Newsletter

Michael Becar, Executive Director, CEO

International Association of Directors of Law Enforcement Standards and Training

152 S. Kestrel Place, Suite 102, Eagle, ID 83616-5137

(208) 288-5491, https://www.iadlest.org

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IADLEST National Representatives

ERIK BOURGERIE
President
Colorado Peace Officer Standards and Training Board
1300 Broadway, 9th FL
Denver, CO 80203
(720) 508-6737
erik.bourgerie@coag.gov

MIKE AYERS
First Vice President
Georgia Peace Officers Standards and Training
P.O. Box 349
Clarkdale, GA 30111
(770) 732-5974
mike.ayers@gapost.org

CHRIS WALSH
Second Vice-President
Wyoming Peace Officer Standards & Training
1556 Riverbend Drive
Douglas, WY 82633
(307) 358-8215
Chris.Walsh1@wyo.gov

STEPHANIE PEDERSON
Secretary
Wisconsin Department of Justice Training and Standards
17 West Main Street
P.O. Box 7070
Madison, WI 53707
(608) 261-8641
pedersonse@doj.state.wi.us

TREVOR ALLEN
Treasurer
North Carolina Justice Academy
200 West College Street
Salemburg, NC 28385
(919) 926-6000
tjallen@ncdoj.gov

KIM VICKERS
1st Immediate Past President
152 S. Kestrel Place
Eagle, ID 83616-5137
(208) 288-5491
KVickers95@gmail.com

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Arkansas: J.R. Hankins

J.R. Hankins grew up in Black Rock, Arkansas. His law enforcement career began at the Walnut Ridge Police Department in the spring of 1974. Two years later he joined the Lawrence County Sheriff's Department where he worked as both a deputy and criminal investigator. On February 12, 1979, he obtained employment with the Arkansas State Police and was a member of recruit class 79-A. His initial assignment was in Troop A (Little Rock). J.R. transferred to Imboden in 1984 and was promoted to post sergeant in 1995 during his tenure at Troop B (Newport). In 1999, he was promoted to lieutenant and assumed his position as the assistant troop commander of Troop C in Jonesboro. In 2004, J.R. was promoted to the rank of captain, and became the troop commander of Troop J (Clarksville) for the next six years. In 2010, J.R. was promoted to the rank of major and became the Highway Patrol Commander over the Eastern District of Arkansas. He remained in this capacity until his retirement from the ASP in early 2014.

In the summer of 2019, Department of Public Safety Director Jami Cook asked J.R. to accept the position of DPS Chief of Staff, a role that he continues to occupy. He is a 2007 graduate of the National FBI Academy and a member of the International Association of Directors of Law Enforcement Standards and Training.

On August 03, 2022, Arkansas Governor Asa Hutchinson appointed J.R. as the newest Director of the Arkansas Commission on Law Enforcement Standards and Training.

Other changes:

◦ **Iowa – Judy Bradshaw retired. New interim is Sherry Poole.**

◦ **D.C. – New Director of D.C. POST is Ashley Rosenthal.**

◦ **Utah – Scott Stevenson retired. Interim is Alex Garcia.**

◦ **Montana – Eric Gilbertson resigned. The new Director is Timothy Allred.**

◦ **Texas – Kim Vickers retired. Interim is John Beauchamp.**

◦ **Oregon – Jerry Granderson has left and acting director is Brian Henson.**

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 Does More Than You Know

In addition to being an organization which serves the needs of POST Agencies and POST Directors, IADLEST is also very active in delivering training directly and proposing training standards on both the national and international stage.

For example here are some recent initiatives:

Colombia National Police Operating Standards Assessment

IADLEST has received a $1,547,880 grant from the US State Department, Bureau of International Narcotics and Law Enforcement Affairs to develop a Colombia National Police Operating Standards Assessment, Development, Training and Accreditation Services Program.

The scope of work is designing and implementing the Standards Center based on the Peace Officers' standards and training model. Under this process, the contractor will assist the Colombian National Police in formulating POST doctrine, design, staffing, staff responsibilities, procedures, protocols, and documentation. Also, embedded subject matter experts will be available to advise and assist with the development of the SC process, metrics, assessment methodologies, training, accreditation, and certification.

The project is expected to run for two years. IADLEST has hired Carl Risheim, formally with ICITAP who will re-locate to Colmbia to facilitate the project.

BJA National Initiatives: Academies & Constitutional Policing

The Bureau of Justice Assistance (BJA) has dedicated $1,000,000 for a national project to improve Constitutional Policing.

Constitutional policing is foundational to police-community relationships. However, there is not currently a level of consistency or intentionality about what is taught or how it is taught in law enforcement academies. Unfortunately, some law enforcement practices and policies, especially in the areas of racial bias, use of force, interactions with persons with mental illness, and search, seizure, and arrest, create the conditions for officers to engage in unconstitutional behavior.

Most law enforcement liability exposures relate directly to constitutional policing. A change in training is critical to advancing fair and just policing. The proposed 24-month project will gather subject matter experts, review existing training curricula, identify opportunities for improvement, and provide technical assistance to police training centers on improved curricula in constitutional policing.

IADLEST Does More Than You Know (cont'd)

COPS Accreditation

The initial component of the project is the development of standards for use by the Department of Justice to determine whether an entity is an authorized, independent credentialing body for the purposes of law enforcement agency accreditation. Key to the development of these standards is compliance with EO 14074: *Advancing Effective, Accountable Policing and Criminal Justice Practices To Enhance Public Trust and Public Safety*.
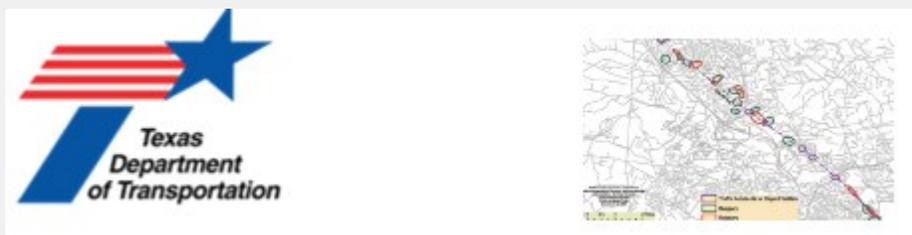
Standards should encourage participation in comprehensive collection and use of police misconduct data and use-of-force-data, such as through the databases provided for in sections 5 and 6 of the Executive Order. Standards should also consider the recommendations of the Final Report of the President's Task Force on 21st Century Policing (Task Force Report) issued in May 2015, specifically Recommendation 7.3.

$400,000 remaining funds in the previous grant to be used for this project.

TxDOT DDACTS

This unique collaborative endeavor provides law enforcement officials and agencies with the tools to develop a holistic approach to assist TxDOT with its ongoing efforts to increase public safety by reducing crashes and other social harms throughout the state. This multi-faceted program provides agencies and their members with a variety of on-site and remote analytical/technical assistance, and nationally certified training focused on the specific needs of a given agency and its personnel, regardless of its current capacities, at no cost to the agency.

IADLEST is honored to announce the partnership between the Texas Department of Transportation (TxDOT) will continue into 2023 with the renewal of the Using Data-Driven Strategies and Agency and Analytical Training to Reduce Crashes and Social Harms (DDACTS) project for the 8th consecutive year with a grant valued at $528,215. For more information on this program, please go to [Texas DDACTS Project](#).

IADLEST Does More Than You Know (cont'd)

TxDOT Large Truck and Bus Enforcement

This Nationally certified curriculum re-emphasizes the need for all sworn officers to engage with large trucks and buses safely and effectively to reduce the rate of crash injuries and fatalities for which Texas leads the nation. The training is offered in both 2- and 4-hour versions, with the 4-hour course providing a more in-depth train-the-trainer option.

The Texas Department of Transportation (TxDOT) partnership with IADLEST will continue into 2023 with the renewal of the Reduce Large Commercial Motor Vehicle Crashes Through a Data-Driven Approach and Officer Training project for the 5th consecutive year with a grant valued at $145,306.

NIJ Subcontract with Michigan State University

NIJ seeks proposals for a comprehensive landscape analysis, complemented by case studies that evaluate current recruitment, training practices, strategies and/or explore the effects of modifying current recruitment, training practices and strategies in response to the calls for reform of policing mandates.

To understand the effects of changing policing mandates on officer retention practices and strategies, NIJ seeks proposals for a comprehensive landscape analysis, complemented by case studies that evaluate current retention practices and strategies.

Value of grant: $90,372

IADLEST Does More Than You Know (cont'd)

Other Projects:

Audit being conducted for the Ohio POST

IADLEST is presently conducting an Audit for Ohio POST to audit their oversight of satellite academies.

Curriculum Development and Job Task Analysis Program

IADLEST recently created a program to provide a complete Job Task Analysis (JTA) and develop multiple in-service or basic academy lesson plans. A continued "maintenance" service is also available, which would include annual literature reviews, updating materials, version control, archiving and making enhancements. We have received inquiries from the following law enforcement entities.

- New Jersey Division of Criminal Justice
- Minnesota LE and Criminal Justice Education Center Hennepin Technical College
- Potential new regional academy in Washington, Curriculum development
- New Hampshire POST
- Ohio AG
- New Mexico POST
- Vermont POST which asked for the following proposals:
    - JTA & Curriculum Development
    - Council Facilitation
    - Instructor Development
    - Academy/POST Accreditation

Female Officer Assessment of Body Worn Cameras

We received a request from DHS for a Female Officer to help with an assessment of Body Worn Cameras. M.M. "Marsha" Williams of NC Cabarrus County Sheriff's Office was nominated. She is also President of the NC Law Enforcement Women's Association.

Right: Body Worn Camera Assessment Team

Press Release

Human Trafficking: New Curriculum to Improve Law Enforcement's Capacity to End the Violent Crime of Trafficking

The International Association of Directors of Law Enforcement Standards and Training (IADLEST) released a national curriculum designed to improve Law Enforcement training in the area of Human Trafficking. Human trafficking is an international issue that takes a terrible toll on victims and survivors, and places unprecedented demands on law enforcement.

In 2020, 10,583 situations of human trafficking were reported to the U.S. National Human Trafficking Hotline involving 16,658 individual victims. This number includes sex trafficking (7,648), labor trafficking (1,052), and unspecified types of trafficking cases (1,519). However, this does not represent the complete prevalence of trafficking, as that number is very difficult to obtain, in large measure because victims fear reporting the crime. These numbers were obtained by Polaris via the National Human Trafficking Hotline and reflect only reported cases.

The curriculum developed by IADLEST and funded by the Office of Community Oriented Policing Services of the U.S. Department of Justice will be made available to the 50 POST's and 700 training academies in the U.S. and all tribal law enforcement. This training was developed after two years of research by IADLEST to understand the current state of law enforcement training as it relates to trafficking. This training fills a gap in creating a uniform standard for training.

Even as states and local communities adopt legislation and regulations related to prevention, enforcement, and intervention, trafficking enforcement requires general awareness among sworn officers in law enforcement, the development of specialized investigation units, greater collaboration with prosecution and focus on training for recruits and enhanced training for veterans. Human Trafficking is not a static issue or crime, it is very dynamic including the nuances of human, labor, child, sex, and money trafficking.

The curriculum provides enhanced training for the training academies, and promotes collaboration and coordination with community and advocacy organizations seeking to rid their communities of this violence mostly experienced by women and children.
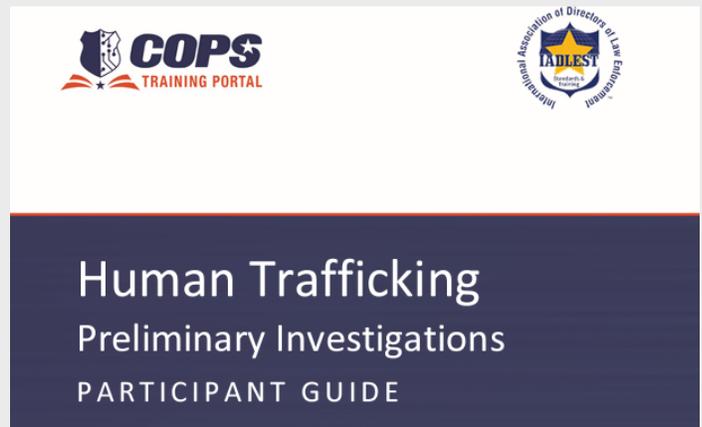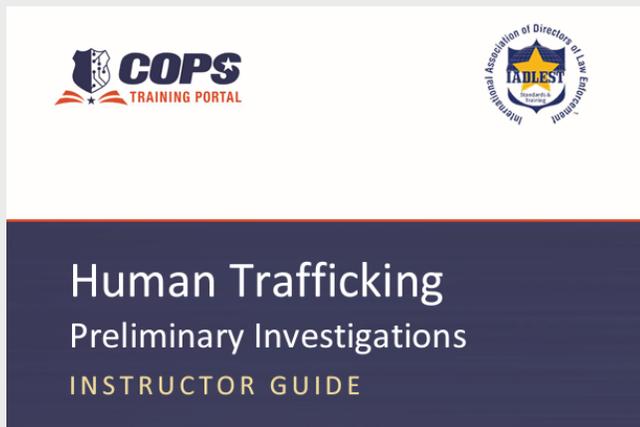
The curriculum is part of the National Certification Program (NCP) of IADLEST. NCP establishes law enforcement training standards and "best practices" relating to improved professionalism and skill sets for our nations' first responders. NCP courses are recognized nationally and designed to count towards officers' mandatory in-service training requirements.

IADLEST Executive Director Mike Becar said, "It is time that we challenge training academies to incorporate human trafficking interventions into their basic training curriculum in order to give the tools and resources officers need for the identification and effective enforcement of human trafficking."

The release of this curriculum will provide law enforcement with updated tools to better understand the criminal element in trafficking and encourage collaboration with advocacy groups seeking to support those victimized by this violent crime.

IADLEST Human Trafficking Curriculum

The Human Trafficking Model Curriculum consists of three components and are available for immediate download. The Model PowerPoint (78MB) can be customized for your use:

NOTE:

The materials are considered **"police sensitive"** and you must log in to NLEARN to access them.

All NLEARN services are FREE to law enforcement and academy personnel. If you do not yet have a NLEARN login go here to apply:

NLEARN Application

If you do have a NLEARN login go here to access the training curriculum:

Human Trafficking Model Curriculum

What can NLEARN do for YOU?

The National Law Enforcement Academy Resource Network (NLEARN) is focused on police/correctional instructors and academy personnel. Initial funding for NLEARN came from NHTSA. It is now offered as a service of IADLEST. There is never a charge for our services.

- NLEARN keeps you up to date on the latest instructional techniques.

- Provides resources to enhance your training programs including videos, research papers, and articles culled from police journals and other unusual sources around the world.

- It is a dynamic website adding new content every week.

- The Bulletin Board Forum puts you in contact with over 3,000 instructors and officers from all levels of law enforcement.

- NLEARN contains a Multi-Media Library of full instructional programs and roll-call videos for immediate viewing and download

- It maintains a repository of the full SFST course including manuals and videos as well as archived versions of past SFST manuals.

- NLEARN is a primary source for information about NHTSA programs related to traffic safety as it applies to law enforcement.

Visit us at **NLEARN.org** and apply for a login account today!

Fighting Knowledge Decay in Academy Training

By Erin Overway, Content Specialist—Vector Solutions

Law enforcement officers rely heavily on knowledge and skills learned during basic academy training, which is why it is so vital to ensure that the knowledge and skills acquired during the academy are retained.

The time from instruction to daily practice degrades retention and comprehension—a phenomenon known as *knowledge decay*. Unfortunately for your academy, students may have plenty of time to forget concepts and tactics they learned during basic training before putting them to practice in the field.

With anywhere from 18 to 30 weeks between learning an objective and an officer putting that knowledge to the test at their local agency, how can academies be confident that their students retain what they've been taught?

The Research on Knowledge Decay

To investigate whether the frequency of instruction on a topic impacts knowledge decay, IADLEST began the Academy Innovations Research Project. In short, the researchers found that greater frequency does positively impact knowledge retention. Recruits who were instructed using a traditional curriculum method—where each topic was only taught once in its own siloed instruction—saw a rapid decay in knowledge. In the case of traditional online instruction, some students returned to baseline knowledge in as few as 90 days.

As a result of this project, we now have proven research that one method of reducing knowledge decay is to adopt an integrated approach to your law enforcement training curriculum.

The Power of an Integrated Curriculum

Unlike traditional academy curriculum, an *integrated curriculum* organizes learning material in a way that combines subjects that are typically taught separately. In other words, rather than only discussing one topic at a time, integrated instruction weaves material on a particular topic throughout several areas of instruction. Thus, an integrated curriculum ensures that learning objectives are covered more than once.

In this study, communication skills were taught in a focused course but then also reinforced in later vehicle-stop and persons-in-crisis instruction. The Academy Innovations Research Project results show that, regardless of online or in-person delivery of the content, an integrated curriculum reduces knowledge decay. In fact, integrated training delivered online outperformed traditional in-person training when measuring students' retention of the material.

Although developing an integrated curriculum takes significant planning, the resulting positive learning outcomes make it worth considering.

Watch the webinar **"The Best Ways to Advance Knowledge and Skill Retention for Law Enforcement Academies"** to hear more on this topic and the Academy Innovations Research Project results from experts Diane Beer-Maxwell, Jon Blum, and Dr. Tim Bonadies.

[FREE Webinar on Knowledge Retention by Acadis and IADLEST](#)
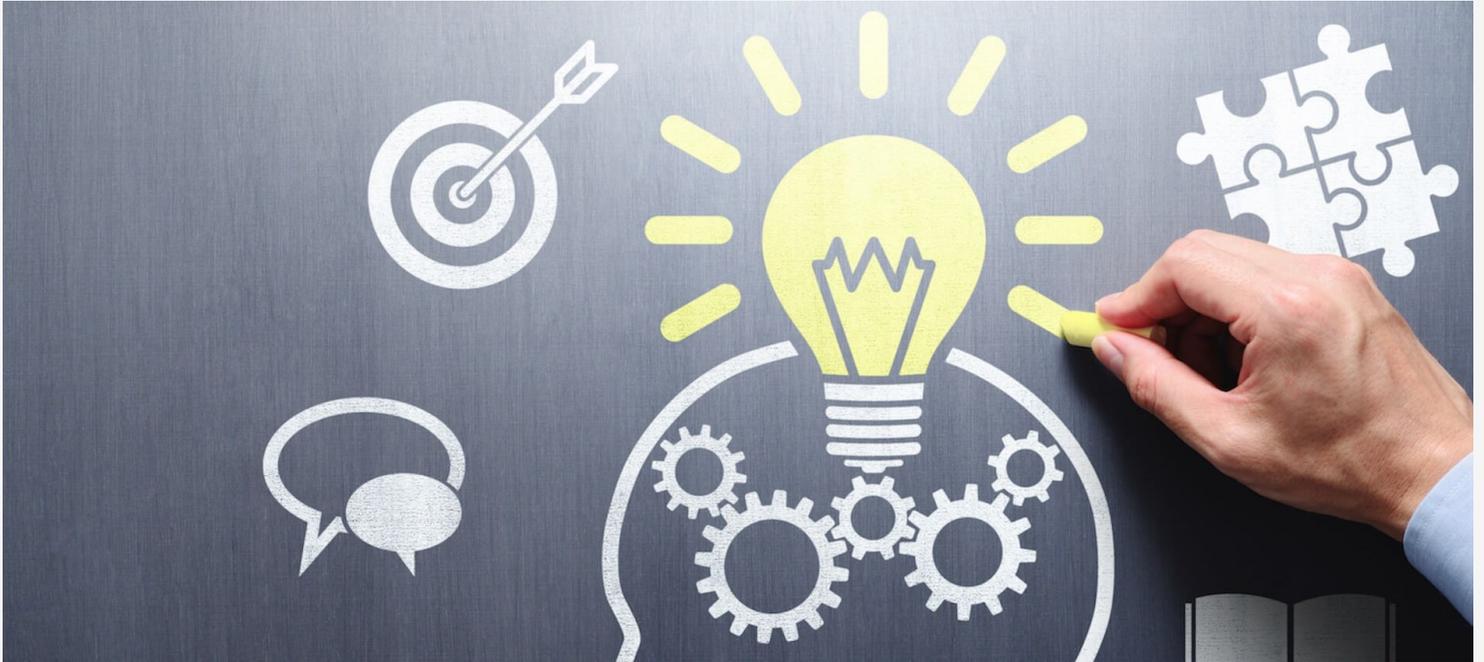

The Academy Innovations research project is supported by the U.S. Department of Justice COPS Office. The project is designed to develop evidence-based training methods for the law enforcement industry. The goal is to identify improved methodologies for delivering entry-level law enforcement training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

To learn more about the project see: [Academy Innovations](#)

Force Science Achieves National Certification and International Recognition

forcescience.com/2022/04/force-science-achieves-national-certification-and-international-recognition

By Force Science April 29, 2022

In 2015, the International Association of Directors of Law Enforcement Standards and Training (IADLEST) began the National Certification Program for law enforcement continuing education. In partnership with 36 states, IADLEST employs more than 200 experts to review and validate proposed law enforcement training. With certification standards that exceed individual state requirements, IADLEST-certified training has been recognized in all 50 states.

Dr. Bill Lewinski, Executive Director of Force Science, describes Force Science's commitment to providing the most effective and validated police training: "When we develop training, one of our last steps is to submit our course for independent review. IADLEST provides a uniform standard for police and corrections education so that client agencies can feel confident they are getting high-quality continuing education from Force Science."

National Certification

Joe D'Amico, Director of Training at Force Science, ensured that his division prioritized IADLEST National Certification. Thanks to Joe's leadership and the hard

work of top content developers, six Force Science courses already boast IADLEST National Certification. These courses include:

Introduction to Human Dynamics and Conflict Resolution Fundamentals of Realistic De-Escalation

Realistic De-Escalation for Corrections Professionals Realistic De-Escalation Instructor Course

Advanced Force Science Specialist Course, and

Body-Worn Cameras: Agency Development and Implementation

Today, Force Science is proud to announce that the *Methods of Instruction – Training Practical Professional Policing Skills* course has passed IADLEST's rigorous independent review process. *Methods of Instruction* is now the seventh Force Science course to achieve IADLEST's National Certification Program Seal of Excellence.

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Dr. Lewinski shared his enthusiasm for this new course, "Regardless of the subject being taught, we wanted trainers to understand how knowledge and skills are effectively transferred, retained, and available for performance. Our latest Methods of Instruction course is led by Senior Force Science Instructor Chris Butler and promises to significantly advance how police teach. We are already seeing excellent feedback on this course and are proud to have achieved this national certification."

International Recognition

The *Methods of Instruction Course* was designed to bring the science of learning into the classroom, and Force Science was honored to receive IADLEST's national certification. But beyond their recent national certification, Force Science research and education is also enjoying international recognition.

In Frontline Training: Handbook for Education and Training Frontline Employees, Dutch author Erik Hein has included Dr. Lewinski as a contributing author and counted him among the "best and most experienced experts" training frontline emergency response professionals.

In the chapter, *The Pressing Need to Improve Police Pre-Service Training: Force Science's Suggested Directions for Change*, Dr. Lewinski makes the case, "Although law enforcement is not typically associated with 'clinical' practices, the observations/assessments, decisions, and corresponding actions of officers 'on the street' align directly with the assessment, diagnosis, and subsequent 'treatment' of individuals in the 'real-world'—the very definition of clinical.

If that is true, then the most effective pre-service training should reflect the interdisciplinary, integrated, and clinical nature of police work. Beyond law and basic skills training, the best programs will teach officers expert analysis, flexible and creative decision-making, and, most importantly, the integration of interpersonal, tactical, and technical skills. The best training will have

evolved from an over-reliance on academia-inspired lectures and a trade school format for skills development and instead will reflect a more sophisticated integration of clinical skill development and decision-making."

Continued Focus on Training

For the last decade, the move toward scientific, evidence-based training practices has been and will continue to be a priority for Force Science. Force Science's Director of Learning and Development, Michael Musengo, highlights where modern police training is headed, "To support improvements in Law Enforcement training, we needed to set our sights on something rarely discussed. The trainers!" Musengo continued, "The best police trainers are highly skilled in their specific subjects. They are enthusiastic, empathetic, and have an amazing ability to communicate with others. Our goal now is to ensure these trainers understand how cognitive and psychomotor skills are most effectively transferred for use in real-world, open skill environments. I'm excited to join instructors Joe D'Amico, Kenneth Tassie, and Chris Butler as we facilitate learning through the *Methods of Instruction Course*."

Past Training Articles

Past Force Science News articles have detailed much of the research and knowledge that form the foundation of our *Methods of Instruction Course*. Readers can review past articles and the Force Science Top 10 Training Observations below.

Police Officer Training | 4-Part Series
The Effectiveness of Academy Training – A Three Country Study

Block Training in the Academy – Efficiency & Effectiveness Are Not The Same "Clinical" Law Enforcement

Keys to Training Excellence

IADLEST Law Enforcement Learning Training

Previous Post: I'm Right. You're Wrong: Naïve Realism in Force Reviews Next Post Professional Police Training

International Association of Directors of Law Enforcement Standards & Training

CALL FOR WEBINAR SPONSORSHIPS

IADLEST WEBINAR SERIES: *Becoming a Creative and Effective Instructional Designer*

The IADLEST webinar series offers several opportunities for SPONSORS to demonstrate their support for developing amazing law enforcement instructors and effective instructional designers. As a law enforcement training leader, you know the positive impact that well developed instructors and training materials can have on officers and recruits, how they learn, how they apply what they learn, and how they engage with the community.

Sponsoring one of the below webinars is an ideal way for you to put your organization in front of a wide audience and to powerfully communicate your company's message before and after the event.

About the Webinar Series

Join IADLEST in supporting and sponsoring this important webinar series in developing creative instructors and effective instructional designers. Webinars will be delivered monthly, in 1-2 hour increments, and will be interactive, promoting enhanced professional development opportunities for established advanced officer training and basic academy instructors. These short instructor development webinars will include topics such as:

- Developing SMART learning objectives
- Designing objective evaluation tools (rubrics)
- Using case studies
- Designing innovative learning activities
- Using empathy in curriculum design
- Designing scenario-based practical exercises
- Conducting simple job task analysis
- Incorporating national standards into curriculum design

Instructors are continually reaching out for new ideas in designing their lesson plans. By hosting these small work group sessions, law enforcement instructors and curriculum designers can benefit from shared ideas while at the same time saving valuable training budgets. Utilizing shorter sessions will keep the attendees engaged and benefit a wider audience.

These webinars are free to IADLEST members and nonmembers who can listen in live or get access to the recorded version after the event.

Sponsorship Benefits & Cost

Sponsorship provides your organization the opportunity to market and discuss your products and services to a focused audience, as well as contributing to the important knowledge base of the law enforcement profession. Cost of sponsorship is $1,000, and includes all of the following benefits:

- Use of company logo, website address/link, and product/service information in the introduction and/or conclusion of the educational session.
- Recognition at the beginning and end of the webinar – This may include a 1-2 minute message from the sponsor, video or presentation.
- Recognition in all marketing material, social media etc.
- Access to the webinar attendee registration list to include contact information.

Responsibilities

IADLEST will provide:

- Promotion of each webinar to its 400+ members via website, two email blasts and social media (Facebook, twitter, LinkedIn).
- Promotion of each webinar through its weekly National Law Enforcement Academy Resource Network (NLEARN) e-newsletter with a distribution to over 6,748 police instructors, academy personnel and patrol officers.
- Promotion of each webinar on IADLEST contact list with distribution to over 30,430 law enforcement personnel.
- Webinar hosting and platform
- Registration link
- On-line registration form
- Registration capabilities and post-event participant reporting
- Registration confirmation and reminder e-mail(s) to registrants
- Post-event promotion

The sponsoring company will provide:

- Promotion of the webinar through its various channels
- Logo and graphic to be used in promotional materials
- Post-event promotion

If you would like to sponsor one of these impactful webinars, and contribute to how we train our law enforcement officers nationwide, please contact Mark Damitio, IADLEST at markdamitio@iadlest.org or call (316) 640-6513.

Martial Arts Wisdom

Do not fear the man who knows 10,000 different fighting techniques.

Fear the man who knows only one technique that he has practiced 10,000 times.

How Law Enforcement Training Institutions Can Effectively Deliver Open-Source Intelligence Training

By Chris Pierre, Managing Director, The KeyNorth Group

Open-Source Intelligence ("OSINT") has been used by law enforcement, the military and intelligence agencies since there has been publicly available information relevant to their missions. Since the first decade of this century, the use of OSINT has expanded greatly; and in a manner that appears to correspond with the evolution of technologies such as social media platforms, public record systems moving online, the move to mobile computing and more generally society's willingness to embrace the digital environment.

There are numerous intersections between the job of law enforcement and this digital world. Technology may be the target of crime, or it may be used in the facilitation of crime. Evidence of a perpetrator's actions as well as their intentions might be identified through their online digital footprints and events that could turn into public safety emergencies could be risk managed based in part on the intelligence gathered from online sources. Against this backdrop, public safety training institutions have a real challenge regarding OSINT training as technologies change often, online cultural norms continually shift, and legal concepts are regularly updated.

The firm I work for, the KeyNorth Group, has been delivering OSINT training to law enforcement agencies since 2006. We have delivered online, in-person and blended learning training and have also assisted several organizations in standing-up their units. Our services in this area have ranged from organizational design, policy and procedure review to assisting with budget design. More recently, we have launched an organizational OSINT maturity assessment. Based on our experience, I am pleased to share some observations that might be useful to assist instructors, curriculum designers and managers in their quest to deliver this unique type investigation training.

Content

OSINT is applicable on some level to just about every form of operational public safety or investigation activity; however, the structure of the client organization can vary significantly. We have observed that some agencies use a centralized model where one "central unit" is responsible for any OSINT activities. Others use a more distributed model where specially trained analysts and investigators are housed within units because they are specialists in using OSINT to support that particular team.

We have also observed that some organizations have implemented levels of training in their job descriptions and authorizations. In other words, an analyst with Level 1 training may be allowed to do certain activities, whereas one with a Level 2 course might be able to do more advanced research. This leads to an organizational question for training institutions – what do they teach?

For those individuals who will do OSINT as a part of their job, a survey-style course that provides a good overview of critical topics is a good starting point. Topics should include evidence standards, capturing methods, critical thinking in OSINT, and practical research techniques on a variety of platforms ranging from search engines, to public record databases to social media (both traditional and emerging).

Once a base level of training is established, the institution can offer specialized training. Examples might include seminars on OSINT and human trafficking, real-time operations, OSINT and cybercrime, managing the OSINT function, computer programming and OSINT or the use of OSINT as it relates to undercover operations. It is likely that, at this point, specialists from the field can be leveraged to either deliver the training or help with the design of it if they are not the ones doing the teaching. It is a good idea for the training institution to keep in regular contact with operational groups to understand their clients' needs.

The Training Environment

Institutions will also have to make decisions on which type of environment they deploy to deliver training. A traditional computer-lab has benefits because the institution can set up workstations uniformly, and there is generally technical support available; however one drawback that arises when the institution manages the environment is that the systems and software used in operations by agency personnel may be vastly different than the ones used by the training institute. Many of the techniques can be performed on a variety of systems; however, how they are performed might differ.

Other common scenarios for OSINT training delivery include the "conference" style seminar and the virtual learning option. In both scenarios, the learners may be from multiple agencies which presents its own set of challenges for the institution.

Learners may all have different systems and software which can present problems for the instructors. They may also need organizational permission to do certain things in the course; for example, individuals generally must have email and social media accounts to do research which may require authorization. Firewall permissions may also have to be adjusted so that the learner can go on to the required sites.

Additionally, there may be judicial requirements for using certain types of tools in a given jurisdiction. The term "forensic" means evidence prepared to a standard which can be used in court. A specific technology may be sufficient for a given jurisdiction but not in another; training institutions will have to be aware of that and implement solutions that comply with their local judicial standards.

It is not uncommon for the learners to attend their first session not having installed all of the appropriate software or to have obtained the necessary permissions. It is a good idea for the institution to communicate early and often. A pre-course video call to answer questions might aid in ensuring everyone is prepared for the training.

To summarize, training institutions should try to understand the operational needs of their clients. Prior to the training sessions, institutions need to ask questions regarding the kind of research their clients are performing; the applicable legal framework that governs their OSINT activities; the client's organizational structure, the client's technology infrastructure and what software and hardware tools the client is using. This will help match the training, as closely as possible, to the operational needs of clients. The institution can match these needs against their own realities of budget, technological support and preferred delivery methods.

If readers have any comments or feedback about OSINT training, we would love to hear them at training@keynorthgroup.com.

Objective-Driven Training &

Critical Assessment of Methods and Outcomes

The End of "The way we've always done it."

By Myles Cook, Training Coordinator, Walters State Community College Regional LE Training Academy

"The way we've always done it" is perhaps the most dangerous line in public safety training. However, while training at the academy level we often accept that phrase due to its "basic" nature, we can simply hit the required check-boxes and follow a program that we know runs efficiently. The problem with placing a premium on "efficiency" is that often it is not the most beneficial path - and occasionally our training paradigms can lead us to miss the entire purpose of training, which is a specific, measurable, desired outcome. Objective Driven Training (ODT) is simply training toward a specific and measurable outcome to be achieved. By letting your objectives drive your training; the learners gain a clear understanding of the goal and find increased focus on the training course. Once the training objectives are determined though, you must critically assess the methods used to arrive there, and determine if the outcomes were sustainable and acceptable.

My name is [Myles Cook](), and I'm currently the Training Coordinator at the Walters State Community College Regional Law Enforcement Training Academy in Greenville, Tennessee. The academy has a long history and has been continuously operating for more than 30 years. When taking this role, I was asked to look at the current state of the daily physical training and the firearms training portions of the program. I was also tasked with leading our "scenario training" evolution. In these three distinct areas, I thought it important to reassess and take a critical look at our actual training goals and our current methods for reaching those training objectives. We should always strive to keep an open mind to the data and evidence which will lead us to achieving these objectives. Through ODT methodologies and review, our Regional Academy was able to significantly increase various skill levels our cadets performed prior to graduation, as well as the usefulness of allotted training time. We studied and reviewed our current methods in three separate fields of study; firearms training, scenario training, and physical fitness training. Based on written objectives and desired outcomes, we implemented new strategies to reach those goals. In firearms, we have been able to demonstrate a 40-60% increase in handgun accuracy and a 50-60% decrease in shots dropped outside of assigned target zones. In Physical Training, we have been able to maintain an average of 35-40% improvement across all physical fitness

tests in nine weeks. In Scenario Based Training, we have been able to increase the number of scenarios cadets are directly involved in 8-fold, without changing the allotted time for scenario training. This was all possible by reviewing our current training methods, the outcomes desired, and then applying an ODT methodology. This article will only cover our approach to physical training and how we critically asked "why do we do it this way?" and significantly improved our outcomes.

Physical training at our academy was similar to other academy PT training models. Instructors chose random exercises in a group fitness format that are loosely based on the "middle of the pack" fitness levels. It was hoped that everyone involved would meet some sort of minimum. The problem with this model is that it is rarely programmed, it hurts the current strength and condition of the "most fit" and will exhaust the "least fit" past the point of healthy recovery. It's a "gravitate toward the middle" approach to group fitness. What we found is that we had outstanding fitness instructors helping with PT – who were knowledgeable and fit – but it didn't appear that we had any specific objectives for the training other than "get cadets better at PT.".In fitness, just like in any other training, people don't magically become better. Perhaps even more than other types of training, it requires building foundational blocks, and progressing each and every day in a controlled and intelligent manner.

After looking critically at the current model being used, I set out some new objectives for this important and time-consuming block of training. Our objective was to build a physical training program in which we met a few very specific and measurable goals. The objectives developed were:

1. Every cadet increases speed, strength, and endurance regardless their starting fitness level;

2. Maintain focus on increasing abilities in "testable material";

3. Maintain a "group exercise format" without maintaining "group expectations";

4. Create individual goals that create personal excitement for physical training;

5. Develop a program that allows cadets and instructors to plan and prepare for each day of physical training;

6. Convey scientifically accepted fitness programming protocols, explain these processes, and educate cadets on how to implement this after graduation.

With these goals in mind – and with the help of high-level athletes, military fitness instructors, and collegiate athletic trainers and coaches – we decided to try something radically different. Using an Excel document and various formulas we created an individual training program for every cadet based on their initial fitness test scores. The current fitness program is roughly based on an 800 Meter sprint training program with various strength and conditioning matrices. Building a program around this concept creates an ideal cadet with excellent anaerobic and aerobic abilities who is prepared to score well on the 1.5-mile run, 300-meter sprint, 1-minute push-up test, 1-minute sit-up test, and an obstacle/stress course.

Again, each cadet's level of intensity and volume is different every day in physical training and is calculated using their initial fitness abilities. It is a more intelligent training that allows for linear progression with relief from over-fatigue, or regression. It allows any cadet, regardless of fitness level, to track linear progress - all while still maintaining a group exercise format. Simply put, each recruit has a tailored fitness program to reach their maximum abilities over the nine weeks of training. While the time or repetition expectations of each cadet may differ, the amount of "exertion" performed every day is equally formatted for the entire class through the use of percentage formula programming. It is now simple to see someone's "daily effort" - their numbers are right in front of you. Perhaps one of the greatest benefits of the program is that it is measurable - so we can see if it works, how well it works - and use that as a metric for program adjustments. This allows us to implement, track, alter, and statistically gauge the effectiveness of the physical training program by entering only 5 simple numbers for each participant. Now physical training is more than an expected requirement. Cadets are treated more akin to "tactical athletes" with programming that allows them to reach their goals, scientifically. We have also added a block of education in our academy by a personal trainer and Doctor of Physical Therapy. This instructor discusses nutritional programming, exercise programming, and injury prevention and rehabilitation.

The academy is seeing fantastic results since implement-

ing this program. In the 1.5 Mile Run, the class average went from 15:51 to 13.24, a 147 second (18%) decrease in average time; with some cadets showing as much as a 47% decrease. The 300 Meter Sprint Class average went from 64 seconds to 56 seconds, an 8 second (15%) decrease in average time; with some cadets showing as much as a 59% decrease. The 1-minute Maximum Push-up Class average went from 37 repetitions to 53 repetitions, a 16 rep (53%) increase in average repetitions; with some cadets showing as much as a 233% increase. The 1-minute Maximum Sit-up class average went from 30 repetitions to 42 repetitions, a 12 repetition (48%) increase in average repetitions; with some cadets showing as much as a 124% increase. The Stress Course Class average went from 02:39 to 2:01, a 38 second (36%) decrease in average time; with some cadets showing as much as a 155% decrease. The Overall Class Average on physical tests showed a 34% improvement, with cadets showing as much as an 85% average improvement across physical tests. After this radical change in the way we do our physical training – we found the benefits to be numerous. Cadets and instructors can now appropriately plan for training. They know on day one exactly what will be expected of them physically every day for the next nine weeks. Cadets can track their progress and analyze exactly how they're becoming better. It also allows for the instructors to track and gauge progress. Perhaps one of the most interesting things we found after using this model was that statistically, our most fit should progress the least, at least percentage wise. What we found though was that our super fit and least fit progressed the most – but certain cadets with "middle of the road" athletic abilities that should have advanced in greater percentage points, didn't. While there could be a couple of factors at play here, we suspect that the most athletic will naturally enjoy PT and enjoy the competition. The least fit have the most room for improvement, and also are easily noticed when giving effort or not. The others "in the middle of the pack" are able to hide their effort or lack of effort a little better. Since discovering this, we have shifted our focus on checking the required times/repetitions to look more intently on cadets fitting these ranges.

We also found some benefits from a stakeholder accountability standpoint. As with any physical training plan, injuries can happen (even though much less so when properly programmed and executed) and Chiefs and Sheriffs will often want answers as to why their officer sustained an injury. With this type of program, staff can inform an administrator exactly when an injury occurred, exactly what workouts their cadet had done until that point, and exactly the amount of effort that cadet was giving during a certain exercise. There would be no question

that something was "too extreme" during physical training. This benefit was not something we had set out as an objective, but it was a helpful unforeseen reward for changing the programming to meet other goals. Anecdotally, we found a much better general cadet attitude with regards to physical training after the academy was finished. Our academy has randomized anonymous surveys that are completed after every academy, and the program was met with extremely high reviews, with most cadets stating that they were interested in continuing this programming after graduation. One of our stated objectives for this training was just this, and we were pleased with the results.

Never be afraid to reassess your training objectives and methods. Take a critical look at training paradigms and keep an open mind on ways to improve the training methods and the outcomes. I'm not saying that the solutions or objectives we developed are the right answer – and that's the point – we should always be looking for better answers based on our goals, and willing to reassess and try new things. Dogmatic thinking has no place in today's law enforcement, and it most certainly has no place in Law Enforcement training. "The way we've always done it" will lead an officer to an early grave. We shouldn't accept it on a patrol shift, and it is most unacceptable at a training academy. As much as I ask my cadets to keep an open mind to new ideas and new skills, I expect my instructors to maintain an even more open mind. The light bulb wasn't invented by slowly making the candle better. Make a commitment to excellence and try to step out of the box by critically examining what your objectives actually are, and the road you are taking to get there. Above all, give your trainees what they deserve - the best possible training you can offer.
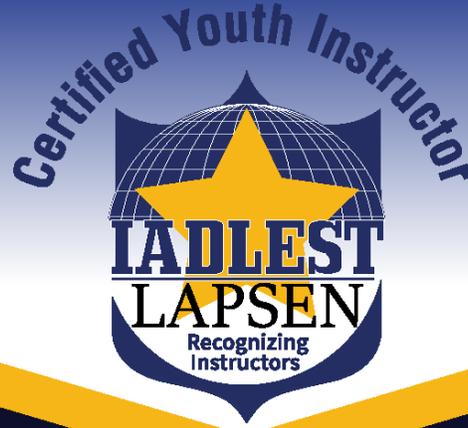

Fitness Motivation

Sign advertising a gym:

Don't be fat and ugly.

Just be ugly.

IADLEST and LAPSEN
Launched The Certified Youth Instructor (CYI) Program

Certified Youth Instructor

IADLEST
LAPSEN
Recognizing Instructors

To recognize and acknowledge the Nation's FINEST instructors who work in schools and youth programs designed to foster careers in law enforcement.
These individuals display the "best practices" in training delivery by being highly recommended by their schools, youth program directors or the LEAs for whom they work.

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

Raising the Bar for Law Enforcement Certified Youth Instructors.

- An Identification card with the IADLEST & LAPSEN seals documenting your Certified Instructor status and expiration date

- Receive an IADLEST/LAPSEN certificate, suitable for framing

- Become a LAPSEN member with access to all lesson plans and other resources

- Post your picture and biographical information on the Certified Youth Instructor webpage that includes a summary of your experiences and abilities with links back to your direct e-mail or web pages

- Benefits

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

- Use of the IADLEST/LAPSEN Certified Youth Instructor acronym, CYI, on your business cards, letterhead

- Follow the link for more details: https://www.iadlest.org/training/youth-instructor

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

Move Over Iron Sights —

Here Comes Advanced Red Dot Optics

By Mike Clark, VirTra

Think about when you first became a law enforcement officer—whether it was a few years ago or decades. Either way, few officers had Red Dot Optics/Sights (RDS) mounted on their duty firearms. But as time has gone on, technology has advanced and evolved to bring modern officers a tool that produces increased accuracy in the field. As such, RDS are becoming increasingly popular and departments everywhere are discussing the accessory.

A simple Google search will display dozens of departments nationwide who have made the switch to RDS, and often, their means of purchase. Since RDS isn't exactly a cheap accessory—accuracy is critical, so understandably quality materials and precision cost more—some departments have to get creative with finding funds, whether it be through a fundraiser, donation or grant. This goes to show the dedication departments have to improving their officers' abilities in the field.

So why do departments care so much about RDS? Simply stated, RDS allows officers to focus on and place the dot on the threat, rather than forcing officers to utilize the iron sight. It is easier, quicker and more accurate, making it a valuable tool in the field and the reason so many departments are integrating them. But as with any new technology, before jumping in, departments must fully understand both the transition from iron sights to RDS, as well as the pros and cons of this accessory.

To begin, the RDS was originated and popularized by Aimpoint®, which offers several models and versions, depending on the specific need. Differences can include MOA dot size, night vision settings, weight, submersible abilities, length and more—providing departments with the best accessories to fit their officers' jobs. However, with all of these abilities comes a learning curve. The learning curve will be especially steep for veteran officers who have spent their careers relying on iron sights. It becomes a matter of learning to rely and familiarize oneself with a new form of sights. This, in addition to cost of new equipment and training, are the biggest cons to RDS.

That said, the pros to RDS are substantial. Some of the most notable are:

- A pronounced jump in accuracy and passing scores for new recruits

- Ability to aim with both eyes open, increasing situational awareness while reducing cross-dominance eye issues

- Aid in shooter diagnostics, particularly isolation of the trigger.

While the RDS is revolutionary, it does not replace the already-established fundamentals all officers know and were trained on. Stance, grip, alignment, trigger control and follow-through do not change, so officers simply need training on using the accessory. This reduces the learning curve to just learning the accessory, not having to change or relearn anything previously taught by instructors or the academy.

To aid in easing the learning curve, while also increasing one's familiarity and expertise with the accessory, VirTra created a 4-hour nationally-certified course on the RDS. Titled "Red Dot Optic Training & Sustainment," this course was created in collaboration with Victory First® utilizing the Acro P-2 by Aimpoint®. Instructors receive all materials needed to teach the course, such as pre-tests, surveys, rosters, instructor's manual and, best of all, 21 training drills that are compatible with VirTra simulators to test the officer's knowledge and RDS skill.

After all, classroom teaching can only get an officer so far. Extensive range training—whether it be on a physical range or virtual—allows for increased practice and familiarity that easily transitions to the field. VirTra's virtual range is especially beneficial, as instructors can easily provide range training with the RDS right there in the classroom. Gone are the days of expensive marksmanship training, or that done with iron sights.

Since RDS is a relatively new technology, your department may not utilize it, or at least not completely. But as your department transitions and modernizes, to ensure your officers are properly trained on this accessory, remember to train with nationally-certified materials. "Red Dot Optic Training & Sustainment" can help your department, no matter the size, unique difficulties or learning curve. Now is the time to embrace new technology, implement it and stay two steps ahead.

IADLEST'S NATIONAL CERTIFIED INSTRUCTOR UPDATE

by: William Flink, IADLEST Program Manager

We begin our review of IADLEST National Certified Instructors (INCI) with some of our newest recipients. They are a variety of subject matter experts who have focused their talents on law enforcement training. They have increased IADLEST's influence on training excellence, and continue to make a positive impact on the work of law enforcement officers.

All of the IADLEST's National Certified Instructors are 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. With that, we introduce some of our newest IADLEST Nationally Certified Instructors in this edition of the Newsletter, Matthew Bloodgood, James Woodall Jr., James Blume III, Ryan Van Wave, Paul Gregory, Stephen Capellas, James Harris, Philip Rizzo, Allen Bloodgood Jr., Damon Ing, and Donald Schneider. For more information see our [Instructor Certification](#) page**.**

Matthew Bloodgood is a Regional Training Coordinator for Idaho Peace Officer Standards and Training (POST).

He began his law enforcement career in 1990 with the Anchorage (Alaska) Police Department, where he served as a Patrol Officer, Field Training Officer, on Bike Patrol, the Community Policing Team, as a Uniformed Investigator (processing crime scenes), and SWAT Team member and team leader. He retired from the Anchorage Police Department as the Academy and In-Service Training Supervisor in 2011.

Matt holds a Master of Science degree in Human Resource Development (Organizational Learning and Performance) from Idaho State University (ISU). He is a certified Force Science Analyst and completed the Force Science Method of Instruction: Training Practical Professional Policing Skills course as well as other instructor development courses. He was certified as an expert in the use of force in Alaska State Court.

Matt has been a law enforcement instructor in less lethal weapons, Taser, firearms, use of force, and other disciplines since 2006. He is currently the Statewide Firearms Coordinator for Idaho POST and manages the Master Firearms Instructors and firearms instructor-related courses. He has provided firearms and use of force instruction at the Idaho POST Basic Patrol and Detention Academies. He also teaches in-service and train-the-trainer courses related to firearms, use of force, and tactical team operations. Matt is an adjunct instructor for the ISU Law Enforcement program, teaching Use of Force, Firearms, and Homeland Security courses. He also has program oversite as part of his duties with Idaho POST. He is a member of the Association of Force Investigators, International Law Enforcement Educators and Trainers Association, and the National Tactical Officers Association.

James Woodall Jr., Assistant Director (Ret.), is an experienced, law enforcement and education professional. Frank is retired from the Texas Department of Public Safety. He has served as the Chief of Training for the Texas Department of Public Safety and the Texas Commission on Law Enforcement and has over 50 years of law enforcement, 51 years of education, and 16 years of military experience.

Director Woodall graduated from Tarleton State University in 1970 with a Bachelor's Degree in Education. He is a graduate of the 151st session of the FBI National Academy and the United States Customs Canine Administrator's Course. In 2020, he was certified as a facilitator for the Arbinger Institute Developing and Implementing an Outward Mindset course. He is a John Maxwell certified instructor for Developing the Leader Within You, 360 Leader, and The Five Levels of Leadership. Frank has taught Leadership, Professionalism, Ethics, Communication, Diversity, Business, and law enforcement-related topics for over forty years.

Director Woodall was honored by the FBI-Law Enforcement Executive Development Association in 2012 as the recipient of the Tom Stone Award of Excellence in Leadership. Frank has been recognized in Who's Who in Business and Management in 2000 and Who's Who in Law Enforcement in 1990. He developed and marketed a leadership course on What Makes Us Professionals which has been taught both to public and private organizations. Since 2020, he has served as the Chief Operating Officer for ZOOM Consulting, LLC which develops and delivers custom leadership training to private and governmental organizations.

Director Woodall is an Honorably Retired Colonel (06) from the Texas Military Department, Texas State Guard, Camp Mabry, Austin, Texas. As Colonel, Woodall has served as the Deputy Provost Marshal, Provost Marshal, J2 Intelligence and Counter Terrorism, Commanding Officer 2nd Civil Affairs Regiment, J7 Training, and special advisor Commanding General's Staff. He was the primary instructor and administrator for the Officer Advanced Course and developed and administered the Senior Leaders Command Course. He is passionate about developing and growing leaders.

James Blume III is a Sergeant with the Beckley Police Department (BPD), West Virginia. He is the Rangemaster and Director of Training and has served in that role since 2020, although he has been formally teaching and instructing law enforcement personnel since 2016.

Sergeant Blume began his law enforcement career in 2000 by enlisting in the United States Marine Corps, where he served as a military police officer. He served in a number of U.S. and foreign garrisons, and field assignments. He is a combat veteran of the Global War on Terror.

Sergeant Blume began his career with the Beckley Police Department in March of 2006. Since then, he has served as a patrol officer, detective, Special Deputy U.S. Marshal assigned to a Fugitive Task Force, dog handler, patrol supervisor, and training sergeant.

Throughout his career, Sergeant Blume has been recognized for exemplary performance. He has received the BPD Officer of the Year Award, the Fraternal Order of Police Distinguished Service Award, the WV Lifesavers Award, 2013/2014 WV State K9 Officer of the Year Award, multiple Governor's Highway Safety awards, BPD distinguished and outstanding service awards, and numerous other commendations.

Sergeant Blume is a certified WV DCJS law enforcement instructor, Force Science Institute Certified Analyst and Realistic De-Escalation instructor, master firearms instructor, small arms armorer, NREMT, an NRA Law Enforcement Division firearms and tactical shooting instructor, and an NRA certified Range Safety Officer. He is qualified to teach many technical LE disciplines, including, but not limited to; handgun, patrol rifle, shotgun, Taser, OC/pepper spray, police knife, ASP baton, handcuffing, and defensive tactics, use of force, patrol tactics, officer survival, mantracking, canine tracking, vehicle-based incidents, tactical medicine, active threat response, and low light tactics.

Sergeant Blume has an A.A.S. in Criminal Justice from Mountwest Technical College, is a graduate of the 128th WV State Police Academy Basic Class, the United States Army/USMC Military Police School (Class 13-01, Fort Leonard Wood, Missouri), FBI-LEEDA's Leadership Institute, and is an active member of the NTOA and IALEFI.

Ryan Van Wave is a Sergeant with the O'Fallon Missouri Police Department. He began his career in March of 2006. While at the O'Fallon Police Department, he was assigned to the Patrol Division where he became an Evidence Technician and Field Training Officer. On March 8 of 2010, Ryan responded to a call for an overturned vehicle, on fire with the driver still inside. He opened the rear hatch of the vehicle, climbed inside, and pulled the driver to safety as the vehicle became fully engulfed in flames. His actions during this intense situation were recognized by the Veterans of Foreign Wars (2010 VFW Officer of the Year), Missouri Governor, Missouri Senate, and the National Carnegie Hero Fund Commission (Medal 83029-9420).

In October of 2013, Ryan was promoted to Patrol Sergeant and tasked with supervising the Field Training Program for several years, which consists of ten field training officers. In 2014, Ryan returned to college to develop skills and an understanding of leadership traits and training theories. He graduated from Lindenwood University with honors earning a Master's of Science in Business Administration with an emphasis in Management.

In May of 2021, Sergeant Van Wave was assigned to the O'Fallon Training Division as the section supervisor. While assigned to the Training Division Ryan has earned his Firearms Instructor, Patrol Rifle Instructor, Armorer, Range Master, Less Lethal Instructor, Taser Instructor, OC Spray Instructor, and American Heart Association HeartSaver Instructor certifications. He teaches numerous courses and in-service training to the department. He also reviews and writes law enforcement training curricula for his Police Department to meet Missouri POST and Commission on Accreditation for Law Enforcement Agencies (CALEA) standards.

Sgt. Van Wave is a Missouri POST Generalist and Specialist Certified Instructor for his agency. He is also an Adjunct Instructor at the Eastern Missouri Police Academy (EMPA) where he teaches new recruits.

Undersheriff Paul Gregory has been in law enforcement since 1999 and has served in several roles within all divisions at the Adams County Sheriff's Office, Colorado. Some of the most rewarding assignments that Paul had the opportunity to participate in were being a member of the SWAT team for 15 years, a K-9 handler, a member of the ACSO Impact Team, and the academy director. After making his way around the jail, detectives, training, professional standards and patrol, Paul is settling into his current assignment as the undersheriff.

Paul attended the University of Colorado and is a graduate of the Northwestern University School of Police Staff and Command. He has worked with Axon since 2010 and was promoted to the rank of Senior Master Instructor in 2021. Paul has been a firearms instructor since 1999 and was appointed as a subject matter expert on the Colorado POST Firearms Committee in 2007. He has been the Chairperson of that committee since 2019.

Stephen Capellas began his law enforcement career with the Clark County Sheriff's Office in Vancouver, Washington, in August 1980. He attended and completed the Washington State Basic Law Enforcement Academy in November 1980 and began as a patrol Deputy Sheriff. In 1982 he was assigned to the Traffic Unit and began studying collision investigation. He also joined the Sheriff's Office SWAT team in 1982 and served with the regional SWAT team for 18 years as an assault team leader and submachine gun instructor. Stephen continued training as a collision investigator and reached the level of Collision Reconstructionist in 1988. He was promoted to Sergeant in the Sheriff's Office in 1989 and returned to the Patrol Division to supervise patrol shifts. His supervisory assignments included the Case Management and Training Units.

In 1991 Sergeant Capellas became an EVOC Instructor after receiving his initial training through the Washington State Patrol Academy EVOC Instructor program. He developed the EVOC program for the Sheriff's Office and helped

to create a joint training program with the Vancouver Police Department that eventually led to a regional EVOC training team of instructors from 7 different agencies. Sergeant Capellas was instrumental in developing a regional EVOC training program and departmental vehicle use policies for both CCSO and VPD. He created advanced training classes for instructors throughout the Pacific Northwest, including Oregon and Idaho. In 1998, Sergeant Capellas resigned from the Sheriff's Office and became an officer with the Vancouver Police Department. After joining VPD, Sergeant Capellas was assigned to the Traffic Unit as a collision investigator. He remained in the Traffic Unit for 10 ½ years before returning to the Patrol Division. While at VPD, he provided yearly training to officers throughout the region during annual and remedial training when requested.

Sergeant Capellas provided instruction throughout Washington State as a certified instructor in both Emergency Vehicle Operations (basic academy and instructor-level) and Collision Investigation (all levels). He is also a certified SKIDCAR and PIT Instructor.

He retired from active service in 2010, but he continues to instruct for the Washington State Criminal Justice Training Commission as a Senior Instructor in both EVOC and Collision Investigation specialties. He has written and assisted with updating EVOC and collision investigation curriculums in both previous departments and also with the Washington State Criminal Justice Training Commission. He is a current member of ALERT International and WATAI (Washington Association of Technical Accident Investigators).

James Harris retired as the Deputy Chief of the Toms River Police Department, New Jersey in 2019. Throughout his career, he has had the opportunity to take part in a variety of different assignments including patrol, traffic safety, professional standards, internal affairs, training, accreditation, undercover narcotics, and more. As a supervisor and manager, he was tasked with the supervision of these units and rose to the command level within his organization in charge of over 150 employees of the agency's 400-member staff.

For several years, Mr. Harris traveled around the country presenting promotional exam instruction and professional law enforcement in-service programming that has prepared officers and organizational personnel for the challenges that face our profession and our communities.

Mr. Harris holds a master's degree in Criminal Justice Administration from Monmouth University and is a Rutgers University Certified Public Manager. In addition, he is a graduate of the FBI National Academy (Session 265).

Phil Rizzo is a Captain with the Franklin Township Police Department located in Somerset, New Jersey. Over his 27 years in law enforcement, he has served in many aspects of the agency including patrol, communications, community affairs, and administration. He is currently the Professional Services Division Commander, as well as the Public Information Officer and Deputy Coordinator of Emergency Management. He also commands the Bureau of Professional Standards, which encompasses Internal Affairs, Training, Special Investigations, Accreditation, and Training.

Mr. Rizzo holds a Master's Degree in Public Administration from Fairleigh Dickinson University and also completed their Executive Leadership Program.

As a Police Training Commission Certified Instructor for nearly 20 years, Mr. Rizzo has taught recruits and in-service classes on topics such as first aid, hazardous materials, alcoholic beverage control, the Open Public Records Act, media relations, all levels of Incident Command, first line supervision and middle management courses.

Allen Bloodgood, Jr. is a retired Captain with the Woodbridge Township Police Department in New Jersey. Prior to joining the Woodbridge Township Police Department in 1994, he served in the United States Air Force during Operation Desert Storm. He is a graduate of New Jersey City University, where he earned a Bachelor of Science in Criminal Justice, and he holds a master's degree from Seton Hall University.

Mr. Bloodgood retired as the Division Commander of the Radio Patrol Division. He is a former Team Commander for the Special Operations Team. His duties included overseeing the daily operations of the Radio Patrol Division.

Mr. Bloodgood has established himself as a versatile instructor. Early in his career, he was primarily a Defensive Tactics Instructor who taught a variety of classes such as Tactical Handcuffing, Weapon Retention, Ground Fighting, Edge Weapon Defense, Confronting Multiple Assailants, Monadnock Baton and MDTS Instructors Courses. His defensive tactics training eventually evolved into firearms training. He attended both Firearms Instructor School as well as Assault Rifle Instructor School.

However, Mr. Bloodgood's true passion and area of expertise is in legal issues. Allen has been invited to academies throughout the country to teach Arrest, Search and Seizure, Use of Force, Vehicle Pursuit, Domestic Violence, Civil Liability in Law Enforcement and Critical Incident Management. He routinely instructs numerous law enforcement agencies for annual in-service training on a variety of topics.

Damon Ing, Ed.D., began his law enforcement career with the Saginaw Police Department, Michigan in January 2002. He served as one of the department's Field Training Officers in the patrol division until February 2009 when he was moved to the Criminal Investigations Unit where he worked on several high-profile cases that attracted media attention worldwide. Here he also served as the department's Community Services and Public Information Officer. In November 2013, Dr. Ing was promoted to the rank of Detective and oversaw the property and evidence division as the department's evidence manager. In May 2014 Dr. Ing was promoted to the rank of Sergeant and was in charge of the B-day shift where he has trained newly promoted supervisors. In December 2019, Dr. Ing retired from the Saginaw Police Department and moved into teaching. He is now the Lead Coordinator of the Tarrant County College Law Enforcement Academy in Fort Worth, Texas. Dr. Ing has been instructing police academies in the region for over a decade. He has taught many of the Basic Peace Officer Courses in a variety of regional police academies throughout the state. Outside of academy instruction, Dr. Ing has taught at a variety of leadership programs and is currently on the advisory board for Vector Solutions. In addition to teaching, Dr. Ing has developed a multitude of online programs for a variety of law enforcement education providers throughout the nation.

Dr. Ing graduated from the University of Texas at Arlington earning a Bachelor's degree in Criminal Justice. He obtained his Master's Degree in Education from the University of Texas at Brownsville. He graduated with his Doctor of Education in Curriculum and Instruction at the University of Texas at Rio Grande Valley.

Dr. Ing has had many accomplishments over the years; here are a few. Dr. Ing was awarded the Saginaw Police Department's Officer of the year in 2009, Nominated for Supervisor of the Year in 2013, the Tarrant County College Nick Fowler award for classroom excellence and teaching, Medal of Merit, TCOLE academic recognition award (three times), and currently serves as a firearms advisor and has owned his own consulting business for the last 25 years.

Donald Schneider is a Sergeant Special Assignment with the New York City Police Department (NYPD), hired as a Police Officer in July 2001, on March 26, 2010, he was promoted to Sergeant, and then to Sergeant Special Assignment on November 26, 2019. He currently serves as the Breath-Alcohol Testing Program Manager and Technical Supervisor assigned to the Highway Patrol's Intoxicated Driver Testing Unit. In this capacity, he is responsible for developing and reviewing policies and procedures, as well as maintenance, repair, calibration, training, and quality assurance for the Breath-Alcohol Testing Program for the five counties of the City of New York. He is a New York State Certified Breath Analysis Operator, Instructor, and Technical Supervisor, continuously certified since February 2007.

Mr. Schneider is a New York State Certified RADAR/LIDAR Instructor, a DWI Detection and Standardized Field Sobriety Testing Instructor, a New York State Certified Drug Recognition Expert Instructor, and serves as the Region 8 Coordinator for the Drug Evaluation and Classification Program. He is trained in Traffic Crash Investigation, Reconstruction and Injury Biomechanics through Northwestern University Center for Public Safety; has attended the Robert F. Borkenstein Course on Alcohol and Highway Safety, Testing, Research and Litigation Course at Indiana University, and the Robert F. Borkenstein Course: Effects of Drugs on Human Performance and Behavior at The Center for Forensic Science Research and Education. He has also received training in Criminal Investigations; Homicide Investigations; Special Victim Investigations, Criminal interrogation; and Internal Affairs Investigations. Additionally, he is a Certified Force Science Analyst and Realistic De-Escalation Instructor through the Force Science Institute.

Mr. Schneider is a member of many professional organizations and committees, such as the International Association for Chemical Testing; the New York State Governor's Traffic Safety Committee Drug Evaluation and Classification Program Technical Advisory Panel; the New York State Law Enforcement Advisory Council; and the City of New York STOP DWI Task Force. He has been awarded over 45 Departmental Recognitions, and has received the following awards: the 2017 "Roy Thorpe Award" from the New York State Association of Traffic Safety Boards - New York State Governor's Traffic Safety Committee; the 2018 Community Service Award from the Staten Island Community Education Council; the Mothers Against Drunk Driving Recognition of Excellence Award – 2016 & 2017; and the Mothers Against Drunk Driving, Recognition of Operational Excellence Award – 2018.

Mr. Schneider is a court-recognized expert in the area of Drug Recognition; the Administration and Analysis of DWI Detection and Standardized Field Sobriety Testing; and the Administration, Operation, and Maintenance of the Intoxilyzer 5000EN and Intoxilyzer 9000 evidentiary breath testing instruments. He holds a Bachelor of Science Degree in Criminology from the State University of New York College at Old Westbury, and an Associate in Science Degree in Criminal Justice from the State University of New York Nassau Community College.

Excellence

"If you are going to achieve excellence in big things,

you develop the habit in little matters." – Colin Powell

IADLEST's NEW INTERNATIONAL INSTRUCTOR CERTIFICATION FOR INTERNATIONAL TRAINERS

By: William Flink, IADLEST Program Manager

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

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

In the U.S. foreign contracting world, the IICI Program certification has been considered a law enforcement instructor "desired" qualification, by at least one contracting company. IADLEST encourages U.S. law enforcement training or trainer contracting companies to consider the advantage of IADLEST International Instructor Certification may have on proposals for services to the U.S. Government and instructor qualification. We suggest this for two reasons. One, because IADLEST has a reputation for providing quality services; and because IADLEST instructor certification provides employers with a second review of an instructor's reputation and character for excellence in delivering training.

All IADLEST certified instructors are highly recommended by their peers and IADLEST members. They all have significant training and curriculum development experience and are spending much of their careers improving the criminal justice training system.

In this edition of the IADLEST Newsletter, we are recognizing the following IADLEST International Certified Instructors: James Emerson, Justin Fitzsimmons, Mark Haley, and John Pompi. For more information, see our [Instructor Certification](#) page.

Lt. Col. James Emerson USMC (Ret) is Vice President at the National White Collar Crime Center (NW3C). He holds both National and International Instructor Certification with the International Association of Directors of Law Enforcement Standards and Training.

Mr. Emerson has more than 44 years of law enforcement and security experience with a 19-year focus on cybercrime investigation, computer forensics, and related criminal intelligence. In addition to holding numerous certifications in cybersecurity and digital forensics, Jim has presented both evidence and expert testimony related to digital evidence in US Federal Court and trained law enforcement executives, criminal investigators, and prosecutors regarding digital evidence and forensics.

Mr. Emerson has been the Chairman of the International Association of Chiefs of Police Computer Crime and Digital Evidence Committee for over eleven years and is the 2022 IACP G. Thomas Steele award recipient for Excellence and Innovation in Law Enforcement Information Technology.

Justin Fitzsimmons serves as an Associate Vice President at NW3C. He trains at international, national, state, and local conferences on sexual abuse, severe physical abuse, and technology-facilitated exploitation of children. He holds both National and International Instructor Certification with the International Association of Directors of Law Enforcement Standards and Training.

Mr. Fitzsimmons is licensed to practice law in Illinois and has significant experience as a prosecuting attorney. He has published articles on child sexual exploitation and emerging technological issues. In addition, he has served as a member of national working groups to develop responses and education to technology-facilitated crimes.

Mr. Fitzsimmons is a part-time Assistant State's Attorney with the Office of the Lake County State's Attorney in Illinois.

John Pompi is an industry expert with over 30 years of law enforcement, program/project management, public policy, and institutional development experience in rule-of-law, justice reform, and criminal justice-related programs, including those in emerging democracies, post-conflict and transitional environments. Having served at the State and County levels of government, John's areas of expertise include training curriculum design, delivery, and evaluation; the use of force (all facets); and international police development and reform programs.

While law enforcement professionals face increasingly complex challenges, John is uniquely qualified to create effective, results-producing training programs while directing numerous projects to achieve organizational goals. Mr. Pompi is proficient in applying the Instructional System Design Model, where he has overseen the analysis, design, development, implementation, and evaluation of training for over 60,000 police, security, and military personnel from 56 countries, 227 Federal, State, and local jurisdictions, three tribal agencies and four universities.

In addition to holding a Bachelor of Science degree in Criminal Justice and post-graduate study in Systems Management, John excels at delivering powerful learning tools while effectively driving training program analyses and modifications to meet learners' needs better.

Mark Haley has been a Law Enforcement Officer for over 29 years. He recently retired from the Marion County Sheriff's Department, TN. He began his career as a Corrections Officer with the Hamilton County Sheriff's Department. Later, he was hired by the Chattanooga Police Department, where he served as a Field Training Officer, Swat K9 Specialist, Tactical K9 Instructor, and Crisis Intervention Officer. He worked with many local, state, and federal agencies to apprehend high-risk fugitives.

Afterward, Mr. Haley worked for the State of Tennessee Department of Military as a Military Police Officer, securing military bases for the Army National Guard. He then took a position as Deputy Chief with the Chattanooga State Police Department in charge of 32 officers and all training as departmental GDI.

Mr. Haley continues to train with Eden and Ney and Associates K9 Academy for Law Enforcement, where he had the honor to serve with many International Police and security agencies in K9 Swat applications, K9 Administration, K9 Aviation deployment, and K9 problem solving and Psychology. He also instructed all Active Shooter exercises and classroom training for a large percentage of Hamilton County Law Enforcement and all faculty and staff at Chattanooga State.

Currently, Mr. Haley works for Walden Security as an FSD Academy Instructor. He is certified as a Tennessee POST Training Officer, Department of Homeland Security Firearms Instructor, TLETA Firearms Instructor certification, International ASP Instructor, Active Shooter Instructor through – FLETC, ALLERT, and Mike Williams and Associates- Team 1. He also has received certifications from FLETC in Charleston, South Carolina, in Tactical Medicine and Emergency response.

Mr. Haley is presently pursuing his Batchelor's Degree in Psychology from Liberty University.

A Conversation Puts Texas on the Path to Success

By Daniel A. Howard, Texas-DDACTS Project Manager

In the Spring of 2016, a meeting with the Texas Department of Transportation Program Manager Larry Krantz and myself was scheduled to discuss the new Texas Data Driven Approaches to Crime and Traffic (DDACTS) Project. Krantz and I were fairly new to our positions and had only recently met. It didn't take long before a comfort level took hold, and the conversation turned to me talking of the how to overcome obstacles encountered trying to get law enforcement engaged in the project and Krantz talking about the state's antiquated and ineffective Selective Traffic Enforcement Program (STEP). What began as two people kicking around hypothetical ideas quickly became a more thoughtful and serious exchange of intertwining ideas. "What if," Krantz asked, "we could change STEP? Make it look like DDACTS? What if by participating in the overtime enforcement program famous for Click-It-Or-Ticket but with far more robust offerings, agencies were forced to develop enforcement zones that could just as easily be DDACTS zones if the agencies started actually using their crash and crime data together?" After the meeting, it was "see you soon because this is about to get interesting."

Krantz set about convincing TxDOT to change the focus of STEP towards crash reduction, and we started preparing to make several tour-like trips to each of the TxDOT regions across the state, promoting data-driven strategies and the foundational training required for agencies to develop and maintain their abilities to develop, analyze and operationalize data. One unique aspect of the effort was the multi-pronged approach that would ultimately prove successful. First, Krantz garnered the assistance of the TxDOT-Traffic Safety Specialists to assist with agency outreach and coordination. Second, members of the Highway Safety Operations Center and the Law Enforcement Liaisons, with the Texas Municipal Police Association (TMPA), both of which are traffic safety grant programs, delivered presentations and provided information on the free assistance and training provided to agencies. Meanwhile, IADLEST delivered a series of presentations on the DDACTS model, agency-specific workshops, and the analytical training and assistance the project provided. Finally, Krantz spoke to the groups about the previous shortfalls of the STEP program and the benefits of coming changes to the STEP program.

In the two years that followed, Krantz continued working with TxDOT and others to make the needed organizational, and in some cases mindset, changes. Texas law enforcement slowly came around to the idea that through the STEP program and DDACTS project, TxDOT would essentially pay a significant portion for an agency to implement a data-driven strategy to increase public safety. By the time FY 2019 started, and the new STEP program went into effect, the 'tours' were complete, and the number of Texas law enforcement agencies applying for STEP funding increased by 50 percent from FY 2018, the last year under the old model.

At the same time, IADLEST continued reaching out and working with law enforcement agencies and personnel throughout Texas while simultaneously identifying existing hurdles and, in cooperation with TxDOT, developing real-time solutions instead of waiting until the next grant period to make the needed changes. Between the effort of IADLEST and TxDOT, the 'tours', and us leveraging a growing list of in-state partners and contacts such as TMPA and the Texas Chiefs of Police Association (TCPA) to help get the DDACTS message out, a solid foundation was created and continued to grow.

The changes that began with a 'what-if' conversation over a meal in the Spring of 2016 didn't stop there. Over the next seven years, IADLEST continued providing training, technical and operational assistance, and a range of analytical assistance to a growing list of agencies throughout the state.

Where we were once "having trouble" getting law enforcement interested, we became increasingly more successful. At the end of FY 2022, IADLEST has worked with members from more than 100 agencies of all sizes, including the Texas Department of Public Safety, the El Paso Police Department and Harris County Sheriff's Office, and most recently, the Waxahachie Police Department. IADLEST has also provided approximately 22,000 hours (4,399 hours in FY 2022 alone) of in-person and/or virtual training to more than 1,900 Texas law enforcement professionals, and our analytical specialists have helped to build analytical capacity throughout Texas by providing in excess of 1,500 hours of agency-specific technical/analytical assistance.

More evidence of the success of exposing law enforcement to the DDACTS model through the STEP is the growth of the STEP program. Into FY 2023, which started on October 1st, 2022 the number of law enforcement agencies participating in STEP has more than doubled, and the number of STEP grant proposals has tripled.

Assistant Chief Dale Sigler opening Waxahachie's Agency Workshop, September 2022

Until COVID struck, STEP agencies, which represented approximately 10 percent of all Texas law enforcement agencies, but more than 50 percent of the state's fatal and suspected serious injury crashes, were showing strong reductions in crashes against a three-year baseline than non-STEP agencies.

While many states are reportedly struggling for law enforcement participation and partnerships with highway safety projects in post-COVID times, Texas is not. The pre-COVID STEP program improvements and relentless in-person, and virtual training for analysts have set the stage for Texas law enforcement agencies involved in STEP and/or DDACTS to come out of COVID leaner and more focused than before.
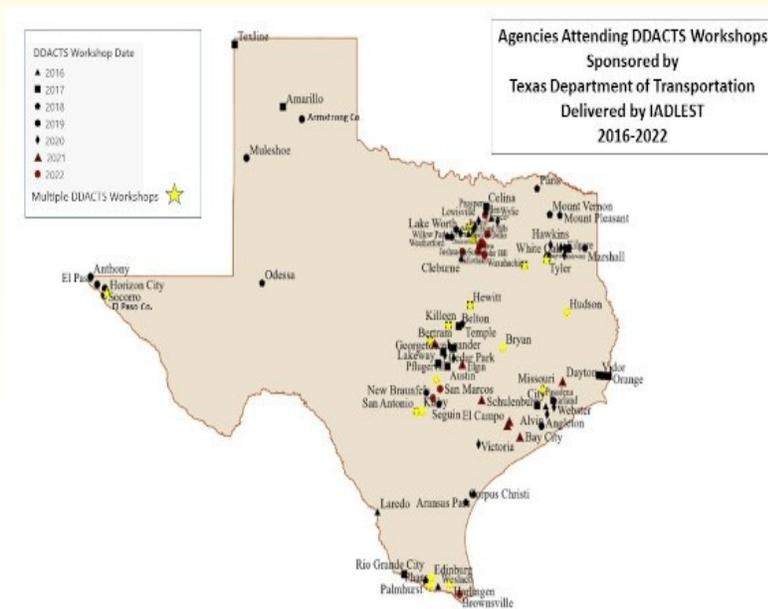
"Ready to not only do more with less, but to do BETTER with less."

That's the rallying cry for STEP and DDACTS in Texas. DDACTS and STEP are force multipliers for agencies struggling for personnel and financial resources. A focused approach based on solid data and thoughtful analysis beats the "by gosh and by golly" approach many agencies took

prior to adopting DDACTS or participating in STEP.

Looking back, it would be safe to say the 'conversation' in the Spring of 2016 between two people who, at the time, barely knew each other was the beginning of an idea that would put law enforcement and traffic safety projects in Texas on the path to success.

IADLEST is honored to play a part in the progress Texas is making and is happy to announce its partnership will continue in FY 2023, with TxDOT renewing the project for an unprecedented 8th consecutive year. Further, after being paired as a prerequisite with TxDOT's STEP projects focused on Commercial Motor Vehicle engagement (STEP-CMV), IADLEST's Large Truck & Bus Enforcement Training project helps officers understand the need to engage a CMV and how to do so safely, has been renewed for the 5th consecutive year. Combining the two has increased the number of STEP-CMV grants more than tenfold since FY 2019.

Leveraging Your Performance Strengths

By Carina Fiedeldey-Van Dijk, Reuven Bar-On, and Mitch Javidi

"Only one who devotes himself to a cause with his whole strength and soul can be a true master. For this reason, mastery demands all of a person." – Albert Einstein[1]

In today's environment, when all eyes are on what law enforcement might or might not be doing right, being mindful of your performance strengths can help re-focus public perception of your agency's image.

We can all do with a little bit of good news in the midst of what seems to be continuous pandemics, crises, and emergencies with potentially dire consequences. The ordinary shoe might fit, but there's got to be a better pair of shoes in the closet that improves your overall appearance when you have important work to do. What we are talking about are your high-performance shoes!

High Performance

Essentially, *performance* can be defined as purposeful action for positive outcomes. It refers to behavior that achieves a particular goal and brings about a change for the better. High performance, then, is when that purposeful action intentionally has the right constellation of factors behind it that leads to desired and successful outcomes.

What would this constellation be? We can appreciate that any half-measure approach will not work optimally.

Consideration of multiple factors involved in performance is a responsible way of looking at it. From here, one could focus on specific parts, as relevant, for effective outcomes. Therefore, performance measures should also be modelled in an all-embracing way to address the whole person.

The Whole Person

The performance model developed by Dr. Reuven Bar-On explains your current level of performance by the combined strengths and balance of 18 underlying Core Factors. It looks at you holistically by grouping these core factors into five key physical, cognitive, personal, social and inspirational factor categories.

When you have strength in some of these contributors to performance, they can compensate and support imbalances in other factors to help you function effectively and to enhance your performance further. You can also pool the strengths of other members on your team to build and present a strong collective image, and identify gaps in team and organizational strength, which could be addressed through strategic and operational initiatives.

Physical Factors	Cognitive Factors	Personal Factors	Social Factors	Inspirational Factors
Wellness	Problem Solving	Self-Understanding	Social-Awareness	Finding Meaning
Discomfort Tolerance	Applying Experience	Self-Reliance	Connectedness	Engagement
	Ingenuity	Self-Control	Protectiveness	Motivation
		Coping		Perseverance
		Decisiveness		
		Courage		

Knowing Your Current Performance Strengths

It is possible to measure multiple contributors to performance with a scientifically developed assessment that evaluates how people currently perform at work and elsewhere. You can learn which are your top four strengths by completing the Multifactor Measure of Performance (MMP)[2] assessment. The MMP is a validated[3] assessment and offers depth in understanding performance, and different ways in which to use it, such as for the recruitment, hiring, promotion and retention of high performers who can increase organizational efficiency and productivity. You can learn more about the MMP on the mmp2perform.com website.

Your performance strengths, as assessed with the MMP, could all lie within one or multiple performance factor categories and are individually yours. To discover what they are along with a brief description, you can complete the assessment free of charge via the MMP website, using the code provided in the sidebar. No preparation or knowledge is required, and it takes an average of 20 minutes to complete it from any electronic device. You can access your results after completion and use them as you wish.

Six Guidelines for Building Performance Strengths

1. With the help of the MMP assessment, identify which contributors to performance matter the most to you currently. Do not try to work on all factors at the same time.

2. Start with the performance factor where you can reasonably commit to a meaningful change right now.

3. Make sure you can commit to this right away. Keep your eye on the goal.

4. Leave yourself room to practice your new way to perform. It might need a few tries, or take a little longer to complete than you expect. You want to set yourself up for success.

5. Be alert to what others notice, or how they respond to the way you are behaving. Ask for feedback from those who know you, and whom you trust.

6. Expect that upon re-assessment with the MMP, your top strengths might vary a little as your performance continues to improve.

High performance is achievable with some focused effort and practice, and your openness to receiving constructive feedback. While you'll have a good start with these guidelines, consider investing in receiving your full performance profile.

Conclusion

The MMP offers additional insights into your performance by describing how you currently perform at work by directly assessing 5 Key Factors. For example, you can be coached on your performance development to enhance leadership skills and reduce the risk for burnout. You might also want to think about whether you work both hard and smart currently – meaning whether you are being both industrious and productive. You might also want to reflect on how readily and meaningfully you might respond to efforts designed to enhance your performance.

As performance goes, practice makes perfect. With awareness of your performance strengths and potential to be a valuable team member, you might want to invest in a good coach or mentor. Improving performance is critically important for competencies like collaboration and interpersonal relationships, problem-solving and sound judgment, flexibility and adaptability, planning and organizing, effective communication, initiative, and leadership. High performance in qualities like these is a matter of embracing your opportunities to make a difference.

Endnotes

1. Quote: Retrieved from https://www.brainyquote.com/quotes/albert_einstein_109788?src=t_strength on August 7, 2022

2. MMP: Bar-On Multifactor Measure of Performance (MMP)[TM] © 2021 Into Performance ULC. All Rights Reserved.

3. Valid: Find this article at https://www.apadivisions.org/division-5/publications/score/2022/07/measure-of-performance

Dr. Carina Fiedeldey-Van Dijk is the Co-Founder and Co-Director of Into Performance ULC, a Researcher in the Department of Psychology, University of Pretoria, and a Co-Developer of the Bar-On MMP.

Dr. Reuven Bar-On is the Co-Founder and Co-Director of Into Performance ULC, a Co-Developer of the Bar-On MMP, and the Author of the Bar-On Model of Human Performance.

Dr. Mitch Javidi is the Founder and CEO of the International Academy of Public Safety, the Founder and Chancellor of the National Command and Staff College, and an MMP Qualified Specialist.

Motivation

Chinese Proverb:

The best time to plant a tree   is twenty years ago.

The second best time   to plant a tree is...NOW.

Photo credit: Johann Siemens

We encourage you to visit IADLEST's robust set of social media sites, that can assist your search for training and standards information. These site addresses are provided for your convenience:

- https://www.facebook.com/IADLEST/

- https://www.linkedin.com/company/iadlest/

- https://twitter.com/iadlest/status/1248353754539311108

- https://www.youtube.com/channel/UCObihGYvwEV0uedgbyBuElA

ANTI-DEFAMATION LEAGUE

Inclusive Policing for Leaders

Catalog Link

The five-hour version of Inclusive Policing for Leaders is appropriate for law enforcement leaders (including civilian managers) with training, recruitment, or supervisory responsibilities. During this workshop, participants deepen their appreciation for the importance of trust & legitimacy and their relationship to effective police operations, and strengthen their capacity as leaders to build and guide organizations that embrace inclusivity.

5 Hours   Classroom   No-cost

ANTI-DEFAMATION LEAGUE

Inclusive Policing

Catalog Link

The three-hour version of Inclusive Policing is meant to serve as an introductory or refresher program appropriate for a general law enforcement audience, to include recruits.

3 Hours   Classroom   No-cost

ANTI-DEFAMATION LEAGUE

Introduction to Hate Crimes

Catalog Link

This is an introductory training program. During this seminar, participants will deepen their understanding of relevant key terms and concepts related to recog-

2 Hours   Classroom

ARMITAGE GROUP

AR15/M4/M16 LE Armorer

[Catalog Link](#)

This 2-day course is designed for personnel who want to receive a certification in "Law Enforcement Armorer" for the AR15, M4 & M16 platforms. Students will be provided instruction methodology for factory authorized warranty repair.

16 Hours Classroom

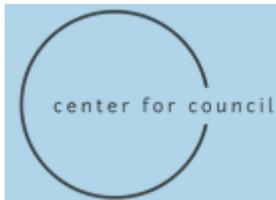## BEHAVIOR ANALYSIS TRAINING, INC.

Investigative Interview and Interrogation

[Catalog Link](#)

Interviewing: Interview Psychology, De-escalation & Rapport building, Open ended Questions vs Direct questions, Detecting Deception, Credibility Assessment Interviewing, Understanding Victims, Witnesses and Suspect Truth Telling Style.

Interrogation: Interrogator demeanor & Protocol, The Accusation Approach, Defeating Defense Tactics, Theme Development, and Delivery, Importance of Alternative Questions, Taking the Confession, Protecting Against False Confessions, Finishing the Interrogation.

40 Hour Classroom

CENTER FOR COUNCIL

Peace Officer Wellness, Empathy & Resilience

[Catalog Link](#)

This program offers an opportunity to enhance performance, improve situational awareness, increase physical and cognitive health, and develop new leadership

32 Hour Classroom

COMPLETE TACTICAL CONSULTANTS

Tactical Athlete Program Instructor Course

[Catalog Link](#)

- Performance Enhancement Techniques

- Nutrition and Fitness and TAP Virtual Workout Studio

- Mental Health Awareness and Verbal De-Escalation Techniques

- Proven Defensive Tactics with Instructional Curriculum Guide

- 24/7 access to T.A.P. Online Website, Videos, Resource Material and Lesson Plans

- Administration Training

- 2 Year Certification

40 Hour Classroom

FORCE SCIENCE

Force Encounters: Investigation, Decision-Making, Human Performance

[Catalog Link](#)

Police executives must ensure the accountability and transparency of policing and publicly communicate the complexities of policing, conflict, and violence and, in rare cases, the resulting uses of force that are necessary to maintain public and officer safety.

16 Hour Classroom

FORCE SCIENCE

Advanced Force Science Specialist Course

[Catalog Link](#)

The new Force Science® Institute's Advanced Force Science Specialist Course is an in-depth 18-week (live "online") course providing students with a comprehensive understanding of the behavioral science elements and training that undergirds performance in high-stress incidents.
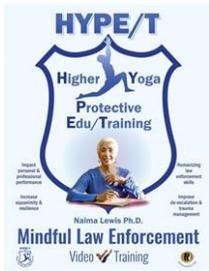
50 Hour Virtual Classroom

FORCE SCIENCE

Wellness and Emotional Resilience for First Responders & Families

Catalog Link

This Force Science program serves to change attitudes to help first responders understand the importance of self-care and includes specific and detailed information to make practical and realistic behavioral changes.
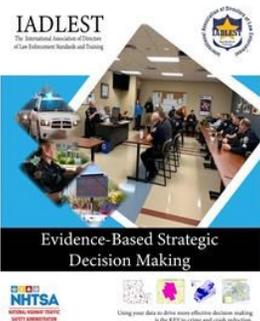
16 Hour Classroom

HY-DY INC.

Mindful Law Enforcement Training

Catalog Link

This Mindful Education course is designed to develop mind/body/spirit tools and techniques that will equip trainees with improving personal health and professional performance. The course explains and demonstrates Yoga i.e., breathing, mind control, and relaxation exercises that can assist with creating tactical advantages.

3 Hour Online

IADLEST

Evidence-Based Strategic Decision Making

Catalog Link

This course will present to law enforcement executives and analysts critical decision-making strategies to effectively deploy resources using appropriate and relevant data.
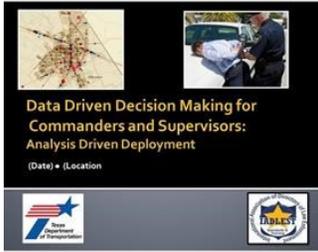
7 Hour Classroom No-Cost

IADLEST

DDACTS Strategic Agency Planning Session

Catalog Link

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

8 Hour Classroom No-Cost

IADLEST

Data Driven Decision Making for Commanders & Supervisors

[Catalog Link](#)

This training is intended to build capacity and improve decision-making among ranks and disciplines, specific to the creation and utilization of actionable analysis. The intended outcomes of the training is the reduction in crimes, crashes and other social harms and the effective and efficient use of patrol, investigative and other available resources by the participants.

14 Hours Classroom No-Cost

IADLEST

Truck and Bus Traffic Enforcement Training

[Catalog Link](#)

A successful strategy being adopted throughout the nation is to train and encourage non-CMV certified officers, to include local and county law enforcement members, to actively enforce common operator violations.

2 Hour Classroom No-Cost

IADLEST

Truck & Bus Traffic Enforcement: Train the Trainer

[Catalog Link](#)

The program will prepare attendees to deliver a 2-hour in-service training program to local officers and county sheriff deputies. Attendees who complete the training will be eligible to receive TCOLE CEU credits.

4 Hour Classroom No-Cost

JACOBS, ET AL, LLC

Instructional Design for LE Instructors

[Catalog Link](#)

This course is intensive and provides the science, processes, and systems behind Instructional Systems Design that is missing in most instructor certification courses.

40 Hours Classroom

JACOBS, ET AL, LLC

Law Enforcement Instructor Certification

[Catalog Link](#)

This course covers the basics that a new instructor needs to have to command a classroom and develop competency in their participants.

40 Hours Classroom

NATIONAL DE-ESCALATION TRAINING CENTER

De-Escalation Principles and Practice

[Catalog Link](#)

Course delivers best practices in de-escalation including procedural justice, correct de-escalation language, officer adjustments for varying threat stages and environments, body language, conflict management, recognizing mental health and disability issues, and means to adjust interactions based upon rapid personality identification.

16 Hours Classroom

NATIONAL WHITE COLLAR CRIME CENTER (NW3C)

Elder Abuse Guide for Law Enforcement

[Catalog Link](#)

This course covers the main features of the free tool, Elder Abuse Guide for Law Enforcement (EAGLE), and introduces types of elder abuse.

1 Hour Online No-Cost

VIRTRA

Injured Officer Handgun Manipulation

[Catalog Link](#)

This course is an interactive hands on approach to weapon manipulation after being injured. It is conducted inside simulation and does not suffer the same limitations that a square range class does. This allows for a more dynamic and realistic aspect to the development of these much needed skills to win a gunfight after being shot or stabbed.

6 Hour Classroom No-Cost

VIRTRA

Human Factors in Force Encounters

[Catalog Link](#)

This course provides a blended learning approach to understanding the Human Factor involved in use of force encounters. These factors should help guide not only investigations but also training to help obtain the best outcomes in police use of force contacts.

7 Hour Classroom No-Cost

VIRTRA

Tourniquet Application Under Threat

[Catalog Link](#)

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

4 Hour Classroom No-Cost

VirTra

VIRTRA

Mental Illness Training: A Practical Approach

[Catalog Link](#)

This course leverages the VirTra simulation system to present and re-enforce the course material. It is set up in a modular format that allows for flexibility in presentation to accommodate the most difficult of scheduling.

15 Hour Classroom

VIRTRA

Special Populations: Autism

[Catalog Link](#)

This course was created in partnership with the Southwest Autism Resource and Research Center. It is designed to provide LE with the tools to recognize community members on spectrum and better respond to their needs. This course includes dynamic simulation, simulation testing, and classroom follow up to ensure long term transfer.

2 Hour Classroom

VIRTRA

Contact and Cover Concepts

[Catalog Link](#)

This course uses a blended learning format to include Digital Media Simulation to train and test the use of Contact and Cover Concepts.

3 Hour Classroom No-Cost

NCP Benefits

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

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

Additional Reading

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

These articles from the April 2009 IADLEST Newsletter are just as relevant today as the day they were written.

[April 2009 Edition of the IADLEST Newsletter](#)

Not For Sale: Human Trafficking Page 6
by Jennifer Fisher, North Carolina Justice Academy

"Do you know that modern day slavery exists in North Carolina? It's called human trafficking. According to recent studies, most law enforcement agencies believe that they do not have human trafficking crimes occurring in their jurisdictions."

Law as a Focus in Law Enforcement Page 7
By: Michael Lindsay, Indiana Law Enforcement Academy

"This focus on legal training [in basic academy] had brought all officers to a high level of proficiency in knowing what was legally proper and what was not, with the resulting benefit that officers did not step over the line very often."

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

Editorial Notes

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

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

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

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

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

IADLEST Newsletter Author Guidelines

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

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

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

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

IADLEST Magazine Publication

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

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

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

See current and past issues at: S&T Director Magazine