



Newsletter

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POST DIRECTOR CHANGES



Florida:

Director Felipe Williams began his career with the Florida Department of Law Enforcement (FDLE) in 2008 as a special agent and has worked various assignments in violent and organized crime squads, major drugs, protective operations and domestic security. He has supervised the Miami Counterterrorism Unit and Child Abduction Response Team. He was most recently the Assistant Special Agent in Charge of FDLE Miami.

Now, as the Director of Criminal Justice Professionalism, he'll help promote professional conduct and education for Florida's law enforcement officers. The Professionalism Division develops law enforcement training under the direction of Florida's Criminal Justice Standards and Training Commission, staffs Florida's Medical Examiners Commission and assists Florida law enforcement agencies with accreditation.

(Collected from the FDLE Facebook page)

For quick and easy access to the POST agencies in all US States and Territories see our POST Portal page:

POST Portal 

Alabama	Kansas	North Dakota
Alaska	Kentucky	Ohio
Arizona	Louisiana	Oklahoma
Arkansas	Maine	Oregon
California	Maryland	Pennsylvania
Colorado	Massachusetts	Rhode Island
Connecticut	Michigan	South Carolina
Delaware	Minnesota	South Dakota
District of Columbia	Mississippi	Tennessee
Florida	Missouri	Texas
Federal LE Training Accreditation	Montana	Utah
Georgia	Nebraska	Vermont
Guam	Nevada	Virginia
Hawaii	New Hampshire	Virgin Islands
Idaho	New Jersey	Washington
Illinois	New Mexico	West Virginia
Indiana	New York	Wisconsin
Iowa	North Carolina	Wyoming

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](#)

IADLEST 2023 Training Conference



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

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

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

- Training tracks include the latest innovations on training and technology as well as specifically designed training tracks for POST Directors, Academy Directors and Law Enforcement Trainers such as:
 - Reduce the Impact of Staffing Shortages.
 - Develop Effective Online Training.
 - Effective Curriculum Development.
 - Develop Effective Scenarios.
- Scheduled roundtable discussions to exchange ideas and experiences regarding standards, certifications, legal, and course development.
- Social activities, such as the main dinner event at the Mile High Station and Special Olympics fundraiser (live auction).
- State of the art products. Over 30 companies, organizations and government agencies exhibit their latest products, services, programs and/or publications.
- Networking. This event only happens once a year, so don't miss your opportunity to network with some of the state's leading law enforcement standards and training directors, academy managers and trainers throughout the Nation!

When

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

Where

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

Dress Code

Business Casual

More Information

[View Event Fees](#)

[View Event Agenda](#)

Registration Deadline

May 8, 2023

[Register for Event](#)

IADLEST Staff Additions



Thomas Ridgwell

Thomas is a results-driven sales manager bringing years of experience in product development, promotion, and optimization.

He is skilled in developing lasting client rapport based on knowledgeable support and consistent service.

Thomas is proficient in developing and applying advanced marketing, prospecting, and merchandising strategies to accomplish promotional goals.

He has demonstrated success in building networks, businesses and supporting branding objectives.

Thomas is a very motivated entrepreneur owning multiple businesses such as coffee shops, 24/7 self serve dog washes, firework stands, and even rental companies while focusing on growing his marketing career.

When Thomas isn't working on building his empire, he's usually riding street bikes around Boise's Treasure Valley, or at the park with his two golden doodles, Benji and Vader.

Jana Kemp

Jana serves as an IADLEST facilitator for IPAC and a content editor for IADLEST publications.

Jana's business, Meeting & Management Essentials provides workshop, facilitation, and conference speaking services. Jana has presented around the United States and with international audiences – both English speaking and those dependent upon interpreters, across a variety of industries. Jana has also spoken to groups whose members include hearing impairments, sight impairments, and developmental disabilities. Jana has hosted live radio programming; written columns for state and national publications; appeared on television programs in the U.S. and India; and is continuously interviewed domestically and internationally for her expertise on sound business practices.



She is a 2002 graduate of Idaho POST. While never becoming a sworn officer, Jana has worked with law enforcement agencies and POST councils since 2003. She has facilitated curriculum projects for Idaho POST and for IADLEST. Jana's project work with IADLEST began in 2009 and included a presentation of findings in Washington, D.C. to NHTSA.

Jana served in the Idaho Legislature (2004-2006) and ran as an independent candidate for Governor of Idaho (2010). Jana calls Garden City and Boise, Idaho her base camp for working with the state, region, country, and world. Her clients span from local, state, and federal government entities to Fortune companies, small businesses, and non-profits. Jana works on contract for private, for-profit, not-for-profit, and governmental sectors.

2022 Census of Law Enforcement Training Academies (CLETA)

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

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

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

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



CLETA Survey Content

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

CLETA Data Collection Information

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

You may also contact:

Tom Scott, PhD
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Scaffolding: The Key to Training Reform

By Rick Jacobs - Jacobs, et al, LLC

Although many in society seem to believe that law enforcement training is ineffective, we know that there are millions of successful law enforcement contacts every year showing otherwise. This proves that activist and some political beliefs are erroneous at best and myopic at worst. However, we also recognize that the real problem is that there will never be enough training to satisfy those who complain about how policing is done. We all want more training, but budgets and time constraints make it difficult, including too many telling us *what* needs to be trained.

The possible key to fixing many of the problems we and society see in our training, is *when* we train the "*what*." It is possible to fix some of the problems we see in policing by changing the *order* in which we train certain topics and how that training is reinforced throughout basic training.

First, ask yourself, "How was the order of training topics in your current course determined?" Think about when the last time the topic order was examined and considered. If you cannot remember, or are unaware of the topic order ever being analyzed, it is time to do so.

There is a truism in training and learning:
The last thing taught is the first thing remembered.

This is called the "Recency effect"¹ in psychology and is based on Ebbinghaus' Forgetting Curve² research in the 1880s. As recently as 2015³, his experiments have been re-validated. Another aspect of his research, also validated through the decades, is called the "Primacy effect" - the first thing is also most likely to be remembered.⁴

This means that while the last thing taught will be remembered first, the next most likely thing remembered is the *first* thing taught. The Forgetting Curve, and subsequent research, have shown consistent ways to flatten the curve and ensure that what is taught is retained for longer periods.

Three factors can flatten the Forgetting Curve:

1. Review - review the material regularly at spaced intervals.
2. Retrieve - when reviewing material, make sure it is also retrieving previous knowledge to integrate into the new knowledge.
3. Relate - the material should be relatable to experiences that participants will have or have been exposed to.

We can do all this using the learning theory of scaffolding. More accurately, the theory is "Zone Proximal Development and Scaffolding," originally developed by Lev Vygotsky.⁵ The theory states that participants should be given small steps that lead them to the larger goal of independent learning. This is achieved with the assistance of someone who already has had the experience and can guide them towards that goal.

You may be asking at this point, what does this mean for me? Well, for example, think about de-escalation training, and when it is currently delivered in your basic academy, in relation to other topics, and you may start to see a major problem we have with law enforcement basic training. Most likely, it was squeezed in between two other blocks that seemed like the right place and

¹Delaney, P.F., et al. (2010). "Chapter 3 – Spacing and Testing Effects: A Deeply Critical, Lengthy, and at Times Discursive Review of the Literature." *Psychology of Learning and Motivation*. V.53, pp 63 – 147 Retrieved from <https://www.sciencedirect.com/science/article/abs/pii/S0079742110530032>

²Ebbinghaus's Forgetting Curve: Why we keep forgetting and what we can do about it." (n.d.) *MindTools*. Retrieved from <https://www.mindtools.com/pages/article/forgetting-curve.htm>

³Murre JMJ, Dros J (2015) Replication and Analysis of Ebbinghaus' Forgetting Curve. *PLoS ONE* 10(7): e0120644. <https://doi.org/10.1371/journal.pone.0120644>

⁴Cuncic, A. (Feb 2022). "What is the Primacy Effect?" *Verywellmind*. Retrieved from <https://www.verywellmind.com/understanding-the-primacy-effect-4685243>

⁵McLeod, Saul. (2019). "The Zone of Proximal Development and Scaffolding." *SimplyPsychology*. Retrieved from <https://www.simplypsychology.org/Zone-of-Proximal-Development.html>

training continued, or it is delivered at the end of the academy to "just get it in there." That is the problem - we have been viewing academy training as blocks, instead of as a *ladder*.

Now think about when you do our high-liability training - driving, defensive tactics, and firearms. Are these three instructional blocks done at the end of your training, periodically to "break up the fun stuff," or at the beginning? It has been my experience and observation that most basic academies schedule shooting and tactics towards the end of basic training, with defensive tactics and driving somewhere in the middle, and all of the code, legal and other content peppered throughout.

Last thing taught is the first thing remembered, right? And then we wonder why recruits come out of basic scared or pumped for fighting, and why the first tool they go to is their firearm for every perceived threat.

What if, instead, we changed the order of when the big three are trained, then also immediately train de-escalation tactics? Train the shooting, fighting, and driving at the very beginning, and then immediately train de-escalation next - give them the high-liability training of last resort first, then train them on what to do to avoid fighting and shooting for the rest of training with the mindfulness they need to discern when and how to use *all* of their tools as appropriate.

Considering the Forgetting Curve theory, what if you scheduled regular practical exercise scenarios throughout the rest of the academy experience where the students apply the recently trained content in scenarios where they also have to apply de-escalation tactics for reinforcement? We may also need to change what "winning" looks like in our scenarios to be more realistic - not all calls can be de-escalated, just like not all calls require de-escalation. Start training your students to understand that "winning" is executing their training correctly, not the result of the call. We can't control the results, only

the application.

Now when your students graduate from the academy, Primacy has given them the tools of last resort, using techniques to flatten the Forgetting Curve reinforces de-escalation skills, the last thing they remember is that they can apply all of their training correctly and things can still go sideways - they didn't fail; they are okay.

Not only will we put more well-trained and ready officers on the streets, but we may have helped them develop the confidence to do their jobs well, regardless of how the call turns out, address the calls and need for reform, all without having to add time or expense to training.

It will take a lot of analysis and planning up front, with regular review and adjustment, but we can drastically change the outcomes of training by changing *when* we train specific topics. Use the Forgetting Curve to inform the arrangement of our topics to develop and deliver our expected outcomes and use scaffolding to build towards the ultimate goal of guardian-servants first who can still be warriors when the situation requires.

Rick Jacobs is a former deputy sheriff from Virginia where he was a general instructor and tactics and firearms instructor, among other special assignments. Rick is a seasoned law enforcement instructor and has applied his training and development skills and experience to other industries such as the Department of Defense. He has a BS in Philosophy and an MS in Criminal Justice. He is an IADLEST Nationally Certified Instructor and training evaluator for IADLEST's National Certification Program. He currently runs a business and learning consultancy, [Jacobs, et al, LLC](#), helping organizations establish and build learning and development capabilities. He designs and develops training for clients, and delivers several instructor training and development courses he specifically designed for law enforcement instructors.



NCP Benefits

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



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



This is no way to visit friends.



Remember: Complacency Kills!



This poster produced by the Snohomish County Sheriff's Office - Washington State 2016 Below 100

www.Below100.org



NATIONAL ASSOCIATION OF FIELD TRAINING OFFICERS
NAFTO

FREE Below 100 Training and Technical Assistance

Below 100 is a law enforcement officer safety program that focuses on the reduction of the number of law enforcement related deaths to below 100 per year; a number that has not been reached since 1943.

Below 100 has a vision “to permanently eliminate line of duty deaths and injuries through innovative training and awareness” and a mission “to influence law enforcement culture by providing innovative training and awareness, through presentations, social media, and webinars on identifying the leading causes and current trends in preventable line of duty death and injuries.”

The focus of this effort is to address line-of-duty deaths which are a direct result of motor vehicle crashes using the Below 100 program’s five tenets:

1. Wear your seatbelt
2. Watch your speed
3. Wear your vest
4. WIN: *What’s Important Now*
5. Complacency kills.

IADLEST has been awarded a project by the National Highway Traffic Safety Administration (NHTSA). The project provides free training and technical assistance for law enforcement agencies throughout the nation implementing the Below 100 Training Program. The project includes:

- Below 100 Intensive classes: The 4-hour Intensive classes will instruct personnel on the program’s 5 tenets to assist in the decrease of traffic crashes, injuries and fatalities in the line of duty.
- Below 100 Train-the-Trainer classes (presented back-to-back with the Intensive classes): The 4-hour Train-the-Trainer classes will provide trainers with the proper resources, outreach and education materials and skills training necessary for law enforcement jurisdictions to begin implementing the program tenets within their agency.
- Below 100 Best Practices Symposiums: The 1.5-day event provides specific information regarding the role of police management in implementing a culture of safety and best practices based on Below 100 principles.
- Below 100 Conference Presentations: IADLEST will provide Below 100 subject matter experts to address attendees and/or have exhibition space at conferences of organizations with significant law enforcement or highway safety office involvement.
- Below 100 Technical Assistance: IADLEST will implement technical assistance visits to agencies upon request of the executive to assist the agency to implement a culture of safety and best practices based on Below 100 principles.

To request training classes or technical assistance under this project, please contact Mark Damitio, IADLEST Accreditation and Grants Manager at markdamitio@iadlest.org or (316) 640-6513.

You may download a Training Request Form here: [Below100 Training Request](#)



CENTRO DE ESTÁNDARES DE LA POLICÍA NACIONAL DE COLOMBIA



Conforme a la ley 2179 del 30 de diciembre de 2021 en su Capítulo III, la profesionalización policial tendrá un rediseño en sus programas académicos de formación inicial, capacitación, entrenamiento e instrucción, que pretende mejorar el desempeño laboral de los funcionarios en la ejecución de la actividad de policía, con el fin de alinear con las dinámicas sociales, económicas, culturales y políticos del país.

Para ello, la estandarización de los procedimientos policiales donde el uniformado tiene contacto directo con el ciudadano juega un papel importante, puesto que deriva en una exigencia en la educación y validación de conocimientos diferenciales, por lo cual, la implementación de un ente dedicado al diseño y validación de estándares policiales al interior de la Policía Nacional asegura a la institución, a su comunidad y al Estado, profesionales de policía con competencias y habilidades básicas para la atención de motivos de policía; con fundamentos propios del respeto y protección de los Derechos Humanos, priorizando la protección de los ciudadanos ante una posible agresión.

Por ello, el servicio de Policía deberá tener un ejercicio de aplicación de estándares reglamentados en la organización

policial y en el estado Colombiano, puestos en práctica y diseñados a partir de la investigación de campo, la educación e instrucción en el uso de los mismos, legitimando el actuar policial y generando niveles de credibilidad aceptables en la sociedad.

Con la Creación del Centro de Estándares de la Policía Nacional, se dará aplicabilidad a lo contemplado en la ley en su artículo 96, en donde se ordena crear esta unidad al más alto nivel, para que diseñe e implemente los estándares mínimos profesionales, así como, la validación de competencias a todo el personal uniformado de la Policía Nacional.



Aunado a lo anterior, para la implementación de esta unidad y en el marco de la cooperación internacional con Estados Unidos, Sección de Asuntos Internacionales contra el Narcotráfico y Aplicación de la Ley –INL– se asignó 1,5 millones de dólares para la contratación de la *Asociación Internacional de Directores de Normas y Capacitación Policial (IADLEST)*, para el asesoramiento, asistencia técnica, capacitación, entrenamiento y certificación del Centro de Estándares de la Policía Nacional de Colombia.

El Centro de Estándares permite de la Policía Nacional contar con la capacidad de proponer métodos de educación policial de excelencia y a su vez, validar competencias al personal uniformado de la institución, es decir, las habilidades y destrezas en la ejecución de sus actividades profesionales, demostrando amplias capacidades en el desarrollo de la profesión de policía, que estarán soportadas en 5 grandes competencias técnicas, sin desconocer que pueden llegar a ser más de acuerdo a las necesidades ciudadanas.



Logrando el fortalecimiento de estas competencias y en el marco de la aplicación de los estándares mínimos policiales, se logrará reducir las falencias en la intervención policial, permitiendo disminuir posibles abusos de autoridad, uso excesivo de la fuerza o la posible violación de los derechos humanos a los ciudadanos, que en el contexto de la actividad propia del servicio de policía interactúen con el uniformado en el desarrollo cotidiano de sus actividades.

Ahora bien, este Centro de Estándares, tendrá como propósitos principales:

- Diseñar y validar a partir de la investigación de campo los estándares policiales en las condiciones que el entorno y el servicio lo exijan.
- Generar la doctrina policial respecto de los estándares y resultados de la investigación, producto del análisis y estudio de los casos de policía bajo observación de la unidad como se propone en la men-

cionada Ley; así mismo, se deberán tomar como parte de la información a considerar, los estudios e investigaciones provenientes de la academia, la sociedad civil y organizaciones que tengan como línea de investigación el servicio de policía, abriendo las puertas de la Institución a la participación de la comunidad desde los productos e insumos de investigación y análisis como parte del trabajo para la configuración de estándares profesionales.

- Promover en la educación policial el mejoramiento de los procesos de entrenamiento, así como de los métodos a emplear para la instrucción y enseñanza, que permitan fortalecer las competencias técnicas de los funcionario de policía.
- Validar las competencias y habilidades de los uniformados en materia del cumplimiento de los estándares en todo el territorio nacional.

Es pertinente señalar, que Estándar se entiende como los



requisitos mínimos requeridos (competencias), para atender las expectativas de las partes interesadas en la prestación del servicio de policía (Sociedad, Institución, Gobierno, entre otros), asociados al desempeño profesional, sobre los conocimientos habilidades y destrezas. De igual forma, tiene como propósito establecer en cada uniformado, *¿Qué debe saber el policía para ejercer profesionalmente su labor?* y *¿Lo hace bien de acuerdo con los estándares mínimos profesionales requeridos?* Es por ello, que el centro de estándares será el mecanismo de la Institución para la verificación de la competencia de sus uniformados en estándares de desempeño tanto al momento de ser nombrado e ingresado al escalafón como durante toda su carrera.

Finalmente, el Centro de Estándares de la Policía Nacional de Colombia será el primero en centro y Latinoamérica, convirtiéndose en un reto su implementación para que pueda llegar a ser referente ante los diferentes cuerpos de policía de la región.

Training In-Context, Output & Measures

By Jesse Curtis, Deputy Director, Wyoming Law Enforcement Academy

In recent times, there have been a multitude of discussions, articles and reports about law enforcement training academies in the United States. Fortunately, much of the discussion has focused on how training occurs¹. The principle goal of these discussions has been to find ways to produce new officers that can functionally perform basic tasks in the field due to their academy training. Our focus here is on three topics that were foundational for us as we began to face the challenge of developing and transitioning training methodologies in an effort to produce more functional academy graduates.

For a long time, we, like many law enforcement academies, strongly emphasized exposing basic students to knowledge and processes. We believed our role was to provide these elements and allow the field training officers to provide opportunities for the new graduates to apply them. However, agencies commonly perceived that field training officers needed to do a significant amount of “re-training” in areas where academy graduates had been previously trained and successfully passed testing.

In 2019, our Director set out to change that. He believes, as do I, that our role is to produce academy graduates who can functionally perform in the field after graduation. The field training officer should be able to build on that functional foundation, not replace it. We had to shift the focus from instructor-centered learning to student-centered learning. We needed to emphasize outcomes, not just processes. After several years of studying training methodology and being heavily influenced by the works of Richard Schmidt, Ph.D., Timothy Lee, Ph.D., and later Robert Bjork, Psy.D., David and Alice Kolb, Psy.D.², we had a relatively clear understanding of why the current methodology was lacking, but changing it has proven to be a lengthy and challenging process.

Two scientific ideas have driven some of the most significant and wide-reaching changes in training. The first is

recognizing the work environment’s impact on officers’ performance. The environment is highly unpredictable and variable, and has the potential to induce both physical and emotional duress in officers. Performing in this environment requires much more than simply recalling knowledge or performing a rote process. Graduates must have the ability to: think critically; problem-solve; adapt concepts, principles and tactics; recognize success and failure; and transition to achieve the desired outcomes. We’ve given this idea the term “learning in-context.”

Learning in-context has a dualistic meaning, applying both to the context of the work environment and the context of other knowledge and skill sets that are integrated with the thing being learned. It has similar characteristics to reality-based and scenario-based training. Still, it has some distinction in that it is not dependent on a particular circumstance or activity but rather competencies and performance standards or the inter-dependency with other concepts.

The goal of learning in-context is for the student to understand the concept being taught and then place them repeatedly into environments that require them to create adaptations of what they have learned to achieve outcomes. As they do this, variability, predictability and complexity (integration of other concepts) can be increased or decreased to suit the student. Too much too soon, and the student will tend to be less holistic and more focused on a single aspect of the training such as the decision making component or the execution of a particular tactic. Too little too late, and the student is not sufficiently challenged and misses the opportunity to practice analysis, adaptation and transitioning.

The second idea is that functional learning is largely accomplished when the student uses something. Both cognitive and psychomotor learning input (teaching) without output (application, generation, etc.) tend not to result in

Leadership

Leadership is the art of getting someone else to do something you want done because he wants to do it. — Dwight D. Eisenhower

Photo by Natalie Pedigo



the functional, long-term learning students need. We've termed this idea "input versus output."

Input versus output deals with how much the student is doing in the learning environment versus how much the instructor is doing. Our Director is well-known here for saying, "he who does the work does the learning," which accurately encapsulates this idea. The training challenge is to provide, as much as possible, an environment where students learn through experiential discovery (output) instead of directive instruction (input). Conveniently, learning in-context and input versus output is somewhat symbiotic. For instance, requiring students to produce a creative adaptation is itself a process that requires a significant amount of student output.

During this process we have learned that while scientific research provides an excellent foundation to build on, we are responsible to design, develop, implement and evaluate law enforcement specific training applications that are effective and suited to our students. And there is no way to validate training without comprehensive and objective measures, which brings us to our final topic. One of our greatest challenges was discovering how to objectively and consistently measure the learning and performance of students in a training environment that requires them to creatively adapt and apply what they have learned. More simply, how does an instructor accurately measure the success or failure of two students who use two different ways to achieve the same outcome? How do we remove instructor preference from the measure without losing the valid reasons behind that instructor preference?

These are difficult things. If training is structured to be easily measured it tends to lose its variability and unpredictability and is no longer measuring the student's ability to actually perform in the environment. While we can attest that a student knew something or could do something in and of itself, we can't speak at all to learning transfer into the work environment. However, when training is not structured at all, the measure tends to become inconsistent, vague and subjective. The answer for us came with the development of a content structure designed around inter-related competencies, performance standards and learning objectives. It provides the flexibility to

measure very precise learning points as well as holistically in unpredictable environments and is independent of any particular activity or topic.

These three topics are by no means the only facets and challenges associated with transitioning to student centered, outcome-focused training, but they proved to be foundational changes in our thinking that have resulted in the development of more effective training.

About the Author: Jesse Curtis, Deputy Director, Wyoming Law Enforcement Academy, has been a full-time trainer at WLEA since March, 2013 primarily specializing in defensive tactics. He has been an avid student of sciences related to training methodology since 2014 and have been responsible for all curriculum development and delivery at WLEA since 2020.

References:

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The PEACE Interviewing Model and WZ Training Programs

By Joseph Wolf, CFI

Since its founding in 1982, Wicklander-Zulawski & Associates (WZ) has been committed to advancing the art and science of investigative interviewing. We demonstrate this commitment on a continual basis through our evidence-based, ethically sound, and legally defensible interview training programs.

Our interview training programs provide participants with the knowledge, skills, and abilities to conduct professional investigative interviews using a variety of approaches. These methods include:

- **Fact-finding Interview Technique** – This approach is generally intended for cooperative interviewees who do not necessarily possess a stake in the outcome of the investigation; a fact witness. It requires extensive preparation by the interviewer and total mastery of the investigative case file prior to the interview. The interviewer prepares a logical sequence of focused questions in advance and offers them in hierarchical order from broad and open-ended questions to specific, detail-oriented ones.
- **Cognitive Interviewing Technique** – This is a widely accepted and highly regarded, evidence-based technique. It is a highly effective method for maximizing recall and obtaining key details from the interviewee's memory. It is not only effective in eliciting information about facts and figures. It can also assist the interviewee in recall of their thought processes and feelings about matters under inquiry that may prove valuable to the investigation.
- **The Participatory Method** – This proprietary WZ technique is best suited to situations where evidence indicates that the interviewee is implicated in an offense, policy violation, or regulatory misconduct. It can also be effective with non-suspects who, although cooperative, are challenged with articulating important details concerning the matter under inquiry. In this method, the interviewer uses investigative findings to develop possible excuses, reasons, or explanations the interviewee might offer if directly confronted with an accusation. The interviewer then systematically works through these with the interviewee, eliminating them before the interviewee has the

opportunity to offer them. The goal of this interview is to determine the validity of alternative explanations to the evidence, thereby minimizing confirmation bias from the interviewer and allowing the subject to inform more freely.

- **The Wicklander-Zulawski Method** – This is an 18-step, highly structured approach. It is designed to encourage candor and provide an atmosphere of trust thereby providing the interviewee with a non-confrontational experience. This atmosphere greatly enhances the interviewer's ability to elicit honest, accurate, and actionable responses in matters of investigative interest, regardless of context.

Long-term consumers of WZ training programs will notice some significant changes in our catalog of offerings. As scientific research, legislative, and case law developments unfold, changes to our programs of instruction are often necessary. When required we will update, adjust, or even eliminate our training packages to ensure they remain on the cutting edge of ethical, professional, and lawfully conducted investigative interviewing standards.

Although widely accepted in other parts of the world, the PEACE Interview Model is relatively new to most professional interviewers in the United States. The model was developed by police in England and Wales in the 1990s. The idea was to create an investigative interview approach that relied less on confrontation, moving to an approach that encourages cooperation. The goal is to focus less on obtaining confessions and more on obtaining clear, accurate, and truthful accounts.

PEACE is an acronym for:

- **Planning and Preparation** – takes into account all available information and identifies the key issues and objectives of the interview.
- **Engage and Explain** – the first step in any conversation is to engage the interviewee. Active listening is required to establish and maintain rapport.
- **Account** – obtaining an account consists of both initiating and supporting responses. Using open-ended prompts such as “tell me what happened” are key.

- **Closure** – as with other parts of the interview, this should be planned in advance to avoid an abrupt end. Summarize what was said, address any questions from the interviewee, and discuss next steps.
- **Evaluate** – the interview must assess the information obtained, reconcile it with the larger investigation and reflect on their own performance.

Although WZ training programs are not directly based on the PEACE model, we value its key concepts and incorporate them into all of our lesson plans.

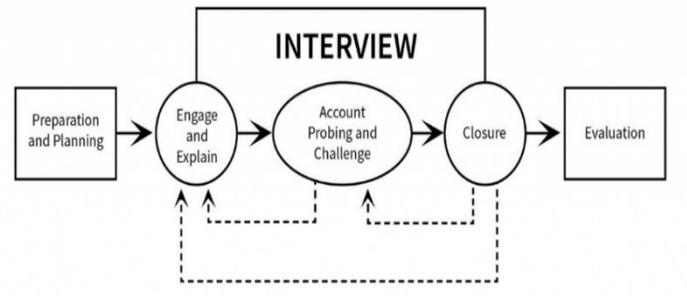
Regardless of the target audience (whether public or private sector) WZ programs place great emphasis on the importance of **planning**. Our seminars devote significant training time to the importance, value, and efficiency gained by effective advanced preparation. We provide techniques to assist the interviewer in organizing, evaluating, and strategizing an approach before they set foot in the interview room.

WZ training programs have completely moved away from any method that involves confrontation or direct accusation. **Engagement** is a vital component in our training about developing rapport, expressing empathy, and harnessing emotional intelligence to forge a productive relationship with interviewees.

Even though we have abandoned confrontation, this does not mean that we avoid obtaining a full **account**. Probing responses and using challenge questions enables the interviewer to elicit the most accurate and thorough responses. In our training, interviewers are shown the way to achieve this without direct accusation thus avoiding putting the interviewee in a defensive posture.

Professional **closure** of all interviews has been a key WZ teaching point since our founding four decades ago. We emphasize the importance of keeping the lines of communication open to the maximum practical extent. We also recognize that there may be a lot at stake for the interviewee, and they deserve the opportunity to learn what lies ahead, and to be treated with fairness, dignity, and respect. A thoughtful and empathetic conclusion to a stressful interview goes a long way in achieving this end.

Self-evaluation and after-action analyses remain the most direct path to improved performance. Our training programs encourage interviewers to move away from outcome bias – where an interview’s success is judged only upon whether or not a confession was obtained. Instead, we advocate evaluating the ability to



conduct a professional interview effectively, efficiently, and ethically. We emphasize the value of self-reflection and commitment to continual learning as the best way to maximize future performance.

For 40 years, [Wicklender-Zulawski & Associates](#) has steadfastly dedicated itself to the education, growth, and support of the professional interviewer throughout the investigative community of practice. This commitment is reflected in our evolutionary approach to training development and delivery. An approach that is informed by worldwide advances in the social, scientific, and legal changes that impact investigative interviewing.

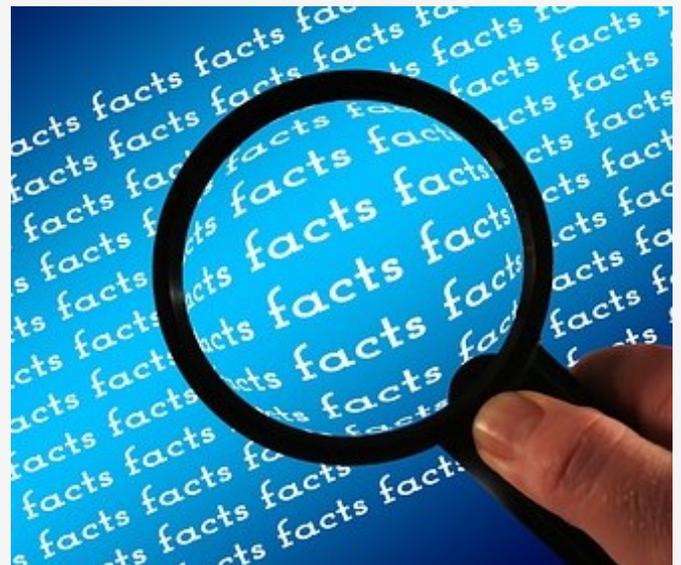


Photo credit: Gerd Altman on Pixabay

IADLEST offers

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

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

Phase I: Needs Assessment / JTA Data Collection

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

Phase II: Curriculum Development

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



Phase III: Piloting

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



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

How to Survive an Ambush Attack

By Robert King

I write this article with great reverence, respect, and sadness, hoping that we, my brothers and sisters in blue, can better prepare ourselves to survive.

On Wednesday, October 12, 2022, at about 10:30 PM, Bristol Police responded to a domestic violence call between two brothers in Bristol, Connecticut. Sergeant Dustin DeMonte, 35, Officer Alex Hamzy, 34, and Officer Alec Iurato, 26, arrived on the scene and were ambushed.

Tragically, Sergeant DeMonte and Officer Hamzy were killed. Officer Iurato was shot but returned fire, killing the suspect. In news reports, state police officials indicated the call was an intentional act to lure officers to the scene. These officers responded heroically and selflessly in service to their community. Lt. Dustin Demonte and Sgt. Alex Hamzy were both promoted posthumously.

We must do everything we can to understand ambush attacks to increase survivability.

F.B.I.: Ambushes Among Leading Incidents in 2022 Law Enforcement Deaths

"Nearly 50 law enforcement officers were feloniously killed in the first three quarters of 2022, and ambushes were one of the leading circumstances in those incidents"¹, according to the F.B.I.'s preliminary report on line-of-duty deaths.

"The leading circumstances surrounding officers' (felonious) deaths included activities related to ambushes on officers, investigative/enforcement activity, unprovoked attacks on officers, and response to disorderly/disturbance calls," the report states. "The 10 ambush attacks in 2022 are a 100 percent increase compared to the 5 ambush attacks in the same time period in 2021."²

There are two kinds of ambush attacks:

- **Impromptu:** sudden and unplanned attacks can occur in foot chases and vehicle pursuits.
- **Deliberate:** a killer prepares the kill zone – they decide on premeditated murder and decide when, where, and how – usually a bogus call – to lure us in.

Characteristics of an Ambush Attack

A long-established military tactic, ambushes are surprise attacks from a concealed position.

- Lures officers into a trap so they can execute an assault
- Element of surprise
- Speed of action
- Violence of action
- Often employs, but is not limited to, a precision rifle
- Killer uses the advantage of concealment with a line of fire
- Lack of provocation
- It avoids detection before the attack
- Undermines our center of gravity

The Department of Defense defines 'center of gravity' as "the source of power that provides moral or physical strength, freedom of action, or will to act." Thus, the center of gravity is usually seen as the source of strength.

Preventing Ambush Attacks

Preventing an ambush attack begins long before we respond to the call. We must cultivate a prevention mindset, which has three critical elements:

- Decision-making
- Increasing our situational awareness
- A paradigm shift in our thinking from reactive to proactive, getting "Left of Bang."

Decision-Making

Concerning decision making, Brandon Webb, United States Navy SEAL, in his book *Mastering Fear*, tells us we must first, before everything else, decide to decide. There is great power in a decision.

"Mastering fear starts with a decision. You might think that big decisions, potentially life-altering decisions, arise out of courage. They don't. It's the other way around. The strength and the courage to keep going arise out of the decision. The decision comes first.³ You have to decide to decide".⁴ The body cannot go where the mind has never been.

Deciding to survive will be one of the most, if not *the* most, important decisions of your life. Once a decision of this magnitude is made, Webb says we have clarity, and from this clarity comes great strength.

Situational Awareness (S.A.)

"Awareness is the key to defeating any threat.⁵ Your survival depends on a strategy, and that strategy requires awareness through education and understanding your environment, your options and developing a successful strategy to defeat a threat".⁶ Situational awareness is simply elevating our levels of alertness, so we pay attention to the available information. When we are situationally aware, we are less likely to be surprised. When we are situationally aware, we have an alert mindset that results in better preparation.

Reactive to Proactive

In their book, *Left of Bang*, authors Patrick Van Horne and Jason Riley speak to the importance of resolving to be proactive. Agencies must take proactive steps to train and prepare officers for the harsh reality of ambush attacks and how to prevent them.

Further, Van Horne and Riley differentiate before the attack (left of bang) and after (right of bang).⁷ Their research and writings aim to introduce ideas proven to prevent violence when possible. *Left of Bang* elevates the importance of recognizing pre-attack indicators to interrupt the plans of an ambush attacker. Ultimately, we want to be Left of Bang; one of our primary goals must be to prevent or interrupt an attack.

Actions to Survive

Before arrival, on arrival, during an attack, and post ambush – what steps can we take to increase survivability? The information below is not intended to be exhaustive. The hope is that practitioners in policing add insights from training, education, and experience to improve survivability.

Before arrival

- Have a leader. Have a plan! Communicate, be flexible, don't assume, and correct mistakes.
- Wear your body armor and be proficient with all your equipment.
- Do not be in denial or be complacent.
- Gather and evaluate call information before arrival.
- Consider call location history.
- Coordinate safe routes of arriving units.
- Notify a supervisor if something is out of the ordinary.
- If the information seems suspicious, trust your gut.
- Take threats seriously.
- Mindset: envision the end state; see yourself surviving.
- Always have a tourniquet on your person.

On Arrival

- Stop, look and listen.
- Arrive a distance from the call.
- Identify and use cover and concealment on approach, catalog cover for possible egress if necessary.
- Do not ignore the danger signs.
- Be deliberate about how you present to the danger zone.
- Remember that distance and time equal options.
- Consider contacting the complainant to call them away from their cover or concealment.
- Have a preprogrammed response for egress from the danger zone.
- If pursuing someone on foot, do not run around uncleared corners.
- Deploy patrol rifles.

When attacked, we become reactive and temporarily lose the initiative, which we must regain. In his book, *Sound Doctrine, A Tactical Primer*, Los Angeles Sheriff's Department, S.W.A.T. Commander Sid Heal defines initiative as "the freedom to think and act without being urged."⁸ Ambush attackers take the initiative from us. We must regain it.

During an ambush

- Resolve to survive!
- Get off the X and exit the danger zone.
- Return fire when able to do so, consistent with policy, law, and case law.
- We must have a visual target identified and a clear backstop.
- If no cover is available, the best cover is well-placed fire on the threat.
- Use distractions! If possible, divide a subject's attention.
- If attacked during arrival, consider driving out of the attack.
- Decide to survive.

Post Ambush

- If officers are injured and alive, we must formulate a hasty, exigent rescue of the downed officer.
- Train to do an emergent officer down rescue, including the use of shields and vehicles.
- When an ambush attack happens, call SWAT but understand their response time varies; officers must be able to survive before a tactical team's arrival.
- If a solo officer or initial responding officer(s) is injured by gunfire, maintain radio discipline and stay off the radio. Instead, give the channel to the downed officer.
- One individual must get on the radio and coach/support the downed officer(s).
- Do a remote assessment of injured and down officers. Sometimes, tragically, officers will have injuries not compatible with life. But if a downed officer is alive, talk to them, coach them, and encourage them.
- Coach injured officers on tactics to survive. Not surprisingly, shot officers go into overload, and they need our encouragement. We can be remote cover officers.
- For example, "I know you're hit. Where are you? Are you behind cover? Can you safely improve your position by moving to cover? Are you taking rounds now? Do you know how many attackers?"
- "Do you know where the rounds are coming from? Where are you hit? Do you have your tourniquet?"
- "Apply your tourniquet."

Unfortunately, even the best prepared and trained individuals can't always prevent injury or death.⁹ Injuries from gunfire are survivable! We need to strengthen our survival mindset and never give up. In addition we need equipment that is easily accessible. Many gunfire injuries result in death because we do not stop the bleeding. Every officer on the street must always have a tourniquet on their person; their life or a fellow officer's life may depend on it. "Uncontrolled bleeding is the number one cause of preventable death in trauma situations."⁸

Never Forget that Ambush Attacks can be Survived.

We can survive an ambush attack, but we must prepare. We must be mentally prepared every time we go on duty, from day one for a new officer or year 25 for a veteran officer. We must accept the reality that we may go on a call where the caller's sole intention is to ambush and kill us. We must not be complacent or in denial about this reality.

Twice as many officers were killed by ambush this year as last year. Unfortunately, ambush attacks are real and increasing.

Ambush attacks are an extremely narrow slice of all police-community encounters but have shown to be the deadliest interactions. We must study and learn everything we can about ambush attacks and train officers to survive from that body of knowledge. Unfortunately, not enough is being done. We must be proactive.

With increased violent crime in our communities, police officers are needed today more than ever. I respect, appreciate, and admire officers across our country and am committed to supporting them. Despite narratives to the contrary, officers are committed and dedicated to doing the right thing for the right reasons, even in the most dangerous and life-threatening situations.

We know that increasing preparation, better training, and equipment will increase survival for the brave officers serving our communities. I hope conversations and actions will occur with urgency in police agencies across the country.

Take care and be safe.

About the Author:

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

¹FBI: Ambushes among Leading Incidents in 2022 LE Deaths, Collected from <https://www.officer.com/command-hq/news/21283921/fbi-ambushes-among-leading-incidents-in-2022-le-deaths> October 14, 2022

² Ibid.

³ Brandon Webb and John David Mann, *Mastering Fear* (Portfolio Publishing, 2018) page 51

⁴ Ibid.

⁵ Paul D. LeFavor, Prologue by Randy Butler, *Active Shooter Awareness and Response*, Prologue page xii.

⁶ Ibid.

⁷ Patrick Van Horne and Jason Riley, *Left of Bang: How the Marine Corps' Combat Hunter Program Can Save Your Life* (Black Irish Entertainment LLC 2014)

⁸ Charles "Sid" Heal, *Sound Doctrine, A Tactical Primer* (Lantern Publishing & Media, 2000) page 134

⁹ Paul D. LeFavor, *Op cit.* page 100



DRIVING DRUNK CAN PUT YOUR WINTER PLANS ON ICE.



Fight Drill Duration

What is a reasonable length of time?

By Derrick Crews, INCI Derrickcrews@gmail.com

Many factors are involved when determining the successful outcome of a physical encounter between a police officer and offender. The purpose of this article is to address only one of those factors within the training environment: fight drill duration.

How long should an instructor have an officer participate in a drill designed to simulate the cardiovascular demands of a physical encounter? What sources can an instructor use as a baseline for selecting the duration?

Fatigue threshold in the law enforcement profession usually refers to when an officer reaches physical exhaustion during a use-of-force event, at which point the officer no longer has the physical ability to control a resisting offender. When this occurs, the offender may escape apprehension, or the officer may engage in excessive force.

Everyone has a fatigue threshold. Within the training environment, instructors often look for ways to expose officers to their fatigue threshold. Sometimes, the duration of the drill is randomly selected. Although this is not necessarily incorrect, it might not be optimal. When instructors can base their decisions on articulated rationale, they are more likely to have a professional training program. Having articulated reasons will also assist an instructor when it comes to administrative issues, formal legal hearings, or just having to explain your training program to others.

How can we answer the question, “What is a reasonable length of time for a fight drill?” Let’s see what sources we can find:

1. Most people fight for approximately 1 minute and 40 seconds.¹
2. Most physical encounters can last up to 2 minutes.²
3. Most people can only operate for approximately 2 minutes at maximum physical exertion.³
4. Most use-of-force events last 1 minute or less.⁴
5. Most fights last 47 seconds, on average.⁵
6. Your agency’s response time (RT) _____.

By looking at these resources, it is evident that the expected times for a physical encounter are 1:40, 2:00, 2:00,

1:00, and 0:47. One final source of information that you can use is your agency’s RT to high-priority calls. Including your agency’s RT would be referred to as “local data,” which helps officers relate to the realities of how long backup might take. To illustrate, I will use an agency’s RT of 2 minutes. When we average the times 1:40, 2:00, 2:00, 1:00, 0:47, and 2:00, the result is 1:35.

Question: “What is a reasonable length of time for a physical stress drill?” Answer: Around 1 minute and 30 seconds.

When an instructor wants to create a drill centered around the fatigue threshold factor, they now have articulated reasons for the drill duration. Their selection of 1 minute and 30 seconds would not be considered a random time, and the instructor would be able to articulate how the drill duration was set.

Being able to articulate reasons to support your training program is an absolute need within our profession. When someone randomly blurts out, “Let’s just make the drill last [insert random number],” your baseline time response to their suggestion, is based on articulated reasons, not a guess.

¹Gracie Breakdown. (2018). [YouTube]. 100-Second Rule. www.youtube.com/watch?v=vOL7wmCMXss.

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⁴Castillo, E. M., Prabhakar, N., & Luu, B. (2012). Factors associated with law enforcement–related use-of-force injury. *The American Journal of Emergency Medicine*. 30(4), 526–531. [Factors associated with law enforcement–related use-of-force injury - ScienceDirect](#).

⁵Martin, L. (2019). How long do street fights actually last? High Percentage Martial Arts. [High Percentage Martial Arts](#)

About the Author: Derrick Crews is a 28-year active law enforcement officer and use of force instructor.



The Duty to Intervene: Maintaining Integrity

By TJ Alioto and Niki Nelson, VirTra

Every officer, regardless of rank, has a duty to intervene if they recognize that a fellow officer is about to violate someone's Constitutional rights. Whether an officer is using excessive force or verbally berating a person in a way that is unneeded, the witnessing law enforcement officer must attempt to intervene.

A recent high-profile case that garnered worldwide media attention for misconduct is the George Floyd case of 2020. Three officers stood by as another officer used excessive force leading to Floyd's death. After this, questions arose about when officers have a duty to intervene and what could happen if they do not. Additionally, agencies began evaluating their own policies and states reviewed their laws.

When to Intervene

During an interaction, if an officer loses control of his or her emotions, they may disregard policy and reasoning. This could lead to the use of excessive or unnecessary force. Not only might others be in harm's way, but the officers themselves can end up in legal trouble, such as being sued, losing their job, or being charged criminally. There are many reasons to intervene when a fellow colleague displays poor choices.

If possible, intervention should occur as soon as certain warning signs begin to appear. Use of excessive profanity, anger, and general poor application of tactics may signal that things are going awry.

When a witnessing officer – no matter their tenure or status – does not act despite being aware of the violations, they put themselves at risk of lawsuits, termination and exposure to criminal charges. It is also considered a moral issue when one does not keep others safe when they are aware of a problem and able to do something.

How to Intervene

It may not be easy or comfortable to try and stop a colleague from inappropriate actions, and especially not if the un-justified force has already started. A program used in New Orleans, called the EPIC Model¹, suggests using a 10-code to get the officer's attention without alerting others or causing embarrassment. This may be as simple as saying "Officer Jones, 10-12!" as a universally taught code to remind the officer to maintain control of their emotions, or to stop their actions.

The process of intervening and knowing when to do so is

heavily reliant on training and maintaining a culture of holding yourself and others accountable. Some law enforcement professionals may be wary to intervene if the offending officer outranks them. It is important that officers know that discipline applies equally to all officers in the agency, and that supervisory staff are not placed on a higher pedestal.

Why it Matters

Society holds officers to a higher standard, and when it is your duty to serve and protect, being a bystander during these violations does not win faith from the public. Due to national media spotlighting these events, citizens are widely aware of when things go wrong – hence, the heightening lack of trust towards law enforcement. Part of winning back trust is not only ensuring that these events do not happen, but agencies taking the appropriate steps to create a culture where being a bystander is discouraged and disciplined.

Courts also hold officers to a higher standard. If the court recognizes that an officer was aware of a constitutional violation and did not act, this will not be seen in a positive light by judge or jury. The increasing awareness of this issue as documented by the regular use of cell phone cameras and media outlets has made it so that accountability is the standard.

Lastly, remember the goal of law enforcement. Not only do they do as their name suggests – enforce the law – but the primary goal and reason why officers do what they do is to keep people safe. By intervening when inappropriate and unlawful conduct is occurring, you make it safer for everyone involved.

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¹EPIC - Ethical Policing Is Courageous. (n.d.). Retrieved from <http://epic.nola.gov>

TJ Alioto spent his law enforcement career with the Wauwatosa PD (WI). In 2015 he was promoted to the rank of Lieutenant. In 2012 he became a Vehicle Contact Master Instructor for the State of Wisconsin.

Niki Nelson has spent more than 3 years as VirTra's Media & Marketing Specialist. She has an AS in Criminal Justice and an MA in Communication.





WHAT IS A DATA-DRIVEN STRATEGY?

In law enforcement, any data-driven operational model depends on the agency's ability to collect accurate, timely, and complete crash and crime data. The ability to develop and leverage quality data can help your agency develop efficient and effective ways to deploy its limited staffing and resources.

DATA-DRIVEN OPERATIONAL MODE

Evidence-Based, Intelligence-Led, CompStat, and Data-Driven Approaches to Crime and Traffic Safety (DDACTS) are all data-driven policing models. However, the DDACTS model is the only model that integrates location-based crime and crash data to determine the most effective methods for deploying law enforcement and non-law enforcement resources. The model draws on the deterrent effect of highly visible engagement, the benefits that partners/stakeholders provide, and the knowledge that crimes often involve motor vehicles, with the goal of reducing crime, crashes, and other social harms.

The DDACTS model positions traffic safety as a logical rationale for a highly visible presence in a community. The model's focus on community collaboration reinforces partnerships' role in improving quality of life, and by analyzing the convergence of crime and crashes with calls for service, the DDACTS model encourages law enforcement agencies to use effective engagement and new strategies to address all three issues.

SUPPORT OF THE TEXAS DEPARTMENT OF TRANSPORTATION

The Texas Department of Transportation (TxDOT) recognizes the benefits of a data-driven strategy in its efforts to reduce fatal and suspected-serious-injury crashes and other social harms across the state, and incentivizes local agencies to develop their own data-driven programs through various funding opportunities from its Behavioral Traffic Safety grant program. Get your agency started down the path to a data-driven future **free of charge** through IADLEST's Data-Driven Strategies project, part of the nationally recognized "DDACTS 2.0 model." Follow the resources link below or scan the QR code for more information.

RESOURCES:

On the Web: [Data-Driven Strategy](#)

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DanHoward@iadlest.org



"As a result, from attending a DDACTS workshop, and its subsequent practical application, in two separate police departments, I have found DDACTS to be the most powerful tool a police administrator can employ in the fight against crime, crashes, and social disorder."

Chief Stephen Scot Mayer, Richland, TX

Taking the ‘Military’ Out of the Police Academy

By Williamson N. Wallace, JD,

Public Safety Special Projects Manager—Grand Valley State University

One of the obstacles to achieving positive, police-community relations is what many have called the “militarization of the police”. It refers to law enforcement officers using military equipment and tactics. Because of their chain of command, rank structure, uniforms, and grooming standards, police agencies are often referred to as paramilitary organizations (organized like a military unit), and rightly so. Managing a law enforcement agency tasked with upholding the law and keeping the peace requires structure and a hierarchy. As such, police procedures and operations are often criticized as being militaristic, and police have been viewed by some community members as an occupying force. As a side note, fire departments are also considered paramilitary in their organization!

I submit that culture and individual mindsets (i.e., attitude, mentality, and approach), have a greater influence on the public’s perception than the equipment and procedures used. Specifically, law enforcement having a “warrior” versus a “guardian” mindset and focus. Since the law enforcement culture is first introduced and indoctrinated in the police academy, it is a natural place to begin implementing change. While there should be improvements made to the curriculum taught in police academies, I do not believe it is the biggest problem we are facing. I believe it is the manner in which police officers interact with citizens that has the greatest influence on the resulting public perception, whether good or bad.

Having been both a soldier and a civilian police officer, I have seen firsthand how training and indoctrination drive pattern and practice. When I was in Army basic training, A.K.A., boot camp, drill sergeants would constantly yell and scream at us to gain compliance. They would punish us for minor or inconsequential missteps to show dominance and encourage obedience (conformity through fear). We learned to follow orders unconditionally. We were trained to be warriors; we were trained to “kill and destroy” the enemy.

Later, when I joined the police force and attended the police academy, I was told our mission was to serve and protect. However, the methodology used in training was almost the same as what I had experienced in the Army. For example, academy staff held military-like titles (i.e., Commandant, Drill Sergeant, and Executive Officer). Additionally, the first day of the academy, often referred to as “Hell Day,” was just like the first day of boot camp—filled with yelling, belittling, and excessive physical activity. And, just like the military, it was designed to weed out the physically and mentally weak, according to *their* definition of weak.

During my first stint as a Police Academy Director (2003-2008), I ran the academy the way I had experienced it—in a very militaristic fashion. Little did I know, I may have been contributing to some of the problems the profession faces today. In addition to being present in the academy, a militaristic culture exists in many law enforcement agencies. And there are nationally recognized law enforcement trainers who promote the “warrior” mindset. As such, there must be a profession wide acknowledgment and desire to implement change.

From 2008-2014, I had the privilege of managing a workforce of federal, civilian employees in transportation security. During that time, many of the traveling public had forgotten, or did not care, about the reason for increased airport security and expressed disdain for our security officers and procedures. I witnessed firsthand how ineffective threats and demanding compliance was, as well as how quickly the tempers of both officers and citizens would escalate. I learned a great deal about being a mentor and a role model and about the benefits of always exhibiting a professional demeanor.

When I returned to the role of Police Academy Director in 2015, professionalism was at the top of my mind, and I was convinced that we (law enforcement), were creating many of our own problems. After a long history of police academy training, steeped in the tradition of the military boot camp model, I implemented a sweeping change to the administration and the delivery of training, making it reflective of the role of 21st-century, civilian law enforcement professionals (“guardians”).

The first step of this paradigm shift was to convince 63 instructors (all of whom were current or former criminal justice professionals, and many of whom were prior military), that this change in culture and mindset was needed and appropriate. I started by reminding them of the goal of our academy—to deliver a professional training program that provides students with the knowledge and skills needed to be successful as entry-level law enforcement officers. I emphasized that they were leaders, role models, and mentors to the students in the academy. I then described how the current method of training and the “warrior” mindset was creating and furthering an “us” versus “them” mentality.

Next, I had to take the military out of the academy. I removed the military instructor titles and eliminated the drill sergeant position that had been previously implemented to direct “team-building” activities which, in actuality, were borderline-hazing rituals. I ended “Hell

Day”—no more intimidation, belittling, or dominance. Instead, I started academy sessions with problem-solving exercises that demonstrated the need for critical thinking. I eliminated procedures that had no relevance to job performance and replaced them with ones that furthered communication and were based on adult-learning principles (i.e., participation, relevance, and transference). For example, when academy students were moving between classes, they were previously instructed to march down the hallway, to always look forward, to stand against the wall if a member of staff approached, and to never smile (robotic). Now, students are required to greet anyone they pass in the hallway, smile, look people in the eyes, start conversations, and be overall personable. In retrospect, what were we teaching new law enforcement officers when we yelled and screamed at them? To yell and scream!

The final step was to create a low-stress learning environment that was welcoming and encouraged dialogue—a typical college classroom; a setting that was conducive to learning. Students would not be scolded or punished with physical tasks like pushups for asking “stupid” or “silly” questions, but they would be encouraged to seek and understand the evidence or underlying rationale. I reminded the instructors that they were educators (adjunct professors), and not drill sergeants. I emphasized that a comfortable and calm environment in the classroom creates participatory and engaging interactions. However, there is an appropriate time and place for creating stress in a safe and controlled training environment (such as physical fitness, defensive tactics, and scenario-based training), to teach self-control, proper decision-making, appropriate application of subject-control techniques, and when to escalate or de-escalate. Notwithstanding, a law enforcement officer’s job is centered in critical thinking and decision-making.

This change-over process was not without pushback and loss. The first reaction from several of my instructors was “unicorns and rainbows!” One of them said, “Oh, so you’re going to be all touchy-feely now.” My response was, “No, firm but professional.” I ended up losing a

handful of the “old school” instructors who graciously said it was time for them to move on. That loss created an opportunity to seek out new instructors who were committed to implementing change in the profession.

Feedback received from local chiefs, sheriffs, field-training officers, and even the former academy drill sergeant was extremely positive. They said there was a noticeable increase in communication and relationship-building skills of our newly graduated students. The changes I made, and the resulting outcomes were possible because I had buy-in and support from top administrators, both university and local agencies, from the start.

Yes, civilian law enforcement professionals must be situationally aware, vigilant, and skilled in using force when necessary. They must also be respectful, empathetic, and patient to effectively serve and protect the public. Officer safety is enhanced when officers are able to draw from a balanced set of skills.

I am not the first person to suggest this type of transformation in law enforcement training, and hopefully, I will not be the last!

ABOUT THE AUTHOR: Williamson (Billy) Wallace is the immediate past Director of Criminal Justice Training at Grand Valley State University, who directed the GVSU Police Academy for a total of 13 years and was responsible for developing, coordinating, and implementing in-service law enforcement training programs. He has served as Assistant Federal Security Director in the Department of Homeland Security’s Transportation Security Administration, a licensed Law Enforcement Officer in Michigan and North Carolina, and a Gulf War combat veteran. Currently, Billy is the Public Safety Special Projects Manager for GVSU’s College of Education and Community Innovation, adjunct professor in the School of Criminology, Criminal Justice & Legal Studies, and a private consultant.



Photo credit:

John Kennicutt, US Marine Corps. Public Domain Wikimedia Commons

IADLEST'S NATIONAL CERTIFIED INSTRUCTOR UPDATE

by: Kelly Alzaharna, IADLEST Program Manager

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



Their credentials include significant training and curriculum development experience and a demonstrated commitment to improving criminal justice training and society. IADLEST's 2022 4th quarter National Certified Instructor Certification recipients include: Steven Henry, Michael Boone, David Ferland, and James Nealy. For more information [Click Here](#).



Michael Boone is an active training and counseling officer at the Las Vegas Metropolitan Police Department Academy and instructor with Blue to Gold Training.

As a 19-year department veteran, Mr. Boone is currently a search and seizure lead instructor and member of the department's search and seizure committee. He teaches interview and interrogation, Miranda, and defensive tactics, among several other topics.

Michael has held multiple assignments, with a strong focus on investigations and training. After patrol he worked as a Field Training Officer (FTO) then moved into preliminary investigations with an emphasis on violent crimes. He promoted to the rank of narcotics detective, serving in that capacity for five years, after which he was chosen as a Federal Task Force Officer (FTFO) with the Federal Drug Enforcement Administration (DEA).

As an FTFO he was the case agent for many Title III affidavits, search warrants, arrest warrants, pen registers and tracker warrants while conducting local and international drug trafficking investigations. Mr. Boone was the lead case agent in which a local drug trafficking organization was completely dismantled. He was assigned to the Clark County Gang Task Force, where he oversaw cases involving violent suspects with gang ties.

Michael has specialized training as a defensive tactics instructor, crisis intervention team member, gang response officer, Nevada POST first line supervisor, ODV narcotics test instructor, and CPR instructor. He participated in the development and instruction of a domestic violence investigations class taught to the Las Vegas Metropolitan Police Department supervisors and taught domestic violence classes at the Southern Desert Regional Police Academy.

Throughout his career, Mr. Boone has received the Unit Meritorious Award (2006), U.S. Air Force Office of Special Investigations Law Enforcement Team of the Year (2009), Unit Exemplary award – LVMPD Academy (2018), Exemplary Service Award – Criminal Offense Handbook (2018), Exemplary Service Award – Domestic Violence Training (2019), and multiple letters of commendation.



Dr. David Ferland, or “Lou” to most, was a police officer with the Portsmouth, NH Police Department for 30 years, finishing his career as Chief of Police. He earned his Doctoral Degree from Franklin Pierce University with a dissertation on *Crime, Punishment and the History of the Portsmouth, NH Police Department*. Dr. Ferland is an adjunct Professor at Southern New Hampshire University, Endicott College and a law enforcement consultant with Dirigo Safety, LLC.

Professor Ferland consults and presents college-level criminal justice courses, was the National Executive Director of the United States Police Canine Association; is a nationally certified Police K-9 Trainer/Judge; dog handler for 15 years, and previous Head Trainer of the New Hampshire Police K-9 Academy for ten years.

Dr. Ferland is a highly rated public speaker, Rule 702 admitted police K-9 subject matter expert, published author, and teacher on leadership issues, criminal justice, public policy, and police history. He has trained dogs internationally, received many awards, and presents at national events.

Steven Henry retired from the Bristol Borough Police Department in Pennsylvania, after serving six years as Chief of Police. Prior to that, he was the Corporate Security Director for New Jersey Resources. Before his corporate career, Chief Henry served with the Toms River Police Department for twenty-eight years and retired at the rank of captain.

Chief Henry’s tenure encompassed all aspects of law enforcement, including patrol operations, SWAT, criminal investigations, narcotic investigations, and professional standards. His instructional career began early on as a New Jersey Police Training Commission Instructor and instructed both in-service and academy classes. He continued his instructional career also with the New Jersey State Fire Service becoming a Level II Instructor for the Division of Fire Safety. Chief Henry has also been an adjunct instructor for the University of Penn State and Farleigh Dickinson University.



Chief Henry continues his instructional career, teaching in multiple states in the areas of leadership and supervision, critical incident management, and professional standards. Chief Henry has a master’s degree from Seton Hall University and is a graduate of the FBI National Academy Class #228.



James Nealy has 40 years of law enforcement experience. He began his career in law enforcement with the Department of Corrections and then served as a Connecticut State Trooper for 21 years. After retiring as a Trooper First Class, with stints training new troopers at the Academy, he joined the Bridgeport Public School System as the Supervisor for the School Police and Security Division. He later served as Director of all Bridgeport School Police and Security before going to work at Quinnipiac.

Mr. Nealy is a certified law enforcement trainer who has taught courses on a wide range of topics, including police and the law, diversity, use of force, unconscious bias, and fair and impartial policing. In 2018, Mr. Nealy was appointed a member of the prestigious National Association of Black Law Enforcement Officers, an organization that leads nationally recognized programs to reduce gun violence and eliminate racial profiling.

Mr. Nealy is presently a second-year Doctoral Student in Educational Leadership. He earned a master’s degree in Organizational leadership from Quinnipiac University and a bachelor’s degree in Political Science from Central Connecticut State University (CCSU). He also completed additional graduate work at CCSU and holds numerous professional development certificates including the FBI-LEEDA Trilogy in leadership.

For additional information see our [Instructor Certification](#) page.

IADLEST's NEW INTERNATIONAL INSTRUCTOR CERTIFICATION FOR INTERNATIONAL TRAINERS

By: Kelly Alzaharna, IADLEST Program Manager



Each quarter, we also recognize our newest recipients of IADLEST's International Certified Instructor (ICI) certifications. IADLEST's International Instructor Certification (ICI) Program is focused on providing instructors from our international and partner memberships 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 teach criminal justice topics directed towards international training venues.

Qualifications for the International Certified Instructor Program are similar to the national instructor program, however, IADLEST has set additional conditions in order to ensure the qualifications for this certification.

In the U.S. foreign contracting world, the ICI Program certification is considered a law enforcement instructor "desired" qualification, when an instructor is being considered for contract company positions. IADLEST encourages U.S. law enforcement training or trainer contracting companies to consider the advantages the International Instructor Certification may have on proposals for services to the U.S. Government and instructor qualification. IADLEST has a reputation for providing quality services; and IADLEST instructor certification provides employers with a second review of an instructor's reputation and character assuring excellence in delivering training.

IADLEST's 2022 4th quarter International Certified Instructor Certification recipients include: Bryan Carter and Michael Loughnane.



Michael Loughnane is a former federal Special Agent and former Director of Special Operations at the US Environmental Protection Agency, Office of Inspector General (OIG). Over a 27-year career as a Special Agent, working for the US Department of Transportation and then the EPA, he investigated several complex fraud allegations, including antitrust, contract fraud, grant fraud, and public integrity. Further, while at EPA, Mike was tasked with developing a computer forensics program and the OIG's cybercrime investigation capability. In 2003, he was promoted to senior management as Director of Special Operations, with national oversight in the cybercrime/forensic program as well as all employee integrity investigations. During his career, Mike was nationally recognized for his work as an investigator and leader in the OIG community.

In 2007, Mike joined Booz Allen Hamilton as a subject matter expert in IT security where he led computer network security teams positioned at various U.S. government clients. In 2010, while with Booz Allen, Mike was assigned as an instructor at the Joint Military Intelligence Center (JMITC), Defense Intelligence Agency. In this role, he reinvented the JMITC counter-threat finance training and led a team in designing and delivering analytical and critical thinking training courses. These training courses were presented to thousands of analysts and investigators throughout the US intelligence community each year, attended by the military, national guard, federal law enforcement, and representatives of the regulatory agencies.

In 2016, Mike formed Loughnane Associates, where he continues to deliver training related to financial investigation and counter-terror finance through a variety of venues, in-person and online training programs, webinars, and conferences. His training has been presented for state, local, and federal law enforcement as well as the international community. He presents in person at international conferences in Latin America, Dubai, Prague, and Malaysia. He has presented on webinars for such organizations as the Organization for Economic Co-operation and Development and the Association of Certified Financial Crime Specialists. In recent years he has researched the impact of financial crime in the arts and antiquities and has been a frequent speaker and writer; and was published in 2020 in a professionally edited college textbook.

Mike has a bachelor's degree from Northeastern University and holds professional certifications from the Association of Certified Fraud Examiners and the Association of Certified Anti-money Laundering Specialists.

Bryan Carter was a member of the Covington, KY Police Department from March 1990 until September 2017. He was appointed Chief in 2015 and retired after receiving an offer to work with police officers in Ukraine. Bryan worked in Ukraine until the Russian invasion in 2022 and taught effective communication, community policing, basic investigations, leadership and organizational change, and leading change. Bryan holds a Bachelor of Science degree in Justice Studies from Northern Kentucky University and a Master of Social Science in Criminal Justice from Xavier University. He is a graduate of the 131st class of the Southern Police Institute's Administrative Officers Course at the University of Louisville.



Bryan served in many capacities for the Covington police department including uniform patrol officer, vice officer, SWAT hostage negotiator, shift supervisor, shift commander, records/technology bureau commander Assistant Chief of Police, and Chief of Police. While overseeing the records/technology bureau, Bryan assisted in the migration of communications from Covington to Kenton County.

Bryan serves as an adjunct professor when needed at Northern Kentucky University. He teaches Basic Criminal Investigation.

For additional information, see our [Instructor Certification](#) page.



Teaching

You can teach a person all you know, but only experience will convince him that what you say is true.

—Richelle E. Goodrich

Mechanical Advantage Control Holds (MACH):

An Alternative to Pain Compliance

By Waysun Johnny Tsai

“Pain Compliance leads to complaints. Mechanical Advantage Control Holds may be the tool on the belt that officers need.”

Pain compliance, while sometimes required, does not always end up being the best option for police officers, especially when cameras are on them 24/7. From a bad lens angle, a correct response can absolutely appear to be an overly aggressive strike or excessive force to someone that is unsure of what they are looking at.

Agencies are moving away from PPCT (Pressure Point

Control Tactic) and gravitating more toward a grappling approach, or even jiu-jitsu-based ground holds that can immobilize a resisting or fighting suspect during an arrest to avoid injury to both the officer and suspect. While jiu-jitsu does offer many refined holds, locks and ground escapes should a fight be taken to the ground, the goal for anyone on the job is to get back to his/her feet as quickly as possible. Not to mention, it can be a legit challenge to disengage from a fight when your opponent's arms and legs are wrapped around you rolling on the ground. Whatever your viewpoint is on jiu-jitsu, I will not argue with the fact that it is a useful tool to have on one's belt. In fact, I am a huge fan of jiu-jitsu, I have a little experience in it and can see all its value to an officer or agency as a part of overall defensive tactics (DT) training.

However, I am a complete advocate of “two is one, and one is none” when it comes to defensive tactics training skills. Here is a perfect example of what I mean on a professional sport level. A professional, 100% Brazilian jiu-jitsu black belt level practitioner no longer has an advantage when it comes to winning a UFC (Ultimate Fighting Championship) title. Why not? Because the sport has evolved so much that every single fighter is required to have a solid stand-up game for that exact moment when the take-down is “stuffed” and it turns into a stand-up fight. If a sports fighter does not have the skills to control

a fight on his/her feet, they will get knocked out. Different tools for different moments in the fight. Plus, grappling can gas you out quickly, especially when you are grappling someone who is much larger than you.

So, being able to disengage on the street is an officer survival requirement.

For today's article, I decided to interview a work colleague named Rob Sarra. Rob is a retired combat veteran who spent ten years with the United States Marine Corps and completed his military career as a Sergeant (E5). Sarra has continued to serve the public as an active-duty police officer for the past 17 years. Rob also works with me at Controlled F.O.R.C.E. He teaches de-escalation, is a certified DT instructor and NRA firearms instructor for the company. I decided to bring Rob into the conversation as our expert who has patrolled the streets as a sworn peace officer for nearly two decades. Hopefully, readers will enjoy and appreciate some insight on this from his experience.

WJT: Rob, thanks for joining us today. I did my best to introduce you, but I want to give you the opportunity to give us a little bit on yourself and your background.

Rob Sarra: *Hi Johnny, thanks for speaking with me today. I served in*

the Marine Corps from 1994-2004 and have been a police officer in the Chicago suburbs since 2005. I started working for Controlled Force in 2018 as an instructor.

Being a Controlled F.O.R.C.E. Instructor, what are you certified in to teach for the company?

Rob Sarra: *I mainly teach situational awareness, de-escalation, MACH levels 1-2 and firearms. I am an NRA certified instructor as well as an Illinois Law Enforcement Firearms instructor.*

What is MACH holds and how do you see them useful on the job as a cop?



Aaron Murauskas demonstrating MACH 2



MACH Training for knife defense

Rob Sarra: *MACH holds are “Mechanical Advantage Control Holds” and use a subject’s momentum against themselves. I see them as useful as a “tool in the defensive tactics toolbox”*

What holds have you used on the job? Have you ever had anyone come back and say that you hurt them with a MACH hold?

Rob Sarra: *I have mostly used the MACH 2 and MACH 4 holds. Mach 2 for escorts and MACH 4 for takedowns to transition into handcuffing. And no, I have never personally had a complaint that a MACH hold caused injury.*

You are also a Brazilian Jiu-Jitsu (BJJ) practitioner, right?

Rob Sarra: *I am. I have not been doing it for very long. Still in the “getting my ass kicked” phase. Lots to learn, but I am definitely comfortable in uncomfortable situations!*

How do you see BJJ and MACH training complementing each other?

Rob Sarra: *I really believe that there is room for it to be used on the street as a patrol officer. MACH is an impressive tool for controlling a subject. BJJ is good for once the fight goes to the ground and maneuvering the subject into position for cuffing or holding them in place.*

Would you ever give up either technique for something like PPCT, or pain compliance?

Rob Sarra: *PPCT in my opinion and experience does not always work. There are folks out there that have a higher pain tolerance than others. Also, if the PPCT technique is not applied correctly it can be ineffective.*

Expand on that?

Rob Sarra: *PPCT has a place to be used, and I know it is a go-to for a lot of officers to gain compliance or control. However, relying solely on PPCT without a secondary technique is bad news. If the technique does not work, you need to have a backup.*

Speaking of backup. Why do you think so many officers get into one form of training or another and ignore everything else? I hear a lot of “we do Krav Maga or BJJ, so we are good.”

Rob Sarra: *Sadly, law enforcement does not train enough in defensive tactics. Many departments have an in-house BJJ or Krav Maga practitioner, and the department relies on that officer as the “in-house expert.” Officers are trained for a day every year, and the in-house officer keeps the cost of training down, while “checking the box” for the mandated training.*

I think a lot of officers use Mechanical Advantage Control Holds on a regular basis without realizing it, would you agree?

Rob Sarra: *I would not say on a weekly basis, but yes, I think Officers use MACH holds not realizing they are doing so. An example would be escorting a subject. The officer “dosey-does” the subject (puts their arm under the subject’s armpit) gets to the side of them and moves them along or pulls them backward with a hand on the subject’s shoulder. This is the “MACH ONE”.*

Would you agree that the more training tools an officer has on their belt the better?

Rob Sarra: *100%. Not everything works for everyone. There is a reason that weight divisions in the UFC exist.*

Well, then, thanks for your service and time today. Any final training advice that you would like to offer to your fellow officers?

Rob Sarra: *Thanks for having me, Johnny. I would impart on officers to keep up on their training and not become complacent. Constantly improve upon the basics and stay proficient!*

To learn more about MACH Training or Controlled F.O.R.CE. Please visit www.controlledforce.com.

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A Chicago native, Waysun Johnny Tsai is an internationally recognized published book and DVD personality, tactical industry magazine writer and founder of the C.U.M.A. Survival School and C.U.M.A Combatives. Mr. Tsai is also a renowned knife designer and has worked for several companies such as TOPS KNIVES, SMOKY MOUNTAIN KNIFE WORKS and WORK TUFF GEAR.

Waysun Johnny Tsai completed his first Controlled F.O.R.C.E. Instructor certification in 2012 and joined the company in 2022 as the Special Programs Manager, and as an instructor. Mr. Tsai has over 25 years of experience in the private security sector and has held security management positions at Chicago Public Schools on location at Morgan Park High School and for the CPS Special Events Administration citywide security team “Yellow Jackets”. Mr. Tsai is a lifelong martial artist that holds multiple black belts that are eighth degree (Master Level) and above. He brings more than 36 years of self-defense instructor experience to the Controlled F.O.R.C.E. team. ★

Martial Arts Wisdom

Zanshin no Kamae means never to forget that one must fight the enemy without cruelty, and this is evidence of the mental preparation needed of Budo.

— Masaaki Hatsumi



Data-Driven Approaches to Crime & Traffic Safety 2.0



“As a result, from attending a DDACTS workshop, and its subsequent practical application, in two separate police departments, I have found DDACTS to be the most powerful tool a police administrator can employ in the fight against crime, crashes, and social disorder.”

Chief Stephen Scot Mayer
Richland, TX

Resources:

<https://www.iadlest.org/training/ddacts>
Facebook/DDACTS;
DDACTS on LinkedIn; or
Twitter @DDACTS

What is DDACTS?

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

In addition, DDACTS positions traffic safety as a logical rationale for a highly visible presence in a community. The model's focus on *community collaboration* reinforces the role that partnerships play in improving quality of life. Finally, by analyzing the convergence of crime and crashes with calls for service, the DDACTS model encourages law enforcement agencies to use effective engagement and new strategies to address all three issues.

How does it work?

The DDACTS model uses seven Guiding Principles that provide flexible structure to an agency's community policing and evidence-based practices.

How do I learn more?

To facilitate DDACTS initiatives across the country; the National Highway Traffic Safety Administration has developed the DDACTS Operational Guidelines for law enforcement executives. The guide outlines procedures and highlights operational considerations based on best practices in the field.

To obtain a copy of the DDACTS Operational Guidelines, visit
<https://www.iadlest.org/training/ddacts/documents>

or email DDACTS@iadlest.org



The A, B, C's of POWER

By Daniel M. Blumberg, Ph.D & Michael D. Schlosser, Ph.D

Peace officer safety is enhanced when law enforcement agencies and their training academies adopt a culture of wellness and ethics.¹ The growing incidence rates of police suicide along with ongoing threats to officer safety contribute to a shrinking pool of viable new hires. Recently, however, a new approach has emerged when focusing on recruiting, hiring, and retention of highly qualified peace officers.² The POWER approach arms recruits with the tools to remain healthy and ethical in the very challenging landscape of policing in today's world. This brief paper introduces the ways in which POWER can be incorporated within existing academy curricula.

The California Commission on Peace Officer Standards and Training (POST) identified ten psychological characteristics of successful peace officers.³ Presumably, through an extensive hiring process that includes a pre-employment psychological evaluation that specifically assesses those ten dimensions,⁴ newly hired peace officers are not deficient in those areas. Additionally, it is expected that academy training will strengthen those skills and guide new hires to apply them most effectively in a law enforcement context.⁵ However, there are numerous factors that routinely cause a decline in many of those psychological dimensions once recruits begin working in the field.⁶

POWER helps maintain and improve the psychological characteristics of successful peace officers. Using the principles and exercises in *The POWER Manual: A Step-by-Step Guide to Improving Police Officer Wellness, Ethics, & Resilience*,⁷ trainees learn about the emotional and moral risks of policing and the transactional relationship between officer wellness and their ethical decision-making. These risks include compassion fatigue, moral disengagement, (e.g., dehumanizing members of the community), and moral injury, which results from actions and inactions that leave officers with feelings of guilt, shame, anger, and betrayal. Conversely, there are specific skills

that trainees can learn during the academy to prepare for these risks by fostering optimal physical, emotional, cognitive, social, and spiritual health. Additionally, trainees learn to remain dedicated to their noble cause through exercises designed to strengthen their moral compass and improve compassion satisfaction. And, POWER shows trainees how they can grow through adversity and increase resilience in the aftermath of the more challenging aspects of the job.

Although POWER can be implemented in any law enforcement training setting, a culture of wellness and ethics flourishes in academies that move away from a paramilitary approach and adopt an adult learning model of law enforcement training.⁸ Fundamentally, in the adult learning approach, training officers model respect and empathy towards recruits by emphasizing critical thinking skills, encouraging the community policing philosophy, and promoting teamwork and professionalism. Additionally, when academies incorporate trauma-informed practices, recruit officers develop greater empathy and emotional intelligence, which positively impacts their future encounters with members of the community.^{8,9} One advantage of the adult learning model over a paramilitary approach is graduating recruits who are psychologically healthier and better prepared for the complexities of contemporary policing.

Recognizing the value of a proactive approach to maintaining officer wellness and ethics, the Illinois Law Enforcement Training & Standards Board announced that they will be providing every recruit officer and cadet attending Illinois academies with a copy of *The POWER Manual*. This is an easy, cost-effective addition for academies to bolster their basic wellness training and give trainees a tool that can help keep them healthy and ethical throughout their careers.

Empathy

I think we all have empathy.

We may not have enough courage to display it.

— Maya Angelou



Photo credit: Matt Collamer on Unsplash

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Dr. Blumberg is a licensed clinical psychologist who has spent more than three decades providing all facets of clinical and consulting psychological services to numerous local, state, and federal law enforcement agencies. He is the director of The POWER Project (<https://policepowerproject.org>), a 501(c)(3) Public Benefit Corporation that provides training & consultation for law enforcement. In addition to his expertise in workplace stress prevention and trauma recovery, Dr. Blumberg is an authority on the selection, training, and clinical supervision of undercover operatives. His research interests include police integrity, the moral risks of policing, and programs to improve relations between the police and the community. Dr. Blumberg has given over 100 presentations at national and international conferences, has published over 40 peer-reviewed articles and book chapters, and is co-author of *The POWER Manual: A Step-by-Step Guide to Improving Police Officer Wellness, Ethics, and Resilience*, which is published by the American Psychological Association.

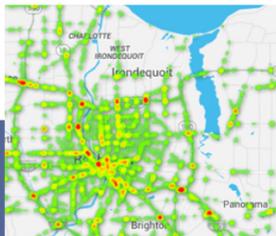
Dr. Schlosser, director of the University of Illinois Police Training Institute, has been involved in numerous research projects in collaboration with various colleges at the University of Illinois. His research projects have included: Infusing Community Policing Strategies into Hot Spots; Policing Practices: The Impacts on Police-Community Relations in a Mid-Sized City (NIJ grant); Policing in a Multiracial Society; Officer Wellness: Police Recruit Perspectives on Policing; and Recruit Officer Self-efficacy in Defensive Tactics. Dr. Schlosser has authored dozens of articles, is co-author of the book *The POWER Manual: a Step-by-Step Guide to Improving Police Officer Wellness, Ethics, and Resilience*, made numerous radio and television appearances, and given over 100 presentations across the country on topics such as community policing, police tactics, police training, use of force, de-escalation techniques, control and arrest tactics, the intersection of police and race, diversity, police officer wellness, police family wellness, and various other topics related to American law enforcement.



USE DATA TO SAVE LIVES

BUILD ANALYTICAL CAPACITY

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



ASSISTANCE

Creating Mapping & Analytical Products

Automating Analytical Processes & Reports

Building Queries

...And More



TRAINING

Evidence-Based Strategic Decision Making

Web-Based Analytical Training Series

In-Person Analytical Training

DDACTS 2.0 Planning Sessions



ONLINE RESOURCES

DDACTS 2.0 Operational Guideline Manual

DDACTS Webinar Series

Training Videos

Supporting Documentation & Research

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

MORE INFORMATION

✉ danhoward@iadlest.org

🌐 www.iadlest.org/training/ddacts



IADLEST

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:

- [Facebook](#)
- [Linkedin](#)
- [Twitter](#)
- [YouTube Channel](#)



IADLEST
National Certification Program
Certified Courses

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

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

NATIONAL WHITE COLLAR CRIME CENTER (NW3C)



Introduction to the Internet of Things

[Catalog Link](#)

This course will provide an overview of how the Internet of Things (IoT) and associated devices can help law enforcement with their investigations. It will familiarize learners with what IoT is, how it works, common devices, and how it can be leveraged for gathering evidence.

Online 1.5 hours



FAMILY VIOLENCE CENTER

APRAIS - Arizona Intimate Partner Risk Assessment Instrument System

[Catalog Link](#)

The Arizona intimate Partner Risk Assessment Instrument System, or APRAIS, is a community informed risk assessment tool used by officers, victim advocates, judges and lawyers, who are involved in the investigation and adjudication of domestic violence incidents. While developed in Arizona, this tool is being adopted by agencies and courts, nationally, at the Federal, State and Local levels. APRAIS provides criminal justice personnel with an evidence-based tool and protocol in order to gather information which helps to identify future risk of severe re-assault of the victim, in the ensuing 7 months, after an incident of domestic violence.

Online 6 hours



ICARUS AEROSPACE, INC.

Unmanned Aircraft Systems for Public Safety

[Catalog Link](#)

Students within the course will learn about aeronautical principles in order to be safe flight operators. Students will be given a course of practical exams to test their ability to fly various drills and live scenarios. Students must pass the written exam with an 80% proficiency or higher. Students must also pass the hands-on exam with 100% proficiency.

In-Person 20 hours



NRA LAW ENFORCEMENT DIVISION

NRA School Shield Security Assessor Training

[Catalog Link](#)

Using a curriculum carefully constructed with oversight from experts in homeland security, law enforcement training, and school security, we have created a five-day course designed to better prepare designated officials to serve as school security assessors and assist in conducting school vulnerability assessments on behalf of their respective agency.

Online 32.5 hours

Police2Peace

POLICE2PEACE

Peace Officer: Realizing the True Purpose of Policing

[Catalog Link](#)

A unique training for police leaders to successfully navigate the changing public safety landscape. With public perception shifting from seeing police as “good,” to viewing them as “bad,” there is a lack of national agreement about what police are expected to do. But there is something that can be done.

Online 8 hours



GRANITE STATE POLICE CAREER COUNSELING

FTO-SAC Coordinator Course

[Catalog Link](#)

The course will provide students with a leadership block that will enhance their ability to effectively supervise field training officers and recruit trainees. The course will afford students the opportunity to examine the required forms and processes that will positively impact their FTO program and agency.

Classroom 16 hours



SUBSENTIO

Fundamentals of Cellular Analysis 3-Day Course

[Catalog Link](#)

Fundamentals of Cellular Analysis – Familiarization and Modern Exploitation Techniques for Leveraging Cellular Call Detail Records, Cellular Network Operations, Radio Frequency Propagation and More for Solving Cases. Includes numerous practical exercises.

Classroom 24 hours



J. HARRIS ACADEMY OF POLICE TRAINING

Body Worn Cameras: Tactics for Effective Use

[Catalog Link](#)

This course is designed to move beyond technical aspects of the camera operation and instruct officers, supervisors, and agency command staff on the practical field application of this tool. Officers will understand the importance of training with this equipment to maximize their capture of digital evidence and protect themselves, their supervisors, and our profession's image.

Classroom 4 hours



GTD Scientific, Inc.

Fundamentals of Biomechanics and Injury Causation

[Catalog Link](#)

The Science of Violence® course: Fundamentals of Biomechanics and Injury Causation will help you understand how science can be applied to prove what happened during violent encounters. This course will provide a foundation for understanding how the laws of physics relate to injury analysis and an overview of the unique methodologies that GTD Scientific has developed to solve challenging cases.

Online 4 hours



NATIONAL ASSOCIATION OF SRO

NASRO Basic SRO Course

[Catalog Link](#)

The course provides tools for officers to build positive relationships with both students and staff. The course is also beneficial for educational professionals dedicated to providing a safe learning environment and provides a more in-depth understanding of the role and functions of an SRO.

Classroom 40 hours



CONTROLLED F.O.R.C.E. , INC.

Close Range Subject Control

[Catalog Link](#)

This system provides a user-friendly foundation from which other training can be built upon or integrated with. By emphasizing M.A.C.H. over pressure points or pain compliance, the techniques work on any suspect regardless of size, strength, psychological state, or level of intoxication or chemical influence.

Classroom 24 hours



AXON ENTERPRISES, INC.

AXON Body Worn Camera 3 - Instructor Certification

[Catalog Link](#)

This course is designed to certify instructors to teach the Axon Body Worn Camera 3 User camera within their own agency. The instruction covers the Axon Body Worn 3 camera, Axon Apps, troubleshooting, and the Body 3 dock.

The course is broken into two parts (1) 4-hour pre-course online work that provides an overview of the nomenclature, function, and applicability of the AB3, (2) 8-hour in-person training that provides a deep-dive into the pre-course topics and integrates scenario-based training.

In-Person/Online 12 hours

Additional Reading



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

This article from the [October 2009 Newsletter](#) is just as relevant today as the day it was written.

The Riddle: Are we a profession or a skill, craft, or trade? Page 8

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

"Legislatures have in recent years taken to the practice of mandating specific training in a number of areas like mental illness, autism, human trafficking, and cultural awareness as if law enforcement is incapable of determining what it needs.

Only rarely does a legislature step in to dictate what training is necessary for lawyers, medical doctors, CPA's, pharmacists, psychiatrists, and the like.

Why do we in law enforcement have such a difficult time convincing the public that we are a profession capable, to a large degree, of self-determination?"

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

Editorial Notes

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

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

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

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

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

IADLEST Newsletter Author Guidelines

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

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

The IADLEST newsletter is distributed digitally to approximately 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 law enforcement constituents.

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

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

Standards & Training
DIRECTOR
Magazine