---|---|
| 1. Process Over Content: Focused on students' experience and examination of | Mostly low-order content delivery, with no student experience or | Some opportunities for student experience and reasoning, but is mostly content delivery | Consists of student experience and reasoning, and is actively |

By Dr. Russ Norris and Sgt. Deborah Varon (Ret.)

“This is ...
[obscenity omitted]!”

This claim, shouted by a student attending a 2007 instructor development class, was at that time reflective of many students' sentiments about adult learning theory and learning facilitation. In those early days of California law enforcement instructor development, most students were steadfast in their commitment to transmissive, lecture-based instruction. They held tightly to positivistic teaching strategies, considering their podium, PowerPoint, and laser pointer to be the tools of effective teaching. Gratefully, in the nearly 20 years since, we have witnessed a transformation in students' appreciation for engaged, constructive learning experiences. Students now commonly expect to have an active role in their learning, and often express disappointment and even frustration when instructors deprive them of this opportunity.

Since our teaching journey began in 2007, we have had extensive opportunities to see firsthand what works—and what does not—in student-centered law enforcement class-

rooms. Between the two of us, we have taught over 400 instructor development classes to more than 10,000 students, and we have found several themes to be essential for high-order law enforcement training. These themes, supported by a variety of research on adult learning and police training described by Norris in 2018, are expressed in the dimensions of the rubric offered below.

Versions of this rubric have been used to guide student performance in California instructor development classes since 2019. Used by students and instructors alike, it has stood as the performance evaluation instrument for over 3500 students; guiding them to minimize unproductive teaching approaches while also amplifying productive strategies. This rubric is offered here in the hopes that it will offer the same guidance beyond the borders of California. The rubric is presented in three sections: Ratings Definitions, Dimension Definitions, and the Facilitation Evaluation Rubric. Please note that rubric ratings without supporting evidence may be of little value to a recipient—an effective rubric-based evaluation should include evidence supporting the rating and providing a path forward for improvement.

Continued on page 65

Ratings Definitions

Rubric ratings are defined as follows:

Unacceptable: Performance within the dimension is significantly below expectations and, depending on the circumstance, may prevent your completion of the course.

Needs Improvement: Performance within the dimension is deficient but is approaching meeting standards.

Meets Standard: Performance within the dimension meets the expected standard.

Above Standard: Performance within the dimension exceeds the expected standard.

Dimension Definitions

This rubric examines the following performance dimensions:

1. Process Over Content: Giving students opportunities to practice and think about the use of new skills and knowledge must be the primary focus of training. Process-oriented learning challenges students to practice new learning but then also to think critically about it and articulate their thinking. Content delivery—information passed from the instructor to the student—assumes a role that is supportive to students' learning experiences. Process-oriented classrooms feature learning activities and other forms of student engagement, and they tend to be more energetic and noisier than content-oriented classrooms. Content-oriented classrooms focus mainly on information delivery, or "transmission", and tend to be quieter with instructor-led lecture often being the primary delivery method.

2. Whole Person: Adapted from the foundational work that has come to be known as *Bloom's Domains of Learning* (Bloom, et al. 1956), this performance dimension suggests that new learning is better retained if students engage with the material cognitively, emotionally, and physically. In other words, they should be given opportunities to think about it, experience emotions related to it, and practice it in ways that are representative of how it will be used in the real world. An example might be a learning activity scenario that recreates the analytical demands, emotional impact, and movement/logistical requirements of a multi-casualty incident.

3. Learning Objective Alignment: The extent to which course learning objectives are 1) an accurate description of what students are doing in class to demonstrate competency and 2) adequately high order to allow for real-world transference. Within the cognitive domain of *Bloom's Domains of Learning* (Anderson & Krathwohl, 2001; Norris, 2018), the first two levels—remember and understand—describe positivistic cognitive skills requiring only that the learner reproduce information, not use or reason with it. Learning within this range can be referred to as *low-order, rote, teacher-centered, or reproductive*. Alternately, higher-order cognitive skills are found in the upper taxonomy levels of apply, analyze, evaluate, and create. Learning becomes constructive at these levels—learners can demonstrate a task, analyze how and why to perform a task, evaluate and adapt to the context, and may even innovate better ways of doing it. Learning within this range can be referred to as *high order, engaged, student-centered, or productive*. Generally, the nature of the law enforcement profession

Continued on page 66

indicates that most learning objectives should at minimum achieve the high-order level of *application*. In other words, students should at least practice using new learning before the conclusion of the course.

4. Facilitation Skills: An instructor’s fundamental ability to guide student learning processes in an active, high-order classroom that maintains a focus on learning objective fulfillment while also addressing student learning needs. Facilitation skills include the way instructors guide class discussions, their use of non-verbal communication strategies, and their management of learning activities.

5. Non-verbal Communication: A facilitator’s purposeful use of *paralanguage* (non-language elements of speech such as pitch, volume, pace, tone, etc.) and *body movement* to add clarity and meaning to messages. Incongruent nonverbal communication may confuse or even contradict a facilitator’s intended meaning.

6. Critical Inquiry: An instructor’s strategic use of questions to cause student thinking and reflection about their learning. Effective questioning is core to effective student-centered learning and is appropriate at all stages of a lesson, including topic introduction, facilitated discussions, learning activities, and debriefs and reviews. Questions intended to generate critical inquiry should not be low-order, causing students only to repeat memorized information. Instead, they must be structured to produce higher-order thinking, challenging students to apply, analyze, evaluate, or synthesize learning.

7. Transmissive Teaching: Transmissive teaching is the practice of one-way information communication—or “transmission”—from instructor to student. By itself, such teaching limits students to reproductive, low

-order learning. However, transmission also has a necessary role in training (Norris, 2018). It might be used to communicate large amounts of reference information prior to students’ higher-order use of the material, or certain content might be more difficult or unsafe to present in an active way. An example of appropriate transmissive teaching is a safety brief at the beginning of a firearms course or a CPR procedures lecture prior to students practicing with CPR manikins. Transmissive teaching often occurs via lecture, but it may also be other forms of information delivery such as handouts or projected slides. Overall, transmissive teaching strategies should be purposeful and used together with higher-order instructional methods. Transmissive teaching is inadequate as an exclusive teaching method because it does not allow student application of new knowledge, and neither the students nor the instructor can evaluate student competency.

8. Subject Matter Expertise: A facilitator’s practical and conceptual familiarity with course content must be sufficient to guide students to meet the learning objectives while also responding to student learning needs. This includes the ability to reference or direct students to accurate and appropriate content, and also accurately establish how the content is used in the real world.

9. Professionalism: Attitude, conduct, attire, and engagement are appropriate for the context/environment of the course.

10. Risk Management: The course is designed to adequately satisfy the safety plan (if applicable) while also mitigating foreseeable hazards and risks that may arise.

11. Time Management: Awareness of available time and time limitations, and adequately addressing learning objectives and student learning needs in the time allowed.

| Facilitation Evaluation Rubric | | | | |
|---|--|---|---|--|
| DIMENSION | BELOW STANDARD | APPROACHING STANDARD | MEETS STANDARD | ABOVE STANDARD |
| <p>1. Process Over Content: Focused on students' experience and examination of what is to be learned</p> | Mostly low-order content delivery, with no student experience or reasoning | Some opportunities for student experience and reasoning, but is mostly content delivery | Consists mainly of experiences leading students to actively experience and reason through the content | Wholly focused on students' critical application and examination of what is to be learned |
| Evidence and Observations: | | | | |
| <p>2. Whole Person: Includes cognitive, psychomotor, and affective domains</p> | Includes only one domain | Predominately one domain and includes at least incidental activation of a second domain | Appropriately activates all three domains | Activates all domains and includes student reflection on the learning significance of each |
| Evidence and Observations: | | | | |
| <p>3. Learning Objective Alignment: Objectives are aligned with course design and allow for high-order experience and evaluation</p> | No apparent objective alignment or lacking objectives | Objectives lack some alignment with course design, or are mostly low-order/content-delivery | Objective alignment is apparent and objectives are of an adequate order to allow student transference | Objective alignment is apparent and high-order, and outcomes inform real-world practice |
| Evidence and Observations: | | | | |
| <p>4. Facilitation Skills: Engaging, flexible and process-focused, creating opportunity for learning via experience and evaluation</p> | Predominately focused on content delivery and lecture | Generates low-order student engagement; facilitation strategies confuse or dilute meaning | Generates high-order student experience and evaluation with the use of purposeful facilitation strategies | Enables class transformation into a student-directed format that is focused and purposeful |
| Evidence and Observations: | | | | |
| <p>5. Non-Verbal Communication: The use of paralanguage and body language to convey or enhance meaning</p> | Predominately purposeless or incongruent | Occasionally purposeful and congruent with verbal messages | Purposeful, congruent, and adds clarity to verbal messages. | Highly strategic and layered in a manner that highlights interconnectivity between message components |
| Evidence and Observations: | | | | |
| <p>6. Critical Inquiry: Instructor uses questions to motivate student engagement and analysis</p> | Is mostly transmissive /lecture-based; lacks questioning strategies | Generally asks questions that generate mostly low-order student response | Regularly probes and guides discussions that prompt high order thinking and inquiry of course process/content | Asks critical, purposeful questions that spark sustained high-order discussions and indicate a strategy for connectivity |
| Evidence and Observations: | | | | |

Continued on page 68

| Facilitation Evaluation Rubric | | | | |
|--|--|---|--|---|
| DIMENSION | BELOW STANDARD | APPROACHING STANDARD | MEETS STANDARD | ABOVE STANDARD |
| 7. Transmissive Teaching: Lecture and rote information delivery is used with purpose and intent, and is not the default teaching method | Predominately transmissive | Invites some student engagement but defaults to transmissive teaching | Transmissive teaching is purposeful, appropriate, and intentional | Transmissive teaching is appropriately foundational and connected to high-order student engagement and inquiry |
| Evidence and Observations: | | | | |
| 8. Subject Matter Expertise: Conceptual and practical content familiarity sufficient to support learning objectives and student learning needs | Regularly struggles to support the content demands of the learning objectives or learning needs; does not reference correct and/or real-world use of content | Occasionally struggles to support the content demands of the learning objectives and/or learning needs; occasionally fails to reference appropriate, correct, and/or real-world use of content. | Regularly able to support the content demands of the learning objectives and/or learning needs; regularly references appropriate, correct, and/or real-world use of content. | Completely supports the content demands of the learning objectives and/or learning needs while also offering appropriate conceptual or practical insights beyond expected course outcomes |
| Evidence and Observations: | | | | |
| 9. Professionalism: Attitude, conduct, attire, and engagement are appropriate for context | Apparent ego or conceit; belittling or verbally abusive of students, attire is offensive or hazardous | Smug or unapproachable; inappropriate attire for context; conduct and/or language is unsuitable | Humble, confident, and approachable; purposeful use of appropriate language; attire reflects context of course | Demeanor, language, and attire establish professionalism while also encouraging student collaboration and respect |
| Evidence and Observations: | | | | |
| 10. Risk Management: Safety Policy Adherence, Safe environment, processes, and facilities | Little or no mitigation for risks to students; no safety policy if required | Some mitigation for risks to students; safety policy is inadequate | Risks are adequately and reasonable addressed; safety policy is adequate | Risks are proactively anticipated and mitigated |
| Evidence and Observations: | | | | |
| 11. Time Management: Satisfies the learning objectives in the time allowed | Fails to satisfy learning objectives | Rushes to meet learning objectives to the detriment of effective learning and student learning needs | Within the time allowed, satisfies learning objectives and responds to student learning needs | Within the time allowed, elevates learning beyond the threshold established by the learning objectives |
| Evidence and Observations: | | | | |

Continued on page 69

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Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). *Taxonomy of educational objectives: The classification of educational goals*. Handbook I: Cognitive domain. Longmans, Green.

Norris, R. L. (2018). *Training for community policing: Constructing effective police education* (Doctoral dissertation). Available from ProQuest. (ATT 10846444)

About the Authors

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



Russ is a California POST Master Instructor and a certified USDOJ problem-based learning instructor. Russ is a subject matter expert on adult learning and training methodologies, use of force, principled policing, de-escalation, FTO, leadership, and Crime Prevention through Environmental Design. Russ has developed law enforcement courses and training-for-trainers on topics including instructor development, Principled Policing, police chief and executive development, and use of force. He has taught patrol tactics to officers in the county of Trinidad and Tobago and he has consulted with the Las Cruces, New Mexico Police Department on organizational change and leadership. Most recently, Russ consulted with the Minneapolis, Minnesota Police Department on instructor development, FTO, and use of force instruction. Russ currently teaches instructor development for Cal State University, Long Beach and the South Bay Regional Public Safety Training Consortium in California. He is the creator and co-facilitator of California's use of force

law training-for-trainers course; a class he has taught to over 2000 instructors in the last five years.

Deborah Varon is a California POST Master Instructor. She was the Officer in Charge of the Curriculum Design and Development Unit of the Los Angeles Police Department (LAPD) when she retired. During her 31 ½ years with LAPD she had the opportunity to work on local, state, regional, national and international training cadres. One of her primary focuses was and continues to be developing the instructors that will guide the next generation of law enforcement officers. She began working with the CA POST Instructor Development Institute (IDI) in 2007 and continues instructing for multiple presenters focusing on the Academy Instructor Certification Course and the Intermediate Instructor Course. Deborah also developed and teaches an advanced training for trainers course to provide other educators with the skills to teach instructor development. In addition to teaching in these developmental courses, Deborah currently instructs at the Rio Hondo Regional Training Center police academy. She takes pride in coaching and mentoring fellow instructors to increase student engagement and interactivity in their training environments. ~



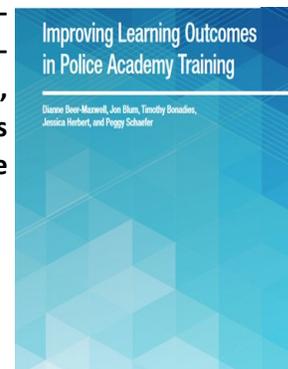
Professional Resource:

There have been many changes in the ranks of the state law enforcement standards and training directors in the past two years, and many more changes in the staff that support their agencies. Because of this, IADLEST sees it as an important effort to keep our past research and developments before the eyes of our membership.

In 2023, IADLEST finalized an Academy Innovations research document, supported by the COPS Office. The project was designed to develop evidence-based training methods for law enforcement. The project identified improved methodologies for delivering law enforcement entry-level training content, and resulted in a Partitioner's Guidebook from the COPS Office entitled:

[Improving Learning Outcomes in Police Academy Training](#)

[Get a copy here.](#)





IADLEST Law Enforcement Academy Accreditation Program

The purpose of the IADLEST Law Enforcement Academy Accreditation Program is to evaluate and improve the operational viability of academies by sharing and recommending industry best practices.

What the Program Can Do for YOU:

- Demonstrate adherence to national standards
- Add defensibility via an objective and thorough certification process
- Comply with statewide standards and practices
- Increase marketability due to validation of high-caliber training and practices
- Enhance issue identification techniques and implementation of best practices

COST:

***\$6,000**
3-year accreditation

**Plus travel expenses*

Now You Have a Choice From the Association You Trust!

54 Standards Encompassing:

- Statutory and Regulatory Compliance
- Mutual Aid Agreements and Policies
- Operations
- Record-keeping
- Staff
- Training Development, Delivery and Assessment
- Students
- Information Technology
- Facilities
- Fiscal
- Equipment
- Recommendations for other best practices

Learn more at www.IADLEST.org
International Association of Directors of Law Enforcement Standards and Training
"The Committed Catalyst for Law Enforcement Improvement"

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 ob-

jectives 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 [Brian Grisham](mailto:brian.grisham@iadlest.com). ~

Major County Sheriff’s Association Endorses IADLEST NCP

37 Supporting States



Sheriff Sanda Hutchens
President,
Major County Sheriffs’ Association

“As an association dedicated to the continuing education of our members, we are very happy to embrace a new, and very high standard, for law enforcement training. The NCP seal will make it easier to select training programs that we know have been critically examined in order to meet the threshold required for NCP endorsement.”



- POST has policies requiring NCP certification*
- POST accepts NCP certified courses.
- NCP will help apply for State’s certification

*Check with POST for more details

2024 Reciprocity Manual

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.

IADLEST's 2024 Reciprocity Handbook is available on our website.

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

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

Non-Members may purchase a print version of the Reciprocity Handbook at the IADLEST online store here:

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



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.

**You can find us
almost anywhere.
On your home
computer, on your
cell phone, any-
where you have a
WiFi or Cellular
connection.
www.iadlest.org**



INSTRUCTIONAL TIPS

KEEPING LESSONS FRESH IN RECRUITS' MINDS

POLICE LINE DO NOT CROSS

By William Flink

Teaching criminal justice officers has come a long way since the early days of police training. Since I went through the Academy and then later began instructing recruits and leading training organizations, our methodologies have advanced beyond what many of us had ever thought possible.

For instructors and training managers, every 5-10 years, we hear that younger generations have different learning styles and that academy trainers have to adapt to them. Hogwash!

It's agreed that training technologies have advanced and have provided significant assistance through resource information, and there is more to learn about law enforcement's new tools. There are more laws. Court decisions have increased, and some have affected our operational capabilities and methods for fighting crime. But learning is learning, and there are techniques once used that are still valid.

We hear a lot about how the new generation of learners (Generation Z and the coming Generation A) prefer learning in a digital environment. Also, how these young students have not developed strong socialization skills because they've been absorbed in video games for most of their lives, and how today's educational system may not be teaching the skills learned through homework and writing research papers.

Proponents of Generation Z believe they are "more diverse than ever before, leaning on a wide range of learning styles and needs." That they do "not subscribe to classroom cookie-cutter methodology." Instead, preferring personalized approaches that take into account the individual needs of each student and provide tailored learning.

They stress that learning "institutions must be prepared to meet the needs of today's learners by providing flexible, accommodating learning environments, and embracing modern technology and tech trends to facilitate engaged learning experiences."¹

As Academy Instructors, we stress the importance of studying the career field and the lessons that recruits are taught. We don't use theory; we use safety procedures, court rulings, laws, and regulations. A lot of what we teach is initially instructional, with practical exercises and skills training mixed into the curriculum. But aside from lectures and interim written quizzes or tests, how do we prepare recruits for their final practical exercises or their license/certification examinations?

In past editions of our magazine, we provided examples of methods to improve memorization of lessons taught in class. Still, there is more to add to those concepts by taking a step back and offering you some other ideas to add to your teaching toolkit to make this generation of new officers better when they leave the academy environment.

The first idea is a classroom exercise. Frequently, we lecture and review lessons in class before the current topic ends, then move on to another topic. In our lesson review, we may ask selected recruits questions to see whether the material taught has stuck in their minds. We may also add a few quick group exercises before the end of class. And those academy programs that are not limited in the time they have to teach recruits, their curriculum may even include a short review of prior lessons at the beginning of the following day's class to refresh key learning points.

Continued on page 74

But if class lectures are the only opportunity for recruits to learn the necessary information, along with a limited number of practical training scenarios, what else can we do to help our students retain the concepts taught? Well, one technique we can implement right off the bat in the academy is to dust off that old flipchart and have students take charge, reteaching the essential parts of the lesson to the class. They can use their own experiences as examples during their teaching. This method, sometimes called Flipchart Replay, may be shocking to recruits when first implemented. But it sends a striking message for them to listen and ask questions to clarify their understanding of the Instructor's lesson, instead of sitting in their chairs like lumps of coal. It increases student engagement and deeper recall of important material. After using this method frequently during the early stages of academy topics, it can be used intermittently throughout the remaining academy, and especially after high-liability lectures, to keep recruits on their toes in class.

Another method that recruits can use to improve their understanding of lessons is to encourage them to form trivia study groups to review class lessons. Again, we're stepping back to yesteryear with our study approaches, but it worked for us then—and it can work now. Except now, they can do it manually or electronically. But encourage them to do this in a group setting with two or more classmates.

Trivia study groups can be helpful after lunch, immediately before or after the training day, or on weekends. If your academy requires recruits to remain on the academy campus during the week, trivia group sessions can be held after dinner to break the monotony of evenings.

Trivia study groups use their notes from each lecture session to write individual questions and answers on their 3x5 cards. As new topics are taught, more and more questions are written on 3x5 cards and added to the question deck. The

entire deck of 3x5 card questions is repeated during each study session. Each session, the deck of questions is shuffled to prevent the same question from being asked to the same trivia player. This ensures a random selection during each study session. By the end of the academy, there should be hundreds of cards in the group study deck. This is the cost-effective way of conducting group trivia study sessions. But, of course, students could create similar question groups on a computer or purchase software for developing computer trivia games.

My preference is to “*keep it simple, stupid,*” and write out the questions on the 3x5 cards. Each group member should write questions on 3x5 cards to keep it efficient and include variations in how questions are asked. The questions could even be written in a short-scenario format to make them more interesting.

I encourage this method, because I have known recruits who used trivia study groups during the academy to be among the top students of their academy recruit classes.

If you have an idea that other instructors might find useful for teaching or advancing the learning process for academy students, write or type out your idea and send it to our magazine so we can share it with the POST agencies and academy instructors to train our future criminal justice officers better. ~

Reference:

¹ The Next Generation of Learners and the Need for Increased Digital Learning, Cadimensions, <https://resources.cadimensions.com/cadimensions-resources/the-next-> (Accessed November 8, 2025) ; Reference: Pearson's Next Generation report chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.pearson.com/content/dam/one-dot-com/one-dot-com/global/Files/news/news-announcements/2018/The-Next-Generation-of-Learners_final.pdf

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.



IADLEST Training Standards

Where does your training department or agency stand in relation to the following standards?

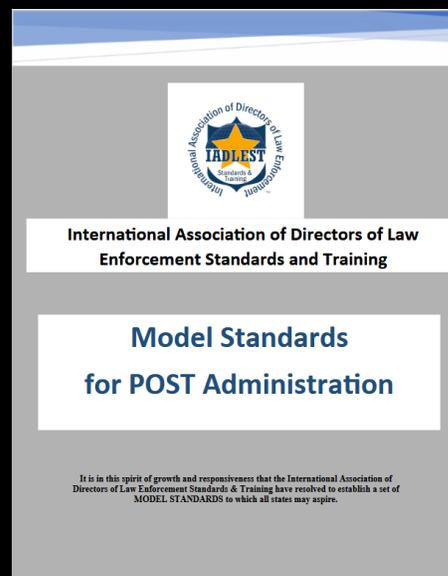
What constitutes good training?

IADLEST recommends policy makers consider the following when reviewing training models and requirements:

1. All training programs should have complete and detailed written instructor and student lesson plans developed from valid job task analysis and training needs analysis.
2. All training programs should engage and challenge the participants mentally and physically with well-designed lesson plans that include discussion questions, in-class collaborative exercises, and realistic, practical exercises replicating the most common tactics and incidents for effective police response.
3. Good training should be evidence-based and developed in an unbiased manner.
4. All training programs should incorporate a variety of learning preferences that will stimulate students and foster content retention.
5. Students should demonstrate content mastery and training transfer with pre-and post-testing.
6. Critical skills areas (vehicle stops, use of deadly force, de-escalation techniques, responding to individuals with mental illness, etc.) should be tested using graded practical exercises.

Each of these points is treated in detail in our document:

[CLICK HERE](#)



Instructional Development Webinars

IADLEST has created 50 webinars to assist agency and academy instructors in developing training programs for law enforcement. One webinar was broadcast each month between 2021-2024. Each webinar presented content covering important topics for course development and presentation. The webinars have been archived on the IADLEST website and are free to watch. Or use to develop academy or agency instructor development courses.



Continuing Professional Development

All from
IADLEST

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

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

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

Designing Scenario-Based Practical Exercises
with Lon Bartel

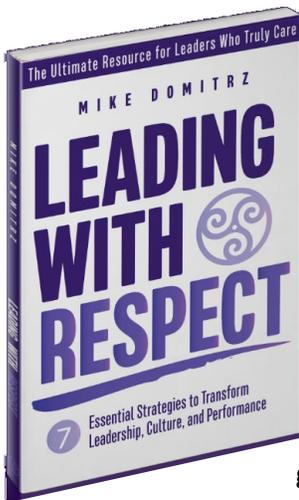
IADLEST offers this series of **NO COST** webinars to help you improve your teaching techniques and become a Creative and Effective Instructional Designer.

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

Reading Corner

Recommended For You or Your Training Library



Respect isn't a soft skill. It's the core skill of leadership.

In a world full of noise and surface-level solutions, **LEADING WITH RESPECT** cuts to the truth: sustainable leadership starts with how you show up in every moment.

Mike Domitrz—international speaker, leadership coach, and founder of *The Center for Respect*—reveals seven transformational strategies that turn good leaders into culture-shifting forces.

With powerful stories, immediately usable tools, and a refreshingly real voice, this book empowers leaders to:

- Build teams grounded in *trust, accountability, and empathy*.
- Transform “compliance culture” into *consensual culture*.
- Replace performance pressure with *purposeful communication*.
- Navigate challenges with clarity, even in survivor-sensitive or high-stakes settings.

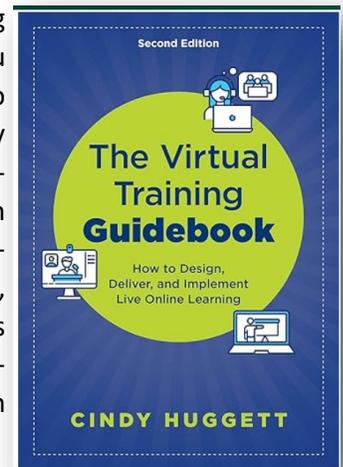
Whether you're leading an organization, classroom, or command, this book is your invitation to **Lead with Respect**—and watch your people thrive.

“Respect isn't about being nice—it's about being intentional.”

“Want a stronger team? Don't start with performance. Start with respect.” ~

The Virtual Training Guidebook

Is your virtual training getting the results you want? The ability to deliver training at any time and to any location allows maximum flexibility for organizations and learners, which ultimately means more training opportunities than in-person classes could ever provide. As more organizations switch to or increase virtual training programs, learning how to excel in designing and delivering those programs is critical.



The Virtual Training Guidebook, second edition, is a resource that will make the difference for beginners and veterans alike. It is a comprehensive and accessible manual for anyone who needs to create robust employee training solutions that solve real-world business challenges. Novices and experienced training professionals will find field-tested advice on choosing the right technology for their organization's training needs, designing and facilitating classes that help all participants level up their skills, developing more engaging activities for learners, measuring success, and turning virtual training programs into valuable contributors to talent development and the bottom line. ~

IADLEST MEMBERSHIP

Categories of Membership

www.IADLEST.org

POST Director

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

Annual dues in this category are \$400.00.

Academy Director

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

Annual dues in this category are \$300.00

General Member

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

Annual dues in this category are \$125.00.

Sustaining Member

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

Annual dues in this category are \$300.00.

Corporate Member

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

- Small- Under 100 employees. Includes 5 complimentary sustaining memberships.
Annual dues \$1,000
- Medium- Up to 500 employees. Includes 10 complimentary sustaining memberships
Annual dues \$2,500
- Large- Over 500 employees. Includes 20 complimentary sustaining memberships.
Annual dues \$5,000

International Member

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

Annual dues for this category are \$50

Life Member

This membership is available to members who conclude their service in the position which provided eligibility for their membership and whose contributions to IADLEST have been significant. No cost.

IADLEST Standards & Training Director Magazine

Author Guidelines

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

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

Preparation

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

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

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

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

Relevance to the Audience and Factual Accuracy

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

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

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

Send article submissions to:

E-Mail Address

STDM@iadlest.org

Comments or inquiries can be mailed to:

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Standards & Training Director Magazine,
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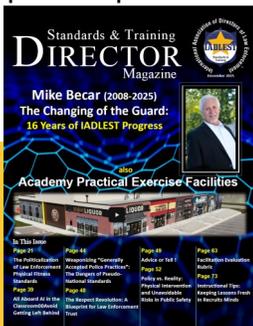
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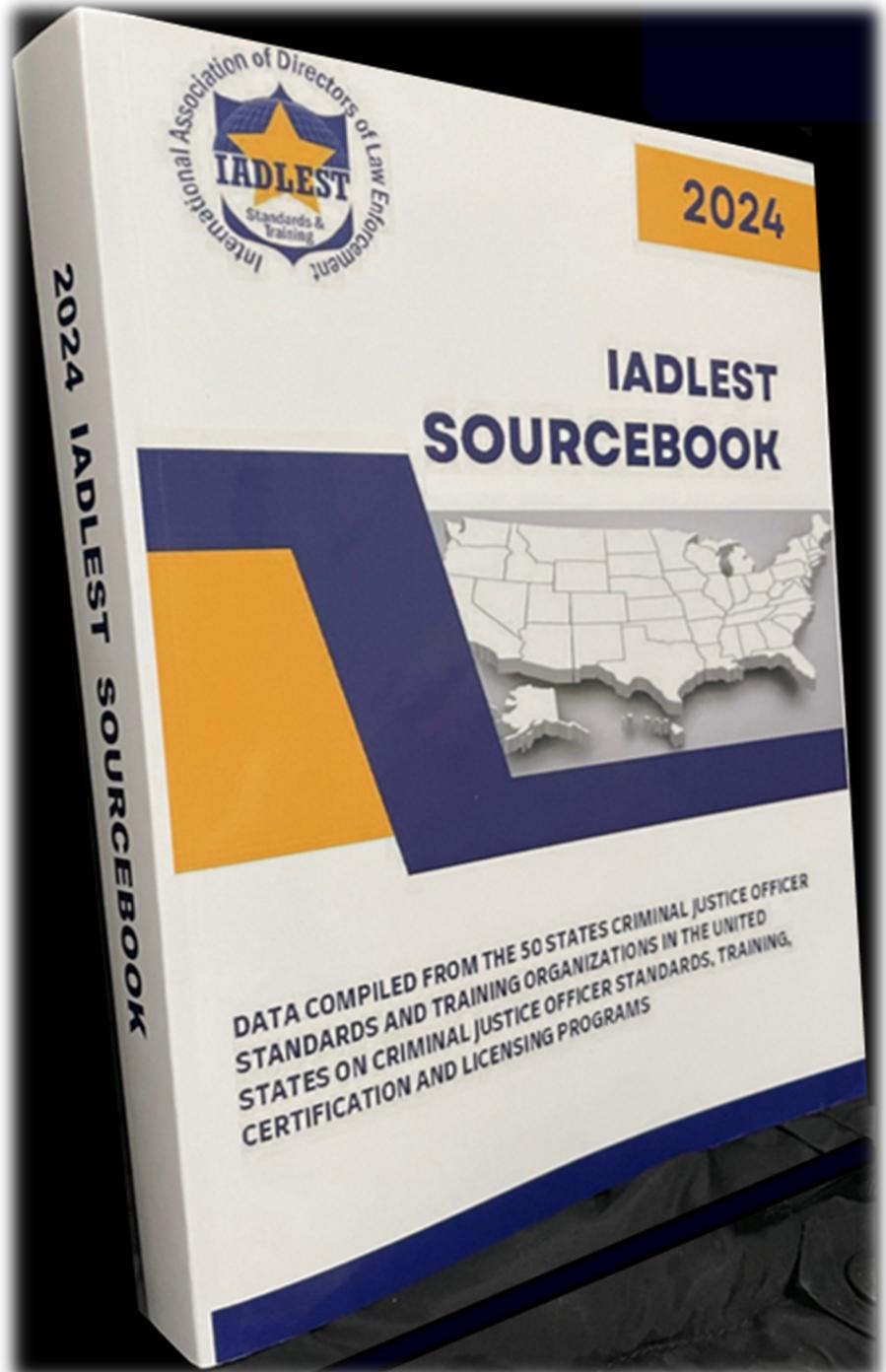
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