



Newsletter

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International Association of Directors of Law Enforcement Standards and Training

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POST DIRECTOR CHANGES



Massachusetts:

Enrique Zuniga is the Executive Director at the new Massachusetts Peace Officer Standards & Training Commission (POST), the agency created to implement police reform in the Commonwealth and has been in this position since September 2021. The POST creates a mandatory certification process for police officers, as well as processes for decertification, suspension of certification or reprimand in the event of certain misconduct. Enrique comes with 30 years of experience in the public and private sectors, including 17 years in leadership positions within three different agencies with the Commonwealth: as a Commissioner for the Massachusetts Gaming Commission, as the Executive Director of the Clean Water Trust, and as the Director of Quality Assurance at the School Building Authority. Enrique spent 6 years as a manager at Ernst & Young’s Real Estate Advisory Service Group, and additional 4 years as a construction business owner in Monterrey, Mexico, where he was born, and where he graduated with a civil engineering degree from ITESM. Enrique came to the United States in 1995 and obtained an MBA from Yale University.



Tennessee:

William N. Kain assumed the position of Director at the Tennessee Law Enforcement Training Academy (TLETA) and Executive Secretary of the Tennessee Peace Officer Standards and Training Commission in January 2022. Prior to assuming his current role, he worked for the Tennessee Board of Regents (TBR) system as Director of Public Safety at Roane State Community College and as Chief of Police for all of TBR. Mr. Kain graduated from basic training at TLETA in 2010, where he began his career with the University of Tennessee Police Department (UTPD). He worked for UTPD and the City of Clinton police departments before becoming Chief of Police for the City of Baneberry in 2015 and the City of Norris in 2017. Mr. Kain has a Bachelor of Science degree from the University of Tennessee and a Master of Science degree in criminal justice from Bethel University, as well as holding a POST certified instructor status in firearms, patrol rifle, use of force, and emergency vehicle operations. He has five children with his wife Kelley, also a police officer.

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)

New BBM Podcast: A Discussion with IADLEST on National Training Standards

Please check out Brooks Bawden Moore's latest podcast:

[A Discussion with IADLEST on National Training Standards](#)

Training is critical to good policing, but it's oftentimes the least understood area when we discuss policing and criminal justice reform. During this session, Peggy Schaefer – IADLEST's National Certification Program Director – goes through the ins and outs of training – what constitutes good training, what policymakers should be thinking about when they consider proposals to improve training, and most importantly, how IADLEST can be a resource for law enforcement.

The podcast is linked above and available [here](#).

Details on IADLEST's National Certification Program are available [here](#).

Model Standards—REVISED

IADLEST has just published a complete rewrite and update of our Model Standards for POST Administration.

No longer characterized as Model *Minimum* Standards, the new version represents the gold standard for POST administration to which all POST agencies should aspire.

The Model Standards were written and reviewed by a number of current and retired POST directors, bringing decades of field experience to the project.

If you are not a POST administrator but believe that your POST could improve in certain areas, you will find this document useful in lobbying for changes in your state.

The Standards are intended to be global in nature and valid both internationally and nationally.

The Model Standards document can be accessed here: [IADLEST Model Standards for POST Administration](https://www.iadlest.org/our-services/model-standards)
<https://www.iadlest.org/our-services/model-standards>

National Decertification Index (NDI)

The purpose of the National Decertification Index (NDI) is to serve as a national registry of certificate or license revocation actions relating to officer misconduct. The records contained in the NDI are provided by participating state government agencies and should be verified with the contributing authority. Inclusion in the database does not necessarily preclude any individual from appointment as an officer.

To request access to the NDI, click here: <https://www.iadlest.org/our-services/ndi/about-ndi>

Increasing Psychological Capital by Developing the HERO Within

By: Eric Murray, Ed.D., Connecticut State Police (ret.), FBI NA #273

Increasing police officers' psychological capital (PsyCap) has a positive impact on their overall well-being, improves attitudes and performance outcomes, and reduces the adverse impacts of stress. There are four key constructs that make up PsyCap: redirecting paths to goals (Hope), having confidence (Efficacy), bouncing back from adversity (Resilience), and making positive attributions and holding positive future expectations (Optimism). Researchers refer to them as the HERO within. Developing these domains results in increased psychological well-being for employees exhibiting cynicism, intent to quit, and other counterproductive behaviors—and more important, facing and recovering from stressful life events.

Positive psychology research suggests that PsyCap ignites *cognitive*, *affective*, *psychomotor*, and *social* mechanisms, leading to a strong positive relationship with desirable employee attitudes, behaviors, and performance. Researchers concluded that triggering the *cognitive* mechanism through “positive interpretations and appraisals boost effort, motivation and perseverance.”ⁱⁱⁱ The *affective* mechanism is activated through the wide range of positive states generated by PsyCap, which can be instrumental in broadening one's thought-action repertoires and building physical, psychological, and social resources. PsyCap promotes the *psychomotor* mechanism through agentic thinking and effective goal pursuit, which leads to intentional actions and a sense of control. Lastly, a “*social* mechanism can occur through the increased attraction, improved relationships, and enriched networks and connections that positivity in general can bring about.”ⁱⁱⁱⁱ

The theoretical mechanisms underlying PsyCap can help explain officer behaviors in today's workplace, as well as lead to their greater happiness and improved well-being. Thus, these concepts also offer an appropriate lens for the examination of law enforcement organizations and culture as a whole.

Leadership Strategies

Leaders can create *hope* in the workforce by: establishing goal-oriented pathways through a clearly defined mission statement; career development planning; strategic and succession planning; and a clear direction for a future state. Reinforcing a contingency planning mindset (*plan A-B-C*) increases the likelihood of success and more hopeful outcomes. Officers should learn the concepts of SMART (*Specific-Measurable-Attainable-Relevant-Timely*) goal setting, so they can learn to be self-guided and self-directed. Officer *efficacy* can be enhanced through: increased training opportunities; coaching and mentoring; and after-action reviews conducted to improve future performance. Individuals build *resilience* through: stress inoculation training; adoption of multifaceted wellness programs; spirituality; mindfulness training; and strong social and peer support systems. Finally, recognizing and rewarding positive behaviors, addressing the organizational “spirit snipers,” and immediately correcting toxicity improves *optimism*.

(Continued on page 5)

Conclusion:

Training directors must be proactive in implementing multidimensional strategies to improve agency culture^{iv}. They can achieve this by deliberately implementing PsyCap development strategies into recruit, in-service, and professional development programs. Agencies should analyze the current organizational, interpersonal, and individual system strategies (policies, procedures, and practices) that lend to building officer psychological capital. By focusing on strategies to develop PsyCap, leaders can provide improved methods to bolster officer well-being, performance, and culture while mitigating the adverse impact of stress, all while nurturing the HERO within.

i James B. Avey, Fred Luthans, and Carolyn M. Youssef, "The Additive Value of Positive Psychological Capital in Predicting Work Attitudes and Behaviors," abstract, *Journal of Management* 36 no. 2 (March 2010): 430-452, accessed June 13, 2019, <https://doi.org/10.1177%2F0149206308329961>;

iii Avey, Luthans, and Youssef, "Additive Value"; and Fred Luthans et al., "Positive Psychological Capital: Measurement and Relationship With Performance and Satisfaction," abstract, *Personnel Psychology* 60, no. 3 (2007): 541-572, accessed September 9, 2019, https://www.researchgate.net/publication/227636268_Positive_Psychological_Capital_Measurement_and_Relationship_with_Performance_and_Satisfaction.

HB 469 was signed into law by Idaho Governor Brad Little on March 16, 2022. This bill amended Idaho Code Section 23-404 allowing a transfer of 1.5% of the Liquor Fund distribution that goes into the General Fund, to the Idaho Peace Officers Standards and Training Fund, each year. This additional funding provides the POST with revenue necessary to meet growing demand for services by sustaining appropriate staffing levels, maintaining operations and providing for necessary repairs, maintenance and upgrades for POST facilities and equipment. Funding begins in FY2023 and each year thereafter, the amount would change proportionately with the growth of Liquor Fund distributions. The 1.5% is estimated at \$777,500 in FY2023, \$812,000 in FY2024, \$847,800 in FY2025 and \$885,100 in FY2026.



WE'RE READY, ARE YOU?

IADLEST 2022 Conference

Fort Worth, Texas
May 15-18, 2022



300+ Law Enforcement Executives, Training Managers, POST Directors & Academy Directors. 50 States. 16+ Countries. 3 days. 1 Keynote. 20 Training Tracks. Roundtable Discussions. 25 Exhibits. 2 Social Events.

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

Topics Include:

- Recruitment & Retention
- Officer Safety & Wellness
- Effective Curriculum Development
- Scenario-Based Training
- Data Based Policing
- Cultural Challenges
- Instructor Development
- Leadership



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REGISTER NOW AT

<https://www.iadlest.org/conf-2022>



FIRST RESPONDER FIRE AND EXPLOSION EVENTS

By: James T. Born, PI, CFEI, NCI, MIAAI

Most of us that first entered the law enforcement profession, never stopped to realize that a law enforcement officer is more than the guardian and muscle behind the laws that make our society safe and civilized. That reflection mimic's the words found written on my first Los Angeles Police patrol car, "To Protect and to Serve" 53 years ago. Your academy training is only the beginning of your learning process. Once you put on that badge and hit the street, you become a psychologist, sociologist, medic, prize fighter, soldier, sailor, lifeguard, race car driver, mechanic, marriage counselor, minister, and many more trades. Your academy training can only touch lightly on some of your responsibilities, to that end, this article will help you to understand your responsibilities at a fire or explosion event.

Admittedly, when I graduated from the police academy a half century ago, I had not received any training whatsoever, on what to do at a fire event; other than, securing the scene, administering life-saving aid, how-to call-in resources, procedures in crowd control, and directing traffic. Having said that, sit back, and allow this old gray-haired man, yes, I was "Mess Cook at the Last Supper," tell you about the things that are essential for you to know in this lesson.

As a law enforcement officer, you will likely be the first responder on the scene of a fire or explosion. When following your departments protocol you need to also do the following, while staying clear of the responding medical and firefighting personnel.

- Immediately put on respiratory protection (**Recommended to carry in your patrol car**) **3M Half Facepiece 6200/07025 with 3M 60923 Vapor/Acid Gas Cartridge** and goggles. Cover any exposed skin. Smoke emits highly carcinogenic components and irritants. Wear it even when directing traffic, anywhere that smoke is present.
- Take good notes. What part of the structure was on fire when you arrived? This helps the investigator to narrow the point of origin of the fire.
- What color is the smoke? This tells the investigator what may be burning.
- What color are the flames? This tells the investigator what may be burning also and the intensity may be an indicator of a possible accelerant.
- Do you smell anything unusual? Accelerants like gas and oils have a hydrocarbon smell. Photograph all bystanders. Serial arsonists set fires out of fascination, for personal gratification, out of revenge, simply to hear the fire engine sirens, to cover up crimes, to collect on insurance and a host of other reasons.
- Record the license plates of vehicles at the scene and at least one block from the scene. Hand out witness statements to those who express knowledge about the fire.
- Look for and photograph any fire where there should not be fire. Splashing accelerants like gasoline on the sides of a building is suspicious. If the inside of the structure is on fire ask yourself why is the outside, located away from the fire, on fire?
- If you see evidence on the ground find a way to protect it, do not touch it. A fire investigator may be able to retrieve DNA, latent fingerprints, fiber, blood, hair and other trace evidence.
- If you see short lived evidence such as liquids, dust prints, blood droplets, try and retrieve a sample. All samples, other than liquids, need to be placed into a paper container and labeled with the person's name, department, ID, date, and time collected, and retained after including the evidence on a Chain-of-Custody form. Dust prints, tire imprints, tool mark evidence should be photographed and left alone unless the responding fire personnel would create spoilage of the evidence.

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- Do you hear an alarm activation, where, when? Are there sprinklers in the structure, and are they activated? Record the weather conditions?
- Rain, snow, lightning, tornado, high winds? Are there blocked or obstructed entries, windows nailed shut? Do you see multiple fires? Indicative of arson.
- After the fire department has completed their task, establish a crime scene entry point whereas everyone coming into and out of the scene is identified. You need their name, department, reason for being there, time in and time out. This log is evidence. Those entering the scene without cause should be restricted and told that they are likely to later be deposed at a deposition. That will keep them out. Your supervisor will tell you when to stop.
- As soon as possible, wash with soap and water and change your clothes. Do not go home wearing the same shoes that you wore walking through a fire scene. The carcinogenic molecules attached to your shoes may transfer onto your rugs at home and someone going barefoot may collect the microscopic particles on their feet

Jim is an IADLEST Certified National Instructor and specializes in Forensics and Fire Investigation. Jim's website is www.tristatedetectives.org. He is a Certified NAFI Fire and Explosion Investigator, and an 8th Judicial District Court Forensic and Fingerprint Expert.

James Born jtbornpi@att.net Tri State Detectives #457 & California Investigative Services #7195

The National Command and Staff College Announcements

By: Dr. Mitch Javidi, International Academy of Public Safety



The college is looking for host agencies to hold a [2-Days GREAT TO MAGNUS](#): Leadership Wellness and Resiliency Training and Guidance workshop for 2022 and 2023. Interested agencies should submit a request form [here](#). The workshop was recently reviewed and approved by IACP for CRI-TAC support.



The College has launched the MAGNUS Leadership App available in both [iOS](#) and [Android](#). The APP is secure, free to public safety professionals with no advertising.



In partnership with General Howard Prince and Dr. Dave Mather, the College has now completed a 2-year journey of building a comprehensive education and developmental program entitled "[Authentic and Deliberate Leadership: The West Point Way](#)." The course is offered as a self-paced on-line, instructor led online, blended course (on-line plus residency) or a three-week in-person—all to meet the diverse needs of professional learners. For more information, contact [Dr. Mitch Javidi](#).



Registration is now open for Session #015, Graduate Level ACE approved "[Command and Staff Leadership](#)" program. Please read more and [register here](#).

Awareness to Action: Training Officers About Autism

By Lon Bartel, VirTra's Director of Training and Curriculum

Back in the early 2000's, the CDC reported 1 in 150¹ children had ASD—autism spectrum disorder. Fast forward to 2018, the numbers increased to 1 in 54 children with autism. Now, as more data is gathered and more parents/ caretakers are aware of the signs, the latest data shows that *1 in 44* children are diagnosed with ASD.

The jump in numbers, especially considering the short span of time, can be due to a variety of reasons. But at the end of the day, what this means for us is that officers will be interacting with ASD individuals if they know it or not. As instructors, it is our job to ensure officers are aware of the signs and equipped with the proper communication skills so interactions with ASD individuals go as smooth as possible for everyone involved.

As such, autism training needs to be extensive, understood and reviewed often. What many don't realize is that 40% of individuals with ASD are nonverbal²—another communication challenge that officers must overcome. Or that 31% of children with ASD have an intellectual disability that creates significant challenges in daily function². So even if your department currently engages in autism training, does it cover the entire range of autistic disabilities and communication differences?

The best way to ensure complete, proper training is to utilize nationally-certified training curriculum. For example, VirTra's Training and Curriculum department worked with the Southwest Autism Research & Resource Center (SARRC) to create our certified "Autism Awareness" curriculum. Having SARRC as a partner provided us with valuable insight into autism, which we transfer to officers by teaching how to recognize the signs, communication strategies and how to reduce confusion and risk. This is accomplished through a combination of presentations, handbooks, videos and practice scenarios—as delivered by the instructor—for well-rounded training.

Training your officers about autism is not only important—it is expected. Communities have voiced their concerns and expectations and it is our job to fulfill them. One great example of this is the West Jordan Police Department, which underwent autism training consisting of VirTra's curriculum and discussions with community members. After, Chief Ken Wallentine stated: "We're astonished at the positive comments from our officers. They feel much better prepared to handle calls for service involving persons with autism and to practice empathy in an effective way."

Engaging in autism training has a ripple effect that helps your officers, who in turn, help their communities. April is Autism Awareness Month, making it no better time to get started. Help us spread awareness and better training by sharing our message.

1. "Data & Statistics on Autism Spectrum Disorder." *Centers for Disease Control and Prevention*, Centers for Disease Control and Prevention, 2 Dec. 2021, <https://www.cdc.gov/ncbddd/autism/data.html>.
2. "Autism Statistics and Facts." *Autism Speaks*, <https://www.autismspeaks.org/autism-statistics-asd>

IADLEST Leads the US in Established Analytical Training

Peggy M. Schaefer, DDACTS National Project Manager

As some of you may know, IADLEST has developed over 40 robust and dynamic analytical support training courses and recorded webinars. There are no costs associated with these resources since they were funded by the National Highway Traffic Safety Administration and Bureau of Justice Administration. Many of these courses are NCP certified and can count towards officers' continuing education requirements.



So, if you know of any agencies wanting to improve their analytical capacity, please refer them to this link: <https://www.iadlest.org/training/ddacts/training>

Multi-Part Online Analytical Training Series

This **free** training series is broken into thirteen 60 -90 minutes segments and is designed for new and seasoned analysts to learn critical primary skills needed to practice effective and efficient analytical processes. The series explores the benefits of data-driven strategies, the process of connecting databases and analyzing in Microsoft Access®, applying statistical significance techniques in Microsoft Excel®, and developing key mapping and analytical skills in ArcGIS.

This training is part of NHTSA's effort for a nationwide implementation of the Nationally Recognized Data-Driven Approaches to Crime and Traffic Safety (DDACTS). The courses are Nationally certified through the International Association of Directors of Law Enforcement Standards and Training (IADLEST) and may be eligible to submit for POST credit. Participants who complete ALL 13 parts will earn a *Certified DDACTS Analyst Certification* and course credit from the International Association of Crime Analysts (IACA).

Analyst Mastermind Webinar Series

In this webinar series, a crime and crash data analyst will share advanced techniques and best practices that will help your department reduce traffic crashes and crime in your jurisdiction. There is no cost for participating.

TOPICS Include:

- Identifying Crash and Crime Patterns
- Chief's Roundtable: Tips on Creating a Data-Driven Culture
- Creating Quality Maps
- What I should know as an Analyst
- Supervisor's Roundtable: How to Motivate, Inspire, and Train
- Productivity: Get More Quality Work Done in Less Time
- Creating an Actionable Bulletin

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IADLEST Leads the US in Established Analytical Training (cont'd)

Automation A-Z Analytical Training Series

This free 3-part online training series “Automation A - Z” also has an accompanying Analyst Library. These three segments focus on the principles relating to automation strategies for law enforcement analysts. In addition, the first Analyst Library will be leveraged to augment the training. Analysts will learn step-by-step how to automate their statistical processes, improve efficiencies, save hours, reduce their frustration with repetitive tasks, and create time for proactive crash and crime analysis. The series is recorded from live webinars. Each segment is 60 minutes in length. Students will have access to the entire Analyst Library upon registration.

TOPICS Include:

- Automating Statistical Reporting in Excel
- Master Analytical Databases & Automation in MS-Access
- Automating Tasks with Macros in Excel and Access

BJA Building Analytical Capacity: Crime and Crash Analysis Webinar Recordings

View recordings of twenty webinars produced by IADLEST in cooperation with the Bureau of Justice Assistance, covering all aspects of data analysis. Find out how it can help your department significantly reduce the number of traffic crashes and crime incidents in your area.

These free, recorded webinars cover the following topics:

- Understanding Hot Spot Mapping for Police Executives
- Getting the Most Out of Crime Analysis
- Crime Analysis Tactics, Strategies, and Special Operations
- Improving Data Quality for Crime Analysis
- Strategic Crime Analysis: Reducing Hot Spots & Solving Problems
- Tactical Crime Analysis: Stopping Emerging Patterns of Crime
- Using Analysis to Support an Effective CompStat Process
- People, Places Patterns and Problems: A Foundation for Crime Analysis
- Tasking the Collection and Analysis of Intelligence to Inform Decision Making
- 12 Questions Executives Should Ask About Their Crime Analysis Capabilities
- 7 Key Tips for Effectively Implementing Crime Analysis in Your Department
- Crime Analysis for Organized Retail Theft
- Professional Development in Crime Analysis
- Antelope Valley Crime Fighting Initiative: A Case Study
- The 4P Approach: A Foundation for Crime Analysis and Proactive Policing
- Three Critical Steps for Law Enforcement Analysts to Create a Road Map to Success
- Improving Metrics in Police Agencies
- Using Analysis to Support Gang Enforcement
- Finding the Right Analyst for the Job
- The Benefits of Direct Data Access

For more information on any of these online courses or to host a nationally certified DDACTS 2.0 workshop at your academy, contact peggyschaefer@iadlest.org

De-escalation Tactics

Integrating the Emotional Perspective into a Use of Force Program

By: Derrick Crews, IADLEST Nationally Certified Instructor

I firmly support the U.S. Supreme Court's objective reasonableness test regarding a legal assessment of a use of force event. This article aims to bring awareness to research regarding the public's emotional perception when an officer uses force. When instructors have a better understanding of this perception it may help with training development. Teaching the legal use of force standard is a must. But that is only foundational. Integrating the emotional perception within your training is a pathway to professionalism. This can be accomplished by training proper de-escalation tactics.

Below are four of my takeaways from peer-reviewed studies suggesting certain tactics may influence the moral or ethical acceptance of an officer's use of force. I encourage you to read for yourself and draw your own conclusions.

1. Civilians who witness police use of force apply a moral schema to the event. This judgement is not the same as the "objective reasonableness" test used by the legal system. [This moral weighing of "right or wrong" does not necessarily consider the severity of the force used.](#) Training tactics that only address the legal aspects of a force event are no longer sufficient.
2. When making moral judgments of right and wrong, humans quickly identify the parties involved as either an aggressor or a receiver of that aggression. [Once this label has been applied, it is difficult to view the aggressor as a victim and vice versa.](#) When an officer is labeled as the aggressor, it is difficult to emotionally accept the force as necessary.
3. When making moral judgments of right and wrong, humans place weight on whether (or not) an individual appeared to cause the event. [Someone who causes or incites an event is more likely to be considered an aggressor.](#) When officers compress the event for not articulated reason they may be perceived as the reason the force occurred. This is sometimes referred to as officers-created jeopardy.
4. Civilians are more likely to perceive a male officer's use of force as excessive because of implicit bias. [We tend to associate men's aggressiveness with a lack of emotional control.](#) When officers appear to use force while unable to regulate their emotions, the force is more likely viewed as unreasonable, even when legal.

The actions taken by the officer prior to force has more emotional influence than the force itself. De-escalation tactics should include creating time or slowing the event down to permit the officer time to listen and let the person vent. By forcing verbal or physical compliance right out of the gate, we encourage a perception of officer aggression. Thus, our subsequent choices appear less moral. True de-escalation tactics help foster the perception an officer was neither compressing nor escalating the event. In other words, seek to demonstrate we responded to the person, not simply reacted.

Even when our actions are legal, they can be morally hard to stomach – hence the saying, "lawful but awful." When officers arrive at the scene and do not take the time to listen or allow others to vent, and then a force event occurs, we unknowingly encourage the perception the receiver of that force was a victim. Even if the law allows the force option to be used. Proper de-escalation included active listening, offering options, and [emotional labeling](#). This supports the perception of the officer having high emotional intelligence and control. Male officers benefit the most since these strategies can help them be perceived as non-aggressive and calm. Force accompanied by anger is often

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viewed as morally wrong, even if legally right. Attempts to de-escalate show the officer only resorted to force based on a degree of danger, not his emotions. Remember, de-escalation is not an officer screaming or giving commands within a broken sentence structure. Proper de-escalation training includes [alpha commands](#) and [crisis communication](#).

Consider officers dealing with a person armed with a baseball bat acting bizarre, with no one nearby. He or she may not need to be met with deadly force just *seconds* after police arrive. Yes, this could be a serious threat. Yes, they may have no intention of complying. Yes, they may even take a step toward the officer. But if there is an opportunity to use de-escalation tactics, which is not screaming, “Drop the bat!” it is best to take it. [Such tactic may mean to create time through proper body spacing before using force](#). This can influence the moral perception of the force once it occurs. Logically, we all know the person with the bat is the aggressor. Nevertheless, a failure to use de-escalation tactics makes it easier to perceive *the officer* as an aggressor.

With that said, even if an officer feels de-escalation will not work, he or she should still engage in it. Even if briefly done, it may show proof through tangible actions. To at least try it for a moment, given there is no imminent threat, helps support the fact officers were trying not to be the initiators of force. The research suggests once a person has mentally labeled an officer as a non-aggressor, their actions are more likely to be judged as morally right. If we perceived a person as the receiver of initiated aggressive force, we are more likely to identify that person as a victim. Thus, undeserving of the force. True de-escalation tactics empower an officer to show he or she was sincere in their efforts to avoid force. Even if such force was unavoidable and legal.

Deploying de-escalation tactics is not always possible, and they do not always help avoid a use of force event. When it can be safely utilized, no matter what the outcome, de-escalation helps the public accept the officer’s actions as moral. Our goal, even when unattainable, should be to train officers how best to deploy force both legally and morally acceptable. Look at your training and ask, is my training teaching officers how to listen, allow others to vent, increase self-emotional control, concepts of proxemics, and methods to emotionally respond instead of reacting to a person’s actions?

From the research, it appears proper de-escalation tactics should be teaching such topics. But don’t take my word for it, read the studies for yourself, and see how you can use evidence-based practices to support your training program.

[Derrick Crews](#) is a nationally certified instructor regarding de-escalation and use of force. He can be reached at 360policing@gmail.com.

WHAT ARE YOU MISSING?

By: Brad Young, GetSafe USA

What is your level of self-awareness? I suspect most of us think we are in tune with our strengths and weaknesses. It's human nature to revel in the things we do well or *think* we do well. I remember several years ago when I was invited to a leadership meeting for the sergeants and lieutenants in my police department. They had brought in a famous high-ranking military official to give a motivational speech on leadership. Although I was not a sergeant, I was invited along with other military veterans in the department to listen to his speech.

We listened to him speak and give advice. He laid out attributes of what he believed a good leader should have. He gave examples of each to provide context and layered understanding of every attribute. As context, it is worthwhile to note that my agency had struggled with leadership. There were some integral issues such as varying importance of certain topics for promotional exams year to year; different required reading which consisted of different approaches and different take-aways dependent upon the perspective of whoever chose the list that year, yet none of the objectives of the material was put into practice. There were substantial concerns with some of the promoted applicants that were often overlooked. While each sergeant and/or lieutenant possessed positive attributes, they also possessed deficiencies. Nobody is perfect, and everybody has both positive and negative personal and professional qualities, that's human nature. There are things we want to sustain, and things we need to improve, but learning how to gain perspective by removing personal attachment is a key step in problem solving and creating positive change.

When the speaker opened the floor to a free form question and answer forum, keeping in mind this was a very high-ranking officer in the military that frequently advised leadership in the United States, I was really surprised at what was said. Not one person that asked a question asked how to improve upon their deficiencies. Of course, we are law enforcement and we are not comfortable showing weakness, but that is how we grow. Many sought affirmations in the things they did well. I wonder how many counties, cities, agencies, chiefs, and sheriffs dismiss training or critique to avoid bringing deficiencies out in the open? Some agencies refuse to conduct tactical debriefs after critical incidents. These are the same places that lay the threshold of success at the level of "Nobody got hurt." Oftentimes, in life, when we believe we fail, or do something that is less than our best, it leads to the most impactful changes because we are forced to reassess and evaluate why we failed and what could have been improved. Ultimately continuous training is key to recognizing our deficiencies yet learning how to leverage our strengths.

There are so many perspectives, philosophies, and ideologies that make up the communities policed across the world. The best thing a police or sheriff department can do is bring in as many viewpoints as possible through outside training experts, as some departments only train within and the viewpoints become biased and stale. They should be encouraging staff to openly discuss failures in an effort to improve upon them. Police know how to do police work but limiting perspectives because it's easier to say "we've always done it this way" is antiquated thinking. As we know, times are changing and law enforcement has to evolve with these times, otherwise we will only hurt professional development and the communities we serve. In police work there is nothing done without risk, training will help aid in the reduction of that risk. Ray Dalio had a great perspective on risk, "There are always risks out there that can hurt you badly, even in the seemingly safest bets, so it's always best to assume you're missing something." What is your agency missing?

(continued next page)

WHAT ARE YOU MISSING? (cont'd)

Victor Frankl said, “Between stimulus and response, there is a space. In that space is our power to choose our response.” It is within that space that Get Safe equips the officer, deputy, and dispatcher, with tactical communication skills to help make best case decisions on how to respond.

Get Safe is on a mission to change mindsets in order to change outcomes, through training and education. When people feel trained, they respond instead of react, as we will not rise to the occasion, but fall to our training. Viktor Frankl said, “Between stimulus and response, there is a space. In that space is our power to choose our response.” It is within that space that Get Safe equips the officer, deputy, and dispatcher, with tactical communication skills to help make best case decisions on how to respond.



Retention & Recruitment Town Hall Roundtable Discussion

IADLEST participated in a Town Hall Roundtable discussion with the International Law Enforcement Training Network on Thursday, March 3, 2022. The subject was Law Enforcement Hiring and Recruitment with Brian Grisham and Mike Parker.

Retention & Recruitment

INSTRUCTORS ROUNDTABLE
IRT

IRT SPECIAL EPISODE
ROUND 14
LOCATION ILET NETWORK

BECAR

SHENDY

LARRY

W/ SPECIAL GUESTS

PARKER

GRISHAM

KUHLMAN

KINAKIN

SUPPORTED BY
IADLEST
International Association of Directors of Law Enforcement Training

HOSTED BY

THURSDAY AT 7:00PM CST

The ADDIE Course

Evaluation Model, Part Two (Design)

Nineteenth in a Series of Webinars
for Advanced Instructor Development



Tuesday, April 26th
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 second of a five-part series where we will explore the "Design" 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 "Design" 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 "Design" phase, we will:

- Start with the end in mind by selecting assessment methods
- Examine different course formats
- Select an instructional design strategy to develop your course

Registration information:

https://us06web.zoom.us/webinar/register/WN_9bK_GKlYS-2qVYf-wf2V9A

Questions: markdamitio@iadlest.org

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.

IADLEST'S NATIONALLY and INTERNATIONALLY 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 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, Barbara Cohen-Pavlo, Alex Kappes, Scott Tillema, Mark Booker, Robert Carlson, Kerry Avery, William Balling, and Jason Petrucelli.



Dr. Barbara Cohen-Pavlo: Dr. Cohen-Pavlo is a Police Psychologist for the Behavioral Science Services Unit of the Los Angeles Police Department. She consults with various LAPD departmental divisions regarding workgroup consultation, leadership development, training, and related matters. She advises commanding officers regarding personnel issues, strategic planning, and the structural organization of their commands. Awarded the Meritorious Award in 2020. She regularly provides training in conjunction with the Peer Support Cadre, Supervisor School, and the LAPD Academy.

Additionally, Dr. Cohen-Pavlo is the co-author of the 2019 book, "The Blue Morale Project: A Program to Cultivate High Morale Among Law Enforcement Professionals". She is currently spearheading a pilot program at LAPD utilizing the key components in the book, as well as presenting nationally. She has presented several times at the International Association of Chiefs of Police (IACP) conference, on morale and interfacing with the media.



Alex Kappes: Alex began his career with the City of Bridgeport, TX Police Department in October of 2003. While at the Bridgeport Police Department, he was assigned to the Patrol Division and worked as a School Resource Officer. Alex was assigned to work with the High School, Middle School, and Elementary schools for the Bridgeport school district.

In June of 2004, Alex was hired by the Dallas/Fort Worth Department of Public Safety as an Officer. His career for DFW Airport DPS started in the Patrol Division assigned to Terminal and Vehicle Patrol. Working the midnight shift and becoming proficient in DWI Enforcement and Investigations, Alex eventually became a Field Training Officer and a Basic Instructor, training several new officers throughout his career in Patrol. He achieved Master Peace Officer in 2012.

(Continued on page 18)

Alex has earned numerous certifications and Instructor certifications; Breath Test Operator, ARIDE, Advanced Field Training Officer, NAPD Instructor, Taser Instructor, Standardized Field Sobriety Tests Instructor, Radar/LIDAR Instructor.

In July of 2018, Alex was selected for the Training Section, transferring to the department's Training Section for 200 plus officers. While assigned to the Training Section, Alex has earned Firearms Instructor, Patrol Rifle Instructor, Armorer, Less Lethal Instructor, Use of Force Instructor, De-Escalation Instructor, Concealed Carry Instructor. He teaches numerous courses and in-service training to the department. In April of 2021, he attended the Advanced Instructor course and became one of the few with that certification in the State of Texas.

Alex holds a Bachelor's Degree in Criminal Justice from the University of North Texas. He has been an adjunct Instructor for Tarrant County College Law Enforcement Academy and North Central Texas Council of Governments Regional Police Academy, where he teaches Standardized Field Sobriety Tests, Traffic Stops, Emergency Driving, and Building Searches.



Lieutenant Scott Tillema: Scott is an FBI trained hostage negotiator, spending seven years as a negotiator with the NIPAS Emergency Services Team, one of the largest multi-jurisdictional municipal SWAT teams in the United States. He has been teaching negotiation for the past ten years and is currently the training coordinator at the Schaumburg, (IL) Police Department, where he has been a police officer since 2002.

Scott is a nationally recognized speaker in the field of police negotiations. He was invited to give a TEDx Talk, where he presented, "The Secrets of Hostage Negotiators," and has keynoted for universities and corporations in a variety of countries.

Educationally, Scott holds a bachelor's degree in behavioral science and a master's degree in psychology. Additionally, Scott has received negotiation training at Harvard University and IMD Business School. Scott's professional affiliations include: Senior Associate, The Negotiations Collective (Canada); Faculty, Schraner Negotiation Institute (Switzerland); Trainer, Hostage & Crisis Negotiation International Academy (France); and Founder, Negotiation Excellence, LLC (United States)



Mark Booker: Mark is an in-demand educator and lecturer who delivers dynamic student instruction, both remotely and in-person, with ongoing development, assessment, and redesign of undergraduate criminal justice curricula that maintains enthusiasm and engagement. He provides training and writing practices, aiding students in critical thinking and analysis skills. Mark is well-versed in translating complex subject matter and delivering to students through innovative technological platforms, for distance learning, or in-person, interactive presentations. Throughout the semesters, Mark continues to collaborate with supervisors, faculty, and colleagues to discuss student progress and needs assessments. He consistently received favorable performance reviews from students and the department chair, achieving a "Good" and "Excellent" rating in students' surveys at Stevenson University and the University of Baltimore. His writing was awarded a grant to fund a national conference presentation at the Academy of Criminal Justice Sciences while teaching at Stevenson University. He has volunteered as a docent teaching the history of law enforcement to groups of students, patrons, and visitors at the National Law Enforcement Museum in Washington, DC.

As a subject-matter expert, Mark develops and evaluates college-university curriculum for non-traditional students in

(Continued on page 19)

higher education programs for criminal justice. He writes and prepares new subject courses for expanded selections and is transferable in earning Associate's and Bachelor's degrees. Mark advises administrators on course development and edits syllabi submissions for accreditation at Coopersmith Career Consulting Inc. located in Spring Valley, NY.

For over 20 years, Mark has been a full-time visiting lecturer and adjunct instructor combined at the University of Baltimore (Baltimore, MD), College of Public Affairs in the Second Chance College Program at Jessup Correctional Institute in Jessup, Maryland; Stevenson University (Owings Mills, MD), Department of Law and Justice Studies; Coppin State University (Baltimore, MD) in the Inmate Extension Program at the Maryland Penitentiary; Morgan State University (Baltimore, MD) in the Higher Education Program for Correctional Institutions at Patuxent Institute, and Essex Community College (Essex, MD).

The courses he has taught are Law Enforcement & the Community, Sociology of Law & Law Enforcement; Victimology, Introduction to Criminal Justice; First-Year Seminar Criminal Justice; Gang & Gang Crime; Comparative Criminal Justice; Criminal Justice in Maryland; Introduction to Corrections; Juvenile Delinquency; Introduction to Sociology; Criminology; Program Design and Proposal Writing; and Evaluation of Human Service Programs.

As a consultant at Coopersmith Career Consulting, Mark developed the courses and curriculum for the following courses: Law Enforcement in the 21st Century; Introduction to Criminal Justice; Multicultural Law Enforcement; Justice Administration: Police, Courts, and Corrections Management; Criminology; Criminal Behavior; Homeland Security and Terrorism; Drugs, Society, and Criminal Justice; Introduction to Forensic Science.



Robert Carlson: Robert has been with the Memphis Tennessee Police Department since 2009 and has been a full-time Firearms Instructor for the department since 2013. Additionally, he serves as the coordinator for the department's Active Shooter Program, which he developed in 2014. As the subject matter expert in Active Shooter response, he facilitates Active Shooter Response Training for over 2,000 officers annually, trains Fire/EMS response, and conducts awareness and preparation training for the entire city. He has been recognized as a national expert in Active Shooters, speaking at numerous conferences and media outlets internationally, and was recognized in 2014 as one of the largest Active Shooter Instructors in the United States. Also, as an expert in vehicle-based Counter Ambush training for Law Enforcement, Robert has created several ambush training programs and been featured in training videos on Law Enforcement Ambush Response and fighting around vehicles.

As an EMT and with extensive training in tactical medical operations in both police and military roles, in 2021, Robert was selected to become the lead TECC Instructor for the Regional Counterdrug Training Academy in Meridian, MS. As a federally funded program, he provides tactical medical training to officers around the country at no cost to their agencies.

Robert has spent over 26 years in the United States Air Force. For nearly 20 years, he was a member of the Security Forces and served as the NCOIC of training for several units. He spent 3 years assigned as a Ground Combat Instructor for the 96th Ground Combat Training Squadron where he was responsible for training approximately 1,200 students annually on advanced combat tactics, troop leadership, and urban warfare. During that time, he also served as the Air Forces lead instructor in Force-on-Force Training and Reality Based Training, developing many protocols and guidelines that are still in use to this day. In 2016, Robert became an Air Force Special Warfare Tactical Air Control Party (TACP) specialist and currently serves as a Joint Terminal Attack Controller (JTAC).

(Continued on page 20)

Robert is the owner of Brave Defender Training Group LLC, providing firearms, medical, tactics, and instructor development training to members of the Law Enforcement and military community.

Robert has also worked as an Adjunct Instructor for several organizations providing training across the country in Active Shooter Response, Low Light Engagements, and Counter Ambush. He has also been published in various outlets on topics from Low Light Engagements, Active Shooters, Officer survival, and Instructor Development.

Robert's Law Enforcement background includes serving on several SWAT/SRT teams in roles from Team Leader, shield operator, team medic, and SWAT Trainer.



Kerry Avery: Kerry is the owner of Odin Training Solutions Inc. She has a master's degree in education from Athabasca University, and certificates in adult and continuing education from the University of Alberta and Brock University. She has been designing and developing classroom, online, and blended learning programs for 18 years.

Kerry has worked exclusively with law enforcement training for the last 12 years. She has designed and developed a three-level blended learning investigation program that has been facilitated to police officers across the Province of Alberta for over 10 years. Kerry has consulted and designed training for police officers, sheriffs, and corrections officers in Alberta, the Federal Government of Canada, various agencies in the United States, and worked with the International Criminal Investigative Training Assistance Program (ICITAP) in Central

America and Ukraine.

Kerry has designed and developed an online instructor development training program, and has facilitated webinars and courses to the police academies in Ukraine. In 2022 Kerry will be teaching in the Certificate in Adult and Continuing Education program for the University of Victoria.

She has presented on topics associated with training at conferences for IADLEST, ILEETA and IACP. Kerry has articles published in the ILEETA Journal, Blue Line and Police Chief magazines. She is also the managing editor for the ILEETA Journal.



Chief William P Balling: William has served as the Chief of Police for the Sidney Ohio Police Department since 2013. Prior to his current role, Chief Balling served his community since 1994. He has served in all aspects of the department. He helped obtain and administer grants, special projects and developed the department's policy and procedures. His department is certified through the State of Ohio. In 2018 the department won the Destination Zero Award for overall Comprehensive Safety for their officers.

Chief Balling has instructed at all levels of law enforcement. He has taught at basic police academies, for in-house training, and for other departments. He has worked with the Ohio Peace Officer Training Commission on their course development and curriculums. He has also provided subject matter expertise and developmental input to a series of courses provided by Valor for their Officer Safety and Wellness courses. His current area of passion and expertise is in the area of officer health and wellness and leadership.

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He graduated Tiffin University with a master's degree in Justice Administration. He is also a graduate of Northwestern University's School of Police Staff and Command, the Police Executive Leadership College, and the Certified Law Enforcement Executive Course. Chief Balling is a member of the Ohio Association of Chiefs of Police (OACP) and the International Association of Chiefs of Police.

Chief Balling is a past president of the OACP and sits on the OACP's Advisory Services Policy Committee and Health and Wellness Committee. He also serves on the Office of Law Enforcement Recruitment Advisory Board. Chief Balling is an assessor for the Ohio Collaborative and grant reviewer for the Office of Criminal Justice Services and BJA. He is an instructor for the Bureau of Justice Assistance's VALOR program and has presented in several states, and has also presented at the Ohio Attorney's General Conference, Ohio New Chiefs training, for OACP, and the National Law Enforcement Memorial.



Jason Petrucelli: Jason has served as a Police Officer for the Aurora Police Department in Colorado since 1999. He is a Master Firearms Instructor through the Colorado Law Enforcement Firearms Instructor Association and is a Subject Matter Expert in firearms, firearms training, and less-lethal munitions.

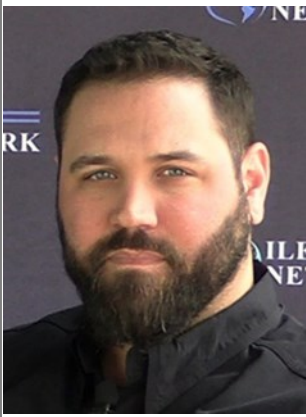
Jason is currently an instructor at his agency's police academy and has instructed as a Field Training Officer on the street as well as instructing in-service training to his agency's officers. He also instructs at the Community College of Aurora where he assists in the firearms program of the college's police academy. Jason is also the owner of Blue Angel Concepts where he teaches civilian firearms courses.

IADLEST's International Instructor Certification Program (IICI) is focused on providing those 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 undertaken additional conditions ensuring 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. We ask 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 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: Adam Kinakin, Charles Cohen, Leann Pritt, Lori Petro, Billy Rodgers, Norman Gibson, and D. Scott Bailey.



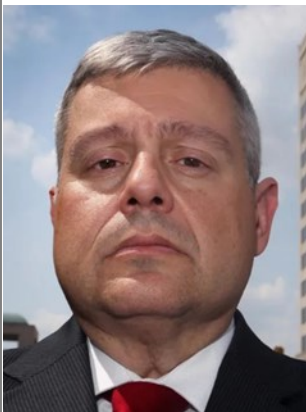
Adam Kinakin: Adam is the Managing Director and founder of the ILET Network, a community-based training platform designed for creating and facilitating international Law Enforcement training.

A former Infantry Officer with the Canadian Armed Forces, he held the role of Administration Officer, Platoon Commander, Acting Company 2I/C, and was the Training Officer for his regiment. Prior to and following his time with the Canadian Forces he was awarded instructor qualifications from many Canadian Provincial Justice Departments and international organizations specializing in Use of Force, Defensive Tactics, CBRN, Instructional Design, Security Operations, and Security Management.

In July 2020, he created the International Law Enforcement Training Summit, one of the world's largest online law enforcement training conferences with an annual attendance over 10,000 with attendance from over 75 countries.

The ILET Network has created multiple partnerships with Federal, State/Provincial, and Municipal agencies, and NGOs worldwide which support the evolution of training for Law Enforcement and First Responders.

Prior to his service, Adam attended the University of Saskatchewan majoring in Psychology. He is currently beginning a Masters and Ph.D. program, specializing in Forensic Psychophysiology.



Charles (Chuck) Cohen: Chuck is Vice President at NW3C, the National White Collar Crime Center. He holds both IADLEST International and National Instructor Certifications (IICI / INCI). He is a Professor of Practice in the Indiana University Bloomington Department of Criminal Justice, where he has taught since 2003. Chuck serves as an Auxiliary Detective with the Indiana University Police Department, providing technical assistance and providing him statewide police authority. In 2020, Chuck was appointed by the Governor of the State of Indiana to serve as an Indiana Gaming Commissioner.

Chuck is a retired Indiana State Police Captain where he served for over 25 years. He was most recently the Intelligence and Investigative Technologies Commander responsible for the cybercrime, electronic surveillance, technical services, and Internet crimes against children units along with overseeing the department's overt and covert criminal intelligence functions.

Chuck was the Indiana Intelligence Fusion Center Executive Director and Indiana Internet Crimes Against Children (ICAC) Task Force Commander for over 14 years. He speaks internationally on topics including the implications of online social networks in criminal investigations and criminal intelligence gathering, cybercrime, online fraud, money laundering, corruption investigations, and the investigation of skilled criminal offenders. He has trained investigators and analysts on five continents.

Chuck testified to the 114th Congress in 2016 as a subject matter expert on encryption. Chuck was a member of the Office of the Director of National Intelligence Summer Hard Problem Program in 2008, 2009, and 2010. The 2008 study topic was "3D Cyber Space Spillover: Where Virtual Worlds Get Real." The 2009 topic was "Mixed Reality: When Virtual Plus Real Equals One." In 2010, the topic was "Online Social Media." He sits on the IACP Cyber Crime & Digital Evidence Committee and serves as an Association of State Criminal Investigative Agencies Cyber Crime Committee Subject Matter Expert.

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Chuck is a charter member of the International Association of Cyber & Economic Crime Professionals. He is a published author, including peer-reviewed material and a cover article for Police Chief Magazine. Chuck was featured on the cover of the National White Collar Crime Center's Informant magazine and a featured guest on the syndicated radio program "The Badge" on SiriusXM. He was a subject matter expert for a Fox nationally syndicated show regarding criminal activity in online dating sites and for the Canadian Broadcasting Corporation's national news regarding criminal activity in Virtual Worlds.

Chuck's formal education includes a Master of Business Administration from Indiana Wesleyan University and an undergraduate degree from Indiana University with a double major in Criminal Justice and Psychology. Chuck is also a Certified Fraud Examiner and Certified Economic Crime Forensic Examiner.



Leann Pritt: is an Economic Crime Specialist with the National White Collar Crime Center (NW3C). She holds both IADLEST International and National Instructor Certifications (IICI / INCI). Her primary responsibility is the coordination, facilitation, and instruction of the Financial Records Examination and Analysis (FREA), the Foundations of Intelligence Analysis Training (FIAT), and the Financial Crimes Against Seniors (FCAS) classes and the Intellectual Writing and Briefing (IWAB) course.

Prior to NW3C, Leann began her career in the West Virginia Army National Guard (WVARNG) beginning in 1987 and retired in January 2009. She worked full-time for the WVARNG in support of units from 1989 - 1996 and then again from 2000 - 2003. She has attended numerous military courses including the Army's Antiterrorism/Force Protection course, the Total Army Instructor Training Course (TAITC), and the Small Group Instructor (SGI) course. Leann was an instructor for the WVARNG for eight years, instructing soldiers in the Total Army Instructor Training Course (TAITC), Small Group Instruction (SGI) and the Basic Noncommissioned Office Course (BNCOC).

Leann received her B.A. in Secondary Education, specializing in Speech, Theatre and English from Fairmont State College in 1999 and her master's degree in Corporate and Organizational Communication from West Virginia University in 2003. She is a Certified Fraud Examiner (CFE) and a Certified Economic Crime Forensic Examiner (CECFE).



Lori Petro: After more than 25 years, Lori retired from the Indiana State Police (ISP) at the rank of Captain serving as the Commander of Training where she was responsible for the development, coordination, and administration of all aspects of sworn and civilian training and professional development. During her law enforcement career, Lori oversaw other units including Special Investigations, Drug Enforcement, and Methamphetamine Suppression. In those capacities, she led and managed 150+ officers in all facets of complex investigations and operations including drug enforcement, financial crimes, cybercrime, digital forensics, covert technologies, and Internet crimes against children. In 1994, Lori became a certified instructor and has continued to work with criminal justice professionals in the areas of generational leadership, cyber and financial crime, stress management, firearms, and anti-corruption.

After retiring from ISP, Lori served as a Senior Police Advisor for the U.S. Department of State's Bureau of International Narcotics and Law Enforcement Affairs where she developed and administered international law enforcement capacity building programs that focused on protecting human rights, combatting corruption, and reducing the threat of transnational crime. She collaborated with U.S. domestic and international law enforcement to provide

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technical expertise, policy analysis, program guidance, training, and mentoring to foreign police in more than 20 countries. Programs focused on internationally accepted rule of law assistance that centered on fundamental institutional reform and improving the capabilities of vetted investigative and police units.

Currently, Lori Petro is the Law Enforcement Liaison and Quality Assurance Coordinator at NW3C, the National White Collar Crime Center. Her responsibilities include ensuring that all learning materials and delivery of all training modalities are consistent, current, high quality, and meet pedagogical best practices. She provides subject matter expertise in areas associated with adult learning and training of domestic law enforcement and in areas associated with the delivery of training to criminal justice professionals in foreign countries. She is also an Adjunct Instructor at Ivy Tech Community College (Indiana) where she has taught traditional and virtual criminal justice courses since 2010.

Lori's formal education includes a Master of Business Administration from Indiana Wesleyan University and an undergraduate degree from Purdue University majoring in Interpersonal and Public Communications. She is a graduate of the FBI National Academy, Session 235.

Billy Rodgers: Billy is a High-Tech Crime Specialist with the National White Collar Crime Center (NW3C). He holds both IADLEST International and National Instructor Certifications (IICI / INCI). He currently instructs law enforcement students in Virtual Currency, Dark Web, Open Source Intelligence, and Cellular Records Analysis courses for NW3C. He assisted in the development of a three-day version of the Virtual Currency Investigations course and is currently working on the development of additional courses for NW3C's catalog.



After earning a Bachelor of Science degree in Criminal Justice at Penn State University in 1991, Billy started his law enforcement career with the Lehigh County Adult Probation Office in Allentown, Pennsylvania serving in the Intensive Supervision and Electronic Monitoring Unit.

In 1997, Billy was hired as a Special Agent with the U.S. Drug Enforcement Administration (DEA) and assigned to Buffalo, New York after the completion of the DEA academy at Quantico. He was a member of the DEA Buffalo Taskforce and was partnered with a group of Agents conducting federal wiretaps. After eight years in Buffalo, Billy transferred to the DEA office in Allentown, Pennsylvania.

During his time with DEA, Billy focused on wiretap cases involving cellphones and apps. He had a role in the first website wiretapping case involving the distribution of analog chemicals used to make GHB from Canada to all parts of the United States. He also participated in a dark web investigation involving an overdose death that resulted in a life sentence for a defendant for his role in the distribution of fentanyl analogs throughout the United States. Billy assisted in a wiretapping case that involved the cloning of a WhatsApp account and the unique difficulty in collecting live evidence in an international money laundering organization. Billy has testified as an expert witness regarding drug investigations and GPS technology in federal and state court.

Billy is pursuing his master's degree in Digital Forensics and Cyber Security at Desales University and is a Celbrite Certified Physical Analyzer. He has had A+ and Net+ courses through the Investigative Technology branch of DEA and completed the Cisco Certified Networking Academy courses through Northampton Community College.

Norman Gibson: Norman joined the staff of the National White Collar Crime Center (NW3C) in 2009, bringing with him over eight years of law enforcement experience and two years of civil litigation computer forensic investigative experience. He holds both IADLEST International and National Instructor Certifications (IICI / INCI). He is currently a High-Tech Crime Specialist specializing in providing technical support services and computer forensic training to local, state, federal, and international law enforcement agencies involved in the prevention, investigation, and prosecution of high-tech crime. He teaches almost the entire NW3C computer/cybercrime curriculum and has delivered training throughout the country in classes and conferences, as well as participated in the development of multiple NW3C courses. Being class lead on many of the courses has enhanced his knowledge and helps him maintain knowledge of a variety of technologies and trends in digital forensics. In addition to teaching, he has developed and assisted in the development of various whitepapers published by NW3C. He also provides technical assistance to law enforcement including but not limited to forensic examinations.

In 1998, he started his law enforcement career in a Sheriff's Department located in the Midwest. His assignments included Corrections, the Internet Crime Unit, and the Deed Fraud Unit. In addition, he assisted the Narcotics Unit, Morality Unit, and Auto Theft Taskforce with undercover work, surveillance, evidence collection, and interviews. In 1999, he was assigned to the Internet Crime Unit where he investigated crimes against children, identity theft, fraud, internal investigations and was also trained to perform forensic analysis on seized computers. Additionally, Mr. Gibson educated the public through Internet Safety presentations in schools, at parent-teacher organization meetings, and for attorneys and sheriffs. Near the end of his law enforcement career, he was assigned to a newly created Deed Fraud Unit that was formed in conjunction with the Sheriff's Department and the Register of Deeds Office.

In 2006, he left to begin work in the civil arena. He performed forensic analysis on computers related to civil litigation involving a variety of cases including, but not limited to, theft of proprietary, data/intellectual property, arson, and divorce. In 2009, he joined the West Virginia High Technology Foundation as a Forensic Project Manager to test and validate forensic tools. Later that year, he joined NW3C as a Computer Crimes Specialist.

Mr. Gibson is a member of the International Association of Computer Investigative Specialists (IACIS), and the High Technology Crime Investigation Association (HTCIA). He has attended over 700 hours of computer investigative courses. He has completed IACIS's Certified Forensic Computer Examiner (CFCE) and Certified Mobile Device Examiner (ICMDE), National White Collar Crime Center's (NW3C) Certified Cyber Crime Examiner (3CE), NW3C's Certified Cyber Crime Investigator (3CI), AccessData's Certified Examiner (ACE), Guidance Software EnCase Certified Examiner (EnCE), Certified Cyber Crime Examiner (3CE), and A+ certifications. Gibson graduated in 1996 with a Criminal Justice degree. In his free time, he educates his community on Internet Safety and Cyberbullying and has presented to groups of parents and their children, local school aides and nurses, charity organizations and his state's Bar Association.

(Continued on page 26)

D. Scott Bailey: Scott is a training instructor with the National White Collar Crime Center (NW3C) and a Corporal Detective with the Chesterfield County Police Department (CCPD). He holds both IADLEST International and National Instructor Certifications (IICI / INCI). Scott assisted in the initial development of the NW3C Intellectual Property (IP) Training and Technical Assistance Project as a subject matter expert. He holds both IADLEST International and National Instructor Certifications (IICI / INCI). Scott has contributed to the project over the past ten years as a training instructor. Scott has instructed at more than 100 IP theft classes and seminars for law enforcement providing IP theft investigative techniques and best practices that he has learned from his own successful cases.



ment providing IP theft investigative techniques and best practices that he has learned from his own successful cases.

For the past 28 years with CCPD, Scott was assigned to three bureaus and seven divisions and currently is assigned to the Special Investigations Division. He has an extensive background in white-collar and financial crimes and was the designated financial investigator for the Multijurisdictional Special Operations group. Scott was actively involved in the investigation of IP crimes for the past fourteen years and has been instrumental in many successful prosecutions at the state and federal levels. He has consulted with several IP theft units and task forces to help them overcome specific case-related problems that were hindering their enforcement effectiveness.

Scott is proud to have held the following titles during his career: Patrol Officer, Community Policing Officer, Forensic Technician, Special Response Unit Member, Arson Investigator, Hazmat Investigator, Property Detective, Economic Crimes Detective, Organized Crime Detective, Asset Forfeiture Coordinator, and Federal Task Force Officer. Scott is certified as a Certified Economic Crime Forensic Examiner.

IADLEST Certified Instructors can be found on the IADLEST Instructor Web Pages at either [IADLEST National Certified Instructor \(INCI\)](#) or, [IADLEST International Certified Instructor \(IICI\)](#).



Ask, Tell, Make | An Artifact of a Bygone Era

by Robert King

We are all familiar with the horrific events that ended George Floyd's life in Minneapolis, MN, on May 25, 2020. One officer was sentenced to over 20 years in prison for his murder. The other officers on the scene were found guilty of civil rights violations for not taking steps to protect Mr. Floyd's life.

The murder of Mr. Floyd sparked protests and riots in Minneapolis and all around the country. As a result of these events- the unprecedented loss of life, property damage, and financial losses were damaging and costly to the legitimacy of policing.

After a 30-year career in law enforcement, I became a political operative working for a major city mayor. I had a front-row seat to 170 plus days of continuous demonstrations in Portland, Oregon, during the upheaval. Unfortunately, I also witnessed a dramatic rise in murder and shootings as Portland went from 30 homicides a year to over 90. This is a sad record; the city is on track to break in 2022. As a result, more than 150 officers left the Police Bureau; many left the profession altogether, while some found work in other police agencies.

The events of the last two years have removed all doubt in my mind that we must prioritize de-escalation training for all officers. The street is dangerous with real risks and threats that aren't just limited to community contacts. Suppose we do not embrace a reduction in the use of force and address community concerns about police tactics and actions. In that case, we will continue to see encounters that result in loss of life and the results of broken trust in our communities.

In the mid-1990's state hospitals across the country closed. I witnessed firsthand an increase in calls involving people who had a mental illness. Not surprisingly, officers began to see unpredictable and sometimes threatening behaviors, which resulted in the use of force, including deadly force.

We adapted by implementing Crisis Intervention Training. Unfortunately, today, we are seeing another disturbing trend emerge. People in crisis who have committed low-level crimes are dying in police custody. This is often due to missed opportunities to de-escalate combined with restraint techniques on the ground that impede breathing. As a result, community members are dying, police are going to jail, cities and counties are paying out multi-million-dollar settlements, and cities have burned. It is time to adapt and evolve our training and responses.

Today we are being asked to de-escalate. We need to take inventory of our attitudes and tactics and commit to using de-escalation when possible. As police, we are all answerable for one another's actions. We have seen the impacts of one officer's actions on all officers. Therefore, it is the responsibility of every officer, sergeant, and command officer to embrace de-escalation when possible, or we will all pay a terrible price.

De-escalation as a concept is simple, but implementation isn't always easy. First, we must be willing to challenge existing attitudes and focus on the outcomes we want on every call. In tactical operations, we envision the end state. So we must ask ourselves- what is the desired outcome? I believe it is to gain the cooperation of each person we encounter if possible. My goal has always been the same, protect life, reduce injury and reduce the use of force is possible, so everyone goes home safe.

Ask, Tell, Make | An Artifact of a Bygone Era (cont'd)

Not everyone will agree with this sentiment. I understand there are times when we must act immediately to make arrests, prevent injury, and protect life. Sometimes we must be action imperative. I know from experience that the world and the people in it can be unpredictable. While we cannot sacrifice our safety for rapport, we must reconsider our culture's rigid ask, tell and make attitude in light of recent events. We face undeniable dangers if we *don't* evolve our responses.

I believe with my whole heart in the profession of policing. I respect, admire, and appreciate the service provided by officers and deputies everywhere. Furthermore, I care about the relationship between the police and the community. Therefore, I support and encourage de-escalation training.

As a 30-year veteran of police work, I am committed to doing everything to help my profession. Today we need comprehensive de-escalation training to accomplish better, safer outcomes for all involved.

Following my time in politics, I sought an opportunity to help drive change. I want to see my profession evolve and grow. So I joined Con10gency Consulting as the National Director of Training. We train officers around the country on various life-saving topics, including a comprehensive de-escalation class called The C.A.L.M. Approach.

C.A.L.M. starts with Communication grounded in listening, developing rapport, and being empathic. Next, it incorporates Active Physical Control Maneuvers through contact control, a series of hands-on techniques combined with continuous verbal de-escalation. Next, the model introduces Lateral Recovery Restraint, a methodology that combines positioning with medical Monitoring and ongoing de-escalation. Lastly, Monitoring, because if you're in our custody, you're in our care. Many states have enacted laws with similar effect – requiring a duty to intervene and outlining consequences for failing to exhibit compassion.

Today our work is to be responsive to our communities and adapt our responses. I hope you will join me; it's more important now than ever before.

Robert King is a 30-year veteran of police work who retired as a police commander from the Portland Police Bureau in Portland, Oregon. Following retirement, Mr. King worked for over two years as a Senior Advisor on Public Safety to Mayor Ted Wheeler in Portland, Oregon, during the 170 days of continuous days of demonstrations following the murder of Mr. George Floyd. Today Mr. King is the National Director of Training for Con10gency Consulting L.L.C. and is committed to supporting police officers and community members to ensure better outcomes.

NCP Online Rubric Standards – Section A, Standard 19

Instructional Storyboarding

By Peggy Schaefer, NCP Program Director

Training providers and curriculum designers occasionally ask for clarity on our NCP rubric standards. This short article cover some of our online standards: Section A, Standard 19:



*Instructional storyboarding/background content with reference information is provided.**
(The * indicates this is a **mandatory** standard.)

Here are the primary questions I receive:

1. Why do I have to submit a course “storyboard” or “outline” for an online course?

There are several reasons why written documentation is needed to comply with this standard.

- a. All course development content should be created in a written form *before* it is migrated to a slide or into a software program.
- b. An agency, community, media, or a jury may scrutinize the course content. These individuals may not have access to the online program nor have the time to take the entire course. However, they may choose to review the written storyboard that documents the activities, narration, and content provided to the participants.
- c. The storyboard should also contain references. In online training, content is often NOT referenced but presented as facts. The storyboard corroborates the content.
- d. The storyboard should also include the answers to all the test questions.

(continued next page)

NCP Online Rubric Standards – Section A, Standard 19

Instructional Storyboarding (cont'd)

2. How do I achieve the “best practice” in this storyboard standard?

To achieve the “best practice” in this standard, the submitted storyboard should comply with:

Provided instructional storyboarding/background content is well documented and detailed, using current, correct, and legally defensible information.

The reviewers use the storyboard to take the course just as a participant would. The reviewers are looking for the class to “mirror” the storyboard so that this submitted document becomes a permanent part of the course and is archived by IADLEST in the FirstForward LMS. The reviewers also check the provided references to ensure they are current and that the content complies with “best practices” in the respective topic area.

3. Must I include a participant guide?

We currently do not require a participant guide. However, it is unrealistic to think that an officer can take a one or two-hour online course and memorize the experience and then be responsible for this learned content years later. It is a “best practice” to include a document outlining the content that officers can print upon completion of the course or as a guide as they experience the training.



IADLEST
National Certification Program
Certified Courses

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

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



NATIONAL WHITE COLLAR CRIME CENTER (NW3C)

How Computers Work and Store Data

[Catalog Link](#)

The course covers computer fundamentals such as recognizing computer components and their functions, accessing computer firmware, and the startup and shutdown processes.

Online 3 hours

Introduction to Cell Phone Investigations

[Catalog Link](#)

This course provides an overview of the two phases of a cell phone investigation: the preservation, extraction, and analysis of data within the phone; and the acquisition and analysis of data external to the phone.

Online 1.5 hours

Introduction to Social Media and Networking

[Catalog Link](#)

This course provides an introduction to the digital space commonly referred to as social media and networking.

Online 1.5 hours



Basic Cyber Investigations: Digital Footprints

[Catalog Link](#)

This course introduces learners to the concept of digital footprints and best practices in protecting personally identifiable information (PII).

In-Person 7 hours

Encryption

[Catalog Link](#)

This course provides an introduction to data encryption, covering the purpose of encryption as well as the process of encrypting data, and clarifying the distinctions between encryption and other operations like password protection and encoding.

Online 1 hour

Virtual Currency

[Catalog Link](#)

This course covers basic information and concepts that serve as an introduction to virtual currencies and their relationship to other types of currency.

Online 0.5 hours

OSINT (Open Source Intelligence) Module 1: Advanced Search Engine Techniques

[Catalog Link](#)

Students will learn about using the advanced features of popular search engines, accessing cached versions of websites, searching with images, and common signs of fake and manipulated images.

Online 1 hour

OSINT Module 2: Deep Web Searching

[Catalog Link](#)

This course covers a variety of tools and techniques to conduct deep web searches that go beyond common search engines like Google.

Online 1 hour



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

OSINT Module 3: Social Media Searching

[Catalog Link](#)

Students will learn about popular social media platforms, tools that can help them discover information on them, and ways to capture and save online media.

Online 1 hour

VIRTRA

Red Dot Optic Training & Sustainment

[Catalog Link](#)

Whereas many of the techniques have been used over many years in LE, this training plan maximizes training time and leverages the strengths of the VirTra Training System.

Classroom 4 hours

Active Threat/Active Killer (ATAK): Decision Making (Module 2)

[Catalog Link](#)

This module focuses on the critical factors in decision making strategies utilized in response to an ATAK.

Classroom 3 hours

Mental Illness: Crisis Intervention

[Catalog Link](#)

Identify the signs and behaviors associated with crisis or crisis-like actions and how that applies to the role of the contact professional.

Online 1.3 hours

Mental Illness: Depression

[Catalog Link](#)

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

Online 2 hours





VIRTRA (cont'd)

Mental Illness: Substance Use

[Catalog Link](#)

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

Online 2 hours

Mental Illness: Suicide

[Catalog Link](#)

Identify the signs and behaviors associated with self-harm and possibility of suicide and how that applies to the role of the contact professional.

Online 2 hours

Mental Illness: Trauma

[Catalog Link](#)

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

Online 1 hour

Mental Illness: Traumatic Brain Injury (TBI)

[Catalog Link](#)

Identify the signs and behaviors associated with traumatic brain injuries (TBI) and how that applies to the role of the contact professional.

Online 1 hour

Tourniquet Applications

[Catalog Link](#)

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

Classroom 4 hours



VIRTRA (cont'd)

Weapon Transitions Concepts & Skills

[Catalog Link](#)

Officers will improve the speed and the quality of their ability to transition between lethal and less-lethal options.

Classroom 5 hours

360 POLICING



De-escalation & Documenting Use of Force

[Catalog Link](#)

During this course, we will discuss reasons law enforcement professionals are expected to attempt to gain verbal compliance before the application of force.

Classroom 16 hours



INSTITUTE FOR INTERGOVERNMENTAL RESEARCH

Survive and Thrive Fundamentals

[Catalog Link](#)

The VALOR Survive and Thrive Fundamentals course is a one-day training that enhances law enforcement officer safety by addressing topics that focus on emerging threats and challenges that officers routinely face in the line of duty.

Classroom 8 hours

VALOR Mid-Level Leadership Matchbook

[Catalog Link](#)

The VALOR MLM inspires, educates, and challenges mid-level law enforcement leaders to advance officer safety and wellness strategies within their agencies.

Classroom 14 hours



INSTITUTE FOR INTERGOVERNMENTAL RESEARCH

VALOR Executive-Level Leadership Matchbook

[Catalog Link](#)

The VALOR Executive Leadership Matchbook inspires, educates, and challenges law enforcement executives to advance officer safety and wellness strategies within their agencies.

Classroom 12 hours

IADLEST / COPS OFFICE



Every Officer is a Leader: Line Officer

[Catalog Link](#)

One way to prevent inefficient management and ineffective leadership from occurring at the supervisory and managerial levels is to instill leadership competence as a required competency in front line officers.

Classroom 16 hours

Every Officer is a Leader: Executive

[Catalog Link](#)

The role of police is evolving to encompass broader areas of influence, from local community problems to global issues. The focus has become more on change leadership, change management, public trust, competence, problem solving, analysis, and collaboration among community groups.

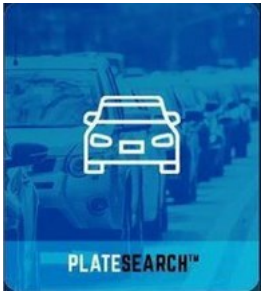
Classroom 16 hours

Every Officer is a Leader: Line Officer

[Catalog Link](#)

This course provides the resources for agency trainers to deliver the Line Officer and Executive curriculum.

Classroom 16 hours



VIGILANT / MOTOROLA SOLUTIONS

License Plate Recognition Technology & Best Practices

[Catalog Link](#)

Learn about the diverse uses of License Plate Recognition (LPR) technology and how to utilize the tool in real world scenarios.

Classroom 8 hours

IADLEST

The DDACTS 2.0 Agency Strategic Planning Session

[Catalog Link](#)

This workshop will to teach participants how to effectively use data collection and analysis efforts to manage and effectively deploy strategic resources that will decrease crashes and crime.

Classroom 8 hours

WIKLANDER—Zulawski & Associates

Criminal Investigative Interviewing Techniques—Level 1

[Catalog Link](#)

There is no one-size-fits-all approach to investigative interviewing, and this training provides investigators with the flexibility to manage a wide variety of cases.

Classroom 24 hours

Conflict Resolution and De-Escalation

[Catalog Link](#)

This program is not a lesson in tactics or hard skills used to fend-off physical attacks. Rather, it is designed to provide a few simple techniques to improve the learners' abilities to prepare for and peacefully resolve such incidents.

Classroom 24 hours



RL OATMAN & ASSOCIATES, INC.

Dignitary and Executive Protection Program

[Contact Link](#)

To give law enforcement and the private sector the necessary KASH (knowledge, abilities, skills and habits) to successfully perform dignitary (government) and executive (private sector) protection.

Classroom 24 hours

SECURITY EQUIPMENT CORPORATION (SABRE)



Aerosol Irritant Projector Instructor Course

[Contact Link](#)

This 2-day (2 x 2.5 hour sessions) Live Virtual Instructor level certification program focuses on deploying, handling, and documenting the use of Aerosol Irritant Projectors (AIP).

Classroom 5 hours

EQUINE ASSISTED LEARNING TRAINING CENTER

Self-Control Awareness and Resilience Training

[Contact Link](#)



Using horses to teach self-regulating skills in real time. When we make changes to our emotions and adrenaline levels, the horses behavior will change as well.

Classroom 7 hours

CODE 9 PROJECT

Project Command Staff Workshops

[Contact Link](#)



Course focuses on: integration of Command Staff as active participants in department and officer wellness, suicide prevention, PTSD awareness education.

Classroom 14 hours



CODE 9 PROJECT

First Responder S.H.A.R.E. Workshops

[Contact Link](#)

The course focuses on: integration of Command Staff as active participants in department and officer wellness, suicide prevention, PTSD awareness education.

Classroom 14 hours

SPOKANE COUNTY SHERIFS OFFICE

Emergency Vehicle Operations Course

[Contact Link](#)

Emergency Vehicle Operations is one of the main disciplines necessary to perform the functions associated with the basic duties assigned to every law enforcement officer.

Classroom 40 hours

Firearms Range Instructor Course

[Contact Link](#)

Firearms Range Instructor Course

Classroom 80 hours

Use of Force Defensive Tactics (Instructor)

[Contact Link](#)

The Use of Force and Defensive Tactics train the trainer course combines classroom and practical skill-building to instill techniques to be used in the line of duty.

Classroom 40 hours

SECOND SIGHT TRAINING SYSTEMS

Threat Awareness for Law Enforcement

[Contact Link](#)



The Threat Awareness for Law Enforcement program provides knowledge, tools, and techniques to identify and react to behavioral indicators of threat.

Classroom 8 hours



INSTITUTE FOR INTERGOVERNMENTAL RESEARCH

SAFLEO Leadership and Supervision Training (In-Person)

[Catalog Link](#)

This highly interactive training gives participants the opportunity to learn about the underlying causes of suicide, why National Suicide Awareness for Law Enforcement Officers (SAFLEO) Program principles are needed, solutions to barriers to help-seeking, their vital role in the successful implementation of a wellness and suicide prevention program, and how to nurture the program long-term.

Classroom 8 hours

SAFLEO Leadership and Supervision Training (Virtual)

[Catalog Link](#)

This highly interactive training gives participants the opportunity to learn about the underlying causes of suicide, why National Suicide Awareness for Law Enforcement Officers (SAFLEO) Program principles are needed, solutions to barriers to help-seeking, their vital role in the successful implementation of a wellness and suicide prevention program, and how to nurture the program long-term.

Classroom 4 hours

SAFLEO Line Officer Training (Virtual)

[Catalog Link](#)

This highly interactive training gives participants the opportunity to learn about the underlying causes of suicide, why National Suicide Awareness for Law Enforcement Officers (SAFLEO) Program principles are needed, solutions to barriers to help-seeking, their vital role in the successful implementation of a wellness and suicide prevention program, and how to nurture the program long-term.

Classroom 4 hours



The Academy Innovations research project is supported by the U.S. Department of Justice COPS Office. The project is designed to develop evidence-based training methods for the law enforcement industry. The goal is to identify improved methodologies for delivering entry-level law enforcement training content.

Problem:

When performing official duties, law enforcement officers rely heavily on knowledge and skills learned during basic academy training. This includes the law, officer safety tactics, and communication skills to name a few.

Research Design:

This project attempts to evaluate whether the methods and timing of training content improves knowledge and skill retention at the basic academy level.

This first of its kind research aims to answer two questions:

1. Does frequency of instruction on a topic (integrated into the curriculum at specific intervals) impact knowledge retention?
2. What impact does online instruction have on knowledge retention (positively or negatively) compared to traditional classroom delivery?

For more information on this ground-breaking research go to: [Academy Innovations Project](#)

SOCIAL MEDIA SPOTLIGHTS

POST Directors and their organizations are spotlighted monthly on Facebook, Twitter and LinkedIn. The following were spotlighted last quarter:

January 2022:

- 1/10—Tim Bourgeois, Michigan Commission on Law Enforcement Standards
- 1/24—Heather Simons, Vermont Criminal Justice Training Council

February 2022:

- 2/7—Jerry Granderson, Oregon Department of Public Safety Standards & Training
- 2/21—Sean Moriarty, Delaware State Police

March 2022:

- 3/7—Joe Collins, Office of Federal Law Enforcement Training Accreditation
- 3/21—Chad Mosteller, South Dakota Law Enforcement Officers Standards & Training

IADLEST SOCIAL MEDIA SITES

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

Editorial Note:

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

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 to 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.

The magazine can be viewed at: <https://www.iadlest.org/>

Standards & Training
DIRECTOR
Magazine