



Newsletter

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International Association of Directors of Law Enforcement Standards and Training

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Table of Contents

	Page
POST Director Changes	2
New Midwest Regional Representative	3
Highlights from the IADLEST Executive Committee Meeting.....	4
The Answer to Today’s Aggressive Protests?	10
Professional Police Training	14
The Effects of a Training Component on Police Attitudes	17
National Training Standards - Do They Exist?	19
Gadget Guns and Officer Safety	23
How Empathy in Practice Creates Trauma in Reality.....	27
How Public Safety Agencies are Reducing Risk and Liability with Technology	38
Incorporating Public & Private Sector Experience	39
Reducing Crashes, Crime, & Other Social Harms with Less Staffing & Resources: Doing Better with Less.....	41
Additional Reading	52
Editorial Notes and Author Guidelines.....	53

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POST DIRECTOR CHANGES



South Dakota:

Hank Prim is a Supervisory Special Agent with the South Dakota Division of Criminal Investigation (DCI), where he serves as the state’s Law Enforcement Training Administrator and Executive Secretary of the South Dakota Law Enforcement Officers Standards and Training Commission. In his role, Hank leads a vast public safety portfolio with statewide reach encompassing: (1) Basic training and certification for all law enforcement officers and 911 telecommunicators; (2) Continuing education/advanced training for law enforcement officers and 911 telecommunicators; (3) professional standards/misconduct investigations; and (4) DCI special agent onboarding, training, and development.

Prior to his appointment, Hank was assigned to the DCI’s Field Operations Bureau as part of a regional major crimes unit; he led and assisted with full-spectrum, complex investigations of felony-level criminal activity covering violent crime, crimes against children, drug offenses and white collar/financial crime. Beyond those duties, Hank educated new police officers as a regular faculty member at South Dakota's law enforcement training academy and mentored new special agents as a field training agent. Hank additionally served as a member of the DCI’s statewide crisis/ hostage negotiations unit and as a task force officer with the U.S. Marshals Service.

Hank originally hails from suburban Chicago, Illinois and presently lives in Pierre, South Dakota. He holds a Bachelor of Arts in Political Economy from Hillsdale College, where he graduated magna cum laude.



Illinois:

Keith Calloway currently serves as the Executive Director for the Illinois Law Enforcement Training and Standards Board and has been employed with the training board since May 2019. Before his tenure at the training board, Keith served at the Chicago Police Department (CPD), retiring as the Chief of the Bureau of Internal Affairs after serving the agency for 32-years. During his time at CPD he held key leadership positions as the Deputy Chief/Director of Training of The Chicago Police Department’s Training Division, Deputy Chief of the Organized Crime Bureau and Commander of the Englewood - 7th Police District. He also held command positions within the Patrol and Detective Bureaus. Additionally, Keith currently serves as a Board Member for the Federal Law Enforcement Training and Accreditation Board Glynco, Georgia.

Keith is a lifelong resident of the City of Chicago, having completed his undergraduate studies at Northern Illinois University and Chicago State University. He also earned a Master of Public Administration Degree from the Illinois Institute of Technology, and is a graduate of the Northwestern University’s School of Police Staff and Command as well as the Police Executive Research Forum (PERF) Senior Management Institute for Police.

Keith is a lifelong resident of the City of Chicago, having completed his undergraduate studies at Northern Illinois University and Chicago State University. He also earned a Master of Public Administration Degree from the Illinois Institute of Technology, and is a graduate of the Northwestern University’s School of Police Staff and Command as well as the Police Executive Research Forum (PERF) Senior Management Institute for Police.

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

We Welcome the New Midwest Regional Representative

Darin Beck

The IADLEST organization is international in scope, but that does not mean that local issues are ignored.

IADLEST maintains regional divisions designed to address issues which are local in scope, and which are best handled by the individuals and organizations most affected by those issues.

We are pleased to inform you that Darin Beck has stepped up to serve as the Midwest Regional Representative.

The Region is fortunate to have him as their representative since he is imminently qualified to lead the group. Darin Beck is only the fourth person to be appointed to serve as the Director of Police Training for the State of Kansas and Executive Director of the Kansas Law Enforcement Training Center (KLETC) since the position was created by statute in 1968. Since being appointed director in 2018, he has developed a comprehensive master plan for KLETC facilities' growth which has been approved by the Kansas Board of Regents, overseen the creation and implementation of a new competency-based basic training curriculum in use throughout the state, initiated state-level accreditation for law enforcement agencies, increased enrollments in continuing education classes from 10,000 per year to 15,000 per year and opened two regional training sites in Dodge City, KS and Hays, KS (with another to open soon in Parsons, KS).

Darin began his career teaching math at East High School in Wichita. After earning his law degree, he served as a prosecutor in Wichita until accepting the position as legal counsel at KLETC. Prior to the creation of the Kansas Commission on Peace Officers' Standards and Training (KS CPOST) as a separate organization, Darin also served for ten years as a special assistant attorney general and counsel to the CPOST disciplinary committee. Continuing to add management assignments to his position, he became the KLETC associate director where he served until being appointed director.

In 2018, he retired from the United States Army as a Lieutenant Colonel with a combined 22 years of active and reserve service. His final assignment was the Acting Commander of the 8th Legal Operations Detachment, supervising a team of 80 attorneys and paralegals over a



four-state area.

Darin earned a Bachelor of Business Administration and later a Bachelor of Arts in Mathematics from Wichita State University. He earned a Masters in Adult Education from Newman University; and a Juris Doctorate from Baylor University, Waco, Texas. He is also a graduate of the Army's Command and General Staff College.

Darin and his wife Sandra live in Wichita.

The Midwest Region consists of representatives from: Iowa, Kansas, Missouri, Nebraska, New Mexico, North Dakota, Oklahoma, South Dakota, Texas, and Wyoming.

Highlights from the IADLEST Executive Committee Meeting

February 6, 2022

View the full document here:

[Executive Committee Minutes February 2022](#)

President Kim Vickers called the meeting to order, and Secretary Pederson confirmed by roll-call that a quorum was present to conduct business.

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

William Fallon, Deputy Director Federal Law Enforcement Training Center (FLETC)

Deputy Director Fallon discussed how FLETC is slowly increasing operations as things improve with COVID-19, especially with their export and advanced programs. Director Fallon highlighted their Use of Force Instructor Training program.

Assistant Director Kai Munshi discussed a 4-day instructor course on responding to citizens experiencing a mental health crisis.

Robert Chapman, Acting Director DOJ, Office of Community Oriented Policing (COPS)

Director Chapman expressed his appreciation for the partnership with IADLEST. He provided a snapshot of the fiscal grants. FY21 was a good year and most of their appropriations held steady.

The COPS Office continues to invest in training. Their Community Policing Development Program received up to \$35 million from Congress last fiscal year.

The COPS Office appreciates the support IADLEST gives to the CRI-TAC program. The President of the United States requested \$20 million in this year's budget to apply towards collaborative reform.

E.B. "Skip" Sigmon III, Senior Advisor Office of the Director USDOJ, Interpol, Washington, D.C.

Mr. Sigmon gave an overview of Interpol and discussed that transport crime exists in the United States. Law enforcement's best resource to investigate transport crime in their communities is to partner with Interpol.

Lori Sims, Director of Resource Integration Office for State and Local Law Enforcement Office of Partnership and Engagement U.S. Department of Homeland Security

Director Sims gave an overview of some of the initiatives they are working on. The Center for Countering Human Trafficking has a new program they are trying to push to law enforcement centered around continued presence. They shared this training with IADLEST for feedback before that program was released.

Another initiative focuses on hiring women in law enforcement. They are trying to increase female recruits by 30% by 2023.

**Ivan Pabon,
National Academy Director
Federal Protective Services
U.S. Department of Homeland Security**

Mr. Pabon explained that they have partnered with FLETC and are almost done with a \$16 million addition to their facility. The new building has the most innovative and newest technology that can be seen that has to do with physical security and screening nationwide.

The Federal Protective Services (FPS) secures more than 9,000 federal facilities nationwide. There are also 17,000 contract security guards nationwide. One of the big initiatives they have going right now is the standardization of lesson plans for training these contracted security guards.

**Dr. Robbie Friedmann
Vice-Chair of the International Association of Chiefs of Police (IACP) Community Policing Committee**

Dr. Friedmann is a criminologist at Georgia State University and has been dealing with Community Policing since the middle 1980s. In 1992, Dr. Friedmann came up with the first definition of Community Policing. In 2019, IACP adopted his definition with minor modifications, in 2020 the New Hampshire Chiefs of Police Association adopted it, and 2021 the Georgia Chiefs of Police Association adopted it. Dr. Friedmann is trying to get the definition adopted nationwide so that it provides states with a single standard to define community policing.

Dr. Friedmann's definition of Community Policing is:

“Community policing is a comprehensive philosophy that guides policy and strategy aimed at achieving more effective and efficient crime control, reduced fear of crime, improved quality of life, and improved police services and police legitimacy through a proactive reliance on community resources that seeks to change crime-causing conditions.”

**Dr. Thomas Washburn, Executive Director
Dr. Joe Coffee, Director
Law and Public Safety Network (LAPSEN)**

Dr. Washburn discussed the Law and Public Safety Network (LAPSEN). The LAPSEN program seeks to identify youths (17- to 20-year-olds) who have demonstrated knowledge and abilities related to a law enforcement career and a strong interest in a law enforcement career. There is currently no national law enforcement certification for youth: however, certifications exist for fire, security, emergency dispatch and others that are sponsored by related non-profit professional associations. Such certifications are used to help identify potential recruits; and, in some cases, to provide increased starting salary or exemption from some recruit training.

Executive Director, Mike Becar's, Briefing Report covered a number of topics:

IADLEST Projects:

IADLEST is starting the accreditation process with the United Arab Emirates (UAE) Police College in Abu Dhabi.

IADLEST Completed the accreditation for the Police Training Center for the Ministry of the Interior of the Republic of North Macedonia and the re-accreditation of the Kosovo Academy.

IADLEST presented a webinar on the role of training in police reform to 112 viewers made up of members from the Senate and House of Representative staff, the Department of Justice (DOJ), the International Association of Chiefs of Police (IACP) and others.

Deputy Director, Brian Grisham (IADLEST) and Executive Director Becar participated in a webinar with the CEO of the Action for Racial Equality on the push to create a National Police Misconduct Registry and State POST misconduct databases.

Peggy Schaefer (National Certification Program (NCP)), Sheriff Peterkin, Hoke County, North Carolina, and Lon Bartel, Director of Training at VirTra did a presentation on the role of training in police reform for over 130 attendees from the DOJ, Congress, IACP and others.

Peggy Schaefer (NCP) and Executive Director Becar presented an IADLEST overview presentation for White House staff.

Victor McCraw (IADLEST), Deputy Director Brian Grisham (IADLEST), and Executive Director Becar participated in a Federal Bureau of Investigation National Academy Associates (FBINAA) webinar on the National Decertification Index (NDI) on November 17, 2021.

Executive Director Becar created an NDI podcast with Brooks Bawden Moore, LLC (BBM).

New Grants Received:

IADLEST received a sub-grant from the Pan American Development Foundation to train and accredit police academies in the Caribbean in the amount of \$337,000.

IADLEST received a sub-grant from Research Triangle Institute (RTI) International to conduct the Census Law Enforcement Training Academies in 2022.

New Developments on the NDI:

California passed Senate Bill 2 which takes effect in January 2023. It now gives California the authority to decertify peace officers for misconduct. It also mandated that every law enforcement agency in California check the NDI before they hire any law enforcement officers.

Massachusetts also just received decertification authority. They set up a POST in order to accomplish this. They are also the first state to mandate that all 30,000 current officers be checked against the NDI and mandate that every agency must check the NDI before hiring any new officers as well.

Additionally, North Carolina just passed legislation mandating that every law enforcement agency must check the NDI before hiring officers. IADLEST recently went from about 3,200 active NDI users to over 5,000 over the past few months and IADLEST is getting 8-10 user requests a day.

IADLEST put together a request for proposal (RFP) for the \$1 million project from DOJ to maintain and enhance the NDI. The original funding was granted under the previous administration and the current administration has a hold on this RFP. It appears they are waiting on a decision from the White House Executive Order that talks about the FBI running a database instead of using the NDI.

~END~

IADLEST Gear — Restocked!!

If you recently visited the IADLEST Store looking for IADLEST branded shirts or windbreakers, and found that your size was out of stock, stop in and take another look.

We have just added a lot more IADLEST polo shirts and INCI Instructor polo shirts.



[Visit the IADLEST Store](#)

You're four times
It's hard to
more likely to have
concentrate on
a road accident
two things
when you're on
at the same time.
a mobile phone.

Switch it off when you drive.

IADLEST Members Only

IACP Technical Advisory Panel (TAP) News

The minutes of the mid-year meeting have been published, and the contents will be of interest to everyone who is involved in highway traffic safety and especially impaired driving.

In addition to announcements of conferences of interest to traffic enforcement, the minutes also discuss updates to DRE – ARIDE – SFST training.

For example two new training courses are being developed through NHTSA. They are an ARIDE Refresher and a course addressing DRE Courtroom Testimony.

There are two new videos for SFST training in production. The videos will update the ‘Dry Lab Videos’ and the ‘Truth is in the Eyes’ video.

For more detail on these and other issues covered by the Panel see the ‘Committee Reports’ menu item in the “Members” section of the IADLEST website.

[TAP Meeting Report: Mid-Year 2022](#)

Survey Results

National Online Learning Usage for Law Enforcement Basic Training Academies

This survey was conducted by the Kentucky Department of Criminal Justice Training. Members of IADLEST and CALEA were invited to participate.

The primary purpose of this non-academic qualitative review was to understand the current usage of online learning at the state level for law enforcement basic training academies throughout the nation.

A secondary purpose was to ascertain administrators' perceptions of the effectiveness of online learning.

Members of IADLEST will find the full survey results in the ‘Surveys’ section of the “Members” menu on the IADLEST website.

[Online Learning Usage for LE Academies](#)

ADL Consortium on Fighting Extremism and Hate

The members of the Consortium which consisted of ADL staff and representatives of the Law Enforcement community addressed the following issues:

- ◆ The Extremist Landscape
- ◆ ADL Advocacy Priorities
- ◆ ADL Toolkit: Rooting out Extremism within Law Enforcement
- ◆ Addressing Digitally Enabled Crimes

You will find the complete report in the ‘Committee Reports’ section of the “Members” menu on the IADLEST website.

[ADL Consortium on Fighting Extremism and Hate - May 2022](#)

IADLEST offers

COMPLETE CURRICULUM DEVELOPMENT *and JOB TASK ANALYSIS (JTA)*

We also offer multiple In-service Topics, or Single Lesson Plans. A continued “maintenance” service for all topics developed is also available, which would include annual literature reviews, updating materials, version control, archiving and making enhancements.

Phase I: Needs Assessment / JTA Data Collection

IADLEST gathers respondent data from the individual agency, region, or an entire state. Surveys are distributed electronically to identify specific job tasks by assignment, frequency, and criticality.

Phase II: Curriculum Development

IADLEST will use data collected during Phase I to develop learning objectives and uniform lessons using adult learning best practices and NCP standards. All lesson deliverables will include a separate instructor and student manuscript for each topic, static visual aids, and testing instruments (written or skill-based). Phase II will be a collaborative process with as many stakeholders as possible.



Phase III: Piloting

IADLEST will provide train-the-trainer sessions and on-site technical support to pilot the new curriculum. Piloting is used to evaluate curriculum efficacy, logistics, and make any needed revisions before full implementation. Piloting also includes test instrument validation through data analysis.



For more information ~ contact Mike Becar at mikebecar@iadlest.org or 208-288-5491

The Answer to Today's Aggressive Protests?

IADLEST-Certified Dignitary and Executive Protection Training

By Robert L. Oatman, CPP President, R. L. Oatman & Associates Inc.

With increasing frequency, aggressive protesters are confronting government and business leaders at work, at home, at restaurants, and even at houses of worship. For law enforcement professionals who might find themselves on government VIP details, or who are looking ahead to off-duty protection work or a protective career after law enforcement, executive protection (EP) training may now be more valuable than ever. IADLEST-certified EP training is the best way for LE professionals to develop practical skills and a deep understanding of EP concepts.

Top Training Options

R. L. Oatman & Associates, Inc., is the only provider of IADLEST-certified training in dignitary and executive protection training. Our three-day and seven-day programs teach basic and advanced executive protection skills, leaving students with a fresh perspective on this specialized and fascinating area of security. The curricula and instructors focus on thoughtful risk avoidance and quick, low-confrontation responses; professional executive protection is in many ways the opposite of high-profile, confrontational body-guarding. The programs cover such topics as threat assessment, the advance, protective choreography, evacuation, protective driving, counter-surveillance, and case studies.

Three-Day Program: Fundamentals of Dignitary and Executive Protection. This intensive program combines classroom instruction with hands-on training and an immersive tabletop exercise. It is ideally suited for law enforcement, military, and corporate professionals responsible for ensuring the personal safety of public officials, business executives, high-net-worth individuals, and others at elevated risk. The program is nationally certified through IADLEST and awards successful graduates 24 hours of instruction toward their annual requirement. The training is offered annually in June.

An added attraction is that this three-day program takes place at the home of the Dallas Cowboys Football Club, making use of the world-class training environment known as the Ford Center at The Star. This impressive facility is available through our multiyear partnership with the Cowboys. Larry Wansley, Director of Corpo-

rate Security for the Dallas Cowboys Football Club, notes, "Safety is crucial to the success of our organization. The team at R. L. Oatman & Associates provides critical training to our executive security team to maintain a safe environment for all."

The three-day program is also provided as requested on a closed basis for organizations that wish to train their EP staff.

Seven-Day Program: Advanced Dignitary and Executive Protection. Our seven-day program, offered twice each year (May and October), is the premier training experience, providing a full week of classroom instruction, hands-on drills, and real-world exercises in Towson, Maryland. Classroom training occurs in a comfortable, state-of-the-art learning environment. Two days of off-site training are provided at a nearby airpark, a perfect setting for "attack-on-principal" drills and defensive driving instruction. During two additional days of practical exercises, students are divided into small groups and sent out into the real, urban environment to conduct protection exercises with a principal/protectee. Graduates of the seven-day program become part of a widely recognized and respected alumni group known worldwide by Fortune 500 companies, government agencies, and private users of EP services. The program is nationally certified through IADLEST and awards successful graduates 50 hours of instruction toward their annual requirement.

Both programs (three-day and seven day) use top-quality instructors who are experts in their subjects with decades of applicable experience. Many instructors come from federal, state, and local law enforcement and the U.S. military; others are professionals in emergency medicine, psychology, and other specializations. Class sizes are limited to 34 students, and applicants are screened for suitability. Both programs provide bountiful opportunity for career networking.

(Continued on page 11)

Conclusion:

How IADLEST Certification Helps Our Students

The process of gaining IADLEST certification for our two EP courses was arduous, and it made our already strong programs even better. The program's numerous modules were scrutinized for accuracy, supportability, and clarity, and the exam was studied to ensure that all answers could be found in the training materials.

IADLEST's Peggy Schaefer, NCP Program Director, and Michael Becar, Executive Director and CEO, guided us through the certification process, leading to programs that students and training organizations can rely on.

IADLEST certification shows that these programs are professional, serious, and reliable. If a course is certified by IADLEST, it can be counted on to teach best practices and support law enforcement professionalism.

IADLEST certification underscores the fact that these are law enforcement-based programs. This article's author, Bob Oatman, president of R.L. Oatman & Associates, Inc., retired from the Baltimore County Police Department as Major, Chief of Detectives, and has been recognized by IADLEST as a Nationally Certified Instructor and an Internationally Certified Instructor. Many of our students are active or retired law enforcement professionals.

Law enforcement professionals looking to learn about the important and fascinating world of executive protection would do well to select IADLEST-certified programs.

Website – [R.L. Oatman & Associates, Inc.](http://www.rloatman.com)



NCP Benefits

The International Association of Directors of Law Enforcement Standards and Training recently developed a National Certification program (NCP) for Law Enforcement continuing education.



In 2015, IADLEST, in partnership with POST organizations around the Nation launched a new program designed to eliminate many of the problems associated with a lack of standardization within criminal justice training. The IADLEST National Training Certification program establishes minimum standards for vendors providing law enforcement continuing education and ensures the training content meets those quality standards. The standards are designed to meet or exceed any individual State certification requirements ensuring that training achieving National Certification is accepted by all participating POST organizations around the Nation for in-service or advanced training credit.



Benefits of Academy Accreditation

Ultimately, the biggest beneficiaries of having an accredited police agency are the officers themselves and the communities they serve.

We offer accreditation to both US and international institutions.

Why should your academy participate in the Academy Accreditation process?

- ◆ To affirm that your agency is adhering to the highest international standards with regard to police standards and training.
- ◆ To assure your agency is adhering to national and department requirements, policies, and practices as they relate to law enforcement standards and training.
- ◆ To provide defensibility of your agency's standards and training by utilizing an assessment conducted by an objective second party who is recognized as a leader in law enforcement training.
- ◆ To assure your agency's curricula and lesson plans are targeted toward meeting the needs of officers by validating the method utilized for developing that training.
- ◆ To assist with improving documentation and record keeping.
- ◆ To receive guidance and collaboration with addressing issues and achieving best practices in identified areas.

To find out more about IADLEST Academy Accreditation see:

[POST and Academy Accreditation](#)

To see a listing of the academies which have received our accreditation see:

[IADLEST Accredited Academies](#)

Leadership

“A leader is best when people barely know he exists, when his work is done, his aim fulfilled, they will say: we did it ourselves.” —Lao Tzu



Photo by Natalie Pedigo



IADLEST Law Enforcement Academy Accreditation Program

The purpose of the IADLEST Law Enforcement Academy Accreditation Program is to evaluate and improve the operational viability of academies by sharing and recommending industry best practices.

What the Program Can Do for YOU:

- Demonstrate adherence to national standards
- Add defensibility via an objective and thorough certification process
- Comply with statewide standards and practices
- Increase marketability due to validation of high-caliber training and practices
- Enhance issue identification techniques and implementation of best practices

COST:

***\$6,000**
3-year accreditation

**Plus travel expenses*

Now You Have a Choice From the Association You Trust!

54 Standards Encompassing:

- Statutory and Regulatory Compliance
- Mutual Aid Agreements and Policies
- Operations
- Record-keeping
- Staff
- Training Development, Delivery and Assessment
- Students
- Information Technology
- Facilities
- Fiscal
- Equipment
- Recommendations for other best practices

Learn more at www.IADLEST.org
International Association of Directors of Law Enforcement Standards and Training
"The Committed Catalyst for Law Enforcement Improvement"

Professional Police Training

 forcescience.com/2022/05/professional-police-training

Dr. William Lewinski, Michael Albin May 26, 2022

Policing is partly characterized by the specialized knowledge and practice that it brings to problem-solving, conflict resolution, and risk management. Policing borrows extensively from other disciplines, including law, psychology, social work, medicine, and motor learning.

Maintaining possession of this specialized and integrated body of knowledge is challenging, and requires the police to engage in extended practical instruction and frequent in-service training. Are we doing enough to prepare officers to meet this challenge?

Teaching Clinical Skills

To apply expert knowledge and skills in real-world (clinical) settings, the police must be proficient in varied and often changing situations. Like other clinical practices, policing involves the 1) expert assessment of relevant information within an incident; 2) evaluation or diagnosis of that information (clinical reasoning); and 3) implementation of a prescription (response, treatment, solution, or referral).

Developing the expertise required to accurately assess, diagnose, and prescribe solutions in real-world settings first requires the effective transmission of relevant knowledge and skills. Sophisticated, integrated, and interdisciplinary training is critical to ensure that police can obtain, retain, and ultimately implement the required knowledge and skills. To reach the high standards that agencies and communities expect of their officers, it may be time to rethink traditional training methods.

Traditional Training

Police training in the U.S. (from initial recruitment to certification) costs the average department approximately \$100,000 per officer. Typically, this pre-service training is covered in an academy, with some states supplementing this training with post-secondary

education. In the U.S., the average time in the academy is about 840 hours or 21 weeks.¹ Considering that two-thirds of officers do not participate in a formal Field Training Program, the academy remains the primary training source.

How Police Training Stacks Up

Policing requires complex skills to manage everything from mundane report writing to conflict resolution to unpredictable life-threatening challenges.² So how does the average 840-hour (21-week) academy stack up against other occupations? Consider that Petco requires the completion of a 20-week course to become a certified dog groomer.³ In most states, barbers and cosmetologists are required to complete twice the amount of classroom work as pre-service police officers. Many must complete an additional 1,300 hours of in-service or professional practice before becoming eligible for their license.⁴

Illusion of Training

In 2018, researchers published [*Police Academy Training, Performance, and Learning*](#) (the O'Neil study). During the O'Neil study, 10,000 video recordings were used to capture officers' skill acquisition and perishability during and after the academy. This study confirmed what other researchers had observed. Within months of leaving an academy, the average officer might be able to describe how a suspect-control technique should be used but will have little ability to apply it in "a dynamic encounter with a defiantly resistant subject."

Notably, as soon as two months after training, even simple skills like baton strikes delivered in a static environment were judged as ineffective. Similarly, when taught in the same fashion, complex clinical skills like communication and decision-making can rapidly deteriorate.

(Continued on page 15)

Lack of time, high costs, ineffective training methods, and personnel shortages routinely compromise police training. The result is that police training may create the illusion of learning and skill acquisition but not the knowledge or competence we might expect.⁵

Next Level Integrated Training

Studies highlight that time limitations and ever-increasing curriculum are not the only challenges facing police trainers. Arguably more important is that the *methods of instruction* are inadequate and create significant problems across the entire police curriculum, regardless of whether that training is occurring in an academy or university setting.

Traditional pre-service police training usually involves classroom instruction followed by multiple-choice testing. This style of instruction may be necessary to establish a base of knowledge, but how this knowledge is integrated into decision-making remains the more pressing challenge. Consider, for example, that for appropriate use-of-force decisions, it is critical to first understand and then integrate federal and state law, human performance limitations, and de-escalation strategies.

To address integration challenges, it has been encouraging to see progressive instructors incorporate both video simulators and realistic role-playing scenarios into their training. Like those offered by [VirTra](#), well-designed simulations have begun to integrate de-escalation, law, and human performance into their scenarios. Force Science has enjoyed working with VirTra whose technology allows them to develop virtual scenarios that incorporate realistic human performance capabilities and limitations. Instructors using VirTra training simulators can present overlays that compare student performance to Force Science and other industry research.

Beyond Simulations

Simulations can provide safe and convenient opportunities to expose students to various situations that challenge their decision-making and performance.

This repeated exposure can be an essential first step in developing expert decision-makers. However, it is important to note that learning about a decision process or experiencing only a few decision-making scenarios is unlikely to develop great decision-makers. Instead, under stress, with limited information and time constraints, great decisions are more likely the product of officers having developed a tremendous reservoir of experience. Simulations can be a valuable way to begin this journey before moving on to clinical (real-world) experiences that involve supervised assessments, reasoning (diagnosis), and responses (prescriptions).

Beyond the sheer repetition that clinical experiences can provide, there is immense value in experiencing first-hand the emotional intensity, confusion, and confused and disorganized thinking that is often present during crisis interventions. While simulations can begin to expose students to these realities, de-escalation and crisis intervention training without real emotion is like use-of-force training without resistance. Neither should be expected to create expert decision-makers and performers.

Active Learning and Clinical Training

One of the most important skills an academy can develop in their students is active participation in that student's learning. Active learning is said to be at the heart of professional training. It involves deliberate self-evaluation and a collaborative approach to learning.⁶

Clinical training approaches can be built around active learning. Immersive training that involves observing experts at work, context-driven training, tabletop exercises, and self-analysis in realistic congruent scenarios all build active learning skills early in the learning process.⁷ The clinical training of doctors, nurses, psychologists, and dental technicians affirms these recommendations. By placing students in practical situations and encouraging them to engage in active learning (reflection and analysis), they are likely to identify for themselves those areas where they need to build skill proficiency. Importantly, they will also identify where they need to develop social and emotional awareness—attributes that are critical to inter-

(Continued from page 15)

personal communication, de-escalation, and persuasion.

Lecture as the Beginning, Not the End

Progress in police training is the expected result of an institution driven by constant and never-ending improvement. While *change* frequently involves increased training hours and additional curriculum, *progress* requires implementing sophisticated training methods that will develop resilient, flexible, and insightful officers. What may have traditionally been attempted through lectures will now require creatively applied, modern training and learning principles. Leaders hoping to raise the standard of modern police training should be looking to adopt the interdisciplinary, integrated, clinical training practices of other highly-skilled professionals.

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2. Academy training is expected to prepare officers with working knowledge and effective skills in an ever-increasing range of subjects. These topics frequently include Constitutional law, state statutes, local ordinances, emergency vehicle operation, communication, de-escalation, and persuasion. Officers are taught to manage emotionally distraught individuals, engage in decision-making in time-compressed situations, and write reports to document everything from the most mundane theft

reports to rapidly evolving critical incidents involving multiple people. Officers are expected to learn how to effectively assess threats, manage conflict, and employ force ranging from arrest and control techniques to deadly force. Following the academy, officers are expected to have learned how to earn the trust of domestic violence survivors, de-escalate rioters, and prevent suicides.

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Martial Arts Wisdom

A Student said to his master:

“You teach me to fight, but you talk about peace. How do you reconcile the two?”

The Master replied:

“It is better to be a warrior in a garden than to be a gardener in a war.”

“The Effects of a Training Component on Police Attitudes”

By Dr. Jeffrey L. Seif

Director / Dallas College Law Enforcement Academy

jlseif@dcccd.edu

Introduction:

Can attitudes toward marginalized persons be improved upon? This article reports on the field component of its author’s graduate thesis submitted to, and approved by, Cambridge University, England. The dissertation went toward its author’s advanced degree in Applied Criminology and Police Management. The experiment noted herein tested whether exposure to a four-hour training component, employing visual depictions alighting upon police culpability in the holocaust, would temper cadets’ dispositions and facilitate more inclination toward legitimacy, than merely lecturing cadets on the importance of being just.

Design and Methodology:

This Level 5 (Maryland Scale) pilot focused on four batches of cadets entering Dallas College Law Enforcement Academy (DCLEA), on two of Dallas College’s campuses, between August 2021 and January 2022. Cadets assigned to a treatment group received four-hours of videos alighting upon the holocaust, noting police culpability in it. Those in the control group received nothing. Questioned was whether (and, if so, to what extent) exposure to four hours of training, utilizing visual depictions from the holocaust, would temper cadets’ dispositions and facilitate more proclivity toward legitimacy in citizen encounters.

Answers were culled from survey responses—beginning with a baseline survey at the academy’s start and delivered again on two other set occasions as the academy’s curriculum was rolled out. An assessment instrument developed by Dr. Elise Sergeant was utilized, wherein cadets self-reported, using Likert Scale responses to note their attitudes on seven attitudinal constructs.

Analysis:

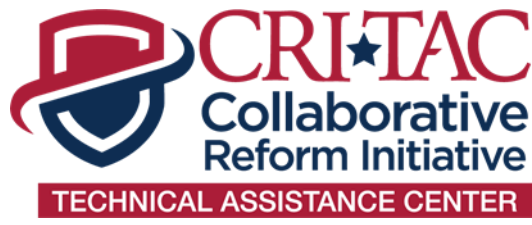
This clinical trial used Mean Difference (MD) to measure the dosages’ effects (the independent variable) on cadets’ attitudes (the dependent variable), attested in surveys. Preliminary findings, based on mean differences (MD) in small sample sizes, suggest a small positive local effect—evidenced during the duration of the trial—corroborating a previous study in Australia.

Policy Implications / Conclusion:

Para-military police training has long held the day in policing—and rightly so, given the precariousness of policing America’s streets. The standard model, however, is making room for a variety of new intrapersonal and interpersonal course training methodologies. Given attitudinal decay in policing over time, the value of educational blocks designed to (1) counter tendencies toward attitudinal decay, (2) stave off debilitating emotional exhaustion and (3) buttress respectful interacting with citizens is adjudged to be of paramount importance. Though the findings in this pilot trial are light to date, bundled with what is known from studies in procedural justice, restorative justice and police legitimacy, generally, as with ethics training specifically, at the policy level, inculcating ethics-related course blocks in training has a remedial effect, and represents a positive step in and for police training.

About the author:

Jeffrey Seif serves as the Director / Training Coordinator for the Dallas College Law Enforcement Academy. This article briefly reports on a field experiment he recently conducted for a Master's Degree in Applied Criminology and Police Management from Cambridge University, England - with an emphasis on police training. The thesis won top mark for the year.



Domestic Violence Intervention and Investigation Training Course

Hosted by Cass County Sheriff’s Office

Address: City-County Law Enforcement Center, 336 Main Street, Plattsburgh, NE 68048

Date: August 30, 2022

Times: 8:00 a.m. – 5:00 p.m.

Join the Cass County Sheriff’s Office for the *Domestic Violence Intervention and Investigation* training course from the National Sheriffs’ Association. This one-day, **no-cost training** will review lethality, liability, the dynamics of domestic violence, investigation and interviewing, and federal laws pertaining to domestic violence cases.

Register for this course by August 23, 2022 [here](#)

(or <https://www.myiacp.org/event-information?id=a013s00000Kgj1AAB>)

NOTE: If not an IACP member, each participant will need to create a new account to register for the training. This is free of cost and does not require an IACP membership. Click “Log In to Register” and then select “Create a New Account.” Once on the new account page, fill in all the information with an asterisk * and any other information you would like to provide.

For questions, please contact Hilary Burgess or Angela Sivak at CRITAC@theIACP.org or 800-THE-IACP.



The delivery of this training by the Collaborative Reform Initiative Technical Assistance Center (CRI-TAC) is provided through a Cooperative Agreement between the U.S. Department of Justice, Office of Community Oriented Policing Services and the International Association of Chiefs of Police. CRI-TAC delivers customized technical assistance directly to local law enforcement and provides quick access to resources by the field, for the field. For more information about the CRI-TAC visit www.CollaborativeReform.org.

This project was supported, in whole or in part, by cooperative agreement number 15JCOPS-21-GK-02122-S awarded by the U.S. Department of Justice, Office of Community Oriented Policing Services. The opinions contained herein are those of the author(s) or contributor(s) and do not necessarily represent the official position or policies of the U.S. Department of Justice. References to specific individuals, agencies, companies, products, or services should not be considered an endorsement by the author(s) or the U.S. Department of Justice. Rather, the references are illustrations to supplement discussion of the issues.



National Training Standards — Do They Exist?

By Greg Ryhal and Peggy Schaefer

This article was featured in the [April 2022 issue](#) of American Police Beat magazine

In the past two years, the news media and many legislators and community members have called to establish national deputy and police officer training standards. But these standards *already* exist with the International Association of Directors of Law Enforcement Standards and Training's (IADLEST) National Certification Program (NCP). Unfortunately, many in the criminal justice system have not heard of this program. The NCP began because there were no nationally recognized standards for law enforcement training, and oversight of the quality of training programs varied dramatically from state to state. This lack of consistency created problems, resulting in negligent training that affects the critical performance of officers nationwide and has caused significant civil litigation.

Members of IADLEST collaborated to create a viable and dynamic solution: NCP. IADLEST is a nonprofit group comprised of Peace Officer Standards and Training (POST) directors, training academy directors, training experts and commissioners throughout the United States and worldwide. IADLEST is a cohesive association committed to improving law enforcement certification standards and training for criminal justice practitioners.

In June 2015, IADLEST launched the NCP with the technological support of Acadis, LLC (formerly Envisage Technologies) and many state POSTs. The NCP is a dynamic program designed to enhance standardization and quality within police training. By establishing and disseminating “best practices” for in-person, online, hybrid and virtual training, the program recognizes quality continuing in-service education for the law enforcement community. Designed to meet or exceed any individual state certification requirements, NCP-certified training is accepted by participating POST organizations in the country. Additionally, by compiling certified courses into a national training catalog, the NCP fundamentally improves access to quality training, reduces agency costs, improves training efficiency and allows students to provide critical course feedback on their training experience. Upon its founding, Ari Vidali, CEO of Acadis, LLC, stated, “The

NCP is a fundamental shift in how departments access training for their deputies and officers. By providing a seal of quality that departments can trust, IADLEST has created the nation's first benchmark standard for what constitutes excellent training.”

When commenting on the impact the NCP has on the law enforcement training profession, Mike Becar, IADLEST's executive director, explained, “The NCP seal makes it easier for agencies to select training programs critically and independently examined to meet the threshold required for sheriffs, chiefs and academy directors.”

The training content is reviewed by curriculum development and subject-matter experts referred by POST organizations and other training entities throughout the country. The reviewers must attend and pass a training course and mentoring program before reviewing any courses for national certification. These experts have extensive experience in police curriculum design and development. IADLEST's goals include training 200 qualified reviewers to increase the number of certified courses. New reviewers are added to the roster monthly.

IADLEST has updated and streamlined the NCP process to reduce costs and add flexibility to the requirements for training providers. For instance, providers were initially required to upload completion data, but not anymore. For training providers who take advantage of managing registrations and diploma delivery using tools in FirstForward, IADLEST waives the associated fees for all NCP-certified courses, providing completion certificates free for NCP courses. Additionally, while training providers are still required to list their NCP-certified online training in the national training catalog at *FirstForward.com*, they no longer must host and deliver them at that site. Instead, online training can be stored on the provider's learning management systems and marketed for free in the FirstForward catalog.

“By making these changes, we hope to expand the number of training providers that participate in the NCP process,

thereby achieving the distinction of having the quality of their training recognized,” 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 enhancing their safety and effectiveness. In addition, the NCP seal is a visible affirmation to any agency or officer that the training program has met rigorous standards for content and delivery.”

While the threshold for certification remains high, it is never IADLEST’s primary goal to fail a course but to support and help a training provider improve the quality of their programs. Therefore, IADLEST often works with the training providers that have initially failed to provide critical feedback, helping them meet NCP standards.

NW3C president and CEO Glen Gainer said, “Last year, NW3C was able to bring live online training to over 11,000 practitioners and delivered an additional 23,000 online, on-demand classes. Working with IADLEST as an independent certification authority makes us a better training provider and ensures that we deliver training designed with the highest possible standards.”

Law enforcement administrators and organizations from around the country have been quick to recognize the benefits of the NCP. Thus far, 36 states have officially adopted the program, with several mandating that training provided for in-service credit be NCP-certified. The Major County Sheriffs Association (MCSA) has also endorsed NCP. At the time, the president of the MCSA, Sheriff Sandra Hutchens, stated, “As an association dedicated to the continuing education of our members, we are pleased to embrace a new and very high standard for law enforcement training.”

Peggy Schaefer, NCP program director, says, “Sheriffs and their staff can peruse the national catalog and select training programs that have been independently assessed and are legally defensible. So why would your agency ever host a training program without the NCP seal again? Send those providers to IADLEST first before hosting them.”

Spread the news that national training standards exist, and look for our IADLEST NCP seal for an excellent training option for your sheriff’s office!

Greg Ryhal and Peggy Schaefer

Greg Ryhal has been a lead writer for Acadis, LLC (now a subsidiary of Vector Solutions) since 2015 and currently manages their proposal response team. As a writer, he works closely with partner organizations, such as IADLEST, to ensure that important information about their services is kept up to date and is regularly shared with the industry and public. He can be reached at greg.ryhal@vectorsolutions.com.

Peggy Schaefer has been the NCP program director since its inception in 2015. She has been a staff member with IADLEST for 10 years and manages several other cutting-edge portfolios. Peggy has trained thousands of officers and works with over 500 training providers in the NCP system. She retired in 2010 as the director/CEO of the NC Justice Academy, responsible for developing and delivering training to over 85,000 criminal justice professionals on an annual basis. She can be reached at peggy-schaefer@iadlest.org.

As seen in the [April 2022](#) issue of *American Police Beat* magazine.





VIRGIN ISLANDS POLICE DEPARTMENT

Virgin Islands Office of Highway Safety



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Press Release#: 04-07-2022-01

For Immediate Release
April 7, 2022

PRESS RELEASE

VI Office of Highway Safety Provides DDACTS Certification

ST. THOMAS, USVI – The Virgin Islands Office of Highway Safety’s (VIOHS) Police Traffic Services Program provided Data Driven Approaches to Crime and Traffic Safety (DDACTS) certification training to 20 employees of the Virgin Islands Police Department, to include Police Crime and Investigative Analysts, VIOHS Coordinators, and Traffic Investigation and Training Bureau officers from both island districts. The training workshop, held on St. Thomas on April 5 & 6, was conducted by Peggy Schaefer and Daniel Howard, Project Managers with the International Association of Directors of Law Enforcement Standards and Training; and Craig Spingarn, Crime Data Senior Analyst with the Denver, Colorado Police Department.

DDACTS is a law enforcement operational model that integrates location based crime and traffic crash data to determine the most effective methods for deploying law enforcement and other resources. Drawing on the deterrent value of highly visible traffic engagement / community contacts, and the knowledge that crimes often involve motor vehicles, the goal of DDACTS is to reduce crime, crashes, and social harm across the country.

Police Commissioner Ray Martinez said of the training workshop, “We are excited to reap the benefits of using data to help us proactively reduce crime in the territory. I already challenged my officers to increase their visibility by increasing traffic stops, and this program works with my challenge.” VIOHS Director Daphnie O’Neal added, “We are happy to assist our police officers with this crime reduction strategy. Traffic safety is public safety.”

For more information on DDACTS or the Police Traffic Services Program, you may contact the Virgin Islands Office of Highway Safety through Director Daphnie O’Neal at daphne.oneal@vipd.vi.gov, or Police Traffic Services Coordinator Danielle Cranston at danielle.cranston@vipd.vi.gov. You may also contact the office via telephone at (340) 772-3025.

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The Bryan-Roach Administration is investing in the Territory’s people, infrastructure and future through transparency, stabilizing the economy, restoring trust in the government and ensuring that recovery projects are completed as quickly as possible. Visit transparency.vi.gov.



Virgin Islands Police Department personnel pose with instructors at the DDACTS training workshop held on St. Thomas April 5 & 6, 2022

Contact [Dan Howard](#) for more information about how DDACTS can work for your organization, and no-cost training opportunities.

USE DATA TO SAVE LIVES

BUILD ANALYTICAL CAPACITY

The International Association of Directors of Law Enforcement Standards and Training (IADLEST) in partnership with the National Highway Traffic Safety Administration (NHTSA) is offering **NO COST** analytical training and technical support to law enforcement agencies committed to developing a data-driven strategy and building analytical capacity to reduce crashes and crime.



ASSISTANCE

- Creating Mapping & Analytical Products
- Automating Analytical Processes & Reports
- Building Queries
- ...And More



TRAINING

- Evidence-Based Strategic Decision Making
- Web-Based Analytical Training Series
- In-Person Analytical Training
- DDACTS 2.0 Planning Sessions



ONLINE RESOURCES

- DDACTS 2.0 Operational Guideline Manual
- DDACTS Webinar Series
- Training Videos
- Supporting Documentation & Research

Successful implementation of a **data-driven operational model** ensures accountability and provides a dynamic, evidence-based, place-focused approach to crash and crime reductions. This method suggests that place-based policing is more efficient and effective at reducing crimes, crashes, and other social harms. **Free in-person and virtual training and resources** are available to law enforcement agencies.




Gadget Guns and Officer Safety: When Guns Don't Look Like Guns

Eric S. See, Chair and Professor of Criminal Justice at Methodist University, & Sarah A. See, Assistant Professor of Criminal Justice at Methodist University

This article is a summary of a chapter entitled: *Gadget Guns: A Legal and Ethical Examination of a Unique Portion of the Firearms Market* (See and See, 2022) in Eric S. See, Christopher M. Bellas, and Sarah A. See (Eds), *Guns 360: Differing Perspectives and Common Sense Approaches to Firearms in America*. It has been updated for this publication.

Gadget guns are firearms manufactured to allow the owner a level of flexibility not found in conventional weapons. For safety purposes, it is critical that officers be familiar with these types of guns. They are not always what they appear to be and are often designed to hide in plain sight. They may be worn on the body as though they are part of a decorative outfit, or appear as if they are another tool all together. Some gadget guns have been mass produced while others are still in the conceptual stage. Gadget Guns can also be purchased in the form of a kit that allows the user to make a handgun or AR15-style rifle without a serial number at home. While some of these weapons have come to the attention of law enforcement, many have not been a part of the public dialogue of firearms in America.

Miniature Belt Buckle Guns

In the late 1970s, Freedom Arms produced a five-shot pistol with a 1½ inch barrel that could be slipped into a pocket or could fit into a belt buckle, allowing the owner to wear a fully loaded mini revolver capable of firing 22 long rifle rounds (Taffin, 2019). Additional variations were produced in 22 short and 22 WMR. Freedom Arms made these mini revolvers until around 1990, at which time, the company sold the design to North American Arms (Eger, 2013).



Status: currently legal

Concern for Law Enforcement: extreme concealability, hiding in plain sight.



Cell Phone Guns

The double barreled .380 caliber “cellphone” pistol is designed to be clipped onto a belt and worn in plain sight (*Double Barreled .380 Caliber. Ideal Conceal*). A simple release of the safety reveals the trigger and readies the weapon to fire. This weapon allows for an open carry option, while still keeping the true nature of the weapon concealed.

Status: legal

Concern for Law Enforcement: extreme concealability, hiding in plain sight.

Folding Card Gun

In 2017, the LifeCard 22 caliber single-shot, folding hand gun was released by Trailblazer Firearms (Trailblazer Firearms LLC). This weapon is unique even in a category of unique weapons. The handgun has an approximate height of 2.1 inches, a length of 3.4 inches, and a width of 0.5 inches. The total weight of the weapon is only 7 ounces and is often compared in visual terms to a stack of a few credit cards. While a typical Derringer is limited to two shots, the LifeCard is limited to one.



Status: legal

Concern for Law Enforcement: extreme concealability, hiding in plain sight.

Altor 9mm

The Altor single shot pistol can fire rounds chambered in 9mm or .380. It is a simple design, inexpensive, and often confused with other items such as a lighter, socket, or some type of tool, but not a firearm. Not a single LE officer the authors showed this weapon to correctly identified it as a firearm.



Status: legal

Concern for Law Enforcement: extreme concealability, hiding in plain sight.

Update, Recent Federal Action April 11, 2022: Ghost Guns

Ghost guns are often referred to as 80% guns because they are sold to the customer approximately 80% assembled. Because they are inoperable, they require the user to complete the manufacturing process, which can include drilling a couple of holes or putting components together. This allows ghost guns to be sold without a serial number.

Status: unclear. The Biden Administration is banning them through new regulations which are likely to be challenged in court.

Concern for Law Enforcement: lack of a serial number, can be purchased legally by those forbidden to own or possess a firearm (pending current legal challenges).

Conclusion

Like all firearms, gadget guns can pose a risk to officer safety when misused. Guns discussed in this article are made without a serial number, or they are designed to blend in and avoid detection making them ideal for use in criminal misconduct or unethical purposes. For their own safety, police officers need to take the time to educate themselves about this unique category of weapons and the problems they create.

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About the Authors:

Sarah has approximately 25 years working in corrections, social work, and with abused children. Eric's early work was with abused children. He is also on the Board of Directors of the local chapter of Crimestoppers. They also have 20+ years teaching and training law enforcement, corrections, probation, and parole system personnel.



IADLEST/LAPSEN Certified Youth Instructor



We congratulate Police Officer Caroline Maher, the first individual to receive Certified Youth Instructor certification from IADLEST



This new instructor certification was created by IADLEST in conjunction with the Law & Public Safety Education Network (LAPSEN).

Officer Maher is eminently qualified to receive this certification. She is in her 25th year serving with the Suffolk County Police Department in New York state.

She has trained in martial arts for over 34 years, and has instructed both martial arts and self-defense courses.

She is a certified general topics instructor, and also certified as a School Resource Officer and Field Training Officer.

Her credentials also include a masters degree, and she is a graduate of the ASIST Suicide Intervention Program and a member of the Crisis Intervention Team.

Women's and senior's self-defense is a major interest for Officer Maher. She has taught multiple Women's Self-Defense seminars, and organized her department's first Senior Self-Defense awareness presentation.

But it is her passion for youth instruction which has brought her to seek and qualify for Youth Instructor Certification.

She created and conducted Stranger Danger and anti-bullying programs, and has been active in the department's Police Explorers Program focused on youths from 14- to 20-years of age.

As Summer Youth Academy Coordinator she has organized and assisted with 14 Youth Academies.

We congratulate Officer Caroline Maher for her skill and dedication to teaching and inspiring the law enforcement professionals of the future.

Teaching

“A good teacher is one who makes himself progressively unnecessary.” — Thomas Carruthers

IADLEST and LAPSEN

Launched The Certified Youth Instructor (CYI) Program



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

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

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

Raising the Bar for Law Enforcement Certified Youth Instructors.

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

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

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

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

How Empathy in Practice Creates Trauma in Reality

By: Nicole Florisi

If you are having a panic attack, do you want me to support you or have a panic attack with you?

The answer seems simple, obvious really. But it isn't that simple in practice. If it were, there wouldn't be a host of research on vicarious trauma and secondary traumatic stress from empathetic engagement with trauma survivors. In fact, everyone who empathetically engages with trauma survivors has the potential to be affected.

What are some signs of vicarious trauma?

- Over-identification with the victim
- Becoming over-emotionally involved with the victim
- Experiencing lingering feelings of anger, rage, and sadness for the victim's circumstances
- Difficulty in maintaining professional boundaries with the victim
- Feelings of hopelessness, sadness, anger, pessimism
- Loss of objectivity

Sound familiar? It should. First responders frequently engage with trauma victims. First responders *empathetically engage* with trauma victims. Why? Because we are trained and told to do so. Empathy-based training is a law enforcement foundation and focus. But if you knew that empathy contributed to vicarious trauma and depressive symptoms, would you change that?

Empathy is considered a requirement for law enforcement officers. A core skill for good leaders. A key component of emotional intelligence. The panacea for building relationships, building rapport, and enhancing the likelihood of positive outcomes. From a training perspective and more importantly, a trauma-informed perspective, the implementation of empathy is not that simple.

Our goal as leaders, instructors, and coaches should be to mitigate trauma for first responders, not add to it. The intent to add trauma may not be purposeful, but the

framework is. Empathy creates the potential for vicarious trauma. We have to acknowledge this before we can change it.

What is empathy?

At the core, empathy is the ability to share and understand the feelings of others. The goal of empathy is to deepen understanding, increase communication, and create space for individuals to be heard. Empathy is a foundation in many facets of communication, from the implementation of Active Listening Skills to the Behavioral Influence Stairway Model.

The concept of empathy is taught as a foundation in the application of different de-escalation tactics for law enforcement. Every de-escalation class I have attended has had empathy as a core skill, but none of those same classes teaches it in practice. In fact, I have never had any class that "teaches" empathy and most of you haven't either. Why is that? Teaching empathy requires a level of questioning, self-reflection, introspection, and emotional self-regulation that doesn't happen in the time constraints of an 8-hour law enforcement training.

There are two types of empathy: cognitive and affective. Cognitive empathy is the ability to identify and understand the emotions of another. Affective empathy is the ability to share feelings and sensations in response to another person's pain. Other components of empathy are affective sharing; the natural capacity to become affectively aroused from another person's emotions, empathic concern; the motivation of caring for another's welfare (self-serving or not), and perspective taking; the ability to consciously put yourself into the mind of another individual and *imagine* what that person is thinking and feeling.

There are numerous definitions for empathy and all of them concerning from a trauma perspective: share the feelings of another, walk in another person's shoes, see the world through another person's eyes, imagine what it's like to be that person, see the world through another's lens, vicariously experience the feelings of another. Another definition for empathy is "engaged suffering". I do not want that for officers. Neither should you.

First responders are exposed to trauma on a level that no human being should ever experience. The argument of "that is what they signed up for" holds no weight. The trauma and stressors exist regardless. We have a responsibility to mitigate and prevent the trauma. Instead, we purposely provide officers with unbridled empathy-based training that creates an environment for vicarious trauma

and depressive symptoms.

This is the nexus where empathy in practice creates trauma in reality. Forced human connection. Forced connections through trauma.

Ask yourself this. How much time do you want your officers to spend immersed in the trauma of those who they serve? If you aren't answering that question with "none" then there is a problem. The longer we sit with the trauma of others, the more likely we will experience our own vicarious trauma.

Affective empathy is associated with depressive symptoms and an increase in vulnerability to depression. Distress increases when there is engaged suffering with someone. Secondary traumatic stress increases with empathetic listening.

If we don't address the weaknesses of empathy, we set our officers up for failure. Empathy allows for emotional resonance, the connection of "feeling with." That sounds like it shouldn't be an issue. The problem? "Feeling with" allows for emotional contagion. Where do people, including officers, make catastrophically poor decisions? When they lose critical and consequential decision-making skills which happens during emotional contagion, emotional overload, and over-emotional investment.

Empathy can enhance bias, including racial bias. Empathy plays favorites. We are more likely to align with those we like, those who are like us, those we have commonalities with, and those we find attractive, etc. It is more difficult to empathize with people who are not like us, who frighten us or disgust us. Functional MRI (fMRI) studies indicate that watching a person in pain can elicit the same neurological response in the person watching. However, empathy disappears when it is someone disliked or hated. Instead, this can actually stimulate the pleasure center of the brain in lieu of an empathetic response.

One of the most understated tools of empathy is emotional manipulation. Officers are not always aware of these manipulation tactics, but this arises in certain populations, especially in personality disorders. Empathy can create a rush to judgment and allows for a misidentification of your wants versus another person's needs.

Empathy is the act of experiencing the world as you think someone else does.

We need to balance the weaknesses in empathy with re-

siliency. We would be much better rooting officers in a mindset of compassion combined with resiliency skills to prevent and mitigate trauma.



Nicole Florisi, M.S.

VirTra

Training & Curriculum, SME

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IADLEST'S NATIONAL CERTIFIED INSTRUCTOR UPDATE

by: William Flink, IADLEST Program Manager

2022 has been a busy year for examining new applications for new IADLEST Certified Instructors. We'll begin with some of our newest IADLEST National Certified Instructors (INCI). They are a variety of subject matter experts who have focused their talents on law enforcement training. They have increased IADLEST's influence on training excellence, and continue to make a positive impact on the work of law enforcement officers.

Notifications of National Certified Instructor presentations are being sent to IADLEST Director members and Regional Representatives within surrounding states where our INCI instructors make their presentations. These notifications can also be found within IADLEST's social media activities.

All of the IADLEST's National Certified Instructor instructors are highly recommended by their peers or IADLEST members. Their credentials include significant training and curriculum development experience, and demonstrate their commitment to improving criminal justice training and society. With that, we introduce some of our newest IADLEST Nationally Certified Instructors in this edition of the Newsletter, Kim Vickers, Karl Westendorf, James Scott, Eric Murray, John Bouthillette, and Kenneth Ehrman.



Kim Vickers began his 42-year law enforcement career with the Abilene Police Department in 1979 and continued to serve until his retirement in 2006. During his 27 years with the Abilene Police Department, he served in a wide variety of capacities, including oversight of the department's selection process and police academy, Patrol Division supervision and command, School Resource Officer, and Public Information Officer.

Upon his retirement from the Abilene Police Department, Director Vickers joined the Commission on Law Enforcement as the Field Service Agent for the West Texas region. After three years he was promoted to Director of Education and Credentialing, and on September 1st, 2011 he assumed the duties of Executive Director and Chief Law Enforcement Officer of the agency.

Director Vickers has more than 38 years of law enforcement teaching and education experience including teaching a variety of courses for universities, departments, academies, and associations across Texas, and has extensive experience in various public speaking venues. He serves on the Education and Training Committees for both the International Association of Chiefs of Police (IACP) and the National Sheriffs Association (NSA), and has presented multiple presentations at IACP International Conferences. He is on the Advisory Board of the Federal Law Enforcement Training Center (FLETC), and served two separate terms as President of the International Association of Directors of Law Enforcement Standards and Training (IADLEST), a 1-year term and a 3-year term. Directors Vickers currently serves as the Past President of the Board of Directors of the IADLEST.

(Continued on page 30)



Karl Westendorf has more than 25 years of public service and instructor experience. Karl began as a baseball coach and parks and recreation leader, then several years as an elementary school teacher or brain builder, and eventually landed in law enforcement with 13 years of professional instruction and development of new and experienced officers. He is currently a Sergeant and Training Coordinator with the Weatherford Police Department in Texas.

Karl has taught as an adjunct professor at Weatherford College Law Enforcement Academy focusing on officer safety on the street and in the courtroom. He is a TEEEX and NAPD driving instructor, GLOCK and TCOLE firearms instructor, NRA tactical shotgun instructor, ALERRT Integrated Response to Active Attack instructor, and instructs on verbal and written communication, interview, and interrogation techniques, as well as Critical Incident Training

and de-escalation.

In his role as Training Coordinator, Karl worked with Rick Whitehead and Associates to develop and implement their new Officer in Training Program, where the focus is on instruction and application of skills rather than on evaluation of un-learned or un-taught tasks. In addition, he is an active member of the Firearms instructional team, Force on Force Team, lead instructor for the simulator scenario-based training, and lead driving instructor for the Weatherford Police Department. Karl is an advocate for TXDOT, End the Streak, and has instructed over 300 new students in NAPD certified instruction and countless hours of in-house training reducing officer-involved accidents for local law enforcement agencies.

Karl is also an advocate and beta test associate for the Data Driven Approaches to Crime and Traffic Safety (DDACTS) since 2018. He worked closely with Daniel Howard and DDACTS officials to create their shift training approach to reach the officer on the street in a modified format. In addition, he has participated in and taught Large Truck and Bus Traffic Enforcement Training Curriculum.

James Scott began his law enforcement career as a New York City (NYC) Correction Officer. After working in NYC for two years, he moved to Connecticut, where he continued to serve as a State Trooper. During James' tenure with the State Police, he has worked as Patrol Trooper, Academy Instructor, Patrol Sergeant, and ultimately the Commanding Officer for the Recruiting Unit.

James simultaneously served in the Army National Guard. James specialized in Military Police Operations and he is a Veteran of Operation Iraqi Freedom. After 20 years of military service, James retired with the rank of Master Sergeant. James has a Bachelor's Degree in Criminal Justice and a Master's Degree in Administration. He is currently a Doctoral student at Saint Leo University. After 21 years of service with the Connecticut State Police, James retired and assumed a full-time faculty position at Albertus Magnus College in New Haven, Connecticut.



Dr. Eric Murray is a decorated military and law enforcement veteran with over 35 years of professional public safety experience. He has served in the U.S. Army Infantry, a municipal police department and for the past 31 years with the Connecticut State Police. His last assignment was as the commanding officer of the state police training academy.

Dr. Murray has taught leadership and human performance analytics to hundreds of organizations and thousands of private and public service employees across the United States and internationally. He loves what he does!

Dr. Murray holds numerous instructor-level certifications with the CT State Police, CT Police Officers Standards of Training (POST), and New England State Police Association (NESPAC). He actively teaches training programs in the areas of leadership, supervision, team building, human performance management, communication, resiliency, diversity, prob-

(Continued on page 31)

lem solving, and ethical decision making. Eric regularly consults public safety, higher educational institutions, and private organizations on strategic planning, organizational climate and culture, and professional development.

Dr. Murray is a co-author/creator of the Performance Leadership Model© and an Everything DiSC® and Five Behaviors of a Cohesive Team® Facilitator and Wiley distributor. He has authored and published several instructional law enforcement training videos that have been distributed to civilian, and military law enforcement organizations within the continental United States and throughout Canada, Europe, and Asia.

Dr. Murray is a graduate of the FBI National Academy Session 273. He is an alumnus of the USCG Academy Senior Leadership Principles Course and Harvard-Kennedy School of Executive Education- Art and Practice of Leadership. Eric serves as an instructional advisor to the USCG Leadership Development Center and faculty for the U.S. Navy Advanced Management Program (AMP).

Dr. Murray is a regular guest lecturer at the FBI National Academy on topics of leadership analytics, leading at-risk employees, human performance, and psychological capital (PsyCap). He authored the after-action report for the Sandy Hook school shooting in Newtown, CT in 2012 and shares lessons learned from that tragedy.

Dr. Murray holds a Doctor of Education (Ed.D.) from the University of Hartford; M.S., Organizational Leadership; B.A., Communication. He serves on the advisory committee for the Graduate of Professional Studies Program at Nichols College in Dudley, MA.

Chief John Bouthillette (Retired) has a distinguished 35-year law enforcement career dedicated to leadership and training while cultivating productive partnerships with community residents and local, state, and federal agencies. He is also a Subject Matter Expert on the topics of Leadership, Officer Health, Safety, Wellness, Suicide Awareness, and Community Policing.

Over the last 11 years, he has been personally involved in the delivery and development of training for over 70,000 Law Enforcement officers in all 50 states as part of the BJA VALOR Officer Safety and Wellness, National Suicide Awareness for Law Enforcement Officers, and Safer Together training programs. He currently serves as both a Program Lead and Senior Instructor for the Bureau of Justice Assistance VALOR Officer Safety and Wellness Training, National Suicide Awareness for Law Enforcement Officers (SAFLEO) Training, and Safer Together Training Programs.



In addition to his law enforcement career, Chief Bouthillette has worked as a law enforcement accreditation assessor for the New Jersey State Association of Chiefs of Police; as a homeland security exercise planner for the State of Vermont, Division of Emergency Management and Homeland Security; and as the program chief for the State of Vermont, Division of Licensing and Protection, Adult Protective Services Unit.

In addition to his work with the U.S. Department of Justice, Bureau of Justice Assistance's VALOR Officer Safety and Wellness, National Suicide Awareness for Law Enforcement Officers (SAFLEO), and Safer Together Programs, he has been a featured speaker of the Middle Atlantic-Great Lakes Organized Crime Law Enforcement Network (MAGLOCLN) and has lectured on behalf of the U.S. Marshals Service, the Federal Bureau of Investigation (FBI), and the FBI National Academy Association.

Chief Bouthillette has a master's degree in human resources training and development from Seton Hall University, a mini-master's certificate in public administration from Rutgers University, and a bachelor's degree in the administration of justice from Thomas Edison State College. He is also a graduate of the 236th Session of the FBI National Academy.



Dr. Kenneth F. Ehrman is an Investigator at the California Department of Motor Vehicles Investigations Division. He has over twenty-eight years of law enforcement experience, including five years at the California Department of Corrections and twenty-two years as an investigator. He is a POST-certified instructor in defensive tactics, strategic communication, and de-escalation of force and crisis intervention. and a subject matter expert in counterfeit document identification and provides training to law enforcement agencies throughout California. Dr. Ehrman has also developed a curriculum on domestic terrorism, strategic communication, de-escalation of force, and identity theft.

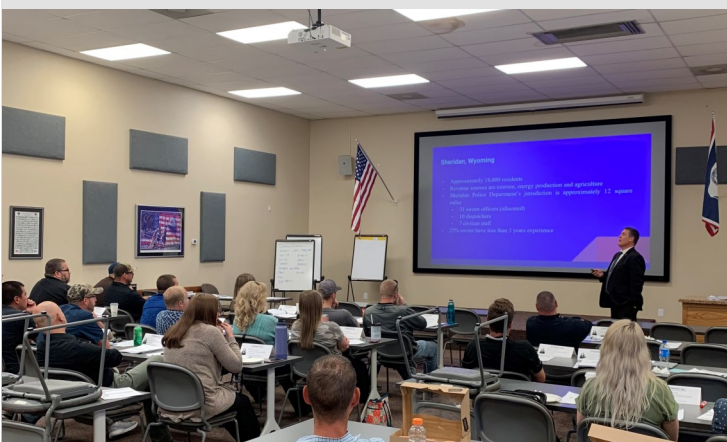
Dr. Ehrman has a Doctorate Degree in Public Administration focusing on the effects of legislation on de-escalation of force training and is a Policing Fellow at the National Police Institute. He serves as the Chair of the California Boating and Waterways Commission, President of the Association of Motor Vehicle Investigators of California, and Vice President of the California Statewide Law Enforcement Association.

~END~

Recently Completed DDACTS Strategic Planning Workshops

Congratulations to Chief Stan Standridge and the members of the San Marcos, TX Police Department that actively participated in DDACTS Strategic Planning workshop. Also, present were members of the New Braunfels and Kyle, TX Police Departments.

Right: Chief Standridge giving opening remarks in San Marcos TX.



IADLEST SME Teams recently completed DDACTS Strategic Planning Workshops in Greenville, SC, Spokane County, WA, and Gillette, WY. Agency Teams from 20 local and county agencies participated and created detailed and thoughtful plans to reduce crashes and crime in their communities using a data-driven operational model.

Left: Chief Travis Koltiska, Sheridan, WY Police Department, presenting in Gillette, WY.

Congratulations to the attendees at all of these workshops for their willingness to embrace a data-driven operational model while developing data-driven law enforcement, non-law enforcement, and non-punitive strategies to reduce crime and crashes.

For more information contact [Dan Howard](#).

IADLEST's NEW INTERNATIONAL INSTRUCTOR CERTIFICATION FOR INTERNATIONAL TRAINERS

By: William Flink, IADLEST Program Manager



IADLEST's International Instructor Certification Program (IICI) is focused on providing instructors from our international members and partners in foreign countries with a credential of excellence from a respected international source for law enforcement training and standards. The certification is also aimed at U.S. instructors who instruct criminal justice topics directed towards international training venues.

The qualifications for the International Certified Instructor Program (IICI) are similar to the national instructor program, however, IADLEST has adopted additional criteria to ensure the qualifications for this certification.

In the U.S. foreign contracting world, the IICI Program certification has been considered a law enforcement instructor "desired" qualification, by at least one contracting company. IADLEST encourages U.S. law enforcement training or trainer contracting companies to consider the advantage of IADLEST International Instructor Certification may have on proposals for services to the U.S. Government and instructor qualification. IADLEST encourages this 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 by their peers and IADLEST members. They all have significant training and curriculum development experience, and are spending much of their careers improving the criminal justice training system.

In this edition of the IADLEST Newsletter, we are recognizing the following IADLEST International Certified Instructors: Moe McClanahan, Tawhidur Rahman, Thomas Nash, John Shanks, Stephen DeBrotta, Kathryn Rinker, and Tyler Wotring.



Moe McClanahan is a High-Tech Crime Specialist with the National White Collar Crime Center (NW3C). She holds both IADLEST National Instructor and International Instructor Certifications.

Ms. McClanahan has 20 years in law enforcement, she retired from the Christiansburg Police Department (CPD) in Virginia. Moe served her last 8.5 years at CPD as the Internet Crimes Against Children (ICAC) Investigator. She has been trained and has worked on both reactive and proactive cases including National Center for Missing and Exploited Children Cybertips, peer-2-peer investigations, and undercover investigations.

During her time as an ICAC Investigator, Ms. McClanahan trained and educated over 10,000 children, parents, and police officers on Internet safety. Aside from her work at NW3C, Moe also serves as the Director of Training and Education with the Safe Surfin' Foundation where she continues to educate on Internet safety and volunteers her time with Special Olympics. Moe earned both her master's and bachelor's degrees in Criminal Justice from the University of Northern Colorado.

(Continued on page 34)

Tawhidur Rahman is a security professional with over 12 years of experience in cyber security consultancy, digital forensics, framework design, policy-making, project development and execution, integration of various technologies, lawful interception system, Telecommunication network interrogation & active tracking system, command control and communication, critical infrastructure security, tactical & intelligence solutions, etc.

He has 62 Global vendor certificates like C|CISO, GDPR, CEH, ITILFV3, ISO/IEC 27001 LA, COBIT 5, CLPTP, CCTA, CFIP, CCIP, Counterintelligence, OSINT, etc. Mr. Rahman is also certified from U.S. Homeland Security, U.S. State Department, and the E.U. on Cyber Crime investigation & Diplomacy.



He is a Certified Data Protection Officer from the University of Derby, UK, working as a Senior Technical Specialist (Digital Security & Diplomacy) of the Government of Bangladesh E-Government Computer Incident Response Team. Previously, he worked for the Government Joint Defense Intelligence organization as a cyber-security consultant.



Thomas Nash is a High-Tech Crime Specialist with the National White Collar Crime Center (NW3C). He holds both IADLEST National Instructor and International Instructor Certifications.

Mr. Nash is currently an adjunct instructor at Champlain College in Burlington, Vermont instructing and developing curriculum for Criminal Investigation courses. Prior to his current position, Thomas served as a full-time certified police officer with the Burlington (Vermont) Police Department holding the rank of Sergeant and assigned to the Chittenden Unit for Special Investigations (SVU) as Director. Additionally, he served as an investigator with the U.S. Department of Justice Internet Crimes against Children Task Force (ICAC) and as a computer forensic examiner with the US Secret Service Electronic Crimes Task Force (USSS-ECTF).

Other assignments during his 21-year tenure at the Burlington Police Department (BPD) included the Uniform Services Bureau, Detective Services Bureau, and the BPD Administrative Bureau. Thomas was also on staff at the Vermont Police Academy as an instructor of Criminal Law, Criminal Investigations, and the Investigation of Computer Crimes.

Prior to his work at BPD, Mr. Nash worked as a Special Education teacher in Burlington, Vermont, and Boston, Massachusetts. Thomas Nash received a master's degree in Education from Boston University and an undergraduate degree in Political Science with a minor in Criminal Justice from Villanova University.

John Shanks is an independent contractor currently working with the Department of Justice, International Criminal Investigative Training Assistance Program (ICITAP) as a Curriculum Developer and Master Instructor in the Kingdom of Saudi Arabia. He holds both IADLEST National Instructor and International Instructor Certifications.

Prior to working for ICITAP, John managed full-scale law enforcement training programs and the Police Training Institute for the Faith Fight Finish Foundation by Dak Prescott and the Council for a Strong America. John started his law enforcement career with the United States Air Force as a Law Enforcement Specialist and served eight years at the USAF Joint Law Enforcement and Security Training Center at Lackland AFB, Texas, managing and delivering training to USAF, USN, USMC and civilian students.



While in the USAF, John attended the Texas Peace Officer Training Academy at San Antonio College and earned his full commission as a Texas Peace Officer. John taught basic and advanced law enforcement courses and was a Master Instructor teaching Instructional Systems Development courses.

(Continued on page 35)

As a civilian law enforcement professional, he worked at the Hollywood Park Police and Hill Country Village Police Departments in San Antonio, Texas as a patrol officer, detective/investigator, and sergeant. John taught at San Antonio College, Law Enforcement Training Center as the lead instructor for the basic peace officer certification program and taught advanced courses in de-escalation, firearms, tactics, and investigative techniques.

Mr. Shanks relocated to the Washington, D.C. area where he worked as the Director, Law Enforcement Relations at the National Law Enforcement Officers Memorial Fund and oversaw the fundraising campaign to build the National Law Enforcement Museum. He recently led a team that created “Connecting Youth & Communities with Law Enforcement (CYCLE)” an innovative program to improve police and youth interactions, which was funded by the DOJ COPS office. John’s degrees include Criminal Justice and Instructional Technology and Military Science.



Steve DeBrot is a Vice President and Chief Counsel at the National White Collar Crime Center. Steve was federal prosecutor for 30 years in Indianapolis, Indiana most recently Deputy Chief of the Major Fraud, Public Integrity, and Child Exploitation Unit, having been Senior Litigation Counsel, Computer Hacking and Intellectual Property Coordinator, Corporate Fraud Coordinator, Environmental Crimes Taskforce Coordinator, Project Safe Childhood Coordinator, and Computer and Telecommunications Coordinator. He holds both IADLEST National Instructor and International Instructor Certifications.

Mr. DeBrot advises the Indiana State Police on cybercrime and digital evidence. He teaches cybercrime, digital evidence, and famous crimes and trials at Indiana University. Steve prosecuted cybercrime, complex fraud, white collar crime, computer crime, environmental crime, intellectual property, public corruption, securities fraud, network intrusions, money laundering, crimes against children, human trafficking, tax crimes, and violent crime. He served on the Advisory Committee on Nationwide Child Exploitation Investigations, chaired a Committee for the National Strategy in Child Exploitation Cases, and served on the Advisory Committee on Computer Forensics Examinations and Digital Evidence. Steve testified before the U.S. Sentencing Commission as a DOJ designated subject matter expert.

Steve has presented 150+ lectures, including keynotes and case studies at national and international conferences. He has also lectured at numerous training centers about computer crimes, digital evidence, federal sentencing practice, trial strategy, cybercrimes, and other topics. Steve has been interviewed by local, national, and international media. His work has been highlighted on television, in feature stories in newspapers and magazines, and *The Internet Police: How Crime Went Online*, and *the Cops Followed*. Steve co-authored *Computer Forensics Field Triage Process Model (ADFSL 2005)*; and authored *Computer Forensic Analysis Checklist (DOJ 2005)*; *Image Analysis in Child Exploitation Cases, (DOJ 2001)*; and *Arguments Appealing to Racial Prejudice, 64 Ind. L.J. 375-89 (1989)*.

Steve has a law degree from IU School of Law (Magna Cum laude, Order of the Coif, Order of the Barristers), and an undergraduate degree from Butler University (Magna cum laude) in Political Science and Physics. Steve is a Certified Cyber Crime Investigator and Special Deputy Sheriff with the Morgan County Sheriff’s Department.

Kathryn Rinker is an Economic Crime Specialist with the National White Collar Crime Center (NW3C) responsible for providing live online and on-site training facilitation and instruction and functions as in-house Subject Matter Expert (SME) for the development of training courses. She holds both IADLEST National Instructor and International Instructor Certifications.



Ms. Rinker provides technical assistance guidance on proper forensic and best practices for working with financial and alternative data. She routinely conducts public presentations about NW3C and liaises with external audiences. Prior to her current role, Kathryn was the Director of the Training Support Section where she managed the webinar and commercial training programs and supervised the NW3C certification program.

(Continued on page 36)

Ms. Rinker has been with NW3C since September 1994 and has previously served in dual roles as the Manager of the Investigative Support Section and Internet Crime Complaint Center. Prior to her managerial roles, she served as an Enforcement Analyst III member in the Investigative Support Section. Other assignments and responsibilities have included Operations Supervisor, Special Projects Team Leader, and Special Projects Coordinator.

Kathryn began her career in criminal justice at the Virginia Department of Criminal Justice Services as a Victim Services Program Analyst and thereafter accepted a position with the Richmond (Virginia) Police Department as a Senior Crime Analyst. Kathryn is a Certified Fraud Examiner (CFE) through the Association of Certified Fraud Examiners and a Certified Economic Crimes Forensic Examiner (CECFE) through NW3C. She received an M.S. in

Administration of Justice from Virginia Commonwealth University and a B.A. from Virginia Tech.



Tyler Wotring is an Associate Vice President at the National White Collar Crime Center (NW3C) responsible for overseeing all operations of the High-Tech Crime Section and the planning and coordination of an international training program that provides expert training and technical assistance in most areas of digital forensics and high-tech crime investigation. He holds both IADLEST National Instructor and International Instructor Certifications.

As an experienced senior manager working in the cyber and high-tech industry, Tyler is skilled in business development, proposal development and technical writing, digital forensics, data recovery, open source intelligence analysis, investigative techniques, and

law enforcement operations.

Prior to his current position, Tyler served as the Cyber Crime Section Supervisor and as a Cyber Crime Specialist. As supervisor of the Cyber Crime Section, Tyler was responsible for overseeing and implementing activities that effectively supported NW3C, its services, and its initiatives such as planning, assigning, and directing work, appraising complaints, and providing subject matter expertise and technical assistance in the field of computer crimes and high-tech investigations.

As a Cyber Crimes Specialist, Tyler provided thousands of hours of training to thousands of state, local, and federal law enforcement in data recovery and analysis. The topics ranged from basic seizing and identifying items of electronic evidence to the analysis of artifacts found in a variety of file systems and operating systems in both a Windows and macOS environment. Tyler has provided technical assistance to law enforcement personnel on computer/cyber forensic topics, led and participated in curriculum development for NW3C classes and in the research and validation of software programs developed by NW3C and outside vendors, conducted original research on forensic topics relating to the application of computer forensic methods, produced white papers for NW3C and the law enforcement community on computer forensic topics, and presented at many national conferences. Tyler also served as the Team Lead for multiple NW3C courses.

Mr. Wotring began his career at the West Virginia High Technology Consortium Foundation. While there, he served as a Research Assistant and Content Manager for the eCrimes Technology Support Center (eCTSC). In this position, he performed validation studies of Computer Forensics products, worked and assisted in the development of government proposals, organized and updated online content, verified credentials of new members, completed due diligence on companies wishing to have their products and/or training promoted on eCTSC's website, and represented the eCTSC at various conferences and summits.

Excellence

“Perfection is not attainable,
but if we chase perfection we can catch excellence.” — Vince Lombardi

The ADDIE Course

Evaluation Model, Part Five (Evaluation)

Twenty two in a Series of Webinars

for Advanced Instructor Development



Thursday, July 28th
1:00pm – 2:00pm ET

2022

Speaker: Jim Gordon

Brief description of webinar:

Have you ever been asked to develop a training course and weren't sure where to begin? Don't worry, you are not alone! This month's webinar is the fifth of a five-part series where we will explore the "evaluation" component of the ADDIE course development model (Analysis/Design/ Development/Implementation/ Evaluation). Together in a live "working" interactive workshop, we will work through some examples of the "evaluation" process that you can use in your own training design. Join us for a fun, interactive webinar that will give you a great overview of the process in an easy-to-understand format!

In this webinar focused on the "Evaluation" phase, we will:

- Provide examples of evaluation tools
- Provide examples of how to determine if instructional goals were met
- Determine what type of evaluation tool might be best for your class

Registration Information:

https://us06web.zoom.us/webinar/register/WN_xzv3cQTfQF2RY_atAz-PzQ

Questions:

Markdamitio@iadlest.org

Webinar ID: 857 2153 2176

JIM GORDON

Jim Gordon is a retired captain from Stanislaus County Sheriff's Office in Central California, with 25 years of service. Jim served as a field training officer and as the FTO program administrator. After promoting to lieutenant, Jim served as the regional academy director where he spearheaded the design into one of California's first fully integrated, scenario based training programs.

Jim is a graduate of the California POST Master Instructor Program. He holds an Associate Degree in Administration of Justice, a Bachelor's Degree in Vocational Education, and a Master's Degree in Adult Education. Jim also worked with the CA POST Instructor Development Team teaching instructional technology and instructor development all over California. Jim now resides in Wyoming with his family.

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How Public Safety Agencies are Reducing Risk and Liability with Technology

By Vector Solutions Staff

Public safety professionals go to work every day without knowing what their day may bring. Every incident has an inherent level of risk, and being prepared for the unexpected is just part of the job.

Protecting officers and reducing an agency's risk and liability requires proactive preparedness and prevention. The most critical action for public safety leaders is ensuring their staff has the training and tools they need to get themselves and civilians home safely.

Is your agency prepared? How much will an incident cost your municipality in taxpayers' dollars? Will a mistake make tomorrow's news headlines? These questions often keep leaders up at night.

The financial impact can be significant when a lawsuit is filed and the agency is found at fault or chooses to settle to avoid a court case. A report from The Washington Post found that from 2010 to 2020, 25 of the largest police and sheriff's departments in the U.S. had collectively spent more than \$3.2 billion to settle claims.¹ When an agency pays a large settlement, it's often publicized in the local media, resulting in career-ending outcomes and a significant impact on municipal budgets and taxes.

While tomorrow is never certain, you can take proactive actions today to improve outcomes when the unexpected happens by addressing the main points of risk: your equipment and your people.

Defending your agency against lawsuits requires that you have provided your people with all the training they need and that the records of training—as well as a complete and thorough employee file—have been properly stored and are available when requested. **Vector Solutions**, the company behind the **Acadis® Readiness Suite**, aims to assist law enforcement POSTs and academies in documenting and providing legally defensible training and personnel records.

Read “**Safety and Liability: How to Reduce Risk with Technology**” for tangible steps to reduce risk and how the right software solutions can help.

<https://www.vectorsolutions.com/resources/whitepapers-guides/how-public-safety-agencies-are-reducing-risk-and-liability-with-technology/>

1. Alexander, K. S. L. R. (2022, March 9). Repeated police misconduct cost taxpayers \$1.5 billion in settlements. Washington Post. <https://www.washingtonpost.com/investigations/interactive/2022/police-misconduct-repeated-settlements/>



Incorporating Public & Private Sector Experience

By Mica A. Lunt

I began my career in the policing profession a little over 15 years ago. For many reading this article, that may seem like a short time. Excellent trainers and true leaders in our profession also know that tenure is only one component of experience – a necessary but insufficient condition to becoming well-rounded, knowledgeable, and influential. I have served as an officer, field trainer, instructor, hostage and crisis negotiator, sergeant, lieutenant, and chief of police. In those positions, I am incredibly blessed to have received some of the best training and served under and alongside some of the best leaders. I have attempted to take my experiences and the work of those before me and contribute to the profession as well. I have facilitated the opening of a new regional police academy dedicated to scenario-based, situationally-driven, holistic training. I led a team of instructors who developed curricula for an intensive impaired driving course far exceeding the National Highway Traffic Safety Administration's standards. I have steered aspiring public servants into the policing profession, and I have exercised the responsibility of escorting others out of public service. I remain a proud peace officer, now serving as a reserve, as I have transitioned to serving the profession as a Director of Sales at Lexipol.

Lexipol's mission is to use content and technology to create safer communities and empower the individuals and organizations that serve them. Our policy and accreditation services help public servants know what to do with industry-leading, best-practice directives. Our training solutions help them understand how to do their jobs with nationally certified and POST approved curricula. Our Cordico 360 Wellness solution connects first responders, retirees, and their families with industry-leading proactive and reactive wellness resources they are comfortable actually using and have confidence in to ensure they are their best at work and at home. Lexipol also helps the public safety community leverage outside funding with our grant services and stay informed with our industry-leading news sites.

Having worked in both the public safety and private sectors now, I have gained perspective in how both sectors can learn from each other. Training and ultimately job performance are of paramount importance to IADLEST, trainers, public and private sector executives and leaders, and to the constituents served by our organizations. Yet the training function is tackled and ultimately accomplished quite differently in the public and private sectors.

Measuring the effectiveness of job performance and the value our customers/citizens/personnel receive also differs.

In the public sector, and specifically within public safety, there is training we “have” to do because it is legislatively mandated. While the private sector generally faces fewer legislative mandates, and most are related to safety practices and human resource topics we share with the public sector, the private sector is more likely to apply a mission-driven/business case evaluation to training decisions. Public safety could benefit from a broader application of this approach. Trainers and police executives can determine what resources to devote to training mandates from an effectiveness and efficiency perspective. Suppose an agency is considering how to accomplish a legislative mandate the agency does not find particularly valuable for their mission, community, and needs. It must be done, but it is not a training topic to which the agency wishes to devote considerable time or resources. Such training can often be effectively and efficiently administered through e-learning in a platform such as Lexipol's PoliceOne/CorrectionsOne Academy.

However, suppose a training mandate is not merely a legislative requirement but an important, relevant topic area crucial to the mission of the organization, the safety of its members, or the well-being of its citizens. Ideally, the training topic would be covered in a variety of mediums and on an ongoing basis, so the skills, knowledge, and mindset are maintained and refined. Too often, training is once and done. The policing profession is too complex, and the knowledge, skills, and mindset required are too many to simply cover certain topic areas once on an annual, biannual, or other infrequent term.

Everyday should be a training day. Gordon Graham is well known for his emphasis on reducing risk and tragedy through sound policies and frequent training – particularly on core critical tasks that are low in frequency, high in risk, and must be completed without the benefit of time to think. Policies and procedures ensure that our personnel know what to do in those situations. Frequent but short scenario-based policy trainings ensure that personnel know how to apply the policy in practical applications. Training on tactics ensure that our personnel know how to perform in those situations. Training on core critical tasks and tactics can be conducted in person in a classroom, in person through scenario-based, situationally-driven live training, virtually in person through an online platform, through self-paced e-learning, at briefings or unit meetings through discussion, or any combination thereof. Both the public and private sectors could benefit from ensuring core critical tasks in their industries are trained on frequently and more effectively. Solutions like Lexipol's

Policy Knowledge Management System and Learning Management Systems help take the administrative load off trainers and executives and ensure these requirements are met without falling through the cracks.

We conduct training to ultimately improve job performance and provide the best possible service to our constituents while keeping our personnel safe. We should be measuring what is important (i.e. key performance indicators), and we should be holding our personnel to account in meeting minimally acceptable standards of performance. This is an area in which the public sector has much to learn from the private sector. We must become more comfortable with having candid discussions and critically evaluating our performance – particularly on critical incidents that are high in risk and low in frequen-

cy. We must stop relying on the lack of a bad outcome in a specific incident as a sign that there is nothing to learn or improve. The next time your agency has a vehicle pursuit, a barricaded subject, or other similar critical incident, ask the following: did our policy provide adequate guidance, do our personnel know what the policy says, have we trained on the content of the policy, have we trained on the tactics necessary in this situation, when was the last time, and did we document it, did our personnel perform at or above a minimally acceptable level?

Innovative uses of public and private sector perspectives on training and job performance can help us better accomplish our missions, serve our personnel, and serve our constituents.

High-Visibility Enforcement



High-Visibility Enforcement (HVE) is a universal traffic safety approach designed to create deterrence and change unlawful traffic behaviors. It combines highly visible law enforcement targeting a specific traffic safety issue (impaired driving, seat belts, speeding, etc.); visibility elements; and a publicity strategy.

PUBLICITY

Tell the Public the Law is Being Enforced

- Press Events
- Press Releases
- News Stories
- Letters to the Editor
- Social Media
- Billboards
- Posters
- Brochures

VISIBILITY

Show the Public the Law is Being Enforced

- Portable Signage
- Specially Marked Squads
- Specially Marked Vests
- BAT (Breath Alcohol Testing) Mobiles
- Command Posts
- Electronic Message Signs

ENFORCEMENT

Ensure the Public Sees High Levels of Enforcement Activity

- Highly Active
- Highly Visible
- Data-Driven Locations
- Data-Driven Violations

As part of your daily patrol routine, or part of a national campaign with paid media ads, HVE is a research-proven strategy that reduces crashes and saves lives!



Implement or enhance your HVE with the High-Visibility Enforcement How-To Toolkit at www.nhtsa.gov

Reducing Crashes, Crime, and Other Social Harms with Less Staffing and Resources: Doing Better with Less

Cmdr. (ret.) Daniel A. Howard, MA, CPM-IADLEST

Project Manager NHTSA-DDACTS, Texas DDACTS, and Texas Large Truck and Bus Program

Today's social environment is not only forcing law enforcement to do more with less, law enforcement is forced to do better with less. With no broad influx of manpower or financial resources on the horizon, agencies are having to reevaluate what manpower and resources are on hand and how both can best be utilized.

While most of the proverbial low-hanging fruit solutions can appear to a chief as already picked, there is still one resource every agency can leverage: Data. When collected and utilized correctly, data can be the greatest free resource any law enforcement administrator can have. But only if the crash and crime data is timely, accurate, and reliable. And that demand must come from the head of the agency and become culturally ingrained throughout the organization for it to succeed.

IADLEST began to help agencies meet this challenge beginning in 2010 when a longstanding partnership was established with the National Highway Traffic Safety Administration (NHTSA). Since then, IADLEST has worked with approximately 900 law enforcement agencies varying widely in size and jurisdiction type across the continental United States, Alaska, and, most recently, in the U.S. Virgin Islands. IADLEST subject matter experts have continually helped agencies to build or expand their analytical capacity while simultaneously assisting them with operationalizing the agency's data to create strategies for reducing crashes, crime, and other social harms that plague a respective community.

It is important to recognize that each law enforcement agency has unique challenges, institutional norms, and behaviors. Agencies are often asked to change years of learned behaviors developed within the department based on a few days of instruction from outsiders. The Data-Driven Approaches to Crime and Traffic Safety (DDACTS) 2.0 model and the training and assistance provided as part of the DDACTS project allow agencies to realize an early return on their invested training time. The fact that an agency can make real progress and succeed early on is one of the DDACTS project's secrets to success.

The success of the DDACTS 2.0 model and the collaborative effort between NHTSA and IADLEST can be seen in any number of locations around the country, including Springfield, MO., which recently implemented the model after 32 of its members attended a DDACTS Strategic Planning Workshop in January 2022.



Cmdr. (ret.) Daniel Howard Working with members of the Springfield, MO. Police Training Center

In October 2015, IADLEST embarked on another unique partnership with the Texas Department of Transportation (TxDOT). This collaborative effort involved bringing the DDACTS 2.0 model and all its benefits to Texas, while crafting the delivery and outreach so as to meet the specific needs of Texas agencies. Like most states, Texas has grant-funded law enforcement projects such as Click-It-Or-Ticket, and each of the grant variants, which run from two weeks to a year in length, is founded on data. However, Texas is unique in that it is the only state using grant funds to pay for projects that enhance law enforcement's ability to develop, analyze and operationalize their data. And there are an increasing number of signs that it is paying off.



Dep. Chief Michael Alexander, Metro Nashville (TN) Police Department, working with members of the Arlington, TX. Police Department. April 2022

Another unique aspect of the effort in Texas is agencies that cannot yet develop their own analysis or create mapping products can receive crash-related data from the state's Crash Reporting Information System (CRIS) database. Further, crash analysis and crash heat maps are provided to agencies in need of this assistance thanks to a grant-funded TxDOT partnership with the Texas Department of Public Safety's Highway Operations Center (DPS-HSOC). The participating law enforcement agencies then base their motor vehicle engagement strategies on the data provided and focus their efforts to the identified hot spots. This information gives the agencies a taste of what data can do. And when TxDOT tells them they can use their enforcement grants to patrol areas with a high frequency of crashes and crime that grant-funded enforcement project shifts from being just another overtime detail to a highly valuable resource.

IADLEST and TxDOT work closely together each year to enhance project strategies based on a continued assessment of needs and success. This approach allows the Texas-DDACTS team to get to know the agency's personnel at all levels, from chief to analyst, while building a sustainable foundation for long-term agency success. Early on, it became clear that an agency cannot have a data-driven operational model nor have long-term success without quality data and the ability to analyze it effectively. Therefore, in addition to building analytical capacity, IADLEST helps agencies build confidence in its analysts and the analytical products and analyses they produce.



Intermediate - Level II Analytical Workshop.
Arlington, TX – June 6 -7, 2022

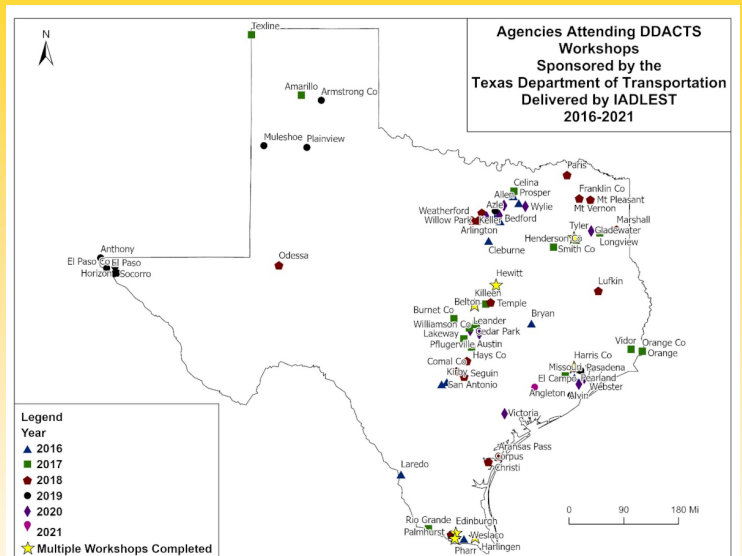
Meanwhile, TxDOT's Selective Traffic Enforcement Program (STEP) has undergone significant changes in the past three years that have shifted the program's performance measures away from citations and toward meaningful motor vehicle contacts that result in crash reductions. These reductions are accomplished by directing the vehicle contacts the STEP program pays for towards high-crash areas identified in a joint effort between the agency

and TxDOT. Further, TxDOT encourages STEP agencies to develop their STEP zones based on locations where crashes and crime occur at a disproportionately higher rate, otherwise known as their DDACTS zones. This allows the additional manpower that STEP provides to have an impact on a broader spectrum of social harms beyond just crashes.

It has been shown time and again that a conspicuous police presence in a given area can positively impact the reduction of both criminal and unsafe driving behaviors through high-visibility motor vehicle engagement. The public may not necessarily know why a patrol unit is working in a given area, but what potential criminals and traffic violators do know is they do not want to be stopped.

This is not to say that it was not difficult to get a foothold state-wide for the DDACTS model in Texas as the data-driven concept and engagement seemed too far outside the norm for many agencies to grasp. However, a noticeable change happened when agencies were shown the benefits of the DDACTS 2.0 model, IADLEST's Tx-DDACTS project, programs like STEP, and the DPS-HSOC working in unison.

The result of everyone's efforts is the Texas projects are rapidly becoming standing-room only and getting busier each year. Since October 2015, IADLEST has worked with over 100 agencies across Texas and provided more than 10,000 hours of Nationally Certified training to state, county, and local law enforcement professionals state-wide. (See map below)



Additionally, IADLEST's Large Truck & Bus Traffic Enforcement Training (LT&BTET) program has taken root in Texas over the past few years, especially after TxDOT strongly recommended agencies attend this training prior to working on other STEP projects focused on commercial motor vehicles. Since this project began in October

2019, IADLEST has provided 3,078 hours of Nationally Certified training to 917 state, county, and local law enforcement professionals throughout Texas.



Large Truck and Bus Training Workshop- Harris Co. Constable PCT. 5 Training Center- January 2022

Between the changes in STEP, the benefits of a data-driven operational strategy, the assistance provided by DPS-HSOC, and training and analytical assistance provided by IADLEST, STEP has helped to become the gateway for agencies to explore data-driven enforcement strategies at their own pace. Since the changes to STEP began in FY 2019, the number of STEP project proposals has more than doubled, which includes a 700% increase in STEP-Commercial Motor Vehicle project proposals. Additionally, some of the outcomes of the Tx-DDACTS project have been agencies that have attended an agency DDACTS workshop have shown an increase in crash reports submitted into CRIS, a higher rate of motor vehicle engagement, and some measurable reductions in crashes and crime.

Lastly, IADLEST is happy to announce its partnership with TxDOT will continue in FY 2023 with the awarding of \$422,000 for the Texas-DDACTS Project and another \$116,000 for the LT&BTET project.

For more information on the NHTSA- DDACTS project or either of the Texas projects, contact Daniel A. Howard at danhoward@iadlest.org.

We encourage you to visit IADLEST's robust set of social media sites, that can assist your search for training and

Search Facebook

“Coming together is a beginning;
Keeping together is progress;
Working together is success.”

-Henry Ford

IADLEST

International Assn of Directors of Law Enforcement
Standards & Training

@IADLEST · 5 2 reviews · Nonprofit organization

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iadlest.org

standards information. These site addresses are provided for your convenience:

- <https://www.facebook.com/IADLEST/>
- <https://www.linkedin.com/company/iadlest/>
- <https://twitter.com/iadlest/status/1248353754539311108>
- <https://www.youtube.com/channel/UCObihGYvwEV0uedgbyBuEIA>



IADLEST

National Certification Program Certified Courses

For more information, contact

JimGordon@iadlest.org

<https://iadlest-ncp.org/>

See a complete list of certified courses [here:](#)

NATIONAL WHITE COLLAR CRIME CENTER (NW3C)



Digital Trust

[Catalog Link](#)

This course will provide an overview of factors that contribute to public trust in law enforcement's use of current and emerging digital technologies. It will analyze the benefits and risks associated with them, as well as the laws and ethics that should guide their use.

Online 1.5 hours

Preservation Letters: Their Vital Role in Investigations

[Catalog Link](#)

Preservation letters provide a means to prevent the destruction of electronic records and buy an investigator time to retrieve and analyze potential evidence.

This course focuses on the basics of preservation letters - what they are, their purpose, language to include, how to locate contact information, and how to submit them.

This course was funded by the Bureau of Justice Assistance.

Online 1.5 hours

Cyberstalking

[Catalog Link](#)

This course provides information on what constitutes cyberstalking in a legal context and information on handling cyberstalking complaints.

Online 1 hour



NATIONAL WHITE COLLAR CRIME CENTER (NW3C) (cont'd)

Basic Digital Forensic Analysis: Seizure

[Catalog Link](#)

This course introduces the information and techniques law enforcement personnel need to safely and methodically collect and preserve digital evidence at a crime scene in a forensically sound manner.

In-Person 7 hours

VALOR PROGRAM



VALOR Survive and Thrive Fundamentals Virtual Course

[Catalog Link](#)

The VALOR Survive and Thrive Fundamentals Virtual course is a four-week, hybrid training consisting of self-paced video modules and a live virtual session that brings participants together to discuss the topics that focus on emerging threats and challenges that officers routinely face in the line of duty.

Online 8 hours

VALOR Train-the-Trainer Workshop

[Catalog Link](#)

The VALOR Train-the-Trainer Workshop is a one-day, classroom-based training that provides qualified law enforcement trainers with tools to develop and deliver their agencies' in-house officer safety and wellness training based on the VALOR framework and concepts.

Classroom 8 hours

VALOR Train-the-Trainer Workshop

[Catalog Link](#)

The VALOR Virtual Train-the-Trainer Workshop is a two-week, self-paced training that provides qualified law enforcement trainers with tools to develop and deliver their agencies' in-house officer safety and wellness training based on the VALOR framework and concepts.

Online 8 hours

Classroom 50 hours

R. L. OATMAN & ASSOCIATES, INC.

Residential Dignitary & Executive Protection Program

[Catalog Link](#)

Classroom training is held in a comfortable state of the art learning environment. There are two full days of Offsite training provided at an airpark located nearby which will encompass attack on principal drills and defensive driving techniques.

Classroom 50 hours

INSTITUTE FOR INTERGOVERNMENTAL RESEARCH

SAFLEO Train-the-Trainer Virtual Workshop

[Catalog Link](#)



This highly interactive train-the-trainer module is necessary to ensure the accurate and educated implementation of a long-term suicide prevention and officer wellness program within an agency.

Classroom 8 hours

SAFELO Executive Forum (In-Person)

[Catalog Link](#)

Before a comprehensive wellness and suicide prevention program can be implemented into the culture of an agency, executive leadership must first be committed to the initiative.

Classroom 4 hours

SAFELO Executive Leadership Virtual Training

[Catalog Link](#)

Before a comprehensive wellness and suicide prevention program can be implemented into the culture of an agency, executive leadership must first be committed to the initiative.

Virtual Classroom 8 hours

SAFLEO Train-the-Trainer Workshop (In-Person)

[Catalog Link](#)

This highly interactive train-the-trainer module is necessary to ensure the accurate and educated implementation of a long-term suicide prevention and officer wellness program within an agency.

Classroom 8 hours



VIRTRA

Behavior Analysis: Threat Response

[Catalog Link](#)

This dynamic and demanding course uses the VirTra simulator to provide contextually accurate high fidelity stimuli that allow officers to develop behavior recognition schema on lethal and nonlethal threats. It forces the officers to use the established recall schema to discriminate on the utilization of deadly force. The difficulty of the course increases and adds complexity with partner drills that force communication protocols.

Classroom 7 hours

High Risk Vehicle Stop

[Catalog Link](#)

Identify proper commands for removal of driver and passenger from a vehicle as well as appropriate force decisions during a high risk vehicle stop.

Online 1 hour

Human Factors in Force Encounters

[Catalog Link](#)

Look at science to understand how the brain collects, processes and uses information, and how the body is directed by that information. Perception, stress & arousal, reaction time, decision making, and stop time are involved in this process.

Online 1 hour

Injured Officer Handgun Manipulation

[Catalog Link](#)

Identification of primary and support hand techniques and malfunction clearances for injured officers as well the identification of the steps of autogenic breathing.

Online 0.75 hour

Mental Illness: Schizophrenia and Mood Disorders

[Catalog Link](#)

Identify the signs and behaviors associated with schizophrenia, psychosis, or mood disorders and how that applies to the role of the contact professional.

Online 1.3 hours



VIRTRA

Mental Illness: A Practical Approach

[Catalog Link](#)

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

Online 2 hours

Mental Illness: Anxiety

[Catalog Link](#)

Identify the signs and behaviors associated with anxiety and how that applies to the role of the contact professional.

Online 2 hours

Mental Illness: Neurocognitive Disorder (NCD)

[Catalog Link](#)

Identify the signs and behaviors associated with various neurocognitive disorders (NCD) and how that applies to the role of the contact professional.

Online 0.75 hours

TONY BLAUER

Tony Blauer: Immediate Threats

[Catalog Link](#)



This dynamic course is taught by Tony Blauer. Mr. Blauer is known as an international expert on fear response, fear management, and response to human interpersonal aggression. This course covers the dangers of presumed compliance, the myths of arrest and control, and Universal Flinch Theory. Mr Blauer then explains how to maximize this flinch to a protective mechanism that can lead into control.

External 4 hours

Methods of Instruction - Training Practical Professional Policing Skills[Catalog Link](#)

During this intensive course, students will be deeply challenged by the exploration of paradigm-breaking, scientific principles which they will be able to apply immediately and directly to their setting in the Academy or Agency's training programs.

Classroom 40 hours

**BLUE COURAGE****Blue Courage: The Heart and Mind of the Guardian**[Catalog Link](#)

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.

Classroom 16 hours

OFFICE FOR BOMBING PREVENTION**Homemade Explosives (HME) Awareness and Precursor Awareness**[Catalog Link](#)

The Homemade Explosives and Precursor Awareness Course provides foundational knowledge on HME and common precursor materials. Participants will learn how to define HME and how it is used in an attack. In addition, participants will learn how to identify common precursor chemicals and materials used to make HME.

Virtual Classroom 1 hour

Improvised Explosive Device (IED) Construction and Classification[Catalog Link](#)

The Improvised Explosive Device (IED) Construction and Classification awareness level course provides an overview of the various components required for IED production. The course is designed to provide foundational knowledge about the construction and classification of IEDs, including their function, components, classifications, and how they are constructed.

Virtual Classroom 1 hour





OFFICE FOR BOMBING PREVENTION (cont'd)

Surveillance Detection Principles

[Catalog Link](#)

This Surveillance Detection Principles course provides public safety and security professionals with the knowledge and skills to employ the fundamentals of surveillance detection for bombing prevention related to a facility/system or a planned or unplanned event and to recognize hostile surveillance activity.

Virtual Classroom 4 hours



IACP

Hate Crimes: Recognition and Reporting

[Catalog Link](#)

**Hate Crimes:
Recognition and Reporting**

This one-day training is intended to enhance law enforcement's response to hate crimes. Recognizing and reporting incidents, addressing the needs of victims, and building community trust are foundations which play a pivotal role in a successful hate crimes investigation.

Classroom 8 hours



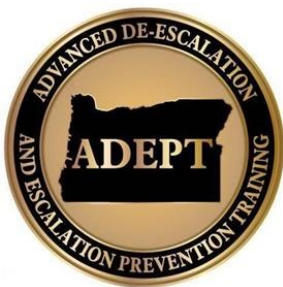
J. Harris Academy of Police Training

Use of Force: Constitutional Responses to Subject's Resistance

[Catalog Link](#)

This one-day, comprehensive seminar prepares officers, first-line supervisors, middle managers, internal affairs professionals, training officers and Command Staff for the challenges that await as we move forward into the future with this topic and is designed to provide officers of all ranks with the skills, knowledge and ability to understand the best-practices of our profession regarding these evolving tactics, ongoing assessment of the situation, de-escalation, Tactical Control Transfer (a proactive approach to the "duty to intervene" case law that has shaped current policy), supervisory review and more.

Classroom 24 hours



OREGON DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING

Advanced De-Escalation and Escalation Prevention Training (ADEPT)

[Catalog Link](#)

This 2.5-day advanced training course is designed for CIT professionals providing evidenced based techniques to working with those in crisis. This course will provide first responders with a framework to utilize to assist them in de-escalation and prevent escalation in a crisis encounter.

Classroom 20 hours



BYRNA TECHNOLOGIES

Byrna LE T3

[Contact Link](#)

This is a Train the Trainer Course designed to certify Law Enforcement, Private Security, Corrections, and Military personnel to instruct and ultimately certify students as END USERS of the Byrna Launcher system.

Classroom 8 hours



NATIONAL EMERGENCY NUMBER ASSOCIATION

Center Training Officer Course

[Contact Link](#)

The NENA Center Training Officer (CTO) Program provides you with the proper framework to train your new employees, which leads to better performance and higher retention rates.

This course covers proper documentation of performance, evaluation of performance, setting milestones, and developing a plan for trainee success. CTO software with the exclusive NENA Daily Observation Report template is provided by Agency360 Public Safety Software.

Classroom 24 hours



GET SAFE

Advanced CIT: Youth in Crisis

[Catalog Link](#)

The purpose of this training is to provide law enforcement with the knowledge, skills and abilities to perform their job safely when dealing with youth in crisis.

Peace officers must understand how youth in crisis differ from adults in crisis and how specialized approaches can result in improved decision-making, reduction in situational intensity, and outcomes with greater voluntary compliance.

Classroom 4 hours

VECTOR SOLUTIONS

Art of Effective Communication

[Catalog Link](#)

This course will discuss the mindset, techniques, and best practices used to achieve effective communication while policing. You will learn ways to speak to people that will allow you to effectively accomplish important tasks—whether your tasks involve placing someone under arrest, rerouting traffic, gaining appropriate crime details, or some other policing objective. Special emphasis will be on techniques to allow you to actively listen and gain compliance in difficult situations.

Online 1 hour



Additional Reading



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

These articles from the October 2008 Newsletter are just as relevant today as the day they were written.

Older Driver Law Enforcement Challenges Page 13

By: American Bar Association

"On a daily basis, law enforcement officers face the challenge of what to do with older motorists who are driving unsafely.

It is common practice for law enforcement officers to release an older driver who was stopped for a minor traffic violation without issuing a citation or warning. These older drivers are released once the officer realizes that the driver is not a criminal or under the influence of drugs or alcohol."

Managing & Monitoring the Effectiveness of the Interviewer Page 16

By: Wicklander-Zulawski and Associates, Inc.

"Whether you're a consultant or employee of an in-house loss prevention department, there is a significant amount of pressure to be productive in the interview arena.

Without being present for every interview that occurs, how can managers assure the effectiveness of their staff?"

Multiple Medications and Vehicle Crashes: Analysis of Databases Page 24

By: NHTSA

"This study examined the association of the impairing effects of multiple medications used, drug/drug interactions, and drug/disease interactions on motor vehicle operations increases in individuals age 50 and older."

These articles and more can be found here: [IADLEST Newsletter Archives](#)

Editorial Notes

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

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

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

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

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

IADLEST Newsletter Author Guidelines

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

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

The IADLEST newsletter is distributed digitally to approximately 8000 POST and Academy Directors, law enforcement trainers and training providers worldwide.

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

IADLEST Magazine Publication

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

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

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

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

Standards & Training
DIRECTOR
Magazine