NEWSLETTER

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Editorial Note: The IADLEST Newsletter is published quarterly. It is distributed to IADLEST members and other interested persons and agencies involved in the selection and training of law enforcement officers.

The IADLEST is a nonprofit organization comprised of law enforcement training managers and leaders. Its mission is to research and share information, ideas, and innovations that assist in the establishment of effective and defensible standards for the employment and training of law enforcement officers.

All professional training managers and educators are welcome to become members. 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 membership. Recognizing the obligations and opportunities of international cooperation, the IADLEST extends its membership invitation to professionals in other democratic nations.

Newsletter articles or comments should be sent to IADLEST; 2521Country Club Way; Albion, MI 49224; or pjudge@att.net.

MEETING SCHEDULE

The next IADLEST Business meeting is scheduled for Saturday, October 19, and Sunday, October 20, 2013, in Philadelphia, Pennsylvania, in conjunction with the Annual IACP Conference. The IADLEST is scheduled to meet Saturday evening, October 19, 6:00 to 8:00 p.m.,; and Sunday morning, October 20, 2013, 9:00 a.m. to Noon,. The meetings will be held at the Crowne Plaza Philadelphia West Hotel, 4010 City Avenue, Philadelphia, PA 19131.

The 2014 IADLEST Annual Conference is scheduled for June 1- 4, 2014, at the Sandestin Golf and Beach Resort; 9300 Emerald Coast Pkwy; West Destin, Florida 32550.

CREDIT CARD PAYMENTS

IADLEST Membership renewals are due January 1. IADLEST accepts credit card payments for membership renewals. Members can log on to www.iadlest.org and click on "Join Now." Select "membership renewal" enter the member's user code, password, and provide the requested information.

Credit card payments are also available for purchases and to those joining IADLEST for the first time.

New members can log on to the IADLEST web page and follow the prompts.

WELCOME NEW MEMBERS

The IADLEST is proud and privileged to add the following new members. These professionals complement our Association's already extensive wealth of talent and expertise. We welcome them to the IADLEST.

Cynthia Atwood, FLETC, Glynco, GA
John Awtrey, US DOD, Alexandria, VA
Dominick Braccio, FLETC, Glynco, GA
Michael Harvey, Justice Academy, Fredericksburg, VA
Michael Huften, Co. Sheriff's Office, Sebring, FL
Perry Johnson, Montana POST, Helena, MT
Anita Koester, Lakewood PD, Lakewood, CO
Daniel May, Municipal Trng. Center, Reading, MA
Connie Patrick, Dir., FLETC, Glynco, GA
Santo Miles, Texas A&M, College Station, TX
Tom Shehan, Texas A&M, College Station, TX
Eric Swisher, Kotzebue PD., Kotzebue, AK

POST DIRECTOR CHANGES

Montana: On July 30, 2013, the Montana Public Safety Office Standards and Training (POST) Council announced the hiring of a new permanent executive director, Perry Johnson. Perry will begin his new duties on August 19 replacing interim director Allen Horsfall.

Perry Johnson is a 26-year veteran of law enforcement in Montana. He is formerly the Ravalli County Undersheriff and served as Ravalli County Sheriff from 1993 – 2000. He has also served on the board of the Montana Sheriff's and Peace Officers Association and as chairman of the association's government affairs committee during the 2013 Legislative Session. Perry is a graduate of the FBI National Academy and served as President of the Montana/Idaho National Academy Associates in 2003.

"Perry brings an extensive and impressive background to the council," said POST Chairman Hal Harper. "He has been tested by fire, literally. Perry was Ravalli County Sheriff

during the devastating forest fires of 2000, when more than 200 homes and over 300,000 acres were burned, yet no lives were lost. Credit was given to community confidence in Perry's local leadership and his ability to work closely with the National Type One Management fire teams. What's more, he knows law enforcement issues from the ground up and understands the unique challenges that Montana's public safety officers face in the field."

Perry will oversee the POST Council which was formed in 2007 as an independent, quasi-judicial board. It is required by state law to set employment and training standards for all public safety officers. POST also provides for the certification of public safety officers and is responsible for the suspension or revocation of certification of public safety officers.

New Mexico: Jack F. Jones was appointed Director of the New Mexico Police Officers Standards and Training in June 2013. Director Jones has extensive military and law enforcement experience.

He began his military career, which included active service, with the United States Army and the New Mexico National Guard. He enlisted in the U.S. Army in 1971 and rose to the rank of Colonel retiring from the military in August 2003.

He began his law enforcement career in 1974 with the New Mexico State Police. In 1984, he accepted a position with the U.S. Department of Energy coordinating anti-terrorist training programs. He has also served as a senior member of the Sandia Nataional Laboratories technical staff resonsible for coordinating worldwide training and physical security for U.S. and foreign facilities.

Director Jones holds undergraduate and graduate level degrees and is a graduate of the Army Command and General Staff College.

CALL FOR 2014 PRESENTERS

IADLEST is known for being the catalyst for law enforcement improvement; and each year, the annual conference showcases this

commitment by focusing on the most pressing issues for training managers and executives. The IADLEST Conference will challenge delegates by examining emerging concepts and methods and providing access to:

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

Presentation Topics: The 2014 Conference will be held in West Destin, Florida, June 1-3, 2014, at the Sandestin Golf and Beach Resort and will give you an opportunity to share your knowledge with peers. IADLEST is looking for approximately 20 professionals to present on a topic related to one of IADLEST's three major mission areas, including:

- Enhancing professionalism in law enforcement
- Increasing officer safety
- Reducing training costs & officer liability

Suggested topics include (but are not limited to):

1. Effective methods/approaches to reduce officer injury and LODD (Line of duty deaths)
2. New training approaches and technologies, including blended training, eLearning, simulation-based training, virtual worlds, mobile learning, and practical exercises
3. Adapting training and techniques to new student demographics
4. Instructional systems design applied to law enforcement training, newest technology available
5. Legal issues, such as certification/decertification practices, avoiding/mitigating officer liability and accreditation, ADA laws and how they apply to academies
6. Best practices in academy and POST operations, including compliance tracking

7. Police officers as first responders and the implications for training
8. New business models and approaches to fund and operate POST organizations and training academies
9. Legal issues impacting law enforcement training and standards
10. Leadership

Submission Process: Submission Deadline: October 18, 2013

Submissions: An online form is available: http://form.jotform.us/form/21774295934161, which can be filled out and submitted. Bios or resumes may be uploaded and submitted with the online form. A printed version can also be scanned and emailed to: mikebecar@iadlest.org. You will receive a confirmation e-mail within 72 hours of receiving the completed form.

Review Process: The IADLEST Selection Committee will review abstracts during November 2013. During this time, the Committee will request more information from potential presenters, if needed. Presenter selections will be based on the following criteria:

Topic relevance to IADLEST's major mission areas and relevance to the majority of IADLEST members and conference attendees:

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

The selection of presenters will be announced via e-mail by December 30, 2013. Selected presenters must sign a presentation commitment letter by January 17, 2014.

Corresponding papers will be published by IADLEST following the presentation at the 2014 Conference.

Compensation: Speakers will receive one night of lodging at the conference host hotel and will be provided complimentary lunch during the day of the presentation. Travel expenses, IADLEST conference registration fees (optional attendance), and other expenses incurred will be the responsibility of the presenter.

OREGON LEGISLATIVE SESSION ADJOURNS
by: Eriks Gabliks, Director, Oregon Department of Public Safety Standards and Training

Below is a recap of the 2013 Oregon legislative session that recently adjourned with an emphasis on the impact to the Oregon Department of Public Safety Standards and Training (DPSST).

- The DPSST 2013-2015 budget was approved which will allow us to offer the same number of basic police, corrections, parole and probation, and 9-1-1 training classes we did in 2013-2015. The agency remains at current service level with no reductions in staffing.
- The Legislature approved an increase to the Fire Insurance Premium Tax (FIPT) from 1% to 1.15% so DPSST's fire training and certification, State Police Arson & Explosives, and State Fire Marshal remain at current service level.
- The Legislature approved legislation which allows for the continuation of basic corrections officer training to state corrections officers by the Oregon Department of Corrections with DPSST oversight and audit.
- The Legislature did accept the proposed reduction of food service costs by approximately $150,000. This will be achieved through food contract negotiations.
- The Legislature did accept the across the board reductions proposed for all agencies based on changes in PERS and DAS overall 2.0 service changes.
- Legislation was approved that allows DPSST to continue revocation/denial cases they have begun regardless of the person's employment status.
- The Legislature did not take any action on legislation proposed which would have

- allowed bail bond agents to operate within the state.
- The Legislature approved a request to allow police officers at Oregon Health Sciences University (OHSU) to carry firearms around the clock. When the OHSU Police Department was formed, the enabling legislation did not allow these officers to carry firearms while on campus because of concerns raised by the mental health community. These issues have been resolved; and OHSU has established a progressive, well trained, and professional law enforcement agency.
- Through the work of many public safety organizations, legislators, and Governor's staff, House Bill 3194 included criminal justice systems reinvestment funds and established the Center for Policing Excellence at DPSST. This will provide one million dollars to DPSST and includes funds to hire 4 FTE. This will restore the Leadership Training Program (80-hour Supervision and 80-hour Middle Management Courses) for law enforcement, corrections, parole and probation, and 9-1-1 personnel at DPSST and also embrace data-led/evidenced-based policing strategies in all criminal justice training courses offered at the Oregon Public Safety Academy.

BLENDING DELIVERY METHODS
by: Kerry Avery

The "Blending Delivery Methods" by Kerry Avery first appeared in the International Law Enforcement Educator and Training Association (ILEETA) Summer 2013 Journal and is reprinted with ILEETA permission - http://www.ileeta.org/

All of the advances in technology have law enforcement changing at a rapid pace, and training is no exception. E-learning now allows academies and agencies to offer standardized training that is available anytime, anywhere. The convenience and cost savings are astronomical, but what is this format missing? E-learning does not provide human interaction and hands-on or experiential learning. A blended learning delivery format allows you to capitalize on the convenience and cost effectiveness of e-learning, while still providing the human

interaction and hands-on experience needed to ensure the skills are transferred to the job.

What is Blended Learning? Bersin & Associates (2003) researched the use of blended learning by corporations and stated, "Blended learning is the next big thing. In the late 90's everyone jumped on the e-learning craze. In reality the promise was a little immature. Internet-based training grew up in the IT world – where people are used to spending hours in front of their computers. Now we know that different problems require different solutions (different mixes of media and delivery) – and we believe that the key is to apply the RIGHT MIX to a given business problem. Hence blended learning is effectively replacing e-learning." (p. 1)

The concept of blended learning is still new to the adult learning industry and is finding its identity and definition. The definition of blended learning is still debated and ranges based on the context. The definition of blended learning for the purpose of this article is a combination of e-learning and classroom or traditional face-to-face delivery formats for a single course.

Cost Comparison: We are all striving to provide the best training for the least amount of money. There are two parts of a training cost analysis: course development and course delivery. Development is a one-time cost, but it can be a sizable investment. Ensure the expense is worthwhile by choosing courses that will run a number of times. The American Society for Training and Development published research on the number of development hours per hour of instruction for classroom and e-learning. The results provided a range due to the number of factors The ILEETA Journal 30 Summer, 2013 that affect development time. In 2009 the research indicated 43 -185 development hours for one hour of classroom training, and 122 – 186 development hours for one hour of e-learning with moderate interactivity (Kapp 2009). Applying a $100 per hour fee would result in a cost of $4,300 to $18,500 to develop one hour of classroom training, and $12,200 to $18,600 to develop one hour of e-learning. On average that is $11,400 for one hour of classroom instruction and $15,400 for one hour of e-learning.

The delivery cost is incurred every time the course is run. Research conducted by Perkins et al. (2012, 1) compared the cost of delivering advanced life support (ALS) training indicated that, "faculty, catering, and facility costs were $438 per participant for electronic ALS training (one day course supplemented by e-learning) and $935 for conventional ALS training (two day course)". Research also indicates that students complete the blended learning format in less time, as cited by Sherman et al., "e-learning programs saved 20%-60% in time compared with traditional classroom learning, and another study found a decrease from three hours for lecture learning to two hours for blended education" (2012, 187). Reducing the number of hours for officers to complete a course and expenses by over 50% each time a course is run highlights the economic advantages of the blended learning format.

Performance Results: Is blended learning as effective as a classroom only delivery? The research conducted by Heidi Sherman et al. (2012) that "compared blended versus traditional lecture classroom learning of critical care pharmacology nursing continuing education" found that the "overall change in scores from pretest to posttest resulted in nearly identical values" (p. 188). The study on the advanced life support (ALS) training included a skills component in addition to the knowledge assessment and concluded that, "compared with conventional ALS training, an approach that included e-learning led to a slightly lower pass rate for cardiac arrest simulation tests, and similar scores on a knowledge test" (Perkins 2012). The research indicates that test scores at the end of a course are the same, but performance on a cardiac arrest simulation test was slightly lower for the blended learning group. If the purpose of the training is hard-skills or primarily performance related, the slightly lower performance results may be an important factor to consider. The knowledge level at the end of a course if the same for blended and classroom delivery formats.

Additional Considerations: In my experience, the other considerations revolve around the utilization of the e-learning module(s). Once an e-learning module is created, in addition to

being a component of a blended learning course, it can be used for review after the classroom session, and as remedial or additional training for officers. E-learning modules also ensure consistent documented training. Although an e-learning module is created for a blended learning program, consider additional uses to maximize the usability. Cost effectiveness and convenience without sacrificing knowledge are the reasons blended learning is the next big thing in training. The factors to consider are whether or not the expense of development will be recovered through the delivery savings and additional use of the e-learning module(s), and if slightly lower performance results will impact the officers and their agencies. Blended learning is an option that provides the best of both worlds.

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About the Author

Kerry Avery is a curriculum designer with a Certificate in Adult and Continuing Education from the University of Alberta, and currently pursuing a degree in Adult Education at Brock University. Kerry has been designing corporate training programs for ten years, with the last four years spent developing blended learning training programs for law enforcement.

BELOW 100 — Together, We Can Get Below 100

http://below100.com/

SUMMARY REPORT OF "POLICE ON POLICE" COLLOQUY
by: Lt. Steve Westerberg
Tactical Training Coordinator, Oregon Department of Public Safety Standards and Training

"Blue on Blue," "Police on Police," "Friendly-Fire" – regardless of the name subscribed, each of these phrases describes an area of law enforcement fatal incidents that comprise an area of training concern. On June 26-27, 2013, members of the International Association of Directors of Law Enforcement Standards and Training (IADLEST), The Federal Law Enforcement Training Center (FLETC), the Drug Enforcement Administration (DEA), and representatives from several other federal agencies met at FLETC to form a working group and discuss strategies to mitigate these encounters.

The group kept to a very tight schedule of presentations, reports, and discussion. Several quality presentations detailing the history, background, and on-going research on the topic were the foundational material for discussion on the first day of the colloquy. Following are highlights of these presentations.

Remarks from FLETC Assistant Director Dominic Braccio, and FLETC Deputy Assistant Director Valerie Atkins provided background on the importance being placed upon the topic at the federal training directorate level

- Remarks from Richard Clark (IADLEST) affirmed the partnership that exists between FLETC and the delivery of training through IADLEST to state and local law enforcement agencies and additionally declared the need to continue these partnerships.

- A presentation from FLETC personnel was delivered that discussed the work that has been done at that agency prior to the colloquy, preparatory for the working group to have a basis for the development of concepts and materials designed to reduce the instances of fatal encounters between law enforcement personnel.

- A detailed report completed by a New York State Task Force on Police-on-Police Shootings provided a wealth of information and materials.

- A detailed case study of a tragic sequence of events leading to the death of an ATF Special Agent in a police on police encounter was examined in detail.

- Sgt. Ward Smith of the Kansas City Police Department reported on a study conducted by their agency regarding badge placement indicated that the location of a badge was statistically a factor in identification of off-duty and plainclothes personnel.

- Sgt. Simon Robb of the Jacksonville County Sheriff's Office reported on an informal study and set of firearms courses / exercises that his agency utilized to develop "Scan Pattern Recognition" habits in their personnel.

I was mildly surprised by the inability of officers to perform and manage multiple tasks such as covering a suspect with a firearm while providing detailed narratives to either passers-by or 9-1-1 operators, and presenting credentials or otherwise identifying themselves to other personnel arriving on a scene. We had a few panel members try to cover a suspect and dial a cell phone, adorn themselves with some type of police identification, and/or display police credentials. The efforts of highly professional, experienced, and trained personnel highlighted to me potential gaps in the development of new personnel with regard to off-duty responsibilities and expectations. I believe we need to look at methods to develop the expectations / behaviors early in the career of a police officer.

On June 27, we were able to begin the process of creating a solid foundation for curriculum. The DEA presented curriculum they currently use in their academy training to address the responsibilities and expectation of agents in both plainclothes and off-duty encounters. This presentation served as an effective model for further discussion and development of materials.

One of the more difficult things to actually determine was an actual definition of the issue. We recognized that the encounters we were

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discussing were statistically a very small percentage of incidents involving officers killed in the line of duty – (26 fatalities from 1981 – 2009) – and that only one of these victims was a uniformed officer. Sadly, we also read a review of an incident from November 2012 that was recently released where the victim was a uniformed officer.

Victim Duty Officer Assignment

- ■ Unknown (4%)
- ■ Uniform (4%)
- ■ Plainclothes (31%)
- ■ Undercover (23%)
- ■ Off-Duty (38%)

Source: New York State Task Force – Police on Police Shootings

Each of the lives lost in the "Police-on-Police" encounters is a case study in a tragic set of events leading to the loss of an officer. When examining these situations, it would be easy to say the number of lives lost was statistically insignificant. The working group did not choose to look at the number of incidents as an insignificant statistical anomaly or issue. We kept our focus on the individuals lost and affected in these events and found many of the cases eerily similar to experiences of our own.

Most of the panel members could readily recall several "near misses" – incidents where officers encountered other officers and for various reasons no shootings occurred. The panel agreed that these "near misses" were actually a major concern and that any actions the panel could recommend to identify the factors that prevented a lethal encounter should be discussed and that common elements should help to form the basis of training. The panel also recognized that the responses and observations of officers involved in "near miss" situations held major keys and potential solutions to reduce risks of future encounters.

Ultimately we determined that we needed to have a multi-pronged approach to reduce the number of both fatal and "near miss" police on

police encounters. The primary areas we chose to address in the colloquy were:

1. Developing a checklist / model policy for agencies that addresses engaging while undercover or off-duty.
2. Developing a training program that addresses police on police encounters.
3. Testing various means of police identification systems for undercover and off-duty officers.

We engaged in a spirited discussion involving the definition of the problem. The term "Blue on Blue" has been used during a lot of the research and writing on the topic over that past several years; however several in the group felt that the jargon "blue" was not as palatable to the entire profession as was perhaps the simple use of "police." We determined that moving forward the encounters would be referred to as "Police on Police."

A second spirited discussion involved the actual definition of a "police on police" encounter. We eventually defined a police on police encounter as "The reasonable intentional shooting of a law enforcement officer or agent due to mistaken identity."

Additional discussions centered on topics that should be included in both the checklist / model policy and in the development of training. A working draft of that curriculum has been completed and panel members are reviewing the content at this time. I found each member of the working group to be a thoughtful and dedicated professional. The passion for training was clear in each member of the group and the ability to focus on the development of materials and stick to a tight schedule in order to complete the task was a key component in the success of this colloquy.

I would like to thank FLETC for their work as the "point" on this project. Mike Polliucci and his staff did a tremendous job in foundational work prior to our arrival. The resources that have been dedicated to reducing the risk of Police-on-Police encounters will pay dividends in the reduction of "near misses" and the preservation of life. I am humbled by both

IADLEST and my organization (DPSST) for allowing me the opportunity to represent them in this endeavor and thank them each for the opportunity.

REPORTS

OFFICER DECERTIFICATION AND THE NATIONAL DECERTIFICATION INDEX
by: Loren T. Atherle, Northwest Justice Solutions and Matthew J. Hickman, Seattle University, Seattle, WA

Abstract: Decertification is the process by which a state authority determines that an individual should not be allowed to continue exercising the duties and privileges of a law enforcement officer. This is a potentially powerful mechanism for ensuring integrity in law enforcement, yet little is known about the nature and scope of decertification actions. This article presents the findings of a national study of decertification practices among the states. Over 1,350 officers were decertified during 2011 (including corrections officers, police officers, and others), and the base rate of decertification among police officers is estimated to be 1.2 per 1,000 officers, varying from zero to 7.6 per 1,000 at the state level. Sources of variability and policy implications are discussed.

TAKE NOTE

The Reid Technique of
Interviewing and Interrogation
2014 training seminars schedule is posted at:
http://www.reid.com

DETECTING HEARTBEATS IN RUBBLE: DHS AND NASA TEAM UP TO SAVE VICTIMS OF DISASTERS
by: United States Department of Homeland Security

In June 2013, Urban Search and Rescue team tested the FINDER's human-finding abilities at the Fairfax County Fire Department training center.

When natural disasters or man-made catastrophes topple buildings, search and rescue teams immediately set out to recover victims trapped beneath the wreckage. During these missions, time is imperative, and quickly detecting living victims greatly increases chances for rescue and survival.

A new radar-based technology named Finding Individuals for Disaster and Emergency Response (FINDER) has been developed by the Department of Homeland Security's Science and Technology Directorate (S&T) and the National Aeronautics Space Administration's Jet Propulsion Laboratory (JPL) to detect a human heartbeat buried beneath 30 feet of crushed materials, hidden behind 20 feet of solid concrete, and from a distance of 100 feet in open spaces. In the past several months, S&T and JPL have been testing and developing several FINDER prototypes. Last June, DHS and first responders used the prototype to conduct more than 65 test searches with two Urban Search and Rescue (US&R) teams: the Virginia Task Force One (VA-TF1) at the Fairfax County Fire Department training center and Virginia Task Force Two (VA-TF2) in Virginia Beach, Virginia.

"Testing proved successful in locating a VA-TF1 member buried in 30 feet of mixed concrete, rebar, and gravel rubble from a distance of over 30 feet," said John Price, S&T program manager. "This capability will complement the current Urban Search and Rescue tools such as canines, listening devices, and video cameras to detect the presence of living victims in rubble."

*Interested in learning more? Read the full S&T Snapshots story. Do you have any questions about the publication? Please email st.snapshots@hq.dhs.gov.

SPECIAL EXECUTIVE COMMITTEE MEETING MINUTES
Conference Call
Thursday, April 18, 2013, 11:00 A.M.

CALL TO ORDER: President Muldoon called the meeting to order at 11:04 a.m.

ROLL CALL: Members Present, Harvey, Muldoon, Halvorson, Melville, Goodpaster, Clark, Ciechanowski, Mann, Becar (Executive Director). Member Absent: Floyd, Vickers, Zivcovitch.

AGENDA ADDITIONS: 2013 Annual Conference and 2014 Annual Conference

NEW BUSINESS:

−   **Executive Committee Funding for 2013 Annual Conference:** Becar informed the members that he has applied for a DOJ grant to assist with funding Executive Committee members' travel to the annual conference. If granted it would pay for the airfare (or other travel), one full day and two travel days of per diem, and two nights lodging. His initially thought was that this request would be denied. Since he set up this conference call, he believes there is a about a 60% chance the request will be approved. Becar stated that the last time he made a similar request it was denied due to the sequester and then approved at the very last minute.

−   Muldoon asked the members if they felt that IADLEST should fund the travel for the Executive Committee members from the General Fund if the DOJ grant is denied. Furthermore, should the general fund be used to pay all travel expenses or only those that the DOJ grant would have covered under the request?

−   Becar and Melville both indicated that grant funding in general has gone down; and to sustain our current level of staffing, it will be important to be financially careful as we move forward.

−   **MOTION** by Harvey to have the general fund cover the travel costs that would be covered under the DOJ grant should the application be denied**. SECOND** by Mann. **MOTION CARRIED** with all in favor.

−   **2014 Annual Conference:** Clark gave a briefing on the 2014 conference and requested that Becar or Judge find a copy of the 2012 conference contract with FLETC. FLETC has indicated they would like to support the conference planned for Florida.

ADJOURNMENT: Meeting adjourned.

FREE ONLINE HUMAN TRAFFICKING TRAINING A PROVEN, COST-EFFECTIVE DELIVERY APPROACH
By Paul Plaisted, President, Justice Planning and Management Associates (JPMA)

Many states and the federal government are focusing increased attention on the critical problem of human trafficking. As a result, training for law enforcement officers on how to recognize and respond to instances of human trafficking has become a higher priority. In 2009, JPMA worked in partnership with several Regional Community Policing Institutes that were providing traditional classroom training on this topic (supported by the Bureau of Justice

Assistance), to produce two online training classes designed to better prepare law enforcement officers to address these matters within their own communities. Since then nearly 25,000 law enforcement officers have completed the online training series (primarily in Ohio, Maine, Vermont, and Florida).

About the Classes: The online classes replicate materials developed for a day-long traditional classroom training event on human trafficking. They use a simple, learner-centered approach to provide the instructional content which is multimedia oriented and includes video resources developed by the IACP and the U.S. Department of Justice. Descriptions of the classes are as follows:

Class 1 – Awareness of Human Trafficking (one hour): Provides an overview of the problem of human trafficking in the United States. Its emphasis is on understanding the scope of the problem and the legal framework in place to help address it. After completion of this class, the learner will be able to: describe the problem of human trafficking, detail the scope of the problem, identify the characteristics of traffickers, detail the roles of various organizations in human trafficking investigations, and discuss the relevant federal law in place to assist trafficking victims.

Class 2 – Responding to Human Trafficking (one hour): Provides an overview of the basics of law enforcement response to human trafficking situations. Its emphasis is on adopting a victim-centered approach to achieve successful conclusions in trafficking cases, to include victim rescue and care and trafficker prosecution. After completion of this class, the learner will be able to: identify investigative considerations in a human trafficking case, detail the information requirements for successful interventions and investigations, detail the methods by which traffickers are identified, discuss the victim issues that such cases entail, and identify strategies for interviewing victims.

Accessing the Classes: Building on this foundation of successful online class instruction, JPMA has revamped its methods of delivering these online classes to make access to the

materials more simple and user friendly. Access options are as follows:

Individual Officer Access – Those who are looking to train only as an individual can directly, and simply, access the online human trafficking classes and, after testing, print completion documentation. To access these materials, individuals can visit the JPMA webpage at www.jpmaweb.com/HumanTraffickingTraining.html and select the desired class to proceed directly to training. There is no cost for this service.

Law Enforcement Agency Access (General) – For those agencies that would like to train several/many officers and track officer training completion, a simple learning management system access method is provided. Here, the agency training manager creates an agency account, establishes sub-accounts for the officers to be trained, grants officers access through system-supplied logins and passwords, and then monitors training completions. To access this delivery mechanism, agency training managers should visit the JPMA webpage at http://www.jpmaweb.com/StateLawEnforcementTrainingPortals.html and select their state. Access to the two Human Trafficking classes is available at no cost, and there are additional training topics available for agencies that might choose those options. JPMA would be happy to work with any state POST or regional organization that might want to promote the free human trafficking training resources within their individual area to maximize the impact of this training offering.

Law Enforcement Agency Access (Existing LMS) – For those agencies that maintain their own learning management system (LMS) and would like to embed the human trafficking training within their existing online training library, JPMA can accommodate this need. Processes are in place to accommodate all learning management systems, whether they meet the standards for content sharing (SCORM, AICC) or not. As with the other access methods, there is no cost for this service.

For More Information: JPMA is pleased to be able to serve the law enforcement training community with the resources described above and encourages agencies to take advantage of

the opportunities presented. JPMA has further assisted some states by developing companion training materials that address state-specific human trafficking issues and would be happy to discuss how this cost-effective approach might meet the needs of other state law enforcement communities. Those with questions or agencies with special needs should contact JPMA using the following: call (207-621-8600) or www.jpmaweb.com.

A MATCH: THE COGNITIVE INTERVIEW ENHANCES THE FIVE STEP LAW ENFORCEMENT INTERVIEW
by: Patricia Donovan, Federal Law Enforcement Training Center Senior Instructor

Research shows memory retrieval techniques used in the cognitive interview process assist interviewees in sensory recall that can help them provide more information than in traditional interviews.

When conducting interviews with individuals involved in crime, many law enforcement officers do not expect the entire truth. Whether it is omissions, lies, or refusal to agree to an interview, we have conditioned ourselves to have low expectations of those with whom the law enforcement community interacts when it comes to providing information. Depending on the situation, we may place too much value on partial information over no information at all. This point of view may be considered negative connotation on the part of law enforcement, but it can also be a rational observation and consideration. For example, witnesses may be less than truthful because they may fear retaliation or involvement in the criminal justice process; victims may have a trust issue with law enforcement professionals or have difficulty recalling facts due to emotional trauma; and with suspects, it's obvious why their cooperation would be limited or non-existent. Interpersonal communication skills of the law enforcement officer may persuade an unwilling individual to agree to an interview. But, what techniques and/or skill sets do we possess to make certain we are getting all of the information the interviewee is capable of providing?

Law enforcement officers are charged with obtaining information in a legal, ethical manner and present the information gathered to criminal justice professionals who will ultimately make decisions that will affect the physical, mental and emotional freedom of those involved. The Federal Law Enforcement Training Center's (FLETC) Behavioral Science Division (BSD) mission is to provide law enforcement professionals with an understanding of human behavior that inspires interpersonal communication skills necessary to effectively protect and serve the American public.

In order to accomplish this goal, the BSD routinely collaborates with leading psychologists and researchers in the field to identify the best evidence-based methods and techniques that will increase the quality and quantity of information received from human sources. Therefore, in addition to the skills necessary to persuade individuals to cooperate with law enforcement, the BSD is committed to providing knowledge of effective strategies and techniques that will produce information of quantitative and qualitative value from cooperative sources.

One of the most important investigative techniques used by law enforcement is the law enforcement interview. The information gained from such interviews has the potential of being the most important aspect of a criminal or civil case. This information is generally obtained via a rapport-based interview with a victim, witness, and/or suspect during the process of a criminal investigation.

In the rapport-based interview, great focus is placed on the art of persuading an individual to cooperate with an investigation. As law enforcement officers and trainers, we must realize that when individuals are at the point of offering full cooperation with an investigation, it is paramount to implement effective techniques that will maximize the information elicited. Surveys indicate that many police officers receive only minimal training to interview cooperative witnesses. The Cognitive Interview (CI), developed by Dr. Ronald Fisher and Dr. R. Edward Geisman, is a systematic approach to interviewing cooperative witnesses in order to increase the amount of information elicited. It is

based on scientific principles of memory and communication and also on careful analysis of police interviews with witnesses.

In April 2012, the FLETC BSD partnered with the Florida International University (FIU) and Dr. Ronald Fisher through a Cooperative Research and Development Agreement (CRADA) to conduct a research project comparing the effectiveness of conventional law enforcement and cognitive interviews. The results of this research were intended to support the FLETC interview curriculum, and the law enforcement and intelligence community to include the Federal Bureau of Investigation (FBI)'s High Value Detainee Interrogation Group (HIG). Previous CI research consisted of participants watching a video and being interviewed with CI versus other interviewing techniques. A majority of the participants were college students, and the interviewers were research assistants. However, there was some criticism, concern regarding the artificiality of the video, participants, and interviewers since it wasn't an actual video of a crime and law enforcement personnel were not conducting the interviews. Research conducted with the BSD addressed these concerns by using witnesses of an actual event, professional law enforcement interviewers, and utilizing a proven comparison interview method, the Five Step Law Enforcement Interview, as taught by the BSD at FLETC.

Dr. Ronald Fisher, professor of psychology at FIU, editor-in-chief of the *Journal of Applied Research in Memory and Cognition*, and co-developer of the CI Technique, provided a group of BSD instructors with specialized training in structured cognitive interviewing.

Those instructors then interviewed "witnesses" using both conventional law enforcement and cognitive methods. Video recordings of those interviews were provided to Dr. Fisher's research team for transcription, coding, and analysis to determine if there is a difference in the quantity and quality of information provided by "witnesses" based on the interview technique employed.

In September 2012, the BSD hosted the 2012 Psychology Working Group where academic experts were invited to present research data and discuss the validity and the effectiveness of the cognitive interview method and cognitive-based interviewing techniques for law enforcement. Also discussed were the findings associated with the recent research project at FLETC. The panel of guests consisted of Dr. Christian Meissner, professor of psychology and criminal justice at the University of Texas at El Paso and director of the Center for Law and Human Behavior; Dr. Sujeeta Bhatt, research scientist at the Defense Intelligence Agency (DIA) and detailed to the FBI, HIG; Jillian Rivard, doctoral student of legal psychology and instructor at FIU; and Dr. Fisher, who revealed preliminary findings of the FLETC-BSD/FIU research project. Participants in the discussions included the BSD instructional staff and representatives of FLETC Partner Organizations.

Preliminary findings indicate that the CI elicited approximately 70 percent more information than that of the Five Step Law Enforcement Interview (more than 300 idea units versus less than 200 idea units). Post-Experiment Survey of Interviewers indicate that the CI is less cognitively demanding than (or equivalent to) the reported no foreseeable barriers to implementing the CI in the field and felt it would be most useful when interviewing victims or cooperative witnesses. The most useful techniques reported were allowing for long pauses, not interrupting and sketching. Future analyses of data will include accuracy (corroboration) of information obtained, relevance, time delay (retention interval), adherence to protocol and further analysis of the post-experimental survey. Although the Five Step Law Enforcement Interview (the primary interviewing method currently taught at FLETC) was perceived by academic experts, researchers, and BSD instructional staff as effective, the approach could be greatly enhanced by implementing more cognitive-based interview techniques.

Although the CI is intended to be used with cooperative witnesses, Dr. Christian Meissner and other members of the HIG have conducted research on using cognitive-based interviewing

techniques to detect deception. One such technique is the cognitive load approach. The cognitive load approach relies on the selectiveness of attention and the limitations of short term of memory. People can only absorb so much information at a time and can only process a portion of the information absorbed. By increasing the cognitive load, mental effort is increased, and the task's performance decreases. Using the cognitive load approach along with traditional verbal and non-verbal cues to deception can be an extremely valuable tool for interviewers.

The science put forth regarding the CI compliments the existing BSD curriculum. Although similarities like rapport and open-ended questions exist, differences are notable. For example, the role of the interviewer and the interviewee are different in the CI. A great deal more focus is placed on open-ended questions in the CI, and cues are used to recall or activate a memory in the CI. As a result of ongoing discussions and the relationships with academic experts, and the preliminary research findings by Fisher regarding the FLETCBSD/ FIU research project, the BSD is currently in the process of including various cognitive techniques into interviewing for law enforcement officers and criminal investigators' lesson plans. The techniques determined to enhance the Five Step Law Enforcement Interview method include setting high expectations of the interviewee by explaining and defining the roles of the interviewer and the interviewee (research has established people will provide more information based on the perceived expectation of the individual who requests the information, and it is the interviewer's job to make the expectations clear); totally refraining from interruptions; strategic utilization of open- and closed-ended questions; emphasizing free recall; the utilization of diagrams and sketches, and the cognitive load approach to detecting deception.

In order to achieve the goal of gathering reliable investigative information from human sources, which will likely become testimonial evidence in a court of law, we should arm law enforcement trainees with the most effective interviewing techniques to ensure that the information sought is maximized. The

relationships developed between FLETC/BSD and academic experts have become a valuable asset in attaining the FLETC/BSD mission. We must remain on the cutting edge of valid, reliable methods of eliciting truthful information.

Through the continued collaboration of practitioners and academia, adding validity to research by participating in projects, and implementing evidence-based methods and techniques into the curriculum, we will continue to provide trainees with the necessary skill sets to accomplish our mission.

About the Author: Patricia Donovan *is a senior instructor at the Federal Law Enforcement Training Centers in Glynco, Georgia. She has served the FLETC for the past two years as an Instructor in the Behavioral Science Division, where she teaches basic and advanced interviewing to criminal investigators and uniformed police officers.*

Her prior law enforcement service includes 13 years as an officer and investigator with the DeKalb County (Georgia) Police Department, and eight years as a special agent with the United States Secret Service, Atlanta Field Office. She has received numerous awards from DeKalb County Police Department, the Drug Enforcement Administration (DEA), and the United States Secret Service for outstanding case work.

Donovan received a Bachelor of Science Degree in Mental Health and Human Resources from Georgia State University in Atlanta, Georgia. She is currently pursuing her Master's Degree in Criminal Justice (Criminal Behavioral Analysis) at the University of Cincinnati.

Patrick is active in the community and serves as an advisor to the College of Coastal Georgia Foundation. She serves as the Chairperson of the INTERPOL Group of Experts on Police Training (IGEPT) and serves on the Executive Committee of the National Law Enforcement Exploring Committee.

Patrick has received numerous awards, including the Distinguished Presidential Rank Award and the Presidential Meritorious Rank Award, the government's highest Civil Service awards. Patrick holds a Bachelor of Arts degree in Criminal Justice from the University of Central Florida.

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ALASKA POLICE STANDARDS COUNCIL TO TRACK OFFICER TRAINING AND COMPLIANCE
by: Cory Myers, Envisage Technologies

Envisage Technologies, a Bloomington, Indiana-based high-technology firm, announced today that it was awarded a contract by the Alaska Police Standards Council (APSC). Based on evaluation of competitive bids, APSC chose the Acadis® Readiness Suite to replace its legacy training and compliance management system.

"We are pleased to add Alaska as the 7th state to use Acadis as the authoritative system of record for their law enforcement officers," stated Cory Myers, Vice President of Homeland Security Solutions. "Acadis will allow the state to maintain secure, legally defensible training and certification records for this high liability industry, while automating compliance reporting."

The system will be used to track approximately 8,000 law enforcement officers and 60 law enforcement agencies throughout the state. This includes basic and in-service training records, as well as digitally storing supporting documents to ensure each officer is in compliance with Alaska's training policies.

"Our plan is to implement the Acadis Readiness Suite to track training, certification compliance and documents at APSC in the first year, then roll out the Acadis Portal to our constituent agencies next year," said Kelly Alzaharna, Executive Director. "This allows us to methodically implement an enterprise software system and support officers and agencies throughout Alaska in the certification process."

"Once fully implemented, Acadis will create a compliance ecosystem that will link the Council, training academies, departments and officers, enabling them to share information across the vast state of

Alaska at significant cost savings," said Ari Vidali, Envisage CEO. "We look forward to welcoming the APSC into our rapidly growing community of leading law enforcement organizations around the Country."

Alaska Police Standards Council:
The Alaska Police Standards Council is a regulatory and quasi-judicial body that was created to adopt regulations establishing minimum selection and training standards for employment as police officers. The mission of the Alaska Police Standards Council is to produce and maintain a highly trained and positively motivated professional, capable of meeting contemporary law enforcement standards of performance.

About ENVISAGE: Envisage is a high tech software company founded in 2001 to automate complex training operations for high liability industries. We create solutions that make our world a safer place. Our clients include military commands, federal law enforcement academies including the U.S. Department of Homeland Security (DHS), and many state law enforcement and public safety organizations (www.envisagenow.com).

About the Acadis Readiness Suite: The Acadis Readiness Suite is designed to make certain that our law enforcement, emergency responders, and military are trained, equipped, and ready. The Suite measures readiness by automating complex, high-risk training and compliance operations. Acadis increases the accuracy and effectiveness across every level of critical incident response by consolidating information about personnel and resources. The modular system enables organizations to implement functionality where needed to support the compliance lifecycle. Learn more by visiting www.acadis.net or call 888-313-8324.

WHAT'S NEW

Textbook: New edition of *Essentials of The Reid Technique: Criminal Interrogation and Confessions* is now available. The updated second edition teaches readers how to identify and interpret verbal and nonverbal behaviors of both deceptive and truthful people, and how to move toward obtaining solid confessions from guilty persons using the Reid Technique. The Reid Technique is built around basic psychological principles and presents interrogation as an easily understood nine-step process. Separated into two parts, *What You Need to Know About Interrogation* and *Employing the Reid Nine Steps of Interrogation*, this book will help readers understand the effective and proper way that a suspect should be interrogated and the safeguards that should be in place to ensure the integrity of the confession.

Online: *Investigator Training* - New three-hour online training program for investigators available in October 2013 at http://www.reid.com. This seven part online training program was specifically designed for a wide variety of investigators, including law enforcement, government (both investigative and regulatory agencies), and the private sector.

The online training program will provide the Investigator with a solid foundation in The Reid Technique - which is widely considered to be the most effective interview and interrogation process in the world. In this program, the Investigator will learn the core elements of the Reid Technique, which include how to structure the investigative interview utilizing both investigative and behavior provoking questions; how to assess the credibility of the information provided by a subject during the interview process; and the Reid Nine Steps of Interrogation. The Investigator will be provided with specific references to additional resource material in each of the program segments.

The program is delivered as a PowerPoint presentation with voice over, interspersed with video clips to illustrate the material. Each part comes with a handout that is designed for note taking to enhance the learning experience, and

includes a review of the material covered in each individual program.

Here is a description of each of the seven program parts:

- Part One: An Overview, will focus on identifying the distinguishing characteristics between an interview and interrogation; how to properly set up the interview room; and provides an overview of the complete seven-part program. (21 minutes and 23 seconds)

- Part Two: The Foundation for Behavior Symptom Analysis. In Part Two, we will begin the process of building the behavioral model for the truthful and deceptive subject by establishing the psychological principles that are the foundation of behavior symptom analysis, the various factors that can influence a subject's behavior, and the rules that we have to follow in the evaluation of a subject's behavior. (15 minutes and 11 seconds)

- Part Three: Nonverbal Behavior. In Part Three, we will discuss the various nonverbal behaviors that the investigator should observe during the interview process for indications of truth or deception, including the subject's attitude and demeanor, posture, significant posture changes, use of illustrators, gestures, and eye contact. (14 minutes and 7 seconds)

- Part Four: Verbal Behavior. In Part Four, we will discuss various verbal behaviors that the investigator should listen for during the interview process, including the subject's verbal content and choice of words; use of qualified answers; use of stalling or delay tactics; the amount of detail provided by the subject; references to God and religion; as well as the timing of the response. At the conclusion of Part Four, we will provide you with the behavioral model of the truthful subject and the behavioral model of the deceptive individual. (16 minutes and 45 seconds)

- Part Five: The Structure of the Investigative Interview. In Part Five, we will discuss the three types of questions that should be included in all investigative interviews, with a detailed discussion of five behavior-provoking questions (Punishment, Think, Second Chance, Investigation Results and the Bait question) that can be used to assess the subject's credibility. (20 minutes and 18 seconds)

- Part Six: The Reid Nine Steps of Interrogation. In Part Six, you will learn how to initiate the interrogation process; how to offer the subject psychological justification for what he or she did; how to handle denials, and how to use the alternative questions to develop the first admission of guilt. (31 minutes and 6 seconds)

- Part Seven: Putting It All Together. In this final part, you will see the complete interview of two subjects being questioned about a theft of money and the interrogation of the deceptive individual. These interviews and interrogation will illustrate all of the material that we have discussed in this program - proper room setting, verbal and nonverbal behavior, the structure of the interview, the use of behavior provoking questions, and the interrogation process. (47 minutes and 20 seconds)