

# NEWSLETTER

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1<sup>st</sup> Immediate Past President

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Save the Date!  
IADLEST 2020 Conference  
June 7-10, 2020



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

# IADLEST Partner Advisory Committee (IPAC)



The IADLEST Partner Advisory Committee (IPAC) is comprised of organizations that currently provide services to Law Enforcement and Corrections Officers and their organizations. Members of the IPAC will: help ensure training and standards meet the needs of the Public Safety industry, help to promote the adoption of best practices, and provide IADLEST with perspectives and recommendations regarding selected IADLEST projects and initiatives. The IPAC will also offer support and recommendations for assisting IADLEST with attaining its annual funding objectives to ensure the viability and continuity of IADLEST for the benefit of the public safety community.

## **The IPAC Mission:**

The IADLEST Partner Advisory Committee (IPAC) supports the IADLEST mission by providing research and proven best practices for high quality training and education. IPAC seeks to advance the Public Safety profession with a vision of outcome-based police training and standards.

## **IPAC Business Code of Conduct:**

IPAC Partners shall protect IADLEST's interests by adhering to the highest of ethical standards in the conduct of their duties including mutual respect for confidentiality, intellectual property, and proprietary information.

## **The IPAC Serves as a:**

- Technical advisory panel comprised of subject matter experts (SMEs);
- Platform to engage partners, and an opportunity for collaboration;
- Sounding and advisory board for IADLEST's current and emerging programs;
- Think tank – to assist IADLEST with its mission and strategic plan;
- Resource for law enforcement; and
- Forum to discuss partner (vendor) issues of interest.

**The “Win-Win” for both IADLEST and the IPAC:** The IPAC partners have the opportunity to:

- Provide the IADLEST Executive Committee with direct advice, guidance, recommendations, and technical assistance.
- Benefit from increased awareness and name recognition of its organization, such as the:
  - Announcement of IPAC membership to the IADLEST general membership;

- Placement of the IPAC partners' logo and link to the partners' website, placed on the IADLEST website;
  - Promotion of IPAC partners' programs; and
  - Provision of two opportunities for IPAC partners to send a dedicated e-blast to IADLEST membership (by and through IADLEST) that announces offerings by the IPAC member or information of unique interest or importance to IADLEST membership. E-blasts would be submitted to IADLEST for forwarding to the membership and would not come directly from the IPAC member. Content of the e-blast is subject to review and approval of IADLEST.
- Expand exposure with POSTS and Academy Directors;
  - Play a key role in recommendations for products and services;
  - Play a significant role in the transformation of an industry and profession; and
  - Receive priority opportunities to host events at the IADLEST Conferences (i.e., sponsoring a reception or luncheon) with an opportunity to address the attendees.

### **IPAC Membership, Commitment & Expectations:**

In representing its organization, the IPAC member should serve at the executive level and have the ability to make decisions on behalf of its organization. Upon joining the IPAC, an initial two-year active participation commitment is desired for continuity. Members are expected to travel at least two times per year for meetings, usually held in conjunction with the IADLEST Conference and one of the IADLEST business meetings. At one of these meetings, the IPAC will meet with the IADLEST Executive Committee. Members are expected to attend or be represented at all IPAC meetings.

IPAC membership is currently capped at 15 members. Multiple persons from an organization may participate on the IPAC, but each organization is restricted to one vote. Members are expected to meet all due dates for obligations and deliverables, as established by the IPAC.

IPAC members must be Corporate members of IADLEST in good standing. Realizing that most IPAC members may also be vendors, no discussion of proprietary information or intellectual property will occur, unless it is offered by the vendor who possesses it.

#### **Joining the IPAC:**

Any organization that currently supports IADLEST and is a current Corporate member of IADLEST may request to join the IPAC. Such requests shall be made in writing to the IADLEST Executive Director and should identify the name and title of the individual who will be representing the organization on the IPAC. All requests for membership shall be approved by the IADLEST Executive Committee.

For additional information contact: Mike Becar, Executive Director  
Email: [mikebecar@iadlest.org](mailto:mikebecar@iadlest.org)  
Phone: (208) 288-5491

**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](mailto: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.*

## **POLICING THE TEEN BRAIN**

*by: Dan Setzer, IADLEST NLEARN*

We bring you an interesting research paper entitled "Policing the Teen Brain." This paper describes the differences between the half-developed adolescent brain and that of a mature police officer.

More to the point it gives you several tips on how to adjust your training to deal with youths involved in low-level offenses. The primary key to such interactions is slowdown and de-escalate.

When youth fails to follow a police officer's instructions immediately, it is not because he or she is acting with contempt or disrespect, it is because their brains are slow to process information.

"[Understanding this] helps officers understand why adolescents require more time to process information, often need instructions repeated

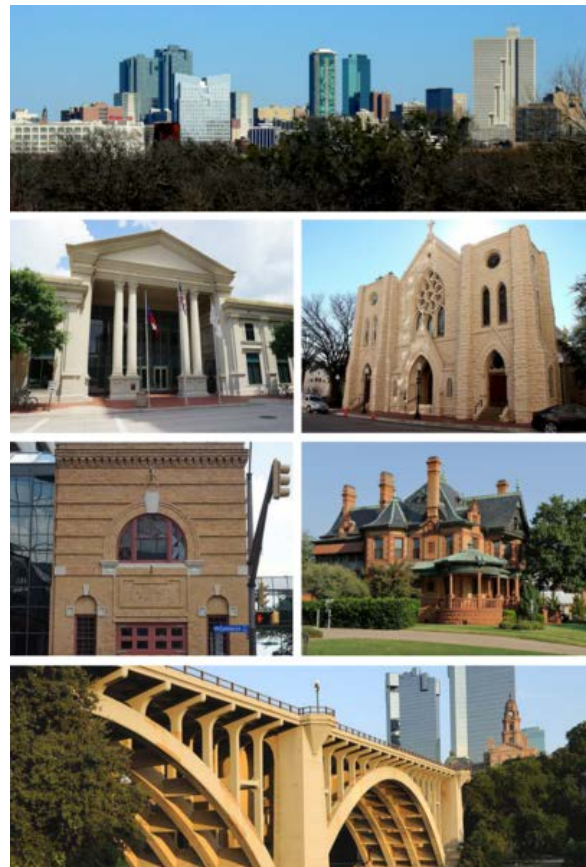
calmly and succinctly, and benefit from explanations or alternatives and consequences..."

*Policing the Teen Brain* is only a three-pages report but chock full of detail that will improve your interactions with teens and provide you with a start on how to introduce training on this topic to your department. Click on: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4336465/>

## **MEETINGS SCHEDULED**

The Executive Committee is scheduled to meet Saturday, February 8; and Sunday, February 9, 2020, in conjunction with the National Sheriffs' Association Winter Meeting in Washington, D.C.

The next General Business Meeting will be held in conjunction the IADLEST Conference scheduled for June 7 – 10, 2020, in Fort Worth, Texas.



*Fort Worth, Texas*

## LIFE MEMBER INSTALLED



### **Daniel Zivkovich:**

At its June 9, 2019, meeting in Milwaukee, Wisconsin, the Executive Committee approved the installation of Dan Zivkovich, the Executive Director of the Massachusetts

Municipal Police Training Committee, as an IADLEST life member. Dan was a long standing IADLEST member, serving three years as the Northeastern Region representative and two years as IADLEST president before retiring from Massachusetts state service. Dan has been involved in policing for 30 years. Previously, he was the Chief of Police in Jackson, Wyoming, and the Director of the Wyoming Law Enforcement Training Academy in Douglas, Wyoming. He started his law enforcement career with the Wyoming Highway Patrol working his way from Trooper to Captain. He is a graduate of the 190<sup>th</sup> Session of the FBI National Academy.

## POST DIRECTOR CHANGES



**Ohio:** Chief Dwight A. Holcomb (Ret), CPP, began his law enforcement career with the Upper Arlington Division of Police (Ohio) in 1978. He served as a street officer

working all three patrol shifts until 1985 when he assumed duties as a detective within the Criminal Investigation Section. In 1987, Dwight was promoted to the supervisory rank of Sergeant and placed in charge of a patrol company until 1994 when he took command of the Division's Training Section. Dwight was appointed as the Chief of Police for the City of Upper Arlington in October of 1995. He served ten years as the Chief of Police until his

retirement from municipal police work in August of 2005.

He was then appointed as the Chief / Executive Director of the Ohio Investigative Unit, a statewide law enforcement agency that is a division of the Ohio Department of Public Safety.

In April of 2006, Dwight was retained to the position of Vice President of Corporate Security and took lead of the security operations for The Dispatch Printing Company, Dispatch Broadcast Group and its affiliates serving for 14 years until he retired in June of 2019.

In October of 2019, Dwight was appointed by Ohio Attorney General Dave Yost and confirmed by the Ohio Peace Officer Training Commission as the Executive Director for the Ohio Peace Officer Training Academy and Commission.

Dwight is a graduate of the Ohio State Highway Patrol's Basic Academy Class #38; the Police Executive Leadership College - PELC 30; the Federal Bureau of Investigation's "FBI National Academy" 163<sup>rd</sup> Session; and The Federal Bureau of Investigation's Law Enforcement Executive Development School (LEEDS).

Chief Holcomb continues to serve on numerous law enforcement and private sector boards, associations, and organizations throughout Ohio. He holds two undergraduate degrees: an *Associate of Applied Science in Law Enforcement* and a *Bachelor's of Public Administration, Summa Cum Laude*, from Franklin University.



***BUZZED DRIVING IS DRUNK DRIVING***

## DDACTS PROGRAM ROLLS OUT NEW MASTERMIND SERIES!

by: *Peggy Schaefer, DDACTS Project Manager*



As part of our second year's DDACTS Project deliverables, IADLEST will be launching a new training series designed to increase the analytical capacity of law enforcement analysts throughout the US. The *MasterMind* Series includes seven "live" webinars with active Q&A sessions pertaining to a specific skill set analysts need to perform effectively. Each session will be one hour in length and feature different SME presenters discussing common agency analytical problems and providing real-time solutions.

Dawn Reeby, an IADLEST Senior DDACTS analyst, will be providing the expertise for our new series. The broadcasts will be on these dates: (All times are EDT)

- January 8, 2020, at 2:00 pm
- February 19, 2020, at 2:00 pm
- March 18, 2020, at 2:00 pm
- April 15, 2020, at 2:00 pm
- May 6, 2020, at 2:00 pm
- June 11, 2020, at 2:00 pm
- July 22, 2020, at 2:00 pm

During our first session, "Identifying Crash and Crime Patterns," we are going to share step-by-step techniques to identify and analyze crime and crash patterns. We will also highlight outstanding analytical products and provide tools for analysts to be successful in their pattern analyses at their agencies.

To see what the course is all about, click here: <https://vimeo.com/379853369>

To register, click here: <http://bit.ly/MASTERMINDJAN8>

For additional questions, please contact [peggyschaefer@iadlest.org](mailto:peggyschaefer@iadlest.org)

## DUBAI POLICE AND IADLEST PROPOSAL FOR AN IADLEST OFFICE

by *William Flink, IADLEST Dubai Project*



Over the past four months, the Dubai Police, United Arab Emirates and IADLEST have had serious discussions and have engaged in correspondence about establishing an IADLEST Office in Dubai. The purpose of engaging in such a proposal is two-fold. The first reason is Dubai's interest in working closely with IADLEST; and second, the effort to promote Dubai as an international hub for police training in their part of the world. The initial proposal for such a venture came during signing of the Memorandum of Understanding between the two organizations on June 11, 2019. The proposal was a continuing theme presented by Dubai Police during IADLEST's assessment visit in August 2019.

The Assessment Visit Report was submitted to IADLEST's Executive Committee and approved, then forwarded to Dubai Police. The assessment reported on the status of Dubai Police training and programs. The assessment set forth a foundation of knowledge upon which IADLEST could provide advice and assistance on law enforcement standards and training and upon which Dubai Police may act to better serve their police training aspirations, their government, and the inhabitants of Dubai.

Dubai Police is a very proactive police force. Many of its programs far exceed those of most law enforcement organizations. The IADLEST effort to establish a satellite office in Dubai would have as many benefits promoting international policing as it would have in the

assistance IADLEST could provide to Dubai Police. As demonstrated by their exhibit at the recently held 2019 IACP Conference, Dubai Police have the will and determination to become a leader in law enforcement “best practices.” With IADLEST’s assistance directed towards enhancing their training standards and training processes, Dubai Police will surely establish themselves as a training centerpiece in the world.

IADLEST’s proposal for police training assistance and the establishment of a satellite office in Dubai has been sent to Colonel Ahmed Merdas, Dubai Police Deputy Director of the General Department of Training. At the present time, IADLEST is patiently waiting for a response regarding the proposal.

### **IADLEST ACCREDITATION PROGRAM UPDATE**

*by: Mark Damitio, Accreditation and Grants Manager*

The IADLEST Accreditation program continues to mature and add stakeholders. IADLEST has successfully concluded another Academy Accreditation.

**Assessor Training:** In August 2019, three new Assessors were trained to facilitate on-site inspections of Academies.

**Accreditation Program Manual Updated:** A manual revision that provides updated details of the processes for both Academy and POST accreditations was completed in August 2019.

**New Standards Added:** On November 8, 2019, the IADLEST Accreditation Committee added two new standards to the Academy Accreditation:

- Standard 4.7: The applicant has lesson plans for all subjects instructed in their basic law enforcement training
- Standard 7.4: The applicant has immediate access to emergency medical service providers and emergency first aid equipment.

**New Accreditation Website:** The new website [iadlest.virtualacademy.com] is for agencies to download supporting documentation for

accreditation. We wish to thank the Virtual Academy for the development of this website at no charge to IADLEST. It contains features for downloading, feedback, scoring, and communication which will provide a seamless and free system for our stakeholder agencies.

### **Accreditation of the Bosnia and Herzegovina Ministry of Security Agency for Education and Professional Training Mostar (AEPTM):**

An Academy Accreditation was performed for the Bosnia and Herzegovina Ministry of Security Agency for Education and Professional Training Mostar (AEPTM). The process began last spring with the review of the 53 standards. Through the late spring and summer, their staff, assisted by the ICITAP offices in Sarajevo, Bosnia, reviewed each and every standard and provided supporting documentation of their compliance.

On September 16-19, 2019, the IADLEST Assessment team of Mark Damitio, Accreditation Manager, and Ama Dautbegovic and Alija Kulic, Program Assistants for ICITAP-Bosnia and Herzegovina performed the on-site assessment of the facilities, policies, and processes.

On November 8, 2019, the IADLEST Accreditation Committee met to consider the recommendations of staff. The Committee unanimously agreed to award accreditation. The accreditation will be awarded on-site on January 17, 2020.

### **Accreditation Status:**

- Academies Accredited:
  - Kosovo Academy of Public Safety, Nation of Kosovo.
  - The Ministry of Security Agency for Education and Professional Training Mostar, Nation of Bosnia and Herzegovina.
- Academies That Have Paid the Accreditation Fee and Are in the Process of Document Submission:
  - The Ministry of Internal Affairs Police Academy Sarajevo (Nation of Bosnia and Herzegovina) is in the process of document submission. We are on a

- tentative timeline to complete the process by January.
- The Administration for Police Education of the Republika Srpska Ministry of Interior (Nation of Bosnia and Herzegovina). We are on a tentative timeline to complete the process by April.
- Academies That Have Paid the Accreditation Fee and Have Informed IADLEST They Are Prepared to Begin Document Submission:
  - Gilford Technical Community College, Jamestown, North Carolina USA
  - Washtenaw Community College Public Service Training/Police Academy, Ann Arbor, Michigan USA
- Academies That Are In The Self-Assessment Phase:
  - Abu Dhabi Police College, UAE
  - Dubai Police Training Department, UAE
  - Kansas Law Enforcement Training Center, Hutchinson, Kansas USA
  - New Hampshire Police Standards and Training, Concord, New Hampshire USA
  - Ohio Peace Officer Training Academy, London, Ohio USA
  - Oklahoma Council on Law Enforcement Education and Training, Ada, Oklahoma USA
  - Plymouth Massachusetts Regional Police Academy, Plymouth, Massachusetts USA
  - Tennessee Law Enforcement Training Academy, Nashville, Tennessee USA
  - US Virgin Islands Police Academy, St. Thomas USVI USA
  - US Virgin Islands Police Academy, St. Croix USVI USA
  - Western Massachusetts Regional Police Academy, Springfield, Massachusetts USA
  - Police Training Center, Ministry of Interior, Republic of North Macedonia
- Peace Officer Standards and Training Agencies in the Self-Assessment Phase:

- Montana Public Safety Officer Standards and Training, Helena, Montana USA
- Oklahoma Council on Law Enforcement Standards and Training, Ada, Oklahoma USA
- Tennessee Peace Officer Standards and Training, Nashville, TN USA
- Wyoming Peace Officer Standards and Training, Cheyenne, Wyoming USA

**Accreditation Committee Members Needed:**

As you can tell, there is considerable activity anticipated soon for accreditations. The IADLEST Accreditation Committee members provide important guidance and leadership to make sure that the accreditation program stays relevant and valuable to the needs of our stakeholders. It is also important to note that Accreditation Committee members are the first people considered for assessor duties, and there are many interesting places around the world where assessments will be taking place.

Additional information about the IADLEST Accreditation Program is available on the IADLEST website at: <https://www.iadlest.org/our-services/accreditation>.

**IADLEST-NHTSA  
BELOW 100 PROGRAM UPDATE**

*by: Mark Damitio, Accreditation and Grants Manager*

**- Free Training Available -**

In August 2019, IADLEST received a new cooperative agreement from the National Highway Traffic Safety Administration to facilitate the delivery of Below 100 training over a 24-month period. The Below 100 mission is to influence law enforcement culture by providing innovative training and awareness through presentations, social media, and webinars on identifying the leading causes and current trends in preventable line of duty deaths and injuries.



The Below 100 training program incorporates the following 5 tenets:

1. *Wear Your Belt*
2. *Wear Your Vest*
3. *Watch Your Speed*
4. *WIN—What’s Important Now?*
5. *Remember: Complacency Kills!*

We are accepting requests for future events. The general requirements for hosting a workshop is a classroom with multimedia equipment. Attendance requirements will apply, so that we can maximize the return on investment of the funds. The workshops are free, and all materials are supplied. Students are responsible for their travel and expenses.

Each event normally will consist of a morning training session designed for all personnel (line staff to administration) followed by an afternoon session that is a train-the-trainer session so that agencies can develop their own trainers to continue the message. In addition, the funding provides for two Best Practices Symposiums, three presentations at major conferences, and two free technical assistance visits per year to agencies that require additional expertise and guidance to implement the program.

Since the last update, there has already been one event since the project began:

Course	Location	Date	Students
IACP Annual Conference	Chicago, IL	10/26-28/2019	515
Below 100 Core Course	Cheyenne, WY	11/25/2019	22
Below 100 Train-the-Trainer	Cheyenne, WY	11/25/2019	18
Below 100 Intensive Course	Denton, TX	12/9/2019	20
Below 100 Train-the-Trainer	Denton, TX	12/9/2019	10

**Webinar**

Course	Location	Date	Students
Below 100, Move Over & Protecting LEOs at Roadside; How LELs Can Advance Officer Safety (For the Governor’s Highway Safety	Washington DC	8/25/2019	83

The following courses are in the process of scheduling and logistics:

Course	Location	Date
Below 100 Intensive Course	Grimes, TX	12/18/2019
Below 100 Intensive Course	Grimes, TX	12/20/2019
Below 100 Intensive Course	Keizer, OR	1/7/2020
Below 100 Intensive Course	Keizer, OR	1/14/2020
Below 100 Best Practices Executive Symposium	Little Rock, AR	TBA
Below 100 Intensive Course	Scott, LA	1/7/2020
Below 100 Train-the-Trainer	Scott, LA	1/7/2020
Below 100 Core Course	Georgetown, TX	2/17/2020
Below 100 Train-the-Trainer	Georgetown, TX	2/17/2020
Below 100 Core Course	Leesburg, FL	2/18/2020
Below 100 Train-the-Trainer	Leesburg, FL	2/18/2020
Below 100 Core Course	Oglethorpe, GA	2/18/2020
Below 100 Core Course	Wausau, WI	3/3/2020
Below 100 Core Course	Wausau, WI	3/5/2020
Below 100 Core Course	Edneyvill, NC	3/23/2020
Below 100 Train-the-Trainer	Edneyville, NC	3/23/2020

The new funding provides for 17 training events per year. If your agency would like to host a FREE workshop, please contact me at [markdamitio@iadlest.org](mailto:markdamitio@iadlest.org).

**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 award originally called for six such hubs across the country; however, we have established a goal significantly higher than that. The COPS Office is very interested in our membership’s

unmet training needs, and there is a possibility that one or more of these new courses could fit the unmet need.

The three functions of these training hubs are:

- The COPS Office has existing awards with vendors for fully developed courses, and they will need sites to present them.
- The COPS Office has existing awards with vendors for courses, and they will need sites to beta-test them so they can receive feedback from students.
- 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.

As we receive task orders for the different courses, we will reach out to the regional hubs to recruit possible hosts. To date, the regional training hubs are:

- Kansas Law Enforcement Training Center
- New Mexico Law Enforcement Academy
- Eastern Missouri Law Enforcement Academy
- Mineral Area College Law Enforcement Academy (Missouri)
- Missouri State Highway Patrol Academy
- St. Louis Police Academy
- North Carolina Justice Academy (West Campus)
- North Carolina Justice Academy (East Campus)
- New York State Police Academy
- Rochester Police Dept. Academy (New York)
- New York State Preparedness Center
- Oklahoma Council on Law Enf Education & Training
- Pennsylvania Municipal Police Officers' Education and Training Commission
- Tennessee Law Enforcement Training Academy
- South Carolina Criminal Justice Academy
- Arkansas Law Enforcement Training Academy-Northwest
- Arkansas Law Enforcement Training Academy - Central
- Nevada Commission on Peace Officer Standards and Training Academy
- University of California, Berkeley Police Department Training Center

- North Central Texas Council of Governments Regional Police Academy
- Jefferson County Sheriff's Office Training Academy (Alabama)
- Arizona Peace Officer Standards and Training
- Spokane County Sheriff's Office (Washington)
- Schoolcraft College Police Academy (Michigan)
- Lansing Police Department (Michigan)
- Los Angeles HIDTA Training Center
- Vermont Criminal Justice Training Council
- Southern California Intergovernmental Training and Development Center
- Oxnard Police Department (California)
- Rutgers University Police Department (New Jersey)
- Colorado Peace Officer Standards and Training
- Ohio Peace Officer Training Academy
- Wyoming Law Enforcement Academy
- South Dakota Law Enforcement Officers Standards & Training
- Montana Law Enforcement Academy
- Oregon Department of Public Safety Standards and Training
- Nebraska Law Enforcement Training Center
- Idaho Peace Officer Standards & Training
- Okaloosa County Sheriff's Office (Florida)
- Maryland Police and Correctional Training Commissions
- Stark State College Justice Studies (Ohio)
- Bill Blackwood Law Enforcement Management Institute of Texas (LEMIT)

Since the last update, the project delivered Diversity and Inclusion for Law Enforcement courses in Salemburg, North Carolina, and, Phoenix, Arizona. The project delivered a Recruitment and Retention of Officers in Small and Rural Agencies Forum in Reno, Nevada, and The Law and Your Community Train-the-Trainer and Regional Collaboration to Embrace, Engage, and Sustain Tribal Community Policing Partnerships in Pierre, South Dakota.

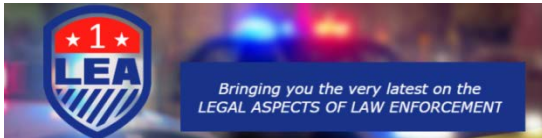
New courses placed since the last update includes four new Drug Identification E-Learning classes, which will be held in the first quarter of 2020 in Sykesville, Maryland.

We are also making use of the Hubs for other IADLEST training classes, such as DDACTS and Every Officer Is a Leader.

If your agency has interest in becoming one of the training hubs, please submit your proposal for your facility that includes 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.); or if you have an innovative training program that this project could assist in beta-testing, please contact me at [markdamitio@iadlest.org](mailto:markdamitio@iadlest.org).

## LEGAL UPDATES

### *The BLUE FLASH*



**By: Bruce-Alan Barnard, JD, LL.M**

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### ***United States v. Davis 8thCIR 27NOV2019***

**Key Phrases:** Reasonable Expectation of Privacy in a Vehicle as a Passenger, Extended Traffic Stop, Rental Car Inventory

At 2117 on November 29, 2017, an Iowa State Patrol unit stopped an SUV for speeding. There were two people in the SUV: the driver (Pope) and a passenger (Davis) who was asleep when the stop was initiated. The officer, Sgt. Kober, asked both men for their licenses and vehicle registration. Pope informed Sgt. Kober that there was no registration because the car was rented by a friend in Georgia. The car was due to be returned the next day, and neither Pope nor Davis was listed on the rental agreement.

As Pope was rummaging through his backpack looking for his license, Sgt. Kober saw several small baggies in Pope's backpack. Sgt. Kober testified that Pope seemed shaky and nervous and was breathing heavily and appeared to be trying to hide the baggies from view. Davis, who did not appear nervous, had no license. At this point Sgt.

Kober saw a gun case in the back seat and asked Pope and Davis about it. Davis told Sgt. Kober that there was a 9mm inside the case and then gave Sgt. Kober permission to examine it. Sgt. Kober opened the case and found a loaded 9mm handgun. Sgt. Kober asked Davis why he was traveling with a loaded weapon, and Davis responded that he did not want to leave it at home in his own car. Retrieving and examining the gun took about ten minutes.

Back in his patrol car, Sgt. Kober called the rental company and they requested that the car be seized and towed. This call took about ten minutes. Sgt. Kober then ordered Pope and Davis out of the vehicle and began an inventory search of the vehicle. He found methamphetamine and marijuana in the car as well as drug paraphernalia. Pope and Davis were arrested.

Davis was charged with federal drug and firearms offenses as a result of what was found in the vehicle. Davis sought to suppress the evidence found in the car arguing it was unconstitutionally seized when the traffic stop was extended without reasonable suspicion and the vehicle was searched pursuant to an unlawful pretextual inventory. The District Court granted the motion to suppress, and the government appealed arguing Davis had no standing and that Sgt. Kober had probable cause to search the vehicle before the inventory.

The Eighth Circuit reversed the District Court's decision. Citing *Alderman v. United States*, 394 U.S. 165 (1969), the court noted that "Fourth Amendment rights are personal and may not be asserted vicariously." The court then cited *Minnesota v. Carter*, 525 U.S. 83 (1998) for the proposition that only those with a reasonable expectation of privacy in the place searched may bring a Fourth Amendment challenge. In this case, Davis did not claim either an ownership interest or a possessory interest in the vehicle. Citing *Rakas v. Illinois*, 439 U.S. 128 (1978) the court held that a passenger who asserts neither a property nor a possessory interest in a vehicle lacks a reasonable expectation of privacy in that vehicle. Accordingly, the court ruled that Davis did not have a reasonable expectation of privacy in the vehicle and, therefore, had no standing.

The court noted, however, that Davis could still challenge the search if he was unreasonably seized during the traffic stop and the seizure caused an unlawful search (citing *Brendlin v. California*, 551 U.S. 249 [2007]). Davis argued that the traffic stop was impermissibly extended twenty minutes when the officer examined the firearm and called the rental company. The court noted that under Iowa law, it is unlawful to carry a loaded firearm in a vehicle. Without deciding the issue of probable cause, the court held that Sgt. Kober had, at a minimum, a reasonable suspicion and that Sgt. Kober lawfully extended the traffic stop based on this reasonable suspicion.

To read or download the full decision [CLICK HERE](#)

***United States v. Moran 1stCIR 27NOV2019***

Key Phrases: Consent to Search, Apparent Authority

Moran, the defendant in this criminal case, was being held in jail on an unrelated charge. On a recorded call with his sister (Alysha), she told Moran that her storage unit had to be emptied. Moran asked her to move the black plastic garbage bags that he had placed in her storage unit. This caught the attention of a detective who went to Alysha's apartment and obtained consent to search her apartment, her car, and her storage unit. She did not place any limitations on the consent. When she opened the storage unit, Alysha told them the black garbage bags were not hers. She then left to pick up her child. While she was gone, the officers removed and searched the bags finding fentanyl. Moran was charged with possession with intent to distribute under federal law. Moran sought to have the evidence excluded, claiming a reasonable expectation of privacy in the bags. The District Court denied the motion, first holding that Alysha had actual authority to consent to the search, and then, upon rehearing, determined Alysha had apparent authority to grant consent to search. Moran appealed.

On appeal, the government argued that Alysha had actual authority to grant consent to search.

The Eighth Circuit disagreed. Citing *United States v. Matlock*, 415 U.S. 164 (1974) the court noted that a third party may consent to search another's effects if the third party possesses "common authority" over the effects sought to be inspected. In order to show this common authority, the government must show that the third party had "mutual use" of those effects creating a shared privacy interest. The court further observed that there was no evidence that, when Moran left his bags at Alysha's, he told her that she could open the bags and gain access to what was inside. The court held that the fact that Alysha had access to the bags in her storage unit did not, by itself, establish her mutual use of whatever they contained. Furthermore, the telephone conversations between Moran and Alysha did not establish common authority. Accordingly, the court held there was no actual authority on the part of Alysha to grant consent to search the bags.

The First Circuit next turned to the issue as to whether Alysha had apparent authority to grant consent to search the bags. Citing *Illinois v. Rodriguez*, 497 U.S. 177 (1990) the court noted the test is whether "the facts available to the officers at the moment of the search would warrant an officer of reasonable caution in the belief that the consenting party had authority" to consent, regardless of whether the consenting party actually did have such authority. The court noted that Alysha expressly told the officers that the bags in the storage unit were not hers. This created an ambiguity as to whether Alysha had mutual use of the bags. The court held that it was the government's burden to establish that a third party had authority to consent to a search and that this burden could not be met if agents, faced with an ambiguous situation, nevertheless proceed without making further inquiry. The government made no such further inquiry in this case, and the previous telephone calls were not sufficient to overcome the ambiguity. Therefore, the court ruled the government did not meet its burden to resolve the ambiguity and reversed the District Court's denial of the motion to suppress and vacated the conviction.

To read or download the full decision, [CLICK HERE](#)

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## TRAINING FOR COMPASSIONATE POLICING

by: *Captain Mark G. Bodanza, Hanover, New Hampshire Police Department*

When you hear these two words together, they seem to cause most law enforcement officers to re-read them before continuing any further. They seem to be somewhat in opposition to one another as we think about society's expectations and law enforcement training goals. However, a closer look will reveal they are more intertwined than ever before. Compassionate policing is when a law enforcement officer seeks something in their daily work that causes them to act in a manner consistent with humanity's basic needs.

In order to act compassionately, a law enforcement officer must recognize their role in society. We all may remember our first interview for “the job” and the well-asked questions, “Why do you want to be in law enforcement?” Constantly throughout the years, I have sat on dozens of oral boards asking this same question and hearing this answer, “To help people.” Understanding the role of the law enforcement officer is no mystery. In fact, Sir

Robert Peel’s Policing Principal’s expressed a need for the clear recognition of a compassionate relationship when he said the police are, “to maintain at all times a **relationship** with the public that gives reality to the historic tradition that the police are the public and that the public are the police, the police being only members of the public who are paid to give full-time attention to duties which are incumbent on every citizen in the interests of community welfare and existence.”[1] This relationship is fundamental to the success of policing in society. So how does this happen? I see four ways policing training affects compassionate policing.

1. **Police Training must reinforce the fundamental components of servant leadership.** Every officer is a “Community Leader.” Their daily influence with the people they have been entrusted to work for is essential to the success of the community they are leading. No one else in society has more influence than the law enforcement officer. Plato said, “it does not matter if the cobblers and the masons fail to do their jobs well, but if the Guardians fail, the democracy will crumble.”[2] Training curricula should reflect principals of service to the basic tenants of humanity. This includes respect, dignity, and fundamental fairness.
2. **Police Training must underscore the importance of compassionate policing in officer behavior.** Look at most agencies core values and you will find the words, “Honor and Integrity.” Service to the field of law enforcement must be held to a high standard. President Coolidge reminded officers who were on strike that, “No one is compelled to choose the profession of a police officer; but having chosen it, everyone is obligated to perform its duties and live up to the high standards of its requirements.”[3] Despite low wages and poor working environments, I know of no officer who ever got into the profession to get rich or to be famous. Although at times it may be discouraging to be incorrectly portrayed in the national light, this cannot give officers justification to do harm or act poorly: to stoop

to this level would erode the tenants of the profession we love.

- 3. Police Training must recognize that compassionate policing is fundamental to officer safety.** Many may scratch their heads asking how does being compassionate affect my safety. Others may get this without much explanation after attending a Blue Courage© session or a HeartMath© course. Each has joined together to bring awareness as to how “quick coherence and capacity building techniques” can effectively give officers optimal or peak performance.[4] These techniques have strong ties to an officer’s overall well-being and health. Understanding good decision-making is not a product of high stress, low morale environments; but when an officer connects to their purpose, “I want to help people,” they make better decisions, which positively affects the communities they serve.

Compassionate policing, like any other characteristic, must be cultivated, modeled, and reinforced in the training and standards curriculum. As we desire well trained and equipped officers to handle tactical situations, we must also expect officers receive the same benefit by infusing the expectation into their basic training modules.

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<sup>1</sup> <https://lawenforcementactionpartnership.org/peel-policing-principles/>, retrieved December 30, 2019.[Emphasis added]

<sup>2</sup> Nila, Michael, “Nobility of Policing; Guardians of Democracy”, Franklin Covey, Salt Lake City, UT. (2008) (page 7)

<sup>3</sup> Id, page 12.

<sup>4</sup> Blue Courage©, “Resilience and Hope” 2015. Pages 80-90

## **SHOULD INVESTIGATORS BE ALLOWED TO LIE ABOUT EVIDENCE TO A SUBJECT DURING INTERROGATION?**

*by: Joseph P. Buckley, President,  
John E. Reid and Associates, November 2019*

The state of New York is considering legislation that would prohibit investigators from lying to a subject about evidence in the case, such as indicating to the subject during the interrogation that there is a DNA match with samples taken from the victim; that there is a witness who says that they saw the subject commit the crime; that the subject’s finger prints were found at the scene of the crime; or that an accomplice made an incriminating statement implicating the subject in the commission of the crime. Let’s examine what the courts say about investigators lying about evidence, whether or not lying about evidence is likely to cause a false confession, and what we teach about the use of deception during an interrogation.

In order to ensure that an interrogation was properly conducted and that the subsequent confession was voluntarily obtained, investigators should employ techniques that 1) ensure the subject’s rights were not violated; 2) avoid force, the threat of force, or the threat of inevitable consequences; 3) avoid promises of leniency; and, 4) conduct the interrogation within the guidelines that have been established by the courts.

In 1969, the United States Supreme Court upheld the use of misrepresenting evidence to the subject. The case was *Frazier v. Cupp* (394 U.S. 731). In that case, the Supreme Court upheld the admissibility of the defendant’s confession, which was the result of the police falsely telling the subject that his accomplice had confessed. The Court held that the misrepresentations were relevant, but they did not make an otherwise voluntary confession inadmissible. In reaching this conclusion, the Court judged the materiality of the misrepresentation by viewing “the totality of circumstances.”

It is important to highlight the Court's reference to an "*otherwise voluntary confession*," the clear implication being that if the subject's rights were honored; if there were no threats of harm or inevitable consequences; if there were no promises of leniency; and if the investigator followed the guidelines established by the courts, then misrepresenting evidence, in and of itself, will not jeopardize the admissibility of the confession.

This same thought has been reiterated in several cases and studies. In *State v. Kolts* (205 A.3d 504, 2019), the Supreme Court of Vermont upheld the defendant's confession that was made in response to the detective's false claim that there was DNA evidence to prove his guilt. From the Court's opinion:

The detective's false claim of DNA evidence is not enough to render his confession involuntary *without other coercive actions*, such as a promise of leniency. But the detectives here made defendant no promises of leniency. And, as courts have reasoned, an interviewer's use of false evidence is less likely to produce an involuntary confession than an interviewer's lie about matters external to the charge. For example, lies threatening a suspect's ability to retain custody of a child render a confession involuntary because they could induce a confession by overcoming a suspect's will; but lies about evidence of the charge are more likely to evoke, if any feelings at all, a suspect's beliefs about his or her own culpability.

In *Anderson v. Vannoy, Warden* (2019 WL 2077126), the US District Court upheld the lower court's decision not to suppress the defendant's incriminating statements:

Regarding certain falsehoods used by the police during questioning, the issue is whether or not such tactics were sufficient to make an otherwise voluntary confession or statement inadmissible. In *Lockhart*, a detective misled the defendant into believing that the police knew more about the case than they really did by telling him that the victims had identified him... *This court found that the detective's statements to the defendant*

*were not sufficient inducements "to make an otherwise voluntary confession inadmissible."*

In *Commonwealth v. Gallett* (481 Mass. 662, 2019), the Supreme Judicial Court of Massachusetts upheld the admissibility of the defendant's confession:

Gallett argues that the interrogating officers misrepresented evidence that strengthened their case and made false assurances that ultimately induced Gallett into making inculpatory statements. We conclude that the officers did not act impermissibly.

We have suppressed a defendant's statements in circumstances where police use trickery or a ruse in obtaining a confession. *Those cases generally have additional circumstances -- apart from the ruse itself -- that rendered the confession involuntary.*

The Court pointed out that these *additional circumstances* included "coercive tactics relating to defendant's son"; minimizing "the legal gravity of the alleged crime"; suggesting to the defendant that "if he did not confess, he would be charged with more serious crimes"; after defendant invoked his right to counsel, "dissuaded defendant from consulting with lawyer"; and, "implicitly promised leniency as well as alcohol counseling if defendant confessed."

In *State v. Johnson* (2018 WL 627063), the Court of Appeals of South Carolina upheld the voluntariness of the defendant's confession, indicating the misrepresenting evidence is not a coercive tactic:

Misrepresentations of evidence by police, although a relevant factor, *do not render an otherwise voluntary confession inadmissible.*"... "Both this [c]ourt and the United States Supreme Court has recognized that misrepresentations of evidence by police, although a relevant factor, do not render an otherwise voluntary confession inadmissible .... The pertinent inquiry is, as always, whether the defendant's will was

‘overborne.’

Consider the court’s opinion in *US v. Graham* (2014 WL 2922388 [N.D.Ga.]) in which the court pointed out that misrepresenting evidence is “one factor to consider among the totality of the circumstances in determining voluntariness.”

The court points out that there are a number of cases in which statements elicited from a defendant in response to police deception were found involuntary... but the court stated,

*“these cases all involve significant aggravating circumstances not present here, such as, subjecting the accused to an exhaustingly long interrogation, the application of physical force or the threat to do so, or the making of a promise that induces a confession.”*

It is a consistent consensus of opinion by the courts that lying about evidence in an “otherwise voluntary confession,” will not render a confession inadmissible. It is the view of the courts that behaviors such as threats of harm or inevitable consequences, denial of rights, promises of leniency, or other such coercive behaviors will jeopardize the admissibility of the subject’s confession.

In one research effort, the author studied the first 110 DNA exoneration cases reported by the Innocence Project. The author reported that, “*This study failed to find a single false confession of a cognitively normal individual that did not include the use of coercive tactics by the interrogator...*” The author identified coercive interrogation tactics as “the use of physical force; denial of food, sleep or bathroom; explicit threats of punishment; explicit promises of leniency; and extremely lengthy interrogations.” (J. Pete Blair, “A Test of the Unusual False Confession Perspective: Using Cases of Proven False Confessions,” *Criminal Law Bulletin* (Vol 41, Number 2)

As a further illustration of this point, in his 2011 book, Convicting the Innocent, Brandon Garrett, a law professor at the University of

Virginia, examined most of the case files for the first 250 DNA exonerations, which included 40 false confession cases. However, as pointed out by Dr. Deborah Davis and Dr. Richard Leo, “Many, and perhaps most, of the interrogations in the cases Garrett reviewed crossed the line of proper interrogation technique through the use of explicit threats and promises, feeding suspects crime facts, and/or other coercive practices.”

To amplify this point, we stated the following on our book, Criminal Interrogation and Confessions (2013, 5<sup>th</sup> ed):

“Consider an innocent rape suspect who is falsely told that DNA evidence positively identifies him as the rapist. Would this false statement cause an innocent person to suddenly shrink in the chair and decide that it would be in his best interest to confess? Would a suspect, innocent of a homicide, bury his head in his hands and confess because he was told that the murder weapon was found during a search of his home? Of course not!

However, consider that such false statements were then used to convince the suspect that, regardless of his stated innocence, he would be found guilty of the crime and would be sentenced to prison. Further, the investigator tells the suspect that if he cooperates by confessing, he will be afforded leniency. Under these conditions, it becomes much more plausible that an innocent person may decide to confess – not because fictitious evidence was presented, but because that evidence was used to augment an improper interrogation technique (i.e., the threat of inevitable consequences coupled with a promise of leniency).”

*Don’t be Fooled by “the research”*

Social psychologists oftentimes testify that research has clearly established that innocent people will confess when presented with false evidence. They refer to two primary studies that support this conclusion. The first of these studies, commonly known as “the Alt-key Study,” required students to perform a data



entry project and warned them not to hit the computer's Alt key, which would cause the computer to crash. The researchers forced the system to crash, falsely accused the students of hitting the Alt key, and confronted them with a "witness" who reported seeing them do so. Under these circumstances, a number of the students signed written confessions despite their innocence.

In the second study, students were given a set of assignments and told that in some assignments collaboration with classmates was acceptable, while in others it was prohibited. The researchers then accused innocent students of improperly collaborating on certain assignments, informed them that they had violated university rules prohibiting cheating, and, for some, minimized the extent of their wrongdoing and encouraged them to take responsibility for their actions. Half of the students were told that there was a hidden video camera in the room which would eventually reveal their guilt or innocence. Under this circumstance 93% of the guilty suspects confessed and 50% of the innocent suspects confessed. However, as it turned out, these innocent participants did not confess to helping the other person at all. Rather, they signed a prepared statement to that effect. Further, and most importantly, they were reassured that if the hidden camera exonerated them they would not get into any trouble by signing the statement. \*

In *U.S. v. Jacques*, when discussing these studies, the court stated that "Obviously, these "interrogations" were not conducted by law enforcement, were not part of a criminal investigation, did not involve actual suspects, and did not present the students with a serious penalty. As a result, Professor Hirsch [the false confession expert in this case] readily admitted that these studies have "limited value," which, in the context of this case, is an understatement."

\* (For additional details see "Research Review: The Lie, the Bluff and False Confessions" at [http://www.reid.com/educational\\_info/r\\_tips.html?serial=129407139948903](http://www.reid.com/educational_info/r_tips.html?serial=129407139948903))

Even one of the authors of these two studies, Saul Kassin, stated, "One needs to be cautious in generalizing from laboratory experiments." \*

*While investigators clearly can lie about evidence during an interrogation, should they?*

From our book, Criminal Interrogation and Confessions (5<sup>th</sup> ed, 2013) we state the following:

"Although it is generally acceptable to verbally lie about evidence connecting a suspect to a crime, it is a risky technique to employ. Before presenting such evidence, careful consideration should be given to the level of rapport established with the suspect, the probable existence of the evidence, and the investigator's ability to "sell" the existence of the evidence. A miscalculation of any of these principles may cause the technique to backfire and fortify a guilty suspect's resistance. Furthermore, fictitious evidence implicating the suspect in the crime should not be used when the suspect takes the position that he does not remember whether he committed the crime because of being intoxicated, for example. Under that unusual circumstance, it may be argued that the introduction of evidence was used to convince the suspect of his guilt. For these reasons, introducing false evidence during an interrogation should be considered only when other attempts to stop the suspect's persistent but weak denials have failed."

Later we state, "We offer these recommendations with respect to introducing fictitious evidence during an interrogation:

- Introducing fictitious evidence during an interrogation presents a risk that the guilty suspect may detect the investigator's bluff, resulting in a significant loss of credibility and sincerity. For this reason, we recommend that this tactic be used as a last resort effort.
- This tactic should not be used for the suspect who acknowledges that he may have

committed the crime even though he has no specific recollections of doing so. Under this circumstance, the introduction of such evidence may lead to claims that the investigator was attempting to convince the suspect that he, in fact, did commit the crime.

- This technique should be avoided when interrogating a youthful suspect with low social maturity or a suspect with diminished mental capacity. These suspects may not have the fortitude or confidence to challenge such evidence and, depending on the nature of the crime, may become confused as to their own possible involvement if the police tell them evidence clearly indicates they committed the crime.

\*(Saul Kassin, et al, “Police-Induced Confessions: Risk Factors and Recommendations” *Law Human Behavior* (2010) 34:3–38)

The above recommendations are consistent with the guidelines recommended by several false confession experts in their White Paper, “Police-Induced Confessions: Risk Factors and Recommendations.”\*

In view of the discussion and several court cases, most notably the United States Supreme Court decision, *Frazier v. Cupp*, John E. Reid and Associates opposes legislation (as presently proposed by the State of New York) that would prohibit investigators from lying to a suspect about evidence during interrogation. In every instance, however, investigators should follow the precautions and guidelines set forth by the courts and required by statutes of their specific jurisdictions.

\* Saul Kassin, Steven Drizin, Thomas Grisso, Gisli Gudjonsson, Richard Leo, and Allison Redlich, “Police-Induced Confessions: Risk Factors and Recommendations” *Law Human Behavior* (2010) 34:3–38 [a White Paper written for the American Psychology-Law Society of the American Psychological Association].

In this White Paper, the authors draw a distinction between misrepresenting evidence to a cognitively

normal individual with misrepresenting evidence to a socially immature juvenile or individuals with significant mental or psychological disabilities:

“...a confession produced by telling an adult suspect that his cousin had confessed, the ploy used in *Frazier v. Cupp* might well be admissible. Yet a confession produced by telling a traumatized 14-year-old boy that his hair was found in his murdered sister’s grasp, that her blood was found in his bedroom, and that he failed an infallible lie detector test.....would be excluded.”



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## IDENTIFYING LAW ENFORCEMENT STAR PERFORMERS USING A VALID AND RELIABLE ASSESSMENT MEASURE

by: *Richard Conroy, PhD, and Timothy W. Turner, EdD*

A White Paper Submitted to the International Association  
of Directors of Law Enforcement Standards and Training

**Background:** In part, the mission of any law enforcement academy is to provide information and proven best practices/standards for high quality training and education in law enforcement. A recently developed assessment tool, a Multifactor Measurement of Performance (MMP3™) has been identified, which, when combined alongside best practice leadership training, provides trainers, directors, and others with an officer performance metric. The MMP3 used empirical research to develop police benchmarks for performance accountability. In terms of performance assessment, law enforcement benefits from using practical, but sophisticated, predictive models such as the MMP3 at the employee and leadership levels to better identify, select, and develop *star performer* employees.

Past approaches to evaluating performance in law enforcement have primarily focused on organizational benchmarks rather than on performance assessment at the employee level. Agency metrics, including arrest rates, clearance rates, and response times, primarily describe organizational performance. Unfortunately, these metrics fall short in addressing significant personal and social factors including self-awareness, social-awareness, accountability, passion, and social responsibility as well as personal commitment to one's work, which are essential and fundamental elements of police officer engagement, community policing, and more. Here, too, the results are frequently unclear in that personal performance is often evaluated more by personality tests than by performance measures, and interpretation of the findings tend to be more subjective than objective.

**Introduction:** This paper details an innovative model of performance measurement (MMP3),

comprehensive in examining, understanding, and enhancing 23 critical contributors to performance that has been developed and deployed in law enforcement. The model is an operational framework designed (1) to understand why some people perform better than others and become *star performers*, (2) to determine which contributing factors need to be strengthened in order to enhance performance in those that are underperforming [1].

Law enforcement administration needs good assessment tools to measure police performance, not only to meet external accountability demands but to establish internal benchmarks for accountability [2]. Public service organizations, especially law enforcement need an analytical tool that is both reliable and valid that provides an objective analysis of employees and leadership performance so it can be used to identify, select and develop *star performers*.

The Pareto Principle [3], sometimes referred to as the 80/20 rule, states that roughly 80% of the effects come from 20% of the cause. Applied in a human resource perspective—this means 20% of employees perform 80% of the work. If this is even close to accurate, it becomes imperative to identify those 20% and determine what makes them *star performers*. How can we determine what makes a law enforcement officer/leader a *star performer*, and what are their key traits? This paper answers two questions: 1) what is the best way to identify key predictors of and contributors to star performance in any particular department or organization? 2) and what is the best way to train employees to become *star performers* as well as prevent career derailment in others?

**History & Significance:** It is believed the best way to identify key traits of star performance is *star performer* modeling as first described by the General Accountability Office in Washington, DC, when it was presented to the US Senate Committee on Armed Services over two decades ago [4]. *Star performer* modeling was specifically designed to determine the most important traits of high performers in a particular organization and was determined by having its employees complete a multi-factor measure of performance and then using statistics to establish

which traits are the greatest predictors of their current performance. The statistical model that emerges is then used to help select potential high (“star”) performers and help strengthen their ability to perform at an even higher level through training programs that focus on the specific factors that were identified [5].

The importance of *star performer* modeling is to augment an organization’s ability to hire, train, and promote high performers. The objective of this sophisticated and cost-effective method is to improve professional performance, teamwork, and leadership as well as overall organizational effectiveness. Characteristics such as common sense, honesty, responsibility, and overall maturity have been identified as contributing to performance among officers [6]. In other law enforcement studies, characteristics including emotional control, stability, maturity, and stress tolerance were identified as desirable traits [7]. Here, too, it is important to recognize the significance of employment liability issues and how these are influenced more by an individual’s competencies vis-à-vis the existence of an organizational policy.

**Law Enforcement Application:** A *star performer* modeling approach is needed now more than ever. Public safety personnel face challenges and stressors unique to the profession. They must possess more than tactical skills, expertise, or strategic vision. They require those competencies that will make them *star performers* in their particular agency and community. The authors posit that the most effective tool for public safety organizations, when it comes to reducing employee liability, improving community relations, and developing the highest standards of behavior is *Star*

**Performance Modeling.** More precisely, this means innovative, sophisticated, and cost-effective methods like this approach is needed to 1) determine the key predictors of performance and then (2) strengthen these factors using the most effective personal and leadership development programs. This is achieved by combining a multi-factor assessment tool (MMP3) with a comprehensive development program focused precisely on strengthening key contributors to star performance in a particular

organization or field. Both of these important elements are briefly described in the following two sections.

Training and coaching can also be more effective when combined with star performance models, in that the development component of the more sophisticated programs can target specific competencies that are scientifically linked with high performance. We refer to this as “assessment-guided” training and coaching. Star performers, who are thought to be the 20% that accomplish 80% of an agency’s work, can be quickly identified through *star performer* modeling as described here.

**A Multi-Factor Performance Assessment Tool: MMP3:** The Bar-On Multifactor Measure of Performance™/ver. 3.0 [8] is an innovative method to comprehensively and effectively evaluate an individual’s current performance level. This questionnaire was created, developed, and validated over the past six years at Bar-On Test Developers [8, 9]. Those who complete the MMP3™ respond to 142 brief online questions, taking less than 30 minutes. The responses are scored and a numeric, graphic, and textual summary of the results is created. The summary contains a detailed analysis based on a wide variety of factors that contribute to performance.

The 23 factors assessed are grouped in the following five areas: 1) Physical Fitness and Stamina, 2) Cognitive Functioning 3) Intra-Personal Strength, 4) Inter-Personal Compatibility, and 5) Motivational Drive. The value of the MMP3 is that it assesses the main contributors to human behavior and performance. Additionally, those areas that need to be strengthened are flagged and the individual report contains personalized suggestions for enhancing an individual’s level of performance. After receiving these individual summaries and suggestions for self-improvement, effective training and coaching programs are made available to develop and strengthen those flagged areas in order to enhance overall performance. These best practice leadership and performance programs have been designed by the National Command & Staff College (NCSC) in collaborative partnership with the National Sheriffs’ Association (NSA) and the National Tactical Officers’ Association (NTOA).

### **Contemporary Findings Related to Law**

**Enforcement Star Performance:** It stands to reason that any serious study of key contributors to law enforcement performance should recognize that human behavior and performance are complex and cannot simply be explained by two or three factors. This is why a multi-factor evaluation tool like the MMP3 paired alongside best practice leadership training programs is critical. A recent examination of findings generated by eight different analyses conducted on four studies (n=1,166) carried out individually by the co-authors and others, helped determine the most robust characteristics of high performers in law enforcement [7, 10, 11]. Two of these studies were conducted by individuals who have collectively served in law enforcement at the local, state and federal levels for more than three decades. Based on findings from examining over 1,700 law enforcement officers who completed the MMP3, the following characteristics best distinguish police officers from others in the North American population. These characteristics offer statistical best predictions expected to be found in a law enforcement *star performers* adept at the following:

1. **General Cognitive Competence** [they are better at learning new information and applying it together with logic and reasoning in order to understand and solve problems]
2. **Preparedness & Readiness** [they are better at immediately sizing up what is happening as well as deciding on the best course of action and rapidly implementing it]
3. **Situational Awareness** [they are better in quickly evaluating the immediate situation, paying attention to detail and updating their assessment in response to changes in the immediate environment as well as filtering out irrelevant information]
4. **Decision-Making** [they are better at generating potentially effective solutions to problems, weighing the pros and cons of each possibility and deciding on the best solution]
5. **Courage** [they are better at overcoming their

fears in order to protect others and even to risk their life to save another person's life]

6. **Self-Motivation** [they are more motivated and energized in doing what they do]

**Real World Relevance:** Law enforcement officers plays a critical role in protecting and serving communities in the implementation of justice and security. As such, they must be trustworthy in order to be embraced and accepted. In order to establish and maintain a trustworthy officer corps, an organization requires a commitment to developing principled and honorable leadership. To accomplish, this an organization must establish and uphold the highest of ethical standards and dedication to developing personnel with a superlative level of service capability and orientation concerning the community [12]. This visionary agency will be reform-minded, future-focused, seeking to constantly improve the organization by developing its people as leaders and providing a problem-solving leadership role within the community. *Star Performance* modeling supports this objective because it uses an empirical based MMP3 assessment to evaluate officer performance in order to develop law enforcement benchmarks for performance. Paired alongside best practice leadership training, this becomes a theoretical, scientific, and practical approach to enhancing officer competence. Enhancement is achieved by focusing on coaching an officer's tactical intelligence, cultivating emotional intelligence and using psychological triggers to initiate deeper self-awareness, self-control, and resilience techniques for improved performance, effectiveness, and well-being.

**Law Enforcement Next Steps:** Norming the MMP3™ nationwide on a larger and more diverse population of individuals working in a variety of different areas within law enforcement is the necessary next step. Norming ensures a more precise interpretation of results obtained from individuals working in these various areas. Norming also helps facilitate *star performer* modeling for inter and intra agency public safety. This endeavor can be combined with and compliment the MAGNUS™ educational and leadership development programs, designed to strengthen the factors targeted by the MMP3 that

need to be enhanced in order for individual officers to function at an even higher level [11].

One goal of this white paper is to encourage utilization of **Star Performance Modeling**, as a routine practice extensively throughout law enforcement nationwide. By operationalizing a valid and robust multi-factor measure of performance (MMP3) along with a comprehensive and powerful training program (MAGNUS™ Leadership Development), communities will benefit. This process will effectively turbocharge and create a new, next-generation of **star performer** officers for law enforcement. These officers will be able to deliver results with confidence for themselves, their agencies and the communities they serve.

**About the Authors: Richard Conroy, PhD**, has served as a Director of Police at the university level, an Assistant Chief of Police at the municipal level, and a Special Agent in Charge at the state level. He is a graduate of the FBI National Academy, and a life-member of the International Association of Chiefs of Police (IACP). Dr. Conroy holds a Ph.D. in Leadership Studies from Dallas Baptist University where he also serves as an assistant professor of criminal justice and is on the graduate faculty of the school of leadership.

**Timothy W. Turner, EdD**, retired as a Supervisory Special Agent after serving 22 years with the Federal Bureau of Investigation. His last assignment was as a Program Manager for the Leadership Development Institute of the FBI Academy, at Quantico, Virginia., Dr. Turner's most recently served as Dean of the School of Public Service and Administration at Anderson University (South Carolina). Dr. Turner is the CEO for Inspirational Leadership, a leadership and personal development company working with public sector agencies and private enterprises developing multidisciplinary projects, and training. This work includes the U.S. State Department's Anti-Terrorism Training Programs conducting criminal justice training programs throughout the world.

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## **FEELING THE STRESS: TRAINING WITH CONSEQUENCES**

*by: Mike Clark, VirTra, Inc.*

It is no surprise: critical decision-making and problem solving become increasingly difficult in stress-filled atmospheres. The weight of the situation, the struggle to remember proper tactics, and the knowledge that each action carries significant consequences combine to create a tense environment.

Trainees are best prepared for these situations after extensive practice in psychologically-similar situations. Through stress inoculation, not only are law enforcement able to train to think better in difficult circumstances, they can also gain control over advantages such as focused senses, faster decision-making, improved mental function and increased strength (Kliem).

But these benefits only manifest themselves after plenty of practice and personal emotional mastery. Instructors can easily start this process by incorporating stress inoculation into training, beginning with the physiological stress. One way is through loud noises, complicated instructions, and other forms of distraction.

Another method of adding stress includes competitions. Competitions introduce stress for everyone involved: those more skilled find stress in the thought of losing to someone less skilled. Trainees who are equally skilled become stressed in the race to win. And those who are less skilled experience stress in wanting to beat a more skilled opponent.

Besides noise, complicated instructions (complex goals) and competitions, instructors can add stress physiologically through force-on-force, Simunitions™ and peer grading. While the physiological is a great start, stress is best recreated with the thought of a physical consequence. Training without fear of a physical consequence causes trainees to ignore potential threats, thus adopting dangerous training habits. But when there is a perceived threat and potential harm, a trainee's behavior changes significantly.

It is the perception of personal risk that creates the proper stress response required for stress inoculation training. This perception can come from multiple areas: being struck while wearing impact reduction suits in arrest and control training or even use of force on force training methods.

This psychological effect inspired VirTra to create the Threat-Fire®, a small electric impulse device that provides immediate consequences during training. Upon clipping the device onto their clothing, trainees understand the potential of personal harm and are thus immersed in a stress-induced environment.

Instructors can use this device to supply negative consequences representing threats to the officer's safety, such as gunfire, explosions, or dog attacks. Not only does this allow for stress inoculation, it supplies realistic, scenario-applicable consequences to trainees.



Beyond adding psychological stress, the Threat-Fire increases simulation training realism by completing the interaction loop. Trainees can engage with simulated suspects who are able to physically engage back, changing one-sided interaction to a full circle.

This ties back to the idea of perceived threat. When interacting with an on-screen character, it becomes easy to disregard the dangerous situation shown on screen. But with the addition of a consequence device, the suspect can “shoot back,” closing the interaction loop and increasing the notion of a threat.

Stress is a powerful psychological tool that, when used correctly, will prepare trainees to perform effectively in tense situations in the field. Proper implementation helps teach stress inoculation, allowing trainees to learn critical skills that transfer to the field.

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*About the Author: Mike Clark is a Law Enforcement Subject Matter Expert in VirTra’s training and curriculum development unit. Mike manages the high demand for custom, scenario-specific content while sharing innovative ideas with trainers worldwide. He had a 20y-year career in Federal Law Enforcement where he was an instructor in several law enforcement disciplines, and is an active competitive shooter, and NRA certified instructor.*

## **OREGON POST UPDATE**

*by Eriks Gabliks, Director, Oregon POST*

Enrollment at the Oregon Public Safety Academy remains steady for Basic Police and Basic Telecommunications classes. Basic Corrections remains manageable but Basic Parole and Probation has slowed. Feedback indicates the slowdown in Parole and Probation is tied to state funding reductions which will be discussed during the 2020 Oregon legislative session. To see updated enrollment information:

<https://www.oregon.gov/dpsst/cj/Documents/AcademyEnrollments.pdf>

A complete review and update of the two-week Supervision and Middle-Management courses

continues with the assistance of a diverse work group that includes police, corrections, 9-1-1, and parole and probation stakeholders. Dr. Steven James from Washington State University is assisting DPSST staff and the work group.

Phase 2 revisions to the 16-week Basic Police Course have been well received by students at the Academy. Basic Police Class 392, which began in July and recently graduated, was the first to see the changes. The elimination of the final calls for service week, with that time re-allocated to scenario-based training for four hours each week, paid dividends that were recognized by Academy staff and experienced by students. The final 4-weeks of the Basic Police Course are being addressed by the Phase 3 Work Group. This group is primarily looking at vehicle stops, investigations, and scenario-based training activities. DPSST staff anticipates completion of Phase 3 after the first of the year with presentations to the Police Policy Committee and Board to follow with implementation slated for July 1, 2020.

Staci Heintzman-Yutzie shared the work Oregon was doing in revising and updating the State’s Basic Police Course as a participant in a panel presentation and discussion during the recent conference of the International Association of Chiefs of Police (IACP) in Chicago. Staci was joined by Dr. Bill Lewinski of the Force Science Institute and John Bostain of Command Presence (retired Federal Law Enforcement Training Center (FLETC) Section Chief). Oregon’s new model was used as an example of a research and evidence-based curriculum with revised training schedules that maximize learning and mitigate injuries.

On the legislative front, DPSST is working on a number of projects for both the 2020 and 2021 sessions. BPSST’s Private Security Committee unanimously supported the introduction of legislation during the 2021 session that will address how private security company officers look and how their vehicles are marked. An additional legislative concept will require private security companies to have written use of force policies and other management tools for day-to-day operations. The Board unanimously approved these proposed legislative concepts at its October meeting.

During the 2020 session, the Board on Public Safety Standards and Training (BPSST) approved at its recent meeting a request from DPSST staff to request four additional 16-week Basic Police classes, plus related staffing, to address the continued wave of retirements.

DPSST is working with public safety partners to support the first-ever Public Safety Peer Support conference. This event is being held at the Salem Convention Center and will be open to all public safety peer support members and clinicians. The pre-conference with various training classes will be on Tuesday, February 4, 2020, and the conference will be held on February 5-7, 2020. For more information, please go to <https://responderlife.org/northwest-peer-support-conference/>

DPSST is offering a new opportunity in 2020 called the Elected Officials and Community Partners Academy. This five-hour session will give attendees insight into the work of the Board, Policy Committees, DPSST, and the responsibilities of employers. A tour of the Academy will also be offered. DPSST has hosted similar opportunities for the Association of Oregon Counties, Oregon Mayors' Association, League of Oregon Cities, and many Citizen Police Academies with much success. This project will be very similar but offered on a quarterly basis for elected officials and community partners from around the state, not a single organization or community. For more information, please go to: <https://drive.google.com/file/d/1h4gRtWGW9rS0y23lJGmMfgEQUU2TZcab/view>

Mike Leloff, DPSST's Training Division Director recently resigned. Mike retired from the Portland Police Bureau as Assistant Chief and joined DPSST over two years ago. During a recent performance appraisal session, Linsay Hale, DPSST's Professional Standards Division Director, asked to oversee the Training Division on an interim basis to learn more about the organization and to broaden her leadership capabilities. Linsay has been doing a very good job working with the solid management team in the Training Division.

## **IADLEST-COPS OFFICE EVERY OFFICER IS A LEADER GRANT PROGRAM UPDATE**

*by: Mark Damitio, Accreditation and Grants Manager*

### **- FREE TRAINING AVAILABLE -**

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. The partners on this project are the International Academy of Public Safety (IAPS).

The project team completed the vetting of the student materials for the COPS Office Review in September 2019. The entire packet of course materials is now being prepared for an early January 2020 submission for IADLEST National Certification Program (NCP) approval.

The project anticipates presenting the classes at:

- Nevada POST Academy, Carson City, NV, January 26-31, 2020
- Mineral Area College Police Academy, Park Hills, MO, March 22-27, 2020
- Jefferson County Sheriff's Training Center, Fultondale, AL, June 20 – 25, 2020
- Maryland Police and Correctional Training Commissions, Sykesville, MD, July 12-17,
- Oregon Department of Public Safety Standards and Training, Salem, OR, September 20-25, 2020

There will be a project update and an overview of the training presented at the 2020 IADLEST Annual Conference in Fort Worth, TX on June 9, 2020.

We have a waiting list of seven other agencies that are willing to host the training if one of the facilities above does not meet enrollment requirements. If your agency is interested in hosting the classes, please contact me at [markdamitio@iadlest.org](mailto:markdamitio@iadlest.org).



# IADLEST

## Academy Directors' Course

*The purpose of the IADLEST Academy Directors' Course is to develop and enhance the knowledge, skills, and abilities of law enforcement academy directors to effectively lead personnel, manage facilities, and prepare the next generation of law enforcement personnel for their assignments.*

**Do you want to improve your colleagues,  
the profession, and the Association?**

**Join the teaching cadre**

### **IADLEST Academy Directors' Course Topic Areas:**

#### **Budgeting/Funding:**

- Overall General Information on Budgeting
- How to Fight for Funds Within the Budgeting Procedure
- Funding: How to Obtain Funds: Grants, Donations, etc.
- Creative Ways to Reduce Costs

#### **Curriculum Development**

- Developing Training Objectives and Outcomes
- Developing Assessment Methods
- Developing Testing Methods
- Determining Time Allocations
- Developing Training Aids
- Lesson Plans

#### **Policies/Rules/Regulations:**

- State-specific
- Admission
- Attendance
- Evaluations: Type and Standards
- Fitness Standards, Instructor Certification
- Development of Policies

#### **Logistics**

- Resident v. Commuter Issues
- How to Deal with Students Who Are Not Your Employees
- Development of Rules of Conduct-During and After Hours
- Basic Students v. In-service
- Disciplinary issues

#### **Learning Styles/Delivery of Training Methodology**

- 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](mailto:markdamitio@iadlest.org) for more details.*

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## **NEW INSTRUCTOR CERTIFICATION FOR INTERNATIONAL TRAINERS**

*by: William Flink, IADLEST Program Manager*

As previewed in the October Newsletter, the IADLEST has released its International Instructor Certification Program (IICI). The IICI Program is based upon the Nationally Certified Instructor Program, but is focused upon those instructors from our international members or partners in foreign countries, and those U.S. instructors who instruct criminal justice topics directed towards international venues.

The qualifications for the International Certified Instructor Program (IICI) are similar to the national INCI program; however, IADLEST has undertaken additional special conditions ensuring the qualifications for this certification. The IICI Program began in a swift manner, and IADLEST recognition to instructors has already shown to be useful to the international law enforcement training field. IICI Program certification was considered in the contracting world as being a law enforcement instructor “desired” qualification in at least one position announcement.

IADLEST encourages contracting companies to consider the advantage of IADLEST International Instructor Certification as an instructor qualification. We do so for two reasons. One, because IADLEST has a reputation for providing quality services; and because IADLEST instructor certification provides employers with a second review of an instructor’s reputation and character for excellence in providing training.

All of the IADLEST certified instructors are highly recommended from their peers and IADLEST members. They all have significant training and development experience and are spending much of their careers improving the criminal justice training system. In upcoming editions of the IADLEST Newsletter we will highlight some of our international certified instructors. In this edition, IADLEST recognizes the following IADLEST International Certified Instructors:



Michael Parker is an independent consultant. He served for 32 years with the Los Angeles County Sheriff’s Department (LASD), California, which is the second largest policing agency in the U.S.

During his career, he led the International Liaison Unit and created and presented training to thousands of police officers, including from: Argentina, Australia, Austria, Bahamas, Bahrain, Bangladesh, Belgium, Belize, Bolivia, Brazil, Cambodia, Canada, Chile, China (and Hong Kong), Colombia, Costa Rica, Czech Republic, Dominican Republic, East Timor, Ecuador, El Salvador, Ethiopia, France, Germany, Greece, Guatemala, Guinea, Guyana, Honduras, Ireland, Israel, Italy, Jamaica, Japan, Korea, Malaysia, Mexico, Netherlands, New Zealand, Pakistan, Panama, Peru, Philippines, Poland, Romania, Russia, Singapore, Spain, Sweden, Switzerland, Taiwan, Thailand, Tonga, Trinidad and Tobago, Ukraine, United Kingdom and Uruguay.

He presented at over 50 major conferences, including IACP, COPS, National Sheriffs’ Association (NSA), and Harvard Law School Labor and Worklife Program, and published over 100 policing articles. Mr. Parker earned the 2012 Federal Emergency Management Agency (FEMA) “Community Preparedness Heroes Award” and Honorable Mention for “Innovative Use of Technology.”

In 2013, he received the White House Community Preparedness and Resilience “Champion of Change” award. In 2016, he received a U.S. Attorney’s Office Award for a multi-jurisdictional social media criminal investigation.

Since 2017, he has consulted with the USDOJ International Criminal Investigative Training Assistance Program (ICITAP) via SAIC on U.S. Dept. of State (USDOS) initiatives, for police assessments in Saudi Arabia and Bangladesh. He made presentations for ICITAP on Strategic Communications, including for

Counterterrorism, in Thailand, Mexico, and Washington, D.C., to police officials from dozens of countries. In 2019, he presented training in Brazil, at Harvard, NSA and IACP Conferences, and in 12 U.S. states.

Mr. Parker is an Executive Board member of the IACP International Managers of Police Academy and College Training (IMPACT) Section. He speaks Spanish and has traveled in 40 countries.



Joseph Robinson is an experienced International Security Consultant, Public Safety and Homeland Security Professional who has been sharing best practices and critical lessons learned with clients and audiences for

more than three decades.

Mr. Robinson served more than twenty-six years with a major metropolitan police department rising to the civil service rank of Captain. His service included supervisory and command assignments at multiple levels: Chief of Staff to the Mayor, Public Information Officer, Special Operations, SWAT, Gang Unit, Regional Criminal Justice Training Academy and Recruiting and Training. Mr. Robinson is a former presenter for the highly acclaimed Calibre Press “Street Survival Seminar” and was a featured talent for many years on LETN, the Law Enforcement Television Network. As co-host of “Inside Orlando,” two of his episodes won Telly Awards for excellence in public programming. He is published in multiple publications including, “The Tactical Edge,” “Florida Police Chiefs” magazine and “The Firearms Instructor,” official publication of the International Association of Law Enforcement Firearms Instructors (IALEFI).

Mr. Robinson has an extensive background in organizing; planning and leading highly sensitive projects; complex investigations; and providing leadership, training, consulting, and advisory services to private, government, and non-government organizations worldwide. His

active experience includes specialized training services, complex investigations, threat analysis, executive protection, and performance coaching with an emphasis in austere environments and conflict zones. He draws from his high-risk background to impart real-world lessons that have a positive impact on performance excellence, operational discipline, and goal achievement. His corporate investigative and consulting engagements include: Bloomberg L.P., Chevron, Exxon, NASCAR, Blue Cross/BlueShield, Young Presidents Association, Rand Corporation, MCI/WorldCom, Loews Hotels, and Hilton Hotels.

Mr. Robinson’s global operational and training experience includes assignments throughout the Americas, the Caribbean, Eastern and Western Europe, Central Asia, the Middle East, Sub-Saharan and Northern Africa. He has been recruited as a safety and security subject matter expert for multiple major events including; World Cup Soccer, 1994; Pre-Olympic training in Athens, Greece, 2004; public safety training for the Pan American Games in Rio de Janeiro Brazil, 2007; City Security Manager for a major sponsor of the FIFA World Cup in Brazil, 2014; Regional Security Manager for Republican National Conference Committee on Arrangements, 2016, and Security Operations Team Leader for a Global Sponsor of the Rio 2016 Olympic Games.

Mr. Robinson is a Board-Certified Protection Professional (CPP) in Security Management by ASIS International and is an ALICE Certified Professional.



**WHEN THE EAGLES ARE SILENT,  
THE PARROTS BEGIN TO JABBER**

*by: Don McCrea, Founder and  
President of Premier Police Training, LLC.*

The title of this article is only one of many quotes spoken by the late British Prime Minister Winston Churchill. His words of encouragement and strength came at a time when his fellow Englishmen were facing some of the darkest days in the history of the Empire.

The German war machine proved difficult for the British, as evidenced by major battles waged and lost in the first years of World War II. The Norwegian Campaign launched by the British in April 1940 led to their eventual forced evacuation on May 4 after facing fierce attacks from the German Luftwaffe.

Other lost engagements with the Germans occurred in 1940 during the Battle of Boulogne and the Siege of Calais. These losses eventually led to the British withdrawal to Dunkirk, where 230,000 British soldiers were rescued off the beaches by Allied forces.

The undaunted Churchill responded with one of his greatest quotes: “We shall not fail or falter; we shall not weaken or tire...Give us the tools and we shall finish the job.”

Any law enforcement executive would be wise to heed Churchill’s words by providing officers with the tools they need in the form of proper training so they don’t fail or falter and can get the job done.

Recently, Premier Police Training ran an ad (which has now been removed) on social media regarding its newest non-escalation training program which is, in a nutshell, intended to prevent officers and agencies from being sued, improve community-police relationships, and save the careers of officers.

Some readers responded to the ad in ways I anticipated. Decades of law enforcement experience has given me an ability to predict the kinds of things people will say in response to anything law-enforcement related.

Unfortunately, there were some responses from current and former officers that were embarrassing displays of the very problem the non-escalation course intended to fix. One officer flippantly announced that the answer to non-escalation is “called Taser,” while another was quick to imply that the Constitutional rights of citizens could be violated if citizens didn’t show officers enough respect. Others simply doubted that officers escalate police-citizen contacts at all.

All one has to do is watch recent videos involving officers from Glendale, AZ, or Boulder, CO, to painfully observe the consequences of officer-induced escalation.

I believe that our profession is often our own worst enemy. As IADLEST strives every day to improve the status of law enforcement and law enforcement training on both the national and international scene, there are members of our own profession who just don’t “get it.” Regardless of what the deniers might say, officer-induced escalation is real and it’s seriously crippling the image of our profession. Those current or former officers who responded as they did to our announcement demonstrate a clear case of “anti-intellectualism.”

Former Madison, Wisconsin, police Chief David Couper, in his book *Arrested Development*, identified anti-intellectualism as one of the most menacing threats facing our profession. The current state of policing in the United States led Couper to write: “Quite frankly, if these obstacles aren’t overcome, we are going to experience serious trouble controlling our police.”

Couper also penned these words: “The goal of teaching cops, or those who want to be cops, must always be to identify effective ways for police to be more trusted, respected, safe, effective, and community-focused.” Couper went on to write “That’s why, in the coming years, police must become experts in asking, listening, and responding to citizen-identified problems...”

Unfortunately, the teaching Couper supports in the previous paragraph is viewed by many in our

profession as weak and emasculating. It subverts an underlying police culture of “us” versus “them.”

Officers can only become “experts” if they receive the right type of training. But what constitutes the “right” kind of training? The answer to this question lies with the 4<sup>th</sup> Amendment. Is it too much to expect a law enforcement officer to become an “expert” in performing only lawful stops, detentions, frisks, arrests, and applications of force? After all, it’s these high frequency duties where officers make the majority of mistakes leading to lawsuits, lost careers, and diminished community trust.

An interesting online article from 2017 authored by German Lopez of vox.com titled *American Policing is Broken. Here’s How to Fix It* began with this:

**Step One: Police must admit there’s a problem:** You can’t fix something if you don’t know it’s broken. I’ve read numerous surveys of law enforcement executives who were asked to identify the top ten most important issues needing to be addressed by our profession. Included in their answers are officer-involved shootings, active killer training, de-escalation, opioids, vehicle pursuits, immigration, police transparency, officer recruitment, crisis intervention, and mental illness.

After careful examination of these commonly identified issues, I came to two conclusions. First, every one of these topics is important and should be addressed through training. Secondly, none of these issues really addresses the core causes of officer-induced escalation which results primarily from officers who knowingly or unknowingly abuse their authority during police-citizen contacts.

An officer who performs an unlawful stop and detention at the beginning of a contact is already behind the 8-ball, and positions himself or herself to escalate the contact into an unlawful arrest, perhaps applying unreasonable force as its unfortunate and unlawful conclusion. This scenario occurs far more often than many in our profession realize.

Research demonstrates that officer-induced escalation is the real culprit behind the majority of lawsuits, the untimely end to an officer’s career, and diminishing police-community relations.

As Gordon Graham is famous for saying, “predictable is preventable.” Since we can predict the real causes of officer-induced escalation, we have the ability to prevent them by overcoming anti-intellectualism and delivering proper 4<sup>th</sup> Amendment training.

Never forget Churchill’s words: “...give us the tools, and we shall finish the job.”



*Don McCrea is founder and President of Premier Police Training, LLC. He has over 35 years of law enforcement experience, is a subject matter*

*expert, author, and an IADLEST nationally and internationally certified instructor.*

- IN MY VIEW -

## **DISCIPLINE TRAINING VS EDUCATION**

*by: Michael D. Sherlock, Nevada POST Director*

*Op-Ed*

Well, it seems like every year for the last five years or more, each meeting I attend with multiple states or training providers, there is one state or training provider who will proudly announce that they no longer do “stress” or “paramilitary” type academy training. They say they are now embracing adult based learning theories. I am always perplexed as the two concepts are unrelated. I usually hear there is no study that shows disciplined training results in a better product. This is false. The truth is there is no study that shows a relaxed, college atmosphere is better training. So why do some push to reduce discipline at police academies and why do academy policy makers succumb to the pressure?

I recently had some politicians and academics admit that the goal is not to change training, but rather to “fundamentally” change the definition of what a police officer is. They do not believe



in the Constitution as the rule of law, they would rather see few arrests, no use of force, retreat in the face of potential violence, and an emotional based or “feeling” based policing geared toward protecting the law violator, not the victim or community rather than what our Constitution demands, a rule-based profession. Our Constitution and rule-based mandate is what makes us different and better than the rest of the world in terms of policing, we in policing must not forget that our place in the U.S. criminal justice system is enforcement - law enforcement.

So how do we enforce the laws? Through prevention, deterrence, arrest of criminals, and by ensuring public safety from criminal violence.

Those who have no experience in the practical application of policing have no business creating policy for peace officer basic training. As experts in policing and training, I hope, most understand from a community member standpoint, I want, in my neighborhood, officers who understand the rule of law and aggressively strive to prevent, deter, and arrest criminals, and to not retreat from danger in my neighborhood for fear of use of force. Why? Because my family is safer with such policing.

So why do some fall into the academic and political pressure to change the training model? First, I find that most people do not understand what a “stress” or disciplined and structured academy is today and, as such, are afraid of it. Also, operating a disciplined academy is much harder work and requires very specific traits in your main training staff (TAC officers). Secondly, when I hear these proclamations, there always seems to be some underlying negative connotation of the military, and they are trying to disassociate with military structure. And then there is always the “today’s learner” does not do well in a “stress” academy. This is generally false and appears to be an attempt to have the narrative fit the decision and certainly does not justify a college atmosphere for law enforcement training. Finally, there is a misconception out there that more recruits are removed from “stress” academies; and with the difficulty of recruiting, this type of academy is not in the best interest.

As someone who has studied, attended, operated, and seen the results of both a stress “military” type environment and a non-stress academic type environment, this is not the case. Graduation numbers generally remain about the same, and some anecdotal evidence shows they are higher in so-called stress academies. Let me try to address the issues from my perspective.

First, what is a stress or structured “disciplined” academy today? It is a balanced approach that teaches stress coping mechanisms, better self-control and anger management as well as methods for dealing with stress (which have been shown to reduce the chances or effects of PTSD). Stress inoculation is a proven methodology; and all performance experts in the world will agree that in order to perform at a higher level under stress, the act(s) to be performed must be practiced under that same (or near same) level of stress. A structured, discipline academy occurs where the TAC officers, who have the majority of interaction with the students, have a narrow mission. Their mission is to instill and build leadership, command presence, physical fitness, ethical and moral behavior under all conditions and officer safety.

Everything is done with a purpose. The demand of the academy should be to a level where there is testing of the recruit’s ability to not just handle short-term and long-term stress, but have the ability to make moral, ethical and legal decisions while under that stress. It should also emphasize that policing is a rule-based profession, more so than most other professions. Staff should measure that recruit’s ability to not only follow every rule, regardless of personal biases, but also anticipate what the rule most likely is in any given situation. That recruit should adjust to rules they may disagree with or not understand. On the street, they will interact with many different groups who have different cultural rules. The officer must understand this if they are to be effective. In a “stress” academy, the TAC staff does not teach academic subjects, ever.

The classroom is where adult-based or problem-oriented learning occurs and without stress. The presence of a TAC officer should be stressful.

The academic classroom should not. This is where trainers should recognize that having a non-stress academic environment does not require a non-stress academy.

Admittedly, older stress training models, in measuring the effectiveness of the stress academy, did so by attempting to get a specific number of recruits to voluntarily resign from the academy due to the stress. The old days of stress for the sake of stress, hazing, ritual and constant personal degradation is not what we're talking about. Today we look at whether we have instilled those core competencies in leadership, command presence, officer safety, physical fitness, and good decision making - not how many quit. Frankly, we try to trust the recruitment process to identify and place in the academy those who should be successful, recognizing that not everyone should be in policing.

Anecdotal evidence shows that with a structured, disciplined academy, there are fewer academic failures (which make sense: if you do not want to be the weak link you study harder). But we do have more who decide policing is not for them and voluntarily resign. But the goal is not resignation, it is training. Clearly, if someone cannot handle the stress associated with policing, it is far better to discover that during basic training than five years later when they do something unethical or illegal as a result.

With a discipline academy, there is a purpose for everything we do. It is not about yelling at recruits, though there is a place for that. I do not want to insult anyone, but you should understand those formations, inspections, specific greetings and movements, and the "military" type exercises and formality most definitely has its purpose in policing. Physical fitness, command presence, uniform condition, leadership are all indicators of whether an individual will be an effective peace officer. We recognize in our "stress" program that basic law enforcement academies are not "education" they are training. So if you have a PhD in education, but fail to recognize the dynamics and minutia and practical application of policing and the training aspect of law enforcement training, you are no help. Training someone to address

superiors as sir, or ma'am, or speaking to everyone with respect is a lesson that will help them in the field.

Most importantly we know that a physically fit officer, with a professional appearance, command presence and who exudes leadership has far fewer deadly encounters and use of force incidents. The development of leadership and command presence, and frankly physical fitness requires that recruit be trained and tested. And is most effectively instilled and tested in a stressful environment. I recently had a chief of police argue that there is no need for command presence, as his officers are trained to "retreat" should it become violent. Pretty sure I would not be happy with my family living in that community. But it also misses the point. Command presence is an attribute that often prevents the encounter from becoming violent. The fact that you train your officers to retreat comes after command presence (or the lack of it) has not been effective. And by the way, I recognize another way of reducing use of force incidents is to turn and walk away or not respond to potentially violent calls for service. But how is that fulfilling our duty as law enforcement officers - the public's safety?

Which brings me to what I perceive is often an anti-military underlying sentiment for some, and I am not sure why. First, we need to recognize that the military has been engaged in formal training for much longer than us in policing. And if you do not understand the similarities between military and policing, I just don't know what to say. In terms of today's learner, the Army did a lengthy study on their basic training (which had "progressed" to much less stress or discipline). They found that recruits were coming out questioning authority, bending rules, and overall not performing. The Army has decided to go back to a more disciplined basic training program, mostly because of today's learner. In our world, today's law enforcement basic academy recruit is often someone who has grown up in a world where there is very little decision making of consequence and rarely if ever have they made any decisions under stress. Many still live at home and have far fewer physical interactions with other human beings compared to recruits of the past. Most have

never been in a physical altercation, and their ability to handle stress has never been tested. Allowing someone like that onto the street with the tools and authority to use force, without extensive measuring of their ability to handle stress, is morally and ethically wrong.

As most of you who are involved in basic training know, a common obstacle we try to overcome is the FTO telling the recruit to forget everything they learned in the academy. Where you run a basic training academy that is stressful and highly disciplined, we reduce this. Where your TAC staff understand their job is to instill leadership, command presence, officer safety, physical fitness, and good decision making, FTO's respect this. Our own experience of moving from an education-themed academy to a disciplined training academy has resulted in big changes in how the FTO's and agencies perceive the academy. FTO's have stated that recruits coming out now are more ready to continue learning, less likely to question direction from the FTO's, and present a better image to the public.

For those who believe they operate a "stress" academy because staff occasionally "yells" at the recruit and at other times jokes or laughs with or in front of the recruit class, understand you are doing more damage than good. A structured academy begins at orientation and does not end until that final inspection. It is a philosophy and a sustained environment. If a recruit understands it is a one time or occasional dress down, there is no stress or discipline. You are not measuring anything, and you are instilling bad or even unethical habits. Structure is developed through strict and extensive rules where the most minor violation results in discipline. TAC officers are not mentors or sounding boards (mentors are for promotions and leadership issues later in the career, not at the time of hire and training). Yes, you can have a relief valve by having a staff member available who can talk to recruits who may need counseling or encouragement, but that cannot be the TAC officers assigned to the class. TAC officers must be stoic, serious, extremely fit, manage the class with an urgency and apparent goal, with exemplary command presence at every single interaction with the class or in view of the recruit class. The class should never see the TAC officers

smile or joke or not have a training purpose, period. Other staff must understand every rule and respect that rule. Policing is serious business and the training should reflect that. Policing is often time sensitive and urgent. Training should prepare the recruit for such an environment.

So our recruits will continue to write disciplinary memos until their fingers hurt, to come to attention when encountering superior officers, will knock three times and state their purpose when going to the TAC office, will double time during any movement around the campus when out of formation, they will form up at every break, will never carry anything in their gun hand, remove their covers in doors and have them on outdoors, will have their uniforms without flaws, their shoes shined and their guns clean, they will address people by sir or mam. They will give 100% at PT, and will be disciplined for even the smallest infraction. They will be yelled at, publicly humiliated, and tested at every opportunity where there is a direct correlation to a training goal. Why? Because they are entering a rule-based profession that is stressful and under a microscope, not to mention have the authority and tools necessary to take away an individual's freedom or even life.

Basic training is not the place for political correctness. Studies and anecdotal evidence all show that highly disciplined academies produce better officers in terms of the long run when compared to college campus, academic type academies. And when I say better officer, I am using the Constitutional definition of law enforcement officer, not the emotional and desired definition of an officer on the political/academic side. Our goal should be to produce officers who continue to operate professionally with the Constitution as a guide, not politicians or academics. Why? Because the public gets a better bang for their investment in terms of law enforcement, our role. The desire to "fundamentally" change policing should be cut off at every opportunity. We should be proud of policing in this country, despite the past mistakes, because we are very good at what we do. We may not be perfect; but in the big picture there is nothing to "fix."

**EXECUTIVE COMMITTEE  
MEETING MINUTES  
Sunday, June 9, 2019  
Milwaukee, Wisconsin**

**CALL TO ORDER:** President Dan Zivkovich (MA) called the meeting to order at 1:00 PM Central Daylight Savings Time on Sunday, June 9, 2019.

**ROLL CALL:** The roll of attendees was called by Secretary Pederson (WI). There were nine Executive Committee members present or represented by proxy:

President Dan Zivkovich (MA)  
First Vice-President Kim Vickers (TX)  
Treasurer Brian Grisham (TN)  
Secretary Stephanie Pederson (WI)  
Midwest Region Representative Chuck Gerhart (OK)  
Western Region Representative Mike Sherlock (NV)  
International Region Representative Gary Bullard (ICITAP)

Second Vice-President Jami Cook (AR) was represented by proxy. Kim Vickers (TX) represented Jamie Cook at the meeting. Northeast Region Representative Mike Wood (NY) was represented by proxy. Dan Zivkovich (MA) represented Mike Wood at the meeting.

Committee members absent:  
Immediate Past-President - Vacant  
Second Immediate Past-President - Vacant  
Central Region Representative Mary Davis (OH)  
Southern Region Representative Rebekah Taylor (LA)

There was a quorum to conduct business.

IADLEST Staff:  
Executive Director – Mike Becar  
Director of Operations – Yvonne Pfeifer  
Accreditation and Grants Manager - Mark Damitio (Life Member)  
IADLEST History Project – Bill Flink  
CRI TAC Program Manager – Pam Cammarata

National Certification Program Manager –  
Peggy Schaefer

**ADDITIONS TO AGENDA:** President Zivkovich asked if there were any additions to the agenda. There were no additions.

**Introductions of Guests:** President Zivkovich had the guests in the room introduce themselves (none of them were presenting). Guests included: Perry Johnson, Montana POST Council; Heather DeMoss, Envisage Technologies; Darrel Hart, DOJ/ICITAP-Pakistan; Ben Wrather, Tennessee POST/TLETA; and Nassar Nassar, Virtual Academy.

**APPROVAL OF EXECUTIVE  
COMMITTEE MINUTES**

President Zivkovich asked for a motion to approve the Executive Committee Meeting Minutes from February 10, 2019 (Washington, DC). There was a **MOTION** by Chuck Gerhart (OK) and a **SECOND** by Brian Grisham (TN) to approve the minutes. The **MOTION CARRIED**.

**EXECUTIVE DIRECTOR'S BRIEFING  
(MIKE BECAR):** Executive Director Becar provided information on the following:

**Dubai Police:** Dubai Police sent a delegation of five (5) representatives to the conference in Milwaukee. They invited Executive Director Becar to Dubai to enter into an agreement to provide training, set up scenarios and evaluate those scenarios, and evaluate their current training to show if their training is effective. Bill Flink went to Dubai in Executive Director Becar's place. IADLEST has been working with them on a memorandum of understanding (MOU) with Dubai, and it is ready to be signed. The formal signing ceremony will be at the beginning of the International Spotlight Session on Wednesday, June 12, 2019, at 10:30 AM Central Daylight Savings Time.

**National Firearms Instructor Committee:**

IADLEST had a request from the National Firearms Instructor Committee to have an IADLEST member sit on their Board. The IADLEST representative will help the National Firearms Instructor Committee develop recommended minimum standards for certifying individuals as law enforcement firearms instructors in various firearms disciplines. Lieutenant James MacGillis (Milwaukee Police Department and a Wisconsin Law Enforcement Standard's Board Master Instructor Trainer in Firearms) will represent IADLEST.

**International Managers of Police Academy and College Training**

**(IMPACT) Liaison Board Position:** Gary Bullard (International Criminal Investigative Training Assistance Program [ICITAP]) talked with IMPACT in the past about having an IADLEST representative on their Executive Board. Executive Director Becar said that they have two meetings a year, one in conjunction with the IACP conference and one mid-year at their headquarters in Virginia. President Dan Zivkovich and Executive Director Becar phoned in to their mid-year meeting during the first week of June and spoke about why IADLEST should be on their Executive Board. In the end, they voted to have IADLEST as a liaison member but not a voting member.

Bill Flink has been writing the history of IADLEST and found that IADLEST wrote a letter as far back as 1997 supporting IMPACT when they were first created offering to work with them. In 1998, IADLEST was invited to be involved in their conference planning committee for their Salt Lake City, Utah, conference. In 2008, IMPACT was restructured; and Pat Bradley (believed to be the President of IADLEST at the time) wanted IADLEST to be involved in that IACP section, and in 2018, Gary Bullard talked with them about getting an IADLEST representative on their Board.

Executive Director Becar would like President Dan Zivkovich to nominate

someone to be the IADLEST liaison to the IMPACT Board to attend the two annual meetings.

**Regional Meetings:** During the Annual IADLEST conference, the regions hold a regional meeting to talk about issues; and they must elect or re-elect a regional representative. This regional representative hosts one other regional meeting within their region and also sits on the Executive Committee as a voting member. IADLEST needs regional representatives who will attend the Executive Committee meetings (three per year) on a regular basis and be committed to the position. This person serves as the liaison between the Executive Committee and the rest of the region to share information with the committee and the states in his or her region. If the representative does not attend the Executive Committee meetings on a regular basis that communication is lost.

Anyone who is an IADLEST member can serve as a regional representative. It does not have to be the POST director. The regional representative serves a one-year term and cannot serve for more than three consecutive terms. For example, they can serve three years in a row, then must have at least a one-year break, but could then be re-elected the following year. Per the bylaws, regional representatives must be elected or re-elected every year at the annual conference.

**Memorandum of Understanding (MOU)**

**with Envisage:** Executive Director Becar explained that there is a new MOU with Envisage. He provided the Executive Committee members with a final draft of the MOU. This new agreement will allow IADLEST to keep the National Certification Program (NCP) operating under a new process. The new process includes vendor's submitting their course for review by an NCP reviewer and paying their fees for that certification process. Once their course is approved, they are NCP certified and will be listed in the NCP catalog, and that will be it. There will no longer be any uploading of

rosters, no administrative fees, no requirement to be on a specific learning management system, etc.

This MOU will allow the NCP to operate at no cost to IADLEST. In return, IADLEST will endorse the Acadis Readiness Suite software, will give Envisage a technology workshop at the next five (5) IADLEST conferences, and will line up meetings with international students when those opportunities present themselves. This new agreement will reduce the debt IADLEST owes Envisage over the next five (5) years, at which time IADLEST will be debt free regarding the NCP. There is also a provision that if IADLEST is able to secure a revenue stream, it can pay off the debt quicker.

President Zivkovich asked for a motion to authorize the IADLEST President to execute (sign) the Memorandum of Understanding between IADLEST and Envisage. There was a **MOTION** by Kim Vickers (TX) and a **SECOND** by Mike Sherlock (NV) to approve the President to execute the Memorandum of Understanding with Envisage. The **MOTION CARRIED**.

Executive Director Becar also mentioned that Phil Keith, the Director of the Office of Community Oriented Policing Services (COPS Office), is a big supporter of the NCP and is asking all of their grantees to submit their courses for certification through the NCP. Director Keith feels so strongly about the program that he awarded IADLEST \$80,000 to administer the program.

**IADLEST TREASURER’S REPORT:**

Treasurer Brian Grisham (TN) provided the following information. As of May 31, 2019:

Assets: \$1,147,091.84  
Liability: \$305,933.41  
Total Equity: \$841,158.43

President Zivkovich asked for a motion to approve the Treasurer’s Report. There was a **MOTION** by Gary Bullard (ICITAP) and a **SECOND** by Kim Vickers (TX) to approve the Treasurer’s Report. The **MOTION CARRIED**.

Additionally, it was decided that the Treasurer’s Report will only be voted on at the Executive Committee meetings going forward and not at the General Business Meetings also.

**CONFERENCE REPORT:** Yvonne Pfeifer provided the following information about the 2019 Conference:

Ms. Pfeifer extended a special welcome to all the international attendees who traveled so far to attend the Milwaukee conference. There are representatives from the following countries: Nigeria, Dubai, Germany, Bosnia, Kosovo, North Macedonia, Indonesia, Iraq, Albania, Montenegro, Saudi Arabia, Mali, Philippines, and Bangladesh. There are a total of 59 international delegates from 14 different countries.

There are a total of 248 registered attendees which includes vendors and guests. There are 16 Peace Officer Standards and Training (POST) Directors at the conference and representatives from 41 states.

IADLEST received a total of \$57,550 in sponsorships. Ms. Pfeifer asked the Executive Committee members to give each vendor some time while they are here and she asked that the members thank them and let them know how important they are to the success of IADLEST and the conference.

SAIC is the main conference sponsor for the 2019 Conference (\$25,000). This is their third year in a row sponsoring the conference. Envisage sponsored the welcome reception on Sunday night at the Pfister hotel. PoliceOne sponsored the polo shirts, Northwestern University sponsored the conference bags, the Learning House sponsored name badges and an early

morning coffee break for vendors, and the Wisconsin Department of Justice awarded IADLEST a \$10,000 grant for the conference.

Planned Events:

- Welcome Reception - Sunday, June 9, from 6:00 PM to 8:00 PM.
- Regional meetings - Monday, June 10, during lunch.
- The main event (dinner and live auction) will be at the Harley Davidson Museum from 6:00 PM to 9:00 PM, Monday night, June 10. Buses will transport people to the museum beginning at 5:30. There will be two buses, and they will make two trips. Extra tickets for guests are available for \$80.

The 2020 conference will be in Fort Worth, Texas from June 7-10, at the Omni Fort Worth (hotel) in Sundance Square.

## ADMINISTRATIVE REVIEW OF CURRENT BUSINESS ITEMS

**National Certification Meeting Briefing:** (Dan Zivkovich): President Zivkovich let the Executive Committee know that many vendors have shown a renewed interest in participating in the NCP with the structural changes that will come about due to the MOU between IADLEST and Envisage.

**Next Federal Partner Meeting (Mike Becar):** Executive Director Becar stated that he would like to formalize some action items that came out of the Federal Partner meeting. One action item was to have members of the Executive Committee travel to the Federal Law Enforcement Training Center (FLETC) for meetings with the different agencies that they train to develop a training catalog, talk to them about some of IADLEST's programs such as NCP, National Instructor Certification, etc.

The Federal Partners who were at the meeting also felt it would be good to meet more than once a year. Executive Director

Becar picked Washington, DC, since most of the federal partners are there. However, they talked about meeting at one of the International Association of Chiefs of Police (IACP) conferences for a second meeting during the year. The challenge is that with the IMPACT meeting being Saturday morning, the Executive Committee meeting on Saturday afternoon, and the General Business meeting on Sunday morning, that would mean holding the Federal Partnership meeting either on Friday or Monday.

**IADLEST History Project:** (Bill Flink (IADLEST)): Bill Flink is working on the IADLEST History Project. He passed around a draft copy of the history of IADLEST and updated the committee on the status of the project. It currently has 22 chapters. Mr. Flink explained the process he used to put together the draft this far. For example, he has talked with many past Presidents, POST Directors, and researched the National Association of Standards and Law Enforcement Training (NASLET) and IADLEST documents, newspaper and magazine articles, and letters to put this draft together. The history will include how IADLEST was created through where IADLEST is today.

**IADLEST Partner Advisory Committee (IPAC) Membership:** Force Science, Legal and Liability Risk Management Institute, and SAIC (Mike Becar)

Executive Director Becar provided letters to the Executive Committee from Force Science, Legal and Liability Risk Management Institute, and SAIC (formerly Engility) asking to join the IPAC Committee.

President Zivkovich asked for a motion to approve Force Science, Legal and Liability Risk Management Institute, and SAIC as IPAC members. There was a **MOTION** by Kim Vickers (TX) and a **SECOND** by Gary Bullard (ICITAP) to approve these three organizations as IPAC members. The **MOTION CARRIED** with Brian Grisham abstaining from voting for the Legal and

Liability Risk Management Institute due to his working relationship with members of the Legal and Liability Risk Management Institute.

## NEW BUSINESS

**First Vice-President Vacancy (Dan Zivkovich [MA]):** President Zivkovich explained that Jami Cook (AR) who was the Second Vice-President (and was supposed to move into the First Vice-President position at this conference) has accepted a position as the Secretary of Public Safety working for the Governor of Arkansas. She will not have time to devote to the First Vice-President position so she has resigned from the Executive Committee. This creates a vacancy for the First Vice-President position in the upcoming election at the General Business meeting on Tuesday during the conference.

**Election Committee (Kim Vickers [TX]):** After talking with Jami Cook (AR), Kim Vickers officially tendered Jami Cook's resignation from the Executive Committee on her behalf. The Election Committee has been looking for replacement candidates for the First Vice-President, and Brian Grisham agreed to run as a candidate for First Vice-President. Kim Vickers explained the benefits of having someone with Executive Committee experience in the First Vice-President position. Erik Bourgerie (CO) is interested in being a candidate for the Second Vice-President position, and there may be one other interested candidate.

If Brian Grisham is nominated and voted in as the First Vice-President, it will lead to a vacancy in the Treasurer position. The Election Committee will see if anyone else would be interested in the Treasurer position in case that is needed at the General Business meeting.

**IADLEST Foundation 501(c)3 (Mike Becar):** The IADLEST Foundation 501(c)3 application paperwork is complete, and Executive Director Becar asked the

Executive Committee for approval so that paperwork can be filed. Executive Director Becar pointed out that the only change still needed is to remove Jami Cook's name from the application.

Once the IADLEST Foundation is in place, members of the Executive Committee will serve as the IADLEST Foundation Board. In the future, once the Executive Committee meeting has adjourned, the IADLEST Foundation Board will convene for a meeting.

President Zivkovich asked for a motion to approve the IADLEST Foundation 501(c)3 application with the change of removing Jami Cook's name in the amended articles of incorporation and the accompanying by-law changes for the IADLEST Foundation. There was a **MOTION** by Stephanie Pederson (WI) and a **SECOND** by Kim Vickers (TX) to approve the amended application and bylaws. The **MOTION CARRIED**.

**Dubai Delegation and Memorandum of Understanding (MOU) (Bill Flink [IADLEST]):** Dubai is extremely interested in working with IADLEST. They want to become a law enforcement training hub in their region. Five days after Mr. Flink got back from Dubai, Abu Dhabi met with Executive Director Becar and Mr. Flink in Idaho. They also indicated a strong interest in IADLEST.

## COMMITTEE AND SPECIAL ASSIGNMENT REPORTS

**Sourcebook Update (Dan Zivkovich [MA]):** The Sourcebook is in its 15<sup>th</sup> iteration of the online version. Three IADLEST members went through the Sourcebook line-by-line and provided feedback and some suggested changes to Ron Ford. He has made those changes, and the three members are looking at it again. President Zivkovich anticipates the Sourcebook being rolled out to the membership in the Fall of 2019.



**Law Enforcement Working Group (Pam Cammarata [IADLEST]):** IADLEST was invited to work with the Department of Justice Law Enforcement Working Group. Pam Cammarata is attending these meetings for IADLEST. There were about 50 organizations involved in the working group, and the discussions revolve around what the different organizations are working on. For example, the COPS Office and BJA discussed the National Consortium on Preventing Law Enforcement Suicide. They let everyone in the working group know what this program was about and what tools they were creating for law enforcement.

Jami Cook (AR) had been chosen to work on this consortium and attend three meetings. Executive Director Becar stated that he would confirm with Jami Cook whether she will continue on this consortium; and if not he would reach out to the membership to see who would be interested in taking her place. Bill Flink stated that Preston Hortsman may be interested.

Another major discussion within the work group was about how Back the Blue wants to change the narrative in the country regarding law enforcement. During the meeting they were interested in what IADLEST could do to change that discussion and help tell positive stories about law enforcement.

Jeff Allison from the International Association of Campus Law Enforcement talked about an averted school violence database and how this database could help POST Directors and Training Academy Directors develop curriculum around this topic. There is an article on the National Law Enforcement Academy Resource Network (NLEARN) for anyone who is interested.

This workgroup is focused on national conversations on issues affecting law enforcement and IADLEST is now included in those conversations.

**Regional Mini-Reports (Stephanie Pederson [WI]):** Stephanie Pederson collected the first regional mini-reports since 2013. She sent out a mini-report template for states and countries to use in April. Twenty-five states (two states sent in two reports – different agencies/organizations), and eight countries sent in reports.

Ms. Pederson stated that the template form needs some tweaking. Ms. Pederson forgot to change a few things based on feedback from the Executive Committee. For example, in the comments section, it should have a section to write about current projects but also have a second section to write about future projects. Ms. Pederson also said she had to do a lot of rework when compiling the individual reports into one report because the comments section had some formatting issues.

Ms. Pederson also formatted the collective document by region instead of alphabetically by state and country like had been done in the past. The Executive Committee liked that format better. The mini-report templates can be used by regional representatives for every Executive Committee meeting or the General Business meeting throughout the year if they want, but the collective mini-report document that includes reports from every state and country will only be compiled and posted on the website annually just before the annual IADLEST conference. The report for 2019 was posted on the IADLEST website in mid-May.

As an administrative note, Ms. Pederson received additional notes from a few states. She wondered, as the secretary, what all should be included in the notes. The Executive Committee agreed that only the items included in the mini-reports template should be included in the notes or in the collective mini-report.

Additionally, now that we have an annual mini-report, this will reduce what the regional representatives will report out on at

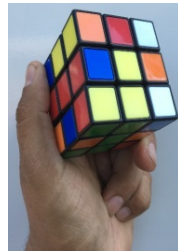
the General Business meeting. The Executive Committee agreed that at the General Business meeting the regional representatives will report who the new or re-elected regional representative is, any significant point of interest(s) they have, and a general statement will be made that details for each regional report can be found on the website in the mini-report section.

**ADJOURNMENT:** Having no other business to conduct, President Zivkovich called for adjournment at 2:58 PM Central Daylight Savings Time. There was a **MOTION** by Brian Grisham (TN) and a **SECOND** by Stephanie Pederson (WI) to adjourn. The **MOTION CARRIED**.

Next Executive Committee Meeting: October 26, 2019, in Chicago, IL

### **RUBIK'S® CUBE, HORSES, & STUDENTS**

*by: Shawn Walker, KnS Equine Systema Farm, LLC*



Horses are magnificent animals. Domesticated horses do suffer from injuries over time, just as we do. The unfortunate aspect is they cannot tell us what hurts. In order to help them, an owner has to be able to read the body language or behavior of the horse. The process of fixing the injuries can be very frustrating at times. Just as you get one issue fixed, another one appears. Where have you heard that before? Because of this, a horse is very close to that of a Rubik's Cube.

**Rubik's Cube:** Ernő Rubik created the Rubik's® Cube in 1974. Rubik's reason for the creation of the cube was to help his students develop three-dimensional thinking<sup>1</sup>. The Cube (in the pictures above) has a different solid color

on each side, and each side is broken down into nine cubes. One single Rubik's® Cube can have up to 42 quintillion or 43,252,003, 274,489,856,000 possibilities<sup>2</sup>. An interesting fact was that it took Ernő Rubik a month to solve the cube that he designed.

**How is a Horse like a Rubik's Cube:** If you have the pleasure of working with horses, you will find they are very close to the Rubik's® Cube. In most cases, when you first own a horse, their Cube is not solved for you. The horse's Cube will be mixed up some, and issues might go unnoticed at first. Over time, as the horse continues to move their Cube around, problems will begin to show and play a factor in the horse's health. While putting in the time to work with the horse, it is possible to solve one side of the horse's Cube. Now the fun begins, as a second issue is discovered while trying to solve the first. It leads to a feeling of a never-ending game between the horse and you. Now, as you start to work on the second issue, you guessed it, the first issue comes back up again.

- The first lesson from experience is to get a journal and write down anything you did with the horse. At first, the path might not be apparent, but when you look back at the trail, there might be answers there you need.
- The second lesson is remembering that to work on any other part of the horse's Cube, the solved side's pieces will have to be moved around. That means you will have to come back to that first issue from time to time. Watch out for the feelings of frustration and self-doubt that can form in your mind during this period. When that happens, step back for just a bit, take a few breaths, say it is part of the process, and we will overcome.
- The third lesson to remember is nothing gets fixed overnight. Besides, it is a joint effort when working on the horse's Cube. A horse will resist until the horse understands the benefit the changes will make.

**How does this relate to law enforcement?** We each have our own Rubik's Cube. Like the horse, we have to remember just because we correct something within ourselves. It does not mean we will not have to revisit that issue again down the line. The main difference between a

horse and us is how the sides of the Cube are labeled and who we give control of the Cube too. It is possible that someone can mess up our Cube without knowing it at first until we see how the other sides of the Cube are affected by what someone else did.

Now, there is a fast way to solve the Cube. The Cube can be broken apart or by removing the sticker and to put it back in the right order. There are two issues with solving this way. The first issue is the Cube or stickers will lose their integrity over time. The stickers will not stick anymore, or the cube will not be able to stay together. The second issue was the loss of learning how to recover without affecting the integrity of one's Cube.

The Cube is a way to develop three-dimensional thinking. Which plays a lot in the Problem-Based Learning (PBL) model and deliberate practice method. It allows us to learn from mistakes and understand how different ideas or techniques affect things around them. It develops humility and furthers the growth mindset through exploring changes in relationships between the Cube's sides. Over time we can learn to solve problems faster as we learn the different processes to solving the sides more quickly. Are these skills that law enforcement needs?

**How does this play into the academies?** Let's take this idea of the Cube and look at the students we are teaching in the academies. Each student has his or her own cube, and it will be different from the other students. A goal of the instructor should be to help the student understand their Cube. In some cases, to solve the Cube and in others to provide a path to solving. It will all depend on the ideas or tasks we want the student to develop. As I am sure, instructors would like to see their students continue to grow after the academy.

Here is a bonus for students learning and understanding these ideas. It allows them to see a large picture when it comes to working with the community and engage the issues with three-dimensional thinking. It could enable them to view the effect of action and possible outcomes.

If you would like to learn more about these ideas, please feel free to contact me at [walker826@msn.com](mailto:walker826@msn.com).

Reference:

- 1- Unknown. (2019, December 22). Our heritage. Retrieved from Rubiks.com: <https://www.rubiks.com/en-us/about>
- 2- Unknown. (2019, December 22). Mathematics of the Rubik's Cube. Retrieved from Ruwix.com: <https://ruwix.com/the-rubiks-cube/mathematics-of-the-rubiks-cube-permutation-group/>

## WHY ON-DEMAND TRAINING MAKES MORE SENSE THAN EVER

ENVISAGE  
TECHNOLOGIES

In 1988, Isaac Asimov described a near future in which online learning was the primary mode of education, forecasting technologies like online knowledge bases and voice-activated digital assistants in the process. Impressive accuracy notwithstanding, the legendary author's predictions underscore a long-standing expectation that computer-based learning would become a cornerstone of academic and professional education. This notion should be considered a reflection of digital learning's inherent quality and utility. When a technology takes the shape science fiction authors and futurologists always assumed it would, it is in many ways finally realizing its potential.

In the public sector, contemporary digital training tools have largely taken the form predicted by Asimov and other visionaries. Lightweight, scalable, and highly customizable, these training modules are particularly suited to the rigorous educational demands of first response. Using this technology, personnel receive high-quality instruction from a decentralized, easy-to-access source, while higher-level stakeholders get a tool built capable of addressing an array of common administrative concerns. The right platform can save money, boost performance, simplify burdensome documentation needs, and even shield the institution against failure-to-train cases and other legal pitfalls. In this sense,

online training holds even more value in the public sector than in the private, where roughly 42 percent of all Fortune 500 Global companies are thought to utilize it in some form [PDF link].

However, instructor-led training (ILT) delivered over the cloud is just one potential online training format. Turning back to the private sector, on-demand training has become increasingly popular in corporate training environments, reflecting the strain excessive ILT can place on an organization's schedule, finances, and staffing. As above, this concern becomes multiplied in the first response world. If training is held only on a set date, for instance, sending a large percentage of an organization's personnel could have wide ramifications that ripple into sacrosanct public safety concerns.

Because of this, and the fact that fire, law enforcement, corrections, and EMS organizations are continually expected to provide more performance with less budget, it is fair to assume on-demand training's already-large role among online training methods will continue to grow. Although lessons such as firearm training, tactical driving, and fire simulation will probably always be held in the field, a surprising number work just as well in a self-paced, individually delivered digital environment. By identifying and offering these modules, governments and their response organizations may realize considerable financial savings and operational efficiencies.

### **Studies highlight benefits of on-demand learning, "blended" training systems**

Research published by the *Teachers College Record* affirm the benefits of on-demand learning. In the publication, a group of SRI International researchers aggregated findings from numerous e-learning studies, and released a 2013 meta-analysis that challenged popular thought on the technology's efficacy [PDF link]. Per their report, "students in online learning conditions" performed somewhat better than those taking face-to-face ILT. The paper also stated that "the advantage over face-to-face classes was significant in those studies contrasting blended learning with traditional face-to-face instruction."

While multi-format online learning was far from a new thing in 2013, the notion that blended learning—defined in the paper as a combination of face-to-face, instructor-led online and on-demand courses—may be superior to traditional instruction. Related studies only lent the opinion more credibility. For one example, a 2014 *International Review of Research in Open and Distance Learning (IRRODL)* study indicated that unprepared, unknowledgeable students retained more information when attending massive online open courses, compared to traditional classroom learning. Students routinely take these-so called *MOOCs*, Massive Open Online Courses, with instructors publishing pre-prepared video material for self-paced consumption.

Of course, an oft-studied topic like online training could arguably produce any results one desires. With untold pages of literature on the topic, one simply needs to dig through the research and find supporting material. Instead of pointing at one source or another, the *Teachers College Record* and *IRRODL* findings suggest a general idea: self-directed, on-demand coursework has ample value as part of a hybrid effort, with traditional classroom and/or online instructor-led modules playing a similarly important role.

These points should be of particular note to first response organizations, which stand to gain more from a blended system than most private or public entities. Looking past the potential public and personnel safety issues inherent to putting a high percentage of personnel in the same classroom, live training is not always a scalable exercise, which is a problem that grows with the size of the group needing education. Getting five firefighters into a mandatory annual course that runs a few times over two days is challenging enough, let alone fitting dozens or hundreds into the same time frame. Repeated experience means most departments and their schedulers are good at adapting when annual in-service modules come around, but that does not make juggling shifts any more pleasant or optimal.

## **ILT may be the first training format departments think of—but not necessarily the best**

On-demand training's benefits are enhanced by the sheer amount of content that can be translated to a computer-led, self-guided training system. The same strengths that make computers excel at media formats like movies, music, and webpages make them great for most any module that does not directly require a personal, hands-on presence to be effective.

These modules can and do cover topics more important than blood-borne pathogens and sensitivity training. Sample courses listed on the Indiana Law Enforcement Academy (ILEA) webpage feature technical content with direct ties to law enforcement fieldwork. The top listing of courses examines how two court cases influence vehicle inventory procedure in the state. Meanwhile, another explores the state's rather unique doctrine and, "explains when subjects are legally allowed to use force against [law enforcement officers]." Others yet touch on important topics like anonymous tips and qualified immunity.

These modules, produced by ILEA, are accessible on-demand and count toward the officer's state-mandated 24-hour annual training requirement. The relative importance of the content and method of delivery are an implicit nod to the trust on-demand content receives in law enforcement training environments. Indiana officers and other responders can take courses with real lifesaving potential at their leisure, all in an environment most conducive to their personal learning abilities.

Regardless of content, all on-demand modules hold two potential advantages over in-person or online ILT: consistency and standardization. Personnel and their supervisors do not need to worry about attending a "bad course" or attending a class with an instructor they personally find ineffective, since all pupils are subject to the same lesson, presented in the same order, with the same verbiage. This allows stakeholders and designers to design coursework that precisely matches the standards set by state,

local, or federal mandate with far less room for deviation.

On the topic of administration, it bears repeating that the benefits of on-demand testing extend to the management level. These advantages become even more apparent when using on-demand training alongside a viable, industry-built training management system (TMS). Scheduling and scalability woes are largely held to classroom or field-based courses, such as CPR training. Test scores from multiple sources (on-demand and ILT, for example) are aggregated and kept in a single digital space, reducing "effort overhead" and removing the need to scan multiple systems when searching for qualified personnel. In addition, career documents are kept alongside test scores, giving management a full view of their employees' training and performance histories. Moreover, offering an online course offers financial benefits when contrasted against paying trainers and attendees to be in a set place for a set period. These factors bleed into one another in a practical sense. At minimum, this makes a system that handles on-demand training and its incidental tasks critical for agencies attempting to modernize.

### **Why on-demand training matters:**

Like all modes of professional education, on-demand training has continually evolved since its inception. Once poorly-regarded in terms of quality and content, the delivery method is not only valuable as face-to-face classroom time and instructor-led online courses—but can be stronger, depending on circumstances and the content delivered.

Organizational decision makers can act on this information in several ways. First, is simple adoption. If the agency has yet to utilize on-demand coursework in any meaningful fashion, its management may soon wish to revisit the decision. Following that, institutions that only use on-demand content where required may wish to identify modules that would do well in an on-demand format.

Finally, and perhaps most importantly, stakeholders would be wise to examine training related pain points and compare them against the

numerous distinct advantages of on-demand modules. The organization can almost certainly use it to address inefficiencies once considered an unavoidable part of the training process.

To be clear, on-demand training is not intended to be an all-encompassing answer in an industry that relies on field training to keep its personnel informed and the public safe. However, it can be an indispensable cog in an agency's training system. In a time where more and more basic response activities are moving to cloud-based, web-accessed delivery models, it only makes sense that education is the next big shift—just as Isaac Asimov said in so many words three decades ago.

### **BEYOND DE-ESCALATION: THE T3 APPROACH TO BUILDING TRUST AND SAFETY**

*by: Jonathan M. Wender, Ph.D., President  
and CEO, Polis Solutions, Inc.*

The report by a Presidential Commission established in the aftermath of deadly riots between police and African-American protestors states that “unless carried out with courtesy and with understanding of the community, even the most enlightened patrol practices will degenerate into what residents will come to regard as harassment” (161). Among many other recommendations, the report's authors call for better guidelines “to assist officers in making critical decisions in areas where police conduct can create tension” (164). And on the topic of police training, the report cautions, “Although conventional instruction is a minimum requirement, full understanding can only be achieved by intensive, small-group training involving simulation” (165).

Sound familiar? If you think these quotes come from the post-Ferguson 2015 Report of the President's Task Force on 21<sup>st</sup> Century Policing, guess again: they appear in the 1968 report of the Kerner Commission, which was established in 1967 by President Lyndon Johnson following months of urban riots that killed scores of people and injured thousands of others across the United States. The Kerner Commission Report

highlights that we already knew over half a century ago how to improve officer and public safety: community engagement, better police decision-making, empathy, more realistic training, and so on. As the law enforcement profession continues to evolve, we must remember that while society changes in unforeseen ways, the principles of excellent policing remain constant.

The core mission for those of us who train and educate law enforcement officers is, therefore, not to “reinvent the wheel,” but rather to transform the ways in which we implement what we have long known. Unfortunately, this point often gets lost in the current national debate on de-escalation and policing, which is so distracted by controversial instances of the use of force that it largely ignores the deeper challenge of improving the outcome of *all* police-community interactions. While it is undoubtedly true that we must strive to eliminate unnecessary and excessive force, doing so by itself fails to address the deeper question of how to improve overall public trust in the police. Indeed, there are many instances of clearly justifiable force that nonetheless generate public outrage rooted in a fundamental mistrust of the police.

In any relationship, trust is gained and lost one interaction at a time. This is true for personal, professional, and public relationships alike. And this is why *every* police-community interaction has strategic implications for both officer and public safety. As my colleagues and I put it in our T3 – Tact, Tactics, and Trust courses, “trust is safety, and safety is trust.” The ultimate challenge we face in policing isn't physical danger, but rather public mistrust. Mistrust is a basic precursor of personal and political violence: people don't act violently in situations where trust is high. But when people mistrust the police, we lose their confidence, cooperation, and compliance. This not only leads to more violent confrontations that injure and kill officers and citizen alike, but also erodes public support and appreciation of the police and the sacrifices we make to protect and serve the community.

Therefore, the most urgent question we need to ask is not, “How can we do a better job of de-

escalating conflict?” but rather, “How can we deliberately work to create a safe, lawful, and ethical outcome to every police-community interaction? Unlike other professions, people judge the entire law enforcement profession based on the actions of individual officers. For better or for worse, every police-community interaction creates a ripple effect that influences both public and officer safety. At the end of the day, public confidence in the police is no better than the worst officer’s last contact. This is why we must have the discipline and skills to take every opportunity to strengthen the trust-safety relationship.

T3 training focuses on building officers’ capacity to do just that. Unlike de-escalation training, T3 takes a holistic, evidence-based approach to creating positive outcomes across the full spectrum of police-community interactions. Whether the situation is a victim interview, potentially lethal encounter, mental health crisis, or traffic stop with an irate motorist, the skills we teach and practice in T3 make officers more agile, adaptable, and creative. The scientific foundation of T3 rests on the principle that the key to improving outcomes of policing-community interactions is better decision-making skills. Rather than artificially separating verbal, psychological, and physical skills, we teach officers that every interaction requires them to continuously balance influence and control in adaptive response to changing conditions.

While skills of influence are ultimately more conducive to building long-term trust, control tactics are an essential means of resolving some interactions. To help prevent unnecessary injuries and deaths, T3, therefore, teaches officers to detect and control threats before they become severe and when lawful and justifiable, to apply lower levels of force early in encounters to avoid having to use more force later because a situation has spiraled out of control. We continuously challenge officers to find better ways to exercise restraint, patience, and empathy; and we challenge them just as hard to act forcefully when they are justified in doing so to protect the public and themselves. While T3 has a strong foundation in the latest scientific research on decision-making and the dynamics

of human interaction, we always tell officers in the opening minutes of class that there is nothing we can teach them about the basics of communication and tactics that people didn’t already know thousands of years ago. The gap we face on the street isn’t one of knowledge, but of practice and performance.

Reference:

*Report of the National Advisory Commission on Civil Disorders*, accessed at <https://babel.hathitrust.org/cgi/pt?id=mdp.39015000225410&view=1up&seq=15>.

### **DRIVER TRAINING INTO THE NEW DECADE SKIDCAR SYSTEM INC.**



Driver Assist Technology continues to improve and develop. However, studies show that as drivers become accustomed to operating vehicles with these tools, they become increasingly distracted. For many years, SKIDCAR SYSTEM, INC. has instructed Law Enforcement drivers who are unaware of the most advantageous handling procedures, at best, and completely clueless about how to effectively operate a vehicle should the modern driving tools fail, at worst.

The SKIDCAR SYSTEM allows critical driver training to be presented in a small area, at a secure speed, for safety and cost efficiency. The SKIDCAR frame is attached to a motor vehicle in order to duplicate dynamics within a lowered speed and is the only training tool on the market today that is adjustable for co-efficient of friction while in movement. Multiple memorized settings for both front and rear contact patches, plus HAL Controller custom calibrations, allow instructors to quickly, easily, and consistently calibrate grip settings for duplication of a variety of grip scenarios, including adverse weather conditions from wet roads to black ice.

With both journeymen and millennial drivers in mind, properly trained SKIDCAR instructors

can create a driving environment where technically correct vehicle control concepts and techniques are instantly validated, in safety. Much like firearms training and defensive tactics, the SKIDCAR can isolate understanding and physical control problems. Using the SKIDCAR SYSTEM's exclusive Safe Speed Threshold course design, students receive the desired difficulty, consistency, and repetition to make proper motors skills training a reality, while utilizing a much smaller area than is required for successful use of other driver training devices.

### **Brief Course Overview Example:**

Each student is given 5 minutes to practice. The average lap time is 30 seconds. A short, 5-minute drive turns into 10 laps of repetitive practice for control. Vision, steering, braking, and throttle control are all experienced and must be repeated successfully. Because of the difficulty built into the varied grip settings, 5-minute sessions behind the wheel turn a discovery drive into a disciplined time to concentrate, understand, and plan for strategic decisions to be assessed and implemented. In most cases, the SKIDCAR course is lined with cones or painted paths of travel. The driver is required to stop the vehicle if he or she is going to leave the course, then back out of the off-course excursion and re-enter the course without hitting or displacing cones. This starts the thought process of "JUST STOP!" Just Stop is a more practical solution than the challenges of superior car control when a mistake has already been made in adverse conditions.

### **Learning Focus Points:**

- 1) Identify in proper sequence the following components that make up stopping distances: perception of danger, decision time, reaction time, braking distance.
- 2) Demonstrate proper procedure for operating an emergency vehicle during adverse weather conditions.
- 3) Demonstrate proper braking methods while operating a vehicle during a skid situation.

- 4) Demonstrate proper steering methods while operating a vehicle during a skid situation.
- 5) Demonstrate proper acceleration methods while operating a vehicle during a skid situation.
- 6) Demonstrate the ability to regain control of a vehicle experiencing an under steer.
- 7) Demonstrate the ability to regain control of a vehicle experiencing an over steer situation.
- 8) Demonstrate the ability to regain control of a vehicle experiencing an all-wheel skid.

SKIDCAR allows for all of these focus points to be practiced and compared both with and without Electronic Stability Controls. With the advent of mandated control technology as of model year 2012, the only reason for an all-wheel skid is through inappropriate action, overreaction, or surprise by the driver. The SKIDCAR SYSTEM is the ONLY technology available today to expose drivers to the intended design and implementation of autonomous and semi-autonomous vehicle control features. With mixed fleets, the agency can defeat the controls and train old skid control techniques for use in older cars and SUVs only. New vehicles are designed to push or under steer first, then control the rotation of the vehicle per driver steering input. The obvious outcome is that there is no solution, correction, or recuperation when a modern car is driven outside the engineering envelope of ESC that is written around the laws of physics. You make bad decisions, you drive too fast, you crash.

*For a more detailed document or explanation of any of these training points, contact SKIDCAR SYSTEM, INC. at (866) 754-3227 or via email at [info@skidcar.com](mailto:info@skidcar.com).*





## **IADLEST CONTINUES TO ENHANCE POLICE TRAINING QUALITY THROUGH NATIONAL CERTIFICATION PROGRAM**

The International Association of Directors of Law Enforcement Standards and Training (IADLEST) has revised its National Certification Program (NCP). The goal of the revisions is to encourage more law enforcement training providers to participate in the NCP and, thus, provide quality assurance for their police training. Officers and the citizens they serve can be assured that NCP-certified training has been thoroughly reviewed and meets the highest standards for law enforcement training nationwide.

The NCP was created in 2015. It established rigorous standards for assessing law enforcement training to assure the training utilizes current content and best practices for providing high-quality training relating to professionalism and skill sets for criminal justice professionals. The standards, designed to meet or exceed any individual state certification requirements, ensure that training receiving the NCP seal, will be accepted by organizations around the nation. NCP-certified courses are recognized throughout the U.S. and are designed to count towards officers' mandatory in-service training requirements. Currently, the Peace Officers Standards and Training (POST) organizations in 36 states automatically accept NCP-certified courses to fulfill recertification requirements.

The most recent updates to the NCP program reduce costs and add flexibility in the requirements for training providers. For instance, uploading completion data is no longer required for in-person courses. For training providers who take advantage of managing registrations and diploma delivery using tools in FirstForward, the associated fees will be waived for any NCP-certified course. Additionally, while training providers are still required to list their NCP-certified online training in the national training catalog at FirstForward.com, they are no longer required to host and deliver them there.

“By making these changes, we hope to expand the number of training providers who participate in the NCP process and thereby achieve the distinction of having the quality of their training certified,” IADLEST Executive Director Mike Becar said. “Doing so ensures that our law enforcement professionals are receiving the best possible training for the job, in a variety of topic areas critical to enhance their safety and effectiveness. The NCP seal is a visible affirmation to any agency or officer that the training program has met rigorous standards for content and delivery.”

IADLEST has fundamentally improved access to quality training by compiling certified courses into a national training catalog at FirstForward.com. Offering certified courses through a single online catalog benefits law enforcement agencies and professionals by saving them time in finding the training they need, ensuring they are consistently getting high quality training, and simplifying the purchasing process.

Before IADLEST launched the NCP, in partnership with POST organizations around the nation, law enforcement agencies lacked established nationwide standards for assessing the quality of police training. Instead, each state had its own process for awarding in-service or continuing education credit for officers completing vendor-provided training. With the addition of uniform national standards for law enforcement training, departments can ensure they are receiving high quality, legally defensible, up-to-date continuing education.

“Chiefs, Sheriffs, Agency Training Coordinators, and Officers can visit the FirstForward marketplace and see all the different training opportunities available to meet their immediate professional needs,” NCP Program Director Peggy Schaefer said. “With the new updates and fee waivers, we aim to make these high-quality courses available to more officers than ever.”

Further Information about the NCP may be found at [www.iadlest-ncp.org](http://www.iadlest-ncp.org) or by calling 208-288-5491.

**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. For additional information, please visit [www.iadlest.org](http://www.iadlest.org).

**About NCP:** The NCP, launched in June 2015 with the support of Envisage Technologies, is a revolutionary program designed to enhance standardization and quality within police training. The NCP sets minimum standards for vendors that provide continuing education to the law enforcement community and ensures training content meets those quality standards. NCP standards are designed to meet or exceed all individual state certification requirements, ensuring that NCP-certified training will be accepted by all participating POST organizations in the United States. By compiling certified courses into a national training catalog, the NCP fundamentally improves access to quality training, reduces costs, and improves training efficiency. More information about NCP is available at: <https://iadlest-ncp.org/ncp-benefits/>

**About FirstForward:** FirstForward provides critical news and facilitates the lifelong learning that public safety personnel need to ensure their careers reach retirement. FirstForward maintains the complete training history of courses completed on the site and provides a forum for industry professionals and experts to discuss best practices and the latest public safety techniques, tactics and resources necessary to safely execute their duties. Law enforcement officers, first responders, and other public safety personnel may sign up for access at [www.firstforward.com](http://www.firstforward.com). Providing more than 700 training courses (almost 200 of which are free), FirstForward offers an online training marketplace and the entire catalog of Nationally Certified Program and Fire Training Certification Program courses.





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## IADLEST National Certification Program Certified Courses\*

For more information, contact:  
[peggyschaefer@iadlest.org](mailto:peggyschaefer@iadlest.org)  
<http://iadlest-ncp.org>



### Polis Solutions, Inc.

12/16/2019

T3 – Tact, Tactics, and Trust Basic User Course

[Catalog Link](#)

Class: Classroom Length: 8 hours

T3 is an evidence-based police training system that combines tactical, social, and decision-making skills into a unified program. T3 uses scientifically validated methods to strengthen officers' capacity to be agile, adaptable, and creative in situations where safety, communication, and trust are essential. Our classes take an interactive, hands-on approach that systematically develops officers' ability to integrate tact, tactics, and trust. T3 is built on the belief that expert performance in demanding professions like policing requires an individual and organizational commitment to deliberate practice of core skills. After completing this course, officers will be able to: Explain and apply the Seven Core Principles of Tact, Tactics, and Trust; Explain and apply dynamic balance of influence and control; Practice decision-making using Tactical Decision Exercises (TDEs); Explain and apply the "GIR-In" method to rapidly assess and engage strangers; Explain and apply the dynamic force options transitions. This class is suitable for all levels of experience. Trainers, FTOs, and supervisors are especially encouraged to attend.



### Blue to Gold Law Enforcement Training, LLC

11/15/2019

Advanced Search & Seizure: Traffic Stops

[Catalog Link](#)

Class: Classroom Length: 8 hours

This advanced course covers practically every legal issue regarding traffic stops. Topics include community caretaking and reasonable suspicion stops, warrantless searches, Miranda,

consent searches, inventories, and much more. The latest cases regarding K9 searches is also taught. Students completing this course will know how to handle practically every search and seizure scenario they run into involving vehicles.



**Virtra**

**10/30/2019**

Active Threat/Active Killer (ATAK): Basic Principles-(Module 1)

[Catalog Link](#)

Class: Online Length: 3 hours

This course is Module 1 of a series to prepare officers for the challenges of responding to an Active Threat/Active Killer (ATAK) event. This first module set the foundation and compares and contrasts an ATAK response to that of an armed hostage barricade.



**Blue Courage**

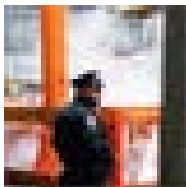
**10/18/2019**

Blue Courage: The Heart and Mind of the Guardian

[Catalog Link](#)

Class: Classroom Length: 16 hours

Blue Courage is a transformational process that focuses on the human development of law enforcement professionals. Few professions are more physically, mentally, and emotionally demanding than law enforcement. Blue Courage addresses personal challenges many officers face, such as cynicism, identity, judgment, integrity, leadership and stress management. Course pricing varies on several factors. Contact us for the most up-to-date pricing. [Info@bluecourage.com](mailto:Info@bluecourage.com).



**Second Sight Training Systems**

**10/14/2019**

Threat Awareness for Law Enforcement

[Catalog Link](#)

Class: Classroom Length: 8 hours

In the Threat Awareness Program, you will learn the active threat assessment methodology and how to systematically observe your environment and identify active threats-skills which will keep you safe and your community safe. Active threat assessment involves the identification of immediate or imminent threats. based on social science research, our

methodology allows you to focus your attention from a crowd to an individual or group of individuals displaying behaviors that may be threatening or suspicious. Through early identification, your preemptive action can mitigate a threat to persons or property. You will also learn to identify and assess threat indicators – specific behaviors which may signal a person is carrying a weapon, trying to avoid detection, or is a threat. This 8-hour online law enforcement training can be completed 24 hours a day, 7 days a week. Learn more about active threat assessment at [www.secondsight-ts.com](http://www.secondsight-ts.com) or on our blog at <https://www.secondsight-ts.com/threat-assessment-blog>.

\*The list is the most recently approved courses. A complete list of all approved courses can be found at: <https://www.firstforward.com/marketplace/searchgetall>

**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://IADLES-NCP.org>