



# Newsletter

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International Association of Directors of Law Enforcement Standards and Training

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## **NDI Expansion Project — RFP Released to the Public**

We are pleased to inform you of a major expansion and redesign of the National Decertification Index.

This expansion is being sponsored by the US DOJ, Office of Justice Programs, Bureau of Justice Assistance.

The Request for Proposals was released on April 3, 2023 and we are hoping to attract bids from organizations with the capacity to meet the demands of this project.

The new NDI will incorporate features to meet the demands of the public and government authorities for more accountability in policing.

The expanded NDI will also, when possible and permitted by law, point to cases involving records of misconduct, criminal convictions, suspension of an officer's law enforcement authorities, terminations, civil judgments related to official duties (including amounts if publicly available), resignations or retirements while under investigation for serious misconduct or sustained complaints, and records of disciplinary action based on findings of serious misconduct.

There are currently nearly 34,000 records in the NDI database, collected over twenty years, pointing to officers who have lost their certification due to misconduct. Those actions have been reported by 47 certifying agencies.

Several states have made query of the NDI mandatory for hiring agencies as part of their applicant screening process.

On April 17, 2023 there will be an online demonstration of the current NDI database for all parties interested in bidding on the project. Interested parties will be sent registration information indicating time of day.

If your organization is interested in bidding on this project, we invite you to download the Request for Proposals here:

### **[National Decertification Expansion Project — Request for Proposal](#)**

This expansion of the National Decertification Index is the culmination of a 20-year commitment by IADLEST to assure the highest standards of conduct for our law enforcement professionals.

Michael Becar, Executive Director  
IADLEST

**POST DIRECTOR CHANGES**



**Chris Chapmond - Arkansas**

Director Chapmond started his law enforcement career by joining the Hot Springs Police Department in 1996 and served until 2018, when he retired as the Assistant Chief of Police. In August 2018, he accepted the position of Chief of Police for the Bluffton (South Carolina) Police Department, where he served until June 2020. In July 2020, he accepted the position of Hot Springs Police Chief, bringing him back to where he started.

Director Chapmond has a modern approach to law enforcement and supports community partnerships. While serving the Hot Springs Police Department, he worked to control crime proactively by emphasizing progressive training, enhanced law enforcement techniques and community policing.

As CLEST Director, his goal is to improve and grow professional law enforcement training and uphold the law enforcement profession to the highest standards. “We should strive to be the most professional law enforcement training program in the region,” he said.

Director Chapmond has 26 years of law enforcement experience that includes a range of leadership roles in Field Operation, Patrol, Drug Task Force and SWAT (Special Weapons and Response Team). Director Chapmond frequently speaks to youth organizations about the dangers of narcotics, and the devastating impact drug use can have on families.

Chapmond is a firearms instructor, professional law enforcement instructor, and a CRASE (Civilian Response to Active Shooter Events) instructor. Chapmond teaches part time at the University of Arkansas Criminal Justice Institute, continuing his work with CJI’s Drug Endangered Children’s program.

Director Chapmond earned a bachelor’s degree in Police Administration from Columbia Southern University and is a graduate of the Northwestern University’s School of Public Safety – Command Staff School, which is a master’s level course and considered one of the premier police executive classes in the field. Chapmond has completed the FBI Leadership Command College and is an Executive Board member and President of the Arkansas Association of Chiefs of Police, a member of the International Association of Chiefs of Police, and an Executive Board member of the Ouachita United Way and CASA of Garland County. He is a member of the Hot Springs National Park Rotary Club and various other civic organizations.

Chapmond has three sons, one daughter-in-law and two grandsons.

Collected from the Arkansas POST website at: <https://www.dps.arkansas.gov/law-enforcement/clest/about-clest/director/>



*If your POST has a change of Director, we would like to feature him or her in the next issue of the IADLEST Newsletter. Please forward a bio and picture via email to: [Dan Setzer](mailto:Dan.Setzer@arkpost.com)*

**POST DIRECTOR CHANGES**

**Philip Castle - Oregon**



Philip Castle brings over 20 years of experience in decision-making, change management, instructional design, project management, and program implementation to the Oregon Department of Public Safety Standards and Training (DPSST). Castle spent 21 years in the US Army in a variety of roles including as a medic, in leadership, and as a training and operations manager. He also has a masters degree in education, with a specialty in adult education and training.

Among Castle’s professional accomplishments, he served as the Agency Training, Development, Talent Acquisition and Diversity Manager at the Health Care Authority in Washington state. In that role, Castle oversaw the Diversity and Inclusion Manager of the agency and helped to

keep diversity and inclusion at the forefront of all agency activities.

He then worked for the Washington state Employment Security Department for five years where he quickly advanced from their Chief Learning Officer and Organizational Development Manager to his most recent position as Chief Operating Officer Deputy Commissioner.

“Incoming directors Philip Castle and Casey Coddling each bring robust and diverse experience to run two of Oregon’s most critical public safety agencies,” said Governor Kotek. “Each has demonstrated leadership in managing large scale operations, strategic planning and a pointed focus on equity and public safety which will set up both DPSST and OSP for success.”



Collected from the Oregon POST website at: <https://www.oregon.gov/newsroom/pages/newsdetail.aspx?newsid=87673>

***If your POST has a change of Director, we would like to feature him or her in the next issue of the IADLEST Newsletter. Please forward a bio and picture via email to: [Dan Setzer](mailto:Dan.Setzer@oregon.gov)***

# We Welcome the Newest Member of the IADLEST Staff

## Mark Strickland



### **CRI-TAC Project Manager**

Since Mark's retirement in 2017, he has been working in the corporate arena. But criminal justice was never far from his heart. Mark has decided to follow his passion through the works of IADLEST. Mark Strickland manages the Collaborative Reform Initiative Technical Assistance Center (CRI-TAC). CRI-TAC provides superior quality technical assistance that provides customized solutions to meet the needs of the law enforcement community. Mark will also provide assistance in grant writing as well as marketing.

Mark began his career in the criminal justice system in 1989 with the North Carolina Probation/Parole division of the North Carolina Department of Correction. In 1996, Mark started working at the North Carolina Justice Academy as an Instructor/Coordinator. During this time, Mark trained and developed curriculum for local confinement facilities, Field Training Officer, Court Security, Leadership, and Instructor Development. In 2006, Mark was promoted to Instructional Support Services Manager.

In 2009, Mark served as Training Manager over the Commission In-service Center. He supervised the day to day activities of training programs which were mandated by both the NC Sheriffs' Training and Standards Commission as well as the NC Criminal Justice Training and Standards Commission.

In 2010, Mark was appointed as the Director of the North Carolina Justice Academy. As Director, he worked with many law enforcement partners and stakeholders on various issues including research, policy making, task analysis, needs assessments for the betterment of law enforcement and their communities. Mark retired from the North Carolina Justice Academy in 2017.

Mark is a graduate of North Carolina State University with a Bachelor's Degree in Sociology with a concentration in Criminal Justice. Mark received his Masters Degree in Justice Administration from Methodist University in 2007.

Mark Strickland can be reached at:  
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# Highlights from the IADLEST Executive Committee Meeting

October 16, 2022 - Approved February 5, 2023 for distribution.

View the full document here: [Executive Committee Minutes October 2022](#)

*President Erik “Bo” Bourgerie (CO) called the meeting to order, and Secretary Pederson confirmed by roll-call that a quorum was present to conduct business.*

*A number of distinguished guests addressed those present, and shared with us new programs and projects developed by their respective organizations.*

## **Richard P. Simons, Director of Partner Engagement Office for State and Local Law Enforcement US Department of Homeland Security**

Director Simmons introduced himself and explained that his job is to inform state and local law enforcement about the resources available through the Department of Homeland Security. He introduced Melissa Zisler from the National Threat Evaluation and Reporting Office to discuss the Suspicious Activity Reporting (SAR) program.

She described three training programs:

- SAR Training and Resources for Law Enforcement and Hometown Security Partners – brief online training videos for partners who may observe suspicious activity in the course of their duties.
- SAR Fundamentals and Processes eLearning – a four-module virtual training for investigators and analysts who review, vet, investigate, and analyze SAR.
- Public-Facing SAR Fundamentals and Processes eLearning – a virtual training for the public and private sector partners.

## **Skip Sigmon, Senior Advisor Office of the Director INTERPOL Washington**

Many law enforcement agencies do not understand what resources and support INTERPOL can offer them.

To increase awareness, Mr. Sigmond is engaging more with training organizations, training venues, and with all other entities that provide training to increase their knowledge on international crime. Additionally, INTERPOL established the INTERPOL Global Academy Network based out of the capacity building and training directorate located in Singapore.

## **Joshua A. Ederheimer, Deputy Director Federal Protective Services US Department of Homeland Security**

FPS has stepped up their remote learning capability. They hired new curriculum developers to make sure that their courses are consistent. During the first two years of the pandemic, FPS did not miss any mandatory training with the help of their remote learning courses. The next step is to develop virtual reality training. There will be extensive virtual reality training offered in FY 23.

**Christine Frank, Highway Safety Specialist  
Enforcement and Justice Services Division  
National Highway Traffic Safety Administration (NHTSA)**

- NHTSA is working on improving drugged driving data collection. NHTSA was just awarded a grant to do more drugged driving roadside surveys and they hope to collect that data and release those results in the coming years.
- NHTSA is rolling out a lot of new training, including the driving impaired curricula. They are almost done running their pilot courses for Standardized Field Sobriety Testing (SFST), Advanced Roadside Impaired Driving Enforcement (ARIDE), and Drug Recognition Enforcement (DRE) training, and they will be releasing those by the end of the year. This will also include new Dry Lab videos and a new Truth is in the Eyes video.
- A new web based ARIDE Refresher curriculum has already been released and it is on the DOJ COPS Office website Learning Management System (LMS). It was released in September 2022.
- A new web-based course on Courtroom Testimony for DREs will be released by the end of 2022. It will be on the COPS Office LMS as well.
- A new web-based course is being developed in conjunction with the COPS Office and will be designed to train law enforcement officers on how to communicate with individuals with intellectual disabilities and developmental disabilities during traffic stops.

**John Snook, Chief Policy Officer  
Meadows Mental Health Policy Institute**

Mr. Snook wanted to update the Executive Committee on the new 988 Suicide and Crisis Lifeline that went live in July 2022.

Senator Cornyn is working on a law enforcement de-escalation training bill that will help the Attorney General to provide some standards and coordination. The Meadows Mental Health Policy Institute and Caruth Police Institute are working with the Substance Abuse and Mental Health Services Administration (SAMHSA), the DOJ, and BJA to improve the outreach and training for law enforcement on behavioral health and would like to partner with IADLEST to assist with training and outreach.

**Bob Koenig, Executive Vice President of Sales  
Acadis by Vector Solutions**

Mr. Koenig discussed the changes that Acadis went through being acquired by Vector Solutions a year ago. Acadis is now part of an organization with 800 employees and 5,500 customers. A lot of local agencies that use their training systems came through Vector Solutions. They also offer 5,000 training courses which Acadis never had before. The goal is to give the end user the ability to go to one location for all their training needs. They are also working with several federal partners who train local and state agencies.

**Robert Chapman, Acting Director  
US Department of Justice  
COPS Office**

Shelley Hyland, Supervisory Program Specialist with the COPS Office, spoke on behalf of Robert Chapman who could not attend the meeting.

It is a busy time of year for the DOJ because it is the end of the fiscal year. They just announced their funding for next year, which ended up being almost \$300 million earmarked for state and local law enforcement agencies. Ms. Hyland also discussed relaunching their Collaborative Reform Technical Assistance Program initiative which will include organizational assessments and their critical response (\$8 million was designated for those programs). Only law enforcement agencies can apply, so POSTs are not eligible to apply for assistance through the Collaborative Reform Technical Assistance Program.

The COPS Office has several resources available through their publications and their training portal. This past year they had 7,000 new members join their training portal. Over 30,000 people have taken their online trainings. They also offer in-person training as well.

## IADLEST Projects

IADLEST recently created a program to provide a complete Job Task Analysis (JTA) and developed multiple in-service or basic academy lesson plan development. A continued “maintenance” service is also available, which includes annual literature reviews, updating materials, version control, archiving, and making enhancements. IADLEST received inquiries from the following:

- New Jersey Division of Criminal Justice
- Minnesota Law Enforcement and Criminal Justice Education Center, Hennepin Technical College
- Potential new regional academy in Washington, Curriculum development
- New Hampshire POST
- Ohio AG
- New Mexico POST
- Vermont POST who asked for the following proposals:
  - Job Task Analysis (JTA)
  - Council Meeting Facilitation
  - Instructor Development
  - Academy/POST Accreditation.

### Other Projects:

IADLEST is presently conducting an Audit for Ohio POST to audit their oversight of satellite academies. Brian Grisham is heading up this project.

IADLEST was invited to become an official sponsor of the World Police Summit in Dubai with an invitation is to send 5 people to the summit. Brian Grisham is the lead on this project and is checking with them to see if they are paying for the travel expenses for the 5 attendees. They want someone to give a presentation. Brian is working out those details now.

### Grants Recently Received:

The State Department, Bureau of International Narcotics and Law Enforcement Affairs – Develop a Columbia National Police Operating Standards Assessment, Development, Training and Accreditation Services Program.

The scope of work is designing and implementing the Standards Center based on the Peace Officers’ Standards and Training model. Under this process, the contractor will assist the Colombian National Police in formulating POST doctrine, design, staffing, staff responsibilities, procedures, protocols, and documentation. Also, embedded subject matter experts will be available to advise and assist with the development of the Standards Center process, metrics, assessment methodologies, training, accreditation, and certification.

\$1,547,880 for the first year.



## **COPS Accreditation**

The initial component of the project is the development of standards for use by the Department of Justice to determine whether an entity is an authorized, independent credentialing body for the purposes of law enforcement accreditation.

\$400,000 remaining funds in previous grant to be used for this project.

**TxDOT DDACTS** grant from Texas Department of Transportation - \$528,215.68

**TxDOT Truck and Bus Enforcement** grant from the Texas Department of Transportation - \$145,306.53

## **BJA National Initiatives: Academies and Constitutional Policing**

- Constitutional policing is foundational to police-community relationships.
- There is not currently a level of consistency or intentionality about what is taught or how it is taught in law enforcement academies.
- If there are training gaps, they can create conditions for officers to engage in unconstitutional behavior, especially related to bias, use of force, search and seizure, and interacting with persons with mental illness.
- Most law enforcement liability exposures relate directly to constitutional policing.
- A change in training is critical to advancing fair and just policing.
- The proposed 24-month project will gather subject matter experts, review existing training curricula, identify opportunities for improvement, and provide technical assistance to police training centers on improved curricula in constitutional policing.
- \$1,000,000.00
- Diane Beer-Maxwell is spearheading this project and the advisory committee will include the regional representatives.

## **NIJ Subcontract with Michigan State University**

- NIJ seeks proposals for a comprehensive landscape analysis, complemented by case studies that evaluate current recruitment and training practices and strategies and/or explore the effects of modifying current recruitment and training practices and strategies in response to the calls for reform of policing mandates.
- NIJ expects the research to include, but is not limited to, the following aspects of the topic:
- \$90,372
- This project provides regional meeting funding to survey POST Directors.



# 2022 Census of Law Enforcement Training Academies (CLETA)

Conducted by:  
Bureau of Justice Statistics, U.S. Department of Justice  
RTI International

This spring, the Bureau of Justice Statistics (BJS) at the U.S. Department of Justice will work with its data collection partner, RTI International, to administer the 2022 Census of Law Enforcement Training Academies (CLETA). BJS conducts the CLETA approximately every 5 years to collect information on basic training curricula, academies, recruits, and instructors from every U.S. law enforcement training academy that offers a basic training program.

The CLETA was last administered in 2019 to collect information on basic training in 2018. Because more than **90% of eligible academies completed that survey**, training academy directors and state and federal policymakers could rely on it as a source of nationally representative information on basic training and training academies. The 2022 CLETA will provide updated information on basic training that will help academies, law enforcement agencies, and other stakeholders shape their programs to meet their needs. IADLEST is a partner on this data collection and has endorsed the survey.

We hope that you will take this opportunity to learn more about the CLETA and that your academy will contribute to this important data collection on law enforcement basic training this spring. You can learn more about the CLETA by visiting <https://bjslecs.org/CLETA2022>. You can also send questions to [cleta@rti.org](mailto:cleta@rti.org).



## CLETA Survey Content

- Content of basic training
- Duration of basic training
- Types of agencies and positions for which basic training is provided
- Requirements of academy instructors
- Academy resources
- Number of recruits starting and completing basic training programs and reasons for lack of completion

## CLETA Data Collection Information

- In May 2023, BJS will send a letter inviting law enforcement training academy directors who offer basic training to complete the 2022 CLETA
- Academy directors can designate a point of contact to complete the survey
- RTI will provide directors and points of contact with access to the survey website to allow for the review and completion of survey items
- Training academies will send their completed survey to RTI either online or using a paper questionnaire

### You may also contact:

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**RTI**  
INTERNATIONAL

# Lowering Standards for Hiring Law Enforcement - Good or Bad Idea?

*By Ryan Layne, CEO, Guardian Alliance Technologies*

## Introduction

As law enforcement agencies across the nation face a staffing crisis, some are considering lowering their hiring standards to fill vacant positions. Advocates argue that this approach can lead to a more diverse pool of applicants and ultimately more effective officers, while critics claim that it may result in less qualified personnel who could become dangerous liabilities. This article examines the pros and cons of lowering hiring standards in law enforcement and the community's role in determining these standards.

## Lowering Standards: The Pros and Cons

Supporters of lowering hiring standards argue that doing so can lead to increased diversity within police departments. By removing barriers that may have disproportionately affected minority applicants, departments can better reflect the communities they serve, resulting in improved relations and more effective policing. Moreover, some traditional hiring standards, such as strict physical fitness requirements, may not be indicative of an individual's ability to perform the duties of a law enforcement officer.

However, critics assert that lowering hiring standards can result in less qualified officers who pose a risk to public safety. For example, the Memphis Police Department's relaxed academic, disciplinary, and fitness standards at its training academy may have contributed to the brutal beating of Tyre Nichols by officers who were potentially unprepared for the responsibilities of their roles.

## The Community's Role in Determining Standards

Community involvement is essential in determining the appropriate standards for law enforcement hiring. As the primary stakeholders affected by police actions, community members should have a say in what qualifications they believe are necessary for officers to effectively serve and protect their neighborhoods. By engaging in dialogue and working collaboratively with law enforcement agencies, communities can help shape hiring practices that

align with their values and needs. Community and civilian involvement should also carefully consider accountability when determining standards. Should the community determine that a standard should be lowered, or a potential disqualifying dimension should be overlooked or ignored in the background investigation process, it should be taken into consideration if and when an officer and/or their department ever comes under scrutiny for actions taken while on duty to avoid a double standard.

## Considering Lower Standards: Which Ones and at What Cost?

If law enforcement agencies decide to lower hiring standards, it is crucial to carefully evaluate which criteria can be adjusted without compromising public safety. For example, agencies might consider revising physical fitness requirements that disproportionately affect certain demographics without being directly tied to job performance. However, they should be cautious about lowering standards related to ethics, integrity, or psychological fitness, as these factors can directly impact an officer's ability to perform their duties effectively and responsibly.

## The Drivers for Considering Lower Standards

Several factors contribute to the consideration of lowering hiring standards in law enforcement, including the ongoing staffing crisis, a desire to improve diversity within police departments, and fostering better relationships with the communities they serve. However, increasing funding and pay for police officers may be an alternative approach to attract a larger and more qualified applicant pool, rather than lowering standards.

## Conclusion

In conclusion, the debate surrounding the lowering of hiring standards for law enforcement is complex and multifaceted. While there are potential benefits, such as increased diversity and a larger pool of applicants, the

risks of hiring less qualified officers cannot be ignored. Ultimately, community involvement and careful deliberation are essential in determining the most appropriate standards for law enforcement hiring practices, striking a balance between attracting a diverse range of candidates and maintaining public safety.

### About Guardian

*Guardian Alliance Technologies provides cloud-based software to hundreds of law enforcement agencies across the United States. The Guardian Background Investigation Software Platform is designed to drastically improve the process of vetting and hiring public safety personnel. Use of the Guardian Platform enables agencies to complete background investigations far faster, and with more accuracy than ever before thanks to advanced data mining and management tools, time-saving automation for certain tasks, and artificial intelligence used for social media screening. All of this facilitates more expedient, high-quality hiring decisions.*



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[www.CollaborativeReform.org](http://www.CollaborativeReform.org)

## IADLEST Members Only

### Survey Results

#### Citizenship Requirements for Police Applicants

Bryant Orem, Deputy Director of Police Officer Standards and Training – Indiana Law Enforcement Academy, posed the following question to IADLEST members:

**Indiana currently has an Administrative Code stating applicants must be a citizen of the United States in order to become a sworn officer. This precludes US residents and others from applying for law enforcement positions or attending the academy.**

**Are other states in the same position as Indiana, or are US residents eligible for employment as sworn law enforcement officers in your state? Has the eligibility changed in recent years with the current difficulties in recruiting and retention?**

The results are posted here: [IADLEST Member Surveys](#)

### What Does IADLEST Membership Provide You With?

**Network of Peers:** Exchange ideas and experiences regarding standards, certifications, and course development with fellow IADLEST members who face the same challenges you face.

**Professional Development:** Participate in our national training conference, access our professional development library, and find the information you need to succeed.

**Voice in Legislation:** Find strength in numbers by providing input on national policies affecting law enforcement standards and training.

**News:** Receive the Quarterly Member Newsletter that shares ideas and innovations with you from national law enforcement standards and training leaders, saving you time from reinventing the wheel.

**NLEARN:** Access our national network linking all U.S. law enforcement training entities including training news and features, assessment and testing strategies, and a forum for inter-Academy query and discussion.

**Job Postings:** Utilize IADLEST's online ads to reach the best employees and employers in your profession.

**National Decertification Index database:** Access this clearinghouse for persons decertified as law enforcement officers for cause.

**Online Resources:** Access the knowledge you need, when you need it, at IADLEST.org, your number one resource for staying current on national training issues through our national training calendar, discussion boards, and national curriculum library.

# IADLEST 2023 Training Conference



You are invited to the International Association of Directors of Law Enforcement Standards and Training (IADLEST) 2023 Conference on Sunday, May 14-17, 2023.

IADLEST is committed to transforming policing by pursuing excellence in training and the development of professional standards; and each year, the annual conference showcases this commitment by focusing on the most pressing issues for training managers and executives.

This year, the IADLEST Conference will be held in Denver, Colorado. Join fellow Law Enforcement Executives, Training Managers, POST Directors and Academy Directors for the following highlights:

- Training tracks include the latest innovations on training and technology as well as specifically designed training tracks for POST Directors, Academy Directors and Law Enforcement Trainers such as:

- Reduce the Impact of Staffing Shortages.
- Develop Effective Online Training.
- Effective Curriculum Development.
- Develop Effective Scenarios.

- Scheduled roundtable discussions to exchange ideas and experiences regarding standards, certifications, legal, and course development.

- Social activities, such as the main dinner event at the Mile High Station and Special Olympics fundraiser (live auction).

- State of the art products. Over 30 companies, organizations and government agencies exhibit their latest products, services, programs and/or publications.

- Networking. This event only happens once a year, so don't miss your opportunity to network with some of the state's leading law enforcement standards and training directors, academy managers and trainers throughout the Nation!

## **When**

May 14, 2023 9:00 AM - May 17, 2023 12:00 PM

## **Where**

Hilton Denver City Center  
1701 California St, Denver, Colorado, 80202, USA

## **Dress Code**

Business Casual

## **More Information**

[View Event Fees](#)

[View Event Agenda](#)

## **Registration Deadline**

May 8, 2023

[Register for Event](#)

# Changes Trending in American Police Training

by Dr. Jeffrey L. Seif, Director, Dallas College Law Enforcement Academy

## Introduction

Drawn from social science research, this article reflects on training trends in policing in Western culture. It challenges policing's warrior myth, extols policing as a helping profession, examines unprofessionalism and values' deterioration and accentuates the importance of setting the right foundation in the academy.

## Police Training in Western Culture

Sloan III and Paoline III (2021) analyzed the structure and content of police academy training in the US, drawn from 591 programs. They observed that programs were typically organized and prioritized around "militaristic" skills development, e.g. firearms training, defensive tactics, emergency vehicle operations and the like (cf. Kooi 2006, Rahr and Rice 2015 and Li *et al.* 2021). *Those skills are necessary, of course.* However, minimal attention was given to *non-warrior* skills, e.g. de-escalation, verbal skills, cultural awareness, bias awareness, and partnership building—and these are essential, too. Ford lamented academies spend a lot of time on less-used, militaristic skills, e.g. firearms and police driving, with inter-personal skills and communication disparagingly seen as "filler" (p.88). Observing academies spent only 50 contact hours on non-warrior skills, with the remaining balance on warrior skills, Rahr and Rice (2015) see little wonder police are "warrior"-oriented more so than "guardian"-oriented. Reaves reported in the US Department of Justice's publication *State and Local Law Enforcement Academies*, culled from 664 US training academy respondents (2016), the average basic academy program lasted 840 hours in the US, with a spartan 40+ training hours involving some non-warrior skills training. Prepping for her recent 50 state comparison of academy training programs in the USA, Cohen (2021) observed, prior to 2000, only 3% of academy curricula dealt with ethical areas and, to date, the percentage has only grown to 3.21% (pp.345, 352-353). Huey observed that departments are "hiring around character" (Huey 2017, p.20), but academies *aren't* training around character (pp.27, 31-33). When discussing implications, Cohen lamented policing still "has not modified basic [police] training" (Cohn 2021, p.356). Bradford et al. (2000) extolled modifying curricula to include problem-solving training, interpersonal communication and decision-making.

## A. Shifting from Warriors to Guardians

In "Warriors to Guardians", Rahr and Rice (2015) alighted upon the vision of an "urban soldier" trained for battle (a "warrior") versus a community-oriented "beat cop" minded toward helping people (a "guardian"). Guess which vision imposes itself upon neophytes? Rantatalo and Karp (2018, p.161) note instructors place a premium on "action, extremeness and the telling of 'war stories'" in the academy. They argue the too-often-celebrated militaristic narratives are counter-productive, given how the bluster serves as an "informal curriculum", offering cadets/recruits improper "previews of [real police] practice" and service (p.162). They transmit a "sense-giving" about occupational knowledge (p.173). The exaggerated mythic accounts of police exploits downplay the more pedestrian aspects of policing, mislead and "contradict sanctioned and legitimate procedures... undermining formal curricula" (p.174).

Police are going to have to go hands-on and fight—every now and again.... That's a given. The need to bolster empathy, counter prejudice, embrace equality, value diversity, intervene on behalf of the disenfranchised and eschew racist and sexist behavior all the time is as much a given—and *too often neglected in training*. While police will have to fight crime, police will also have to *fight off fight-prone attitudes*.

## B. Moving Toward Helping Professionalism

Kooi (2006) observed policing is evolving from the aforementioned exclusive "conflict"-based vocation to a "consensus"-based endeavor, as in "building community partnership[s]"—a good trend, to be sure. For Cohen (2021), and others, public service training for the new world needs to add five categories: (1) professional ethics and boundaries, (2) human relations and interpersonal communications, (3) cultural competency, (4) procedural justice and institutional legitimacy and (5) public service core values and skills. These "widely recognized" and "well illustrated" principles are said to "govern the association of human beings for any purpose" (356).

## C. Staving Off Unprofessional Values' Deterioration

Adjudged to be the “most significant” and “formative” period, officers’ early training is of paramount importance (Antrobus *et al.* 2018, p.33). Blumberg *et al.* (2016) observed steady high moral values during academy training. Sherman (1982, p.12) noted, however, once removed from the academy “high ideals about police work may not last long” (cf. Ford 2003). Through time and post-academy circumstance, Sherman observed a “metamorphosis”, with negative attitudes toward civilians and supervisors metastasizing (1982, p.14). Platz *et al.* (2017) similarly observed a decline. Ford (2003, p.84) also saw “subtle [negative attitudinal] shifts” at career’s start, beginning somewhat during the academy and flowering later. Referring to Sherman (1980), he, similarly, described the “process” and identified “mechanisms that trigger the shifts” (p.85).

## D. Improving Ethics Training, Partnerships and Trust

Johnston and Cheurprakobkit (2002) observed courses on “ethics [and] morality” were “infrequently found in academy programmes” (p.193). Policing in and for the new world, for Chappell and Lanza-Kaduce (2010), entailed building partnerships with it. An appreciation for multiculturalism serves as a necessary precondition to facilitate the communication. To date, there is too little training in preparation for it (Chappell and Lanza-Kaduce 2010, pp.207, 210), thus the need for more studies on cultivating multiculturalism.

Lee *et al.* (2021) examined ethnocultural empathy, color-blind racial beliefs and the racial composition of close friendships amongst police recruits. The value of exposure to, and the “tak[ing] another’s perspective”, was extolled (p.3), as was the benefits of “activating empathy” in reducing prejudice (p.5). They observed “[c]ross racial friendships” or “cross group friendships”—known formally by “contact hypothesis”—dispelled prejudicial narratives (p.5), and in surveyed meta-analytical studies they found “consistent interpersonal interactions influence individuals’ emotions and feeling and can override cognitive evaluations of outgroups” (p.13), i.e. of marginalized others.

## Conclusion

Because police *fight* crime, police will have to go hands on every now and again. That’s a given. Thank God we train for that well. Because officers spend considerably more time interacting with the public, socially, the need for officers to cultivate interpersonal skills cannot be overstated. This article reflected on police training trends in Western culture. It challenged policing’s warrior myth, extolled policing as a helping profession, and it

accentuated the importance of setting the right foundation in the academy.

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*Dr. Jeffrey Seif is the Director / Training Coordinator at Dallas College LEA. He graduated from the North Texas Regional Police Academy, eventually took a master’s degree in Applied Criminology and Police Management from Cambridge University, England, and is currently pursuing a PhD in criminology at Cambridge. Seif is also a graduate of Southern Methodist University, Dallas, TX, with a previous master’s and doctoral degree. For questions or comments contact Jeffrey Seif at [jlseif@dallascollege.edu](mailto:jlseif@dallascollege.edu).*

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# Never Sacrifice Safety for Rapport

*By Robert King*

Very early in my career, I was stabbed during a traffic stop. The stop was for a minor violation; unbeknownst to me, the occupants had recently committed an armed robbery. That day, I learned a valuable lesson: there are no low-risk stops, only unknown dangers. I was forced to use deadly force that day to defend my life. On this day, I experienced how deadly my new job could be.

A year later, I attended a peer support conference, and a psychologist offered Eye Movement Desensitization and Reprocessing Therapy (EMDR). During this treatment, I learned that this life-threatening event caused me to experience vulnerability and loss of control issues, two elements of trauma. I recall saying, "it doesn't weaken my resolve." The stop only served to strengthen my resolve. I then committed to protecting and serving my community in the face of danger, no matter what.

Despite deep polarizing division in our nation, our communities need the police to protect and serve; the need is more critical today than ever. Policing is a noble and honorable profession; I believe in who we are and what we do. I deeply respect, appreciate, and admire the work done by law enforcement nationwide. The true heart of policing is selfless service and sacrifice to assist those in need.

However, our safety and effectiveness depend on the community's trust. We cannot ignore the harmful consequences of inhumane officers who violate their policies and training. When this happens, we all pay the price; we are answerable for each other's actions. We have rules that govern our activities; we must follow those directives, which separate us from the violent suspects who harm and prey on the public.

During my police academy, I was taught to "ask, tell, make" as a form of gaining compliance with my directions. I did exactly what I was trained to do when I graduated from the academy. I expected the public to comply and do what they were told. Over the years, my attitude has changed as I and officers like me used this tactic. In many cases, "ask, tell, make" resulted in force applications and injuries to citizens and officers. With better tactics, some of those injuries may have been avoided.

We are not responsible for the failures in our communities, but in many cases, we are tasked with responding to them. Overall, quality-of-life crimes are increasing; the

murder rate is up, illicit drug use is out of control, and, unfortunately, people suffering from mental illness can sometimes lack the necessary resources and treatment.

To survive a shift and career, we must constantly and appropriately adapt to the realities of the current situation. Here is how to survive today.

**NEVER SACRIFICE SAFETY FOR RAPPORT.** With Covid and increasing assaults and ambush attacks, law enforcement's job on the street is more dangerous today than ever before; never forget that. However, most police calls conclude without having to use force. To be better supported by our communities and achieve improved outcomes for all involved, we must embrace using **TIME**, **TALK**, and **TACTICS** whenever possible.

In years past, I was not fond of the word de-escalation. However, today it's expected and, within many agencies, mandated. Over the course of my career, I have been able to adjust my attitude from what I was initially taught in the academy.

To increase officer safety and public support across the country, our profession must become willing to shift our attitude away from "ask, tell, make" policing when possible.

I know first-hand that deadly threats are sudden and unexpected. I also know we deal with dangerous people who commit violent crimes. So, everything that follows is suggested only **WHEN POSSIBLE**.

- When it's time to be a warrior, be a warrior, and when it's time to be a guardian, be a guardian.
- Whenever possible, we should envision the end state we want to achieve.
- Ask ourselves what success looks like for individual calls and careers? What does failure look like?
- Avoid becoming action imperative. It can be appealing to act precipitously, but this approach has risks.
- Keep your emotions in check and maintain reasonability. Be strategic.
- Monitor your partner and help each other, as we can all be triggered. Recognize when your partner is in crisis and intervene before it is too late.
- Remember, under law, we have a "duty to intervene" when officers cross the line, so be proactive.

- Always have a sound legal basis for police action, either reasonable suspicion or probable cause.

So, why don't people do what we ask? Sometimes it is a violent criminal determined to evade arrest by flight. Sometimes we are attacked and must defend ourselves. Other times if a person is in crisis, we need to recognize that they may not understand our directions or be emotionally able to comply. If believed to be unarmed, take time to talk, maintain safe positioning, and coordinate with cover officers. Always have a leader, a plan, and communicate. Say and do things designed to achieve positive outcomes for everyone, including the subject.

- Always act reasonably, being able to articulate what you are doing and why.
- Use Active Listening Skills as your go-to tactic. They're practical and have been proven to be effective. Empathy, compassion, and respect are powerful.
- If it's safe to do so, you should continuously pursue de-escalating efforts. [Graham v Conner](#) is all about totality, reasonability, and proportionality.
- The power to arrest allows us to use objectively reasonable force to achieve a legitimate purpose. Disregarding these rules can subject officers to administrative consequences.
- Know the law and policy and articulate and justify the reasonableness of your actions.
- Pause when agitated.
- Consider the cost-benefit and view a career as a marathon, not a sprint.

During an arrest, only use reasonably necessary force to overcome resistance. If applying a takedown, limit the time you apply pressure on the subject's body. Knees on the back, chest, stomach, or neck can take one's breath away, causing severe injury or death.

Once handcuffed, a subject is in our custody; they are in our care. Monitor airway, breathing, and circulation. Always place a person in a position that promotes proper breathing, such as the Lateral Recovery Restraint (LRR), and call EMS when needed.

Humanity is important! Be compassionate, and be humane, even after the application of force. Deliver the subject safely to jail or hospital. Stop fellow officers when you see them unnecessarily escalate situations. The duty to intervene protects everyone.

Explain your actions to family or witnesses when appropriate. Everyone is watching. Do the right thing. It pro-

tections you and your fellow officers.

Today, people regularly play the blame game, scapegoat, and finger-point rather than thoroughly investigate the root cause. Be truthful about what happened and why. Most police departments need to do more to adapt to changing community expectations. Agencies must update policies, train to those policies, and have engaged supervision; it protects all of us. The command staff must also set clear expectations and hold people accountable fairly and consistently. As officers, we have no control over these things, so we must commit to controlling what we can, which is our attitudes and our actions. When we reasonably follow our policy and training, we protect ourselves, our fellow officers, our families, our profession, and the community.

I want every officer in our country to survive the streets, have thriving careers, and one-day retire to enjoy the fruits of their labor. To do this, we must be willing to adjust our attitudes, adapt to new tactics and recognize the need for change in our culture.

The Stockdale paradox tells us: "you must never confuse faith that you will prevail in the end, which you can never afford to lose-with the discipline to confront the most brutal facts of your current reality, whatever they might be." We are coming through the current crisis. The challenges are extensive, and we will prevail if we all become willing to adapt to changing expectations.

The reality is that we police dangerous streets. Be resolved to care for ourselves, do the right thing, and help others with compassion and humanity. Let's work together to earn trust in our communities to increase safety for everyone.

The heart of our profession is to help people. While bad examples of policing impact trust, communities nationwide continue to call 911 at an increasing rate. We must be here to answer their call.

Be well and stay safe.

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*Robert King retired as a commander from the Portland Police Bureau after serving 30 years in policing. In 2021, he joined Con10gency Consulting as the National Director of Training.*



# Thirtieth in a Series of Webinars

## **LEARNING & LEADING:** Incorporating **After-Action & Lessons Learned** into Training

Thursday, April 20th  
1:00pm – 2:00pm ET  
**2023**

### **DESCRIPTION:**

For long-term organizational and individual success, taking time to learn, grow, and improve is essential to moving forward. Training, learning, and development are critical components of leading change since they are a primary channel through which organizational change occurs. This session describes the use of After-Action Reviews (AAR) and Lessons Learned (LL) process to enhance our ability to build a robust learning and development system and contribute to on-going operational success. The AAR and LL process is widely used in emergency services and emergency management, and the military, as well as healthcare, aviation, and other high-risk industries.

This session will outline the keys to successfully using and integrating AAR and LL into a law enforcement organization's training process by using an evidence-based model that enables AARs to be done timely and succinctly. By incorporating this into our organizations, law enforcement leaders, trainers, and instructional designers will have the confidence to integrate AARs and LL into everyday operations, training, and instruction.

### **OBJECTIVES:**

**At the conclusion of the webinar, participants will be able to:**

- Describe the elements of an after-action review (AAR) and how it can be utilized for training or course development
- Distinguish between an AAR and Lessons Learned program
- Recognize the value of "every-day" after-action reviews
- Apply the TTEMO (Technical; Training/Education; Management/Operational) Model to AARs and Lessons Learned events
- Analyze a situation through the After-Action Review Framework to build confidence in the ability to conduct AARs.

### **SPONSOR:**



### **INSTRUCTOR:**

**Colin May, M.S., CFE, 3CE**

**Colin May, M.S., CFE, 3CE** is the Assistant Director for Strategy and Planning with the Office of Investigation at the U.S. Department of Housing and Urban Development, Office of Inspector General. For the past nearly 20 years, he has served as an investigator, trainer, and supervisor for several large federal agencies. His experience includes time as a Special Agent at the U.S. Department of Defense and U.S. Department of Commerce, Office of Export Enforcement; he was also an auditor and team leader for the Regional Investigation Team for the U.S. Department of Justice, Office of the U.S. Trustee working on bankruptcy fraud investigations. Between 2015 and 2020, he taught a number of courses at the National Bankruptcy Training Institute at the DOJ's National Advocacy Center, including their "Finance and Accounting for Attorneys," and "Witness for the Prosecution" courtroom skills and testimony course. Since 2010, he has taught graduate courses in criminal justice, forensic accounting, and investigation at Stevenson University, where he is a professor of forensic studies and criminal justice. In 2006, he became a Certified Fraud Examiner, and he is also a Certified Cyber Crime Examiner from the National White Collar Crime Center. A frequent writer on law enforcement leadership and investigation topics, he has been published in:

*Training and Standards Director Magazine, Police Chief Magazine, the FBI Law Enforcement Bulletin, the Journal of Public Inquiry, FBI-LEEDA Insider, and Fraud Magazine.*

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# When Trauma Meets Trauma - Training Law Enforcement to Deal with Traumatized Youth

*By David Walker and Johanna Wald*

As an instructor who teaches Law Enforcement Officers (LEOs) effective strategies for working with teens and young adults, I begin all my trainings by reminding officers that, no matter their age or level of experience, they were all teenagers once. I do this because, from the vantage point of our adult selves, it is easy to forget just how difficult life can seem when you are in the throes of adolescent angst. Teens are undergoing dramatic physical and emotional transformations, coping with rapidly changing bodies, and confronting new, often confusing, urges. Many are obsessed with how they appear to their peers, struggle to meet parental and other adult expectations, and to define their own identity.

While being a teenager has always been hard, it is even more difficult today. The prolonged pandemic, ubiquitous social media, increased levels of violence and racial tensions in some communities are heightening pressures and sense of isolation felt by many teens. Teen suicides are on the rise and teen depression rates hover around 17% compared to an overall depression rate of 10%.

Law enforcement officers face their own hardships and trauma exposures. A recent article published by the COPS Office states:

*“Such exposure can impair the mental well-being of officers and affect their ability to perform duties to the public. The potential long-term effects of PTSD in police officers may additionally lead to behavioral dysfunction such as substance abuse, aggression, and suicide. It is estimated that, on average, approximately 15 percent of officers in the U.S. experience PTSD symptoms.”*

And, just like adolescents, officers are also dealing with public and cultural pressures, including reduced staffing that requires forced overtime, ongoing risk of contracting COVID, calls to “defund” the police, and heightened public attention on, and dissatisfaction with, police responses to incidents within communities.

Clearly, traumatized youth encountering traumatized police officers can be a toxic combination. What’s the solution? Fortunately, Congress took an important step in 2018 when it passed the Law Enforcement Mental Health and Wellness Act. This act sought to improve access to mental health and wellness services for law enforcement. More recently, the IACP released the National Consortium on Preventing Law Enforcement Suicide Toolkit designed to help agencies and departments address officer mental health and wellness concerns; the FBI has introduced training on suicide prevention; and, in August 2022, former Chicago PD commander and Des Plaines police chief Bill Kushner helped launch the web based program [WeNeverWalkAlone](#), a network of peers and professionals available to help prevent law enforcement suicide. Help for police is available and the stigma surrounding the seeking of help appears to be disappearing slowly.

These are positive and necessary improvements. But what has remained missing until about a decade ago was training designed to help law enforcement understand adolescent behavior and the impact that trauma has on teen and young adult decision-making.

Approximately 11 years ago, Lisa Thurau, a juvenile justice attorney, and Dr. Jeff Bostic, an adolescent psychiatrist, developed a curriculum called *Policing the Teen Brain*<sup>™</sup>. This curriculum introduced law enforcement officers to key insights of adolescent brain development, with a focus on how they impact the interactions between police and kids. The training begins with instruction in the physiology of brain development, led by a mental health expert, with an emphasis on how teen responses are largely driven by the part of the brain that is responsible for emotion. Officers learn that behavior that would, in an adult, indicate deception or guilt, may, in teens and young adults, be simply evidence of an undeveloped brain struggling to overcome the fear/anger/anxiety the young person is feeling at that moment, particularly while in the presence of an adult authority figure.

Once officers grasp basic adolescent brain development, the impact of mental illness and trauma are introduced. This is the critical part of the training. Officers learn that, like themselves, youth they frequently interact with are regularly exposed to traumatic experiences. Many of these youths worry about where their next meal will come from; or are concerned about a substance-abusing parent, or fear becoming the victim of violence in their community. For both officers and kids, these trauma exposures build and intensify over time. Trauma is insidious – for both law enforcement and youth.

The obvious question is, “Does the training work?” “Does it make a difference?”

In 2017, an agency in the western U.S. was facing possible litigation over the disproportionate number of student arrests by its School Resource and Security Officers for minor transgressions. The school district was arresting hundreds of students each year for what one of the officers called “contempt of cop” offenses, including “disturbance of assembly”, “failure to comply with an officer’s instructions”, and “resisting.” The relationship between students and officers was, to say the least, strained, with officers expecting the students to misbehave and resist and students expecting the officers to overreact to what they viewed as “no big thing.”

At the request of the school district, Strategies for Youth (the organization formed by Lisa Thureau after teaming up with Jeff Bostix) offered a training to the high school Security Team. The training included the above-mentioned information on adolescent brain development and behavior, the effect of learning and behavior disabilities on youth responses to authority, and information on how the culture and environment surrounding the students affected their views of law enforcement. Additionally, school administrators were invited to participate in an open discussion with the School Security Team to clarify distinctions between disciplinary issues, which should be handled by school personnel, and criminal behavior, which required intervention by the School Resource and Security Officers

Approximately 6 months after the completion of this training, the school district reported an 80% decrease in arrests for minor offenses on school property! When asked why, School Security Officers reported being more tolerant of what they now understood was typical teen behavior in challenging adult authority. Rather than rising to the bait, the team focused on developing

working relationships with the students, giving students the opportunity to vent while actively listening and responding, and partnering with administrators to ensure a consistent and appropriate response. What is even more interesting is that the district also reported that, because they were less focused on minor “contempt of cop” offenses, they were able to better address more serious issues on school property, such as substance abuse, assault, and weapons.

In sum, we know that both teenagers and law enforcement officers face a host of stressful situations every day; and many have been exposed to trauma. We also know that stressors on both law enforcement and teens have intensified in recent years. When an officer’s trauma encounters a teenager’s trauma, the effects can be explosive, tragic, and even fatal. That is why training designed to help law enforcement officers recognize signs of trauma in teenagers, and to understand normal adolescent impulses to challenge authority, are so critical. This training can help them develop new strategies that can “lower the temperature,” keep everyone calm, and prevent either side from escalating tensions. It can simultaneously reduce the number of arrests for “contempt of cop” charges, improve ongoing relations and build stronger rapport between teens and law enforcement officers, while allowing law enforcement to focus on addressing far more serious issues that communities face.

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*About the Authors: **David Walker** is the Operations/ Training Director for [Strategies for Youth, Inc.](#) He worked as a police officer helping to create the Latah County Child Abuse Task Force where he served as lead investigator. He joined Strategies for Youth in 2014 and is responsible for the development and delivery of their police training programs nationally. He is INCI certified.*

***Johanna Wald** is a writer and researcher who has written and presented extensively about issues related to criminal and juvenile justice reform, education equity, and implicit bias. She has been published in Slate, salon.com, the Crime Report, U.S.A. Today, the Marshall Project, Huffington Post, Washington Post and Education Week.*





# Model Human Trafficking Curriculum



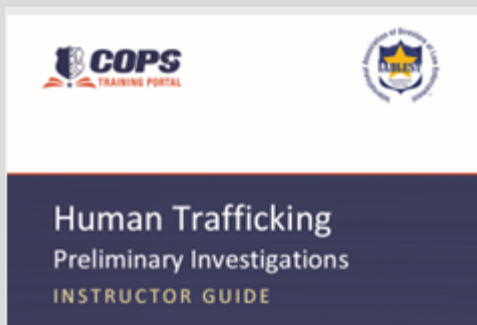
This comprehensive model curriculum was developed over a two-year period by IADLEST subject matter experts and funded by the COPS Office.

Human trafficking is an international issue that takes a terrible toll on victims and survivors, and places unprecedented demands on law enforcement.

This curriculum provides enhanced training for the training academies, promotes collaboration and coordination with community and advocacy organizations seeking to rid their communities of this violence mostly experienced by women and children.

The curriculum is part of the National Certification Program (NCP) of IADLEST. NCP establishes law enforcement training standards and "best practices" relating to improved professionalism and skill sets for our nations' first responders. NCP courses are recognized nationally and designed to count towards officers' mandatory in-service training requirements.

The Human Trafficking Model Curriculum consists of three components which are available for immediate download.



IADLEST Executive Director Mike Becar said:

“It is time that we challenge training academies to incorporate human trafficking interventions into their basic training curriculum in order to give the tools and resources officers need for the identification and effective enforcement of human trafficking.”

**NOTE:** This material is considered to be “police sensitive.” You must have a no-cost login to NLEARN in order to access it. Apply for a NLEARN login here: [Request Access to NLEARN](#)



# How Thinking about De-escalation as Conflict Resolution Can Help

By Dr. Megan Price

De-escalation is everywhere these days. It's in the news, being called for on social media, and written into legislation all over the country. And for good reason— law enforcement should be as well equipped with tools that help them de-escalate an escalated encounter as they are with tools that help them take down a violent criminal.

The problem with de-escalation is that as a practice it's hard to pin down. Does it just mean reducing the intensity of a situation? Does it mean tasing a subject in crisis? Does it mean communicating?

Our program, Insight Policing: Conflict Resolution for Law Enforcement, brings some clarity to the term by suggesting that we think of de-escalation as conflict resolution.

When we look at de-escalation as a matter of conflict resolution, we are able to see the behaviors that lead to conflict interactions as more than what they appear to be— difficult behaviors like resistance, aggression and noncompliance that get in the way of getting the job done.

What Insight Policing reminds us of is that behind those difficult behaviors are decisions. And when we can make our goal discovering what is motivating those decisions, using strategic curiosity and an understanding of how we think in conflict, we can depersonalize a person's challenging behavior and get to the root of it to bring it down.

Discovering the “why” using Insight Policing skills— why someone is upset or not doing what you say— not only gives the person voice, which calms them down, but gives the officer information they need to solve the problem in a way that gains voluntary compliance.

Agencies from across the country and in Canada are looking to Insight Policing to enhance their de-escalation training and prepare officers with the right tool for engaging conflict effectively in the moment— a tool grounded in the theory and science of conflict resolution. You can too. Courses are IADLEST certified, COPS Office approved, and funding is available. Learn more at [insightpolicing.com](http://insightpolicing.com).

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*About the Author: Dr. Megan Price is the Director of the Center for Applied Insight Conflict Resolution in Washington DC and is Founder and Trainer of [Insight Policing: Conflict Resolution for Law Enforcement](#), which teaches officers the foundations of conflict-decision making and targeted, curiosity-based communication skills for controlling escalation and problem solving effectively. Dr. Price is Adjunct Professor in Conflict Analysis and Resolution at George Mason University and Associate Faculty in the Conflict Management Master's program at Royal Roads University.*



## Martial Arts Wisdom

To win one hundred victories in one hundred battles is not the highest skill.  
To subdue the enemy without fighting is the highest skill.

— Gichin Funakoshi

# Establishing Best Practices and Safety Processes

## For Reality-Based Training Programs

By Ken Murray

What ought FAA airspace and law enforcement training space have in common? The short answer is Safety Standards. The tragedy for law enforcement is the lack of such standards.

On December 17, 1903, Orville Wright took flight in the world's first sustained, powered flight and in 1905 there was launched a worldwide effort to build better flying machines. Along with the subsequent increase in air traffic came the necessity for controls and safety standards to help stop the flying machines from smacking into one another. While going through several evolutions, the modern FAA has come up with an extremely efficient set of systems that assist with aviation safety, and one of the most meticulous systems for investigating disasters along with training programs that help to assure that the conditions that caused a disaster are addressed by engineering, training, additional regulations where necessary, and accountability.

If only the same were true in realm of law enforcement training. Unlike the FAA where tragedy drives systemic change, North American law enforcement have been killing an average of two officers per year during realistic training for decades. In fact there have been at least six inadvertent training shootings in the past twelve months alone.

The FAA recognized early on, after the rapid increase in civil aviation, that the localized control of aircraft was a recipe for disaster. Those in the field of aviation decided to move forward with a cohesive structure to improve the safety of air transport and travel. In law enforcement training, there are a relatively few agencies that have solid processes, protocols, and policies with regards to all of the various types of training and simulation tools and strategies. I have often said that many organizations have Reality Based Training "projects" rather than "programs."

By contrast, virtually all agencies have some manner of firearms and Defensive Tactics (DT) training "programs". Such programs are implemented through structured regimens with high quality lesson plans and are staffed by specially trained instructors. Many of those same agencies, however, lack the same degree of structure for any of the realistic training strategies they employ. When trainers move into the realm where humans are interacting with humans, Ignorance, Arrogance and Hubris often get in the way of the development or implementation of safety protocols. Tragically.

Despite the advances we have experienced in training equipment and training methodologies, a patchwork of haphazard safety protocols on the topic of Reality Based Training (RBT) continues to dot the landscape of over 18,000 individual law enforcement agencies across America. For clarity, the Reality Based Training Association (RBTA) defines *Reality Based Training* as "a comprehensive description of many different training methodologies that utilize tools, techniques, technologies or methodologies to approximate in a training setting or synthetic setting any situation that might occur in an operational setting". Mistakenly, many agencies solely equate RBT with opposed force training.

To set some historical context for where I am coming from on this topic, in the late 1980's my business associate and I set off on the development of training munitions that would help the world address many of the issues that were encountered in conventional firearms training. (full disclosure, I have not been associated with SIMUNITION® for nearly two decades) Through the Armiger Police Training Institute, we sought to evolve the concept of projectile-based gunfight training – first with a paintball gun that looked and functioned much like an Ingram MAC-11 called the M85 under the trade-name of IMPAX. After the failure of that technology partnership, we developed a 9mm marking cartridge that was (and still is) sold under the brand name of FX® Marking Cartridges under the corporate banner of SIMUNITION®.

In addition to the marking cartridges, we created a family of training munitions designed to solve many of the issues encountered by the training community. These product families included marking cartridges to allow for realistic opposed force simulated gunfights. There were reduced energy blanks that solved several training problems while reducing the dangers associated with conventional blank ammunition. There were reduced penetration cartridges that permitted realistic target engagement while lowering the necessity of hardened structures such that a "shoot house" could essentially be made from plywood, eliminating conventional bullet traps.

This reduced penetration cartridge, the CQT® Target Cartridge, would allow agencies to use existing structures (under controlled conditions) to allow for utilizing much more realistic training facilities without the multi-million dollar requirements of much less realistic buildings that were hampered by the necessity for bullet traps and air cleaning equipment.

And frangible ammunition that becomes powder on impact. In concert with our technology partners, we created the most effective, reliable, and the most highly disintegrable ammunition that allowed for the engagement of steel targets at unheard of stand-off distances – inches instead of meters – with near complete pulverization of the projectile even at oblique angles with virtually zero splash back and ricochet.

It was a fascinating innovative journey that moved realism in training giant strides forward. Unfortunately, the training *ideologies* did not evolve as quickly as the technologies. Trainers around the world glommed on to the technologies but did not immediately understand the place that each of these technologies occupied. The word “Simunition” quickly became, in the mind of police and military users, synonymous with “marking cartridge”. This particular misnomer became potentially lethally hazardous since the majority of the munitions we manufactured at SIMUNITION® were potentially lethal. In fact, in my existing 5 day Instructor Training Programs, during the early segments on the topic of training munitions, I ask the class to tell me what the word “simunition” conjures up in their minds.

Much like the TV show Family Feud, if I find 100 people surveyed, I will typically get responses such as:

- Training
- Force on force
- Paint projectiles
- Human targets

When I then put up pictures of the packaging with the SIMUNITION® branding on it, and subsequently read the packaging, they are often astonished to read the words “NOT for Human Targets”. There have been many instances where agencies or individuals have put their trainees in potentially lethal harm’s way by a lack of understanding of what, exactly, they are loading into the firearms of the trainees.

For those reading this article, here is your challenge. Walk out to your Use of Force training cadre and ask a similar question. Say to them, “When I say the words ‘simunition’, ‘simmunitions’, or ‘simms’, what does that mean to you?” The majority of responses will equate those terms with either marking cartridges (noun) or opposed-force training (verb). Very few will tell you that SIMUNITION® is the brand name of a company that has historically made a variety of training munitions, many of which can be lethal.

This is not simply a case of semantics. It is a something that Al and Laura Ries describe in their books on *Branding*. They explain what may be encountered when a word takes on a “meaning” beyond the word itself. For example, “Coke” is the registered trademark for the cola beverage manufactured by Coca-Cola®. Due to its popularity

and early dominance of the commercial soda beverage industry, Coke became generically synonymous with not just cola, but all soda beverages. And while it might not be catastrophic to order a “Coke” and get a “Pepsi”, shooting a frangible cartridge out of a box labeled SIMUNITION® at an unsuspecting student who was supposed to be down range of a marking projectile - yes, that happened - can prove to be irrecoverable. Absent proper education and training and mindful awareness, such tragedies that are 100% preventable end up being 100% predictable. This must stop.

This misunderstanding of various training munitions designed for specific purposes is not unique to the products manufactured by SIMUNITION®. Although when we first got into the training munitions business, there were no other marking cartridges commercially on the market and only a small smattering of international munitions manufacturers that were even looking into the training munition market. Back then, conventional munitions were all the rage, and literally billions of dollars were (and still are) being poured into the creation of training areas and structures designed to contain the projectiles fired from conventional weapons.

In the wake of our success, much like after Orville and Wilbur proved that there was viability in powered, manned flight, the rush to the ‘me too’ marketplace was a blur in the training munition space. At this writing, there are approximately four different manufacturers of marking cartridges, twenty or so manufacturers of frangible munitions (pro-tip ... many of them DO NOT pulverize on impact and are hazardous at close range when shooting steel), and an unknown number of companies making cartridges for use in structures that are not armored for the use with conventional munitions.

Besides the projectile firing munitions, blanks of various power levels which also produce varying degrees of pressures are available, and these cartridges have been the source of a number of tragedies. These mishaps occurred when the blanks were either confused with conventional munitions or they were used at close range without a thorough understanding of the dangers of each particular blank.

In the back of my book *Training at the Speed of Life®*, there are two listing for fatalities where the close range use of blanks led directly to fatalities of trainers. Then, in the not-too-distant past, a trainer for a Florida agency inadvertently loaded a wad-cutter .38 cartridge into a revolver he was using during a scenario he had created for a Citizen’s Police Academy thinking it was a blank and shot one of the class participants to death.

In another instance, a training revolver that was painted red and had been ‘created’ and used by a retired instructor was eventually involved in the training death of a Tac Medic. The revolver had been modified such that the bar-

rel was 'plugged' with molten lead – a homebrew training device. The 'inventor' used primed casings as the 'blanks', but there was nothing to stop a conventional cartridge from being loaded into the cylinder. After his retirement, the agency decided to use it in a scenario, but had not been gifted the secret information as to what was supposed to be used as a 'blank'. Either that, or the new training staff just thought it would be cool to have a louder bang. Regardless of the reason, the staff introduced conventional .38 blanks into the gun. Due to the large amount of powder in the blank casing, the first shot loosened up the large plug of lead in the bore, and the second shot sent the plug at a high velocity toward the training participant. While there was no direct contact, the large piece of lead bounced off the car and struck the medic in the temple, causing a fatality.

There are a LOT of moving pieces in any type of simulation training. Even with something as seemingly simple as video simulators where the simulated firearm equipped with a LASER is issued for use in the scenario. As of this writing, I have heard of at least five video screens in training centers with actual bullet holes through the screens. In each case, there was a failure (or lack of) safety protocols, and a conventional weapon was allowed to be present in the video simulation room. Unfortunately, there are far too many trainers that either do not know, or otherwise ignore, the necessary safety protocols. Agreed upon standards across the training space in America are relatively non-existent. Ignorance, Arrogance or Hubris ... a deadly triumvirate.

Much like the evolution of the FAA regulations, the Reality Based Training Association (RBTA) has established Best Practices Guidelines for those who are interested in doing all they can to establish safe and effective experiential learning. These guidelines, while primarily addressing physical safety, extend also to ensure the emotional well-being of training participants. It has been my experience that there are vast numbers of trainers in the law enforcement training space who have not studied the potential for emotional harm during scenario or other types of realistic

training. That, however, is topic for another article.

These guidelines are formulaic and ritualistic in nature. They require trained individuals to follow them and who possess a solid understanding of how and why they work. An organizational ethos is necessary with a belief in and enforcement of such guidelines. Any attempt to water them down must be met with resistance and recrimination in a consequential way. It is my intention to provide follow-up articles that outline these processes.

Such articles are to include:

- Eight Categories of Small Arms Ammunition and Their Uses and Limitations
- Color Codes that the RBTA uses to allow for quick discrimination between training devices and training areas
- FAA style Training Area Classifications and explanations as to which devices and munitions are allowed in each of the RBT Class A, Class B and Class G space
- Safety Protocols and search procedures.

For those interested in a more immediate access to this information and additional information on the actual authoring and development of highly effective scenarios designed for On-Purpose Learning, Role Player Development/Scripting and Safety Officer training, Effective Dynamic Training Facilitation and more, please feel free to contact the author at [Ken@RBTA.net](mailto:Ken@RBTA.net)

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**About the Author:** Ken Murray is the Director of Training for the Armiger Police Training Institute and founder of the Reality Based Training Association.



Photo credit:  
Andy Choinski on  
Pixabay.com

TOUGH ON THE OUTSIDE.

SOFT AND SQUISHY ON THE INSIDE.



*Share the road with motorcycles* 

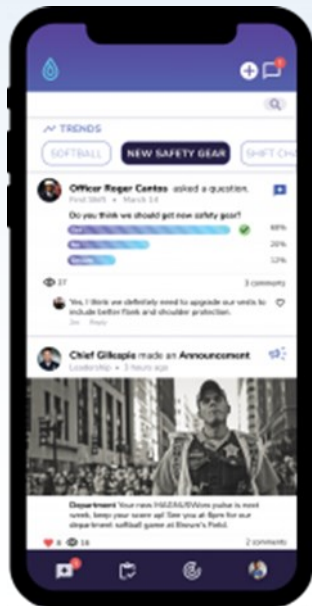
# 6 Well-being Trends Impacting Law Enforcement

Free Webinar Series from Magnusworx.com

About a year ago, the National Command and Staff College (NCSC) partnered with the RippleWorx team and focused on serving law enforcement professionals. Together, they have brought about an all-in-one wellness solution to the profession called MAGNUSWorx

[www.MAGNUSWorx.com](http://www.MAGNUSWorx.com), a cutting-edge data analytics technology combined with expert content built around 11 Peak Performance and wellness domains. With leading edge foresight, NCSC concurrently acquired AI driven content focused on foundational well-being using emotional intelligence (EI), from the Emotional Brilliance Academy's [EBGuardians](#). This highly rated program, developed by and for DoD/LE, allows participants to explore their own EI in moments when making critical decisions which impacts both themselves and their communities.

MAGNUSWorx equips law enforcement with the means to build resilience, performance, and cohesion in a demanding field. The positive habit-building techniques are sourced from a neurobiological perspective.



While the mobile app is designed to ensure anonymity and confidentiality, users can get a complete picture of their overall wellness through a detailed self-assessment. An officer can then access expert-designed programs to improve stress management, resilience, and capacity for growth. MAGNUSWorx's evidence-based content library, which is resourced from subject matter experts, covers mental, emotional, physical, relationship, family, financial, occupational,

spiritual, social, leadership, and resilience. A user's progress can be tracked to view improvement over time. Personalized recommendations based on an officer's unique needs will begin to appear.

To help design a wellness plan, agency leaders can post announcements and anonymous officer surveys to understand their personnel's needs better. Public Safety executives can see an immediate return on investment for agencies that are deploying our methodology.

We're excited to share the latest Magnusworx/EBG content during a "free" webinar series at noon EST on the third Thursday of each month starting April 20<sup>th</sup> through September 21<sup>st</sup> as follows:

- April 20<sup>th</sup> -- EI Your Weapon for Success
- May 18<sup>th</sup> -- Well-being Magnusworx Overview
- June 15<sup>th</sup> -- Recognize Your Stress
- July 20<sup>th</sup> -- Sleep -- Your #1 Go To
- August 17<sup>th</sup> -- Diet & Exercise Can't Work Alone
- September 21<sup>st</sup> -- Mindfulness & Peak Performance

Receive "[11 Reasons Why You Need EI](#)" for checking us out.

[Click here to learn more and meet the presenters.](#)



## Confidence

Most people think of confidence as a mindset or character trait.

Confidence is a skill that you earn.

It comes from keeping the promises you make to yourself.

— Diego Mercado, Bodybuilder

# Do You Practice These 3 Accountable Leadership Guidelines?

## It starts at the top

They say some people are born leaders and others rise to the occasion. Regardless of how you've come to be in a position of leadership, the important part is being the kind of leader your team deserves.

There isn't one foolproof method to being a good leader. Every group will require something a little different to be successful and your willingness to adapt your own leadership style to match the needs of your team is part of being a good leader.

Determining the particulars of your agency is up to you, but here are a few tips to get you started.

## Accountability in Law Enforcement

By now, we've all heard it a thousand times. It's been in news headlines, said by speakers at national conventions, and maybe even brought up by your local government or your peers. But what is "accountability" and what does it mean for you?

An accountable law enforcement agency has demonstrated through its actions that it can be trusted to faithfully uphold the law and protect its community. Everyone, from the newest rookie to the most seasoned veteran, is responsible for ensuring they and their peers honor that trust.

Public trust is much easier to break than it is to repair. A department on shaky ground with its community faces a higher likelihood of adverse interactions with the public, increased liability risks, and decreased morale and pride amongst officers.

With the public scrutinizing every action and many agencies facing hiring and retention crises, maintaining trust with your community has never been more important.

In addition to the public, you're also accountable to your officers. Your team isn't just trusting you with their careers, they're also trusting you with their lives. You have a responsibility to them and their families to provide the training and tools they need to get the job done safely.

## Accountability in Practice

### 1. Take Responsibility for Your People

To be accountable is to take responsibility for your actions and decisions. That means owning it if you make a bad call, apologizing, and making it right.

It also means taking responsibility for the actions of your officers. On a good day that might mean an acknowledgment during an awards ceremony or your daily roll call. On a bad day it might mean a public apology or press statement.

Investing in your team and building their confidence through continuing education, professional development, and a steady stream of constructive feedback helps ensure you have far more good days than bad.

To reduce the burden on your training officers, utilize a digital tool like a training management system to assign training and track who has and hasn't completed it.

Comprehensive and legally defensible training records also make it easy to be transparent with the public and demonstrate your agency's commitment to your community. Take the hassle out of responding to training records requests, simplify meeting records retention mandates, and easily share training and policy review documentation with accrediting or overseeing entities.

### 2. Walk the Walk

At some point in our lives, we've all watched somebody talk big but take the easy way out when the opportunity presented itself. As a leader, you need to hold yourself to an even higher standard than your team. That means being the first to get your annual training done, learning to use newly introduced tools or processes, and never asking your officers to do something you wouldn't be willing to do yourself.

It also means being honest with your officers. If you expect them to tell you the truth and be comfortable sharing their concerns, you must show you're willing to do the same.

A performance management system makes sharing relevant feedback easy and ensures that positive marks make

it into employee files too, not just the negatives. It also allows you to document critical incident exposures and keep an eye on those that might need some extra help. In doing so, you can minimize burnout and retain employees for longer by promoting mental wellness.

### 3. Accept Criticism and Do Something with it

Whether it comes after an incident or just from observation, valid criticism should always be taken seriously. It's your responsibility to take that to the next step and make appropriate changes. Listening to your officer's concerns and addressing them will build trust and ensure that if there ever is a problem, they feel comfortable coming to you with it.

It's also your job to proactively look for areas of improvement. Shed the "if it ain't broke, don't fix it" mentality. Today's recruits have different expectations than those of the past and adopting modern tools is key to keeping them excited about and engaged with police work. A blended learning model, where hands-on training is supported with

accredited online learning, is preferred by many of the new generation and makes the most of the little time your agency has to meet mandated training requirements.

### Accountability Doesn't have to be Complicated

Here's the bottom line: Promoting accountability at every level of your department can be simple. When officers see you practicing what you preach and you pair strategic initiatives with technology purpose-built for law enforcement, you can simplify and streamline new or existing processes to train, prepare, and retain your officers.

*Vector Solutions' suite of industry-leading software solutions for law enforcement includes training management systems, online training courses, FTO/PTO/CTO/live skill evaluations, and an early intervention and performance management system.*

To learn more, please visit us online at [VectorSolutions.com](https://VectorSolutions.com).



## Topics Covered in this Digital Report Include:

### How Evidence-Based Training Developed and Evolved

Read about the necessary actions, barriers and transitioning a department to one of evidence-based training.

### How the Science of Human Performance Can Accelerate Skills Development

Learn how humans acquire and retain skills, and keeping effectiveness the highest priority.

### Sustaining a Science-Based Approach to Law Enforcement Training and Education

Read about the importance of investing in analytics, partnering with researchers and how to prevent learning decay.

### Enhancing Hands-On Training with Online Learning

Discover the four basic principles of learning and retention to increase performance in the field.

### Measuring What Matters: The Outcomes and Impact of Science-Based Training

Learn how to map performance goals to departmental and governmental needs to reveal areas needing more refinement.

[Download The Digital Report HERE](#)





# IADLEST/LAPSEN Certified Youth Instructor



We congratulate educator, Stacey Hervey, the latest individual to receive Certified Youth Instructor certification from IADLEST



Stacey Hervey is a first-generation college student and started her career with the Boulder Police Department before going into education in 1998. She has worked full time at the Fred N. Thomas Career Education Center Early College of Denver (CEC) since 2000 and is an adjunct faculty member at University of Maryland, University of Colorado, Metro State University and the Community College of Denver.

She served as a mayoral appointee to the City of Denver Crime Prevention Commission and in 2009 received the FBI Director Leadership award and served as the Vice President of the FBICAAA.

She has won several teaching awards for her work in the classroom. She has worked at the federal and state level advocating for Career Technical Education (CTE) and writing standards that align with core topics. In addition to her teaching, she is a published author and serves as the criminal justice media spokesperson for Metro State University.

She is most proud of her work advocating for marginalized communities and introducing law enforcement careers to underrepresented communities.

When not working, she spends time cheering on her local sports teams (Go Buffs), fostering kittens, listening to crime podcasts and eating tacos.



## Teaching

The mediocre teacher tells.  
The good teacher explains.  
The superior teacher demonstrates.  
The great teacher inspires.

- William A Ward

# IADLEST and LAPSEN

## Launched The Certified Youth Instructor (CYI) Program



**To recognize and acknowledge the Nation's FINEST instructors who work in schools and youth programs designed to foster careers in law enforcement.**

**These individuals display the "best practices" in training delivery by being highly recommended by their schools, youth program directors or the LEAs for whom they work.**

**This program is for all instructors working with youth in law enforcement career programs and related public safety programs.**

### **Raising the Bar for Law Enforcement Certified Youth Instructors.**

- An Identification card with the IADLEST & LAPSEN seals documenting your Certified Instructor status and expiration date
- Receive an IADLEST/LAPSEN certificate, suitable for framing
- Become a LAPSEN member with access to all lesson plans and other resources
- Post your picture and biographical information on the Certified Youth Instructor webpage that includes a summary of your experiences and abilities with links back to your direct e-mail or web pages
- Benefits

**IADLEST/LAPSEN Certified Youth Instructors receive a CYI Program lapel pin**

- Use of the IADLEST/LAPSEN Certified Youth Instructor acronym, CYI, on your business cards, letterhead
- Follow the link for more details: <https://www.iadlest.org/training/youth-instructor>

initial Instructor Fee of \$50 for a two-year certification

# Certifying Content and Axon's Quest for the Moon

*By John K. Brueck, Jr.*

## **Moonshot**

Last fall, Axon announced at the annual International Association of Chiefs of Police (IACP) conference in Dallas, that it is joining forces with law enforcement and community leaders in a [Moonshot goal](#) to cut gun-related deaths between police and the public in half by 2033.

This Moonshot goal serves "to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone," as U.S. President John F. Kennedy put it 60 years ago when he rallied the nation behind a mission to put a human on the moon.

Achievement won't be measured in miles traveled, but in lives saved. In 2021 in the U.S., 1,118 people — 1,054 civilians and 64 officers — lost their lives in gun-related incidents between police and the public, and while 2022 data is still being compiled, is it expected to be on the same trajectory, according to leading data sources. While these losses reflect a complex set of issues, the impact on families and loved ones, communities, and our country as a whole is felt deeply and daily.

To accomplish this lofty goal, we are committed to investing in technology, training and other trust-building initiatives that will help achieve better outcomes and deepen trust between law enforcement and the communities they protect and serve. Not only are we creating advancements in less-lethal and de-escalation tools, but we are also focusing on new advancements in training which will cultivate the environment needed to accomplish our Moonshot.

## **Axon Training Evolved**

Over the years, Axon has consistently evolved our training efforts. From investing in resources, to technology and partnerships, we are laser-focused on up-leveling our training for public safety to ensure our content delivers solutions that create better outcomes for public safety and community. One of the key considerations in developing this content was ensuring our training reflects the Peace Officer's Standards and Training (POSTs) around the country. Our solution was simple: we partnered with the leading organization that has the pulse of the POSTs, understands the challenges of policing in today's world, and shares a common goal of establishing effective and defensible standards for the training of public safety personnel, the International Association of Directors of Law Enforcement Standards and Training (IADLEST).

## **Today's Challenges**

Today, POSTs are working with reduced budgets and staff. They must balance a regulatory program with a responsibility for deliverables such as licensing peace officers, ensuring compliance with peace officer continuing education requirements, and the licensing of law enforcement training centers and instructors. This is a large, complex, and critical mission which POSTs around the country pursue and maintain.

Recognizing the challenges faced by the POSTs, as well as the benefits they can receive from centralized product training and curriculum for public safety, we developed training that is comprehensive, digestible, and centered around a core mission to protect life. To ensure all of our training benefits our customers and POST agencies, as well as addresses the desire to allow for in-service credits, we partnered with IADLEST.

## **IADLEST – The solution that makes sense**

By joining forces with IADLEST, we can help tip the scale in favor of educating, training, and ultimately saving lives both in law enforcement and within the communities they serve. At Axon, we strongly feel our Moonshot goal is a team sport, and IADLEST provided the validation that our training was professional, standardized and perceived as valuable to public safety professionals, and would help us reach our goal.

For Axon, the shift to certify our training came from listening. Listening to our partnered agencies and officers in the field. Soliciting feedback and asking tough questions are a force multiplier for Axon. This approach provides the necessary foundation from which to base new and better training, up-level our suite of curricula, and most importantly encourage a continual dialogue to constantly evolve solutions that can make an officer's day easier, less stressful, save time, and above all, save lives.

## **Training for the future – How can Axon continue to improve and better serve our customers?**

If you ask 10 different law enforcement agencies what their annual training requirements are, you'll likely get 10 different answers. However, there is one constant: saving time and resources to optimize law enforcement training.

Today's climate puts pressure on public safety to do more, to train more, to be more, all while in the midst of unprecedented challenges in recruitment and retention.

One way to deliver on our training requirements is to train smarter and ensure our training is efficient and effective. One of the ways Axon has solved for this training challenge is through technology. We have seen advances in the many forms of Virtual Reality (VR) Training. VR training can significantly accelerate an agency's training programs, saving time and money. Our VR Training experience enhances officer performance, critical thinking and de-escalation skills, promoting mutually beneficial outcomes for officers and the community they serve.

### **Conclusion**

We are proud to partner with IADLEST to provide the best and most comprehensive training to public safety in order to keep them and the communities they serve safe. Through a shared commitment to research, dialogue, innovation and implementation, we believe that together we can accomplish our Moonshot goal.

### **About the Author**

*John Brueck is Axon's Senior Accreditation Program Manager. John has worked with and supported local, state and federal law enforcement agencies and associations nationally for over 20 years, working in the telecommunications, technology, and higher education space. John's current role consists of working within Axon's Training Division on accreditation and certification initiatives that touch our world-class products and training curriculum.*

### **ABOUT AXON**

*Axon is the technology leader in global public safety. Our [Moonshot](#) goal in the US is to cut gun-related deaths between police and the public by 50% before 2033. Axon is building the public safety operating system of the future by integrating a suite of hardware devices and cloud software solutions that lead modern policing, defense, and security. Axon's suite includes TASER energy devices, body-worn cameras, in-car cameras, cloud-hosted digital evidence management solutions, productivity software, and real-time operations capabilities. Axon's growing global customer base includes first responders across international, federal, state, and local law enforcement, fire, corrections and emergency medical services, as well as the justice sector, commercial enterprises and consumers.*

*Learn more about our Moonshot at [thisismoonshot.com](https://thisismoonshot.com) or email [moonshot@axon.com](mailto:moonshot@axon.com).*



# IADLEST'S NATIONAL CERTIFIED INSTRUCTOR UPDATE

by: Kelly Alzaharna, IADLEST Program Manager

Each quarter, we recognize our newest recipients of IADLEST's National Certified Instructor (INCI) Program certification. They are subject matter experts (SME) who have focused their talents on law enforcement training, increasing IADLEST's influence on training excellence, and making a continued, positive impact on the work of law enforcement officers. IADLEST's National Certified Instructors come highly recommended by their peers or IADLEST members.

Their credentials include significant training and curriculum development experience and a demonstrated commitment to improving criminal justice training and society.



## Elia Alfonso

Elia Alfonso is a Lieutenant with the City of Manassas Police Department. Originally from New Jersey, in 1999 she was hired as a police officer and relocated to Virginia. Her professional passion is in patrol operations and specializing in all areas of use of force. Her assignments have included administration, where she served as the hiring manager and in the Emergency Operations Center, and patrol division.

Lt. Alfonso has been a Defensive Tactics Instructor since 2008 and the Defensive Tactics Program Manager since 2014. As Defensive Tactics Program Manager, she is responsible for lesson plan development, teaching techniques, and providing court testimony. She has developed two use of force courses, "Managing Use of Force for 1st Line Supervisors" and "Use of Force - Roles and Responsibilities of the Officer." Lt. Alfonso also holds Taser Instructor and Force Science Analyst certifications and is a Crisis Negotiations Team leader.

## Lance Cook

Lt. Cook has been a tireless promoter of traffic safety throughout his 35-year career. He has provided instruction or training in traffic law, traffic enforcement, traffic engineering, alcohol enforcement, speed measurement, abandoned vehicles, alternative and non-traditional vehicles, motorcycle helmets, and traffic crash investigation and reconstruction.

He has taught for the Michigan State Police, the Michigan Department of Natural Resources, the Michigan Department of Transportation, at least a quarter of Michigan's regional police academies, the Prosecuting Attorneys Association of Michigan, the Michigan Association of District Court Magistrates, and the Michigan Driver and Traffic Safety Education Association.



For the full roster of National Certified Instructors [Click Here](#).



## **Bill Wright**

Bill Wright is a Detective with the Pasco Police Department in Washington State. He has 29-plus years of law enforcement experience and 17-plus years experience as a firearms instructor. He spent the first 6 years of his career as a corrections officer, becoming an FTO and receiving a promotion to Corporal.

In 1998, Bill was hired by the Pasco Police Department as a Reserve Police Officer, becoming a full-time police officer in 2001. He's served in assignments as patrol officer, FTO, firearms instructor and detective. Since 2011 Bill has been assigned as the lead instructor for the Pasco Police Department's Firearms program, overseeing seven Firearms Instructors as field and classroom instructors. He is responsible for the development of training curriculum, lesson plans, after training reports, equipment inventory, and program budget. Bill has

taught hundreds of hours of in-service training.

In 2019 Bill became a detective member of the regional Special Investigative Unit (SIU) which investigates officer involved use of force incidents and in 2021 became a Criminal Justice Training Center (CJTC) Independent Investigation Team (IIT) Certified Lead Investigator.

## **Allison Willis**

Allison Willis is currently an instructor with the Technical College of the Rockies (TCR), Law Enforcement Academy in Delta County, Colorado. She is a part of a motivated and unique team of law enforcement professionals (active and retired) who help train Cadets from the Western Slope of Colorado. Allison enjoys teaching a variety of academic courses (Special Populations, Law Enforcement Ethics, Verbal Communications, Bias Motivated Hate Crimes, Leadership, Interacting with Individuals in a Mental Health Crisis, Report Writing, and more) for the TCR Academy. She also assists in instruction with tactical situations such as preliminary investigations, traffic stops, pedestrian contacts, building searches, and more.



Allison started her career as a recruit for the Los Angeles County Sheriff's Department (LASD), graduating from the academy in May of 2006. Her first assignment was with the Century Regional Detention Facility (CRDF) as a Custody Deputy then serving in several other assignments such as Training Officer and Training Deputy before transferring to Compton Patrol Station as a Patrol Deputy in 2009. Allison worked Compton Station as a patrol deputy, special operations deputy, and Field Training Officer. In 2014, Allison transferred to the Los Angeles County Academy as a Drill Instructor. She served as lead Physical Training Instructor, lead Scenario Manager, and lead Report Writing Instructor. Allison was Lead Instructor for Class #432 and #446 where she oversaw approximately 100 recruits and six Deputy Personnel for each class.

Allison taught a variety of courses at LASD Academy such as Sex Crimes, Criminal Process, Domestic Violence, and Preliminary Investigations. During her career with the academy, she was assigned to 13 academy classes as a Drill Instructor and trained approximately 1000 recruits within LASD and various agencies throughout LA County. In 2021, she and her husband (a retired Deputy also with LASD) moved to Ouray County, Colorado. They are currently in the process of developing a Dude Ranch (28 Cattle and Dude Ranch) to serve the Wounded Warriors Project and First Responders. They love to fish, hike, and work on their cattle ranch together.



## **Collin Congleton**

Collin currently serves as a Lieutenant with the Jersey City Police Department. Over his 20 years in law enforcement, he has worked as a Corrections Officer & Sheriff's Officer prior to moving to his current department. Throughout his career, he has worked numerous assignments including patrol, Street Crimes/Violent Crimes Squad, training officer, negotiator, and academy instructor. Most recently he was tasked with creating and commanding the Force Investigations Unit, responsible for the review and analysis of all use of force and pursuit incidents in the second largest city in New Jersey.

Collin earned his Juris Doctorate from Rutgers School of Law where he was awarded the Judge J. Skelly Wright Prize for contributions to civil rights. He holds a Bachelor's Degree in National Security Studies from NJCU (Summa Cum Laude) and is a Rutgers University Certified Public Manager. Additionally, he has completed the FBI Hostage & Crisis Negotiator course, the Force Science Certification course, and many other law enforcement qualifications/certifications.

Collin is a proud veteran of the United States Marine Corps. During his time as a Marine, he served two combat tours in Iraq as a Machine gunner and Scout/Sniper. When he is not pursuing his passion for teaching, Collin enjoys jiu-jitsu and riding his Harley. He specializes in case law, use of force, and leadership development.

## **John Wiehn**

John Wiehn is an attorney and Legal Instructor with Blue to Gold Law Enforcement Training. John has been training law enforcement officers for over a decade; he is committed to increasing officers' safety through their understanding of case law and its real-world application. John's professional endeavors have provided him the opportunity to learn with thousands of officers across the nation.

Before teaching search and seizure full-time, John was a Certified Peace Officer in the State of Arizona. His assignments included Field Training Officer, SWAT Operator, SWAT Less-Lethal Senior Grenadier, and Patrol Sergeant. Based on his education, background and experience, John has been able to assist multiple police department legal advisors, as well as instruct at all three Arizona police academies on such topics as Constitutional Law, Interviewing and Questioning, Search & Seizure, Criminal Law, and Scenario-based Tactical Decision-making.

Additionally, John has qualified as a Certified Search & Seizure Instructor, Active Shooter Training and Preparedness Instructor, PepperBall Less-Lethal Deployment System Instructor, Simunition Force-on-Force Training Instructor, NTOA Less-Lethal Instructor, NTOA FSDD Instructor, NTOA Chemical Agent Instructor, CATO Chemical Agent Instructor, and has the distinction of being a Certified Force Science Analyst by the Force Science Institute.

John's education includes undergraduate degrees from the University of Arizona. He graduated from Pepperdine University School of Law in Malibu, California, where he also received a Certificate at the Straus Institute for Dispute Resolution, and is a practicing member of the Arizona State Bar.





## Kevin Forrester

Kevin Forrester is a trainer for the California Department of Parks, and Recreation (California State Parks).

After 29 years in law enforcement Kevin retired from California State Parks. Kevin has been assigned as a trainer in the Basic Peace Officer Academy. Kevin has instructed various training modules such as: Vehicle Pullovers, Traffic Enforcement, Defensive Tactics, Firearms and Use of Force. During Kevin's career he worked as a Supervisor, Chief Ranger, Sector Superintendent and Superintendent of Internal Affairs.

In retirement Kevin continues to work with the California State Parks Peace Officer Basic Academy. For the past ten years, he has been a trainer for the Use of Force module. Kevin is also an administrator for the department's Field Training Program, he has also instructed courses for Field Training Officer, Field Training Officer Refresher, and Field Training Supervisor. In addition to his work with the Basic Academy, Kevin also works as an independent training contractor for the nonprofit organization Get Safe, which provides comprehensive crisis intervention and de-escalation training. Kevin has recently joined the California Force Instructors Association.

Kevin earned a bachelor's degree in Business Administration from California State University San Bernardino.

Kevin can be contacted via e-mail at: [kforrester0988@gmail.com](mailto:kforrester0988@gmail.com) Phone: (714) 686-3590

## Jeffrey Fritz

Jeffrey Fritz is Principal and Chief Executive Officer of The PREVENT Group, LLC which is a law enforcement and public safety consulting and training firm that specializes in serving the needs of small and medium-sized police agencies. Prior to establishing his consulting firm, Jeff spent over 40 years in public service having served in law enforcement, municipal, and state agencies, and organizations.

Jeff is a 32-year veteran of law enforcement with his last two years as Chief of Police. He has over 30 years in supervisory, management, and leadership roles; and over 10 years of program development, delivery, and training experience in a law enforcement-related environment. In addition, Jeff has 10 years of city government experience, serving terms as both Mayor and Alderman for a central Illinois city with over 100 employees.



Through his positions of Police Chief, Mayor, and Deputy Director of a state law enforcement executive training institute, Jeff has developed a unique blend of expertise and perspectives on the issues and challenges facing law enforcement agencies today. His diverse array of knowledge and experience equips him to interact with clients and stakeholders at all levels of municipal government, as well as other public safety organizations.

Jeff has a Bachelor's Degree in Criminal Justice Management from Aurora University and has completed post-baccalaureate coursework in Instructional Design and Technology at Western Illinois University. He is a graduate of the Illinois Law Enforcement Training and Standards Board Executive Institute's *Enduring, Surviving, and Thriving as a Law Enforcement Executive* and Northwestern University's *School of Police Staff and Command and Executive Management* programs.





## Adam Gormley

Adam Gormely started his law enforcement career in 1990 in the Moosehead Lake area as a deputy game warden. Working with the Maine Warden Service Adam was able to spend some time in Kittery, Waterville, and Greenville where he took a Sergeant's position in 2006. In 2008, he transferred as a Lieutenant to take command of the southernmost division of the state where he remained until March of 2021 when he retired.

During his tenure, Adam served as Maine's boating law administrator allowing him a national perspective and served on many committees dealing with issues across the entire US. Adam has served in many roles in the Warden Service to include mapper, planner, and incident commander on the Maine Warden Service Incident Command

Team. Adam has overseen and directed a wide range and multitude of critical incidents and understands the effects these incidents can have on officers.

Adam holds an Associate Degree in Legal Technology and a Bachelor of Science in Wildlife Management, both from the University of Maine. Adam has attended many graduate-level leadership classes and holds certifications in watercraft and recreational vehicle training from both the Department of Inland Fisheries and Wildlife as well as the National Safe Boating Council. In addition, Adam is a licensed US Coast Guard Captain.

Adam's passions lie with teaching and instructing, and he has taught and instructed in many venues including a variety of classes in state government, the University of Maine, Augusta, and different LE academy settings.

One of Adam's favorite quotes is that of Gordan Graham, "If it is predictable, it is preventable".

Adam also believes that Ron Glidden's book "*Bulletproof Leadership*" is a must-read for anyone who manages people.

## Donald Hale

Donald R. Hale currently serves as the Director and is a tenured Professor for the Laredo College Regional Police Academy and Criminal Justice chair in Laredo, Texas. Donald has worked with Laredo College for over 20 years. Fourteen of those years have been in an administrative capacity, managing all academic and continuing education training for law enforcement officers in four counties including Webb, Zapata, Jim Hogg, and Starr. Donald also serves as a Reserve Investigator for the 49th Judicial District Attorney's Office.

Donald's experiences while working as a law enforcement officer exposed many weaknesses in communication, skills, and procedural concepts. This was his driving force to make changes in the field that gave Donald and his family many opportunities to be successful and live a better life. Donald's platform was to meet educational requirements and specialize in the most critical areas of law enforcement which include, but are not limited to: a humanistic approach to policing, use of force, defensive tactics, search and seizure, firearms, and safeguarding the Constitution and Bill of Rights while enforcing the laws. Donald's goal is to use the institutional core values to empower our future law enforcement officers. Empowerment, discipline, and integrity are the foundation of his teaching philosophy.

Donald began his career in 1990 with the Webb County Sheriff's Office has been licensed as a peace officer for 30 years, having served in numerous capacities and divisions. Donald served as a corrections officer, Deputy Sheriff, and Narcotics Investigator assigned to the Drug Enforcement Administration. Donald was a SWAT Officer and served as the Assistant SWAT Commander during his tenure with the Sheriff's Office. Donald subsequently transferred to the County Attorney's Office and served as a criminal and environmental Investigator.



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Donald specializes in teaching, course development, management, investigations, search and seizure, and constitutional issues as they relate to law enforcement. Donald has been the lead arrest and control trainer for the Regional Police Academy for over 16 years. Donald has provided testimony at the State and Federal level in numerous cases and jurisdictions resulting in successful prosecution. Donald served on the Texas Commission of Law Enforcement (TCOLE) Basic Peace officer curriculum committee resulting in the most significant curriculum changes in the history of Texas Law Enforcement.

Donald is a 2016 National Institute for Staff and Organizational Development (NISOD) award recipient, Laredo College "Commitment to Excellence" 2012 & 2017, Laredo College 20-year service award, and United Independent School District (UISD) citizen of the year. He was recognized by the Laredo Police Chief in 2021 for partnership and continued development of our future law enforcement officers. Donald has an Associate of Applied Science in Criminal Justice, Laredo Community College, Bachelor of Science in Criminal Justice, Texas A&M International University, Masters of Science in Criminal Justice, Texas A&M International University, and holds a Master Peace Officer and Advanced Instructor Certificate.

Donald has a passion for fitness and martial arts and holds numerous certifications in fitness and nutrition. Donald is a multi-discipline martial arts instructor and holds a 3rd degree Black Belt in Karate and certified Brazilian Jiu-Jitsu Black belt under the International Brazilian Jiu-Jitsu Federation (IBJJF).



## Scot Mattox

Scot Mattox retired in September 2013 as a Sergeant with the Portland Maine Police Department after 26 years in law enforcement. During his career, he held several positions within the police department including Patrol Sergeant, Directed Patrol and Tactical Enforcement Sergeant, and Internal Affairs Investigator. He holds a Bachelor's Degree in Criminology; a Master's Degree in Public Policy and Management; a Juris Doctor from the University of Maine School of Law; and is currently a member in good standing of the Maine Bar. He is formerly a Maine licensed Paramedic, an Adjunct Instructor in Police Use of Force and Police Procedure at Southern Maine Community College, as well an Adjunct Instructor in Criminology, Juvenile Justice, and Law Enforcement Ethics for St. Joseph's College of Maine.

After leaving Portland PD, Mr. Mattox worked as a Hearings Examiner for the Maine Bureau of Motor Vehicles for a year before taking a position as Maine's first Traffic Safety Resource Prosecutor (TSRP).

Currently, Mr. Mattox is the owner and CEO of Dirigo Safety, LLC where he continues TSRP contract work; as well as overseeing Dirigo Safety's contract work with the Maine Center for Disease Control's grant for Administrative Oversight of the Enforcement of Underage Drinking Laws (EUDL). He is writing lesson plans for the Maine Criminal Justice Academy and is also instructing multiple classes. Scot's *Mixed (Cannabis / Alcohol) Impairment Detection Lab* (where officers are trained to detect cannabis and alcohol impairment using volunteers who have consumed either substance) is the first of its kind in the United States.

Mr. Mattox continues to find time to patrol the streets and serve his community as a reserve officer for Falmouth, Maine PD.



## Colin May

**Colin May, M.S., CFE, 3CE** is Assistant Director of Strategy and Planning for a large federal law enforcement agency, where he is responsible for the research, strategic planning, and training support for the nearly 200 special agents, analysts, forensic auditors, and professionals.

His law enforcement experience includes 10-years as a Special Agent at the U.S. Department of Defense and U.S. Department of Commerce, Office of Export Enforcement; he was also an auditor and team leader for the Regional Investigation Team for the U.S. Department of Justice, Office of the U.S. Trustee working on bankruptcy fraud investigations. He taught at the National Bankruptcy Training Institute at the DOJ's National Advocacy Center, training auditors, attorneys, paralegals, and other staff to detect, investigate, and prosecute fraud.

Colin is also Professor of Forensic Studies and Criminal Justice at Stevenson University, teaching courses in the Forensic Studies Graduate Program since 2010. Colin's research focus has been on law enforcement and organizational leadership. A frequent writer on law enforcement leadership and investigation topics, he has been published in *Police Chief Magazine*, *the FBI Law Enforcement Bulletin*, *the Journal of Public Inquiry*, *FBI-LEEDA Insider*, and *Fraud Magazine*. He also blogs about leadership, training, and law enforcement at <https://artiosleadership.blogspot.com/>.

In 2006, he became a Certified Fraud Examiner, and he is also a Certified Cyber Crime Examiner from the National White Collar Crime Center. He is a 2014 graduate of the Program for Emerging Leaders at the Center for the Study of Weapons of Mass Destruction, National Defense University (Fort McNair, Washington, D.C.). Colin completed a 10-week Values-Centered Leadership Certificate course at DePaul University in June 2020 and the Advanced Values Leadership course in March 2022.

His memberships include the International Association of Chiefs of Police, the Police Executive Research Forum, and the Association for Educational Communications and Technology. He holds a bachelor's degree in business from Siena College and a master's degree in Forensic Studies from Stevenson University, as well as graduate certificates in forensic accounting (Northeastern University), leadership studies (University of Southern Maine), and strategic communications management (Purdue University). Colin is a graduate of the Federal Law Enforcement Training Center's Criminal Investigator Training Program, Digital Evidence Acquisition Specialist, Seized Computer Evidence Recovery Specialist, and Computer Network Investigations Training Program.



## Philip Shappy

Technical Sergeant Philip Shappy is an active sworn law enforcement officer with over 20 years of experience. His current assignments include; Lead Use of Force instructor and coordinator, Senior Defensive Tactics instructor, Firearms instructor, Chemical Agent Munitions instructor, and Body-Worn Camera instructor at his agency.

Phil is a state certified Defensive Tactics instructor and teaches this subject matter at the New York State Police Academy as well as Defensive Tactics instructor schools. He holds certifications as a Master Taser Instructor, Master instructor in Instructor Development Courses for Department of Criminal Justice Services, Instructor Train-

er for the Reality Based Training Instructor course, impact weapons instructor, chemical agent instructor, chemical agent munitions instructor, and FLETC Use of Force instructor.

In the current role as Use of Force Coordinator, Phil has developed and written his department's Use of Force Policy and assisted with the writing and revision of numerous other articles of agency policy. He is frequently the point of contact for other municipal agencies across the state of New York regarding the generation of Use of Force policies. Phil also developed a use of force training program which allows his agency to train and evaluate an officer's performance and decision making under stress.

Phil serves as the use of force expert for the Division of New York State Police filling the role of expert witness and lead consultant for use of force investigations. He has received over 900 hours of specialized training to include Force Science® Certification course, Gracie Survival Tactics instructor training, Strategos International Use of Force Course, and created a lifestyle devoted to the studying and practicing of Brazilian Jiu Jitsu, currently possessing the rank of brown belt.

Prior to and during a portion of his time with the New York State Police, Phil served as a member of the Armed Forces with the United States Army as a forward reconnaissance team leader, deploying for a combat tour in 2003 to Iraq. His duties while serving in the Army was to teach basic and advanced marksmanship, land navigation, and physical fitness.

Contact Phone: 518-470-2032

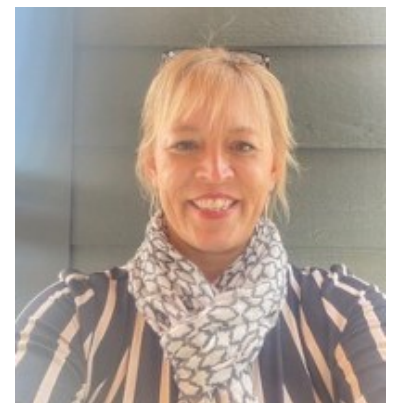
## Abbe Chabot

Maine State Police Detective (Ret) Abbe Chabot is a twenty-year detective of criminal investigations and violent crimes in Maine. She joined the Maine State Police in 1997 after graduating from Norwich University and the Corps of Cadets. Detective Chabot holds degrees from Norwich in Criminal Justice and in English.

Abbe patrolled Troop B in Androscoggin County with her patrol K9, Tango, from 1997 until her promotion to detective in 2003. While assigned to Troop B she became an instructor for the Maine Criminal Justice Academy and the Maine State Police Training Troops, awakening what became a life-long love of instructing law enforcement and the public.

Abbe joined the criminal division of the Maine State Police in Augusta, where she participated in hundreds of death investigations including homicides, child deaths, and homicides, overdose deaths, and suspicious deaths. Additionally, she conducted hundreds of investigations into child abuse and neglect, child sexual abuse, and all forms of sexual assault. Abbe was also assigned cold case homicides and was the very grateful primary investigator on one of Maine's oldest solved cold cases to date.

Abbe specialized in interviewing and interrogation as well as behavioral analysis as opposed to evidence collection and became a regular instructor for new officers and detectives in interviewing and interrogation, death investigations, and sexual assault. Abbe also joined the Attorney General's Office to instruct all new Maine police officers on the fundamentals of criminal investigations.

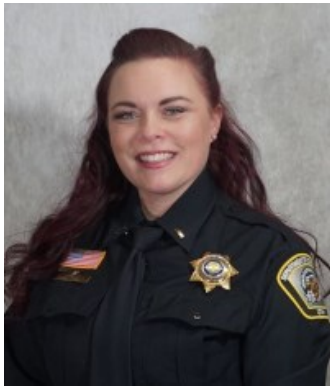


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While in the Maine State Police Major Crimes Unit, Abbe became the first detective to handle a K9 and built the current crime scene cadaver program for the Maine State Police. Abbe's work with her first K9, Pivot, was featured in the award-winning documentary 'Searchdog'. As a result, Abbe traveled the county promoting the film, but more importantly the work of utilizing a K9 to locate the remains of lost or missing persons, suicide or homicide victims, and to bring them back to loved ones.

Abbe transferred to the Maine State Computer Crimes Unit in 2016 to learn and develop skills in identifying, locating, and leveraging technology and digital evidence to enhance criminal investigations. While there, she was an agent of the federal Internet Crimes Against Children program which afforded her the opportunity to investigate and incarcerate users and manufacturers of child exploitation material online. Abbe was eventually appointed as Assistant Commander of the Maine Internet Crimes Against Children (ICAC) unit, and developed a program for digital responsibility and social media safety. Abbe used this program to teach students, school staff, parents, and community members statewide how to keep kids safe online and exercise safe and healthy online habits.

Detective Chabot ended her career in the southern Major Crimes Unit of the Maine State Police. During her time there she was named 2020 Trooper of the Year. Abbe retired in March of 2022 with her second cadaver dog, Steve, and her husband, Game Warden Corporal Dave Chabot, who retired from the Maine Warden Service the same day.



## **Courtney Whitney**

Lt. Courtney Whitney has been with the Utah State Correctional Facility, in Salt Lake City, Utah since 2013. Her many assignments include housing Officer/housing Sergeant for male and female populations, shift commander, instructor for the Training Bureau, Supervising the Field Training Program, and Operations. She started her career in Law Enforcement in 2009 with the Dothan Alabama PD serving as a full-time dispatcher and a part-time reserve police officer.

Lt. Whitney has been a Field Training Officer since 2016 when she was promoted to Sergeant. She has been teaching for the Corrections Training Academy since 2014 and is currently supervising the Field Training Program for the Utah State Correctional Facility.

She also teaches Pre-Service and In-Service training for the Utah Department of Corrections and The Utah Adult Probation and Parole Department. She recently joined the National Association of Field Training Officers (NAFTO) and is one of their Corrections Subject Matter Experts (SME). Courtney is the SME for her department in Staff Wellness and Development, Incident Management Systems, De-escalation, Institutional Security, and Hostage Taking and Negotiation.

Lt. Whitney is pursuing her master's degree in Law Enforcement Leadership with Liberty University and holds a bachelor's degree in Justice and Public Safety from Auburn University, Montgomery. She holds Instructor Development, Outward Mindset, Crisis Intervention Team (C.I.T), and Mentoring certifications.



## David Perry

David L. Perry is a senior research associate in the Law Enforcement Safety and Wellness (LESW) group for the Institute for Intergovernmental Research (IIR). LESW is composed of the VALOR Program—a national officer safety project developed at the direction of the U.S. Attorney General—as well as the National Suicide Awareness for Law Enforcement Officers Program and the National Law Enforcement Roadway Safety Program. Mr. Perry has more than 25 years of law enforcement experience.

Mr. Perry retired in September 2021 from the University of North Carolina (UNC) Police Department in Chapel Hill, North Carolina. Prior to retiring, Chief Perry served as assistant vice chancellor for safety and chief of police at UNC, assistant vice president for campus safety and chief of police with the Florida State University (FSU) Police Department, deputy chief of police for Clemson University, and

chief of police/director of public safety with the Albany State University Police Department.

Mr. Perry started his law enforcement career in 1993 with the Albany, Georgia, Police Department serving on patrol and as a narcotics investigator. During Mr. Perry's service with the Albany-Dougherty Drug Task Force, he worked several federal Organized Crime Drug Enforcement Task Force investigations with the U.S. Drug Enforcement Administration.

Mr. Perry is a graduate of Albany State University, where he earned an undergraduate degree in criminal justice and a master's degree in public administration. Mr. Perry continues to develop and maintain relationships with local, state, and federal law enforcement agencies, community leaders, and the public to foster trust, understanding, and cooperation.

For the full roster of National Certified Instructors [Click Here](#).

## Teaching

The fact that you worry about being a good teacher, means that you already are one.



— Jodi Picoult

# IADLEST's INTERNATIONAL INSTRUCTOR CERTIFICATION FOR INTERNATIONAL TRAINERS

By: Kelly Alzaharna, IADLEST Program Manager



## Joseph Trindal



Mr. Joseph Trindal serves as the International Region Representative at the International Association of Directors of Law Enforcement Standards and Training (IADLEST). With 40 years of law enforcement and training experience, Mr. Trindal is also senior law enforcement advisor to the U.S. Department of Justice (DOJ), International Criminal Investigative Training Assistance Program (ICITAP). At ICITAP, Mr. Trindal works with the U.S. Department of State and several foreign governments in coordinating the design and implementation of assistance training and advisory programs promoting modern law enforcement and investigative practices while advancing human rights and the rule of law.

Mr. Trindal is president at Direct Action Resilience, LLC advancing and promoting proven strategies for professional and organizational change management.

In addition to consulting and advisory services, a variety of training programs are delivered through the Direct Action Resilience Institution (DARI). Assistance in navigating police transformation strategies is delivered through the Global Center for Police Innovation.

Mr. Trindal served as the first regional director and special agent in charge of the U.S. Department of Homeland Security (DHS), Federal Protective Service (FPS), National Capital Region (NCR). From the creation of DHS until his retirement, Mr. Trindal led the FPS police and investigative agency of over 400 full time officers, special agents, and support personnel as well as over 6,500 contract security personnel in protecting federal facilities throughout the NCR. He led the funding authorization initiative, design planning, and implementation of FPS' only regional academy located at Bryn Mar in Alexandria, Virginia, USA. During his tenure at FPS, Mr. Trindal led the creation of the first Chemical Inspectors Training Academy in standing up DHS's first infrastructure protection regulatory authority, the Chemical Facilities Anti-Terrorism Standards (CFATS) initially leveraging FPS WMD specialists nationwide. He also served on the faculty at George Washington University in Washington, D.C. as well as an adjunct instructor and advisor to the FPS National Academy.

Prior to joining DHS, Mr. Trindal served 20 years with the DOJ U.S. Marshals Service (USMS). At the time of the 9/11 attacks, Mr. Trindal was the chief deputy U.S. marshal in the Eastern District of Wisconsin and one of three (3) national incident commanders for the USMS Emergency Response Teams. He led the USMS 18-month *Operation Enduring Justice* in response to the 9/11 attacks. During his USMS career, Mr. Trindal also served at the USMS Training Academy as lead instructor for firearms and officer survival training programs. He served as an adjunct instructor at the Justice Management Institute for several years. During his assignment as a senior inspector (special agent) at the USMS Office of Inspections and Investigations (OII – internal affairs), Mr. Trindal actively participated in major reforms of policies, investigative practices, and training that served as a blueprint for the creation of DOJ's Office of the Inspector General (OIG).

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After retirement from DHS, Mr. Trindal has served as president and chief operating officer for a group of companies that include the Protective Services Training Academy in Marlboro, Maryland. He also served as the director of law enforcement training at the Commonwealth Criminal Justice Academy in Fredericksburg, Virginia.

He continues serving as a guest lecturer at Simon Fraser University in Burnaby, British Columbia. Mr. Trindal is a founding member of the Preparedness Leadership Council and president emeritus at the FBI's InfraGard National Capital Region Members Alliance. He has published over 50 articles and training publications with the *Domestic Preparedness Journal*, the *Pinnacle* (USMS publication), the *National Terrorism Preparedness Institute*, and with QuickSeries®. Mr. Trindal is a distinguished veteran of the U.S. Marine Corps and holds degrees with academic honors in Criminal Justice and Police Science.

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## **Elio P. Lerussi**

Mr. Lee Lerussi serves as a contract instructor and Subject Matter Expert for the US State Department's Global Anti-Terrorism Assistance Program and has been engaged by various contractors who service the program. In 2022, after nearly ten years of success in the program, he founded [LeeLand Consulting, Inc.](#), and continues to service the government and private sector companies, providing lectures, course deliveries, and mentorships. Mr. Lerussi is also an adjunct instructor for the National White Collar Crime Center (NW3C).

Mr. Lerussi served as a Senior Special Agent in the Ohio Bureau of Criminal Investigation (BCI), retiring in 2021 after 23 years. Prior to joining the Bureau, Mr. Lerussi served for 14 years as a Peace Officer in his hometown as a member of the St. Clair Township Police Department. During his time with the department, he served in various positions, such as training officer, juvenile officer, firearms instructor, and on the county multi-jurisdictional Special Response Team. Mr. Lerussi continues to hold his commission and serves as a Deputy Sheriff (Reserve) in Ohio's Columbiana County. Mr. Lerussi also served as an Instructor for the Ohio Peace Officer Training Academy. His law enforcement career spans 38 years and counting.

Mr. Lerussi has attended training with the International Association of Computer Investigative Specialists., achieving certification as an electronic evidence-collection specialist. He is also certified as an electronic-recovery specialist from the Ohio Peace Officer Training Academy and as an Examiner from Guidance Software, Inc. He has received training from the SANS Institute as well. Additionally, he holds certifications from Cellebrite in mobile device forensics. Mr. Lerussi has attended continuing education and training courses, receiving certifications from the FBI, the Internet Crimes Against Children Task Force Program, the SANS Institute, NW3C, and the Federal Law Enforcement Training Center.

A graduate of Heidelberg University, Mr. Lerussi holds a Bachelor of Science in Psychology. He has completed graduate studies in psychology and counseling at Kent State University and Youngstown State University.

Mr. Lerussi was an invited speaker at the National Association of Attorneys General Conference on Advanced Cybercrime held in Oxford, Mississippi in 2007. Mr. Lerussi also co-presented a lecture entitled "Computer Investigative Strategy and Techniques for Fraud Investigations" at the State of Ohio Auditor's Conference in 2006, held in Columbus, Ohio. He has also presented workshops on the topics of investigations of computer crimes, conducting cyber-enabled investigations, internet-based crimes, and identifying cell phone evidence for the Chiefs of Police Association.

Mr. Lerussi has received various awards during his law enforcement career to include Ohio Distinguished Law Enforcement Group Achievement Award, a Meritorious Service Award from U.S. Marshal Service, a commendation from the Tennessee Bureau of Investigation, and a commendation from the FBI's Cleveland, Ohio office, for investigative work and the subsequent arrest and conviction in the murder of a Massillon, Ohio, Police Officer. In his tenure with BCI, Mr. Lerussi received two superintendent's commendations, a Meritorious Unit Award, and nine letters of acknowledgment for successful investigations conducted during his 23 years with the bureau.



# Fitness Testing for Police: Validity, Reliability, and Procedural Considerations

*By Robert Lockie and Joseph Dulla*

Fitness and occupational testing for police agencies can be very challenging due to numerous factors that influence how and where fitness testing can be conducted. From a scientific perspective, there are certain considerations that should be implemented to ensure that any data that is recorded is useful to agencies, staff, and the individual recruit or officer. Paramount among evidence-based efforts is ensuring that a fitness test is valid and reliable (Reference List #7).

**Validity is the degree to which a test measures what it is supposed to measure.** This is arguably the most important characteristic for testing. A valid test should produce results that are accurate, meaningful, and can differentiate between people of different abilities. For example, 1.5-mile run can generally be considered a valid test of cardiorespiratory or aerobic fitness (5). As long as administration and timing procedures are consistent and accurate, this test provides a measure of aerobic fitness as it is the primary energy system placed under stress in this test. Scientific research has linked an individual's maximal aerobic capacity with running time. Essentially, this means that the faster you can run the distance, the more aerobically fit you are. However, despite the popularity of the 1.5-mile run test, aerobic fitness is not the only demand of officers. In fact, numerous observations across decades have documented the physical demands of routine patrol duties in many United States police agencies as requiring greater strength, power, anaerobic capacity, and stability than endurance and aerobic capacity.

These observations can also contribute to the face validity of a test. **Face validity is the appearance to the individual being tested and other observers that the test measures what it is supposed to measure.** For example, assessments for patrol-based law enforcement officers (applicants, academy trainees, incumbents) should resemble a documented current Job Task Analysis (criticality, frequency, and duration) of physical job tasks as closely as possible. An externally paced shuttle run such as the multi-stage fitness test where subjects accelerate, get to full speed, decelerate, and change direction repeatedly in response to an external signal may more closely resemble actual job tasks than six laps run around an oval track at a consistent pace based on a subject's internal pacing (4).

It is also important to consider validity with regards to the construct of the test and how data can be interpreted. As an example, push-ups (completed in a specific time or for maximal repetitions) are often included in fitness testing. Depending on the person's fitness level, a push-up test

can provide a measure of muscular strength or muscular endurance (1, 3). Maximal strength refers the most amount of force a muscle can produce one time. Muscular endurance refers to the ability to maintain submaximal muscle contractions for an extended period of time. If an individual can only perform 5 push-ups, the push-up test is a measure of maximal strength. If an individual can perform a maximum of 55 push-ups consecutively, the push-up test becomes a measure of muscular endurance. Thus, validity applies here as well; if someone can only complete a low number of repetitions, a push-up test is not a valid measure of muscular endurance, but could provide a measure of maximal strength.

Another factor relative to reliability and data interpretation relates to what population a test was validated for. This can be referred to as criterion-referenced validity. **Criterion-referenced validity is the extent to which performance in a test is associated with some other measure** (e.g., a job-specific task assessment and the job itself). Fitness, abilities, roles, and job demands can vary across different cities, counties, and states. As agencies likely do not use the exact same firearms or other proficiency tests, it would generally not be considered best practice to use fitness tests validated in one location in another geographic location without first checking to make sure the tests and norms are applicable to the local population and meet the documented distribution of job demands of the target agency/location.

This step is important as research has demonstrated the fitness norms or percentile rankings of applicants and incumbent officers may be different across different locations (8). Additionally, other physical assessments may have been developed and validated using different techniques and measures unique to the agency or area and job task analysis data may differ from agency-to-agency based on role. For example, one agency may require officers to regularly carry heavier external loads and conduct extended remote and rural foot patrols while another agency's officers may more often operate with minimal load in a primarily metropolitan environment via vehicle-based operations. Based on the described agency job demands, the types of tests, scores, norms, etc. to predict physical performance may differ. As a result, it is highly advisable to regularly review the linkages between current documented physical job demands and assessments/tests to best align selection, training, and support with intended results. This will ensure greater validity for any fitness tests used by an agency.

A valid test should also produce repeatable results, which refers to test reliability. **Reliability is the degree of consistency or repeatability of a test.** A reliable fitness test occurs when someone achieves the same score (or close to the same score) on a test over separate occasions when there are no intervening factors (e.g., fatigue) between the occasions. For example, if an individual completes 42 push-ups in one minute on Monday, and 41 push-ups in one minute on Wednesday, you likely have a reliable test. A test must also be reliable to be valid, as highly variable results have no meaning.

There are certain strategies that can be implemented to maximize validity and reliability in fitness testing (6, 7). Where possible, these strategies should be implemented as it will help with ensuring that any collected data is meaningful and accurate. Some strategies to consider are listed below, with examples provided.

- The tests selected should be appropriate for the subjects. If a bench press test is used, how much experience does the subject have with performing the bench press? To provide a more specific example, if a wall climb is used as an assessment, consideration should be given to the skill required and how that skill could be developed through academy training programs. A candidate may find this task difficult if they have never done it before, but with practice and training could complete the task efficiently.
- Ensure testing locations are consistent. Completing a running assessment on an oval rubber track versus a run through various irregular terrain, streets, trails, woods, etc. will result in highly variable results that impact reliability and validity of the assessment.
- Ideally, weather conditions should be consistent across testing occasions. Heat and humidity can greatly impact strength, power, endurance, anaerobic, and aerobic exercise. Testing in Summer versus Fall or Winter months can result in vastly different results (2). Indoor testing can help limit the effects of weather on fitness testing. At the very least, if testing occurs outdoors, weather conditions including temperature, humidity, and heat index, should be noted on the day and time of testing.
- Numerous sites and mobile applications such as the National Institute for Occupational Health and Safety (NIOSH) and Occupational Health and Safety (OSHA) can provide noted weather condition data.
- Ensure clear, consistent, and documented testing procedures are adopted for each fitness test. Provide staff with clear instructions on how to set-up and conduct any fitness tests used. For example, if a bench press test is used, the bar should touch the chest for everyone who completed this test. If someone does not bring the bar down as low as the chest level, they will likely be able to lift more weight and impact results.

- Clear procedures for data entry should be provided. If hard-copy paper data entry sheets are used, staff should ensure clearly legible characters for all data points. Data should be immediately reviewed for any missing items and reasons noted before the conclusion of testing. If digitized, data should be secured according to all local protocols and legal guidelines.
- Instructions and feedback provided to test subjects should be consistent. For example, if one subject receives verbal encouragement during a push-up test and another does not, the subject receiving encouragement will likely perform better thus impacting reliability, validity, and results.
- Tests should be implemented in the correct sequence, which is based on accepted exercise physiology principles. There are recommended guidelines for fitness testing order provided by the National Strength and Conditioning Association (NSCA) (7), and supported by organizations such as the American College of Sports Medicine (ACSM) and numerous other reliable scientific entities. Although not all tests are appropriate for police fitness testing, nor should all tests be used, it is still useful to document the appropriate order of tests to limit fatigue and maximize validity and reliability. The recommended fitness test order is:
  - ◇ Non-fatiguing tests (e.g., height, body mass, flexibility, vertical jump)
  - ◇ Agility tests (e.g., pro-agility shuttle, Illinois Agility Test)
  - ◇ Maximum power tests (e.g., power clean, medicine ball toss)
  - ◇ Maximum strength tests (e.g., bench press)
  - ◇ Sprint (speed) tests (e.g., 20-yard sprint)
  - ◇ Local muscular endurance tests (e.g., push-ups, sit-ups)
  - ◇ Fatiguing anaerobic capacity tests (e.g., 300-yard run)
  - ◇ Aerobic capacity tests (e.g., multi-stage fitness test, shuttle runs, 1.5-mile run, etc.)

If this testing order cannot be followed for any reason, staff are recommended to implement strategies that limit the effects of fatigue on test performance and note the reason(s) for deviation from accepted test sequence practice.

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### Fitness Motivation:

What seems impossible today will one day be your warm-up.

Photo credit: Gerd Altman on Pixabay

### About the Authors:

*Dr. Robert Lockie is an Associate Professor of Strength and Conditioning at California State University Fullerton and has been a sports and tactical researcher for more than 20 years. He has conducted numerous research projects with law enforcement, fire, military, and sports organizations. Dr. Lockie has authored or co-authored over 100 articles on the topics of law enforcement, firefighter, and military fitness, testing, and tactical performance. He has presented his research findings locally, nationally, and internationally. In September of 2022, Dr. Lockie was recognized by Elsevier & Stanford University as one of the top 2% most-cited scientists in the world (<https://elsevier.digitalcommonsdata.com/datasets/btchxktzyw/5>).*

*Joseph Dulla served as first responder for over 39 years, with 31 of those years in various sworn ranks and assignments with the Los Angeles County Sheriff's Department (LASD). His final LASD assignment was Academy Co-Director responsible for overseeing the training, injury mitigation, and management of over 5,500 recruits over multiple years. Joe served as Chair of the state-wide subject matter expert group for California POST's Patrol Officer Physical Demands Study. He has authored or co-authored over 30 articles in tactical populations assessment/testing, fitness, wellness, and human performance. He currently serves as Affiliate Faculty in the Tactical Athlete Initiative at Georgia Southern University.*

*(This article is part of a series for IADLEST on wellness, job-related physical abilities, fitness, and assessment efforts to be published here.)*



# The Neuroscience of Hostage Rescue and the Potential Consequences for Police

By Johan Wessels

## Abstract

Hostage rescue operations are among the most challenging and risky duties undertaken by police and military personnel worldwide. These missions are not only demanding in terms of combat and tactical skills but also require a high level of cognitive and emotional control. During these operations, police and military personnel face various forms of psychological stressors, which ultimately affect their mental well-being during and after the missions. This article aims to explore the neuroscience of hostage rescue operations and the potential consequences for police and military personnel. In doing so, the research will examine the physiological and neural basis of the stress response during hostage rescue operations, the impact of children as hostages, and the role of emotional regulation on police and military personnel who carry out these missions.

## Introduction

Hostage taking is an act of aggression that has become more prevalent with increased globalization, the rise of terrorist groups, and the ease of travel. In recent years, the frequency of hostage-taking events has increased, resulting in a higher demand for hostage rescue operations performed by police and military teams. Hostage situations are one of the most stressful and dangerous environments in which police and military personnel can operate. The success of a hostage rescue mission depends on efficient planning, tactical expertise, and successful execution. However, the stress of the situation can cause cognitive and physiological changes in both the hostages and the rescuers.

Many physiological and psychological challenges exist, including sudden threats to life, striving to maintain a sense of control, isolation from loved ones, and post-traumatic stress disorder (PTSD). The stress that police and military personnel experience during these situations has been linked to changes in the cardiovascular, endocrine, and immune systems, among other conditions

(Dettmer et al., 2019). These changes can result in negative outcomes such as PTSD, depression, and anxiety (Weiss et al., 2019). The present study aims to explore the neuroscience of hostage rescue operations, the potential consequences for police and military personnel, and the importance of emotional regulation and coping mechanisms in high-stress scenarios.

## Physiological and neural basis of stress response

The human body's response to stress follows two distinctive patterns, the sympathetic-adrenal-medullary (SAM) and the hypothalamic-pituitary-adrenal (HPA) axes. The SAM response is immediate and will elicit changes such as increased blood pressure, pupil dilation, and sweating. The HPA response is slower and leads to cortisol secretion, which promotes catabolic processes that produce energy for physical activity and inhibits insulin secretion, among other effects (Bartlett et al., 2018). During a hostage crisis, the adrenaline rush and cortisol secretion can lead to cognitive impairment, memory loss, and tunnel vision, which negatively affect decision-making, essential cognitive operations, and situational awareness (Müller et al., 2018).

Recent studies by Rossi et al. (2019) have found that the prefrontal cortex and the amygdala play a critical role in emotional regulation in high-stress situations. The prefrontal cortex helps regulate emotions by controlling the amygdala response. The amygdala is the primary brain structure involved in the processing of emotional stimuli and the initiation of the fight-or-flight response. The proper functioning of the prefrontal cortex and the amygdala has been shown to improve emotional stability, cognitive performance, and decision-making in stressful scenarios (Lebowitz et al., 2019).

## Impact of children as hostages

It is challenging to predict how children will emotionally react to hostage situations. Children are more likely to experience emotional distress and behavioural changes

## Bravery

Bravery is being the only one who knows you're afraid.

— Col. David Hackworth



than adults in the same situation. According to the International Centre for Missing and Exploited Children (ICMEC), a child taken hostage is five times more likely to experience depression, sleep disorders, eating disorders, and engage in risky behaviours after the abduction than before (Frick et al., 2019). Research has shown that hostage-taking events in which children are involved have the potential to escalate to catastrophic levels. Weapons are often used sub-optimally, and violence ensues (Lee et al., 2019). Therefore, responding to situations involving children as hostages is especially challenging for law enforcement and military personnel.

## Emotional regulation

Emotional regulation refers to a person's ability to manage their emotions and behaviours effectively. It involves the ability to understand, tolerate, and manage emotions, as well as express them appropriately (Cipriano et al., 2018). Successful emotional regulation is a critical factor in maintaining cognitive performance, self-control, and decision-making in high-stress situations. Ineffective emotional regulation can lead to cognitive tunnelling, or the inability to focus on information that is not directly related to the stressor. This can lead to a lack of situational awareness, increased vulnerability, and suboptimal performance (Müller et al., 2018). Thus, it is important for police and military personnel involved in high-stress missions to be well-trained in emotional regulation techniques, such as deep breathing, mindfulness, and visualization.

## Conclusion

Hostage rescue operations are some of the most stressful and risky situations police and military personnel encounter. The neuroscience of hostage rescue operations reveals that the sympathetic-adrenal-medullary and the hypothalamic-pituitary-adrenal axes play a crucial role in the body's stress response. These responses can lead to physiological and cognitive changes that negatively impact decision-making, situational awareness, and emotional stability. Responding to situations where children are involved as hostages is especially challenging as it has the potential to escalate to catastrophic levels. Emotional regulation is a critical factor in maintaining cognitive performance, decision-making, and self-control in high-stress situations. Ineffective emotional regulation can lead to cognitive tunnelling, leading to a lack of situational awareness and vulnerability. Therefore, it is essential to train law enforcement and military personnel in effective emotional regulation techniques to promote success while avoiding any negative consequences.

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### About the Author:

Johan W. Wessels has 33 years of experience as a law enforcement officer specializing in special operations. He served in the South African Police Service in various roles such as Narcotics Officer, SWAT Instructor, and National Tactical Training Advisor. Later, he joined the Dubai Police's General Department of Protective Security & Emergency as an Expert Consultant for SWAT, Snipers, VIP-Protection, and Event Security. Currently, he serves as the chief instructor for the Dubai Police SWAT Team and has exclusively trained this team since 2004.





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#### POLICEONE ACADEMY

##### Ambush Awareness and Preparation

[Catalog Link](#)

This course is designed to educate officers on the threat ambushes present and create awareness of this critical issue. It provides a detailed overview and offers comprehensive case studies and analyses of incidents. The case studies will provide information on how the ambush occurred and what steps could have been taken to prevent a deadly outcome.

Online          1 hour

##### Anti-Harassment in the Workplace

[Catalog Link](#)

Harassment in the workplace is a serious issue that requires a thorough understanding to promote awareness and ultimately prevention. It can happen to anyone, male or female, regardless of race, religion, age, or sexual orientation. Improper behavior in the workplace may have significant consequences for those involved, for yourself as an employee, and your employer.

Online          1 hour

##### Emotional Intelligence for Leaders

[Catalog Link](#)

There are many traits and characteristics of a good leader, but recent research has discovered the impact emotional intelligence plays in a leader's success. This course will instruct and provide leaders with techniques to grow and develop in their emotional intelligence and become better leaders.

Online          1 hour



## **POLICEONE ACADEMY**

### **Ethics in Law Enforcement**

[Catalog Link](#)

This one-hour Ethical and Effective Policing online course is intended to serve as a guide to stress the importance of ethics training, ethical leadership, and how each leadership decision in a police department has an impact.

Online                      1 hour

### **Generational Differences**

[Catalog Link](#)

Generational differences influence nearly every facet of your organization, from hiring and recruiting, dealing with change, training, retaining employees, and communication. How can your organization better understand these differences and use these generational differences in a beneficial way?

Online                      1 hour

### **Law Enforcement and the Family Dynamic**

[Catalog Link](#)

This one hour course provides valuable tools to cope with any emotional situation for the Police Officer when it comes to the family dynamic. This course explores how to transform your communications through understanding personality traits, relationships using the DISC model, your love languages and the language of apology. These lessons are a catalyst to transform all parts of your life!

Online                      1 hour

### **Litigation Procedures**

[Catalog Link](#)

Law enforcement and corrections officers play important roles in the legal and judicial process. When laws have been broken, police are responsible for apprehending the alleged perpetrator, and corrections officers are responsible for securing them safely so that they can be tried for the crimes which they have allegedly committed. For those individuals found guilty of a crime, corrections officers will also be responsible for them for the period of time they are incarcerated as inmates. These are both significant roles to be sure, but there are other components to the legal and judicial process of which both law enforcement and corrections personnel need to be aware.

Online                      1 hour





## POLICEONE ACADEMY

### **Opioid Crisis: Protecting Our First Responders**

[Catalog Link](#)

The increased availability of synthetic opioids coupled with the heroin epidemic has not only led to a significant increase in overdoses and deaths, but also an increased risk to first responders who must come into contact with these substances during the course of their duties.

Online                      1 hour

### **Sexual Harassment in the Workplace**

[Catalog Link](#)

Recognizing what sexual harassment is, both the subtle cues as well as the overt advances, will help you to identify potential warning signs and take the necessary steps to report sexual harassment. There are a number of preventive measures that can be employed as well as recommendations of what to do if you have been or are the victim of sexual harassment.

Online                      1 hour

### **Shaping an Ethical Workplace Culture**

[Catalog Link](#)

The instructional goal of Ethics in the Workplace is to highlight the importance of ethical behavior choice, examine ethical decision-making, and discover consequences of individual ethical attitudes on the organization as a whole.

Online                      1 hour

### **Building Financial Strength in First Responder Families**

[Catalog Link](#)

This course will provide a basic understanding of financial tools and requirements so that you can achieve economic health. Having a plan is critical to help reduce stress, alleviate ethical issues, maintain security clearances, and stop living paycheck to paycheck.

Online                      3 hours



## POLICEONE ACADEMY

### **Employee Recognition**

[Catalog Link](#)

Employee recognition is a communication device that reinforces and rewards the most important outcomes for an organization. As an employer, you will explore how to effectively design recognition programs, deliver genuine recognition and establish win-win relationships with your employees.

Online                      1 hour

### **Human Trafficking Part I**

[Catalog Link](#)

In order to stem the rise of this heinous crime, law enforcement must have a comprehensive knowledge of history and forms of human trafficking, including its own set of terms, the relationships that exist between traffickers and victims, and how to investigate human trafficking cases.

Online                      2 hours

### **Cultural Awareness and Diversity Overview**

[Catalog Link](#)

With the demographic makeup of the United States changing dramatically over the last 25 years, law enforcement, now more than ever, must possess the cultural competency to encourage positive communication and enhance productivity in the workplace.

Online                      1 hour

### **Dispatcher: Stress Management**

[Catalog Link](#)

Stress affects everyone, and stress can affect a person physically and mentally. A number of dispatchers can go through day after day, answering difficult calls for assistance, hearing the cries for help, without becoming overwhelmed or stressed. How is this possible?

Online                      1 hour



## POLICE ONE ACADEMY

### **Implicit Bias**

[Catalog Link](#)

Provides information and clarity about the role of the contact professional in relation to individuals who exhibit various behaviors associated with crisis or mental illness.

Online                      1 hour

### **Interacting with the Mentally Ill as a First Responder**

[Catalog Link](#)

With the increased number of cases in the mental health population as well as greater mental instability within the general public, dealing with the mentally ill has become a common occurrence for first responders. Often lacking is a strong knowledge base and proper tools and techniques for how to handle and interact with these individuals safely and effectively.

Online                      1 hour

### **Racial Profiling Part I**

[Catalog Link](#)

The purpose of this course is to highlight key issues surrounding race in law enforcement and to help law enforcement officers use this information in a meaningful and practical way. This course provides pertinent arguments regarding racial profiling that impacts the success of policing efforts and presents key distinctions between reasonable suspicion and racial profiling during field interviews and traffic stops.

Online                      1 hour

### **The LGBTQ Community**

[Catalog Link](#)

Understanding the terminology used in the LGBTQ community will reduce misunderstandings, confusion, and stereotypes while promoting knowledge and awareness for the officer. In this course, there are many effective policies and procedures to help connect with the LGBTQ community along with recommendations you can use immediately.

Online                      1 hour



## POLICEONE ACADEMY

### **Developing Leadership**

[Catalog Link](#)

Leaders are at every level of an organization. Developing the necessary leadership skills is essential to the organization's success. This course will present leadership development planning, characteristics, styles, and opportunities to expand the learners leadership talent.

Online                      1 hour

### **Sexual Harassment for Managers**

[Catalog Link](#)

For employees who are the victim of sexual harassment, this may create a hostile work environment which takes a toll on their career, their personal life, and their health. There are a number of preventive measures that can be employed as well as recommendations of what to do if you or one of your employees have been or are the victim of sexual harassment.

Online                      2 hours

### **Officer Wellness & Mental Health Awareness**

[Catalog Link](#)

This course aims to assist law enforcement personnel with the tools necessary to ensure the officer is prepared mentally and physically to endure the stress from the call of duty. This course will cover a holistic approach to officer well-being and mental health awareness.

Online                      1 hour

### **Understanding and Responding to Excited Delirium Calls**

[Catalog Link](#)

Knowing how to deal with a volatile situation, such as excited delirium, reduces the risk associated with the incident for the officer as well as for the subject. With the overarching mission statement of "to protect and serve," we must continue to find tactically correct methods for dealing with observed irrational behavior.

Online                      1 hour



## POLICEONE ACADEMY

### **Campus Based Training: Clery Act**

[Catalog Link](#)

The Crime Awareness and Campus Security Act of 1990 was enacted to require all postsecondary institutions participating in the Higher Education Act of 1965 (HEA) Title IV student financial assistance programs to disclose campus crime statistics and security information.

Online 1 hour

### **Distracted While Driving**

[Catalog Link](#)

No matter how long you have had your license, how good of a driver you are, or how safe the roads are, we are all susceptible to driving while distracted. This course will cover the different types of distracted driving, how to avoid each type, as well as evaluate examples of distracted driving in order to focus on how to improve your safety on the road.

Online 2 hours

### **Presenting Effective Testimony in a Courtroom**

[Catalog Link](#)

The crime report has been written. The District Attorney Office has pressed charges. Now it is time to complete the final and critical step, testify in court. This course covers the basic strategies an officer can deploy to improve their performance in the courtroom.

Online 1 hour



## VECTOR SOLUTIONS

### **Constitutional Law**

[Catalog Link](#)

This course will review the U.S. Constitution and the Bill of Rights as it relates to the field of law enforcement. Emphasis will be given to amendments of the Constitution that specifically target the way law enforcement carries out their job duties, including the First, Fourth, Fifth, Sixth, Eighth, and Fourteenth. This course will concentrate on the amendment that most defines our profession: the fourth amendment.

Online                      1 hour

### **Domestic Violence**

[Catalog Link](#)

This course provides a general overview of domestic violence. Topics covered include understanding the psychologies of abusers and victims, breaking the cycle of violence, and identifying crimes commonly associated with domestic violence.

Online                      1 hour

### **Policy and Procedures in Law Enforcement**

[Catalog Link](#)

This course reviews the fundamentals of policies and procedures and why they are crucial to the operations of law enforcement agencies. The need for clear and concise policies and procedures will be discussed, with examples of the impact from a lack of proper policies and procedures.

Online                      1 hour

### **Use of Force**

[Catalog Link](#)

This is designed to provide law enforcement officers the knowledge and strategies to safely bring volatile situations with persons in crisis to a non-violent conclusion. This course provides assessment techniques allowing officers to recognize signs of crisis and potential underlying causes of crisis. Officers will gain an awareness of individual behaviors and traits that enhance or hinder de-escalation efforts, and develop the ability to implement verbal and non-verbal de-escalation strategies, including self-control, when encountering a person in crisis. Officers will be better equipped to evaluate how policing tactics impact the outcome of an interaction with a person in crisis.

Online                      1 hour



## VECTOR SOLUTIONS

### **Command - Core Competencies of Leadership**

[Catalog Link](#)

During this course, the concentration will be on three of the most significant aspects of leadership. The course will also define leadership and the core competencies for any individual to be successful, especially in today's law enforcement environment.

Online                      1 hour

### **Patrol - Law Enforcement Personnel Standards**

[Catalog Link](#)

After successfully completing this course, you will be able to:

- Define the terms peace officer, police officer, and law enforcement officer
- Describe the process for the certification & training of a law enforcement officer
- Identify causes for peace officer decertification
- Explain the need for ethics, standards, and principles in law enforcement
- Discuss the importance of the U.S. Supreme Court rulings in Brady and Giglio and the effect of dishonesty on an officer's career.

Online                      1 hour

### **Civil Rights**

[Catalog Link](#)

This course will discuss the history of civil rights, the Civil Rights Act, and other aspects related to civil rights, including ways to prevent and protect against civil rights violations by law enforcement.

Online                      1 hour

### **Patrol - Report Writing to Win Cases**

[Catalog Link](#)

This course reviews some of the ideas, techniques, and components of effective written communication. You'll learn ways to write that will allow you to effectively complete reports, in a manner that will gain you positive feedback within your chain of command and the court system.

Online                      1 hour



## VECTOR SOLUTIONS

### **Law Enforcement Instructor Best Practices and Values**

[Catalog Link](#)

This course will discuss some of the most accepted practices in law enforcement education. It will focus on how to administer a course, and the beliefs and values associated with designing instructional content.

Online                      1 hour

### **Rapidly Evolving Challenges, Perspectives and Responsibilities of LE**

[Catalog Link](#)

This course encourages you to pause, reflect, and re-evaluate the purpose of public safety, and where the greatest opportunities for a successful relationship with the community exist.

Online                      1 hour

### **Servant Leadership**

[Catalog Link](#)

This course will discuss and analyze the servant leadership philosophy and its application in law enforcement. Proper application of this philosophy empowers both managers and their subordinates. It can improve a supervisor's leadership skills while increasing subordinate confidence, morale, and productivity.

Online                      1 hour

### **Patrol - Critical Incident Stress Management**

[Catalog Link](#)

The purpose of this course is to define Critical Incident Stress Management and the importance for police departments to have tools to assist officers who are involved with critical incidents. The course will also describe components of a Critical Incident Stress Management Program and how to recognize signs and symptoms that officers may experience both short-term and long-term.

Online                      1 hour



## VECTOR SOLUTIONS

### **Search and Seizure**

[Catalog Link](#)

To gain a better understanding of search and seizure by reviewing the origin of the Fourth Amendment and what initiated the need.

After successfully completing this course, you will be able to:

- Explain the purpose and intent of the Fourth Amendment
- Identify exceptions for a search warrant
- Identify an objectively reasonable expectation of privacy
- Explain stop and frisk

Online                      1 hour

### **Active Shooter Preparation and Response**

[Catalog Link](#)

After successfully completing this course, you will be able to:

- Define and categorize an active shooter
- Recall statistics and studies of violent incidents and their commonalities
- Identify the five phases of an active-shooter incident including their characteristics
- Discuss how departments should prepare and train for response to an active-shooter incident
- Describe rapid deployment and tactical response in different situations
- Identify pre-incident considerations and proper communication
- Explain the need for community planning
- Describe the responsibilities of responding officers
- Discuss recommended entry considerations
- Describe deployment and extraction clearing formations
- Recall terrorist attacks and how community training and readiness can assist law enforcement.

Online                      2 hours

### **Body Cameras**

[Catalog Link](#)

This course outlines how the camera program will strengthen the performance of good police officers and reveal officers who engage in misconduct and abuse. It also describes the policies and procedures adopted by an agency in a successful program and how the administration's willingness to hold the officers accountable to the camera use contribute to its success.

Online                      1 hour



## VECTOR SOLUTIONS

### **Suicide by Cop**

[Catalog Link](#)

The purpose of this course is to define and gain a better understanding of “Suicide by Cop”. This course will look at how Suicide by Cop is defined; warning signs; how to reduce suicide by cop incidents; how to investigate such incidents; training and mental health issues related to suicide by cop. The course will also include case studies and examples of incidents that have occurred.

Online                      1 hour

### **Cultural Competency in Law Enforcement**

[Catalog Link](#)

The purpose of this online course is to open discussion on this vital topic and to aid you in increasing your own awareness and understanding of the multiple and diverse cultures that our country is made up of.

After successfully completing this course, you will be able to:

- Explain cultural competency and its associated definitions
- Examine your own culture and how it contributes to society
- Analyze generational differences and explain how to ensure effective communication between the generations.

Online                      1 hour

### **Patrol - Sex Crimes against Children**

[Catalog Link](#)

This course discusses child sexual abuse. Emphasis is given to information that the patrol officer can use to recognize, identify, and investigate child sex crimes. Special consideration and emphasis is on resources to allow an officer to successfully charge and prosecute these difficult and sensitive types of incidences.

Online                      1 hour

### **First Amendment Auditors and Sovereign Citizens**

[Catalog Link](#)

The purpose of this course is to look at different groups of people who have viewpoints that do not line up with law enforcement, courts or even government. This course will define First Amendment Auditors and sovereign citizens, background information on both groups and how they came to exist. The course will also provide examples of interactions with both groups by law enforcement and courts and will provide examples of threats to law enforcement and how officer should handle interactions with both groups.

Online                      1 hour

**Duty to Intervene**[Catalog Link](#)

This dynamic course uses VirTra's simulation technology to present, simulate and test critical environments where officers have a legal and ethical duty to intervene when other officers are engaging in behavior that is not acceptable.

Classroom                      2.5 hours

**One Badge, One Brain, One Life**[Catalog Link](#)

This course provides the student with tools to mitigate the stress and trauma of working in the first responder field and challenges at home. The course provides information about stress, trauma, and impacts on the brain and body.

Online                              3 hours

**High Risk Vehicle Stop: Communication to Custody**[Catalog Link](#)

This course provides a dynamic and interactive format using Simulated Event Training principles. Students will have the opportunity to review HRVS basic procedures as well as drill subject control methods. Current VirTra subscribers should have the content available at their next scheduled service visit.

Classroom                      6.5 hours

**Crisis De-Escalation**[Catalog Link](#)

This Crisis De-Escalation course is a high intensity and dynamic class using Simulation technology to present and reinforce the material.

Classroom                      2 hours

**TASER Targeting**[Catalog Link](#)

This Targeting course focuses on emphasis of proper targeting as directed by TASER on the use of the X26, X26P and X2 system. It is conducted in a Simulated Event Training (SET) format within the VirTra simulator.

Classroom                      2 hours



R3RESULTS, LLC.

**De-escalation: Verbally Defusing Violent Confrontations**

[Catalog Link](#)

It is the only course to teach how to train your internal state of being in the face of violent threats and assaults so that you can command the situation.

This can be taken as one 8 hr. day or four 2 hr. sessions. The web-based video component is available 24-hours. The hands-on practice exercise will be arranged locally to suit a department or agency’s schedule. Gain command and power in a peaceful way.

Classroom                      8 hours

BEHAVIORAL ANALYSIS TRAINING, INC.

**Documenting Use of Force Report Writing**

[Catalog Link](#)

The purpose of this course is to establish a strong framework that will enable students to document any use of force properly and thoroughly while in the execution of their duties. The lessons learned in this course will provide students with the ability to continuously hone their skills in the art of report writing specifically the use of force. This class is designed for line staff, supervisors and command staff.

Classroom                      8 hours

VIGILANT/MOTOROLA SOLUTIONS

**License Plate Recognition Technology - Basic User**

[Catalog Link](#)

Learn how to harness the power behind the cloud-based LPR platform that gives law enforcement agencies the ability to share license plate scans across the nation. Led by former law enforcement members, this course will demonstrate how to integrate a cloud-based commercial LPR data platform into the existing traditional law enforcement deployment LPR model.

Classroom                      4 hours





### **Body-Worn Cameras**

[Catalog Link](#)

This online course aims to provide a comprehensive understanding of the issues surrounding body-worn cameras in law enforcement, including history, areas of concern, legal and privacy issues, policy development and application, retention concerns, and the use of force video footage review.

Online                      3 hours

### **Supervisor Liability**

[Catalog Link](#)

This course aims to provide law enforcement personnel with an understanding of liability protection and risk management in law enforcement. The course covers key areas that can expose law enforcement agencies and personnel to liability, including policy violations, inadequate supervision, poor performance management, and lack of early warning systems.

Online                      3.5 hours

### **National White Collar Crime Center**

#### **Elder Abuse Gide for Law Enforcement**

[Catalog Link](#)

This course covers the main features of the free tool, Elder Abuse Guide for Law Enforcement (EAGLE), and introduces types of elder abuse. This course provides information on how to navigate through the EAGLE portal and how to identify EAGLE provided aids for evidence and processing. Topics include an introductory understanding of elder abuse, financial abuse, physical abuse, and neglect.

Online                      2 hours

#### **Responding to Transnational Elder Fraud**

[Catalog Link](#)

This course provides law enforcement with an introduction to collaboratively assisting older adult victims of transnational elder fraud. Students will be provided with background information on transnational elder fraud and common scams used by perpetrators of transnational elder fraud.

Classroom                7 hours





## RD2 CONSULTING

### Autism Awareness

[Catalog Link](#)

This course is designed to provide first responders with an increased understanding of Autism. This will include its prevalence in society, and possible reasons for the increases in diagnosed cases. To provide for improved encounter outcomes, students will obtain information regarding the identification of and interaction with Autistic individuals. Additionally, through the presentation of relevant information and research, students will broaden their understanding of this condition and its potential impacts on how they should respond.

Classroom                      8 hours



## INNOCENT JUSTICE FOUNDATION

### SHIFT - Supporting Heroes in Mental Health Foundational Training

[Catalog Link](#)

This workshop is for individuals exposed to traumatic material and situations and the mental health professionals working with them. Team taught by a mental health professional and a law enforcement officer, this course offers professionals who are exposed to traumatic material and stressful situations at work and who may interact often with offenders the opportunity to learn about the causes and symptoms of the negative effects that may occur as a result of their duties and effective ways to mitigate them.

Classroom                      8 hours

## O-ROB-W TRAINING SOLUTIONS, LLC.

### Informant Management Course

[Catalog Link](#)



The proactive approach to locating and screening the best potential confidential informant (CI) candidates for access, ability, willingness, discretion, 360 awareness, availability, and suitability match to a Specific Informant Blueprint (SIB) prior to officer contact.

The utilization of a Recruitment Proposition Diagram (RPD), to develop a successful CI recruitment strategy, assessing potential CI gains, losses, motivations, reluctance, and rebuttals.

The production of accurately written reports to the investigative file without revealing the identity of the CI and indexing additional CI assessment data.

The methods and scenarios to unwittingly evaluate CI truthfulness, reliability, discretion and 360 awareness.

Classroom                      24 hours



## TOTAL CONTROL TRAINING, INC.

### Total Control Advanced Motor School

[Catalog Link](#)

The Total Control Advanced Motor School (TCAMS) encompasses skills training far beyond the scope of basic police operator training, including advanced concepts and techniques in limited-space situations, advanced high-performance braking and swerving techniques, shifting techniques, and much more.

Classroom                      24 hours



## OFFICE FOR BOMBING PREVENTION

### Surveillance Detection for Bombing Prevention

[Catalog Link](#)

This course provides public safety and security professionals with the knowledge and skills to employ the fundamentals of surveillance detection for bombing prevention related to a facility/system or a planned or unplanned event and to recognize hostile surveillance activity. The course includes an overview of surveillance, the terrorist attack cycle, and each of the five elements of the surveillance detection plan. It concludes with a capstone activity.

Classroom                      20 hours

### Vehicle-Borne Improvised Explosive Device (IED)

[Catalog Link](#)

The Vehicle-Borne Improvised Explosive Device (VBIED) Detection course provides bombing prevention knowledge specific to the threat of VBIEDs, to include an overview of the characteristics and categorization of IEDs, the threat of VBIEDs, the indicators of suspicious individual behavior and suspicious vehicles, and parameters for vehicle inspections.

Classroom                      7 hours



## BILLFARR.COM

### Anger Management / Incident Prevention for Officers

[Catalog Link](#)

Trainees will learn the importance of protecting their “Executive Function” and other aspects of the brain so as not to have uncontrolled outbursts causing regret or potentially on-duty incidents. Also addressed is discovering triggers and the importance of awareness of them and why they personally go to anger and the stages leading up to actions that lead to regret, including voice and posture changes that can alert them to find calm and develop emotional awareness.

Online                              4 hours

# Additional Reading



The back issues of the IADLEST Newsletter are a treasure trove of informative articles covering every conceivable topic in law enforcement.

This article from the [April 2011 Newsletter](#) is just as relevant today as the day it was written.

## **That Was Then; This is Tomorrow!** Page 10

Answers the question, “Why are Police So Rude?”

*By: Mike Lindsay, Deputy Director, Indiana Law Enforcement Academy*

"I have noted what I classify as four overlapping but distinct eras within my career. Each successive era has helped establish what we find in our present system, including this military mindset."

The four eras are:

The Andy of Mayberry Era  
The Joe Friday Era  
The Community Policing Era  
The Military Mindset Era

This article and more can be found here: [IADLEST Newsletter Archives](#)



## Editorial Notes

*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.*

*IADLEST's mission is to support the innovative development of professional standards in public safety through research, development, collaboration and sharing of information, to assist states and international partners with establishing effective and defensible standards for the employment and training of public safety personnel.*

*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, IADLEST extends its membership invitation to professionals in other democratic nations.*

*Newsletter articles should be emailed to the Editor: [Dan Setzer](#) You may also mail your articles to IADLEST; 152 S. Kestrel Place, Suite 102; Eagle, ID 83616-5137. Comments or concerns should be sent via email to [Yvonne Pfeifer](#) or via the mailing address. Contributors are encouraged to provide material that best promotes valid standards for the employment and training of law enforcement officers.*

*IADLEST reserves its right to select and publish articles, announcements, and comments. The viewpoints and opinions of contributors are those of the author and do not necessarily represent the views of IADLEST.*

### IADLEST Newsletter Author Guidelines

Newsletter articles should be directed towards the interests of the state POST agencies, the academies they regulate, instructors of law enforcement or criminal justice officers.

Articles should be 2-4 pages or less, formatted in Word, 12pt Times New Roman font.

The IADLEST newsletter is distributed digitally to approximately 12,000 POST and Academy Directors, law enforcement trainers and training providers worldwide.

We do not print or mail out any copies of the newsletter. The quarterly newsletters back to January 2007 are stored on our website: <https://www.iadlest.org/news/newsletters>

### IADLEST Magazine Publication

IADLEST has a publication entitled: *Standards & Training Director Magazine*.

The publication is a free resource for all IADLEST members and law enforcement constituents.

In addition to news about the activities of IADLEST, the magazine contains articles of interest to all law enforcement professionals.

See current and past issues at: [S&T Director Magazine](#)

Standards & Training  
**DIRECTOR**  
Magazine