

NEWSLETTER

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Volume 30 Number 1

January 2019

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

PRESIDENT'S MESSAGE

by: Dan Zivkovick, Director
Massachusetts Municipal Training Committee



Making a difference:

In each of my interactions with the POST directors and the members of IADLEST, regardless of the context of the meeting, discussion, training, or venue, I always come away with the same reaction. I am always

impressed by how passionate each of you are and how much you care...about our profession and about those who rely on you for standards and especially, training.

While we may debate nuances of our various approaches to and content of our training, those discussions are always founded upon a desire to provide officers with the best possible training.

While we get frustrated by limited budgets and scarce resources, we each squeeze every penny of training from what we are allocated and look for ways to meet training needs in unique and creative ways.

While we deal with chiefs, sheriffs, commissioners, superintendents, and other agency heads who are only concerned about getting the checkmark that accompanies training, we continue to work diligently to develop training that has an impact and to make it meaningful, useful, and useable.

While we deal with students who are only focused on a certificate and the score they received in or on a test, we continue to look for ways to engage them more fully in their training and to have them leave with the knowledge and skills that help to make them more successful in their communities and their assignments.

All of this is done without fanfare and without seeking personal recognition. And yet, all of it has an unmeasurable impact on our officers, our profession, and our communities.

You do make a difference...in ways you can never fully know or appreciate. Thank you for all you do...for IADLEST and for our profession.

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

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

All professional training managers and educators are welcome to become members. Additionally, any individual, partnership, foundation, corporation, or other entities involved with the development or training of law enforcement or criminal justice personnel are eligible for membership. Recognizing the obligations and opportunities of international cooperation, the IADLEST extends its membership invitation to professionals in other democratic nations.

Newsletter articles or comments should be sent to IADLEST; 1330 North Manship: Meridian, Idaho 83642; or Yvonne@iadlest.org. Contributors are encouraged to provide material that best promotes valid standards for the employment and training of law enforcement officers.

The 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 the IADLEST.

CORRECTION

Correction to the October 2018 IADLEST Newsletter, page 11: Ed Kafel is a nationally certified instructor from El Paso County Sheriff's Department, Colorado Springs, Colorado.





CRI*TAC is an assistance program for Law Enforcement Agencies. It is supported by a cooperative agreement awarded by the US Department of Justice, Office of Community Oriented Policing (COPS), and all services are offered at no cost to the requesting agency.

The program is managed by the IACP working with partnering organizations. Those organizations include:

- International Association of Directors of Law Enforcement Standards and Training (IADLEST)
- The Fraternal Order of Police (FOP)
- Major Cities Chiefs Association (MCCA)
- National Tactical Officers Association (NTOA)
- National Association of Women Law Enforcement Executives (NAWLEE)
- FBI National Academy Associates (FBINAA)
- International Association of Campus Law Enforcement Administrators (IACLEA)
- National Organization of Black Law Enforcement Executives (NOBLE)



CRI*TAC is prepared to offer your agency technical assistance on a wide range of topics:

- | | |
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| <ul style="list-style-type: none">– Modern Police Performance Management (e.g. CompStat)– Crime Analysis– Active Shooter Response– Prosecution Coordination and Partnerships– Public Sector Coordination and Partnerships– Private Sector Coordination and Partnerships– Tribal Law Enforcement– Intelligence and Information Sharing– Focused Deterrence– Gun Violence Reduction and Prevention– Problem Solving Techniques– Proactive Policing– Mass Casualty Response | <ul style="list-style-type: none">– Officer Safety and Wellness– Mass Demonstration Response– Gangs– Violent Crime Reduction and Prevention– Drug-related Crimes– Shared Service Models– Community Engagement– De-escalation– Crisis Intervention– At-Risk Youth– Domestic Violence Reduction and Prevention– Human Trafficking– School Safety |
|--|--|

For more information or to request technical assistance, visit the CRI*TAC Technical Assistance Center and click on: [CRI*TAC TECHNICAL ASSISTANCE CENTER](#)



IADLEST 2019 Annual Conference

SAVE THE DATE for the
**LEADERS IN LAW
ENFORCEMENT**
TRAINING CONFERENCE



The Pfister Hotel
Milwaukee, WI

June 9th - June 12th, 2019
Registration will be open in January!

Join 300+ law enforcement professionals and enjoy all the fun that Milwaukee has to offer!

- Harley Davidson Museum
- Miller Brewery Tours
- Milwaukee River Walk
- The Public Market

MEETINGS SCHEDULED

The Executive Committee is scheduled to meet February 14, 2019, in conjunction with the National Sheriffs' Association Winter Meeting in Washington, D.C.

The next IADLEST Conference is scheduled for June 9-12, 2019, in Milwaukee. Registration will begin in January 2019.

The next General Business Meeting will be held at the IADLEST Annual Conference June 9 to 12, 2019, in Milwaukee, Wisconsin.

MEMBERSHIP DUES

IADLEST Membership renewals are due each year. IADLEST has implemented a new automated membership renewal process. Members will get a renewal reminder via an e-mail just prior to their membership expiration date. Members can renew using a credit card or by requesting an invoice.

To renew using a credit card, access www.iadlest.org and log in, click the drop-down arrow next to your name on the top right (next to search box), select "My Account," then click on "My Membership" from the menu on the left and follow the prompts.

Should you need an invoice, contact: Yvonne Pfeifer yvonne@iadlest.org or phone (208) 288-5491 for assistance.

New members can logon to the IADLEST web page and follow the "Join" prompts.

POST DIRECTOR CHANGES

Arizona: In September of 2018, the Arizona Peace Officer Standards and Training Board selected Matt Giordano to assume the role of Executive Director. Director Giordano began his law enforcement career with the Phoenix Police Department on the same day he received his undergraduate degree from Arizona State University. Director Giordano



proudly served the Phoenix Police Department for more than 22 years in a variety of assignments and ranks, retiring in 2017 as the Commander of the Tactical Support Bureau. During his

tenure as the Community Relations Bureau Commander, he created the first full time crisis intervention team to increase the level of service provided to members of the community experiencing a mental health crisis.

In November of 2016, the long term, incumbent Sheriff of Maricopa County lost his bid for reelection. The new Sheriff tapped Director Giordano to join the Sheriff's Office to provide consistent, executive leadership. In January of 2017, Director Giordano assumed the role of Executive Chief and was responsible for the day to day law enforcement operations of the Maricopa County Sheriff's Office which included more than 800 employees and a budget in excess of \$100 million dollars.

Director Giordano has dedicated himself to remain a life time learner. During his career, he earned a Master's degree in Education from Northern Arizona University, completed the Certified Public Manager program at Arizona State University, was a member of Class 318 in Northwestern University's School of Police Staff and Command, and attend Valley Leadership Class 38.



IDAHO: Brad Johnson grew up in Boise, Idaho. He attended the University of Idaho in Moscow, Idaho, and during those four years obtained experience interning as a Deputy Sheriff, working as a District Court Marshal,

and spent over three years as a reserve police officer, eventually obtaining the rank of Captain and commanding the ten member Reserve Unit

of the Moscow Police Department. In 1983, he graduated with a Bachelor of Science degree in Psychology and was commissioned a Second Lieutenant in the Regular Army as a Distinguished Military Graduate and scholarship student in ROTC.

During the next decade, Brad Johnson served on active duty at various locations in Germany, Alabama, and Colorado, eventually landing at Fort Wainwright, Arkansas, as the Deputy Provost Marshal for the 6th Infantry Division (Light). At this mid-point in his career, he decided to leave active duty and return to civilian law enforcement to pursue a career. He was hired by the Fairbanks Police Department in 1993 as a patrol officer. Later that year, he was selected for duty with the department's SWAT Team and was promoted to Sergeant in 1995.

During the next ten years, Brad performed varying duties including field training officer, patrol supervisor, administrative sergeant, and department IT Manager. He was an operator with the department SWAT Team for 12 years, concluding as the operations sergeant/deputy commander. In March 2005, he was promoted to Lieutenant and assigned as the Deputy Chief of Police. Brad Johnson is a graduate of the 235th session of the FBI National Academy. He is the past president of both the Alaska Association of Chiefs of Police and the Alaska Peace Officers Association, a member of the International Association of Chiefs of Police and the FBI National Academy Association. Brad was a founding member of the National Law Enforcement and Corrections Technology Center - Alaska Advisory Council and served as Vice President of the National Law Enforcement and Corrections Technology Advisory Council for the National Institute of Justice. He also served on various boards and groups including the Alaska Land Mobile Radio (ALMR) User Council, Fairbanks Emergency Planning Commission, Volunteers in Policing, Fairbanks Community Food Bank, Fairbanks Downtown Rotary Club, and was the Committee Chair for the Fairbanks Law Enforcement Explorer Post.

Brad and his wife Stephanie have six children.



Oklahoma:

Jesus E. Campa was appointed Executive Director of CLEET on November 19, 2018. Director Campa was born and raised in El Paso, Texas. He joined the El Paso County Sheriff's Office in 1994

and retired from the Sheriff's Office in 2014 as the Chief Deputy of Law Enforcement overseeing Criminal Investigations, Narcotics, Patrol, CALEA Accreditation, The Region VIII Training Academy, and all specialized units such as SWAT, CNT, and Search and Rescue.

Director Campa was then appointed as the Chief of Police for the Ector County ISD Police Department in Odessa, Texas, where he was working on implementing the Enough Stop Bullying Campaign he had developed while in El Paso. Director Campa was later appointed Chief of Police for the City of Marshall, Texas, where he created and implemented the innovative No Colors No Labels Program, Cool Cops Ice Cream truck, ensured that the Marshall Police Department obtained the Texas Police Chief's Best Practices Recognition Accreditation in under two years, and was named the Dr. Martin Luther King, Jr., Humanitarian of the Year by the NAACP.

Director Campa holds a Master's Degree in Criminal Justice and Security Administration, a Bachelor's Degree in Criminal Justice Administration, and is currently in the Dissertation Phase of his Ph.D. in Criminal Justice.

Director Campa is the spokesperson for Ranch on the Rocks Recovery Center in Sierra Blanca, Texas, and sits on the Board of Directors. Director Campa is a strong supporter and believer of 21st Century Policing and Procedural Justice. Director Campa has completed writing his first book on Leadership in the 21st Century which will be published in mid-2019. He is currently working with NETFLIX and 12 More Rounds of Infinity Productions on an animated series based on the adventures of a minority

police chief which is based on the life of the Director. In his spare time, Director Campa enjoys spending time with his wife and children attending a movies, sporting events, and going out to eat.

***PoliceOne* COURSES EARN THE
NATIONAL CERTIFICATION PROGRAM
SEAL OF EXCELLENCE**

by: Peggy Schaefer, NCP Program Director

During this past November and December, IADLEST and PoliceOne partnered to improve our law enforcement profession, specifically police training, by reviewing a variety of online training courses. The IADLEST team of NCP reviewers worked diligently and consistently by reviewing their assigned courses and using the online training rubric to determine which courses would pass the rigorous review process. We are proud to note here that **35** courses earned the NCP seal of excellence! These courses reflect the “best practices” in content, design, distribution, and assessment and are a tremendous addition to the other courses certified since the program’s inception in 2015. The partnership between IADLEST and PoliceOne has been in the works for several months, and we are proud that these courses are recognized with our seal. PoliceOne has many more courses in their extensive library, and we hope they will continue to use IADLEST’s third-party training course validation in the coming months.

If you are interested in learning more about IADLEST’s National Certification Program and the in-person and online rubrics, go to this website: <http://iadlest-ncp.org/>

As you determine which courses you want to host or advertise in your state, look for the IADLEST seal to ensure that your students have a quality experience.



**IADLEST HISTORY PROJECT
- HELP WANTED -**

by: William Flink, IADLEST Historian

The IADLEST History Project is taking shape, and we are pleased that so many IADLEST life members, directors and general members have taken the time to discuss their recollections and historical information with the project.

Since our announcement in October 2018, we have acquired complete copies of the two NASDLET survey documents and Volume 1 of the 1986 NASDLET Monograph. For those who don’t know, the National Association of State Directors of Law Enforcement Training (NASDLET) was the preceding association name of IADLEST.

The history project is still aiming at a completion date in May 2019. The work is well into the draft production phase, but there is a lot more to accomplish before the project is complete. We are still actively contacting any NASDLET members we can locate and talking to past IADLEST Executive Board members. Our efforts to complete the project needs the assistance of everyone with knowledge or materials from IADLEST’s past. Our review of IADLEST meeting minutes is about half completed. Some of the areas that we are still gathering information on include the stories of projects and interactions with our criminal justice partners (e.g., PERF, IACP, NHTSA, NSA, Police Foundation, etc.).

We are asking our membership’s help to produce a valued history document. The History Project staff are requesting those who were

involved with NASDLET or IADLEST from the 1970s through 1990s, to provide assistance. We ask members to look in their old memory (or storage) boxes and see if they have newsletters, pictures, or conference memorabilia from those early years that could be shared with the project.

If you have historical IADLEST/NASDLET items and could loan them to the History Project, we are asking that you mail items, or email scanned copies of the items, to the IADLEST office c/o "IADLEST History Project." Items that are scanned and emailed, can be sent to Mike Becar at mikebecar@iadlest.org and William Flink at wflink@iadlest.org. If items are mailed to IADLEST, on loan, we will try to get the items sent back to you as soon as possible.

Also, we are asking IADLEST members having memories of important association events, projects, anecdotes, or interesting occurrences during conferences to call William Flink and share those memories. Mr. Flink can be contacted at (540) 447-0932. Any assistance is helpful in making this product worthy of distinction

**IADLEST ANNOUNCES
INCREDIBLE RESEARCH AND
TRAINING BENEFITS**

by: Peggy Schaefer, IADLEST

Recently, IADLEST partnered with Director Trevor Allen and staff at the North Carolina Justice Academy (NCJA) to create a new member benefit: Aiding our members with their research efforts. We all have experienced the difficulty in locating accurate and timely articles, web sites, and books in print to help aid us in lesson plan writing, other presentation development, and grant proposals. The Librarian at the NCJA, Michael Cummings, is available to help with your specific research questions. Recently he helped one of our members research an inquiry concerning opioid abuse and how agencies throughout the US are tracking this data and determining new deployment strategies. Michael was able to provide our member with nine articles focusing on this issue to help the member complete his

project. Michael has other queries he is working on as well:

1. He is assisting a member by conducting a literature review on the value of "pre-testing" both in an academy and for in-service training.
2. Research on effectively writing training objectives in LEO training programs.

The sky is the limit, so please send your research questions directly to Michael Cummings at mcummings@NCDOJ.GOV, Phone: 910-525-4151, ext. 300

Also, the North Carolina Justice Academy offers IADLEST members an additional training opportunity. Members can sign up for online training via the North Carolina Justice Academy training portal. Available training topics include: Budgeting for Police Managers, Leadership – Modeling Appropriate Behavior, all types of Detention Officer Training courses, and Telecommunicator course offerings, Missing and Abducted Children, Body-Work Cameras, and so much more! In addition, your staff instructors can take advantage of two great on-line instructor courses: Criminal Justice Instructional Leadership and Developing Facilitation Skills. **All of the courses in the NCJA portal are FREE to IADLEST members and their staff!**

If you are interested in a specific training topic for you and your staff, follow the link below to set up an account:

<https://ncja-portal.acadisonline.com/>

IADLEST is grateful to NCJA Academy Director Trevor Allen, Support Services Manager Jeffrey Zimmerman, and Librarian Michael Cummings for their willingness to support our members nationally and internationally!



**HOSTS NEEDED -
IADLEST-COPS OFFICE REGIONAL
TRAINING GRANT PROGRAM UPDATE:**
by: Mark Damitio, Accreditation and Grants Manager

On September 21, 2018, IADLEST was awarded funding by the US Department of Justice, Office of Community Oriented Policing Services for an invitational 24-month project called “Partnerships in Community Policing: Regional Training with a National Impact.” The project is funded through August 2020.

The purpose of this project is to support the development of a network of regional training hubs that can serve as training hosts and test-beds of training innovation. The goal of the project is to establish a network of regional training hubs. The award calls for six such hubs across the country; however, we want to establish significantly more than that. The hubs will be hosts for beta-tests of new and innovative training classes. We will collaborate with the COPS Office to jointly identify training innovations to be tested and appropriate training hosts/partners to implement selected trainings. This will take several forms:

- The COPS Office has existing awards with vendors for courses, and they will need sites to test them. The COPS Office is very interested in our membership’s unmet training needs, and there is a possibility that one of these new courses could fit the unmet need.
- The COPS Office is interested in promising practices in newly developed training classes by our membership that need beta-testing. These types of classes can be part of the project, too. They will just need to go through a vetting process before they’re approved for this project.

We will identify the best facility and location for a specific training. What we’re asking of the IADLEST Regional Representatives is to update the outdated 2013 Law Enforcement Academy spreadsheet for the current contact information for academies and the contact persons for the academies within the respective states within

their regions. Your Regional Representative will contact you to update your agency information. In addition, we have asked the Regional Representatives to inquire about your interest in becoming one of the training hubs, any special facilities you have that could make them ideal for a specific type of training event such as executive training rooms, train-the-trainer classrooms and breakout rooms, specialized training facilities (mock scene areas, etc.).

Other federal training partners have learned about this project already so it has the possibility to expand even further by using the network of training hubs that we will develop. This is a tremendous opportunity for IADLEST. As you may be aware, funding from many of our previous federal partners has declined. The COPS Office has shown tremendous faith in us by bestowing this non-competitive invitational award, and we want to make it as successful as possible. There is potential for this project to have additional funding, and it will bolster IADLEST’s ability to receive future awards.

If your agency is interested in becoming a host facility, or you have an innovative training program that this project could assist in beta-testing, please contact me at markdamitio@iadlest.org

**NATIONALLY CERTIFIED
INSTRUCTORS (INCI) UPDATE**
by: William Flink, IADLEST

The Nationally Certified Instructor (INCI) program continues its expansion as more instructors submit their instructional experience and expertise for professional review and examination.

We’re reporting nine new Nationally Certified Instructors in this edition of the IADLEST Newsletter. All of the instructors come highly recommended from their peers and IADLEST members. They all have significant training and development experience, and have spent their careers improving the criminal justice training system.

The INCI Program encourages POST Directors to utilize Nationally Certified Instructors to instruct in their academy basic training, in-service, or specialized training programs. A list of Nationally Certified Instructors and their expertise can be found at: <https://www.iadlest.org/training/national-certified-instructor/inci-expertise>.

This IADLEST program, through the INCI web pages, identifies the areas of expertise that INCI instructors provide instruction, and encourages the instructors to continue to develop instructional expertise by attending instructor conferences and advanced instructional courses. To maintain INCI certification, instructors must attend six (6) hours of continuing education every three (3) years.

The following individuals have recently been nationally certified and are “charter members” of the INCI:

- **Andrew Williams** – Trinidad/Tobago Police Department
- **Brian Brooks** – Wyoming POST
- **Joseph Binns** – Garner Police Department, North Carolina
- **Jon Blum** – Force Concepts
- **James Born** - American Institute for Professional Development
- **Lon Bartel** - Virtra
- **Salvatore Alioto** – Virtra
- **Michael Clark** – Virtra
- **William Flink** – IADLEST

This IADLEST initiative is for all peace officers, deputy sheriffs, correction officers, detention officers, telecommunicators, analysts, academic instructors, private trainers, and others interested in improving law enforcement training and individual instructional skill sets.

The benefits to the individual instructors include: being acknowledged by expertise area on the IADLEST INCI website, access to IADLEST’s NLEARN, receiving a certificate, lapel pin, identification card, and recognition with IADLEST’s wide-range of training providers.

For more information and to download an application, go to: <https://www.iadlest.org/training/national-certifiedinstructor>

Please upload your application, resume’, bio, and photo and send them to William Flink, INCI Program

IADLEST RECEIVES ANOTHER DDACTS GRANT FROM NHTSA!

by: *Peggy Schaefer, DDACTS Project Manager*



The National Highway Traffic Safety Administration is continuing its strong commitment to the DDACTS. IADLEST recently received grant funding for three additional years. This effort has shown to help agencies save lives in their communities by using the Data Driven Approaches to Crime and Traffic Safety (DDACTS) model. The DDACTS strategy is a community policing, evidence-based approach that assist agencies in using their current data, i.e., calls for service, traffic contacts, Part 1 and 2 crimes and traffic crashes to determine the best times and days to conduct high visibility traffic enforcement.

IADLEST has trained over 770 law enforcement agencies how to effectively use the DDACTS model (large, medium and small,) throughout the US. The model’s success in crash and crime reduction has been documented in Nashville, TN; Philadelphia PA; and the NYPD, as well as Shawnee, KS; Florence County Sheriff’s Office, SC; and Everett, MA, PD.

Our deliverables for the three-year effort include:

Year 1 -

- Ten DDACTS workshops – one in each NHTSA region
- Five Strategic Agency Planning workshops, spaced throughout the US
- Five Cost-Benefit Analysis Agency Reports

- Five course assessment/evaluations Pre/Post workshop data
- Two National Conference presentations

Year 2 -

- Five DDACTS regional workshops – Spaced throughout the US
- Seven Training Webinars – will need guest speakers and content
- One Course and Manual revision x 8 people attending
- Three Commander workshops – Spaced throughout the US
- One Analyst training course x 22 participants
- Five Strategic Agency Planning workshops - Spaced throughout the US
- Five Cost-Benefit Analysis Agency Reports
- Five Course assessment/evaluations Pre/Post workshop data
- Two National Conference presentations

Year 3 -

- Four DDACTS regional workshops - Spaced throughout the US
- Five one-day Supervisors Workshops – Spaced throughout the US
- Five Strategic Agency Planning workshops - Spaced throughout the US
- Five Cost-Benefit Analysis Agency Reports
- Five Course assessment/evaluations Pre/Post workshop data
- Two National Conference presentations

It is exciting that IADLEST has been instrumental in helping so many police agencies improve the quality of life for their citizens. If you are interested in hosting a DDACTS workshop in your state or know of any agencies wanting to learn more about how the DDACTS model can reduce crashes and crime in their jurisdictions, please refer them to: PeggySchaefer@iadlest.org 910-261-5933.

OREGON POST UPDATE

by Eriks Gabliks, Director, Oregon POST

The Department of Public Safety Standards and Training (DPSST) was honored to host the

IADLEST Western Region Winter Meeting on December 17-18, 2018 at the Oregon Public Safety Academy in Salem. IADLEST Western Region Representative Mike Sherlock, the Executive Director of the Nevada Commission on Peace Officer Standards, chaired the meeting. More than two dozen members attended including representatives from Alaska, Arizona, California, Colorado, Hawaii, Montana, Nevada, Oregon, Utah, and Washington. Attendees included POST directors, IADLEST staff, professional standards directors, training directors, and academy commanders. Because of the mix, we focused our discussions and member updates on training program delivery/management and professional standards. The meeting also included an in-depth tour of Oregon's 235-acre Academy.

DPSST staff continues to work with more than 100 stakeholders, law enforcement professionals and public members, who are actively involved in updating the state's 16-weeks Basic Police Course. The Board on Public Safety Standards and Training's (BPSST) Police Policy Committee recently approved Phase 2 changes to our 16-week Basic Police Course. Phase two includes eight of the 16-week weeks. Phase 1 changes were approved earlier in the year and have been implemented. Phase 3 will focus on the final four weeks. You can find these documents online, and our staff is pleased to share their work and answer any questions you may have.

<https://www.oregon.gov/dpsst/AT/docs/2017-12%20Proposed%20BP%20Curriculum%20Overview%20-%20Phase%201.pdf> and <https://www.oregon.gov/dpsst/AT/docs/2019%20BP%20Curriculum%20Overview%20Phase%20II%20and%20IIa%2011-2018.pdf>

Enrollments at the Academy continues to be steady. DPSST did postpone the October Basic Police class as it had less than 20 officers enrolled. This was not a surprise as city and county agencies normally delay hiring in May and June due to uncertainties about local budgets and began filling those vacancies when new budgets took effect on July 1. Agencies are actively hiring but could not get their processes completed in time for the October class. Since

this time, hiring has been occurring at full-speed and DPSST has scheduled a 16-week Basic Police Classes, with 40 officers in each class, for the next six months. An additional Basic Corrections and Basic Telecommunications class has also been scheduled to meet demand.

The state's Bureau of Labor and Industries (BOLI) is looking into a wage and hour complaint that was filed by a police officer attending the Academy. The complaint alleged that DPSST basic police training exceeds the 40-hour work week and that morning colors and other academy assignments such as written reports and class projects should be considered overtime. DPSST does allocate hours in the current schedule for the completion of these written assignments. DPSST fully cooperated with BOLI and appreciates the review. DPSST was transparent in its discussions and advised BOLI that DPSST is not the employer of the men and women attending the Academy but the training provider. DPSST knows some agency collective bargaining agreements may define work hours and work weeks differently but DPSST has no way to know the contracts in place with 208 agencies who send their personnel to the Academy. DPSST's training management team is working to make the changes necessary to address the issues raised by BOLI.

Work on the 2019-2021 Agency Request Budget continues. Governor Brown released her Governor's Recommended Budget which will be the starting place for the 2019 legislative session in January. DPSST did not receive approval of any proposed Policy Option Packages (POP), but we did get recommendations that a number of our POPs be considered for "add back" during the upcoming legislative session. The focus of our 2019 budget work will be on offering enough classes to meet hiring demands, additional Academy staffing, and deferred maintenance projects.

In November, DPSST' Center for Policing Excellence (CPE) facilitated a roundtable session at the 2018 American Society of Criminology Conference in Atlanta, GA. Alongside CPE's Annie Rexford on the

panel was Dr. Geoff Alpert (Univ. of S. Carolina) and Dr. Joanna Shapland (Sheffield Univ. - England). The session focused on lessons learned regarding the development of sustainable police-researcher partnerships, and was attended by representatives from police agencies and/or universities from around the globe, including Israel, Australia, and the Netherlands.

DPSST's CPE hosted the 4th Annual Oregon Problem-Oriented Policing Conference earlier this month. This year's event was attended by over 100 police professionals and crime analysts from throughout Oregon, and featured local and national experts on addressing crime and/or livability issues through innovative efforts. Feedback for the event was extremely positive, with an expressed satisfaction that we provide a good balance between theoretical frameworks, practical advice, and real life examples.

The International Association of Chiefs of Police (IACP) published a column this month that showcases the work of DPSST's CPE and our partners at NIJ. The article focuses on some of the efforts being made in Oregon to promote evidence-based policing. Check it out at: <https://www.policchiefmagazine.org/rib-the-evidence-based-policing-state/?ref=2f686143a922662776eaa640b8e52f0e>

**IADLEST-COPS OFFICE
EVERY OFFICER IS A LEADER
GRANT PROGRAM UPDATE:
FREE TRAINING AVAILABLE**

*by: Mark Damitio, IADLEST Accreditation
and Grants Manager*

On September 21, 2018, IADLEST succeeded in a competitive process and was awarded funding by the US Department of Justice, Office of Community Oriented Policing Services for a 24-month project called "Every Officer is a Leader: Connecting Agencies to Community-Practical Skills." The project is funded through August 2020.

Today, the role of police is evolving to encompass broader areas of influence, from local community problems to global issues. The impact an officer can have on a community goes far beyond arrest and prosecution of criminals. The focus has become more on change leadership, change management, public trust, competence, problem solving, analysis, and collaboration among community groups and other police agencies. Police work and police responsibilities are more thoroughly viewed under aspects of legitimacy. There are close links between these kinds of requirements and high expectations from the public whose police service - both the whole organization and the individual officer - should have a problem-oriented approach, act in accordance with the situation, in an anticipative, competent way and with a sense of social responsibility. A common refrain found in the research and practice is that leadership competence – as opposed to incompetence - is necessary. One powerful way to prevent inefficient management and ineffective leadership from occurring at the supervisory and managerial levels is to instill leadership competence as a required competency in front line officers, so that when they are promoted, they already have been developing their leadership capacity for years. In some recruit training programs there is a brief self-awareness and interpersonal-relations focus, but none have specific education and competency-based training in self-management, social and emotional intelligence skills, and team and organization development skills that are necessary for success in the very complex job of police leadership at any rank.

Project Details: Assess Gaps - IADLEST will establish a nationally representative group of POST directors representing police, sheriffs, and state, federal, tribal entities and select associations to review existing, skills and the gaps nationally, and at COPS. The group will be selected after a survey to determine the extent to which they believe competence in performing the tasks and responsibilities for leaders to facilitate effective community policing initiatives.

Design and Develop Curriculum and Lesson Plans - Design and develop the specific curriculum and tool kits to fill gaps within the scope of this project. The core of this curriculum has been established for direct delivery to line personnel. It will be supplemented with new multimedia presentations. The bulk of the new curriculum development will be to convert the direct-delivery curriculum to line officers to a new two-day Train-the-Trainer format (so that the project becomes sustainable after it ends), and the development of an executive-level curriculum that promotes the ideals and goals of the training so that management understands the shift in philosophy. The project will develop comprehensive lesson plans for training on these skills to include tool kits and associated outcomes measures.

Pilot Curriculum - Vet and pilot test suggested curriculum at three locations in Year One (one pilot per curriculum). Students will be selected representing small, medium, and large stakeholders.

Assess Curriculum Related to Performance Improvement - Conduct pre- and post-assessments of skills performance improvements in students by the use of validated instruments as promoted by the BJA Smart Policing best practices for research.

Engage in a Nationwide Training Delivery Program – Present workshops in Years One and Two for:

- Line officers and staff, focusing on skills enhancement (4 total).
- Trainers, focusing on a train-the-trainer course that will give the trainers the tools and resources to present the line officer training at their agencies and academies (3 total).
- Executives, focusing on promoting buy-in of enabling line staff to become leaders (4 total).

If your agency is interested in hosting a pilot training class and assisting us with facilitating feedback in year one, or if your agency is interested in hosting the classes once they have completed their final design in year's one and two, please contact me at markdamitio@iadlest.org.

MUNSTER, GERMANY DDACTS PRESENTATION

By: Peggy Schaefer, DDACTS Project Manager



Last December, DDACTS Project Manager Peggy Schaefer was invited to be a guest speaker at the “Strategic Approach Towards Road Safety – International Focus” held at the German Police University in Munster, Germany. The entire three-day conference was built around innovative traffic safety strategies being successfully used in the European Union. Schaefer presented on the effectiveness of the US NHTSA Data-Driven Approaches to Crime & Traffic Safety (DDACTS) model and how the model has reduced crashes and crime throughout the United States. She later served on a panel discussing the pros and cons of high visibility traffic enforcement, especially in large urban environments. The conference was well attended by individuals from several countries including: Norway, Sweden, Denmark, Italy, Belgium, England, Malta, and Spain.

MUNICH, GERMANY DDACTS PRESENTATION

by: Adrienne Galbrecht, Analyst, Lenexa KS Police Department

Another DDACTS December presentation was made by Analyst Adrienne Galbrecht who attended the International Crime Analysis Conference held in Munich, Germany. As a member of the International Association of Crime Analysts’ board, Adrienne shared information about Lenexa Police Department’s implementation of the Data-Driven Approaches to Crime & Traffic Safety (DDACTS) model and how they used GIS resources to target a problem area in their city.

The Bavarian State Police hosted the event. The conferences were interested in how the US and Lenexa, Kansas PD was using crime analysis to support and deploy law enforcement resources.

For those interested in learning more about Lenexa PD’s DDACTS efforts, please contact Adrienne at agalbrecht@lenexa.com. If your agency is interested in hosting a DDACTS workshop at your Academy, please contact Peggyschaefer@iadlest.org

THE "HILLEN" CREDIBILITY FACTORS

by: Joseph Buckley, John E. Reid and Associates

Several government agencies use the *Hillen* Credibility Factors to help their investigators and decision makers assess the veracity and credibility of a subject's statement, particularly in instances where there is one person's word against another's and there is no independent corroborating evidence. These *Hillen* credibility factors come from a decision of the Merit Systems Protection Board in 1987 from their decision on the case: *Hillen v. Dept. of the Army*, 35 MSPR 453 (1987). From the opinion*:

To resolve credibility issues, an administrative judge must first identify the factual questions in dispute; second, summarize all of the evidence on each disputed question of fact; third, state which version he or she believes; and, fourth, explain in detail why the chosen version was more credible than the other version or versions of the event. Numerous factors, which will be considered in more detail below, must be considered in making and explaining a credibility determination.

These include: (1) The witness's opportunity and capacity to observe the event or act in question; (2) the witness's character; (3) any prior inconsistent statement by the witness; (4) a witness's bias, or lack of bias; (5) the contradiction of the witness's version of events by other evidence or its consistency with other evidence; (6) the inherent improbability of the witness's version of events; and (7) the witness's demeanor.

1. The Opportunity and Capacity to Observe the Event or Act: Personal knowledge of the event or act at issue is an essential qualification of a witness; and the requisite personal knowledge is established by evaluation of the witness's opportunity, as to place, time, proximity, and similar factors, to observe the event or act in issue. These factors relating to a witness's opportunity to observe are material in determining the witness's credibility. The witness's capacity to observe refers to his or her ability to understand what was seen and intelligently narrate it.

2. Character: Character evidence may be used for impeachment of a witness on the theory that certain characteristics render that person more prone to testify untruthfully. This form of impeaching evidence may be established by prior misconduct or reputation.

3. Prior Inconsistent Statement: The effect of a prior inconsistent statement is not that the present testimony is false but that the very fact of the inconsistency raises doubt as to the truthfulness of both statements. The form of the inconsistency, whether oral, in writing, or by conduct, is immaterial and the statements or conduct need not be in direct conflict. Inconsistencies, however, do not necessarily render testimony incredible.

4. Bias: The possibility of bias is always significant in assessing a witness's credibility. Bias rests on the assumptions that certain relationships and circumstances impair the impartiality of a witness and that a witness who is not impartial may consciously or unconsciously shade his or her testimony for or against one of the other witnesses or parties. The trier of fact must be sufficiently informed of the underlying relationships, circumstances, and influences operating on the witness, so that in the light of his or her experience, he or she can determine whether a mutation in the testimony could reasonably be expected as a probable human reaction.

One aspect of bias is the question of self-serving testimony. Although the fact that a witness's testimony may be self-serving does not by itself provide sufficient grounds for disbelieving that testimony, it is a factor for consideration in assessing the probative weight of the evidence.

5. Contradiction by or Consistency with Other Evidence: Contradiction is the calling of one or more witnesses who deny the fact or facts asserted by another witness and maintain that the opposite is the truth: the contradiction in itself does nothing probative unless the contradicting witness or witnesses is believed in preference to the first witness. Contradiction rests on the inference that if a witness is mistaken about one fact, he or she may be mistaken about more

facts; and therefore, his or her testimony is untrustworthy. On the related topic of polygraph evidence, the Board has previously stated that the admissibility of polygraph results is a matter within the authority of the administrative judge. In finding polygraph results admissible, the Board does not imply that the results of such a test must be accepted into evidence.

6. Inherent Improbability: Inherent improbability relies on the trier of fact's evaluation of the likelihood of the event occurring in the manner described in the testimony.

7. Demeanor: Demeanor constitutes the carriage, behavior, manner, and appearance of a witness during testimony. Assessment of demeanor depends upon direct observation of the witness during his or her testimony, and, therefore, necessarily depends on demeanor findings made by the administrative judge.

The *Hillen* case involved allegations from five female employees at the command that a Senior Executive Service official of the Military Traffic Management Command (MTMC) sexually harassed them.

A valuable adjunct publication to this decision is *A Guide to Merit Systems Protection Board Law and Practice* (35th edition, 2018) written by Peter Broida. the *MSPB Guide* is the standard reference on the MSPB and its reviewing court, the Federal Circuit. This treatise provides practice guidance and analyses of the relevant statutes, regulations, and case law. It is annually updated.

* Please note that case citations in the opinion that support the various points can be found in the full decision at [https://1.next.westlaw.com/Link/Document/FullText?findType=Y&serNum=1987151913&pubNum=0000909&originatingDoc=I9f064f2c549611db8ac4e022126eafc3&refType=CA&originationContext=document&transitionType=DocumentItem&contextData=\(sc.DocLink\)](https://1.next.westlaw.com/Link/Document/FullText?findType=Y&serNum=1987151913&pubNum=0000909&originatingDoc=I9f064f2c549611db8ac4e022126eafc3&refType=CA&originationContext=document&transitionType=DocumentItem&contextData=(sc.DocLink))

IADLEST Annual Conference
June 9- 12, 2019
Milwaukee, Wisconsin

MEANINGFUL PUBLIC-SECTOR WORK

by: Al Cobos, Lead Consultant, Dychelon.com

I had the fortunate opportunity to develop and instruct a three-day class on managing teams for the Los Angeles County Sheriff's Department where I serve as a sergeant for the Department's Academy and Training Bureau. The class is for both police supervisors and professional staff supervisors. The team management class gives students the skills needed to manage teams effectively. I take great pride in offering the course which has provided meaning for my work.

In every class, I offer the following scenario:

You have two employees of equal tenure. One is an outstanding worker that goes well beyond what is expected of her. The other is a worker who waits for direction, does the minimum amount of work possible, and does not take initiative for anything. There is usually some laughter at this point since we all can identify that we all supervise these two types of workers.

But I follow up with this crucial question, "Which of the two gets paid more?"

The answer is simple. The two get paid *exactly* the same amount. Due to civil service agreements, maintaining a competent evaluation is all that is needed for an employee to receive a paycheck. Whether you do the minimum or you perform well beyond expectations, the paychecks are identical.

So, I ask, "How do you get employees to perform at a high level?" I have yet to hear that an employee simply needs to be told what to do, how to do it, and when to do it. That is the recipe for micromanagement and low performance.

What I do hear is that an employee's pride, work ethic, and personal values need to be identified so those traits can correspond with what is expected of them. People perform at a high level because of personal fulfillment and accomplishment. It allows them the opportunity to contribute to the team, agency, and

organization. Ultimately, it provides meaning for the job they are engaged in every day. Providing an environment for employees to have a meaningful impact on their work product and others is a foundational requirement for supervisors to provide employees. Otherwise, you may have more of the, "I'll do the least amount of work possible," employees than those who contribute to the mission of the team.

One strategy in enabling team members to work at a high level of productivity is to help them find the meaning in their work. People need to know how their work is an integral part of the mission of the organization. Meaning can take many forms, but those who find meaning in their work will not only work harder, but they are less prone to burning out. Burnout results from those who do not see the relevance of their work and its impact on the team.

So how do people find meaning in work? First, lay the foundation for meaningful work. The methodology for accomplishing this is can be relatively simple. A manager must trust their people. In an era of helicopter parenting, where parents attempt to ensure predictable outcomes for their children, helicopter managing (micromanaging) may be the default comfort zone for many leaders. Micromanagement is the enemy of trust. Also, building trust enables managers to build relationships where employees feel that they are a needed part of the team.

Communication is the foundation for building trust with our teams. The daily conversations that we should be having with our teams give us the opportunity to convey our expectations, ethical practices, and vision for the team. It also provides an opportunity to ask well developed questions which move our people in the direction we want them to go. This is not a gimmick though. Our intentions should be to benefit our team members, our organizations, or the team itself. Plus, people are adept in sniffing out frauds so don't be one. Be genuine with your intentions: it will pay dividends for everyone involved.

What are the questions to be asked? There are a few that I've garnered over the years in addition to reading as much as possible on managing teams. Here is a quick sampling of questions which should be modified to the unique needs of your team:

- What is your role on the team?
- Is your role an integral part of the team's mission?
- Are you learning in your current position?
- What are your work-place values?
- What is getting in the way of those values?
- What needs to be changed?

These questions are for you as the team leader and your team members. If the questions have negative responses from your employee, there may be a need for identifying if you are the source of the negativity. Or, it may be that you are not communicating well enough with your team members to convey their importance to the team. The answers will also provide you with a game plan on how to address the problems identified by your employee.

When the answers are positive in nature, simply build upon them. The more well-developed questions that are asked, the healthier the conversations taking place with your people. Conversations lead to influence and a sharing of ideas. It is the basis for team-building and accomplishment.

Ask questions often. Ask your team questions frequently. Ask yourself questions always. Multifaceted inquiry will lead you down the path to meaningful conversations and, hopefully, meaningful work for your team.



About the Author: Al Cobos is the owner and lead consultant for Dychelon which focuses on improving team performance. He has thirty years of experience in law enforcement and nearly a decade of teaching for colleges and universities.

His focus is to improve people in their personal and professional endeavors.

Al Cobos has over 30 years of law enforcement experience with the Los Angeles County Sheriff's Department (LASD). He holds a Master's Degree in Emergency Services Administration and a Bachelor's Degree in Vocational Arts from California State University, Long Beach. He is an award-winning faculty member of the University of Phoenix, Southern California Campus for his research course development in managing teams. He currently serves as a Sergeant at the LASD Training Bureau's Education-Based Discipline Unit where his primary responsibilities lie with training personnel who have been disciplined. He is also responsible for developing supervisors, recruits, civilian/professional staff, and instructors in their pursuits in the Department.

Al Cobos has conducted training for city and county government administrators on numerous occasions. While his primary responsibilities involve training police officers, he is dedicated to the training needs of civilian employees.

Al Cobos has worked a variety of assignments in the LASD including, Patrol, Custody, Detectives, Community Policing. Other duties have included Detective Bureau Auditing, Sheriff's Response Team, and Administration. He is currently an instructor for Team Management, Ethics, Instructor Development, Implicit Bias, Decision-making, Procedural Justice, and Education-Based Discipline. He has earned the California Commission on Peace Officer Standards and Training, Master Instructor Certification and the International Association of Directors of Law Enforcement Standards and Training (IADLEST) National Instructor Certification.

His intent is to provide specialized training for any organization needing the following types of training:

- *Team Management*
- *Ethics*
- *Developing Difficult Employees*
- *Decision-Making*
- *Critical Thinking*
- *Instructor Development*
- *Implicit Bias*

Al Cobos works toward helping people in their personal and professional endeavors.



LEGAL UPDATE FOR LEOS, POLICE LEGAL ADVISERS, AND PROSECUTORS

The BLUE FLASH #9 & #10

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United States v. Correa 7thCIR 5NOV2018

Every once in a while, we get one of those cases where a LEO is investigating criminal activity and ends up in possession of a set of keys. Of course, the next step is to find out which door the key will open. Is that a search under the Fourth Amendment? When the LEO has to physically touch the door, the Jones definition of a search (what I call a Jones Search) is at play because of the physical intrusion. But what about the use of a garage door opener? What if a LEO seizes a garage door opener and drives around Chicago pushing the button to see which garage door opens? Whether or not that action is a Fourth Amendment search should hinge on the Katz privacy-based definition of a search (Katz Search). But the court in this case took a bizarre turn in their analysis.

Members of a Drug Enforcement Agency task force lawfully found drugs in a traffic stop and seized several garage openers and keys they also found in the car. An agent took the garage openers and drove around downtown Chicago pushing their buttons to look for a suspected stash house. He found the right building when the door of a shared garage opened. The agent then used a seized key fob and mailbox key to enter the building's locked lobby and pinpoint the target condominium. At the agent's request, another agent sought and obtained the arrestee's consent to search the target condo. The search turned up extensive evidence of drug trafficking ... which the defendant sought to have excluded.

The court reached the conclusion that the use of the garage door opener and mailbox key to identify the unit was a search under the Fourth Amendment ... but then held it was reasonable. It is a strange opinion where the court reaches the right result but for the wrong reason. I would

not recommend using this case as a guideline on the proper Fourth Amendment analysis in any other circuit except the Seventh Circuit. The main takeaway for those of you in the Seventh Circuit only: Testing a garage door opener to see which garage door opens on a common garage shared by multiple tenants is a search under the Fourth Amendment!

NOTE: I'm doing a Broadcast Blue podcast episode on this one! Check out www.broadcast.blue

To read or download the full decision as a PDF use this link: <https://docs.zoho.com/file/3x97eacedf5820979441681cf9077739ad9fe>

United States v. Evans 8thCIR 6NOV2018

In this case, the defendant raised five issues on appeal, the first of which deals directly with the legal aspects of law enforcement. The issue is: Did the warrant application sufficiently establish probable cause as required under the Fourth Amendment?

The “warrant clause” to the Fourth Amendment states: “... no Warrants shall issue but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.” The amendment requires probable cause for a warrant to be issued. The particularity requirement is what prevents the government from going on evidence-fishing expeditions by narrowly defining the scope of the search by limiting WHERE the government can look and WHAT the government can look for.

The defendant in this case argued that there was no probable cause that he was involved in the criminal activity (robbery) and no probable cause that there was evidence of the robbery in his motel room. The Eighth Circuit disagreed and held that the warrant application established a “fair probability” that the defendant was the robber and that evidence would be found in the motel room.

There is no mechanical formula for probable cause determinations. They are very fact specific

and sometimes the facts easily support a finding of probable cause ... but sometimes it is a close call. If you are involved in writing search warrant applications, it is a good idea to read these cases to get a feel for where the PC line may be in your case.

To read or download the full decision as a PDF use this link: <https://docs.zoho.com/file/3x97e91b5456522ce42fe90066940c175f979>

United States v. Brixen 7thCIR 7NOV2018

This case has an interesting intersection between Fourth Amendment search and seizure law and Fifth Amendment self-incrimination law.

Officers had the defendant (Brixen) under investigation for attempting to use a Snapchat communication to lure an underage female to meet him. Unbeknownst to Brixen, the 14-year old girl he was communicating with was a bearded detective at the Altoona Police Department named Jeff Baumgarten. When the detective arrested Brixen and conducted his search incident to arrest, he discovered Brixen’s telephone on him. Brixen was Mirandized and waived and agreed to talk. To prove he was really the person Brixen was communicating with, Baumgarten sent a Snapchat to Brixen and it immediately notified Brixen on his phone under the false screen name the detective had been using. Snap! Confronted with this evidence, Brixen confessed to trying to meet a 14-year old female to take her shopping for undergarments.

Brixen sought to have the evidence of the Snapchat notification sent to his phone, arguing this search was an unlawful search of the cell phone incident to arrest under the 2014 Supreme Court decision *California v. Riley*. In *Riley*, the Supreme Court ruled that the contents of a cellphone cannot be searched. The Seventh Circuit distinguished this case since the detective did not search the contents and ruled that “Brixen did not have a reasonable expectation of privacy in the conspicuous notifications that appeared on his phone after it was seized incident to arrest.”

To read or download the full decision as a PDF use this link:
<https://docs.zoho.com/file/3x97e5879cb37cafe4e598ef9ef704e148b37>

Strand v. Minchuk 7thCIR 8NOV2018

This is a civil case brought under 42 USC 1983 for excessive use of force. This case demonstrates the significance of the limitations on obtaining qualified immunity on a motion for summary judgment.

In this case, taking the facts as alleged by the plaintiff, an officer got in a verbal altercation with a trucker to whom he had just issued parking tickets. The verbal altercation gave way to a physical altercation resulting in the trucker on top of the officer punching him in the face. The plaintiff next alleges that he put his hands up and said he surrendered. According to the plaintiff, the officer then drew his firearm and shot him in the abdomen.

The defendant in the case argued that even in the light most favorable to the plaintiff, he was entitled to qualified immunity as a matter of law. Applying the four Graham factors, the Seventh Circuit disagreed, holding that it is clearly established that deadly force cannot be used on a person who is no longer a threat. The court stated: “If the facts and circumstances show that an individual who once posed a threat has become “subdued and complying with the officer’s orders,” the officer may not continue to use force.” So, this case will have to proceed to trial for the jury to determine if the officer violated the trucker’s constitutional right to remain free of excessive force.

To read or download the full decision as a PDF use this link: <https://docs.zoho.com/file/3x97e88cc1c3ad3724278b69b6d59d180028a>

United States v. Thomas 4thCIR 8NOV2018

What happens if there are important facts that are known to a LEO but the LEO fails to supply those facts in a search warrant application? That

is the issue presented in this case. The defendant in this case was arrested for aggravated sexual battery of a minor. When he was arrested, LEOs retrieved a cell phone from the defendant. A detective then sought a warrant to search the cell phone. The affidavit asserted the defendant was involved in specific criminal activity, but failed to specify when that activity occurred (even though these facts were known to the detective). The defendant sought to suppress the incriminating evidence that was found on the cell phone.

The District Court agreed that the warrant affidavit failed to establish probable cause but allowed the evidence under the Leon “Good Faith Exception” to the Exclusionary Rule. The Fourth Circuit held: “... the district court properly considered facts known to Detective Coleman, but inadvertently omitted from his supporting affidavit, when it applied Leon in this case. Because Coleman “harbored an objectively reasonable belief in the existence of probable cause,” Leon, 468 U.S. at 926, under that standard, the district court correctly denied Thomas’s motion to suppress under Leon.”

To read or download the full decision as a PDF use this link: <https://docs.zoho.com/file/3x97ee0d5900e841b4bdf8c328ee8d0bb3daa>

United States v Perry 8thCIR 15NOV2018

In this case, someone calls 911 and reports “shots fired” and describes the shooter as a taller black male with a goatee wearing a white shirt and dark pants. A few blocks away, police see two black males with one appearing to have a goatee and dark pants and a white shirt. When they see the police, the two men split up and walk away. After circling around the block, the police find the male they thought matched the description (the defendant in the case, Quentin Perry) standing next to a car. While one officer talked to Perry, another looked for evidence and saw a handgun and two magazines in the car. The police arrested Perry for possessing the handgun found in the car. During the search incident to arrest, the officer discovered three bullets in his pocket. Perry argued that the evidence seized as a result of the

SIA should be suppressed (the bullets) because the officers did not have probable cause to arrest Perry because his description was “not that similar” to the 911 description. The court disagreed and held that under these circumstances “a reasonable officer could have concluded that Perry was the shooter from the bar.”

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United States v Shrum 10thCIR 15NOV2018

The defendant’s common law wife became ill unexpectedly. The defendant dialed 911 and initially allowed sheriff deputies and EMS into the home. The wife was pronounced dead at the hospital, and the officers then secured the home and looked through the house for the specific purpose of locating medication in anticipation of an autopsy. While looking for medication, the deputies spotted ammunition. They later discovered the defendant was a convicted felon: and they contacted “federal agents” who obtained and executed a search warrant and seized ammunition, two loaded firearms, and methamphetamine. The defendant was not allowed to enter the home at any point after the deputies first entered.

At trial for possession of the firearms and drugs, the defendant sought to suppress the evidence arguing the deputies had unlawfully seized his home and that this seizure tainted the observation of the ammunition when looking for medications. The District Court denied the defendant’s motion to suppress. In reversing the District court, the Tenth Circuit held that the “securing” of the house after the wife was transported and not allowing the defendant to enter was an unlawful seizure and that the subsequent search for medication and observation of the ammunition was tainted by the seizure.

<https://drive.google.com/file/d/1QkFOF2qYkvSNTKl-twCOZcNgWID87HPx/view?usp=sharing>

Begin v Drouin 1stCIR 16NOV2018

In this case, the First Circuit denied qualified immunity to an officer who shot a person in a psychiatric unit who was cutting himself. The court

concluded that considering the facts as alleged, it was unreasonable for the officer to use deadly force to stop a person who presented only a danger to himself.

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Foster v Hellowell 9thCIR 20NOV2018

Officer Jeremy Hellowell was dispatched to investigate a 911 call from a citizen who reported that a man matching Ernest Foster’s description was walking toward a shopping plaza armed with a concealed handgun. As the incident unfolded, Hellowell approached Foster at the shopping plaza to investigate the report, Foster fled, and Hellowell ultimately shot Foster fatally three times in the back.

Foster claimed that the officer violated his Fourth Amendment rights by making an investigative stop of Foster and by approaching him with an unholstered gun. The Ninth Circuit held that the officer did not violate clearly established law when he concluded, based on the 911 call, that he had reasonable suspicion to stop and investigate Foster. The panel further held that a reasonable officer in defendant’s position could reasonably conclude that unholstering a gun during the stop did not constitute a violation of Foster’s right to be free from excessive force.

<https://drive.google.com/file/d/1HaZtypk95QpFUfPLgcGt7Qob8J2k-JGf/view?usp=sharing>

United States v Davis 1stCIR 20NOV2018

A musician left a bar in which he was performing, but then realized he needed to use the bathroom. The bar would not allow him back in (no re-entry policy) so he drove his girlfriend’s car in search of a bathroom to use. He drove without headlights and parked perpendicular in a handicap parking spot. All of this was observed by police officers who conducted a traffic stop. Davis (the driver) appeared impaired and failed two field sobriety tests. The officers called for the car to be towed and conducted an inventory in full compliance with their inventory policy. After the inventory, when an officer went into the car to put the key in the ignition for the tow company, he found a handgun. Davis, a convicted felon, was charged with being a felon in

possession of a firearm. Davis argued that the impounding of the vehicle was a Fourth Amendment violation and also the re-entry to put the key in the car was a mere pretext to an unlawful investigatory search.

The court disagreed and held the impounding of the vehicle was lawful under the "community caretaker" doctrine. The court further held that the entry into the vehicle was lawful as part of a properly conducted inventory.

<https://drive.google.com/file/d/1AEulgt9UAT0y00iTH1CQ8bFoCYJOOSvX/view?usp=sharing>

United States v Zamudio 7thCIR 20NOV2018

This case is about whether probable cause existed in a warrant application. The decision presents a great review of the law on establishing probable cause in the affidavit. The District Court granted a motion to suppress holding the warrant application failed to provide direct evidence to establish that evidence was linked to a particular place. The Seventh Circuit reversed, holding that "an affidavit submitted in support of a warrant application need only contain the facts that, given the nature of the evidence sought and the crime alleged, allow for a reasonable inference that there is a fair probability that evidence will be found in a particular place."

<https://drive.google.com/file/d/12c-9v6RioTXc8FOscGnxLmaud1Y2CiEd/view?usp=sharing>

United States v Escobar 8thCIR 26NOV2018

This 26-page decision reads like a short novel of drug trafficking by 13 people, five of whom were defendants in this case. It involves numerous warrants and wiretap orders in a complex investigation lasting several months. The reason I selected this case to include in this edition of the Blue Flash is because one of the issues on appeal was whether probable cause existed to establish a "triggering condition" for an anticipatory search warrant.

Citing the Supreme Court in *United States v. Grubbs*, 547 U.S. 90 (2006), the defendant argued there was no probable cause to establish that the requisite "triggering condition" would occur. The Eighth Circuit concluded that even if there was no

probable cause established, the good-faith exception applied because under a totality of the circumstances the officer's reliance on the warrant was objectively reasonable.

BONUS: Another issue presented was whether "necessity" was established in the wiretap application. If you deal with wiretaps orders, you know that a judge must determine that normal investigative techniques have been exhausted or would be unlikely to succeed (futility) or would be too dangerous. The court held that conventional investigatory techniques did not yield all the information needed; and, therefore, the necessity requirement was met.

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United States v Lopez-Zuniga 8thCIR 26NOV2018

This case provides not one, but FOUR examples of warrants applications that are deficient in establishing probable cause and the resulting efforts to save the evidence. The Eighth Circuit held that the first two warrants were so lacking in indicia of probable cause that no reasonable officer could think probable cause was established; and, therefore, the good faith exception did not apply. The second two warrants were not so lacking in indicia of probable cause as to render the belief in its existence unreasonable. Therefore, the good faith exception to the exclusionary rule was applied and the decision of the District Court to suppress the evidence gathered as a result of those two warrants was reversed.

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United States v Coleman 8thCIR 27NOV2018

A woman makes a 911 call and states her boyfriend who lives with her punched her in the mouth and he had a gun. Police responded to the 911 call and the woman met police outside the residence, and they could clearly see she had injuries consistent with her claim. Police entered the house with the woman, and they found the defendant (Coleman) in the kitchen. Upon being questioned, Coleman ran down the stairs behind him. Police ordered him to stop, and he came

back up the stairs where police attempted to arrest him, but he struggled resulting in the use of a Tazer. The subsequent search incident to arrest yielded drugs and a firearm. The Sergeant at the scene ordered a protective sweep of the area in which he was arrested including an adjacent locked room that they opened using a key provided by the girlfriend. Upon conducting the sweep of the adjacent room, the officers saw marijuana in plain sight on the bed in the room. They did not seize the marijuana, but they obtained a search warrant based on the observation. When they executed the warrant, they seized drugs, distribution tools, and firearms as well as several cell phones.

Coleman sought to have the evidence excluded claiming the officers violated his Fourth Amendment rights in four ways. First, they did not have consent to enter the house. Second, the protective sweep of the locked adjacent room was unlawful because he had been physically removed when the sweep took place. Third, the warrant did not describe the items to be seized with sufficient particularity. And lastly, the search of the automobile in the driveway was unlawful because it was not identified in the warrant and the automobile exception did not apply.

The District Court denied the motion to suppress on all arguments, and the Eighth Circuit affirmed holding:

- 1- The consent of the girlfriend was not nullified by the complaints of the defendant because the rule in *Randolph* does not apply when police are investigating domestic abuse.
- 2 – The presence of drugs in the area of arrest gave police a reasonable belief the place swept harbored an individual who posed a danger to them.
- 3 – Although not specifically listed as an item to be seized, the warrant’s language authorizing seizure of “instrumentalities of the crime” encompassed the cell phones that were found.
- 4 – The police were lawfully present in the driveway executing the warrant; and, therefore, the automobile exception could be applied to the warrantless search of the car.

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Henderson v City of Woodbury 8thCIR 28NOV2018

This is a Qualified Immunity case in which qualified immunity was denied because issues of fact existed that needed to be resolved by the jury. Usually the issue of fact to be resolved is based on different versions of the facts presented by the plaintiff and the defendant officer. The interesting twist in this case is that the question of fact was created by different versions of the officer’s statements.

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Moore-Jones v Quick 8thCIR 28NOV2018

This case is a civil suit against a law enforcement officer for injuries sustained by the plaintiff when her car was knocked into a culvert during a PIT maneuver. The defendant had fled after a traffic stop was made and LEOs deployed the PIT maneuver at 35 MPH at the last exit only a mile and a half from a city. The District Court denied qualified immunity, but the Eighth Circuit reversed holding that the right to be free from a PIT maneuver in these circumstances was not “clearly established.”

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United States v Terry 4thCIR 30NOV2018

What happens when you place a GPS tracking device on a vehicle without a warrant or a JRE (Judicially Recognized Exception)? In this case, the drug evidence was suppressed, and a conviction was vacated. LEOs secretly placed a GPS tracking device in a vehicle they had searched when they smelled marijuana in the car, and the defendant turned over a small amount of marijuana to them. The tracking information was eventually used to discover and seize a considerable amount of illegal drugs.

The District Court denied the defendant’s motion to suppress; but the Fourth Circuit reversed holding that the defendant had standing to raise the objection to the search, the installation of the GPS tracking device was a

violation of the Fourth Amendment, and that the “fruit of the poisonous tree” evidence that was evidentially seized was tainted by that Fourth Amendment violation.

This case is a great reminder of what can happen if the “Fourth Amendment Dominoes” are not lined up properly!

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United States v Hester 3rdCIR 30NOV2018

Police observed a car parked illegally by a store that was known to them to be a narcotics distribution point. The defendant in this case (Hester) was a passenger. When the driver admitted it wasn't her car and she had no license, the defendant offered to drive and went to get out of the car. When he did, the officers heard a “thunk” that sounded like a firearm hitting the floorboard. Another officer saw the firearm and alerted the others, and Hester attempted to run. Hester was charged with being a felon in possession of a firearm.

Hester argued the stop was unconstitutional and the firearm should be suppressed. The Third Circuit disagreed and ruled that the initial stop was a seizure of Hester such that the Fourth Amendment applied. The court ruled that Hester submitted to the police authority (at least initially) and that the detention was supported by a reasonable suspicion that the occupants of the vehicle were involved in illegal drug distribution.

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United States v Reddick 8thCIR 30NOV2018

Police responded to a domestic violence call involving an automobile. Although the person sought had fled on foot, a crowd had gathered around the crime scene. The defendant (Reddick) approached the crime scene with his hands in his pockets. When told by one officer to stop approaching the vehicle, he failed to follow instructions and continued to approach the car. The officer then asked another officer to

identify him. When Reddick was asked to remove his hands from his pockets, he would comply momentarily but then put his hands back in his pocket. The officer asked him why he was there and why he wouldn't leave, and the answers given were evasive. At this point, the officer told him he was going to pat Hester down. The frisk revealed a .38 handgun.

Hester was charged with being a felon in possession of a firearm. Hester sought to have the evidence excluded on the basis that his detention and frisk were unlawful. The Eighth Circuit disagreed and held that the facts supported both a Terry Stop and a Terry Frisk.

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United States v Polite 8thCIR 6DEC2018

It was a chilly Halloween night in Omaha, Nebraska, when at about 2230 police in an unmarked car were monitoring an apartment parking lot at the request of the manager. The apartment complex was known for narcotics, firearms, and even homicides. The officers observed a group of about 20 people in the parking lot. The area had seen an increased gang presence recently, and one of the officers recognized one of the individuals named Polite (the defendant in this case) as a person whom he knew was a member of the local Crips gang and was under the age of 21. When the officers turned on the lights and got out of the car, many in the group scattered and ran away. The officer who recognized Polite saw Polite kneel momentarily behind a car and then heard a “metallic thump” that sounded like a firearm hitting the ground. He then heard another metallic thump from another direction. The officer detained Polite thinking he had just discarded a firearm. He confiscated a cell phone from Polite and then two firearms were recovered from the places where the officer heard them drop. Polite was Mirandized and gave officers the pass code to his cell phone. Cell phone images showed Polite in possession of the firearm and marijuana. Polite was charged with being in possession of a firearm while being an unlawful drug user.

Polite sought to suppress statements he made and any evidence found as a result of the search of his cell phone on the basis that he was unlawfully detained without reasonable suspicion and was unlawfully arrested without probable cause. The District Court denied his motion, and the Eighth Circuit affirmed. The Eighth Circuit held that the officer had a reasonable suspicion to conduct a Terry Stop of Polite. Furthermore, since he was not over the age of 21, it was a crime under Nebraska law for Polite to be in possession of a concealed weapon. As a result, officers had probable cause to arrest Polite for that Nebraska offense, although he was later charged with a more serious federal firearm offense.

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Muschette v Gionfriddo 2ndCIR 7DEC2018

This is a civil suit against a police officer in West Hartford, Connecticut, for the use of a Tazer on a deaf student. The plaintiff in this case (Muschette) is a 12-year-old at the American School for the Deaf in West Hartford. The Dean of the school called 911 and reported the plaintiff was “out of control” and “making the situation dangerous.” He had gotten into a dispute with a teacher and had run into a fenced off construction zone where he hit the teacher with a stick and then hit the teacher with a rock and then picked up a large rock at which time the teacher backed off. Officers responded and ordered the 12-year-old to drop the big rock. All of the verbal commands given by the officer were translated into ASL (American Sign Language) by the Dean who had made the 911 call and was present. When the plaintiff did not comply, one of the officers Tazed him. When efforts to get the handcuffs on were met with significant struggling, the 12-year-old was Tazed again by the officer. The plaintiff (through his parents) sued the officer for excessive use of force and the officer sought qualified immunity. The District Court denied Qualified Immunity holding there were issues of fact that needed to be resolved by the jury since the child testified he did not know the officers were even there and did not receive

instructions in ASL. The Second Circuit reversed the District Court and held the officer was entitled to Qualified Immunity because they could not say that “no” reasonable officer similarly situated would have used the Tazer. Furthermore, it was reasonable for the officer to believe the instructions were being conveyed to the deaf student in ASL.

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INFLUENCE OF SCENARIO-BASED LEARNING ON NEW OFFICERS' SELF-EFFICACY

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Introduction and Background: Modern law enforcement agencies are paramilitary organizations; and as such, traditional law enforcement training has relied upon lecture, rote memorization, and militaristic rituals and tradition (Makin, 2016; Vodde, 2012; Werth, 2011). In the field of law enforcement, it is not uncommon for field-training officers (FTO) to imply to new trainees that academy training is inadequate and that the real training occurs during the field-training program (Perry, 2012). This sentiment is likely a byproduct of the traditional pedagogy-based instructional methods utilized in law enforcement academies, as lecture and rote memorization do not provide recruits to make their learning applicable (Perry, 2012). Perry (2012) noted that this sentiment could negatively affect trainees' sense of efficacy, ability to transfer training into real world experience, and job readiness.

When learners engage in the active learning process, whether by observation or interaction, they are more likely to internalize and embrace the knowledge they are gaining, thereby increasing self-efficacy (Bandura, 1986; Bandura, 1997; Kelley & Kelley, 2013). As a means to encourage critical thinking and provide recruit officers with an opportunity to apply their new knowledge, law enforcement academies have begun to transition to the use of learner-centered andragogy. Use of adult learning concepts (ALC) through integration of problem-based learning (PBL) and scenario-based learning (SBL) curriculum is beginning to filter into academy classrooms across North America (Mugford, Corey, & Bennell, 2013; Perry, 2012; Vodde, 2012).

Only a relative handful of academies have elected to utilize these instructional methodologies, and little research exists regarding the use or effectiveness of PBL and SBL in a law enforcement training environment. No research focuses on the self-efficacy and job readiness of new peace officers as they enter the field-training program (Clarke & Armstrong, 2012; Makin, 2016; Vodde, 2012; Werth, 2011). The existing research into the benefits of PBL and SBL focuses primarily on medicine, nursing, and other professional fields (Marra, Jonassen, Palmer, & Luft, 2014; Ungaretti, Thompson, Miller, & Peterson, 2015). Nevertheless, findings in other fields could have implications for the law enforcement profession. Shockey-Eckles (2011) and Stephens (2015) noted the exclusiveness of law enforcement culture sets it apart from other professions and is a contributing factor to the dearth of in-depth research related to law enforcement culture and training, and Landry (2011) found that peace officers exhibited a preference for learning across the different modalities. Thus, it is reasonable to assume that curriculum based in PBL or SBL would be a more appropriate approach to law enforcement training, particularly for recruit officers who are working to acquire the skills necessary for successful performance as peace officers.

Literature Review: The lack of research related to the effectiveness of SBL in law enforcement

training leaves law enforcement leaders without clear evidence or direction in determining appropriate training methodologies. Makin (2016) and Werth (2011) investigated the effectiveness of using PBL as an instructional methodology in a law enforcement academy. However, neither sought to understand the influence that PBL and SBL curriculum have on the self-efficacy of new peace officers as they enter and complete the field-training program (Clarke & Armstrong, 2012; Makin, 2016; Vodde, 2012; Werth, 2011). The research that does exist is difficult to generalize due to the specific nature of the scenarios or problems utilized by the law enforcement academies that were under analysis (Makin, 2016; Werth, 2011). In making recommendations, Makin (2016) noted a need for further research related to the effectiveness of PBL in law enforcement academies.

Mugford et al. (2013) suggested that PBL is an appropriate mechanism for providing opportunities for the practical applications of new skills in the dynamic situations faced by law enforcement personnel while also developing the higher-order critical thinking skills required of peace officers. Lin (2016) found that learning environments based on simulations of real-world experiences significantly increased the self-efficacy and job performance of nursing students. It is reasonable to assume that this would also hold true for learners in the field of law enforcement. However, given the consequences of one's decisions and legal limitations, the structure of SBL may be a more appropriate methodology for use in training new peace officers than PBL.

Because law enforcement is a unique field, peace officers must learn to balance their roles as both problem solvers and enforcers (Hundersmarck, 2009). Shifting the paradigm of law enforcement training could provide grounds for a ripple effect of change within the culture of law enforcement. With the traditional academy paradigm, students are passive recipients of the knowledge imparted upon them by the instructor (Agbeh, 2014). While the recruit officers gain content knowledge, they have not demonstrated the capacity to apply this knowledge, to think

critically and solve problems in dynamic situations, or operate in culturally diverse environments (Mugford et al., 2013; Sereni-Massinger & Wood, 2016). The use of adult learning concepts better suits the learning needs of recruit officers by providing them with a learner-centered approach to instruction that is both engaging and collaborative (Vodde, 2012). Engaging in the active learning process causes a learner to take responsibility for his or her learning, leading to greater retention of information (Daniel, 2016).

Research has shown that learners retain just five percent of the information received through lecture; 50% of which is lost within a month if learners do not have opportunities to apply new knowledge (Clarke & Armstrong, 2012; Werth, 2011). Although more costly and time consuming to develop, the US DOJ recommended that law enforcement training move away from the traditional teacher-centered approach and toward a learner-centered approach founded on adult learning principles (Clarke & Armstrong, 2012). Experts advised the US DOJ that applying adult learning concepts in law enforcement training should follow six principles: 1) Learning is a lifelong endeavor for adults, 2) Adults have diverse learning styles and learn differently for different purposes, 3) Learning activities that are problem-based and relevant are preferred, 4) Learning outcomes should have immediate applicability, 5) Past experiences affect current learning, and 6) Adults prefer an element of self-directedness in their learning (Clarke & Armstrong, 2012; United States Department of Justice National Institute of Corrections, 2004).

In addition to educating recruit officers about penal codes and their authority as peace officers, academies have a responsibility to expose recruit officers to the physical and emotional conditions of the law enforcement profession (Clarke & Armstrong, 2012; Mugford et al., 2013). Self-efficacy is a critical component for finding success in one's endeavors whether personal, social, educational, or professional (Bandura, 1977; Ramirez et al., 2012). Individuals who demonstrate higher levels of self-efficacy are more resilient when faced with challenges or

failure than those with low self-efficacy (Bandura, 1977; Lin, 2016; Ramirez et al., 2012). Bandura (1977) contended that when individuals are given opportunities to practice their new skill sets, and find success in accomplishing tasks, their self-efficacy rises, thereby improving future performance and increasing their willingness to seek out challenges.

In high stress professions such as emergency medicine and public safety, individuals are required to possess greater self-efficacy so as not to experience self-doubt during demanding situations (Bandura, 1977; Mugford et al., 2013). It is no longer sufficient for recruit officers to have a passive role in learning the duties and functions of a peace officer. They must actively engage in their learning if there is to be a transformational experience and increase in self-efficacy related to job preparedness and performance (Clarke & Armstrong, 2012; Makin, 2016; Mugford et al., 2013; Vodde, 2012; Werth, 2011). Experiential learning opportunities in an academy setting are a synthesis of critical thinking and problem solving, decision-making, communication, and collaboration that require recruit officers to demonstrate their ability to integrate prior learning and life experiences (Clarke & Armstrong, 2012; Werth, 2011).

The use of PBL and SBL is relatively new in law enforcement training. Though the US DOJ encouraged law enforcement agencies to transition to learner-centered instruction in 2004, these methodologies generally faced resistance from the established training culture of traditional pedagogy heavily reliant upon lecture and rote memorization. However, some law enforcement academies in the United States have incorporated instructional strategies to enhance the learning environment for academy recruits. The Police Training Institute at the University of Illinois, Kentucky Department of Criminal Justice Training, Grand Valley State University in Michigan, the New York Police Department, and the Los Angeles Police Department are among several academies across the country that incorporate scenario-based training in their academy curriculum. However,

only a handful of academies have been the subject of formal research related to the effectiveness of scenario-based learning. The ILEA in the state of Idaho and CJTC in the state of Washington have been using their current models of PBL and SBL in their training academies since 2007 and 2008 respectively (Makin, 2016; Werth, 2011). The ILEA and CJTC academies have produced positive results, though there have been setbacks related to police culture's general perceptions of how training should be carried out (Makin, 2016; Werth, 2011). Both of these institutions operate as a single academy for all law enforcement personnel within their respective states, and not every state utilizes this model for training, which can lead to inconsistencies among law enforcement agencies.

An extensive review of the literature revealed a dearth of research related to the effectiveness of the instructional methods used in law enforcement training methods, particularly as it relates to training academies. What little research exists relative to PBL in law enforcement training academies has shown a positive effect on student learning outcomes (Makin, 2016; Pannell, 2012; Werth, 2011). However, there does not appear to be any research that investigated the effect that curriculum based in PBL or SBL as instructional methodologies in a law enforcement setting may have on the self-efficacy and job readiness of peace officers nor does it appear that any researchers addressed this as a need (Clarke & Armstrong, 2012; Makin, 2016; Vodde, 2012; Werth, 2011).

Methodology: Though Makin (2016) suggested further research regarding the use of PBL in a law enforcement academy, there is no specific direction for research related to self-efficacy and job readiness of peace officers, and there does not appear to be any research related to the effect that curriculum based in PBL or SBL may have on the self-efficacy and job readiness of peace officers, nor does it appear that any researchers addressed this as a need (Clarke & Armstrong, 2012; Makin, 2016; Vodde, 2012; Werth, 2011). Based on Makin's (2016) broad suggestion for further research related to the

effectiveness of using PBL in a law enforcement academy, this study sought to understand how the use of SBL curriculum in a law enforcement academy influences the self-efficacy and job readiness of peace officers with less than 18 months of experience working in California's Central Valley.

The sample for this study drew from approximately 1,000 sworn peace officers employed full-time by five municipal law enforcement agencies in California's Central Valley. To accommodate for possible attrition, the sample for this study included 12 peace officers with less than 18 months of experience working in California's Central Valley. This study used three key sources of data. These three data sources consisted of: (a) in-depth, open-ended, semi-structured interviews with peace officers having less than 18 months of experience, (b) a focus group with field training officers who have at least eight years of experience as peace officers, and (c) an adaptation of the Generalized Self-Efficacy (GSE) scale used with permission from the authors Schwarzer and Jerusalem (1995).

The GSE was administered to participants prior to their participation in the semi-structured interviews so that the interview questions and subsequent responses did not influence the individual's perceptions of self-efficacy. Participants were allowed to skip questions; however, they were encouraged to try to answer all ten questions honestly. All participants completed the GSE in full. Once tabulated, the researcher compared the results to the participant's responses to the open-ended semi-structured interview questions to assess whether they were reflective of the participant's perceived self-efficacy.

Findings: Results showed that the use of SBL curriculum does influence the self-efficacy of new peace officers. By allowing them the opportunity to practice new knowledge and skills in scenarios based on real-world situations, the recruits gained confidence in their abilities to apply the appropriate knowledge and skills to different situations they may face in the performance of their duties as peace officers.

This practice is in line with Bandura's (2012) development of self-efficacy through mastery experiences, social modeling, social persuasion, or emotional state.

In addition, the researcher found that a sub-theme to emerge regarding self-efficacy was related to FTO practices and the relationships the participants had with their FTOs. Though not a formal classroom environment, the field-training program is an environment that furthers the learning experiences of a peace officer who just graduated from the academy. Constructive or encouraging feedback can work to increase self-efficacy while negative or disparaging comments can bring the opposite effect and lead to decreases in self-efficacy (Artino, Jr., 2012; Bandura, 2012; Loo & Choy, 2013). Participants noted examples of the snowball effect when they worked with FTOs who were stricter or more negatively critical of their performance. When participants worked with FTOs who were encouraging and constructive, they had fewer struggles with self-efficacy and generally performed better. These experiences are in line with Bandura's (2012) contention that social persuasion and emotional state affect an individual's self-efficacy (Artino, Jr., 2012; Loo & Choy, 2013).

The researcher also found that use of SBL curriculum also influence the job readiness of new peace officers. Several participants who attended academies using traditional instructional methodologies indicated that they studied and remembered information long enough to pass their exams and move on to the next lesson. Participant responses suggest that a lower level of knowledge retention may be a by-product of traditional methods such as lecture and rote memorization. This is in line with research that shows learners retain only five percent of information received through lecture, 50% of which is lost within a month if learners do not have opportunities to apply new knowledge (Clarke & Armstrong, 2012; Werth, 2011).

Recommendations for Future Practice: Based on the findings, the researcher recommends that academy directors follow the guidelines set forth

by the US DOJ and adopt instructional practices that include either PBL or SBL curriculum. Academy directors should begin by reviewing the six principles for adult learning in law enforcement training set forth by the US DOJ in 2004 and examining existing curriculum for alignment with these principles (Clarke & Armstrong, 2012). These six principles can serve as an initial roadmap for academy directors to begin planning their strategies for incorporating PBL, SBL, and other adult learning concepts into their curriculum and instructional practices.

Additionally, the researcher recommends that academy directors seek out or provide opportunities for instructor development for current and future academy instructors. Academy directors could either bring adult learning experts with knowledge of peace officer training to their facilities to provide training to instructors and curriculum designers or allow these personnel to attend outside training in how to apply adult learning concepts and implement PBL or SBL in the classroom. As suggested by Ungaretti et al. (2015), successful implementation of PBL or SBL as an instructional methodology requires understanding and confidence in its application. Directors of academies who have adopted PBL and SBL as instructional methods should occasionally observe academy classes and speak with recruits to ensure the level of training they are receiving is aligned with the academy's goals and adequately preparing new peace officers to participate in the FTO program.

Law enforcement agencies should also adopt field training practices that create a positive environment for new peace officers to continue their training and learn to be effective in the performance of their duties as peace officers. Field training officers who are known for creating positive training experiences can serve as mentors or trainers for new FTOs. These same individuals can assist training administrators or state commissions on peace officer standards and training in redesigning or developing training programs for FTOs to include practices influenced by adult learning concepts. FTO coordinators should engage in the

process of information sharing that includes site visits to agencies that have implemented best practices, constructive feedback, and practical application that results in successful completion of the field training program by new officers.

Change is difficult to enact and can be even more difficult to accept. However, adopting instructional practices that allow for experiential learning in real-world situations increases the self-efficacy and job readiness of new peace officers. Adopting ALCs and incorporating instructional practices such as PBL and SBL will help develop more confident peace officers capable of adapting to the dynamic situations in the law enforcement profession. While whole organizations are slow to change, shifting the paradigm of law enforcement training, particularly with recruit officers, could provide the foundation for building a vessel of change within the culture of law enforcement and earn credits toward rebuilding public trust.

About the Author: Michelle G. Weiler, MPP, Ph.D., is currently a curriculum designer and course facilitator for the Stanislaus County Sheriff Department and the California State University Long Beach Center for Criminal Justice Research and Training. She has nine years of experience developing and facilitating law enforcement courses for the Los Angeles Police Department, Napa Valley College, San Diego Regional Training Center (now Government Training Agency), South Bay Regional Training Consortium, California State University Long Beach, and Stanislaus County Sheriff Department. Her expertise includes leadership development, interpersonal communications, adult learning concepts, instructor development, critical thinking, design thinking, presentation skills, basic academy training, cultivating mission statements, and developing learning activities. Dr. Weiler's dissertation research centered on the influence of scenario-based learning on the self-efficacy and job readiness of new peace officers. Dr. Weiler is a member of the Psi Chi International Honor Society and is currently a trustee of the John McCandless STEM Charter School Executive Board.

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YOGA: IT'S ABOUT THE BREATH

by: Mary Kay Smith, Yoga For First Responders

"Yoga would be good for stretching. Sometimes I go from zero to 100 in a split second and I have to be able to jump out of the car and run after a suspect. The problem is I've been sitting for a long period of time and my body is just not ready for it." This quote is from a police officer I recently spent time with on a ride-along. We were discussing Yoga For First Responders® (YFFR®), the organization that provides culturally informed and job specific training protocol for first responders. The interesting part of our conversation is that I had been talking about YFFR's tactical breath work. But the officer was thinking of yoga as merely physical practice and of how stretching could help him in the field.

It is understandable that he was thinking that way. Our mainstream westernized version of yoga has done a disservice to what true yoga is about. It has ignored the eastern origin of yoga as a military training tool. This trendy westernized yoga unfortunately created an image of mainly women with ideal body types, wearing expensive designer yoga clothes, some chanting, or saying 'om'. While the pure eastern yoga does have a physical practice, one of the main aspects is breath work.

YFFR's protocol utilizes the breath work of the original eastern yoga. The tactical breath training of YFFR accesses the central nervous system, specifically the parasympathetic nervous system. Within minutes, systems are back into coherence and regulated. In conjunction with the YFFR physical work, the breath work strengthens the body, gives it better mobility, makes it ready to better activate under pressure.

In The Healing Power of the Breath: Simple Techniques to Reduce Stress and Anxiety, Enhance Concentration, and Balance your Emotions, the authors Richard P. Brown, M.D. and Patricia L. Gerbarg, M.D. state, "Breath practices enable us to fine-tune the stress response systems quickly whenever needed."

We always have our breath, it doesn't cost anything, and it doesn't require any special equipment, yet it could be your most valuable tool for long term survivability in law enforcement. You can practice tactical breath work anywhere, sitting in the patrol car, at the station, at home.

The service that YFFR provides is particularly important, because in just one shift first responders can experience more trauma than a member of the general public might experience in a lifetime. And the trauma does not need to be only experienced firsthand. It can be from sharing stories, or as is the case for dispatchers, from merely listening to situations. Trauma related stress affects one mentally and physically. YFFR provides tools designed to make one more focused, mentally tougher, and physically stronger.

I promise that when you attend a Yoga for First Responders® class you will never be asked to wear “yoga attire,” to chant, or to say “om”. Come as you are; give it a try; and create the training habit to process stress, build resilience, and enhance job performance.

About the Author: Mary Kay has been a life-long athlete: ballet, dance team, tennis, aerobics, weightlifting, and most recently yoga and barre. Mary Kay is a 200 Registered Yoga Teacher and has studied under renowned teacher, Sadie Nardini as well as an ACE certified personal trainer. Mary Kay is a Yoga for First Responders Ambassador.

AVOIDING TORPEDOES

by: Don McCrea, President, Premier Police Training, LLC

Picture a Portland-class heavy cruiser slicing its way through the dark waters of the Philippine Sea. Exceeding more than two football fields in length and displacing almost 10,000 tons of water, the cruiser carries over 1,200 sailors. On this night, however, the ship is not alone.

A Japanese I-58 sub moves into position for an attack. Shortly after midnight on the 30th of July 1945, two type 95 torpedoes, one in the bow and one amidship, send the U.S.S. Indianapolis and 300 of its sailors to the bottom of the Philippine Sea where it would come to rest over three miles

down. It took only two well-placed torpedoes and just over 12 minutes to sink a ship that size.

Now picture a law enforcement agency moving along in time. Things seem to be going well. Other than the occasional complaint about a ticket or arrest, the department continues to function as many do – assemble the officers on the range for their annual firearms qualification and give them training now and then to meet the requirements for continuing education.

There is something lurking under the surface, however. The department can't see it yet because it's staying out of sight, but it's there. When it does strike, the department will be caught unaware, and the impacts will be spectacular, but not in a good way.

When the day arrived, it began like any other day. Officers responded to calls for service, conducted a few traffic stops, and opened several investigations. Talk amongst officers centered around who would be promoted into the open Sergeant spot.

Entering their town from the east was the equivalent of a Japanese I-58 submarine, only it came in the form of a 2006 red Chevrolet Impala. The driver was unknown to the officers at the moment, but soon every officer in the department would know his name.

Set up on east Main Street with a LIDAR unit was an officer - a 15-year veteran of the force. A traffic stop was initiated after the 2006 red Chevrolet Impala was detected 13 mph over the posted 35 mph speed zone. All was routine until the moment the officer reached the driver's window.

A call for assistance went out. Two other officers and the shift Sergeant arrived. During the course of that traffic stop, the driver of the Impala would be injured and the lives of the three assisting officers would forever be changed.

What took the U.S.S. Indianapolis to the bottom of the Philippine Sea were those two well-placed type 95 torpedoes. The two “torpedoes” that are

about to sink the careers of these officers are the lack of time and money.

The first “torpedo” to hit was a lack of funding for training. Their department, like many others, hadn’t placed an emphasis on training. The agency training budget had been reduced over the past two fiscal years in order to balance the budget. Nobody really cared or noticed anyway.

The second “torpedo” to hit was time. Everyone was “too busy” or it was a hassle getting people together for training. In the end, the ones who ultimately suffered were those three assisting officers, their department, the community, and the driver of the red 2006 Chevrolet Impala.

If the department HAD placed a strong emphasis on training by investing the necessary money and time and by hiring an expert trainer in police use of force, their officers would have known about a 2016 court case out of the 6th Circuit, *Kent v. Oakland County* which states:

*“An officer on scene who had the opportunity to intervene in an unreasonable application of force by another officer but failed to act **can also be denied qualified immunity.**”*

Unfortunately, the officers of that department learned about *Kent v. Oakland County* the hard way. When those officers arrived to assist, they observed the original officer applying force unreasonably. The driver had been disrespectful and mouthy, and the original officer allowed his anger to take control. Yes, the three assisting officers had the opportunity to intervene, but they didn’t. After all, the original officer had fifteen years of experience.

Some lessons are learned the hard way. In our profession, these lessons often come too late. The damage in the community is done, the lawsuit is filed, and the careers of four officers come to an end. It is time agencies view training as an investment and not a financial liability.

This is why I will continue to shout from the highest mountain top, “DO NOT COMPROMISE CAREERS, SAFETY, OR LIVES BY CUTTING TRAINING!”

Find the money, find the time, find the right company, and train! Your department needs it, your officers want it, and your community deserves it! IADLEST instructors are ready to assist you in this necessary and vital effort.



About the author: Don has been in law enforcement approaching 40 years. He holds a Master’s degree in criminal justice, graduating Summa Cum Laude.

He is currently the program coordinator and lead instructor for the Natural Resource Law Enforcement Bachelor of Science Degree Program at South Dakota State University. Don served as a full-time instructor, subject matter expert, and Special Assistant.

Attorney General at the South Dakota Law Enforcement Training Academy for the past nine years. Don is a passionate trainer, speaker, and author. He serves as an expert witness in search and seizure and police use of force. He is also president of Premier Police Training, LLC, a national law enforcement training company and a part-time deputy sheriff. Two of Don’s courses are nationally certified through IADLEST. Don can be reached at don@premierpolicetraining.com



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THE HIDDEN RISKS OF CHOOSING GENERIC SOFTWARE

submitted by: Envisage Technologies

As anyone familiar with public sector software purchasing knows, coming to a decision is rarely a simple process. In a perfect world, decision makers would know which features they need today and in the future, and could quickly identify a product that matches their needs and specific price requirements without sacrificing other considerations. In reality, balancing needs and costs is a grueling act of compromise that tends to skew towards the price side of the equation, given that law enforcement academies are often being asked to do more with less.

All too often, this results in shoehorning generic software against current processes and existing systems. Generic software offers solutions that come with a set of features designed for broad general use but not the highly-specific needs of law enforcement academies. At best, choosing generic software results in the organization's altering its processes to better match features the tool offers. At worst, an organization may find itself paying for a product that is not suited to manage the tasks they need it for. While larger software companies sometimes offer products at a price that makes their practical deficiencies feel less glaring, this is hardly an optimal outcome in the long term.

Now consider the immense role training and associated recordkeeping plays in the average law enforcement unit. In all areas of the public sector, a well-trained workforce keeps the public more satisfiedⁱ and generally keeps the cogs of the organizational machine greased and ready to perform. Similarly, legally defensible documentation of training activity shields a department from potential legal threats, a growing concern in an era where the definition of spoliation continues to evolve.ⁱⁱ

Despite its critical role, it is not entirely surprising to hear training is a common target when budget cuts force tough decisions.ⁱⁱⁱ The impacts of a substandard training budget are not always felt at the time of the cut, and other needs—while no more important in the long

term—may present an immediate challenge if improperly funded. Problematic as this trend may be on its face, training-related cuts become concerning when considered alongside the software-purchasing discussion posed above.

An institution that lacks effective training tools is effectively in double trouble if legal issues arise. Moreover, the day-to-day impacts of underfunded, under-documented training activity can create problems that cost organizations far more than they save from generic training management platforms. Because of this—and due to numerous other privacy, security, and performance-related concerns—organizations would be well-advised to move away from generic Training Management Systems (TMS) and towards solutions designed to support their unique requirements.

Outdated Training Management Can Represent Multiple Problems

Understanding why a purpose-built TMS is better than the generic option is difficult if one does not understand the value of a TMS in the first place. One way to see the value of a software upgrade is to look at the problems an organization will face if new software is not implemented. Most agencies face at least one of these problems or some combination of both:

- By choosing software that doesn't fully meet their needs, organizations miss out on increased efficiencies.
- By sticking with cumbersome manual processes, departments miss out on every benefit digital systems have to offer.

While no public organization could reasonably expect to function using only paper processes, it is just as difficult to imagine every academy completely doing away with them. Foregoing long-term efficiency and savings to avoid upfront costs is still an unfortunate necessity for some. In terms of manual processes, it is particularly easy to envision an agency continuing to maintain paper documentation for certain training practices—these records may only need to be updated at certain times of year, making it easier to work around the

inconvenience of manually updating them. Further, an organization may split personnel records between digital and paper sources, depending on their classification, importance, and the format of each recording. For example, disciplinary and performance records may be kept in a digital file, while range, driving, and other on-site training records are kept in a binder stuffed in a file cabinet.

The drawbacks of such a method are obvious. Each digital system may have its own set of login credentials and access-authorized personnel making it hard for stakeholders to find the data they need. Promotion considerations, qualification and compliance checks, and other basic functions require decision makers to pore over numerous employee records manually. With paper files, decay and damage from disasters like fire and flooding are an ever-present concern, threatening to erase large swaths of historical records in moments.

Then there are the legal ramifications. Building a legal defense with collections of documents from multiple sources is a time-consuming endeavor. Generally, if the accused agency cannot prove their policy required appropriate training and that the training was completed—and more importantly, if they fail to do this all in a way that is legally defensible—liability may attach.^{iv}

Why Security Matters More Than Ever

On the topic of legal defense, litigating attorneys are resourceful. Counsel representing a plaintiff in a failure-to-train case are likely to attack a perceived lack of policy or appropriate training on the organization's part, but they likely will not stop there. They may also turn a critical eye towards the security and auditing measures used to ensure the provided documents remain secure, accurate, and untampered. Failure to counter these arguments may render the documents unreliable in the eyes of the jury or court, strengthening the plaintiff's position and leaving the accused with little ground to stand on.

Here, purpose-built training management platforms are preferable to generic alternatives because they are designed to account for the

litigious realities of the public sector. In this sense, a training management platform designed for law enforcement can handle security and the perception thereof: a small distinction on paper, but a potentially massive one in the courtroom. Although any competent TMS will have some security measures against intrusion and attack, only a training management system made for public safety will offer audit trail and defensive features necessary to legal defensibility.

Of course, the perception of security is not all that matters. Law enforcement organizations have become a growing target for cybercriminals in recent years with any number of motivations spurring breaches, attacks, and illegal behavior. In one startling example, a police department in Cockrell Hill, Texas, lost eight years of evidence after refusing to pay ransom for data that hackers had seized via encryption.^v In another, a group linked to the “hactivist” collective Anonymous launched a distributed denial of service (DDoS) attack against the City of Denver's web properties, taking their main site and numerous linked properties offline for the remainder of the day.^{vi} The latter attack appeared to come in retaliation for a controversial officer-involved shooting.

At first, it may not appear that a TMS would present an attractive target to hackers, since training data have little cash value in the real world. Looking deeper, however, several potential threats emerge. One such example is the *weak link* or *leapfrog* concept in which hackers use information obtained from a lesser system to gain access to their true target. A hacker could obtain a high-ranking supervisor's email address through social engineering, guess their password via info on a public social media account, and use the two to log into a critical management system, for instance, and then steal valuable employee data like Social Security numbers or digital W-2 files.

More insidious are attacks with no financial motivation. With political tensions high and many hacking groups taking a decidedly anti-law enforcement political slant, digital threats against officers and their families have potential to spill out into the real world. On several

occasions, hackers have obtained and posted personal identifying information of law enforcement officers on the internet, subjecting them to possible harm and immense personal stress. One recent example of this vindictive behavior occurred in 2016, when hackers released the names, home addresses, and other personal data of more than 50 Cincinnati Police Department officers in apparent retaliation for an officer-involved shooting.^{vii}

Criminals have no shortage of reasons to come after law enforcement officers. Indeed, the sheer number of motivations may open agencies to more threats than any other public-sector institution or private sector business. While most training management systems will include some security measures, tools designed for the industry are far more likely to be built with robust, government-sanctioned security measures. For law enforcement organizations—including individual officers and their dependents—this marks an important feature in a field marked by high stress and political volatility.

With or Without Guiding Regulations, Industry-Specific Standards Are Best

If security has a third dimension beyond defense and perception, it is meeting the standards put forth by regulatory bodies. This is of serious concern in the private sector where noncompliance may result in an entity losing its ability to process credit cards or handle basic business functions. It should come as no surprise that public organizations—many of which must comply with multiple sets of rules at once—face stricter standards and sanctions.

For example, cybersecurity standards put forth by the National Institute of Standards and Technology (NIST) and the Federal Information Security Management Act (FISMA) place demanding rules on law enforcement organizations and their third-party vendors. Meanwhile, some certification programs are so rigorous that undergoing the process is considered a mark of honor on its own: TMS and other cloud-based programs in the midst of Federal Risk and Authorization Management Program (FedRAMP) certification are

considered a gold standard in many circles for this very reason.

These certifications matter because many general-purpose TMS software companies do not have the resources, expertise, or even the desire to make their products compliant. Achieving a passing mark is a rigorous, technically-demanding, and expensive endeavor. It is not something a private sector vendor attempts without a pressing reason. In many cases, pursuing such a distinction without a large public-sector clientele (or product suited to that sector's specific needs) would be wasteful at best and disastrous at worst—a testament to the security commitment standards like FISMA, NIST, and FedRAMP. In addition, this once again illustrates how a TMS designed for the industry will outperform something made for general use.

Beyond Security: The Educational Importance of Industry Platforms

Of course, a training management system's cutting-edge security design is less of a selling point if the platform's primary objective—namely, automating and increasing training efficiency—fails to meet the mark. Here, industry-built training platforms excel for the same high-level reasons that make them so strong in the courtroom and at compliance audit time. Since they are designed with law enforcement needs in mind, they consider intricacies of training and continuing education that a generic system may fail to address altogether.

Unlike businesses or private universities, law enforcement academies must provide training meeting complex requirements and content protocols, with courses that run the gamut of formats and objectives. A blended learning approach is the current standard, and this basic need is why many agencies initially search for a TMS. For many training modules, building an online course that can be tweaked and reused year-after-year is far more affordable and convenient than forcing participants to leave their regular duties for the day and attend classroom-based courses. By decentralizing training efforts and allowing participants to take

part in an automated, easy-to-access course, agencies can turn lessons that might take a whole day in a standard classroom into short, self-directed affairs.

On the management end, a purpose-designed platform outperforms generic alternatives by providing administrative tools necessary for law enforcement academies. Whether stakeholders are dealing with a class of fresh recruits or a corps of veteran personnel going through annual POST requirements, even a single course can generate a significant amount of data. A tool that accurately attaches learning and exams to the correct personnel file can remove huge amounts of busywork from administering courses: that it stores the data in a federally certified, secure, and legally defensible way only makes the proposition more attractive.

Academy automation presents another leading advantage of industry-built TMS. Like all decision makers within an agency, educational leadership are routinely asked to do more with less. With such large rosters, changes that seem small on the individual level become substantial savings when applied across the classroom or the entire recruit corps.

TMS Features: Complex Problems Need Complex Solutions

It would be disingenuous to say education is only one part of the TMS's overall importance to a modern law enforcement agency.

Considering all the ways education touches organizations, it is more accurate to note the extreme complexity even simple training regimens can represent and the dedication required to do a good job of managing it all.

Perhaps more than any other singular reason, this is why organizations should think hard before choosing a generic TMS to handle their training needs. Simply put, it is hard or even impossible to tackle a complex problem with a tool designed from the outset for simplicity.

Take, for instance, the fact that training comprises only one small part of the documentation an officer will generate in even a short time with an organization. Most generic

TMS will approach this problem one of two ways: encouraging users to purchase another third-party software, or allowing departments to integrate solutions themselves through application programming interfaces. On the other hand, a competent industry-built solution will offer modules that include multiple sources of documentation, effectively covering the personnel's entire history with the organization. Instead of logging into a different system to view discipline history, drug test results, range scores, and testing history, stakeholders can access the same data from a singular source.

A TMS designed for law enforcement allows the same stakeholders to group, categorize, and view the data they need. For training compliance checks, promotion qualifications, role requirement reviews, and other basic functions, this can vastly cut down on the time needed to review multiple files at once. Instead of manually compiling information strewn across multiple sources, everything is presented in a quick, at-a-glance format. This is a need unique to regulation-bound government roles like law enforcement and would be grossly complex to configure with generic software, likely requiring outside programming or special consideration from the developer.

Then there are the training-related records that focus on material goods and learning spaces instead of people. Where most training in a private organization requires a boardroom and basic office supplies—and where generic tools are built to accommodate that specific flavor of training—courses in law enforcement can require meticulous coordination of expensive, hard-to-track tools. A solution that allows leadership to assign, track, and monitor equipment usage in the same system that helps them manage training, then, effectively combines the capabilities of multiple single-purpose tools into one powerful group. Since the tools are combined, they can offer cross-functionality that individual programs could likely never make available.

Returning to the people-management side of training, scheduling—arguably the single most challenging aspect of training management, and

one that only scales in complexity as the group being trained scales in size—represents a night-and-day difference when weighing generics and industry-built systems. Although any calendar tool allows leaders to manually build schedules, few allow for automated provisioning of people, equipment, and learning spaces, often with the click of a button once the rules are set.

Compared to bouncing between a generic TMS and the department's calendar tool of choice, a TMS with this level of automated support can turn scheduling from a burdensome, lengthy task to a more-afterthought. This is only true if the organization chooses a platform built for the challenges of law enforcement training management.

Finally, it should be noted that none of these features exist in a vacuum. While an agency that is using generic tools might deploy multiple software solutions to support their general-purpose TMS, these solutions will not offer a fraction of the interplay and integration a fully featured, response-specific system brings to the table.

Conclusion

In law enforcement academies, training can simultaneously represent a tool, a shield, and a tremendous undertaking for the people tasked with managing it. Doing an efficient job means better personnel performance, a safer public, and, where necessary, a stronger legal defense. On the inverse, treating it like a secondary concern opens the organization, its personnel, and the public they serve to unnecessary risks.

The effects of training are pervasive, and the work required to manage it properly can quickly become unwieldy using generic tools. Instead of attempting to make isolated tools work together, a purpose-built system offers the features, security, certifications, and capabilities needed from the onset—and integrates them in a way that negates administrative headaches and greatly reduces the legal shortcomings that plaintiff attorneys love to target. For all the advantages general-purpose training solutions offer organizations with simpler training needs, that makes a purpose-built TMS the clear-cut

best choice for the organization weighing its options.

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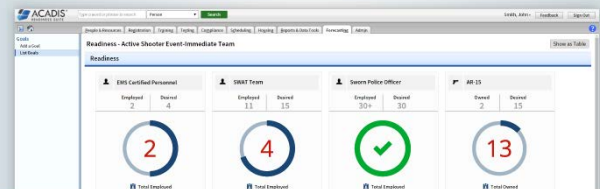
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- Adult Learning
- Stress v. Academic
- Classroom v. Hands-on
- Use of Training Technology

Legal Issues

- Nationwide Statutes Applicable to Training
- Liability Issues
- ADA and How It Relates in Training Environment

Needs Assessment

- How to Develop
- How to Utilize
- Goal Setting
- Job Task Analysis

Resources

- IADLEST
- Other Professional Law Enforcement Organizations (IACP, NSA, BJA)
- Other Civilian Organizations (ASTD, etc.)

Make a Difference!

If you have subject matter expertise and would like to join the teaching cadre, contact Mark Damitio, Accreditation & Grants Manager: markdamitio@iadlest.org for more details.

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INTERNATIONAL DRIVER & RIDER TRAINING SYMPOSIUM

by: Skidbike-Skidcar Systems

The emergency vehicle marketplace has changed demonstrably from just a few years ago. Semi-autonomous control systems and driver warning and awareness systems collide with old and ubiquitous training curriculum. At SKIDCAR SYSTEM, Inc, we continually bring forward our movement and operations in Police and First Responder Driver Training. We have been training departments and academy instructors in how to pass forward the base information for continued safe operation on an EVO level of modern cars, pickuptrucks, and SUVs.

Along with the innovation of modern vehicles, the modern use of our product, SKIDCAR, has changed dramatically. Acknowledging the new systems that guide skid control techniques and vehicle handling, SSI has promoted the education of these systems, guided thought-based curricula, and added our own new breakthrough technologies to accelerate the learning process.

Few, if any, professionals in the training business challenge the cost of behind-the-wheel training. They also agree that these new vehicles, when compared to the Crown Victoria training fleet of the past, are faster, use more perishables, and are more expensive to repair and/or replace than the old standby PI CV.

Our solutions for modern EVO training are multiple and the way of the future. We have officially announced our 2019 International Driver & Rider Training Symposium, one of the very few events in North America targeted at instructors. This instructor training event is focused on new training information and technologies including Virtual Reality learning. Driver and Rider Instructors will be challenged with cognitive information, as well as exercises applicable to modern EVO vehicle and motor operation on the training pad. The expected SKIDCAR Service and Instructor Recertification and Service Clinic will also be available for those to whom it applies.

Registration is now open and information available by contacting info@skidcar.com.

EXECUTIVE COMMITTEE MEETING MINUTES MAY 20, 2018 BOSTON, MASSACHUSETTS

CALL TO ORDER: President Dan Zivkovich (MA) called the meeting to order at 8:33 AM Eastern Standard Time on Sunday, May 20, 2018.

ROLL CALL: The roll of attendees was called by Secretary Pederson (WI). There were 11 Executive Committee members present:

President Dan Zivkovich (MA)
Immediate Past-President Brian Grisham (TN)
Second Immediate Past-President Kim Vickers (TX)
Treasurer Jami Cook (AR)
Secretary Stephanie Pederson (WI)
Northeast Region Representative Mike Wood (NY)
Central Region Representative Joyce Nelson (MI)
Midwest Region Representative Gary Steed (KS)
Western Region Representative Mike Sherlock (NV)
International Region Representative Gary Bullard (ICITAP)

Southern Region Representative Rebekah Taylor (LA) was represented by proxy. Briana Blanchard (LA) represented her at the meeting.

Committee members absent:
First Vice-President - Vacant
Second Vice-President - Vacant

There was a quorum to conduct business.

IADLEST Staff:
Executive Director Mike Becar
Deputy Director Dave Harvey
Director of Operations Yvonne Pfeifer

Guests: Ron Mullihan, United States Army Military Police School; Ari Vidali, Envisage Founder and CEO; Heather DeMoss, Envisage Technologies; Len DeClercq, Wyoming POST; and Aaron Tomlinson, National Criminal Justice Training Center (NCJTC), Fox Valley Technical College.

ADDITIONS TO AGENDA: President Zivkovich asked if there were any additions to the agenda. President Zivkovich had three additions:

- Deputy Executive Director Harvey will provide an update on the International Academy of Public Safety National Command and Staff College.
- Director Becar will provide an update on a Force Science White Paper by the Force Science Institute, Ltd.
- President Zivkovich will discuss the relationship between IADLEST and the International Law Enforcement Educators and Trainers Association (ILEETA).

INTRODUCTIONS OF GUESTS: President Zivkovich introduced the following guests who gave presentations as summarized below:

Ron Mullihan: Executive Director for Department of Defense (DOD) POST and Chief Accreditation Programs, United States Army Military Police School

A Department of Defense (DOD) POST has now been created which includes over 120,000 staff, DOD police officers, corrections officers, K9 handlers, and intelligence analysts. Mr. Mullihan asked the Executive Committee if the DOD POST can join the National Decertification Index (NDI) program so they can begin inputting information into the database. This will help local agencies when they hire officers who left agencies under the DOD POST and will help the DOD POST when they accept or

hire people into the organizations under the DOD POST.

President Zivkovich stated that Eriks Gabliks from Oregon is now the chair of the NDI committee. He convened a meeting with the NDI committee to discuss this issue and recommends that the Executive Committee approve the DOD POST's request for NDI access.

President Zivkovich asked for a motion to allow the DOD POST access to the NDI. There was a **MOTION** by Brian Grisham (TN) and a **SECOND** by Gary Steed (KS) to allow the DOD POST access to the NDI. **The MOTION CARRIED.**

Executive Director Becar and Dan Setzer will work with the DOD POST to grant them access to the NDI.

President Zivkovich said that there is a related request by the National Parks Service to access the NDI. They have 1,000 certified law enforcement officers. They would like to be able to search NDI when they are hiring and they would like the ability to report officers in NDI when an officer is separated for misconduct. The NDI committee reviewed their request and recommends that the Executive Committee approve their request.

President Zivkovich asked for a motion to allow the National Parks Service access to the NDI. There was a **MOTION** by Mike Wood (NY) and a **SECOND** by Gary Bullard (ICITAP) to allow the National Parks Service access to the NDI. **The MOTION CARRIED.**

APPROVAL OF EXECUTIVE COMMITTEE MINUTES

President Zivkovich asked for a motion to approve the Executive Committee Meeting Minutes from February 10, 2018, (Washington DC). There was a **MOTION** by Gary Bullard (ICITAP) and a **SECOND**

by Gary Steed (KS) to approve the minutes.
The **MOTION CARRIED**.

EXECUTIVE DIRECTOR'S BRIEFING

(Mike Becar): Executive Director Becar provided information on the following:

- **Changes in POST Directors:**
 - Bill Muldoon retired as the POST Director in Nebraska to take a new position as the Director of Sarpy County 911 System. Brenda Urbanek has been promoted to the Director.
 - Steve Emmons is leaving the Oklahoma POST for a position as the Oklahoma Chiefs of Police Association Director.
 - Victor McCraw, from Idaho and IADLEST 2nd Vice President, was asked for his resignation by his POST commission. Kevin Johnson is acting division administrator until a new director is hired.

- **Bylaw Change to Membership:**

IADLEST's current bylaws state that IADLEST membership runs on a calendar year from January to December. If someone joined IADLEST midway through the year they were prorated and only paid for a partial year. Then in January of the following year, they would begin paying their dues for the full year. However, the website was not programmed to accommodate members who joined mid-year and keeping track of partial-year membership was complicated.

To comply with the new bylaw changes, membership renewal has been built into the system to become due on the anniversary date of all new memberships. The program will send out automatic notices when membership is due and alert IADLEST staff when dues have not been renewed after several attempts so they can be removed from the membership. This process reduces work for the staff and makes membership renewal simple and automated.

The following bylaw changes were published to the general membership 30 days in advance. They will be presented at the General Business meeting on May 22, 2018, for a vote by the general membership.

3.9.1. Initial annual ~~Renewal~~ dues shall be paid by January 1 of each year and shall be in arrears April 1 of that year. ~~New members whose dues are paid on or after October 1 will have their dues applied through the end of the following valid for one calendar year from the date of payment. New members who join in the first nine months of the calendar year shall be billed for the full 12 months with the dues to be prorated the following year thereby bringing the billing in line with the January billing date. Yearly renewal dues shall be paid by the anniversary date of the initial payment. Members whose dues are in arrears greater than three months shall be removed from the membership rolls.~~

- **Partnerships:** IADLEST recently entered into a partnership with the International Academy of Public Safety. IADLEST is endorsing their National Command and Staff College and will receive \$100 per student enrolled in the Command College.

- **Onsite Audit by the Department of Justice (DOJ):** IADLEST went through and passed an onsite audit by the DOJ. The only thing the DOJ asked for was for more procedures to be formally written down. IADLEST was following all the correct procedures – they were just not written out in a formal document. These new policies and procedures were added to the policies and procedures manual and were sent to the Executive Committee before the committee meeting (and provided at the meeting). The changes were highlighted in red.

The audit was very time consuming for Yvonne Pfeifer, especially with it happening during the final planning stages for the Boston Conference. To help relieve some of the burden on Yvonne, IADLEST is

working with the Redden Agency and will possibly contract with them to assist with planning and organizing the 2019 conference.

President Zivkovich asked for a motion to approve the changes to the policy and procedure manual. There was a **MOTION** by Kim Vickers (TX) and a **SECOND** by Gary Steed (KS) to approve the policy and procedure changes. The **MOTION CARRIED.**

- **Lifetime Memberships:** The criteria to be eligible for life membership are:

- Lifetime Membership is available to director members, general members, and complimentary members who are IADLEST members for a minimum of five years.
- The individual must have served as a member of an IADLEST committee or a major project initiative or in their capacity representing IADLEST to further the mission and goals of IADLEST as determined by the Executive Committee.

Executive Director Becar wanted to offer up two individuals for consideration for lifetime membership who fit these criteria: Bill Muldoon from Nebraska and Ed Pavey from Kansas.

President Zivkovich asked for a motion to nominate and approve Ed Pavey for lifetime membership. There was a **MOTION** by Gary Steed (KS) and a **SECOND** by Mike Sherlock (NV) to nominate and approve Ed Pavey as a lifetime member. The **MOTION CARRIED.**

President Zivkovich asked for a motion to nominate and approve Bill Muldoon (NE) for lifetime membership. There was a **MOTION** by Brian Grisham (TN) and a **SECOND** by Mike Wood (NY) to nominate and approve Bill Muldoon as a lifetime member. The **MOTION CARRIED.**

- **Potential Grants that IADLEST has submitted:**

- NHTSA
 - Extension and \$10,000 additional money for outreach – Funded
 - New umbrella agreement to restart DDACTS, \$1.2 million
- Missouri Highway Safety
 - Reduce crashes with DDACTS/Tech Support
 - \$302,169.
- Massachusetts Highway Safety
 - \$283,730.
- North Carolina Highway Safety
 - \$99,583. – Not funded
- South Carolina Highway Safety
 - \$269,581.
- Wyoming Highway Safety
 - \$248,035.
 - DOJ Law Enforcement Suicide Prevention Training Program
 - Develop and provide training for supervisors and line officers
 - 2-year program, \$800,000
- Texas Department of Transportation
 - Reduce crashes and crime by expanding the DDACTS model
 - \$524,972.12 - Funded
- Texas Department of Transportation
 - Using data effectively to train officers to reduce large vehicle and bus crash fatalities in Texas
 - \$175,537.27 - Funded
- Department of State, Bureau of International Narcotics, Law Enforcement
 - Republic of Mali Law Enforcement Training Reform Project
 - \$2,500,000 – Not Funded
 - Partnership with PIRE
- IACP Partnership
 - CRI-TAC Technical assistance program
 - \$79,898. – Funded
 - Total is \$7 million
- PIRE Partnership
 - Research on place-based policing (DDACTS) to learn if it impacts officer safety
 - \$500,000 three year-grant

- DOJ Suicide Prevention, Valor
 - Partnership with Police Foundation
 - \$800,00

- **National Training Program (NTP):** Executive Director Becar wanted to thank Tim Brant (KS) for hosting successful *Documenting Force* courses and thanks to Stephanie Pederson (WI) and Dan Zivkovich (MA) for their help in scheduling several more workshops in their states.

Scheduled courses:

- Documenting Force – 11 courses scheduled
- Intermediate De-escalation – 3 courses scheduled
- Forensic Statement Analysis – 3 courses scheduled
- Use of Force – 3 courses scheduled
- Vehicle Stops and Searches – 2 courses scheduled

Available courses:

- Ethical Leadership
- Graffiti Investigations
- DDACTS

IADLEST may delay the NTP program for a while until more staff and marketing are available to dedicate to the program.

- **National Instructor Certification:** IADLEST currently has 21 certified instructors from California, Florida, Idaho, Kansas, Michigan, Minnesota, New Jersey, North Carolina, Pennsylvania, and Texas.
- **Regional Representatives:** The regional meetings will happen on Monday, May 21, 2018, during the Boston conference. Executive Director Becar reminded the regional representatives that they can only serve in that position for up to three consecutive years. If the regional representative has been in that position for three years then a new representative must be elected during the regional meetings. It is important to elect a representative who attends the conference and someone who is

willing to participate in the executive committee throughout the year.

IADLEST TREASURER'S REPORT:

Treasurer Jami Cook (AR) provided the following information:

Assets: \$797,255.57
Liability: \$310,781.40
Total Equity: \$486,474.17
Balance: \$328,396.19

President Zivkovich asked for a motion to approve the Treasurer's Report. There was a **MOTION** by Gary Steed (KS) and a **SECOND** by Gary Bullard (ICITAP) to approve the Treasurer's Report. The **MOTION CARRIED.**

CONFERENCE REPORT: President Zivkovich provided the following information for Yvonne Pfeifer for the Annual Conference in Boston:

- There are 274 registered attendees, which is the largest attendance for the conference to date. There are 81 international delegates representing 17 countries attending the conference. There are also 40 states represented and 18 POST directors attending the conference.
- During the conference, the first Academy Accreditation will be awarded to the Kosovo Academy for Public Safety.
- IADLEST received \$52,550 in sponsorship and vendors. Executive Director Becar encouraged the Executive Committee members to visit the vendors and thank them for their sponsorship.
- Engility is the biggest sponsor again, sponsoring the conference with \$25,000, and Virtual Academy co-sponsored the dinner boat cruise with \$10,000, and they also donated five new LED projectors for the conference.

- Executive Director Becar then went over the conference schedule.
- The 2019 conference will be in Milwaukee, Wisconsin, from June 9-12. Stephanie provided an update on what she has already coordinated for the 2019 conference.
- IADLEST is looking for a conference host in 2020 and 2021. Kim Vickers said that Texas would probably be volunteering for 2020.

ADMINISTRATIVE REVIEW OF CURRENT BUSINESS ITEMS

Nominations Committee (Brian Grisham [TN])

- With Sue Rahr (WA) and Victor McCraw's (ID) resignation from the Executive Committee, there are at least three Executive Committee vacancies that need to be filled: the Second Vice-President, First Vice-President, and the President positions.

Due to the unique position of not having a First Vice-President to move into the President position, Brian Grisham stated that the bylaws committee recommended that the Executive Committee take over the process. The bylaws are not specific on this issue, but they do infer that the Executive Committee should take over the process.

As a reminder under Bylaw 5.1, only POST Directors are eligible to be elected for this succession track; and according to Bylaw 5.5.2, each candidate must be nominated and provide a brief statement of their position. Whoever fills this President role will be nominated for a one-year term with an overall three year commitment.

Dan Zivkovich expressed interest in continuing as President for a second term. Brian Grisham then asked the Executive Committee if there was anyone else who would be interested in the President position. No one else expressed interest in the position. President Zivkovich then

provided a few comments about IADLEST and how he can support IADLEST in trying to accomplish its goals.

Brian Grisham asked for a motion to cease nominations. There was a **MOTION** by Kim Vickers (TX) and a **SECOND** by Gary Steed (KS) to cease nominations. The **MOTION CARRIED**.

Since there were no other nominees, Dan Zivkovich was elected as President for a second term.

The Second and First Vice-President positions will be nominated and voted on at the General Business meeting on May 22, 2018.

NEW BUSINESS

- a. DOJ Audit (Updated Policy and Procedure Manual) (Mike Becar)
- b. Life Membership (Mike Becar)

Both of these items were covered in the Executive Director's Report earlier.

COMMITTEE AND SPECIAL ASSIGNMENT REPORTS

- a. National Certification Meeting Briefing (Dan Zivkovich): The Executive Committee members attended a meeting on May 19, 2018, to discuss the National Certification Program. Since everyone from the Executive Committee attended the meeting, there was no need to provide an update at this meeting.
- b. Sourcebook (Dave Harvey [IADLEST]): Mitch Javidi and the International Academy of Public Safety (IAPS) put a ton of work into redeveloping the Sourcebook. It was recently released to the POST Directors, but it still had some issues when POSTs tried to input information. IAPS is working on correcting those issues. When the corrections are complete, Executive Director

Becar will pick two or three POSTs to test it before it is released to everyone. POST directors will get a new email when the Sourcebook is open again and available for input.

- c. NDI Committee (Eriks Gabliks [OR]):
The Executive Committee approved the DOD POST and National Parks System requests for access to NDI earlier in the meeting.

Mike Sherlock brought up a technical issue with NDI. His staff said there is no phone number attached about who entered that specific record. That makes it difficult for his staff to confirm an entry, which his staff is required to do by statute. The old format used to have a phone number attached to each entry so his staff could call to confirm the record. Mike Sherlock's recommendation was to add that field back into the NDI record to minimize staff time looking for the phone number from the POST entering that record. Executive Director Becar said he would look into it.

- d. Accreditation Committee (Mark Damitio [IADLEST])

The first Academy Accreditation will be awarded to The Kosovo Academy for Public Safety. The accreditation team learned a few things as they went through this process with an international academy. First, they need more time to do the audit. Second, the international academies are very ceremonial and formal, which used up some of the audit time. Third, it was hard to observe training because they did not have a current academy running. Lastly, translating the documents was challenging, but ICITAP really helped with that. Deputy Executive Director Harvey will meet with the accreditation committee and Executive Director Becar to do an after-action review of the process.

The Academy Accreditation will be awarded to the Kosovo Academy for Public Safety during the conference in front of all the

IADLEST members. A plaque and certificate will be presented to them. As a reminder, the Executive Committee voted over a year ago to let the Accreditation Committee decide who will approve the Academy and POST accreditations. The Executive Committee will only be involved when there is a dispute about anything the assessment team has done, if someone wants to appeal a decision made by the accreditation committee, and to set and adjust the standards.

Two academies in the United States are starting the accreditation process.

EXECUTIVE COMMITTEE MEETING ADDITIONS

- a. International Academy of Public Safety National Command and Staff College update.

IADLEST signed a Memorandum of Understanding (MOU) with the International Academy of Public Safety (IAPS) for the National Command and Staff College. IADLEST will receive \$100 for every paid registration in the Command College. IAPS runs classes of about 40 people per session. There is one 6-week session currently running with more scheduled in the near future.

- b. Director Becar provided an update on a draft of a Force Science White Paper developed by Force Science Institute, Ltd. This is follow-up information from Force Science's presentation in Philadelphia. The document has not been released for publication yet. The Force Science Institute is doing more research to add to the final paper. Executive Director Becar asked the Force Science Institute to apply to be a presenter at the Wisconsin IADLEST conference to discuss their final results and findings from this study.

c. IADLEST and ILEETA Relationship.

President Zivkovich asked the Executive Committee if IADLEST should have a more formal relationship with ILEETA. Peggy Schaefer attended this year's ILEETA conference. She may be able to offer more information on ILEETA. The Executive Committee tabled this conversation until Peggy Schaefer can provide more information.

ADJOURNMENT: Having no other business to conduct, President Zivkovich called for adjournment at 10:22 AM Eastern Standard Time. There was a **MOTION** by Kim Vickers (TX) and a **SECOND** by Gary Steed (KS) to adjourn. The **MOTION CARRIED**.

Next Executive Committee Meeting:
October 6, 2018, in Orlando, FL



CRI*TAC
Technical Assistance Center

Provides **no-cost technical training to law enforcement agencies on a wide range of critical criminal justice topics.**

For Example: A large agency in the western segment of the US requested assistance/consultation on their use of force policies and training (field, in-service, and academy).

For more information and to request assistance follow this link:

[CRI*TAC](#)



IADLEST National Certification Program Certified Courses

For more information, contact:
peggyschaefer@iadlest.org
<http://iadlest-ncp.org>

Course

Approval



PoliceOne Academy The LGBTQ Community

11/29/18

The lesbian, gay, bisexual, transgender, and questioning (LGBTQ) community is a diverse group of individuals who deserve to be treated with kindness, compassion, and respect. 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.

[Catalog Link](#)

Class: Online Length: 1 hour



PoliceOne Academy Officer Wellness & Mental Health Awareness

11/29/18

Officer Well-Being and Mental Health Awareness training is essential to the safety and welfare of law enforcement personnel around the world. Peace officers are unique individuals with a commitment to serve and protect at the core of everything. A moral compass drives officers personally and professionally more so than any other occupation. 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..

[Catalog Link](#)

Class: Online Length: 2 hours



PoliceOne Academy Employee Recognition

11/27/18

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.

[Catalog Link](#)

Class: Online Length: 1 hour



PoliceOne Academy
Recognition of Child Abuse and Neglect

11/27/18

This course is designed to help officers understand the child abuse problem and factors that increase the risk of abuse. The intent of this course is to provide officers who respond to this type of crime with information that will ensure consistency in handling child abuse cases. In addition, the course is designed to help law enforcement understand the importance of developing procedures and protocols and ways to work with other professionals to ensure the needs of the children are met.

[Catalog Link](#)

Class: Online **Length:** 2 hours



PoliceOne Academy
Sexual Harassment in the Workplace

11/27/18

Sexual harassment in the workplace can happen to anyone, male or female, regardless of sexual orientation. While sexual harassment may have been overlooked, ignored, or excused in the past, that is no longer the case. In fact, sexual harassment is on everyone's mind these days. A majority, if not all companies, have a zero-tolerance policy when it comes to sexual harassment. Improper behavior in the workplace may have significant consequences both for yourself and your employer. If you are a victim of sexual harassment, this may create a hostile work environment which takes a toll on your career, your personal life, and your health. 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.

[Catalog Link](#)

Class: Online **Length:** 1 hour



PoliceOne Academy
Understanding and Responding to Excited Delirium Calls

11/27/18

Whether the mental upset is the result of a chemical intake, emotional despair, mental illness, or cognitive challenges, excited delirium calls often place officers at continuous risk by the unknown that each of these categories presents. 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.

[Catalog Link](#)

Class: Online **Length:** 1 hour



PoliceOne Academy
School Resource Officers

The popular perception of law enforcement is that officers spend their days nabbing the bad guys and protecting their communities from perils ranging anywhere from parking violators to international terrorists. One important way that law enforcement officers can reach out to the community at large is by partnering with local school districts and selecting specific officers to serve as school resource officers (SROs). In this course, you will learn the ways that a school resource officer can assist in a school as an educator and advisor. Additionally, this course will cover the security and law enforcement responsibilities of school resource officers. You will also learn how community-oriented policing can result in effective law enforcement.

[Catalog Link](#)

Class: Online **Length:** 1 hour



PoliceOne Academy
Sexual Harassment for Managers

11/23/18

Sexual Harassment for Managers: Sexual harassment in the workplace can happen to anyone, male or female, regardless of sexual orientation. While sexual harassment may have been overlooked, ignored, or excused in the past, that is no longer the case. In fact, sexual harassment is on everyone's mind these days. A majority, if not all companies, have a zero-tolerance policy when it comes to sexual harassment. Improper behavior in the workplace may have significant consequences for those involved, for yourself as a manager, and your employee. 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.

[Catalog Link](#)

Class: Online **Length:** 2 hours



PoliceOne Academy
Shaping an Ethical Workplace Culture

Workers create an organization's culture of credibility, integrity, and excellence. When a group of employees honors an environment of ethical principles and foundation, the organization benefits from the culture. 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.

[Catalog Link](#)

Class: Online **Length:** 1 hour



PoliceOne Academy
Suspects in Medical Distress

11/23/18

This one-hour course will give the learner a better understanding of how to respond to and identify suspects in medical distress. Often, suspects may be in medical distress at the time of arrest. Suspects under medical distress should be treated much differently than ones who are not. This course helps you as the Officer understand the difference.

[Catalog Link](#)

Class: Online **Length:** 1 hour



PoliceOne Academy
Arrest, Search, & Seizure (Fourth Amendment)

11/20/18

As an officer, it is imperative that you have a good understanding of the 4th Amendment and the impact it has on arrests, searches, and seizures. This course will explore the concepts of the Fourth Amendment, which includes the laws that have been created and are enforced to protect the privacy and property rights of individuals by prohibiting unreasonable searches and seizures, as well as how they relate to your duties as a police officer.

[Catalog Link](#)

Class: Online **Length:** 2 hours



PoliceOne Academy

Building Financial Strength in First Responder Families

11/20/18

You have a great career as a first responder, and you are making good money. How do you ensure you can retire with what you need? Many of us do not know the answer to that question. We often plan our budgets and spending, but how many first responder personnel sit down and plan for retirement? It is imperative to start planning for retirement early in your career. 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.

[Catalog Link](#)

Class: Online **Length:** 2 hours



PoliceOne Academy

Dispatcher: Stress Management

11/20/18

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? These dispatchers are not cold, emotionless, or have some special power. What sets them apart from their more stressed coworkers is that they have learned the skills to lower their stress, and they have established a positive balance between their work and their personal lives. Understanding what stress is, identifying it when it occurs, and knowing how to manage and lessen it will help promote a healthier you.

[Catalog Link](#)

Class: Online **Length:** 1 hour



PoliceOne Academy

Hate Crimes Training for Law Enforcement

11/20/18

Hate/bias crimes seriously threaten our democratic society, which is built on the strength of its diversity. These crimes represent a particularly heinous form of physical and/or verbal violence, in which thousands of Americans are victimized each year because of their skin color, ethnicity, religion, gender, or sexual orientation. This course gives an overview of hate crimes based on recent statistics from the FBI.

[Catalog Link](#)

Class: Online **Length:** 1 hour



PoliceOne Academy

Litigation Procedures

11/20/18

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.

[Catalog Link](#)

Class: Online **Length:** 1 hour



PoliceOne Academy

Opioid Crisis: Protecting Our First Responders

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. Exposure to small amounts, the size of a grain of sand, can lead to respiratory depression and even death. Proper identification and knowledge of the various opioids, signs and symptoms of exposure, and immediate life-saving measures to be employed in the event of exposure are critical to saving the life of yourself or others. Additionally, the likelihood of first responder exposure requires the implementation of universal precautions including but not limited to personal protective equipment (PPE), Narcan training, and specific procedures for testing of suspected substances.

[Catalog Link](#)

Class: Online **Length:** 1 hour

11/20/18



PoliceOne Academy

PREA–Prison Rape Elimination Act

PREA applies to all correctional facilities, including prisons, jails, juvenile facilities, military and Indian country facilities, and Immigration and Customs Enforcement (ICE) facilities. This course is an overview that focuses on the importance of addressing sexual safety in prisons; It explains how to prevent prison rapes and the Department of Justice National PREA Standards. It will also provide information on the risks of failing to comply with PREA Standards. Please note: If any part of the training conflicts with your agency’s policy, please follow your agency/facility policy.

[Catalog Link](#)

Class: Online **Length:** 1 hour

11/20/18



PoliceOne Academy

Presenting Effective Testimony in Courtroom

The crime report has been written. The District Attorney’s 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.

[Catalog Link](#)

Class: Online **Length:** 1 hour

11/20/18



PoliceOne Academy

Cultural Awareness and Diversity Overview

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. By taking this course, the learner will examine the factors that make up our individual cultures and the ways by which culture and law enforcement can merge.

[Catalog Link](#)

Class: Online **Length:** 1 hour

11/17/18



PoliceOne Academy
Developing Leadership

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 learner's leadership talent.

[Catalog Link](#)

Class: Online **Length:** 1 hour

11/17/18



PoliceOne Academy
Distracted While Driving

According to the National Center for Statistics and Analysis, every day nine people die and over 1,000 are involved in a car accident as a result of distracted driving. 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.

[Catalog Link](#)

Class: Online **Length:** 2 hours

11/17/18



PoliceOne Academy
Eating Right for Health and Fitness

By 2030, recent reports project that half of all adults in the United States will be obese. In order to feel healthier from the inside out, it is essential to understand what you are eating and how you are eating. In this course, we will tackle the root issue behind these illnesses – lack of proper diet and exercise.

[Catalog Link](#)

Class: Online **Length:** 1 hour

11/17/18



PoliceOne Academy
Ambush Awareness and Preparation

There will be times in your career that you will find yourself in a situation that your instincts will scream, "watch out for an ambush." While it is challenging to prepare for every situation or environment, there are precautionary steps and tactics officers can take that will give them the most favorable outcome possible. 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.

[Catalog Link](#)

Class: Online **Length:** 1 hour

11/15/18



PoliceOne Academy
Implicit Bias

This one-hour course will discuss implicit bias regarding its definition, common ways that it may be revealed, as well as the different forms it may take. Additionally, this Implicit Bias course instructs the user on how to identify and overcome implicit bias.

[Catalog Link](#)

Class: Online **Length:** 1 hour

11/15/18



PoliceOne Academy
Law Enforcement and the Family Dynamic

11/15/18

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 on 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!

[Catalog Link](#)

Class: Online **Length:** 1 hour



PoliceOne Academy
Racial Profiling Part 1

11/15/18

Racial profiling: the practice of using race or ethnicity as a basis for law enforcement investigative procedures. 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. Best practices for law enforcement officers including tactical communication, traffic stop procedures, and self-analysis are provided for practical application. This course also highlights Supreme Court findings regarding racial profiling and key concepts relevant to race and ethnicity in the United States.

[Catalog Link](#)

Class: Online **Length:** 1 hour



PoliceOne Academy
Emotional Intelligence for Leaders

11/13/18

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.

[Catalog Link](#)

Class: In-Person **Length:** 1 hour



PoliceOne Academy
De-Escalation and Minimizing Use of Force

11/13/18

In this course, students will learn to identify techniques for de-escalation, plan for minimizing use of force, explain the importance of training officers for these encounters and, lastly, apply these strategies to de-escalate volatile situations.

[Catalog Link](#)

Class: In-Person **Length:** 1 hour



PoliceOne Academy
Employee Retention

The cost of employee turnover is outrageously high—estimates show that it can cost an employer anywhere between \$45,000-\$150,000 to replace an employee. Retaining talented employees requires a concerted effort on the part of companies and managers. In this course, learners are provided an overview of traditional and modern retention methods, practical tips for open communication with employees, and top reasons why managers and companies fail to retain employees.

[Catalog Link](#)

Class: Online **Length:** 1 hour



PoliceOne Academy
Human Trafficking, Part 1

A number of organizations, including the Department of Defense, have characterized human trafficking as the world's fastest growing crime. 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. In Part 1 of a two-part course, this two-hour course focuses on human trafficking from a global perspective.

[Catalog Link](#)

Class: Online **Length:** 2 hours

11/13/18



PoliceOne Academy
Campus-Based Training: Clery Act

The Crime Awareness and Campus Security Act of 1990 was enacted to require all post-secondary institutions participating in the Higher Education Act of 1965 (HEA) Title IV student financial assistance programs to disclose campus crime statistics and security information. It was renamed the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act in 1998 and is now generally known as the Clery Act. In this course, learners will review updates to the law in order to better serve post-secondary students and their families.

[Catalog Link](#)

Class: In-Person **Length:** 2 hours

11/13/18



PoliceOne Academy
Anti-Harassment in the Workplace

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. For employees who are the victim of harassment, this may create a hostile work environment which takes a toll on their career, their personal life, and their health. Recognizing the various types of harassment will help you to identify potential warning signs and take the necessary steps to report harassment. There are a number of preventive measures that can be employed as well as recommendations on how to create a more inclusive and accepting workplace culture.

[Catalog Link](#)

Class: In-Person **Length:** 1 hour

11/13/18



PoliceOne Academy
Anti-Bias Training for Law Enforcement

****To access the course, you will need to log in to PoliceOne Academy. If you do not have a membership, you will need to sign up for an individual or a department membership on policeoneacademy.com.****

Anti-Bias Training for Law Enforcement: The face of America continues to evolve, and our nation's population is more diverse than ever before. People in cities, suburbs, and towns served by law enforcement are a rich tapestry of races, ethnicities, religions, and cultures. This diverse group of individuals deserves to be treated with kindness, compassion, and respect. Unfortunately, tragedies can result when there is an adversarial relationship or misunderstanding between law enforcement and the community. Recognizing the diversity and types of bias when serving the community will reduce misunderstandings, confusion, and stereotypes while promoting knowledge and awareness for the officer. In this one-

hour course, we will explore many effective strategies to help you to connect with the community along with recommendations you can use immediately.

[Catalog Link](#)

Class: In-Person **Length:** 1 hour



IADLEST-TXTDOT

10/11/18

Truck and Bus Traffic Enforcement Training: Train the Trainer Course

Texas consistently leads the nation in large truck fatalities and has one of the highest rates of bus fatalities each year. Even though there are designated officers who focus on commercial motor vehicle traffic enforcement, there are simply not enough to reduce the number of crashes, so they continue to increase. A successful strategy being adopted throughout the nation is to train and encourage non-CMV certified officers, to include local and county law enforcement members, to actively enforce common operator violations, i.e., speeding, disregard of a traffic signal, etc., by the drivers of trucks and buses, thereby reducing crashes and fatalities.

The Truck and Bus Traffic Enforcement Training Program is presented at no cost to the participant and re-emphasizes the need for all sworn officers to engage large trucks and buses safely and effectively to reduce the rate of crash injuries and fatalities. The program will prepare attendees to deliver a 2-hour in-service training program to local officers and county sheriff deputies. Attendees who complete the training will be eligible to receive TCOLE CEU credits.

[Catalog Link](#)

Class: In-Person **Length:** 4 hours



IADLEST-TXTDOT

10/11/18

Truck and Bus Traffic Enforcement Training

Large trucks and buses have been wreaking havoc on Texas highways for many years. In fact, Texas consistently leads the nation in large truck fatalities and has one of the highest rates of bus fatalities each year. Even though there are designated officers whose focus is on commercial motor vehicle traffic enforcement, there are simply not enough to reduce the number of crashes, so they continue to increase. A successful strategy being adopted throughout the nation is to train and encourage non-CMV certified officers, to include local and county law enforcement members, to actively enforce common operator violations, i.e., speeding, disregard of a traffic signal, etc., by the drivers of trucks and buses, thereby reducing crashes and fatalities.

The Truck and Bus Traffic Enforcement Training Program is presented at no cost to the participant and re-emphasizes the need for all sworn officers to engage large trucks and buses safely and effectively to reduce the rate of crash injuries and fatalities.

[Catalog Link](#)

Class: In-Person **Length:** 2 hours

VIRTRA

9/23/18

Taser Targeting

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

[Catalog Link](#)

Class: In-Person **Length:** 2 hours





IADLEST-TXTDOT

Crime and Traffic Safety Analysis: Techniques to Support DDACTS- Level 1

This is a two-day course for individuals assigned to analytical roles within agencies implementing, or seeking to implement, the Data-Driven Approaches to Crime and Traffic Safety (DDACTS) model. The course is intended to verse analysts in the techniques and technologies needed to support their agency’s use of DDACTS.

[Catalog Link](#) **Class:** In-Person **Length:** 14 hours

9/21/18



IADLEST-TXTDOT

Advancing the DDACTS Analytical Toolset – Level II

This is a two-day intermediate level hands-on course for individuals who have already taken, and made use, of the material in the Level I (Basic) “Crime and Traffic Analysis Course.” This course builds upon the skills and technologies introduced in that course to deepen and broaden the analyst’s skills and abilities. The course is suitable for full

[Catalog Link](#)
Class: In-Person **Length:** 14 hours

9/21/18



BSR/ Summit Point Training Center

Law Enforcement Accident Avoidance Course

“Drivers ed” teaches beginners how to drive. BSR’s Accident Avoidance (“AA”) training takes it far beyond that for the Law Enforcement Officer. With the understanding that Law Enforcement Officers are required to drive at high rates of speed on a daily basis, BSR has coupled our "research backed" accident avoidance course and real world law enforcement experiences into a one-day course. The emphasis will be to teach LEO's how to handle highway emergencies. So trained, BSR’s AA graduates will have the opportunity to respond instantaneously and more positively to any driving emergency. The difference can save lives.

Knowing that some highway-driving emergencies are beyond prevention and will occur, BSR has learned it is imperative that effective, specialized AA training take place on realistic highway-type road circuits. BSR’s four training circuits contrast strongly with the parking lots and public roads typically utilized traditionally. We understand that LEO's simply do not get enough training in the areas that they utilize on a daily basis like "driving." We do not want to lose another officer from a motor vehicle accident that could have been avoided.

[Catalog Link](#)
Class: In-Person **Length:** 8 hours

9/18/18



VIRTRA

Tourniquet Application Under Threat

This dynamic course leverages the ability of the VirTra simulator to produce an immersive and comprehensive training program covering the application of the RATS Medical tourniquet under realistic threats to an officer.

[Catalog Link](#)
Class: In-Person **Length:** 4 hours

9/13/18



BOWMAC

9/04/18

Interview & Interrogation

BowMac's Legendary Investigative Strategies program is designed to provide investigators with proven techniques that can be applied in various accusatory and non-accusatory interview situations. Participants will develop skills in preparing for the interrogation with a "game plan" which emphasizes a proactive, rather than reactive role. Experienced law enforcement instructors who are actual practitioners will train course participants in what to expect, what to look for, and how to interpret what is happening in the interrogation setting.

The courses include a series of lectures, video exercises, practical hands-on classroom experiences, and evening assignments are. Literally thousands of officers, investigators, and related personnel across the country have had extremely successful experiences utilizing our tried and tested techniques. The program also includes up-to-date information on the legal aspects of interrogation and admissibility of the confession into court.

** Organizations are encouraged to contact BowMac using the link listed below to obtain most current Seat Pricing options.**

[Catalog Link](#)

Class: In-Person **Length:** 8 hours

BSR/Summit Point Training Center

Combatives

[Catalog Link](#)

Class: In-Person **Length:** 8 hours

8/29/18



VIRTRA

8/07/18

Injured Officer Handgun Manipulation

[Catalog Link](#)

Class: In-Person **Length:** 6 hours



VIRTRA

7/30/18

Human Factors in Force Encounters

[Catalog Link](#)

Class: In-Person **Length:** 7 hours



VIRTRA

7/24/18

Contact and Cover Concepts

[Catalog Link](#)

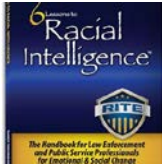
Class: In-Person **Length:** 3 hours





Pro Train, Inc.
Strategies & Tactics of Patrol Stops (STOPS) Instructors Course
[Catalog Link](#)
Class: In-Person Length: 28 hours

5/01/18



Rite Academy
Racial Intelligence for Law Enforcement and Public Service Professionals
[Catalog link](#)
Class: In-Person Length: 12 hours

4/23/18



Vistelar
Verbal Defense & Influence for Law Enforcement Professionals
[Catalog Link](#)
Class: In-Person Length: 32 hours

4/02/18



BSR / Summit Point Training Center
B.E.C.O.N. Active Shooter Emergency Preparedness Course
[Catalog link](#)
Class: In-Person Length: 8 hours

3/29/18



Bureau of Justice Assistance
Crime Analysis for Chief Executives
[Catalog link](#)
Class: In-Person Length: 14 hours

3/26/18



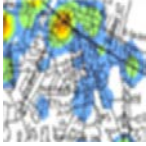
The Graffiti Consultants
Graffiti Investigations
[Catalog Link](#)
Class: In-Person Length: 8 hours

3/02/18



IADLEST
National Agency Strategic Planning Session - Maximizing the DDACTS Model
[Catalog Link](#)
Class: In-person Length: 12 hours

2/27/18



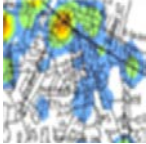
IADLEST – TXDOT
GIS: Mapping and Hot Spot Identification Part 3 - Identifying and Analyzing Hot Spots
[Catalog Link](#)
Class: Blended Length: 1.5 hours

2/24/18



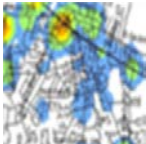
Community Safety Institute
Surviving a Mass Shooting: Train-the-Trainer
[Catalog Link](#)
Class: In-Person Length: 8 hours

2/22/18



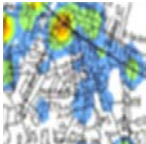
IADLEST - TXDOT
GIS: Mapping and Hot Spot Identification Part 2 - Dots on the Map
[Catalog Link](#)
Class: Blended Length: 1.5 hours

2/07/18



IADLEST - TXDOT
GIS: Mapping and Hot Spot Identification Part 1 - Introduction to ArcGIS for DDACTS
[Catalog Link](#)
Class: Blended Length: 1 hour

1/21/18



IADLEST - TXDOT
Data Analysis with Microsoft Access Series - Microsoft Access Application Webinar
[Catalog Link](#)
Class: Blended Length: 1 hour

1/16/18



NHTSA - NATIONAL HIGHWAY TRAFFIC SAFETY ADMINISTRATION
Ignition Interlock Course for Law Enforcement
[Catalog Link](#)
Class: Online Length: 2 hours

1/05/18



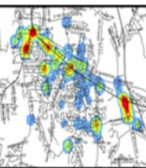
Force Concepts, Inc.
Documenting Force
[Catalog Link](#)
Class: In-Person Length: 16 hours

12/21/17



Women Against Crime, LLC
Personal Safety Strategies
[Catalog Link](#)
Class: In-Person Length: 4 hours

12/03/17



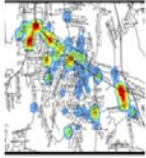
IADLEST - TXDOT
Data Analysis w/ Microsoft Access: Other Helpful Queries, Reports, and Macros Part 4
[Catalog Link](#)
Class: Blended Length: 1 hour

12/03/17



International Association of Law Enforcement Firearms Instructors, Inc. (IALEFI)
Firearms Instructor Course
[Catalog Link](#)
Class: In-Person Length: 44 hours

11/14/17



IADLEST - TXDOT
Data Analysis With Microsoft Access: Strategic Analysis and Querying - Part 3

11/13/17

[Catalog Link](#)

Class: Blended Length: 1 hour



The Institute for Individual and Organizational Change (IFIOC)
Motivational Interviewing for Law Enforcement

11/06/17

[Catalog Link](#)

Class: In-Person Length: 12 hours



Community Safety Institute
Intermediate De-Escalation

11/06/17

[Catalog Link](#)

Class: In-Person Length: 8 hours



International Association of Law Enforcement Firearms Instructors, Inc. (IALEFI)

10/26/17

Firearms Instructor Course

[Catalog Link](#)

Class: In-Person Length: 44 hours



IADLEST - TXDOT
Data Analysis with Microsoft Access Series - Data Analysis & Table Structures - Part 2

10/26/17

[Catalog Link](#)

Class: Blended Length: 1 hour



Premier Police Training, LLC
Vehicle Stops and Searches - A Revealing Journey to Becoming a More Effective Officer

10/23/17

[Catalog Link](#)

Class: In-Person Length: 16 hours



Premier Police Training, LLC
Police Use of Force - A Dynamic Journey to Becoming a More Confident Officer

10/23/17

[Catalog Link](#)

Class: In-Person Length: 18 hours



IADLEST - TXDOT
Data Analysis with Microsoft Access Series - Data Analysis & Table Structures - Part 1

10/12/17

[Catalog Link](#)

Class: Blended Length: 1 hour



Controlled F.O.R.C.E., Inc.
Controlled F.O.R.C.E. Defensive Tactics Instructor Certification Level 2

10/12/17

[Catalog Link](#)

Class: In-Person Length: 16 hours



**Spokane County Sheriffs Office
Pursuit Immobilization Technique (PIT) Instructor Course**

9/25/17

[Catalog Link](#)

Class: In-Person **Length:** 40 hours



**Controlled F.O.R.C.E., Inc.
Controlled F.O.R.C.E. Defensive Tactics Instructor Certification: LEVEL 1**

9/19/17

[Catalog Link](#)

Class: In-Person **Length:** 16 hours



**IADLEST
Pursuit Policy**

9/06/17

[Catalog Link](#)

Class: Online **Length:** 1 hour



**Spokane County Sheriff's Office
Autism in the Wild: Training for Law Enforcement**

8/08/17

[Catalog Link](#)

Class: In-Person **Length:** 7 hours



**Spokane County Sheriff's Office
Ethical Leadership**

8/07/17

[Catalog Link](#)

Class: In-Person **Length:** 8 hours



**IADLEST
Data Driven Approaches to Crime & Traffic Safety**

8/03/17

[Catalog link](#)

Class: In-Person **Length:** 16 hours



**Washington State University
Counter Bias Training Simulation (CBTsim)**

7/27/17

[Catalog Link](#)

Class: In-Person **Length:** 4 hours



**HITS, Inc.
Street Cops**

6/23/17

[Catalog Link](#)

Class: In-Person **Length:** 16 hours



**Richard Whitehead & Associates, LLC
Forensic Statement Analysis**

6/13/17

[Catalog Link](#)

Class: In-Person **Length:** 8 hours



Code 9 Project
Code 9 Project Command Staff Workshops
[Catalog Link](#)
Class: In-Person Length: 12.5 hours

6/06/17



Code 9 Project
Code 9 Project First Responder S.H.A.R.E Workshops
[Catalog Link](#)
Class: In-Person Length: 12.5 hours

6/05/17



Pat McCarthy's Street Crimes Seminar
Pat McCarthy's Street Crimes Seminar
[Catalog Link](#)
Class: In-Person Length: 21 hours

5/18/17



HITS, Inc.
Advanced Roadside Interview Techniques for Patrol Officers
[Catalog Link](#)
Class: In-Person Length: 16 hours

4/19/17



Innovative Reasoning, LLC
Critical Decision Making for Public Utility Personnel
[Catalog Link](#)
Class: In-Person Length: 16 hours

4/12/17



John E. Reid and Associates, Inc.
The Reid Technique of Investigative Interviewing for Child Abuse Investigations
[Catalog Link](#)
Class: In-Person Length: 20 hours

4/12/17



First Responder Disability Awareness Training
Law Enforcement Disability Awareness Train the Trainer
[Catalog link](#)
Class: In-Person Length: 12 hours

3/23/17



Kognito
Trauma-Informed Policing with Tribal Youth
[Catalog link](#)
Class: In-Person Length: 1 hour

3/15/17



You Got The Power Enterprises, Inc.
Community Policing
[Catalog link](#)
Class: In-Person Length: 16 hours

2/22/17



**Spokane County Sheriff's Office
Oleoresin Capsicum Certification Class (Basic)**

2/22/17

[Catalog link](#)

Class: In-Person **Length:** 4 hours



**Innovative Reasoning
Critical Decision Making Module 2**

2/03/17

[Catalog link](#)

Class: Online **Length:** 1 hour



**Innovative Reasoning
Critical Decision Making Module 1**

2/03/17

[Catalog link](#)

Class: Online **Length:** 1 hour



**HITS, Inc.
Criminal Patrol/Drug Interdiction**

2/03/17

[Catalog Link](#)

Class: In-Person **Length:** 16 hours



**Pro Train Inc.
Clear Sight: Identifying & Adapting Your Bias**

2/03/17

[Catalog Link](#)

Class: In-Person **Length:** 4 hours

About IADLEST: The International Association of Directors of Law Enforcement Standards and Training (IADLEST) is an international organization of training managers and executives dedicated to the improvement of public safety personnel. IADLEST serves as the national forum of Peace Officer Standards and Training (POST) agencies, boards, and commissions as well as statewide training academies throughout the United States. <http://IADLEST.org>

About NCP: The National Certification Program (NCP) was launched on June 1, 2015. The program is the first in the nation designed to increase the quality of law enforcement training and professionalism by ensuring the criminal justice training courses conform to best practices. Courses are rigorously validated by a national panel of subject matter experts before being allowed to carry the NCP seal. The program aims to eliminate many problems associated with a lack of standardization within police training and allows departments to discern more easily quality training from poor training when making purchasing decisions. The NCP standards ensure training content meets or exceeds any individual state certification requirements. All participating POST organizations will accept an IADLEST certified training course for annual in-service credit. <http://IADLEST-NCP.org>