

NEWSLETTER

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Nationally Certified Program (NCP) ensures that the training is current, engaging, legally defensible, and appropriate to the target audience.

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PRESIDENT'S MESSAGE
Dave Harvey, IADLEST President



It is an absolute privilege to serve as the President of IADLEST. I will do my utmost to support the wonderful staff and executive board in the fulfillment of our collective mission to improve the public safety personnel and the profession. First, let me say what an outstanding conference we just completed in San Antonio. My compliments to our host state, Texas, and the Executive Director of TCOLES Kim Vicker and his staff. Also a special recognition to IADLEST operations Manager Yvonne Pfeiffer who organized the entire conference. If you were not able to attend this year please make a note of next year's conference in Grand Rapids Michigan on June 5-8, 2016. It is well worth the money.

When I ran for Second Vice-President two years ago, I did so on a platform of increasing membership. That is still one of my missions as an organization is only as strong as its members. But even in the last two years, IADLEST's activity and notoriety has increased at an almost uncontrollable pace. We are now on the forefront of issues at the national level. As an example, Executive Director Sue Rahr of Washington State, an IADLEST member, was appointed to the Presidents 21 Century Task Force. We have been awarded several grants through the Bureau of Justice Assistance for the Blue Courage project, the latest being a \$1 million grant to further the Blue Courage Philosophy across the country. We have sent numerous members on missions abroad to include Nigeria and England. Other projects include updating and making the sourcebook available online by June 2016, the National Training Certification Program rollout at the latest conference, IADLEST taking part in the 2015 White House Elder Abuse Forum, and the list of projects goes on and on.

While all of this is fantastic, it takes the involvement of members to continue our advancement. Our Executive Director Mike Becar and our Deputy Director Pat Judge have done a wonderful job in building IADLEST to where it is today. Pat has taken a lesser role, and our staff consists of Mike Becar and Yvonne Pfeifer. While they are very talented and capable they do need the assistance of an active executive board and other members comprising various committees.

There are numerous committees and opportunities within IADLEST. Using myself as an example, I started on the standards and training committee and became the chair. The main responsibility of the committee is to select from a large submission of training proposals those that will be presented at the conference. I had the great opportunity to travel to Lagos, Nigeria, and work on behalf of IADLEST with a team to evaluate and make recommendations on their academy training. I can say that I learned as much as I taught and still use many of my experiences in Nigeria as part of presentations I make today.

My involvement with IADLEST has been very fulfilling. I have gained a huge amount of knowledge that I have been able to use in my role with my state. Lastly, I have also gained some lifelong friends and associates. If you have an interest, please reach out to me, other executive board members, or our staff. You will not regret it.

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; 1330 North Manship: Meridian, Idaho 83642; or Yvonne@iadlest.org.

MEETINGS SCHEDULED

The next Business meeting will be held October 24, 2015, in Chicago, Illinois, in conjunction with the IACP Conference. The meeting is tentatively scheduled for 1:00 to 5:00 p.m., Saturday, October 24; and 9:00 a.m. to 12:00 noon, Sunday, October 25.

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.

Errors were made in the April Newsletter regarding the members and their respective agencies' affiliations. The following list is a corrected list of all the new members who joined IADLEST from April to June 30, 2015, and their agencies.

Thomas Adams, Police Dept., Lawrenceville, GA
Cory Amend, POST, Denver, CO
Dorian, Andoni, DOJ, Tirana, Albania
Robert Baker, POST, Denver, CO

Gary Bennett, DPO, Barbados
Amir Besic, Police Dept., Zenica, BH*
Ibro Beslija, Federal Police, Sarajevo, BH*
Dale Bode, San Juan County Trng., Farmington, NM
Chris Borland, Envisage, Bloomington, IN
Brian Brooks, Wyoming Academy, Douglas, WY
Clay Calkins, San Juan County Trng., Kirtland, NM
Mehdi Canga, State Police, Tirana, Albania
Robert Ciano, Police Dept., New Carrollton, MD
Karl Clark, U.S. DOJ, Washington, DC
Jami Cook, Arkansas POST, East Camden, AR
Brian Coss, POST, Santa Fe, NM
Richard Desjardins, Maine POST, Vassalboro, ME
Jimmy Farris, POST, Nashville, TN
Kafilat Fashola, Lagos Training. Lagos, Niggeria
Gerard Gallagher, Lackawanna College, Hazleton, PA
Glenda Garcia, Rio Grande Valley, Weslaco, TX
Terrence Gordon, Police Dept., Milwaukee, WI
Maryann Grippo, Lackawanna College, Scranton, PA
Dzenad Groso, Court Police, Sarajevo, BH*
Fatmir Hajdarevic, Canton Police, Sarajevo, BH*
Duane Hampton, Police Dept., Hillsborough, NC
Glenn Hoff, Guardian Leadership, LLC, Naples, NY
John Ivey, Standly College, Albemarle, NC
Elvira Kavazovic, U.S. DOJ, Sarajevo, BH*
Trisha King Stargel, Sheriff's Office, Seattle, WA
John Lanier, Stanly CC, Albemarle, NC
Mark Logan, University of Phoenix, Woodbridge, VA
Chuck Macklin, Police Dept., Mukilteo, WA
Gabe Marruso, POST, Albany, NY
Bilbil Mema, State Police Tirana, Albania
David Moore, V-Academy Online, Martin, TN
Elizabeth Morris, Texas A&M., College Station, TX
Aimee Obregon, Police Dept., Milwaukee, WI
Mak Radicic, U.S. DOJ, Sarajevo, BH*
Samuel Reed, POST, Nashville, TN
Alice Robinson-Bond, Ohio POST, London, OH
Gerald Ross, POST, Richmond, KY
Scott Sonnon, TACFIT Academy, Bellington, WA
Glen Stinar, Montana POST, Helena, MT
Peggy Strand, Minesota POST, St. Paul, MN
Thomas Tafflinger, Honolulu Police, Waipahu, HI
Steven Tait, Sheriff's Office, Minneapolis, MN
Lara Thomas, Police Academy, Randolph, MA
Aaron Tomlinson, Fox Valley College, Appleton, WI
David Tyrol, Maine POST, Vassalboro, ME
Fred Weathersoon, Arkansas POST, East Camden, AR
Keith Wuotinen, Novi Police, West Bloomfield, MI
Beverly Young, PhD, EbevyYG Learning, Harrisburg, PA
Michael Zeigler, POST, Sykesville, MD
*HB: Bosnia and Herzegovina

POST DIRECTOR CHANGES

Colorado: Cory Amend was selected as the Colorado Director of Peace Officer Standards and Training (POST) in April of 2015. Mr. Amend's primary responsibilities are the development and revision of law enforcement

training curricula, approval and inspection of law enforcement training programs and academies. This includes oversight of the administration of written skills examinations; ensuring compliance with state statutes, rules, policies and regulations and changes based on Board action; preparation and management of the POST budget; and oversight of the training grant award application process.

Mr. Amend accepted this position after 23 years of continuous law enforcement experience in Colorado, with over 17 years of command and supervisory experience. Before coming to POST, he led various divisions during his law enforcement career, including Patrol, Investigations, Detention, Special Operations, and S.W.A.T. Bringing to the POST Director position a solid background of supervision, organizational leadership and knowledge of police administration, Director Amend has extensive experience developing and managing training.

Mr. Amend received his Bachelor of Science Degree in 1985 from the University of Colorado at Denver and received his Master's in Criminal Justice: Executive Leadership in 2009 from the University of Colorado at Denver. In 2009, Mr. Amend also attended the Federal Bureau of Investigation National Academy in Quantico, Virginia, Class #236. Mr. Amend is a member of the Federal Bureau of Investigation Law Enforcement Executive Development Association (LEEDA), the National Tactical Officers Association (NTOA), and has participated for many years as a member of the Colorado Association of Chiefs of Police Legislative Committee. In 2011, Mr. Amend wrote an article "Are You an Effective Leader" that was published in the FBI Law Enforcement Bulletin.

Mr. Amend is excited about the challenges facing Colorado POST related to law enforcement in Colorado and across the nation. He and his team pledge to work closely with the 15,000 law enforcement professionals in the state of Colorado.

Maryland: As Executive Director, J. Michael Zeigler leads the Maryland Police and Correctional Training Commissions, responsible for regulating and enforcing the training and certification standards for all Maryland police, correctional officers, and training academies. The commissions also provide training and professional development sessions to public safety and criminal justice employees from public and private agencies in Maryland, other states, and from other counties .

Mr. Zeigler brings with him six years of experience as the Internal Affairs Program Administrator and EEO Officer for the Montgomery County Fire & Rescue Service, located in Rockville, MD. He was responsible for ensuring the integrity of the department through timely and accurate investigations into all departmental internal affairs matters and EEO matters.

Mr. Zeigler has extensive emergency management experience from the Maryland Emergency Management Agency (MEMA), starting as the Manager of Regional Programs in 2004 and then as the Assistant Director of Operations until 2007. He brought with him over 28 years of law enforcement experience from the Maryland State Police (MSP). Prior to accepting employment with MEMA, Mr. Zeigler was a Major in the Maryland State Police, commanding one-third of the field operations force. During his tenure with the MSP, he was an Instructor in the police academy, an Assistant Commander of a Barrack, and a Critical Care Flight Paramedic for a period of 16 years with the MSP Aviation Division. Mr. Zeigler also brings over 40 years of both paid and volunteer firefighter, paramedic experience. Trained as a Medical Specialist in the United States Army, and still certified as an Emergency Medical Technician, he continues to follow his passion for the fire service as a life member of the Damascus Volunteer Fire Department.

He is a certified Emergency Services Instructor, Emergency Medical Technician, and was previously a Paramedic Instructor, State and National Paramedic Evaluator, and an Anti-terrorism Instructor.

Most notably in 2000, Mr. Zeigler was honored as the MSP Flight Paramedic of the Year and in 2002 as the Damascus Fire Department Firefighter of the Year. He also received a Governor's Citation in 2004 for his performance during a gun battle. During Hurricane Katrina, Mr. Zeigler served as Incident Commander for a large medical services mission in Jefferson and St. Bernard Parishes in Louisiana, for which he was honored with the Maryland Defense Force's Humanitarian Award.

He received his B.S. with honors from the University of Maryland University College, and his M.B.A. from the University of Phoenix.

INSTALLATION OF LIFE MEMBERS

At its May 31, 2015, San Antonio, Texas, Business meeting, the Executive Committee voted unanimously to install Arlen Ciechanowski and Tom Hammarstrom as IADLEST Life Members.

Arlen Ciechanowski was the POST Executive Director for the Iowa Law Enforcement Academy. Arlen served on the Executive Committee from 1999-2003 and again from 2012 to 2015 and as IADLEST President in 2014.

Tom Hammarstrom was the POST Director for the Arizona Peace Officer Standards and Training. Tom served on the IADLEST Executive Committee as the Western Region representative in 2006.

2015-16 IADLEST EXECUTIVE COMMITTEE INTRODUCTIONS

A new IADLEST Executive Committee was installed June 3, 2015, at the IADLEST business meeting held in San Antonio, Texas. The following is a brief biographical sketch of each of the Committee members.

President: Dave Harvey was appointed the Executive Director of the Michigan Commission on Law Enforcement Standards September 15, 2010.

Prior to his appointment, he served as the City Manager of Garden City, Michigan, for six years. Mr. Harvey served as the Chief of Police in Garden City during a 23-year career with the department and also was the Chief of the Detroit Metropolitan Airport Authority Police Department.

As the City Manager, he oversaw and coordinated the city's daily operations. He managed nine city departments employing approximately 152 people with an overall City budget of approximately \$31 million. Dave holds a Master's degree in Public Administration and a Bachelor of Science degree in Criminal Justice.

First Vice-President: Brian Grisham, Esq., has been Director of the Tennessee Law Enforcement Training Academy (TLETA) and Executive Secretary of the Tennessee Peace Officer Standards and Training (POST) Commission since April 2005.

Prior to that, he served as Assistant Director since 1997. He has served as assistant to the commissioner and staff attorney for the Tennessee Department of Safety. Grisham received his law degree from the Nashville School of Law in 1989 and his B.S. from Middle Tennessee State University in 1984. Brian's law enforcement experience includes service with the Department of Safety's Criminal Investigations Division, Middle Tennessee State University Police Department, and prior service with TLETA.

He has been a licensed attorney since 1989 and has training certifications in criminal law, firearms instruction, asset forfeiture, police management, and courtroom security. In addition to instructional and administrative duties at the academy, he has served as an investigator and legal advisor to the POST Commission.

Outside of these departmental duties, Grisham serves as a member of the Tennessee Public Safety Network providing training and critical incident stress debriefing and peer support, is a member of the Tennessee Voices for Victims Advisory Council, and a member of the International Association of Directors of Law Enforcement Standards and Training (IADLEST). He is a graduate of the Tennessee Government Executive Institute and the FBI National Law Institute. In 2011, Grisham was appointed to the Governor's Subcabinet for Public Safety.

Second Vice-President: Dan Zivkovich is currently the Executive Director of the Massachusetts Municipal Police Training Committee, which sets training standards for and provides training to municipal, University of Massachusetts, and environmental police officers statewide. He has been involved in policing for 30 years. Prior to the move to Massachusetts, Dan was the Chief of Police in Jackson, Wyoming, for almost four years. Prior to that, he spent five years as the Director of the Wyoming Law Enforcement Academy in Douglas, which is where he began his membership and association with IADLEST.

Prior to accepting the academy position, he spent 18 years with the Wyoming Highway Patrol, working his way from Trooper to Captain. His various positions included patrol officer, truck enforcement specialist, safety education, training coordinator, and district supervisor. For seven years, he oversaw the Wyoming Highway Patrol's hiring and promotional testing processes and the basic and advanced training programs. He was also a member of the administrative staff. He has been involved in law enforcement training for over 25 years, teaching a wide variety of topics, including OUI enforcement, field training officer (FTO), ethics, crash investigation and reconstruction, and supervision/leadership classes. Dan is a graduate of the 190th Session of the FBI National Academy.

Immediate Past-President: Kim Vickers is the Director of the Texas Commission on Law Enforcement Standards and Education. Kim

served 27 years with the Abilene Police Department in a wide variety of capacities. He was Commander of the Critical Missing Response Team which gained nationwide attention when it handled and quickly solved the first Amber Alert case in Texas. Kim is also nationally recognized as an expert instructor and consultant in the area of family violence dynamics and law. He has drafted several pieces of Texas family violence law, has testified as an expert witness before Texas Senate and House Committees, and is currently a member of the Board of Directors of the National Council on Family Violence.

In 2006, Kim began working as a Field Service Agent for the Texas Commission on Law Enforcement as Director of Education and Credentialing. In September of this year, Kim will assume the duties of Executive Director for Texas Commission on Law Enforcement.

He has been married to his wife, Chrys, and has two children: son Eric is a homicide detective with the Abilene Police Department, and his daughter Jennifer is a doctor in New York City. Kim has two grandchildren.

Immediate Second Past-President:

William J. Muldoon was appointed Director of the Nebraska Law Enforcement Training Center in August 2006.

William started his law enforcement career over thirty-two years ago with the Omaha Police Department where he spent 25 years working various units, including accident investigation, background investigations, criminal investigations, public information, and the Omaha Police Department Training. William retired from the Omaha Police Department as a lieutenant.

He accepted a position as the Chief of Police of the Nebraska City Police Department (NCPD) in 2003, where he gained valuable experience working with a rural police agency. As chief, he revamped policies, procedures, training, and updated equipment of this department. Policies and new focus combating domestic violence and underage drinking were implemented. When

NCPD started a Citizen's Police Academy, Bill worked with the Otoe County Sheriff's Office and the Nebraska State Patrol to conduct a Citizen's Academy for residents countywide.

William has a long history of training, teaching as an adjunct instructor at the Nebraska Law Enforcement Training Center since 1992 and teaching the Public Information Workshop for NHTSA. More recently he instructed the Incident Command and National Incident Management programs. He published *Five Steps to a Successful Television Interview* in Police Chief Magazine, April 2001, and was co-author of *Media and Law Enforcement Relations during Hostage-taking Terrorist Incidents, A Cooperative Decision Effort* that appeared in Sheriff Magazine, March - April 1999. William holds a Bachelor of Science degree in Criminal Justice Administration from Bellevue University.

He is married to Mary Anne and they celebrated their 29th anniversary this June. They have a daughter, Patricia, who is a nurse in Omaha and a daughter, Regina, attending the University of Nebraska, Lincoln.

Secretary Mark E. Damitio began his involvement with law enforcement in 1971 with the Thurston County Sheriff's Office, Olympia, Washington, as a volunteer. In 1978, he was hired as a police officer by the Kent, Washington, Police Department. He graduated as the top academic student of the Seattle Police Academy class #104. In 1982, he was appointed as the department Training Coordinator. In 1986, he was assigned by request of the Washington State Criminal Justice Training Commission for a two year special assignment coordinating advanced training programs. From 1988 to 1997, Mark served with the Washington State Criminal Justice Training Commission beginning as an Assistant Training Coordinator and rising to Division Manager.

He was appointed Deputy Director of the New Mexico Department of Public Safety Training & Recruiting Division in July 1997. He supervised the day-to-day operations of the New Mexico Law Enforcement Academy, and was

responsible for the licensing and State compliance of ten satellite law enforcement academies. In February 2004, Mark was appointed Deputy Assistant Director at the Kansas Law Enforcement Training Center, where he is responsible for the Continuing Education program.

Mark is a graduate of Highline Community College with an Associate's degree in Administration of Justice, and from the University of Washington with a Bachelor's degree in Society and Justice. He is a graduate of the FBI Northwest Law Enforcement Command College and the Central States LEEDS. He holds Law Enforcement Executive Certifications from the Washington State Criminal Justice Training Commission and the New Mexico Law Enforcement Academy.

Treasurer: Kelly Alzaharna was appointed Director of the Alaska Police Standards Council on June 1, 2012, by Governor Sean Parnell. Director Alzaharna is a 27-year law enforcement veteran, serving the past 24 years in Alaska. She holds a Bachelor's degree in Human Resource Management, a Master's degree in Organizational Leadership, and is a graduate of the FBI National Academy. Director Alzaharna retired as Chief of Police from the North Slope Borough in April 2011, prior to accepting a position as Training Coordinator with the Alaska Police Standards Council (APSC).

Director Alzaharna worked as both a municipal police officer and as a university police officer prior to coming to Alaska. She started her Alaska law enforcement career with the North Slope Borough Police Department in 1990, serving the citizens in many assignments. As a sergeant, she created the department's training unit and worked as a patrol supervisor, instructor, and field training officer. After a promotion to lieutenant, her assignments included supervising the investigations unit, commanding the tactical team, and overseeing the patrol unit. In 2007, she received a promotion to the rank of captain and led the Operations Division. She was appointed as Chief of Police in March 2008, and during her tenure served as a member of the APSC. Director

Kelly and her husband, Mansour, live in Juneau where they have finally thawed out after 21-years of arctic living.

Northeast Representative: Michael R. Wood is the Deputy Commissioner of New York State's Division of Criminal Justice Services, Office of Public Safety and serves as the New York State POST Director.

Mike joined the New York State Division of Criminal Justice Services in April 2014 after a 27-year career in law enforcement. Most recently serving as Deputy Chief of Operations for the Rochester, New York, Police Department, and Chief of Court Security for the Monroe County Sheriff's Office, he has also commanded a patrol division, crime analysis unit, homicide division, and served as Aide to the Chief of Police.

A Rochester native, Mike received his Bachelor of Science degree in Mathematics/Management from Le Moyne College in Syracuse, New York, and is a graduate of the Senior Management Institute for Police. He has been actively involved in coaching youth sports for many years, and has also been a member of several trade and civic organizations. Mike and his wife Ann have been married for 25 years and have three children.

Southern Representative: Mark J. Strickland is currently the Director of the North Carolina Justice Academy. He has been on the staff of the North Carolina Justice Academy since 1996. Mark has been fortunate to work on both the support services side and the training side of the academy. Previously, his job responsibility included supervision of the of the Commission/In-service Center. This responsibility included supervising the curriculum development of the detention officer certification course, telecommunicator certification course, general instructor training, basic law enforcement training, and in-service training. Over the years, Mark has developed curriculum and provided technical assistance to the sheriffs and chiefs of North Carolina. He has developed curriculum and taught in areas

such as In-service, court security, instructor training, confinement and custody, telecommunications, and detention field training officer.

On December 13, 2010, Mark was promoted to the Director of the North Carolina Justice Academy (NCJA). Mark's responsibilities now include the directing, planning, and coordinating of all activities on the NCJA. He is responsible for determining the activities for promoting growth at the Academy.

Mark serves on the North Carolina Governor's Crime Commission, the North Carolina Sheriff's Leadership Institute Curriculum Committee and the Physical Security and Emergency Preparedness steering committee for the Governor's Task Force for Safer Schools, and is a staff member for the Education and Training Committee of the Criminal Justice Education and Training Standards Commission.

Mark received his Bachelor's of Arts degree in Sociology from North Carolina State University and his Master's in Justice Administration from Methodist University.

Central Representative: Stephanie Pederson is a Law Enforcement Education Consultant with the Wisconsin Department of Justice, Training and Standards Bureau. Her primary duty includes developing law enforcement training curricula for the basic recruit academies in Wisconsin. Prior to joining the Wisconsin Training and Standards Bureau in 2006, Stephanie worked for Target Corporation and for the Army as an active duty Military Police Officer. She has a Bachelor of Arts degree in Criminal Justice from the University of Wisconsin-Madison and a Master's degree in Criminal Justice from the University of Phoenix.

Midwest Representative: Steve Emmons assumed leadership of Oklahoma Council on Law Enforcement Education and Training (CLEET) in September 2011 when he was appointed by the CLEET Council. Emmons has been with CLEET since 2004 when he started as the northeast field representative, and he became Assistant Director in 2008.

Steve began his career in law enforcement with the Tulsa Police Department in 1976. He worked in patrol, as supervisor in the sex crimes and street crimes units, and in public information.

Emmons left the Tulsa department in 1997 to serve as the criminal justice and police science coordinator at Rogers State University in Claremore. Later he was an investigator in the bogus check division of the Tulsa County District Attorney's Office for four years.

He has a Master's degree in public administration from the University of Oklahoma and a Bachelor's degree from Central Missouri State University.

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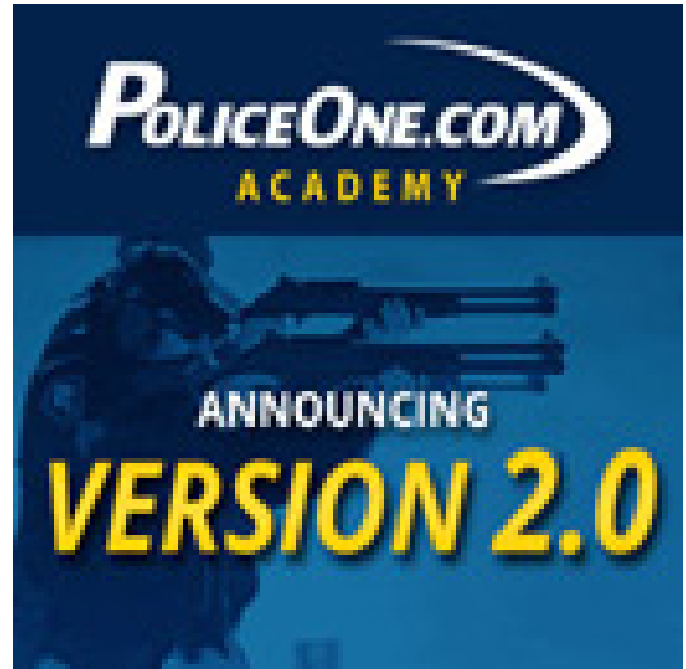
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IADLEST LAUNCHES THE NATIONAL CERTIFICATION PROGRAM!

submitted by: Peggy Schaefer, IADLEST NCP Director



A great thing happened for law enforcement in June: IADLEST announced the formation of the National Certification Program™ (NCP). This groundbreaking program will ensure best practices will be applied to criminal justice content, and quality training will become the norm for all law enforcement participants in the future.

What is the NCP? IADLEST's National Certification Program is a content-driven certification program whereby objective, unbiased, and expert curriculum design and subject matter experts review and assess training materials. When an NCP seal is earned from this third-party evaluation, POST directors, training academy directors, criminal justice professionals, and training providers can be assured the training program is current, engaging, legally defensible, and appropriate to the target audience.

When did this all happen? On June 1, IADLEST Executive Director Mike Becar led a panel of law enforcement and technology experts to announce the launch of NCP, provide important background information, and answer audience questions. The panel consisted of Kim Vickers (Executive Director of TCOLES), Peggy Schaefer (NCP Director at IADLEST), Dave Harvey (Executive Director of MCOLES), Ari Vidali (CEO of Envisage Technologies), and Gordon Graham (Graham Research Consultants).

Panelists explained many aspects of the new program to clarify the intention and process of

national certification. Topics discussed included the history behind this push for national certification and how everyone can get involved to make NCP a success.

The full webcast can be viewed at <http://webcast.iadlest-ncp.org>.

What are we trying to accomplish with national certification? We all desire the best training for our criminal justice professionals to help them protect and serve the public and for them to do this safely, legally, and judiciously. However, because standards vary widely throughout the U.S., it is difficult for providers, participants, and agency heads to compare training programs or to know which programs are functional and appropriate for individuals.

Some states have rigorous standards and lengthy review processes for particular types of training and other states have minimal or no training standards for their populations. This leads to training that is inconsistently delivered, not legally defensible, and of poor quality.

The goals of this certification are to ensure law enforcement professionals receive the very best training this country has to offer, to provide agencies credible training products that can be used for basic and in-service training, and to offer training providers a single place to get their courses certified and accepted across the nation.

How is this new certification going to benefit you? The panel explained the benefits and the rationale for this new certification.

Training coordinators, academies, POST, and agencies will benefit because

- Rigorous processes for evaluation are being used.
- Litigation will be reduced by providing third-party evaluations.
- Nationally-recognized experts are being leveraged to evaluate the training.
- Training certified by IADLEST is completed at a higher standard than any single state's certification process.

Officers will benefit because:

- Quality training is vetted by third-party experts.
- Knowledge that in-service training courses will count in their state.
- Training will follow them if they change jobs, even from state to state.

Training providers will benefit because:

- Money and time will be saved by certifying training with only one organization, rather than each individual state.
- Certified training is accepted by 27 states (as of today) with anticipation of all 50 states joining.
- Expert and student feedback will provide valuable information to make their training products better and more desirable.
- Their training will be listed in the national certified training catalog promoted by IADLEST to all state agencies.

How can IADLEST do this nationally? The IADLEST Executive team knew the only way to make the National Certification Program happen was using and leveraging technology. IADLEST partnered with Envisage Technologies to create a process and platform for the NCP within FirstForward™, the first professional learning network designed exclusively for first responders. Envisage Technologies and IADLEST share a deep passion for ensuring quality training programs reach those who need it the most. Envisage has the tools to provide a method for training providers to submit courses for national certification, for IADLEST to review and track certified training, and for officers to control a portable training record they can take with them anywhere in the nation.

How does it work?

Training Providers

Sign up for a NCP provider account, add a course, and then apply for national certification. Pay for the certification. The price includes a \$150 application fee plus a charge per Continuing Education Unit (CEU) of the course. In-person courses are \$25/CEU hour, and online courses are an additional \$165/CEU hour additionally. *Example:* To certify a one hour course would cost \$175 if it was an in-person course or \$315 if it were an online course. Once IADLEST receives the provider's application, course materials, and access to training content, the NCP Director assigns an expert reviewer(s) to

evaluate the application. The evaluation may take up to 30 days.

When the review is complete, the provider will be given a detailed report with feedback on the course. If the course is approved for certification, it will be awarded the NCP seal and marked in the catalog to indicate it is nationally certified by IADLEST.

Training Coordinators

Sign up for NCP to access all of the nationally certified courses in the catalog. Purchase courses from the catalog and assign them directly to the officers in their agencies. Receive completion records for the participants, forwarding the training results to your POST.

Law Enforcement Professionals

Sign up for NCP to access assigned or purchased nationally certified courses. Receive a certificate for the course. After completing the online or in-person course, your personal training record is updated to reflect the outcome. Provide valuable feedback about the course experience that is shared with the providers and IADLEST to ensure quality training.

You can help: First, go to our new NCP site (<http://iadlest-ncp.org>) and learn more about this new undertaking. There, you can see the current states supporting the new certification and view video comments from various stakeholders. The website explains why the NCP is important for trainers and providers, delivers Frequently Asked Questions (FAQs) about the program, and provides standards checklists for both online and in-person training.

Next, register with the National Training Catalog. By signing up for a NCP account, you will be notified as new certified training becomes available. In fact, some training coordinators and providers may already have been or soon will be contacted by Envisage Technologies to help with your registration process. Many POST Directors have already embraced this effort. Now is the time to act!

As Mike Becar said near the end of the June 1 webcast, "The strength of this program is directly proportionate to your participation. It takes all of you to make this successful." Help us make NCP a success.

**WHITE PAPER:
CONVICTION PETITIONS
AND THEIR EFFECT ON
LAW-ENFORCEMENT OFFICERS**

by: Thomas F. McGreal Wicklander-Zulawski & Associates and Joanne Ryan, Cook County State Attorney's Office.

Both men and women have alleged that they had been arrested, charged, convicted, and incarcerated for crimes they did not commit. Illinois and other states have initiated Post-Conviction Hearings, designed as a limited review to ensure that court convictions are constitutional. The incarcerated (petitioner), in these cases, must show that he or she suffered from a substantial denial of his or her constitutional rights during conviction proceedings or show factual errors, unknown and undiscoverable at the time of trial, that would have prevented conviction, sentence, or both. Claims of actual innocence, by the petitioner, must be predicated on newly discovered evidence that could not have been discovered earlier. This evidence must be material, non-cumulative, and of such a conclusive nature that it would probably change the result at retrial. (725 ILCS5/122-1)

The authors, during the course of their tenure in the Cook County State Attorney's Post-Conviction Unit, have conducted numerous Post-Conviction Investigations. In the vast majority of these cases, petitioners filed claims of actual innocence, based on newly discovered evidence not known or discoverable at the time of the original court proceedings. A brief synopsis of some of these claims is listed below. Later, in this narrative, we will expand upon individual concerns that may rise with each issue.

In some of these cases, Deoxyribonucleic Acid (DNA) testing of genetic materials identified the actual offender, exonerating the person accused and incarcerated for the crime.

In recent years, the fire science leading police and fire investigators to detect the "cause and origin" of a fire has changed. As a result of this new "Fire Science", person(s) previously convicted of a crime involving Arson/Murder

have been granted a retrial(s).

In other cases, witnesses not known, available, or not called to testify at the time of trial are discovered. In some cases, petitioners blame their own attorneys for failing to call witnesses who were available and willing to testify. Victims and witnesses have also been known to recant previous statements and identifications, casting doubt upon convictions.

Police officers, detectives, and their supervisors have been accused of patterns and practices of misconduct which may cause innocent persons to confess to a crime he or she did not commit. The alleged form(s) of misconduct include, but are not limited to, failure to conduct objective investigations, physical abuse, inappropriate identification procedures, and the use of questionable interview and interrogation techniques.

Post-Conviction Petitions have alleged that some criminal suspects possess a low intelligence quotient (IQ). It has also been alleged that, due to the low IQ, the suspect did not understand his or her constitutional rights and are more susceptible to giving a false confession.

Police officers, detectives, investigators, their supervisory staff, and even prosecutors and defense attorneys are being called back to testify regarding post-conviction investigations long past the arrest, charging, trial, and conviction of the person arrested for a crime. In many cases, the accused officers have retired from active service. In some of these cases, these same officers are accused of wrongdoing that led to the incarceration of a person innocent of the charged offense. The local media often broadcast the allegations, and the accused officer(s) suffer from public embarrassment. This embarrassment is often magnified by a media that is often biased in favor of a defense team supplying the media with allegations and theories of how the misconduct occurred. Only on rare occasions does the agency representing the officers publicly defend the accused. The stakes are too high. The agencies representing

the accused have the “deep pockets,” meaning, if the allegations are proven, they are the source of the monetary judgments against the accused officers. As a result, the public agency does not want to present any information that will damage their defensive posture in court. In recent years, along with the high judgments and settlements against the accused entities, police officers are being assessed punitive damages. In these cases, police officers are ordered to pay portions of the damages out of their own income. If the allegations are proven, this can be devastating for the involved officer. Even if the officer is exonerated, the mere threat of an unwarranted financial loss can create great emotional pain and suffering for the officer and his or her family.

The purpose of this narrative is not to discuss the rogue police officer or prosecutor who intentionally fabricates evidence to incarcerate and convict a person they know to be innocent. These individuals, when discovered, will be handled by the criminal justice system. They, when discovered, will face civil liabilities, along with possible loss of employment, and incarceration.

This narrative is being written to inform the uninformed police officer or detective, not to discourage police personnel from pursuing their sworn oaths as representatives of the court. The goal is to bring light upon concerns that arise during Post-Conviction Investigations. Some post-conviction accusations may never be avoided. Issues, such as false allegations against police officers and prosecutors are determined by the actions of others and must be litigated by the court system. Like innocent persons accused of crimes they did not commit, police officers and prosecutors are also subject to false allegations.

During the course of their service with the Cook County Post-Conviction Unit, the authors have seen common allegations against police officers that re-occur during the course of post-conviction investigations. In some of these investigations, the previously convicted inmates were released from prison. In other cases the

convictions were upheld. The allegations observed are repeatedly seen in Post-Conviction Petitions against accused officers. As a result, these same police officers are subject to possible civil actions, including punitive awards to the alleged wronged party.

The authors are aware that this is an extremely emotional issue because of constant criticism leveled at the police by the media, researchers, and citizens. During the past two years, the authors Thomas McGreal and Joanne Ryan have discussed these issues with the Chicago Police Department Detective Division, during the Lead Homicide Investigators Refresher Course, mandated by the State of Illinois. During these sessions, common opinions are voiced by the attending detectives.

The vast majority of police officers, detectives, and investigators consider their employment as a profession. They have a desire to protect the citizens of their communities and live by the oath they took when hired. These same officers are discouraged when they feel their efforts are not appreciated. They feel they are under siege by a media that appears to be willing to print any defense theory as fact. They are also frustrated by their own agencies’ refusal to publicly come to their defense. Police officers are aware there is a segment of the population that believes the news media would not be allowed to print accusations unless true. The accused officer’s embarrassment of the allegations is magnified when friends and acquaintances appear to be treating him or her differently. Police officers are also aware of the fame and financial reward gained by an attorney that can win a Post-Conviction Motion resulting in the release of his or her client. Police officers often question the integrity of attorneys who only search for facts that benefit their motion, disregarding the truth.

The authors believe an informed police officer and detective can objectively examine behavior that may lead to an innocent person confessing to a crime he or she did not commit. If the individual police officer or detective is

exhibiting these behaviors, then change is needed. The consequences of ignoring these warnings are too great to ignore. Not only will the individual police officer and detective suffer the consequences, but their parents, wives, husbands, and children will also feel the effects of their actions.

It is suggested that law enforcement officers objectively examine the following issues that must be addressed during post-conviction investigations. It is requested, after analyzing the following information, that the individual officer or detective determine if there was anything that the individual law-enforcement officer could do to prevent their actions from causing any needless negative impact upon himself, herself, or the suspect.

The Testing of Genetic Material: In many cases, the credibility of deoxyribonucleic acid (DNA) testing of the genetic material of incarcerated persons reveal that some persons accused of committing crimes are falsely accused. Police officers and prosecutors generally acknowledge that DNA testing of a subject's genetic materials is a credible science that can be trusted, although all possible explanations must be examined prior to the completion of a thorough, objective investigation. The personal and financial stakes are extremely high for all involved parties. The officer, detective, and/or prosecutor may have arrested and charged the incarcerated subject and are liable. Freedom and huge financial rewards are likely for the freed inmate and his or her attorneys. Cases of inmates fabricating evidence for the purpose of being released or assisting others to be released from prison are common. If a guilty inmate can convince the court system that he or she is innocent, they may seek a Certificate of Innocence. If a Certificate of Innocence is awarded, that person can more easily sue the offending parties and receive a huge financial judgment or settlement. Civil actions are common, resulting in high awards including punitive damages to the wrongfully convicted. As a result, an investigation is not complete until all reasonable reasons why DNA testing did not implicate the person charged must be explored.

The investigation should remain objective and not unduly delay an obviously innocent person's being incarcerated for a crime he/she did not commit.

New Science: In recent years, the fire science leading police and fire investigators to detect the "Cause and Origin" of a fire has changed. In some of these instances, the court has ordered a retrial of the incarcerated subject. Due to the passing of time, death, or recantations of critical witnesses, destruction or degradation of key evidence, further prosecution is no longer possible. Witnesses and police officers may no longer be available to testify. The affected agency may no longer have enough evidence to proceed with trial, and the incarcerated is released from custody. In these types of cases, because of the inability to conduct another trial, it may never be known if the incarcerated subject was guilty or innocent of the offense. Cases of this type are currently pending, and it has not yet been determined how they will affect the individual police officers and detectives involved.

Witnesses: An Illinois Post-Conviction Petition is initiated by filing with the clerk of the court of conviction a petition (together with a copy thereof), verified by affidavit with supporting documents. (725 ILCS 5/122-1).

A substantial number of Post-Conviction Petitions filed show new witnesses, not known at the time of the original trial. During the course of their tenure with the Cook County State's Attorney's Post-Conviction Unit, the authors and their co-workers were charged with locating and conducting interviews of these new witnesses. During the subsequent interviews, the vast majority of the new witnesses freely made admissions that the information supplied on their affidavits were false. Various reasons were given for the misinformation ranging from intimidation to trying to help a friend.

In other cases, Post-Conviction Petitions are filed, alleging that witnesses were available and willing to testify at the time of the original court proceedings that led to conviction. In these

cases, the petitioner alleges his or her own attorney, at the time of the trial that led to conviction, was ineffective because he or she failed to call a witness who was available and willing to testify in his or her defense.

Interviews with the affected attorney usually reveal that the determination not to call a particular witness was trial strategy. The witness was not consistent with their version of events. In these cases, it was the opinion of the affected attorney, if called to testify, the witness would cause more harm than good. In most cases, these types of allegations do not directly affect the police officer or investigator.

Patterns and Practice of Police Misconduct:

Post-Conviction Petitions alleging police misconduct are common. The agency representing the police officer has the “deep pockets” and is the source of large rewards to the successful petitioner. Post-Conviction Petitions often allege coercive tactics by the police that resulted in a coerced false confession. The coercive techniques include physical abuse, depriving the petitioner of bathroom privileges, lack of food, lack of rest, intense interrogation for extended periods of time, and the investigating detectives supplying the petitioner with the information contained in the confession. Some petitioners allege they believed they could go home if they supplied the detectives with the false contents of the confession. Law enforcement officers must allow suspects access to bathroom facilities, when needed. An adequate amount of food and rest should be supplied to subjects in custody, and reasonable time periods should be dedicated to interviews and interrogations. All forms of physical abuse must be avoided.

On occasion, petitioners who have alleged giving false confessions have later recalled they were incarcerated at the time of the actual crime. Petitioners also allege the content of their confessions were supplied to them by the investigating detectives. These incidents are especially troubling if there is credible documentation to their incarceration. If the petitioner’s confession includes specific details of the crime, unless another source can be identified, it is inferred that the information was

supplied to the petitioner by the investigating detectives.

Post-Conviction Petitions and subsequent investigations by the defense have alleged the police have not documented information beneficial to the defense. All relevant information should be documented, whether it benefits the victim or the suspect.

In some instances, law-enforcement personnel are focused on a probable suspect when they conduct a witness interview. The new witness may allege a totally different person is the actual offender. In some cases, the previous suspect has been charged with the crime. This information cannot be ignored. A thorough and credible investigation must be conducted and documented regarding this new information. If not, this information will surface during a post-conviction petition, possibly fifteen (15) or twenty (20) years later, causing great concern to the affected personnel

It is always an issue during investigations if a witness does not initially identify an offender and later identifies the subject as the offender. It is even more troubling if the offender has had encounters with the witness in the past. This is a credibility issue that must be addressed. Fear may cause a suspect to want to avoid retaliation or may caused the subject to finally decide to identify the alleged offender. Cases of this sort must be documented thoroughly. As in all cases, the investigating officers or detectives must seek and document as much corroboration as possible.

It is common to see a witness recants during post-conviction motions. In some of these cases, the recants have occurred after being visited by the defense many years after the petitioner’s conviction and incarceration. If an individual recants a previous identification, unless it can be attributed to undue influence by another source, there is not much the affected officers can do after the fact.

Problems arise when the recanting witness now alleges that he or she was coerced by the police into making the original identification. Law-

enforcement personnel should pay particular attention to the verbiage used by the witness when identifications are made. Is it truly a positive identification? Document all actions and statements made during identification procedures. Separate witnesses and victims prior to viewing suspects and do not allow them to converse until after the procedures are complete. Make it certain to the person viewing the line-up that you do not know if the offender is in the line-up. People want to pick an offender if they believe the offender is actually one of the persons in the line-up. People have a tendency to pick the person who most resembles the offender. After the line-up is complete, do not tell the witness or victim the position of the suspect in custody. You do not want the suspect's description repeated to other possible viewers. In the past, it has been alleged that investigators conducting line-ups, through their own body behavior, paid obviously close attention to the person viewing the line-up while the suspect was being observed. It is alleged that this unconscious behavior identifies the targeted suspect to the viewer.

Law-enforcement officers should be extremely careful in the manner in which they question subjects. Care should be taken to avoid the presentation of specific case information during the interview or interrogation. When conducting interviews and interrogations, law-enforcement officers should ask as many open-ended questions as possible. An example of an open-ended question would be, "Tell me everything that occurred between the time you learned of the murder and the time you were arrested." This type of question asks for a broad amount of information and allows the subject to respond with whatever information he or she chooses to divulge. In many cases, the person interviewed expects to answer specific questions. The person interviewed does not expect to respond to such an open-ended question. Much additional information can be gathered in this manner. After asking the open-ended question, it is extremely important that the officer does not interrupt the subject, interjecting a more specific question regarding a topic the subject of the interview has mentioned. This will stop the flow of information. If the subject pauses to collect

his thoughts or see if you will accept the response as complete, the interviewer should remain silent. Silence is extremely uncomfortable for most people. The patient officer will usually find the subject of the interview will fill the silence by supplying more information.

Law-enforcement officers should limit their use of leading questions. Leading questions lead the subject of an interview in a particular direction. A leading question also supplies the subject with specific information regarding the information sought. Leading questions that supply specific crime scene information should be completely avoided. An example of type of question would be, "Where did you get the steak knife you used to kill the victim"? (Of course, this type of question would be appropriate if the subject previously said he killed the victim with a steak knife.) Another inappropriate form of a leading question would be, "Did you get the steak knife from the kitchen drawer?" Both of these example questions are inappropriate because they let the subject know that a steak knife was used to kill the victim, and the steak knife had previously been located in the kitchen drawer.

Officers should also refrain from giving the subject of the interview their personal theories regarding how a crime was committed. For example, "John, let me tell you what I think happened and you tell me where I am wrong." The officer then relates his theory of the case, revealing specific information regarding the crime that an innocent person would never have previously known. Depending upon the length and manner of the interrogation, these tactics could cause an innocent person to give a convincing confession with information only the true offender would know.

Pay special attention to the construction of questions asked during an interview or interrogation. Is the form of questioning used revealing more information than intended? Law-enforcement officers should ask the suspect to define all unusual slang or

terminology used by the suspect. This practice avoids any misunderstanding later regarding what the suspect really meant when he or she used those terms. The terminology used by the law-enforcement officer should be directed to the intelligence level of the suspect. It may be useful for the officer to question the suspect regarding his or her understanding of the terms used during the conversation.

In some post-conviction petitions, it is alleged petitioners possessed low Intelligence Quotients (IQ's) and did not fully understand their Constitutional Rights per Miranda or the consequences of their speaking with the police. Law enforcement officers should change their vocabulary to suit the intelligence of the subject. Directly asking a subject of the meaning of specific statements will better inform an investigator of the subject's understanding of a specific topic. Law enforcement officers should also consider a subject's educational level and prior experience with law enforcement. All attempts to ensure the person interviewed understands the entire interview process should be documented completely.

Post-Conviction Petitions and subsequent law suits are causing great concern, throughout the country, to police officers and their families. The advent of DNA technology and subsequent investigations regarding wrongful convictions has shown to most reasonable law enforcement personnel that there are some persons incarcerated for crimes they did not commit. The authors are also aware, through their personal involvement in post-conviction investigations, that some incarcerated persons use post-conviction hearings as an unwarranted opportunity to seek release from incarceration and gain a huge financial reward through a subsequent law suit. These opposing facts cause concern and cognitive dissonance to many law enforcement officers. The individual officer does not want to see a person wrongfully convicted and incarcerated, yet the same officer does not want to see a person using deception to gain an unwarranted release from prison and financial gain at the officer's expense.

It is strongly suggested, during investigations, that investigating officers and detectives examine the methods they use to conduct their investigations; be open to reasonable criticism from the critics of police methods; be objective and consider alternate theories; document everything; even negative information; check and document all alibis; control your investigations by asking, "Who had access to the suspect while in custody?" "Could the suspect have obtained critical scene information from another source?" While conducting your initial crime investigations, think of a future post-conviction petition. Investigating officer and detective should ask themselves, "Who could supply the suspect with a possible alibi in the future?" If possible, while the suspect is in custody, investigating detectives should seek the suspect's family members and close associates for their knowledge of the suspect's actions at the time of the crime. Document and corroborate this information thoroughly. It will lock close family members and associates into a statement that can be impeached if changed in the future.

Since the early 1990's segments of the public have developed a negative attitude towards policing in America. The advent of DNA technology and the release of individuals wrongfully incarcerated have encouraged citizens to question the police approach towards arrests, interviews, and interrogations. Media reports and video recordings of actions by individual police officers during arrest situations have fed the negative discourse. Law suits, requiring large judgments or settlements taken from taxpayer funding, increases the public's mistrust of the police. Ultimately, the public will decide the style of policing that will occur in the United States. Now is the time for police officers to examine their behavior and question if their behavior is placing themselves and their families at risk.

Law enforcement officers should understand some post-conviction petitions many not be avoided. These petitions may include but are not limited to inmate collusion, witness recantations without collusion, ineffective assistance of counsel, new science, and new

information not known at the time of the trial. There is not much the individual police officer can do to prevent these actions from occurring.

An informed law enforcement officer should be a more prudent officer. A prudent officer or detective should objectively focus on behaviors and actions that may be placing his/her career in jeopardy. The consequences of disregarding current attitudes towards policing are too great to ignore.



About the authors:
Thomas F. McGreal is a Certified Forensic Interviewer (CFI). He retired from the Chicago Police Department, as a detective, with twenty-nine (29) years of service. Thomas served as an investigator with the Cook County State Attorney's Post-Conviction Unit for six (6)

years. Thomas McGreal is currently employed by Wicklander-Zulawski & Associates as a Speaker and Consultant.



Joanne Ryan is a Certified Forensic Interviewer (CFI). She served ten (10) years as a probation officer with the Cook County Adult Probation Department. Joanne has been employed, for the past fifteen (15) years, by the Cook County State Attorney's Office. Joanne served as an investigator with the Post-

Conviction-Unit for twelve (12) of the past 15 years. Joanne Ryan is currently assigned to the Human Trafficking Unit of the Cook County State Attorney's Office.

ROGUE COPS SHOULD NOT BE RECYCLED FROM ONE POLICE DEPARTMENT TO THE NEXT

*by: Roger L Goldman, Professor,
St. Louis University School of Law*

“State police licenses can play an important role in protecting the public from dangerous officers, especially if they can be revoked.”

The article appears online and summarized efforts to address officer misconduct and use of the IADLEST National Decertification Index. The author suggests state legislation to move beyond merely revoking license of unfit officers and encourages police departments to conduct comprehensive background checks to ensure that officers candidates meet minimum standards. For the full article refer to:
<http://www.theguardian.com/commentisfree/2015/may/20/rogue-cops-should-not-be-recycled-from-one-police-department-to-the-next>

NW3C OFFERS COST FREE ONLINE TRAINING

by: Mark R. Gage, Deputy Director, National White Collar Crime Center

The National White Collar Crime Center (NW3C) recognizes the training needs of the law enforcement community to combat evolving financial and high-tech crimes. For more than three decades, NW3C has worked to support the efforts of state and local law enforcement through its instructor-led training, technical assistance, and research. Tens of thousands of officers have received training nationally. Today, NW3C continues to strengthen its mission by expanding its training and resources into an online learning environment.

NW3C's online courses and resources are available to all members of the law enforcement community at no cost.

Personnel who complete the online registration process can be verified, receive a login and password, and access online courses and resources within minutes. Users can access online content 24/7 an unlimited number of times. All courses and resources feature digital bookmarking, which allows users to learn at their own pace across multiple sessions and devices. Certificates will be issued with successful course completion, and may be printed by the student.

Synopsis of Online Training: NW3C offers online courses addressing high tech and financial crimes, delivering interactive content. Once registered, users will have access

to the full catalog of courses and resources covering topics of basic computer usage, identification and seizure of electronic evidence, understanding legal issues of digital evidence, human trafficking, social media, and more.

Specify current course offerings and included topics of interest for each course.

- **Basic Computer Skills for Law Enforcement** provides entry level instruction on using a computer featuring the Microsoft Windows operating system. Users will be familiarized with the desktop environment, hardware identification, file system management, and program installation. Skills acquired in this training are utilized in NW3C's online courses.
- **Identifying and Seizing Electronic Evidence** trains users on the identification and preservation of electronic devices and hardware containing digital evidence.
- **Encryption** presents the fundamental concepts and best practices of identifying and handling encrypted computers and electronic devices.
- **Human Trafficking Awareness** delivers basic information on types of human trafficking, how to identify trafficking situations through victim behavior and physical indicators, and resources available to law enforcement.
- **Legal Concerns for Digital Evidence Responders (7-part series)** delves into the legal realm by introducing terminology, best practices, and common scenarios when responding to and investigating high-tech crime.
- **Overview of White Collar Crime** provides a high level perspective on financial and digital crimes that have a devastating impact on the U.S. economy. Users will be presented with various types of fraud and schemes, a glimpse into money laundering, victim scenarios, criminal elements, and law enforcement resources.
- **Social Media 101 – What Law Enforcement Needs to Know** is an entry level course that quickly familiarizes users with the current climate and functions of

various social media platforms including Facebook, Twitter, Instagram, Snapchat, and more.

Eligible users can quickly access resources on intellectual property crime, insurance fraud, and white collar crime statutes by state on the online training page.

**VICTIMS OF TRAFFICKING
ACT OF 2015**

*by: Alejandro N. Mayorkas, Deputy Secretary
U.S. Department of Homeland Security*

I applaud the Congress for its bipartisan support and passage of the Justice for Victims of Trafficking Act of 2015. Under the leadership of Secretary Johnson, we will work quickly and comprehensively to fulfill the promise of this new law, which improves upon the efforts of several federal departments and agencies to combat human trafficking, and establishes two new provisions to further the Department of Homeland Security's efforts.

The Act recognizes and authorizes ongoing activities of the Human Exploitation Rescue Operative Corps – a program currently operating within the U.S. Immigration and Customs Enforcement (ICE) – which recruits and trains wounded, ill, or injured active duty service members and military veterans for employment to support law enforcement in the area of child exploitation. The Act also formally authorizes ICE's Cyber Crimes Center, which plays an integral role in supporting cyber investigations related to child exploitation, online financial fraud, and identity theft. Additionally, under the new law, relevant DHS personnel will receive regular training on how to effectively deter, detect, and disrupt human trafficking.

These provisions are significant as we advance our efforts every day to combat human trafficking. The DHS Blue Campaign will continue to unite the efforts of our components, working in collaboration with law enforcement, government, non-governmental and private organizations, to protect the basic right of freedom and to bring those who exploit human lives to justice.

**OFFICER SAFETY:
THE MOST COMPLEX AND PERSONAL
ISSUE IN LAW ENFORCEMENT**

*by: Danny Rosa, Senior Staff Member, Michigan
Commission on Law Enforcement Standards*

Who is the quintessential “safest” member of law enforcement? Is it the hypervigilant rookie, the tactical genius, the smooth-talking investigator, the athletic bicycle cop, or the seasoned veteran? Which is more likely to affect the everyday behavior and decision making of these officers: an 8-hour block of training or the officer’s attitude, life-long habits, and deep-seated beliefs?

As veteran trainers, we recognize the message of these thought-provoking prompts: officer safety is complex, multidimensional, specific to each situation, and heavily influenced by our abilities, behaviors, and overall personality. Officer safety is affected by many variables and ever-changing circumstances, with the only constant being the personal attributes and “world view” of the individual officer involved. When we bring all the relevant elements of officer safety together in a balanced and practical manner, it likely makes us safer. Yet, when germane components are missing, it likely increases our risk. Since we never know which officer safety concept will be needed in the next situation we face, mastering only a few does not necessarily enhance our safety.

For example, athletic prowess alone may not be as essential in a gun fight as combat tactics, weapons proficiency, and the ability to perform during life-threatening stress. Similarly, tactical communication might not be sufficient to arrest an ex-con who has already decided he’s not going back to prison, no matter what we say, or how we say it. Even the ability to recognize danger signs does not necessarily enhance our safety unless we react to them appropriately. Finally, experience and street smarts might not get us through a life-threatening encounter if we are not mentally and emotionally prepared to deploy deadly force.

Simply stated, officers who have the “entire package” are most likely the safest. This includes simple habits like wearing a vest and

seat belt (tenants of Below 100), more complicated skills like tactical movement and control techniques, and personality traits like communication skills and the constant quest for additional training.

We assess student-officers during training sessions and notice that some are physically inferior, tactically unsound, or not aware of their surroundings. We identify the warriors and guardians as well - the ones we believe are engaged in training and seem sufficiently prepared for the dangers of the profession.

What is not emphasized enough is the simple notion that our attitude and world view have a strong influence on our daily behavior and personal safety. A common example of this involves an officer who unconsciously believes “it will not happen to me.” This officer will be less likely to realize the importance of officer safety, less motivated to embrace training, less likely to change dangerous behaviors, and ultimately less prepared to handle an emergency situation.

Warriors and guardians can be negatively influenced by personality traits as well. The annual FBI findings in the Law Enforcement Officer Killed and Assaulted report (LEOKA) point to overconfidence, failure to request or wait for backup, and rushing in without a plan as contributing factors in some officer deaths.

We all fall somewhere on the officer safety “spectrum,” naturally good at some components and dangerously weak at others. Where we land on the spectrum is likely the result of training, proficiency, attitude, and personal attributes. The key to officer safety training is to start with a self-assessment to determine one’s strengths and weaknesses. Once officers realize where they fall on the spectrum, and why, they can focus on their vulnerabilities and make improvements (if they choose).

The Michigan Commission on Law Enforcement Standards (MCOLES) recently decided to emphasize the individuality of officer safety. In a newly developed advisory in-service training standard for officer safety, the first training

objective causes each student-officer to complete a self-assessment. The instrument consists of 75 affirmative statements that describe behaviors, beliefs, and personal attributes that help mitigate officer risk. Officers read the statements and then rank their agreement with each statement on a scale from 1 to 5 (1 = Strongly Disagree; 5 = Strongly Agree), where higher numbers equate to safer officers.

The intent of the self-assessment is to: 1) make officer safety personal to each officer, 2) highlight strengths and weaknesses so officers realize in what areas they need improvement, 3) demonstrate that one's attitude and world view influences behavior and decision making, and 4) provide relevance and value to any subsequent training in officer safety.

The statements are grouped into common officer safety categories (Mindset, Awareness, Communication, and Tactics) and less common categories (Emotion, Decisions, and Personality). Most statements could be placed in multiple categories. Some statements are obvious in their connection to officer safety, like the statement that refers to recognizing tell-tale signs of armed individuals. Other statements are less obvious, like the one that refers to handling a "contempt of cop" situation, the one that refers to taking "shortcuts" to increase productivity, or the one that refers to the ability to maintain control or "turn it off" after feeling the adrenalin rush of a physical altercation.

This assessment is a "living" document because these statements can be modified or changed as research, feedback, or local incidents highlight more pressing issues related to officer injury or death. As you review the self-assessment, you will undoubtedly think of a handful of officer safety issues that you would like to add to the list of statements.

A self-assessment should be without negative ramifications to the officers if we expect them to be honest and accurate. This could be achieved by keeping it confidential and anonymous so the officers would not fear admitting their shortcomings. Whether your next training

session is full of "Ninja Warriors" or below average officers, every one of them can benefit from self-awareness in the area of officer safety. Bottom line, officer safety training should not be a "one-size-fits-all" proposition because it is actually a very personal endeavor.

To get an electronic copy of the MCOLES Advisory In-Service Training Standard in Officer Safety, contact Danny Rosa at (517) 322-6449 or rosad@michigan.gov.

WHAT BRAIN SCIENCE TELLS US ABOUT LAW ENFORCEMENT TRAINING

*By: Wayne Carlson, Senior Staff Member, Michigan
Commission on Law Enforcement Standards*

Take a moment and think about how you make decisions. Consider choices like buying a house, completing tax forms, selecting a restaurant, buying a car, choosing health insurance, and so on. In general, how would you describe your decision making? When asked, most people say they are analytical, reasoned, and logical when making important choices in their lives; but the latest findings in the cognitive sciences indicate most people are wrong. In fact, it has been shown that the great majority of our decisions are impulsive, intuitive, and reactive. We most often make decisions based on information in front of us and ignore other relevant facts and data. Experts estimate that over 95% of our decision making is most likely unconscious. It's hard to believe that so many of our choices can be characterized this way, yet most decisions in life, even those we think are carefully evaluated, are predominately instinctual. Analytical choice may not be so analytical after all.

We at the Michigan Commission on Law Enforcement Standards (MCOLES) have been thinking about thinking for some time now. We believe the latest findings in the cognitive sciences on rational choice have important implications for law enforcement training. Patrol officers make decisions on the job the same way as everyone else and law enforcement training must match the realities of the profession.

At the heart of the cognitive research is the idea that all of us make decisions based on intuition, mental frames of reference, and past experiences. Here we rely primarily on the studies by Daniel Kahneman (*Thinking, Fast and Slow*), Gary Klein (*Sources of Power*), and Leonard Mlodinow (*Subliminal*). Malcolm Gladwell popularized instinctual decision making in his bestselling book *Blink*. These theories of irrational thought, honed over decades of experimentation, are now supported by the latest scientific technologies, particularly functional magnetic resonance imaging (fMRI).

To make things simple, experts divide the brain into two main agents, called System 1 and System 2. System 1 monitors the environment and makes quick, automatic decisions. It is impulsive, habitual, and unconscious. System 2 is the analytical side of the brain. It is slow, effortful, and lazy, but is responsible for conscious thought, analyses, and reflection. For example, multiplying two large numbers together requires analytical thinking but driving a car is primarily a System 1 operation. System 2 shapes judgment and monitors the impulses of System 1. What is new in the cognitive sciences is the large extent to which our decisions are governed by unconscious processes, even in complex situations that call for analytical thinking.

System 1 is important. If we relied on System 2 alone our brains would be overloaded with information making rational choice impossible. In reality, a complex interplay between the intuitive and analytical takes place in the brain when we make decisions: but because System 2 is lazy and reluctant to engage, most of our choices are made on the basis of an intuitive feel for what should be done. It seems as if we have an unconscious mind and a conscious brain. Try a hands-on experiment with a computer version of how the unconscious mind works. Go to www.implicit.harvard.edu and perform one or two of the sample demos. This is what psychologists are talking about when they reference *implicit bias*.

We also make decisions based on our mental frame of reference or underlying belief system.

Framing is the way we make sense of the world around us and it includes our perceptions of people, things, and events. Mental framing goes by several names, including worldview, underlying belief, emotional intelligence, mindset, and schema.

We encounter framing all the time. Studies show that food products labeled “low fat” seem healthier to us even though they probably contain twice the sugar; we are more apt to buy German wine than other types when German music is playing in the background; after 9/11, we declared a “war on terror” rather than talking about a criminal investigation; the political *right* talks about “climate change” while the political *left* talks about “global warming”; judges are more lenient with defendants after a good lunch; and we even have a tendency to marry those with a last name similar to our own.

The research shows that broader mental frames lead to better decision making, whereas narrow frames can produce stereotyping and bias. In law enforcement, think about a patrol officer who responds to a sexual assault. How an officer perceives the nature of rape and trauma may affect the questioning at the scene. If an officer does not understand how trauma can influence memory and recall, the statements of the victim may be confusing. In this sense, broad frames are more likely to lead to better investigations and narrow frames may lead to victim blaming. Or, consider an officer who does not know why a woman might stay in an abusive relationship or who thinks those with mental illnesses are always violent. Gary Klein, a social psychologist, has been studying professional decision making for decades. Instead of experimenting in clinical settings, he observed firefighters, pilots, and military strategists in real work environments and studied their decision-making processes. He found that professionals typically select a single course of action based on past work experiences because in real life there is usually no time to think analytically. Recognizing past patterns and outcomes produces a pathway to instinctual thinking.

Pattern recognition helps us interpret the environmental cues around us and our brain naturally categorizes incoming information. For example, we immediately classify people according to race, gender, and group membership. We need to make such groupings to survive in the world. If our ancient ancestors failed to categorize certain snakes as poisonous you wouldn't be reading this article. Our brains have a tendency to see patterns in most everything even when none exists. Go online and search "devil in the twin tower." Some say Satan appears in the smoke of the burning towers of 9/11.

In policing, patrol officers have an intuitive feel about what works and what doesn't work based on their past experiences. Over time, repeated calls for service eventually form patterns that become predictable. But Klein emphasizes that meaningful feedback is essential to interpret these patterns accurately. The idea for officers is to focus on the right trends, not the bad ones, and bring real meaning to their prior experiences. In professional decision making, pattern recognition eventually becomes judgment (System 2).

Unfortunately, we all have a tendency to accept information that confirms our inner beliefs and to reject information that conflicts with it. Poor decision making can result if based on incomplete or incorrect information. Experts refer to this as *confirmation bias*, which in policing can lead to overconfidence and complacency on the part of the officer. Pattern recognition is an important component of decision making, but the brain needs complete information to make good choices.

In training for recruits, basic academy instructors can put performance and experience in the proper perspective. In training for experienced officers, agency trainers, field training officers (FTOs), or colleagues can provide the meaningful feedback and guidance. Choices based on pre-existing protocols, as honed through trial and error, can improve judgment.

In his book *No Easy Day*, author "Mark Owen" of Seal Team Six, tells the true story of the killing of Osama Bin Laden. He writes how the team first planned for the mission (System 2) and then practiced a simulated raid over and over so procedures would become ingrained (System 1). But when the real mission took place, the team had to change their rehearsed procedures because one of the two helicopters crashed at the compound. These adjustments, made "on the fly," led to a successful outcome. Reactive decisions were made as the situation on the ground changed rapidly in real time (System 1). In policing, events may change rapidly as well. For example, a routine investigative stop can quickly escalate into a much more serious encounter for an officer.

We at MCOLES have always believed that problem-based learning (PBL) should be the primary teaching method for law enforcement training. We assumed the best way to train was to turn out officers who could think analytically and work reflectively through most situations once on the job. In a general sense, we prepare officers to think logically when making decisions. We continue to recognize the importance of analytical thinking, but in most situations officers generally go with their gut feelings. Training must address this reality.

We are now rethinking the role of PBL in the training environment. If officers actually make most choices intuitively and automatically, then training must match reality. During recruit training we should focus on ways to broaden mental frames and interpret scenario performance in meaningful ways so proper decision making can be developed. PBL then becomes a tool to achieve this goal rather than an end in itself. Officers need broad frames of reference so the right choices and the right behaviors can emerge when working the street. Broader frames lead to better decisions and fair policing. Recruit training should *create* broad frames of reference, and in-service training should *modify* existing frames when necessary.

But how do we create broad frames of reference? We believe that reality-based scenarios, case studies, paper-based problems,

and class discussions should be used in training as much as possible. Scenarios allow for immediate feedback, provide real life context, and bring meaning to past experiences. The neurosciences now support this view. It's the best way to move information from short-term memory into long-term memory for later recall. Basic skills and knowledge are essential ingredients of decision making; but if intuition is built on a past work experiences and mental framing, as the studies seem to show, guided performance in authentic environments best matches the realities of the job.

We don't have all the answers and the cognitive sciences continue to evolve, but so far the findings have helped validate outcome-based learning as the primary method for law enforcement training. Our thinking at MCOLES in this area will undoubtedly evolve over time as well, but the latest research in the neurosciences has shifted the way we at MCOLES conceptualize training and learning. Ultimately, it is the responsibility of our organization to ensure officers possess minimum competencies to perform their duties adequately. With this in mind, we intend to engage System 2 to help us along the way!

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About the author: Wayne R. Carlson is a training analyst with the Michigan Commission on Law Enforcement Standards located in Lansing, Michigan. His responsibilities include maintaining the validity and reliability of the basic training curriculum and the licensing examination for law enforcement officers. He holds a bachelor's degree in criminal justice from Michigan State University and a master's degree in the administration of justice from Virginia Commonwealth University. He has over 35 years of experience in law enforcement, including work in patrol, crime prevention, crime analysis, training, and criminal justice education and

testing. His research interests include outcome-based learning methods and behavioral measurement.

PLANNING FOR 21ST CENTURY POLICE TRAINING

Suggestions for Enhanced Scenarios
By: Terrence T. Gordon, Deputy Director,
Milwaukee Police Department

The police need better training—a common refrain made by many observers that equate prevailing attitudes and conventional wisdom with critical thought. Is this belief correct? Yes... *and* no. It depends. In my experience, training officers in six U.S. states and two Canadian provinces, I have found that most police training curriculum is well-planned and executed by officers that are better educated than at any time in our profession's history. Ten years ago, I have no doubt that this very sentiment was voiced by biased and partisan police authors—like me—writing for law enforcement publications. And 10 years before that, and 10 years before that... and each one of those authors was very likely correct.

A Golden Age? In my opinion, the rather one-sided national conversation about police training and tactics is doing more to divide and damage vulnerable neighborhoods than strengthen communities. That being said, this discussion on one hand has resulted in promising efforts to move our profession forward, such as the landmark final report of the *President's Task Force on 21st Century Policing*. On the other hand, however, it has resulted in violent demonstrations, the murders of two New York City police officers, resolutions made for the sake of political expediency, and police withdrawals from the very neighborhoods who need them most. While I believe in the necessity and see the benefits of this debate, it is missing a vital component: balance.

On the eve of the current firestorm, which I believe is beginning to recede, I had a conversation with Dr. Chris Kopacki, a former police officer and now program manager for the Virginia Center for Policing Innovation. Senior

police leaders were embracing community policing; local academic-practitioner partnerships were increasing; institutions such as George Mason's Center for Evidence Based Crime Policy were leading the way in combining research with practice; membership organizations, such as IADLEST, the International Association of Chiefs of Police, and others were championing issues like police professionalism, procedural justice, and the importance of ethical leadership. Dr. Kopacki and I believed that American policing was entering what history would remember as a golden age for training and strategy.

The events of 2014 and 2015 notwithstanding, I still believe that this is the case.

After the demonstrations have run their courses, media coverage has collectively moved on to the next social mania, and the current line-up of talking heads has tired of telling police leaders what to do from the safety of television studios, chiefs, sheriffs, and academy directors are left to get training and strategy right where it counts most—on the streets.

This article will offer a tool that I hope will assist in planning for the police training year. Not a how-to tutorial with step-by-step procedures and course content, I simply offer suggestions for “enhanced” scenarios that integrate progressive policing theories into our curricula and provide a platform from which others can create innovative training going forward. I believe that the key is not just an impressive line-up of stand-alone courses, but practical exercises that integrate concepts such as the science of bias, procedural justice, and crisis response into realistic scenarios and debriefs that generate discussion, understanding, and critical thinking.

Not Lecture or Scenarios, but Lecture and Scenarios: The enlightened trainer knows that, according to adult learning principles, sitting in a classroom and listening to lectures is not the sole best method of teaching, but there are undeniable benefits to classroom instruction. Lectures can deliver messages to large audiences, are effective for delivering large

amounts of new material, and ensure consistency, which is essential in regulatory professions such as policing. The disadvantages of lectures include uninvolved and inactive students, one-way communication, and the assumption that trainees will retain information and display proficiency in dynamic applications after internalizing material delivered in a passive manner.

Scenario training in police academies is used to test knowledge delivered in classroom settings as instructors provide on-the-spot corrections and quick after action debriefs that often begin with, “Very good, but...” and, “Next time...” Police trainers have known for years that there is no better way to train tactical principles and force decision-making than scenarios and practical instruction. I contend that well-planned and well-executed scenarios can also introduce progressive policing theories into our tactical responses through complex integration exercises with solutions beyond “shoot/don't shoot.”

Crisis Intervention: Police officers spend countless hours cultivating relationships with community and organizational partners. Specialty units, such as Crisis Intervention Teams (CIT) and Homeless Outreach Teams (HOT) develop close working relationships with medical health practitioners and service providers. What does this have to do with scenario training? Apparently nothing in most places. *But it should.* Imagine if in lieu of taking police action, in the middle of a scenario an officer pauses, disengages from an obviously mentally ill subject, and radios for CIT, crisis negotiators, or HOT? Imagine in simulated encounters with agitated subjects but no evidence of danger to the public, that instead of issuing commands and ultimatums, officers slow down, engage in empathetic professional communication, and provide a phone number or a pamphlet to loved ones that open doors to professional intervention and long-term support? These are anti-climactic scenario endings at best; but in the real world, anticlimactic endings could mean that officer and citizen have escaped life-changing critical incidents. We must train our officers in moving comfortably up *and* down use of force decision making models; and the

key in many instances is not de-escalation, but non-escalation in the first place.

Unbiased Policing: In conjunction with classroom instruction in the science of implicit bias, which is essential for understanding, scenarios can be designed that reinforce unbiased policing and the need to focus on cues rather than relying on preconceptions. For instance, officers entering the scene of a domestic dispute might incorrectly respond more aggressively to a male rather than a female subject, although both are equally hostile during the initial encounter. How will officers handle an LGBT arrestee during the search, conveyance, and temporary detention? Are they aware of agency policy? How do they communicate with a hearing impaired person or a person with limited English proficiency who initially appears to disregard commands in a tense situation? At a man with a gun call, are officers likely to approach the young black male in a hooded sweatshirt and ignore an older person who could be equally dangerous? Given that police officers will encounter increasing numbers of legally armed citizens, assessing decision making and approach considerations while confronting the implicit biases that all humans have can provide any number of opportunities for scenario designers to reinforce equitable and constitutional policing during field interviews, consent searches, and even unprovoked flight. In addition to fairness in decision making, biases can affect judgment from the aspect of safety. Missing cues because of a focus on personal characteristics can result in extremely dangerous and potentially disastrous lapses in attentiveness. On the other hand, biases can also lead to improper interpretations of innocent behavior with equally tragic consequences.

Procedural Justice: Similar to unbiased policing, procedural justice instruction should begin in a classroom and be reinforced with scenarios, keeping in mind that these ideas are not mutually exclusive concepts to be taught in isolation. In reality, an officer could encounter a situation in which he or she uses restraint, force, professional communications skills, and referrals in the course of a single assignment. Procedural

justice considers the public's perceptions of police tactics and treatment of people during encounters. Closely associated with legitimacy and unbiased policing, procedural justice encompasses ideas of fair treatment, respect, understanding, and input into decision making, and can be introduced into scenario training. Do officers ever encounter angry and excited family members during the course of an arrest? Do suspects who at one time called officers names or physically resisted arrest later request repositioning for comfort, a window lowered for air on a hot day, the medicine in their bedroom, or a puff from the inhaler in a pants pocket? I know firsthand of in-custody deaths surrounding these situations—one of which involved my 19-year-old relative who died in the back of a police wagon. Carefully groomed role players reacting to predetermined keys and triggers can provide innumerable opportunities for officers to engage in nearly all of the relational skills in which academies train.

Include the Community: At a recent citizen's academy, a group of community members was able to observe police officers engaging in vehicle contact scenarios during in-service training. Some of the citizens were allowed to participate as police officers while role-players' responses to them ranged from cooperating to fleeing on foot. The post-scenario debriefs proved enlightening to both officers and citizens as each group attended to the perspectives and concerns of the other. It was a valuable experience that we plan to replicate when possible. Most surprisingly, several citizens remarked that once they understood the dynamics and the potential for danger during felony stops, they would have engaged in more aggressive and heavier control talk sooner than the officers did.

I would recommend that trainers allow members from different segments of the community—media, neighborhood organizations, community activists, local politicians—to observe selected force decision-making scenarios. Using video cameras, the scenarios should be recorded. Prior to the after-action debriefs, officers should report their observations and actions as if they are being interviewed by investigators;

supervisors should document their accounts as if they are writing use of force reports; and citizen observers should recount what they have seen. The three groups should then view the video, which will both verify and invariably conflict with certain accounts depending on viewing positions, perception, or personal bias. Groups can be debriefed separately and then together, resulting in discussion and critical thinking that would be unique in modern police training. Facilitated properly, these enhanced scenarios and resulting conversations can be powerful consensus builders as all involved parties come to the understanding that group affiliations and past experiences can color recollections and beliefs even in the face of the same objective experiences.

Conclusion: Training, especially good scenario training, is resource intensive and takes planning. As a simple cost-benefit analysis, the opportunity costs of officers occasionally taken off the streets to train is less expensive than the loss of legitimacy that can accompany a tragic critical incident in which the agency is seen as complicit through failures of leadership and poor or nonexistent training. The suggestions in this article are intended to provide a basis for thought rather than a roadmap for detailed planning, and hopefully to assist in the evolution of the policing profession. This article focused on integrating progressive principles into scenario training, urging the introduction of restraint, de-escalation, and non-escalation into scenario design. This in no way precludes the necessity to train in the use and application of deadly force and less-lethal force options. Academies would be remiss by neglecting to train officers in the tactics that can keep them and others safe in the event of assaults that could result in bodily harm or death.

To pretend that becoming experts in relational skills and reducing the impact of bias in individual decision making will end the need for police to use force is not only unrealistic, it is downright senseless. However, to engage in force training in complete isolation from the complexities of police officers' true responsibilities, which require thinking and communicating the overwhelming majority of

the time rather than using force is equally nonsensical. The key to effective training is finding the correct balance by assessing the needs of the agencies and communities that we serve. Whereas quality training and enlightened policies might not work immediately to rebuild or maintain trust, the legacy of poor training can destroy it in an instant. It is imperative to not only develop officers with the mindsets of defenders of democracy and guardians of the public, but with the steadfast determination to bravely act in the face danger, take calculated risks, and confidently act in accordance with the best training that their academies can provide.

About the author: Deputy Inspector Terrence Gordon joined the Milwaukee Police Department in 1995. In his



career, he has worked patrol, crimes against children, violent crimes, and homicide. While in the Criminal Investigation Bureau, he served as a crisis negotiator and a supervisor of the Crisis Negotiators Unit, obtaining the rank of lieutenant of

detectives. As a captain, Deputy Inspector Gordon was assigned to the Office of the Chief and also served as the commander of one of the most challenging patrol districts on the department.

In 2013, Deputy Inspector Gordon was promoted to his current rank. He is a member of the Risk Management Bureau and director of the Police Academy and Regional Training Center.

He enjoys teaching investigative, professional development, and leadership courses at the Milwaukee Police Academy and at law enforcement agencies across the U.S. and Canada as a leadership consultant. He holds a bachelor's degree in business and public administration, a master's degree in criminal justice from Boston University, and is currently a student in the Business Psychology Ph.D. program at the Chicago School of Professional Psychology. Gordon is a proud graduate of the Police Executive Research Forum's Senior Management Institute for Police.



**WASHINGTON STATE CRIMINAL
JUSTICE TRAINING COMMISSION
SELECTS THE INFORMA SYSTEMS
TRAINING MANAGEMENT SYSTEM**

by: Mark P. Connolly, President, informasystems.com

Informa Systems, Inc., a world-recognized leader in law enforcement training, tracking, and reporting, announced today that the Washington State Criminal Justice Training Commission completed the implementation of the *InformaOne* Training Management System six months after selecting the system in a competitive procurement.

The Commission asked IADLEST members for advice and received a short list of systems. From this short list, they conducted a competitive public procurement; and from this, they selected the *InformaOne* solution from Informa Systems. “We were particularly impressed by the feedback we received from the other users of the Informa solution,” said Samantha Daly, Training Division Director at the Commission, “and we were very impressed about what we have heard and seen with the customer service aspect of Informa’s business.”

Furthermore, Informa Systems has worked closely with the Commission, and the system is now live six months after contract signing. “Informa Systems has been spectacular at meeting our needs in such a short time frame that are not only met deliverables, but the quality at which you have met them has been refreshing and impressive,” said Director Daly.

“The challenge for this implementation was the very ambitious schedule and compressed time frames.” said Mark Connolly, CTO of Informa Systems, Inc. “Bringing a statewide system live in six months is a demanding task, but we adopted a collaborative approach that worked very well.”

Informa Systems adds the Washington State Criminal Justice Training Commission to its portfolio of law enforcement client agencies. Among these are Los Angeles Police Department, Austin Police Department, Tarrant County, City of Arlington, City of Irving, and

the State of Maine. These agencies are now delivering over 5 million online courses to their officers and staff members. *InformaOne* delivers a highly automated and secure tracking and reporting system at an affordable cost. Law enforcement professionals and training academies understand the necessity and benefits of a full array of training management functionality—including document, course, certification, records and retention management, all offered as standard with the *InformaOne* solution.

**DRIVER TRAINING INSTRUCTOR
SYMPOSIUM 2016
WWW.SKIDCAR.COM**

With great pride, SKIDCAR SYSTEM, Inc. is continuing to advance vehicle training in North America and globally. The modern use of SKIDCAR products has brought clarity to misinformation and ignorance regarding the operation of new vehicles with electronic control systems, including semi-autonomous and autonomous technologies. Having received the A.L.E.R.T International Z-Man award for moving driver training forward in Law Enforcement, and with the new SKIDBIKE™ motorcycle training product recently labeled as “Disruptive Training Technology” for safe motorcycle training for all types of riders, SKIDCAR SYSTEM, Inc., is uniquely qualified to help move large, small, and medium-sized agencies to apply modern curriculum to meet modern challenges and training outcomes.

To a greater degree, we are also actively changing the curriculum of learning vehicles operations. With virtual learning resources accelerating as an accepted standard in learning, it has been made clear that over simulation in physical skills is a problem. New recruits and a generation of virtual learners, many of whom find no need to acquire a driver’s license prior to acceptance into an academy, are using up valuable resources inefficiently, simply learning how to drive.

The challenge of having digital immigrants train digital natives for entirely analog outcomes is,

and promises to continue to be, a very real and confusing issue. If you are still using the old Crown Vic platforms for training and then allowing the newly-trained drivers to operate a new generation vehicle without orientation or behind-the-wheel training, a dangerous scenario is being created. You would not give your officers an automatic weapon and then train them to load a musket. Training in an old vehicle without Electronic Stability Control and then handing them the keys to a modern vehicle is the same.

To that end we are organizing an International Driver and Rider Training Symposium in April of 2016. The 10th – 13th will be focused on driver training, and the 15th – 16th will be for motorcycle instructors. The targeted presentations will be training a new millennial generation, including communication techniques and new vehicle control technologies that will forever become a major component in EVOC, fleet, and public driver and rider training.

We continue to offer our ESC Workshops, custom designed control courses using our equipment, as well as offering the SKIDCAR, SKIDTRUCK, and SKIDBIKE technologies for advanced academies.

IADLEST PRESENTS TRAINING INNOVATION AWARD

The IADLEST has presented Driving Safety Training the *IADLEST Training Innovation Award* for its EVOC – 101 training program.

Reginald T. Welles, COO, Driving Safety Training (formerly AST) stated that Q Safety™ (www.qsafety.com) has made it possible to save officers' lives, protect a department's investment, and reduce risk to the public for a nominal fee. Risk Management is more than an economic decision; but it is nice to know that as a solution, it can fit in many reduced budgets. EVOC -101 has a strong record of reducing risky behavior in drivers. It is an Online, On-Demand, EVO Driver Training Program.

EVOC – 101 can make these statements because we have done it.

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- Refresh perishable EVO Code 3 driving skills
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- Change driver behavior that causes risk

For more information, contact Reginald Wells at: reg@driversafetytraining.com; or (801) 506-1340

