

Standards & Training DIRECTOR Magazine



Leadership Through Training

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EDITOR WILLIAM FLINK

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DAN SETZER

BRIAN GRISHAM

ADVERTISING MARK STRICKLAND

WEB SERVICES DAN SETZER

ASSISTING CONTRIBUTORS

FOREIGN SERVICES MARK DAMITIO

ACCREDITATION

AUDIT SERVICES

WEBINARS

GRANTS

NCP SERVICES Rick Munder

NDI SERVICES IAN KARSEN

SPECIAL PROJECTS SERVICES

DIANNE BEER-MAXWELL

DDACTS & TXDOT SERVICES

DANIEL HOWARD

INSTRUCTOR SERVICES KELLY ALZAHARNA

CRI-TAC SERVICES MARK STRICKLAND

IPAC SERVICES VACANT

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JTA/CURRICULUM PROJECTS JON BLUM

SOCIAL MEDIA MARIA URS / VIRTRA

IADLEST BUSINESS OFFICE

IADLEST PRESIDENT ERIK BOURGERIE

EXECUTIVE DIRECTOR BRIAN GRISHAM

DEPUTY DIRECTOR VACANT

CHIEF FINANCIAL OFFICER

YVONNE PFEIFER

ADMINISTRATIVE ASSISTANT

Stacey Coleman

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Sixth Volume

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IADLEST, March 2026

Prepared by:



Research and Training, LLC
Meridian, Idaho 83646

Editor: William Flink

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In This Edition

Our March 2026 edition of IADLEST's *Standards and Training Director Magazine* is focused on Leadership In Training. We have provided our readers with insights that offer practical guidance on enhancing the leadership skills of every director and manager.

We begin our magazine with a reminder that the IADLEST Annual Conference is fast approaching. The conference dates are June 7–10, 2026, at the Omni Fort Worth Hotel in Fort Worth, Texas. Conference registration opened on January 8, 2026, and hotel reservations also began filling in January.

Those who may not have joined us for the wide-ranging presentations in our past conferences should not miss out on this year's event. Our annual conferences provide POST directors, academy managers, and trainers with the opportunity to hear about training developments worldwide and to engage in conversations with their peers, sharing information and ideas. It's the only conference that focuses on law enforcement training and standards issues from the perspective of those charged with establishing and enforcing regulatory mandates for law enforcement employment and training.

Our leadership articles in this edition come from several authors. First, we examine *The True Cost of Officer Development: Leadership Accountability as a Retention Strategy* by Randall Doizaki. The article discusses relevant issues from recruitment, academy instruction, equipment, salary during probation, and supervised field training. Despite these fiscal and professional investments, retention challenges are often misidentified as recruitment problems when, in reality, they are leadership and development problems.

Second, Mitch Javidi, Ph.D., shares his considerable knowledge in the article *Elastic Leadership: A Performance Standard for Leading Under Pressure*. Dr. Javidi reframes leadership effectiveness as a

trainable performance capacity that enables one to lead under pressure while remaining anchored to core values and professional expectations. This article explains why elasticity is increasingly essential and outlines four leadership energies that leaders must learn to access, regulate, and integrate.

Our third leadership article, written by Dr. Renee Sunday, is titled, "*REST Framework: Strengthening Leadership Capacity Through Stress Regulation in Law Enforcement Training*." Dr. Sunday analyzes a structured leadership development model designed to help law enforcement leaders strengthen performance capacity while managing the cumulative stress that naturally develops in high-demand operational environments.

Fourth, Tanya Meisenholder, Ph.D., Maureen "Mo" McGough, and Ivonne Roman have written *The 30x30 Initiative to Advance Women in Policing: Evidence, Standards, and Modernizing the Workplace*. Directed towards POST boards and standards directors, this article discusses the challenges and adverse impact of data that can influence entry into law enforcement and professional advancement. It promotes regular testing review to strengthen credibility and reduce institutional risk.

Von Kliem has lent us his legal insight with an article titled *The (Un)Reasonable Sleight of Hand: Blurring Tactical Discretion with Constitutional Reasonableness*, and our regular column on report writing is offered once again by IADLEST colleague and Professor Emeritus Dr. Jean Reynolds. Jean shares her excellent advice for report writing instructors and patrol officers to consider, with *Writing Advice You Didn't Hear in School*.

As we've encouraged before, you all have expertise and experience to share with others in our professional field. Share what you know, so that others can learn from you. Be a leader. Consider writing an article for IADLEST's *Standards & Training Director Magazine*.

We hope you enjoy this edition. ~

Magazine Contributors

Dr. Jenelle Abnett



Dr. Jenelle Abnett has worked in the field of Special Education for more than 25 years. Her PhD focused on special education, teaching practices, and social skills for students with neurodiverse minds including Autism Spectrum Disorder (ASD), ADHD and Specific Learning Disabilities.

Randall Doizaki



Randall Doizaki is a retired law enforcement lieutenant, author, and leadership coach with more than four decades of service in public safety and organizational development.

William Flink



William Flink is a former city and state law enforcement officer, POST staff in Utah and Virginia, a regional academy director, and a director of Idaho POST. He has supported the U.S. with foreign antiterrorism and police projects in the Middle East and Sri Lanka, and is contracted to IADLEST.

Mitch Javidi, Ph.D.



Dr. Mitch Javidi is the Founder and Chairman of MAGNUS ONE and National Command & Staff College. He is the creator of the MAGNUS OVEA Theory and the Elastic Identity framework, and one of the most sought-after keynote speakers and futurists.

Von Kliem



Von Kliem is a nationally recognized attorney and expert in use-of-force and constitutional policing with 30+ years of experience in the criminal justice profession. He serves as the President and Chief Communications Officer at Force Science.

Tanya Meisenholder



Tanya Meisenholder, Ph.D., is the Director of Police Research at NYU School of Law's Policing Project and leads the 30x30 Initiative to Advance Women in Policing. She spent 20+ years in law enforcement, rising to senior leadership roles with the NYPD.

Maureen "Mo" McGough



Maureen "Mo" McGough is an attorney and co-founder of the 30x30 Initiative, senior advisor for collaborative reform at the Policing Project, and on the faculty of the Center for Excellence in Policing and Public Safety (EPPS) at USC Law.

Dr. Jean Reynolds



Dr. Jean Reynolds is Professor Emeritus at Polk State College, Florida, where she taught English for over thirty years. Consultant on communications and problem-solving skills to Florida's Dept. of Corrections.

Ivonne Roman



Ivonne Roman is a nationally recognized policing leader with 25 years of law enforcement experience, including service as Newark's Police Chief, and a cofounder of the 30x30 Initiative. She serves on the American Society of Evidence-Based Policing and focuses on police culture, policy and government accountability.

Dr. Renee Sunday



Dr. Renee Sunday M.D., is a physician, leadership strategist, and developer of the REST Framework, and specializes in strengthening leadership performance, strategies, and training models for high-demand work environments.



Message From The Executive Director

Honoring a Legacy, Advancing Our Mission

It is a profound honor to serve as the new Executive Director of the International Association of Directors of Law Enforcement Standards and Training (IADLEST). I accept this responsibility with deep gratitude, humility, and a clear understanding of the legacy entrusted to me—one shaped and strengthened over many years by the exceptional leadership of Mike Becar.

Mike's tenure was defined by vision, integrity, and an unwavering commitment to professional excellence. Under his leadership, IADLEST expanded its national and international influence, strengthened partnerships with federal, state, and local stakeholders, and advanced initiatives that elevated the quality and consistency of law enforcement training. His work ensured that IADLEST became not only a respected voice, but an essential leader in shaping the future of our profession.

I am personally grateful for Mike's mentorship, his trust, and his example. His leadership has provided a strong foundation upon which we will continue to build.

As we look ahead, our mission remains unchanged: to support and advance the development of effective, professional law enforcement through credible standards, innovative training, and collaborative leadership. However, the environment in which law enforcement operates continues to evolve rapidly. Emerging technologies, changing community expectations, new threats, and increasing complexity in the profession require us to be forward-thinking, adaptable, and proactive.

The future of IADLEST will be guided by several key priorities.

First, we will continue to strengthen and expand professional certification programs that recognize excellence, promote accountability, and ensure that training meets the highest standards. Certification provides agencies, officers, and communities with confidence that training is relevant, evidence-based, and effective.

Second, we will pursue innovative training initiatives that leverage modern technology, including

simulation, distance learning, and data-informed instructional design. These tools allow us to improve learning outcomes, enhance decision-making, and better prepare officers for the challenges they face in the field.

Third, we will deepen our partnerships with our member organizations, federal agencies, training providers, and international colleagues. Collaboration has always been at the heart of IADLEST's success. By working together, we can share knowledge, identify best practices, and ensure that law enforcement professionals everywhere benefit from the collective expertise of our community.

Fourth, we will remain committed to supporting the people behind the profession. Law enforcement officers face extraordinary demands. Ensuring that training addresses not only skills and tactics, but also leadership, communication, wellness, and resilience, is essential to the long-term health and effectiveness of the profession.

Most importantly, we will continue to listen. IADLEST exists to serve its members. Your experience, insight, and perspective will guide our priorities and shape our initiatives. Together, we will ensure that IADLEST remains responsive, relevant, and effective.

The strength of IADLEST has always been its people—dedicated professionals who believe in the importance of training, standards, and continuous improvement. I am honored to work alongside you and to serve this remarkable organization.

Building on the legacy that has brought us to this point, we will continue to innovate, lead, and advance our shared mission. The future presents both challenges and opportunities, and I am confident that, together, we will meet them with professionalism, integrity, and purpose.

I look forward to the work ahead and to continuing our important mission in service to the profession and the communities we serve. ~





IADLEST Notes

About Our New IADLEST Executive Director

On January 21, 2026, the IADLEST Executive Board announced Brian Grisham as the new IADLEST Executive Director. Mr. Grisham becomes the third Executive Director of the association, following Mike Becar and Patrick Judge. Prior to his being named Executive Director, Mr. Grisham was the Deputy Director of the IADLEST and has been a member since 1998. In 2016, he was elected President of the association and has served on the executive board for many years.

He retired as the longest-serving Director of the Tennessee Law Enforcement Training Academy (TLETA) and Executive Secretary of the Tennessee Peace Officer Standards and Training (POST) Commission in January of 2022, having served in those roles since April 2005. Prior to that, he served as Assistant Director since 1997. In addition to instructional and administrative duties at the academy, he has served as an investigator and legal advisor to the P.O.S.T. Commission.

Mr. Grisham has served as assistant to the Commissioner and staff attorney for the Tennessee Department of Safety. He received his law degree from the Nashville School of Law in 1989 and his B.S. from Middle Tennessee State University in 1984.

His law enforcement experience includes service with the Department of Safety's Criminal Investigations Division, MTSU Police Department, and prior service with TLETA. He has been a licensed attorney since 1989 and has training certifications in criminal law, firearms instruction, asset forfeiture, police management, and courtroom security. Grisham serves as a member of the Tennessee Public Safety Network, providing training and critical incident stress debriefing and peer support, and is a member of the Tennessee Voices for Victims Advisory Council. He is a graduate of the Tennessee Government Executive Institute and the FBI National Law Institute. In 2011, He was appointed to the Governor's Subcabinet for Public Safety, and in 2020, he was given a leadership role in the Governor's Law Enforcement Reform Task Force. ~

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www.iadlest.org



IADLEST Notes (Continued)

Get Ready for the 2026 IADLEST Annual Conference!



Now is the time to start making plans to attend the 2026 IADLEST Annual Conference, the premier national gathering for law enforcement training managers, academy leaders, and POST directors. Join us June 7–10, 2026, at the Omni Fort Worth Hotel in Fort Worth, Texas. **Registration deadline: May 29, 2026.**

Conference registration is open and hotel reservations should be made soon!

This year's conference features innovative training tracks focused on the most current developments in law enforcement training and technology, including:

- Training Innovation & Instructional Design
- Officer Wellness, Resilience & Emotional Intelligence
- Leadership, Ethics & Organizational Development, Technology, Immersive Learning & Future-Focused Practices

Specialized tracks will also be offered for POST Directors, Academy Directors, and Law Enforcement Trainers.

We look forward to welcoming you to Fort Worth for an inspiring and impactful conference.

[See you there!](#)

Important Hotel Information:

Due to major events scheduled in the North Texas area during the same timeframe, hotel rooms in Fort Worth are expected to book quickly. We strongly encourage attendees to make their hotel reservations as soon as possible to secure availability within the IADLEST room block at the Omni Fort Worth Hotel. You can make your reservation **[HERE](#)**





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DATA on the IADLEST WEBSITE December 2025 thru February 2026

WEBSITE PAGE VIEWS

USERS	38,134
OVERALL PAGE VIEWS	91,697
NLEARN	7,204
CERTIFIED INSTRUCTORS	957
POST PORTAL	1,055

PROJECTS

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DDACTS	2,427
DDACTS WEBINARS	280

NEWS	1,324
BLOG	1,055
INFORMATION PORTAL	178



Member Agency Notes



California Defines *Bias Conduct* and adds *Basic Active Shooter Curriculum*

During December 2025, the State of California took action to define its *Bias Statute for Peace Officers*. Effective January 22, 2026, the POST Commission definition of “*biased conduct*” is applicable when “investigating any bias-related complaint or incident that involves possible indications of officer bias.

Law enforcement agencies are required to determine whether the conduct being investigated constitutes “*biased conduct*” using the definition. Commission Regulation PC § 13510.6(a) states, “the Commission shall establish a definition of ‘biased conduct’ that, at a minimum, includes all of the following:

- (1) *Biased conduct includes any conduct, including, but not limited to, conduct online, such as social media use, engaged in by a peace officer in any encounter with the public, first responders, or employees of criminal justice agencies, as defined in Section 13101, motivated by bias toward any person’s protected class or characteristic, whether actual or perceived, that is described in subdivision (b) of Section 51 of the Civil Code.*
- (2) *Biased conduct may result from implicit and explicit biases.*
- (3) *Conduct is biased if a reasonable person with the same training and experience would conclude, based upon the facts, that the officer’s conduct resulted from bias towards that person’s membership in a protected class described in paragraph (1).*
- (4) *An officer need not admit biased or prejudged intent for conduct to be determined to be biased conduct.”*

Also, California POST Learning Domain 44 - **Active Shooter into the Basic Course** curriculum to ensure peace officer candidates are equipped with the skills required to respond to an active shooter event. The curriculum adds 16 hours to the minimum number of hours for basic training, and takes effect on April 1, 2026. The addition of Learning Domain 44 - Active Shooter will prepare officers to respond when a person or persons are actively engaged in carrying out life-threatening assault that could result in multiple deaths or serious bodily injury. The training is expected to reduce a significant gap in time before a newer peace officer candidate receives active shooter training. ~

Continued on page 11



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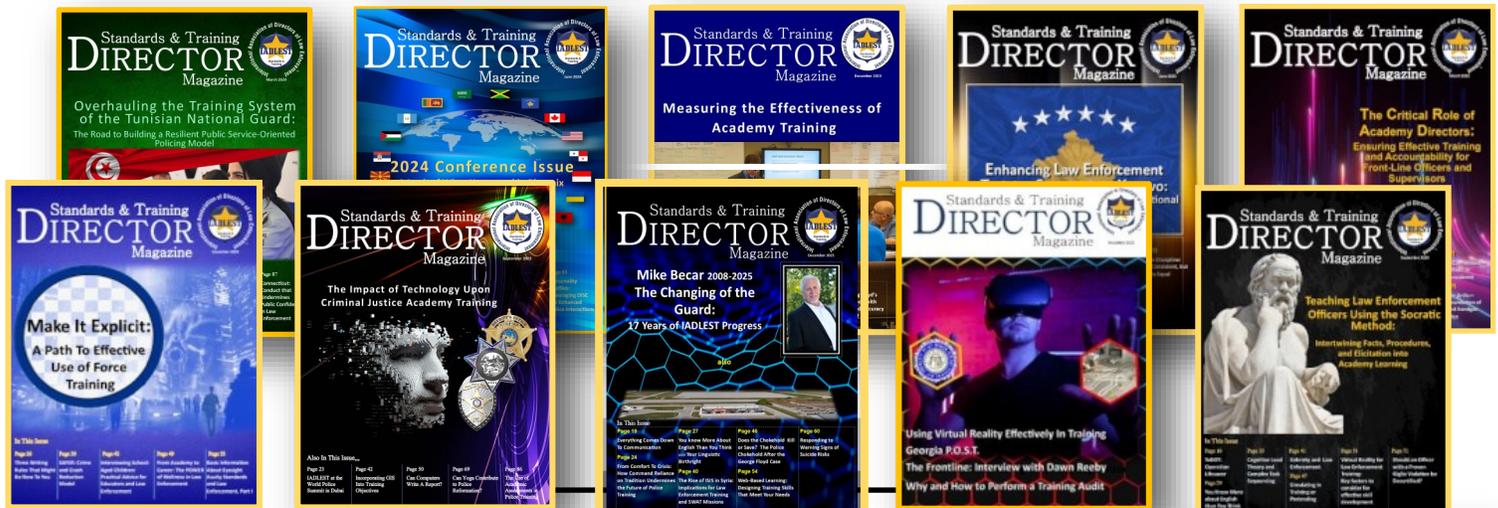
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Member Agency Notes

ILETSB and the Cook County Sheriff's Office Announce Nation's First Law Enforcement Crisis Response Therapy Canine Certification Program

The Illinois Law Enforcement Training and Standards Board announced its partnership with the Cook County Sheriff's Office (CCSO), to offer a first-of-its-kind law enforcement therapy canine certification framework. This new certification is designed to formally review and certify law enforcement personnel and their trained therapy canines for use in crisis calls, peer support, and community engagement functions.

This three-day certification course includes classroom instruction, field training, scenario-based exercises, and a final team assessment for law enforcement therapy dog teams. The curriculum integrates core Crisis Intervention Team (CIT) principles, co-response concepts, peer support strategies, and advanced handling techniques to ensure that certified law enforcement therapy canine teams are prepared to respond appropriately to individuals experiencing trauma or crisis, while maintaining the safety and well-being of both the public and the canine.

Teams completing this program will be integrated into the ILETSB mutual aid deployment system, allowing them to be mobilized to areas of need during large-scale crises. Initial program participants have been deployed to schools in Chatham, Harvey, Summit, and Chicago in Illinois, as well as locations in Colorado following tragic events.

"I am extremely proud of the ILETSB team for expanding on the success of our training and services to build this new program that will allow police officers to better respond to those in crisis throughout Illinois," said Sean Smoot, Chairman of the Board at ILETSB.

The course was developed in close partnership with the Cook County Sheriff's Office's Tails of Redemption program (TOR). Tails of Redemption is a nationally recognized initiative that combines canine rehabilitation with law enforcement training."

ILETSB staff worked collaboratively with TOR leadership and subject-matter experts to develop a certification model that reflects best practices, operational realities, and public expectations. Illinois is nationally recognized for its leadership in CIT, and with the passage of Public Act 104-106, ILETSB now has clear statutory authority to establish clear standards for therapy canine teams operating in law enforcement environments.

"As the use of therapy canines within law enforcement continues to grow, we saw an opportunity to make sure they were adhering to specific standards while allowing the officers greater opportunities for their use," said Jennifer Wooldridge, ILETSB Deputy Director of Operations, State CIT coordinator, and Handler of Therapy K-9 Trooper. Illinois' CIT program remains a cornerstone of this initiative. The therapy canine certification builds directly upon CIT's emphasis on de-escalation, communication, and trauma-informed response, ensuring that canine teams complement, rather than replace, established crisis response practices.

As policies, partnerships, and implementation processes continue to be developed, the Board's goal is to support a fully operational certification program by summer 2026, with ongoing evaluation and refinement to ensure program integrity. ~

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Member Agency Notes

Indiana Adopts New Physical Fitness Standard and Firearms Qualification Policy



The ILEA Physical Agility Test (P.A.T.) will be the new fitness test standard for all of Law Enforcement in the State of Indiana starting August 1, 2026. This test reflects the job task analysis of what a police officer will do as part of their everyday work. As authorized by the Law Enforcement Training Board, the entrance standard time will be 4:08, and the exit standard time will be 3:58. Below (*in blue text*) you will find a video of the test in its entirety, a diagram of the course, an equipment list of all the training materials that will be used at the academies for testing, a scoresheet for the test, as well as testing protocols.

[Video Demonstration](#) [Course Diagram](#) [Equipment List](#) [Scoresheet](#) [Testing Protocols](#)

Any questions regarding the P.A.T. can be sent to [Cameron Taylor](#), Fitness & Wellness Program Director at ILEA. Email: cataylor@ilea.in.gov

At its December 2025 meeting, the Indiana Law Enforcement Training Board approved a new firearms qualification policy. The standards will be permitted at academies around the state as of January 1, 2026, and mandatory June 1, 2026.

The policy highlights include:

- Allows for the use of pistol mounted optics (PMO)
- All handguns must have iron sights in addition to the PMO
- ILEA students must have all sighting systems "zeroed in" prior to arriving for basic training
- All PMO preventative maintenance must be performed prior to arrival for basic firearms training (i.e., new battery and proper torquing etc.)
- All students will receive eight (8) hours of training on iron sights
- All training will include malfunction drills
- Students will qualify on the primary sighting system as directed by their agency
- All academies will follow the ILEA qualifying course (see attached policy pg. 4)
- Shotgun training will be eliminated to allow for additional time with the issued handgun
- Students are required to bring 1200 rounds of ammunition for basic firearms training

Pistol mounted optic usage is a major departure from our previous policy and is based on field recommendations. [CLICK HERE](#) to download the **Firearms Qualification Policy**. ~



IOWA Law Enforcement Academy

In December 2025, the Iowa Law Enforcement Academy Council was advised that ILEA was given funding by the Governor's Office to begin to design a law enforcement designated firearms range on Camp Dodge.

Continued on page 14

Proud Partner of IADLEST

We are proud to announce our sponsorship of the upcoming IADLEST Annual Conference and our new role as a member of the IADLEST Partner Advisory Committee (IPAC).

As a trusted partner to public safety and justice organizations, and together with TD SYNEX Public Sector, we are honored to support IADLEST's mission to advance leadership, training, and professional excellence across the law enforcement community.

We look forward to collaborating with IADLEST and its members to help shape the future of learning and leadership.

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Member Agency Notes

Nevada POST Awarded JAG Grant For Curriculum Redesign



Nevada Peace Officer Standards & Training (POST) has been awarded a portion of the Edward Byrne Memorial Justice Assistance Grant (JAG) through DPS to support a full redesign of the basic Nevada Administrative Code (NAC) required academy curriculum. This project will be completed in 2026, and the curriculum will be available to all police academies within the state upon completion. This funding will allow Nevada POST to modernize course content, integrate emerging best practices in law enforcement training, and enhance instructional delivery methods.

New Hampshire's Police Officer Physical Fitness Program



In November, the New Hampshire Police Standards & Training Council moved to no longer require their 2021 mandated every three-year physical fitness testing. The 2021 mandate held that all police officers were required to pass a physical fitness test every three years, and was the only state to adopt a mandatory fitness program in the nation. The Council also placed further discussion about a one-year medical examination for further discussion.

News from Pennsylvania



Beginning January 1, 2026, for any Pennsylvania Municipal Police Officers' Education and Training Commission (MPOETC) *Act 120 Basic Recruit Training Program*, there are changes to the Mandatory Patrol Rifle Course and a Mandatory Shotgun Course. This is a training program geared for municipal police officers. Act 120 officers who use a patrol rifle must qualify with that weapon using the 2026 Mandatory Patrol Rifle Qualification Course. If an Act 120 officer uses a lethal shotgun, they must qualify using the 2026 Shotgun Qualification Course. Prior "Optional Courses" are no longer accepted. See the [Firearms section](#) for course specifics.

Recruitment and academy enrollment for 2025 was up 18% overall which is a seven year high. Training the best and brightest to our profession continues to be a key task for the MPOETC Training Team. To that end, MPOETC has initiated a total curriculum review for the basic academy curriculum. We are also reviewing and reimagining how we develop and conduct annual Mandatory In-Service Training (MIST) training. ~



POST Portal The [IADLEST POST PORTAL](#) is a resource that all state POST Directors should check out from time to time. The Portal allows instant access to POST websites and contains a plethora of ideas and information useful in our standards and training world. Among the websites, some of the states have revised the design of their websites and are really quite attractive and informative. A few we recommend that you take a look at are: **Idaho** (front page design), **Massachusetts** (Officer Status Counts), and **Kentucky**.

IADLEST

PARTNER ADVISORY COMMITTEE (IPAC)

The IADLEST Partner Advisory Committee (IPAC) was established in 2019 to support resource development for IADLEST and the advancement of law enforcement training nationwide. Members of the IPAC help ensure that training and standards meet the needs of the public safety industry, help to promote the adoption of best practices, provide IADLEST with perspectives and recommendations regarding selected IADLEST projects, initiatives, and emerging topics in the field.

The IPAC seeks to advance the public safety profession with a vision of outcomes-based police training and standards.

IPAC Serves as a:

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

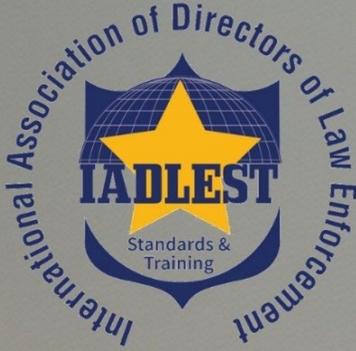


Learn more about the IPAC, including the IPAC publication *Why Law Enforcement Needs to Take a Science-Based Approach to Training and Education*, on our [webpage](#).



International Notes

IADLEST's Recent Work with the Palestine College for Police Sciences



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Palestine College for Police Science

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IADLEST's recent work with the Palestine College for Police Science (PCPS) and the U.S. Department of State, Bureau of International Narcotic and Law Enforcement Affairs, was an outstanding project for the IADLEST team to work on. For a very long time, government of the United States has been working with the Palestinians on the West Bank of the Jordan River to help develop their police force into a world class public safety operation. Last month, we were able to verify that their training facility met the standards for IADLEST Accreditation, Award of Excellence. This is a great achievement for the Palestinian government, and bares notice among the other Arab nations that IADLEST's effort to support police training facilities around the world can provide some fruitful benefits for their officers and public.

It was stated well by Brigadier General Ibrahim Absi, Director of PCPS:

"This achievement has had a profound impact and has been received with great respect and appreciation by the leadership of the Palestinian Police, represented by Major General Allam Al-Saqqa. It has reinforced our commitment to sustainability, continuous development, and the elevation of our operational and training standards. We reaffirm our unwavering dedication to transparency, credibility, and continuous improvement. ...

We reiterate the Palestine College for Police Sciences firm commitment to implementing all approved provisions and standards adopted by the Association in the fields of police and security training. We remain committed to continuously enhancing our training system and to developing curricula and programs in line with international best practices, thereby strengthening the capabilities and professional competencies of our security personnel in addressing various security challenges. ...

We would also like to emphasize the strategic importance of joining the Association following the attainment of accreditation and the Award of Excellence. This matter has been conveyed to His Excellency the President ...

This milestone represents a significant turning point for the Palestinian Police as an official institution. It reflects the high appreciation for the efforts exerted and the commendation of the Association's role as a leading body that brings together diverse training cultures under unified standards to advance training outcomes, enhance field performance, achieve security and safety, protect freedoms, promote human rights, and prevent negative practices.

Moreover, the Palestine Police College expresses its full readiness to provide support and guidance to any country or training center seeking to join the Association. This initiative aims to contribute to elevating global standards of police and security training and to strengthening international cooperation in combating crime and preserving peace and security. In this regard, the College affirms its commitment to being an active and effective partner in achieving the Association's objectives and in developing police cadres to the highest levels of quality and professionalism."

IADLEST's mission is to provide support to organizations like the PCPS training program, by improving their operational viability through the use of professional best practices. ~

Photo Left (L-R) American Embassy INL Director Mark Hove and IADLEST Accreditation representative Rick Jacobs, meeting with PCPS Director Brigadier General Absi and his training staff during the final IADLEST accreditation review process.



Brigadier General Absi



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IADLEST International and National Instructors Certifications

In 2018, IADLEST established its Instructor Certification Program. Hundreds of instructors from POST agencies, training academies, criminal justice agencies, academics and private training organizations have applied for and received certification as IADLEST Certified Instructors.

IADLEST offers two types of instructor certifications—the National Certified Instructor and the International Certified Instructor. The National certification is mainly for instructors who teach within the United States. The International certification is focused on all instructors who teach law enforcement officers in countries outside the United States. It is also useful for those instructors from the United States that teach in foreign countries as part of U.S. Department of Justice, U.S. Department of State, U.N. missions, or other assignments where the credibility of instructor qualifications are paramount to securing appointments or recognition of international partner countries. For more information about these certifications, see our webpage. ~

[CLICK HERE](#)

Training Lexicon

The vocabulary of a particular language, field of work or study, class, person, etc.

Terms associated with learning and the execution of learning that every instructor and curriculum designer should become familiar with.

Action Learning

Action learning is a method where teams or individuals solve real-world problems while developing practical skills, knowledge, and reflective competence. It's often used to tackle tangible, timely issues facing an officer, typically with small, cross-functional teams. Common examples include case studies and work challenges.

Competency Model

A commonly used learning and development model that groups a collection of goals or competencies (Knowledge, skills, and behavioral requirements) aimed to guide a trainee toward successful job performance.

Digital Skills

The ability to use digital technologies, tools, and learning media confidently and efficiently to solve problems, process information, communicate, and develop innovative solutions. New law enforcement technologies, like artificial intelligence, drone technologies, computer assisted crime scene detection, add to the need for digital skills.

Performance Gap Analysis

The detailed examination that captures the requirements for work outputs and their key measures and associated tasks, the roles and responsibilities, and the typical gaps for use to analyze a more positive outcome. The analysis is used to formulate instructional design.

Collective Task

A task that requires more than one individual to complete with each individual performing a discreet part of the collective task.

Item Discrimination

In testing, a calculation done to assess the test items' ability to discriminate between high and low achievers.

Audience Analysis

Describes the individuals who will use a training product or service. The description can include such characteristics as age, interests, computer abilities, reasons for participating in training, prior knowledge, attitudes toward the organization or work environment, and any other information perceived to assist the training team. Also known as "audience profile."

Clustering

A process of organizing many tasks into groups for the purpose of deciding upon the optimal instructional setting mix for that group of tasks. Also pertains to sequencing groups of objectives within a course of instruction.

The (Un)Reasonable Sleight of Hand: Blurring Tactical Discretion with Constitutional Reasonableness

By Von Kliem, J.D., LL.M.

Offered by the Author for reprint for the IADLEST membership.
[Force Science News](#) February 23, 2026



There is nothing inherently unconstitutional about a police officer standing in front of an occupied vehicle. It does not justify ramming the officer. It does not strip the officer of their right to self-defense.

That concept should not require extended debate. It certainly does not require a complex legal analysis. *Why then does the conversation so quickly turn from the suspect's conduct to publicly indicting the officer?*

In the recent ICE shooting that captured national attention, the critics' narrative unfolded in predictable stages. First, the officer was not in danger. Then he was not actually hit. When the video showed that he was struck by the vehicle, the argument pivoted again. Finally, it became, "Well, he was barely hit, but who cares, his tactics were terrible. He should never have been standing there."

Shifting Culpability

In so many of these cases, when the threat can no longer be denied, critics attempt to shift culpability by looking backward in time. When the officer's perception at the moment force was used cannot be seriously challenged, critics search for fault in the minutes and seconds leading up to it.

The focus shifts from the suspect's decision to accelerate toward the officer to the officer's decisions that left him exposed. The claim becomes that the officer created the danger, provoked the confrontation, failed to de-escalate, stood too close, failed to wait for backup, or drew his gun too fast.

From there, the theory can morph into something even more curious—that the officer somehow caused the suspect to attack him. By simply standing in a vulnerable position, issuing a lawful command, or compelling compliance, the officer *unreasonably* provoked the assault itself.

The word reasonable does not mean the same thing in every context, and the law uses it in very distinct ways. How the term is used in evaluating police use of force can distinguish honest accountability from intentional efforts to shift criminal culpability toward officers and away from suspects who threaten them.

The Unreasonable Sleight of Hand

In most cases, police use of force is analyzed under the Fourth Amendment's objective reasonableness standard.

Under the Fourth Amendment, once a seizure occurs, *reasonableness* requires balancing the nature of the intrusion against the governmental interest at stake. In deadly force cases, that inquiry asks whether the officer had probable cause, in practical terms, a *reasonable* belief, that the suspect posed an imminent threat of death or serious bodily injury.

That reasonable belief does not require certainty. It must be grounded in specific, articulable facts known to the officer at the time. An officer is assessing whether the suspect poses an apparent threat, not an actual threat. That belief may be mistaken, but it remains lawful so long as it remains objectively reasonable.

When facing an apparent threat, the officer's response must also be reasonable. The force used cannot be excessive relative to the need to immediately and decisively stop the threat and overcome resistance.

Reasonableness under the Fourth Amendment governs both whether a seizure is justified and how it is carried out. Even where probable cause exists, the manner in which an otherwise lawful seizure is executed may render it unreasonable if the force used is excessive. While the Fourth Amendment regulates the officer's

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judgment and the conduct of the seizure itself, it does not convert every tactical decision that precedes a seizure into a constitutional question.

Conducting threat assessments and choosing responses are simply real-world applications of the Fourth Amendment objective reasonableness test. Evaluating these judgments requires focusing on what the officer perceived at the time, interpreted through that officer's training, education, experience, and reasonable inferences drawn therefrom.

Reasonableness does not require certainty. It does not require perfection. It does not require the optimal or least intrusive means. It does not require the best or even better tactical choices. It does not require officers to eliminate all tactical risks before acting.

Courts have repeatedly rejected the idea that the existence of a safer alternative automatically renders force unreasonable. The question focuses on what a reasonable officer perceived at the moment force was used, not on whether speculative tactical revisions might have allowed the officer to avoid the confrontation altogether.

Pre-seizure Conduct as Constitutional Violations?

When evaluating force encounters, pre-seizure conduct may be considered as part of the totality of the circumstances. But it is far from determinative, and "pre-seizure," by definition, does not convert discretionary tactical decisions into constitutional violations.

The Supreme Court reinforced this position in *County of Los Angeles v. Mendez* (2017) and again in *Barnes v. Felix* (2025). In *Mendez*, the Court refused to allow prior constitutional violations to automatically discredit a later, otherwise reasonable use of force. Where the Court was unwilling to find prior *constitutional violations* sufficient to undermine a later use of force, it has been even less willing to allow pre-seizure, discretionary tactics to play that role.

In *Barnes*, the Court rejected a lower court's attempt to limit the reasonableness inquiry only to the instant immediately preceding the use of force. Despite the enthusiasm of reform activists, the Supreme Court did not adopt or endorse the academic theory of officer-created jeopardy. Neither *Mendez* nor *Barnes* transformed discretionary pre-seizure tactics into constitutional questions.

"... the questions remain centered on the circumstances confronting the officer when force was used, not on speculative claims about what different pre-seizure tactics might have prevented the use of force."

Shifting the Battleground

Barnes clarified the relevant period for evaluating the use of force, but the standard itself did not change. The reasonableness of any use of force is still evaluated under the totality of the circumstances and is not limited to a snapshot of the final second. The immediacy and severity of the threat remain central to assessing the nature and quality of force used in response.

Courts recognize that context matters. That necessarily means prior events could be relevant. Known history, including earlier threats or escalating conduct, can inform how an officer understood the risk at that moment. But the questions remain centered on the circumstances confronting the officer when force was used, not on speculative claims about what different pre-seizure tactics might have prevented the use of force.

For decades, the Supreme Court has interpreted the Fourth Amendment to guide and afford deference to judgments made under tense, uncertain, and rapidly evolving circumstances. A reasonable belief in an apparent threat is sufficient, and close cases inure to the benefit of the officer.

Qualified immunity reinforces that structure. It shields all but the plainly incompetent or those who knowingly violate the law. It recognizes that officers must make split-second decisions without the luxury of hindsight.

Together, the Fourth Amendment and qualified immunity significantly narrow the path to liability in close cases. That reality presents challenges for those who seek to impose liability even where the law and facts overwhelmingly support the officer.

So instead of confronting the constitutional standard directly, critics shift the analysis toward hindsight criticism of discretionary tactics.

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Decisions to disengage, delay, or avoid confrontation in order to reduce the likelihood of force involve tradeoffs. Suspects may escape. Evidence may be lost. Deterrence may erode. If the sole objective were to eliminate risk to officers or suspects, officers would be far less likely to initiate contact at all. Law enforcement requires balancing safety concerns with the effective accomplishment of legitimate governmental interests.

An officer's decision in a particular encounter to prioritize an equally legitimate governmental objective over a discretionary safety preference does not, by itself, transform the encounter into a constitutional violation. Nor does it eliminate the officer's right of self-defense if a suspect chooses to exploit an exposed position.

Critics often overlook this distinction. They point to professional trends encouraging officers to prioritize evasion and avoidance in response to vehicle-borne threats and treat those voluntarily adopted priorities as constitutional mandates. Discretionary, good-faith safety efforts are reframed as rigid requirements. Once those preferences are recast as mandatory professional norms, departures from them, including those necessary to advance other legitimate law enforcement objectives, are labeled unreasonable.

That label then becomes a mechanism for shifting culpability.

The suspect's decision to accelerate, to assault, or to resist can fade into the background. The officer's failure to prioritize a risk-reduction tactic becomes the central focus. The officer is accused of not doing enough to save the suspect from the consequences of the suspect's own decisions.

That is not what those policies were designed to accomplish.

They were designed to reduce harm, not to redefine constitutional legitimacy.

Real Consequences of the Sleight of Hand

Although police practices experts are acutely aware of the proper role of academic research and position papers, once those materials are offered to the public as governing authority, the damage may be done.

The audience is led to believe that failure to conform to these undefined "professional norms" equals *unreasonableness*. And once the unreasonable label is cast, criminal culpability for murder may be implied and readily accepted.

This sleight of hand has real consequences, not just with the public but with jurors who are often being led to believe that tactical disagreements equate to criminal conduct.

Courts often correct the legal record. They reaffirm *Graham*. They resist bootstrapping theories under *Mendez*. They decline to adopt officer-created jeopardy under *Barnes*. They return the analysis to objective reasonableness and the moment force was used.

The pressure to unreasonably expand officer liability is accelerating, and clarity needs to begin with the profession itself. Media engagements and public addresses are needed to accurately frame the issues, the law, and the reality of making decisions during time-compressed critical incidents.

Although courts, ethical prosecutors, and legal scholars continue to resist the Fourth Amendment sleight of hand, by the time the questions have been answered and the record corrected, the public narrative may have already hardened.

Officers are terminated. Careers are destroyed. Cities erupt. Political leaders distance themselves. And when courts later clarify that the conduct was constitutional, the public is left with the impression that the officer "was not held accountable." In other words, they got away with it.

The accusation was emotional and political. The correction is technical. Invariably, it will be the emotional narrative that lingers.

"... clarity must begin within the profession itself."

That is why clarity must begin within the profession itself. Police leaders, trainers, attorneys, and experts must resist the collapse of constitutional reasonableness into tactical preference. They must distinguish aspirational safety strategies from legal mandates. They must refuse to allow biased policy judgments to be repackaged as pseudo-national standards.

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Collapsing Fourth Amendment Reasonableness

When the Constitution does not produce the result critics seek, their focus moves from whether the force was *objectively reasonable* in the moment to whether the officer could have handled the situation differently. Jurors, community members, political leaders, and even police executives are invited to substitute their judgment for the officer on the scene and treat disagreements as constitutional defects.

New sources of “authority” are introduced. Instead of constitutional standards, critics cite their curated view of “professional norms.” They offer vague notions of “generally accepted police practices.” They reference model policies, white papers, position statements, and even their own books as though they define legal obligations.

They present these materials as if they represent settled benchmarks rather than discretionary guidance. They imply that deviation from those preferences is unreasonable and evidence of misconduct.

But these are not constitutional standards. They are not universal best practices. They are not national mandates. Tactics remain discretionary. They are subject to the risks, benefits, and tradeoffs evaluated by the officer in real time and in alignment with legitimate law enforcement efforts.

What critics often present as professional consensus are distinct policy judgments. They may reflect aspirational goals, risk management strategies, political compromises, or evolving reform agendas. But they are frequently selectively framed, stripped of context, or overstated to create the appearance of authority. Even national organizations that participate in drafting model policies do not share uniform political objectives or enforcement priorities. As such, these organizations expressly reject the idea that their policy recommendations form the basis of national standards.

None of this suggests that policing should resist scrutiny or improvement. As a profession, law enforcement has long defined itself by constant self-assessment and commitment to improvement. Agencies collaborate with academic partners, mental health professionals, community stakeholders, and adjacent industries to improve training, tactics, and outcomes. That ongoing pursuit of improvement is part of a professional identity.

But professional evolution does not redefine constitutional standards. As discussed in *The Expert Trap*, “best practice,” “optimal performance,” and even perceived “consensus” are not Fourth Amendment requirements. Officers may strive ethically and professionally to perform at the highest level possible under difficult circumstances. Agencies may revise policies in light of new research or community priorities. Yet due process requires fair notice. Officers must be judged against the legal standards and training governing their conduct at the time, not against aspirational models, contested theories, or shifting political preferences imposed after the fact.

That distinction matters when we examine how modern “professional norms” and practices may have developed in the first place—and how they are now being characterized.

Reducing Lawful Shootings

As we attempt to put academic and industry guidelines in their proper roles, it is important to understand where many of these “professional norms” originated.

Over the past decade, police organizations have deliberately adopted policies designed to reduce officer injury and reduce the number of incidents in which people might otherwise be lawfully shot.

Agencies have encouraged officers, when feasible, to prioritize escaping the path of threatening vehicles rather than engaging with deadly force. They have implemented more restrictive pursuit policies. They have emphasized de-escalation and distance when circumstances permit.

These developments are not admissions that prior tactics were unconstitutional. Instead, they reflect a voluntary effort to reduce lawful use of force and to minimize harm to both officers and suspects.

These policies operate within a broader set of law enforcement responsibilities. Officers are tasked with reducing crime, executing warrants, preserving evidence, deterring resistance, and maintaining the rule of law.

“Law enforcement requires balancing safety concerns with the effective accomplishment of legitimate governmental interests.”

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Officer-created jeopardy will undoubtedly remain a battleground going forward. To shift culpability from the suspect to the officer, it depends on conflating constitutional reasonableness with vague standards of “professional norms” and “generally accepted practices.” It further requires setting aside the well-established warning against 20/20 hindsight and imposing an expectation of optimal tactics, even when those imagined alternatives rest on speculation about outcomes that cannot be proven. Under that approach, discretionary judgments become suspect and tactical tradeoffs are recast as constitutional risks, evaluated through a lens of certainty that real-world policing does not permit.

That is not honest accountability.

It is an unreasonable sleight of hand. ~

About the Author

Lewis “Von” Kliem is a nationally recognized expert in use-of-force and constitutional policing with over 30 years of experience in the criminal justice profession. His career includes roles as a police officer, attorney, educator, and author.



Currently serving as the President and Chief Communications Officer at Force Science, Von provides litigation consulting in high-profile use-of-force cases across the U.S. and internationally. As a retired Army Judge Advocate, he specialized in constitutional policing and military justice, contributing to the development of DoD and Army use-of-force policy. Von holds degrees in Crime and Delinquency Studies, Criminal Justice Administration, and Law (J.D.), as well as a post-doctorate law degree (LL.M.). He is licensed to practice law in Virginia and Kansas.



Project Related Resources

Academy Innovations Curriculum

The files below are curricula and integrated curriculum used during our study. The study was not designed to test and validate the curriculum, rather the instructional methodology. These files are provided as a resource for the field and serve as an example of how a topic can be integrated throughout an academy curriculum.

Each of the zipped files below contain Instructor's Guide, Student's Guide, PowerPoint Presentation, Handouts, and Practical Exercises Directions:

[Communications Skills Documents](#) (37MB)

[Persons in Crisis Communications Documents](#) (4MB)

[Motor Vehicle Stops Communications Documents](#) (7MB)

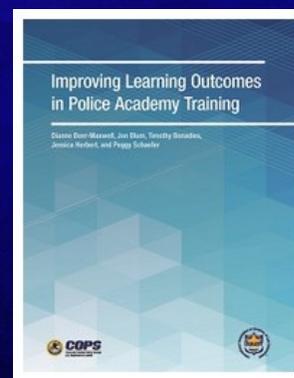
References and Resources:

[Additional Reading - Literature List](#) (PDF)

[Academy Innovations Project IRB Protocol](#)

- Raw data files: Contact Dianne Beer-Maxwell at: dianne@iadlest.org

Practitioner's Guidebook from the COPS Office:



Improving Learning Outcomes in Police Academy Training

Cover Story



Leadership Through Training

Leadership, one of the most talked about subjects in the law enforcement profession today.

More has been said about leadership in the day-to-day actions of criminal justice personnel than ever before in modern history. The subject affects us all, judges, attorneys, police administrators, prison officials, through mid-management, first-line supervisors, first responders, and civilian staff.

Its tentacles reach to the training personnel who provide the required training through state training standards mandates, department training, and employment qualifications overseen by the many professional boards and training institutions. As well we know, the efforts undertaken to provide quality training are often second-guessed by attorneys representing those arrested or adversely affected by the actions of the criminal justice system.

As agency representatives, it's our job to improve the performance of the few who make errors on the job and provide better, safer law enforcement for our nation, states, and the public we serve. In this edition, we offer several articles on leadership, from basic concepts to new considerations.

Introduction

Providing a comprehensive leadership training plan can make better leaders and improve performance over the long haul.

Research indicates that leadership development enables organizations to do four things well, which drive sustained superior success:

- Improves performance.
- Attracts and retains talented people.
- Drives implementation and fulfillment of strategies.
- Increases success when navigating change.

Furthermore, research suggests that the most effective leaders engage in a high level of both consideration and what is labeled as “initiating structure.”¹ The research team at the University of Michigan identified it another way: the two-dimension leadership behavior framework involves employee-centered and production-centered behaviors.² Either way, good leadership influences both individual and team learning. It promotes positive role-modeling behaviors, enhances employee support, and establishes strong, meaningful, and positive relationships.

Law Enforcement and Leadership

Our profession recognizes that training and workplace learning are important for all law enforcement organizations. It improves efficiency, effectiveness, and leads to better public service, and provides an opportunity to notice and enhance potential new leaders.

We like to think that leadership is a learned trait, and that our efforts to produce good leaders come from personal dedication and our supervisory, mid-management, and executive leadership training programs. But that’s not always true. In fact, leadership finds its origins from a combination of many life factors, such as inherent traits, learned skills, personal experiences, and external influences, evolving through a dynamic process.

We all know people who seem to have always possessed the ability to influence others and who were always the one chosen to lead others in school events, sports, scholastics, and considered to be “*born leaders*.” These are people who possess natural traits such as confidence, decisiveness, and charisma, which can give them an advantage in the leadership role.

Most of us, however, are able to become leaders through constant study and devotion to our work over time, rising through the ranks, having stable careers, and not taking too many risks. We refine our knowledge of the workplace through work assignments that give us knowledge of the many facets of our job, and find ways to demonstrate our inventiveness and dedication to the organization, through completing special projects that other employees shy away from, and do it in a manner that brings credit to the organization from our superiors.

The Role of Experience

Leadership is significantly shaped by personal experiences and the challenges one faces. As individuals navigate various situations, they learn to communicate effectively, collaborate with other officers, and adapt their field strategies. This experiential learning is crucial; leaders often develop their skills through trial and error, reflecting on what works and what doesn’t. Resilience, confidence, and the ability to respond to adversity are key elements that occur from these experiences.

External Influences

The environment in which a person operates also plays a critical role in shaping their leadership abilities. Factors such as organizational culture, mentorship, and opportunities for growth can significantly influence how leadership potential unfolds. Effective leadership often requires situational awareness and the ability to adapt to changing circumstances. We often learn leadership from watching what our superiors do, how they manage people, and from listening to their debates with colleagues or peers about events of the day or challenges that are being addressed in roundtable discussions. Leadership is also learned from times when we go through disappointing challenges or have offered less than our best to get a task completed and colleagues point out our inadequacy. These moments tend to stick in our minds and help us in our effort not to repeat the disappointing activities again.

Learning Leadership Through Training On The Job

Our profession offers a plethora of opportunities to learn and hone our leadership skills. Basic Training academies teach command presence when they

Continued on page 27

engage recruits in practical scenarios involving violators of the law. Legal classes inform officers of citizens' constitutional rights. Team activities provide opportunities for officers to share experiences in leading during practical exercises.

One class that could be given to basic trainees to enhance their leadership skills during basic training would be a class specifically on *good citizenship*. What it is. What we can do to promote it. What it means to the department. What it means to young children who observe officers at work. What it means to the community that officers serve.

In the field, an officer's initial street experience provides numerous leadership opportunities from every contact made with the public. Again, it's command presence, taking initial charge of a situation, choosing what legal actions to take with the public, as well as the emergency response as a first responder, which demonstrates action and giving directions to others until relieved by a superior officer.

The common career development courses that many POST agencies present or support, such as Field Training Officer, First-Line Supervisor, Mid-Management Training, Executive Development Courses, all provide specific leadership training in some form among the rank-level knowledge and skill topics. However, very few supervisor or management courses focus solely on core, advanced leadership concepts and philosophies for values-driven management skills.

Also, it must be acknowledged that not every officer desires to be a leader. Many officers enjoy patrol work, and many others seek to earn their expertise in the various specialized fields within law enforcement, such as major crimes, crime scene technicians, search and rescue, instructors, K-9, etc. So, it's not necessary to try to make every officer a leader beyond what his or her job

requirements require. An officer must want to achieve the knowledge and skills of leadership, and seek to obtain a higher rank to make any leadership training worthwhile to the agency.

Conclusion

In summary, leadership is a multifaceted circumstance that arises from a combination of inherent qualities, learned knowledge and skills, personal experiences, positive role models or mentors, and other external influences. It is not a product of nature, but rather a dynamic action of all the above. Demonstrating good citizenship demonstrates and promotes good leadership qualities.

By recognizing how leadership skills can be developed, officers can actively work to enhance their leadership capabilities through experience, education, training, reflection, and practice. Law enforcement officers' training and their increasing responsibilities encourage our determination to be better at our jobs. By making more quality leadership training available for those who lead in organizations, and by providing quality curricula and recurring opportunities to expand leadership knowledge, POST agencies, training academies, and law enforcement agencies can enhance the abilities of future leaders for a better law enforcement profession. ~

References

¹ E.A. Fleishman, "Leadership climate" and supervisory behavior: A study of the leadership role of the foreman in an industrial situation, Ohio State University Personnel Research Board (1951).

² D. Katz, N.M. MacCoby, N.C. Morse, *Productivity, supervision and morale in an office situation*, University of Michigan, Survey Research Center (1950), https://cdn.isr.umich.edu/pubFiles/historicPublications/ProductivitySupervisionMorale_PartII.PDF.

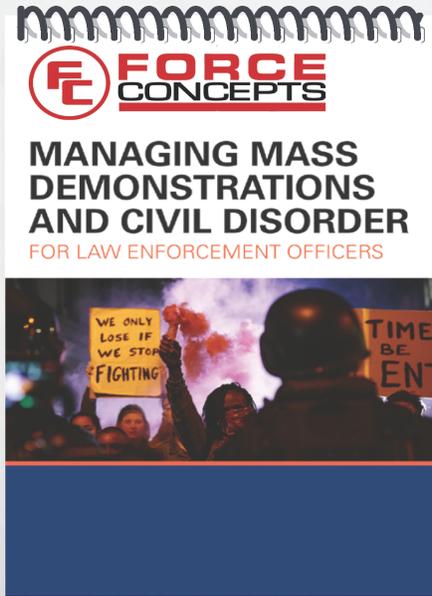
Training

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Reader-Friendly Content



THE NATURE OF CROWDS

Law enforcement officers must understand crowd dynamics so they can make informed decisions, de-escalate potential conflicts, and ensure public safety.

Under most circumstances, gathered crowds are orderly and do not present problems for authorities. However, tensions can escalate quickly, and factors such as strong emotions or conflicting viewpoints may lead to unrest, requiring law enforcement to respond.

KEY CROWD TERMS

Public Demonstration
A lawful assembly of people organized primarily to engage in free speech activity for political, economic, or other social views. These are generally organized events that require permits and allow law enforcement to plan for crowd management.

Public demonstrations include, but are not limited to, the following:

- Marches
- Protests
- Vigils
- Rallies

Civil Disturbance (or Riot)
An unlawful gathering or assembly of people that constitutes a breach of the peace where there is a threat of collective violence, destruction of property, or other unlawful acts. Civil disturbances are usually spontaneous and require the emergency mobilization of law enforcement officers and crowd control tactics.

QuickNote
An unmanaged lawful, peaceful public demonstration can evolve into a civil disturbance.

CROWD DEVELOPMENT
Most crowds assemble and disperse in predictable ways.

The diagram illustrates the 'CROWD DEVELOPMENT' process. It shows a central 'CROWD' of people. Above it is the 'ASSEMBLY PROCESS' where individuals gather. Below it is the 'DISPERSAL PROCESS' where the crowd breaks apart. Red arrows indicate the flow of people into and out of the central crowd.

Table of Contents:

- NATURE OF CROWDS
- CROWD MANAGEMENT
- RESPONSE PLANNING
- MASS ARRESTS
- DE-ESCALATION
- OFFICER WELLNESS
- RESOURCES

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The True Cost of Officer Development Leadership Accountability as a Retention Strategy

By Randall Doizaki



Abstract

Law enforcement agencies nationwide continue to struggle with recruitment, retention, and long-term officer development. Rising training costs, growing responsibilities, and increasing public scrutiny have made it clear that traditional, check-the-box training models are no longer enough. This paper examines the real cost of recruiting, hiring, training, and developing officers and emphasizes leadership accountability—not just additional training—as the key factor in maximizing that investment. Officer development must extend beyond the academy into daily supervision, mentorship, and ongoing professional growth (Doizaki, 2025).

Introduction

The cost to recruit, hire, train, and fully develop a law enforcement officer now exceeds \$100,000, with some estimates as high as \$240,000 (Florida Public Pension Trustees Association (FPPTA), 2023). This includes recruitment, academy instruction, equipment, salary during probation, and supervised field training. Despite these investments, many agencies lose officers within the first few years, re-

sulting in lost institutional knowledge, operational continuity, and community trust. Retention challenges are often misidentified as recruitment problems; in reality, they are leadership and development problems (Policing Institute, 2024).

Leadership Accountability in Officer

Development

Officer development begins long before the academy, starting with the interview process, where organizational values, expectations, and culture are first introduced and integrated into a recruit's mindset. Supervisors and field training officers are critical in shaping an officer's professional identity, ethical standards, and commitment to the organization. Leadership accountability goes beyond policy enforcement—it requires mentoring, modeling ethical behavior, and providing regular, honest feedback (Doizaki, 2025). Officers are more likely to remain in agencies where they feel supported, challenged, and valued.

The Cost of Disconnection

When leadership and training efforts are discon-

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nected, agencies pay a heavy price—financially and operationally. Disengaged officers often become liabilities rather than assets. According to the Policing Institute (2024), agencies spend over 18 months and upwards of \$100,000 per officer before they are fully operational. Losing an officer after this period not only wastes resources but also undermines organizational stability and community relationships.

Standards, Supervision, and Continuous Development

Standards establish a baseline for performance, but professional excellence depends on how they are applied through supervision. Effective leaders reinforce expectations daily through feedback, coaching, and modeling professionalism and sound decision-making. Development is not an isolated program; it is part of the agency's operational culture (Doizaki, 2025).

Integrating Leadership Development Across the Career Lifecycle

Agencies that improve retention treat development as a continuous process. Key components include:

- **Pre-Service Orientation:** Introduce organizational values and leadership expectations during recruitment.
- **Academy Integration:** Embed leadership, communication, and decision-making into technical instruction.
- **Field Training and Probation:** Ensure field training officers model professionalism and accountability.
- **Post-Probation Mentorship:** Provide structured mentorship to support early-career officers.
- **Ongoing Development:** Offer progressive leadership training aligned with rank and responsibility.

This approach strengthens professional identity, reinforces ethical standards, and supports long-term organizational stability. Officers can thrive in an organization that shows consistent stability and foundation.

Conclusion

Training is an investment; leadership determines whether that investment is lost or multiplied. Leadership is not a rank or title—it is a standard of conduct. Agencies that hold leaders accountable for developing their people are better positioned to retain officers, strengthen operations, and earn lasting public trust. ~

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About the Author

*Randall Doizaki is a U.S. Marine Corps veteran, retired law enforcement lieutenant, author, and leadership coach with more than four decades of service in public safety and organizational development. He holds a dual graduate degree in **Organizational Leadership and Human Resources** and is the author of "IT IS*



About Leadership...Not Just Management," a practical examination of leadership grounded in accountability, experience, and personal growth.

Throughout his career, Randall held key leadership roles overseeing officer development, academy instruction, and long-term training programs that prepared future generations of officers. He also served as an adjunct college faculty member, teaching criminal justice and leadership courses that bridged academic theory with operational realities.

*As the CEO of **Doizaki on Leadership LLC**, Randall works with individuals and organizations on their leadership journey—developing confident, ethical, and resilient leaders at every level. His published work on leadership includes an article in the biannual FBI-LEEDA magazine, "The Necessity of Cross-Training Officers with School Safety Personnel for Critical Incident Response." Randall's frontline experience, academic grounding, and instructional expertise position him as a trusted authority on leadership that extends well beyond management.*



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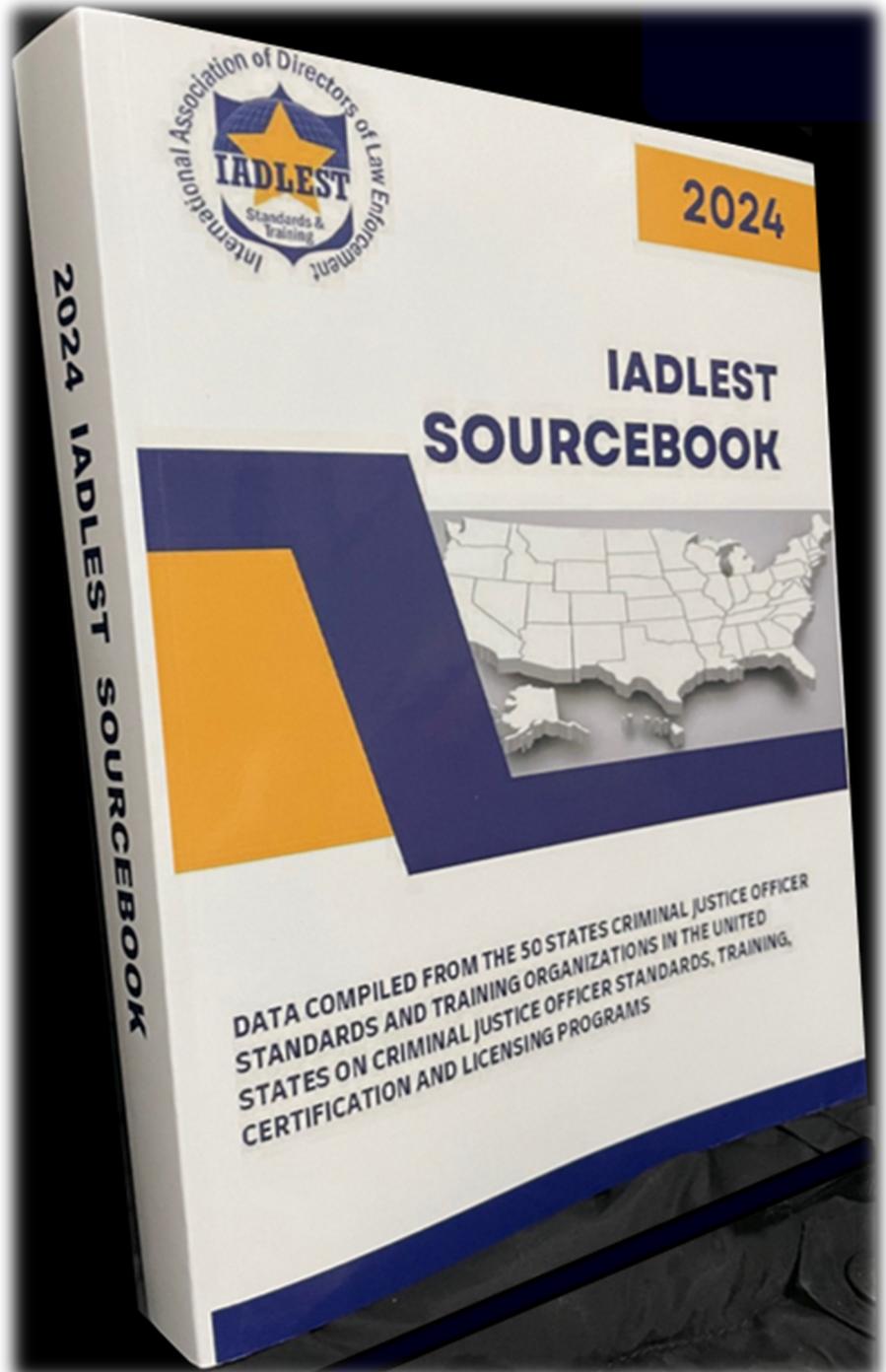
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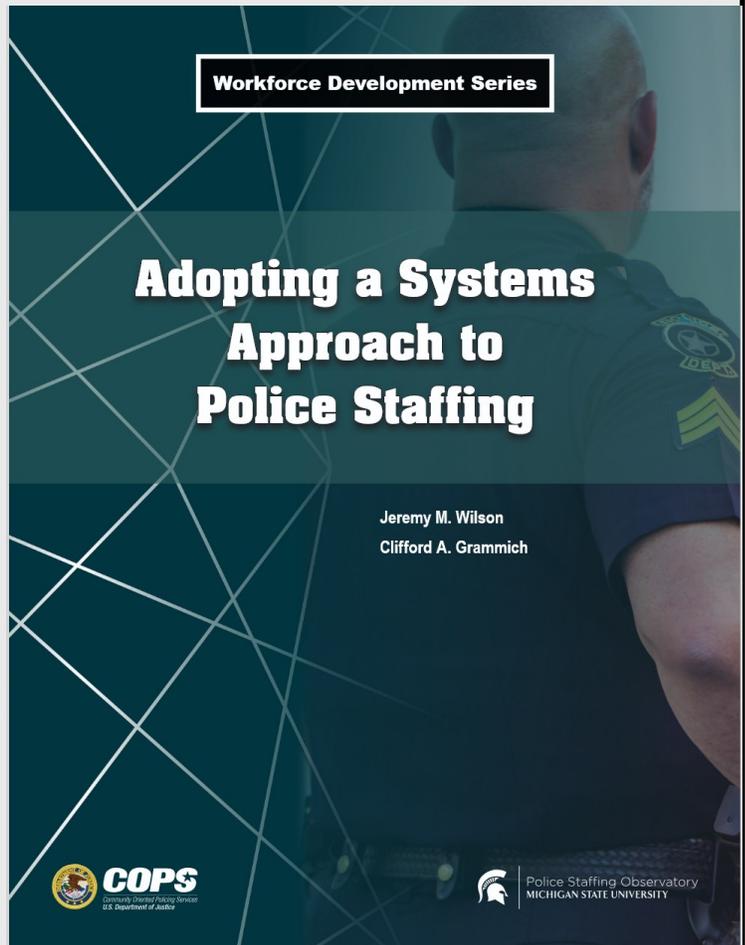
It is often difficult for law enforcement workforce planners to systematically address allocation, recruitment, training, and retention to effectively address staffing challenges (Wilson and Weiss 2014). Taking up these broader discussions of police workload and how best to manage it, however, enables certain key questions to be posed,

including the following:

- How does an agency know when it is understaffed?
- How does an agency address the effects of understaffing?
- What can be done to build better workforces (e.g., in terms of quality, skill differentiation, and community representation?)
- Are there solutions other than staffing for managing workload demand?

Summarizing a 2024 research study (Wilson and Grammich), this publication illustrates elements of the police staffing challenge and how they form a broader ecosystem that agencies should consider when assessing staffing issues, contemplating goals and strategies, and implementing solutions. It presents a six-step approach for police workforce planning and managing workload demand.

The analysis draws on a broad review of academic and professional research, as well as experience in working with hundreds of practitioners in the course of three decades. The authors draw across these experiences to articulate a more evidence-based, comprehensive, field-tested, and efficient approach to workforce planning. ~



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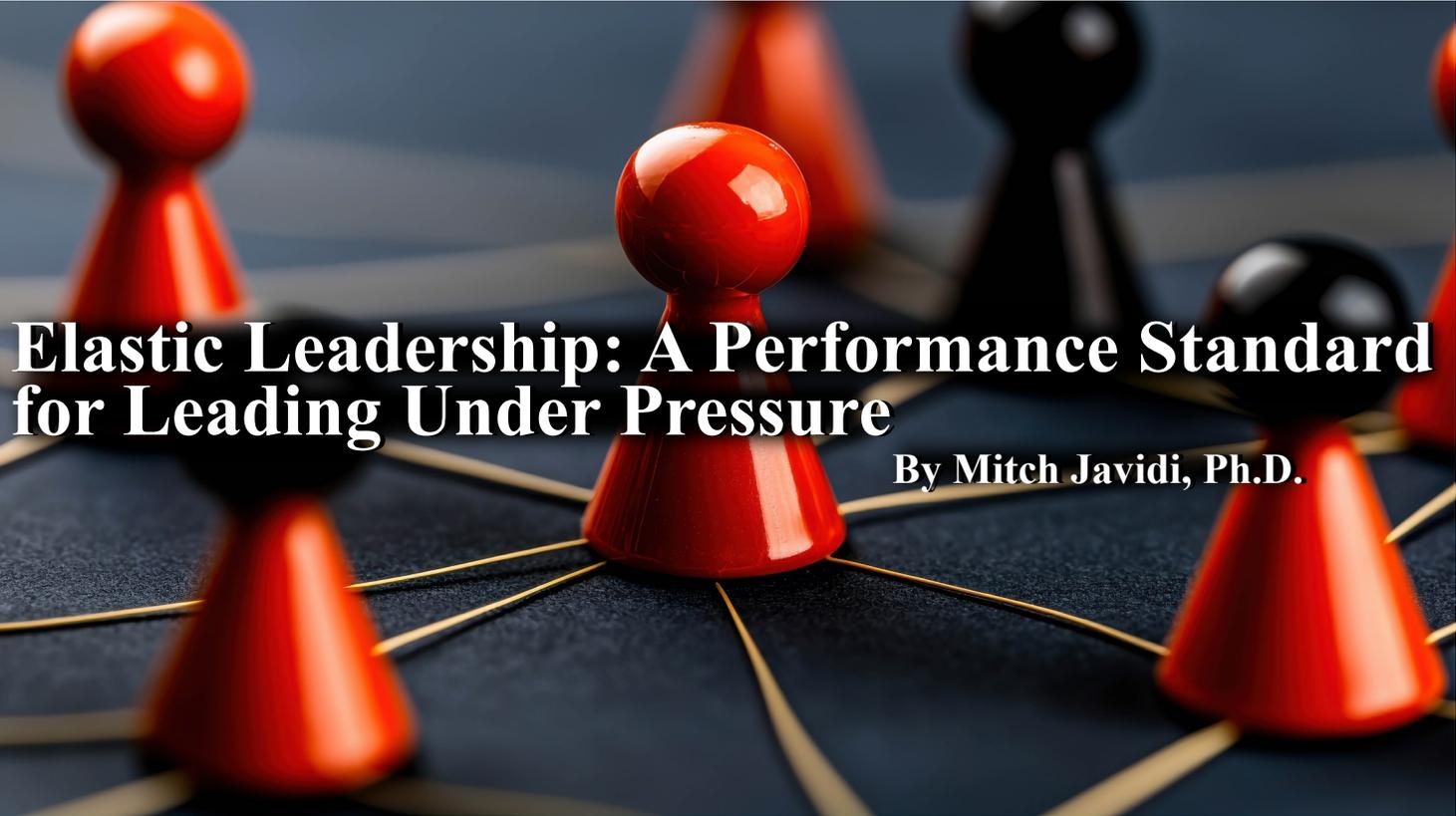
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*Produced by: Jeremy M. Wilson and
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Published: September 2025

Size: 5,157 KB





Elastic Leadership: A Performance Standard for Leading Under Pressure

By Mitch Javidi, Ph.D.

Leadership effectiveness in today's public safety environment is no longer defined by a single style, personality type, or fixed set of traits. Modern leaders operate in conditions marked by high consequence, compressed decision cycles, emotional strain, and persistent uncertainty. In these conditions, rigidity, however well intentioned, becomes a liability rather than a strength.

Law enforcement leaders are expected to make rapid decisions with incomplete information, maintain accountability and legitimacy under scrutiny, manage human performance under stress, and sustain their organizations over time. Approaches that rely on one dominant leadership style often fail to meet these demands consistently. What is required now is not less structure or authority, but a greater capacity to adapt leadership behavior without sacrificing standards, integrity, or mission.

Elastic Leadership reframes leadership effectiveness as a trainable performance capacity. It is the ability to shift how one leads under pressure while remaining anchored to core values and professional expectations. This article introduces the Elastic Leadership framework, explains why elasticity is increasingly essential, and outlines four leadership energies, Drive, Clarity, Steady, and Connect, that leaders must learn to access, regulate, and integrate.

What Elastic Leadership Is, and Is Not

Elastic Leadership is the capacity to adjust leadership stance under pressure while maintaining alignment with mission, standards, and identity. It is not improvisation,

inconsistency, or personality-based flexibility. Elastic leaders do not abandon their values; they adapt how those values are expressed to meet situational demands.

Elastic Leadership is often misunderstood as being “soft” or overly flexible. It is precision leadership under variable conditions. It emphasizes disciplined self-regulation, situational awareness, and intentional decision-making. Elastic Leadership is not indecision, people-pleasing, or the absence of accountability. Rather, it is strategic adaptability grounded in standards and purpose. Elastic Leadership does not reduce authority. It increases effectiveness.

Why Elastic Leadership Matters Now

Contemporary leadership environments increasingly punish rigidity. Leaders today face a faster operational tempo, higher consequences for error, sustained emotional load from scrutiny and fatigue, and growing cultural and generational complexity within organizations. In such environments, reliance on a single dominant leadership approach, however successful it once was, produces diminishing returns.

Rigid leadership does not usually fail dramatically. It fails quietly, over time, through friction, fatigue, miscommunication, and erosion of trust. Leaders may experience burnout, decision paralysis, impulsive decision-making, or cultural drift. Elastic Leadership functions as a performance advantage in environments where uncertainty is the norm and adaptability determines outcomes.

Continued on page 34

The Four Leadership Energies of Elastic Leadership

Elastic Leadership is expressed through four leadership energies that can be accessed intentionally. These energies are not styles or personality traits; they are operational capacities that leaders learn to regulate and combine.

1. Drive: Execute, Decide, Move

Drive is the leadership energy of action and momentum. It is essential when urgency, direction, and accountability are required. Leaders draw on Drive when rapid decisions must be made under pressure, when clear outcomes and deadlines are necessary, or when forward momentum is needed in stalled situations. Drive-oriented behaviors include setting targets and timelines, making decisions with incomplete information, and confronting obstacles directly.

When overused, Drive can become counterproductive. Excessive speed or bluntness may erode trust, reduce listening and buy-in, and foster “results at all costs” thinking. Elastic leaders regulate Drive by pairing it with Connect, ensuring that momentum is achieved without disengaging the people responsible for execution.

2. Clarity: Think, Define, Improve

Clarity is the leadership energy of precision, discernment, and structure. It is essential for risk management, system improvement, and high-stakes decision-making. Leaders rely on Clarity when accuracy and standardization are required, when root-cause analysis is needed, or when decisions must be evidence-based. High-Clarity behaviors include defining roles and expectations, identifying system gaps, and using data to reduce ambiguity.

Overuse of Clarity can lead to analysis paralysis, overcontrol, or critique without forward movement. Elastic leaders counterbalance Clarity by pairing it with Drive, converting insight into timely action rather than allowing precision to stall progress.

3. Steady: Stabilize, Sustain, Protect Capacity

Steady is the leadership energy of regulation and endurance. It protects individual and organizational capacity during prolonged stress, disruption, or uncertainty. Leaders draw on Steady when calm is required in chaotic environments, when consistency and trust must be preserved, or when persistence and recovery are essential over time. Steady behaviors include regulating emotional tone, supporting personnel through change, and maintaining rhythm and patience.

When overused, Steady can result in avoidance of necessary conflict, slowed decision-making, or comfort with the status quo when change is required. Elastic

leaders regulate Steady by pairing it with Drive when urgency increases, allowing stability without stagnation.

4. Connect: Engage, Influence, Align People

Connect is the leadership energy of relational influence and alignment. It builds trust, commitment, and cultural cohesion. Leaders rely on Connect when buy-in and morale are critical, when culture must be strengthened, or when collaborative problem-solving is required. Connect behaviors include communicating with empathy and clarity, reading emotional climate, and building shared meaning and purpose.

Overuse of Connect may lead to consensus dependency, avoidance of hard decisions, or influence without structure. Elastic leaders regulate Connect by pairing it with Clarity, ensuring that relationships remain aligned with standards, expectations, and accountability.

Switching: The Skill of Elastic Leadership

Elastic Leadership is practiced not in static roles, but in transitions. The defining skill of elasticity is the ability to switch leadership energies intentionally based on situational demand. Leaders develop this capability by asking three core questions:

1. What does this moment require, speed, accuracy, stability, or alignment?
2. What is the cost of my default leadership energy right now?
3. Which energy do I need to borrow, and how will I apply it deliberately?

A practical heuristic supports this process. When things are stuck, leaders add Drive. When situations are messy or unclear, they add Clarity. When conditions are heated or emotionally charged, they add Steady. When teams or cultures are fractured, they add Connect. Elastic Leadership emerges through awareness, not instinct.

Implications for Standards and Training

Elastic Leadership has direct relevance for POST agencies, academies, and leadership development programs. Leadership training should include energy awareness and self-regulation as foundational competencies. Supervisory development should emphasize situational adaptability rather than rigid style conformity. After-action reviews should assess leadership overuse and imbalance, not outcomes alone. Leadership standards should explicitly recognize adaptive effectiveness as a measurable performance capability.

Elastic Leadership provides a shared language for evaluating leadership under pressure, without lowering expectations or compromising accountability.

Continued on page 35

Conclusion

Elastic Leadership is not innate. It is developed through awareness, practice, and disciplined reflection. Leaders build elasticity by conducting regular self-checks of leadership energy, intentionally experimenting with energy switching, and engaging in after-action reflection focused on imbalance and overuse.

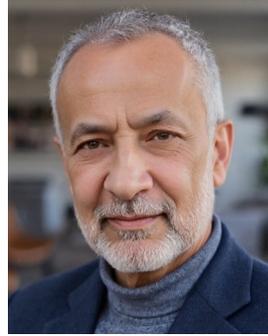
Elastic leaders build trust, reduce friction, and sustain performance, especially under pressure. In environments where rigidity erodes effectiveness, elasticity becomes a defining leadership capability. For modern law enforcement and public safety organizations, Elastic Leadership is not a trend. It is a performance standard for leading. ~

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About the Author



Mitch Javidi, Ph.D., is Founder and Chairman of MAGNUS ONE and National Command & Staff College. Mitch is the creator of the MAGNUS OVEA Theory and the Elastic Identity framework, two science-based, evidence-informed approaches to human flourishing that help individuals and organizations elevate from GREAT to MAGNUS.

Dr. Javidi is one of the most sought-after keynote speakers and futurists, and he has trained elite professionals at Joint Special Operations (JSOC). He has been honored as an honorary member of the U.S. Army Special Operations Command. He is unwavering in his mission: to stretch human potential through integration, human agency, and purpose-driven identity. Mitch can be contacted through his website, by clicking

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Writing Advice You Didn't Hear in School

By Jean Reynolds, Ph.D.



Because I taught English for more than 30 years, you might be surprised by what I'm about to tell you. Here it is: the lessons you learn in a typical English classroom aren't always useful. (Actually, you already know that, but you may not expect an English instructor to admit it!)

Below are ten *useful* pointers about English that you probably won't hear in a conventional classroom.

1. Semicolons are easier than you think. Here's how to use them: Change a period to a semicolon. Lower-case the next letter unless it needs a capital letter.

"The rain pelted down. We dashed inside."
"The rain pelted down; we dashed inside."

(But don't overdo it! One semicolon per paragraph or page is usually enough.)

2. You can often solve pronoun problems by shortening the sentence.

"Jeremy helped *me* carry the boxes."

"Jeremy helped *Linda and me* carry the boxes."

You don't need grammar gobbledygook! If the pronoun (*I, me, she, her*, etc.) is correct in a short sentence, it will still be correct in a longer sentence.

3. "John is bigger than me" is correct nowadays. Even the meticulously edited *New Yorker* magazine uses it.

4. *Never* write long paragraphs. Break them in half. Readers hate long paragraphs.

5. Trust your ear — and your brain. Even Strunk and White make a distinction between "good grammar" and "good judgment." (See Chapter V, #14, in *The Elements of Style*.)

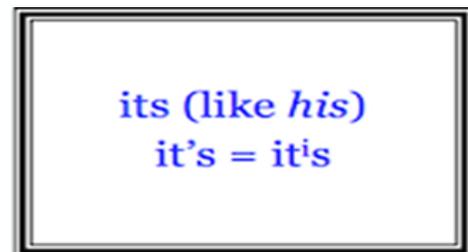
6. *Loose* rhymes with *moose*. *Lose* has only one "o." Many people have never written the word *lose* in their entire lives! Don't be one of them.

7. Don't bother with *whom*. It's disappearing from English, and that's good news! Even pros sometimes get confused when they try to use *whom* and *whomever*. Those words don't add anything useful to a sentence.

8. Drop the "to he" habit. Even little children know that "to him" is correct: "I threw the ball *to him*." "I threw the ball *to him* and Joe." (You can also use "I threw the ball to Joe and him.")

9. In the US, commas and periods always go *inside* quotation marks. There are no exceptions, despite what someone might have told you. None. (Other countries may do quotation marks differently.)

10. It's and its are different words. But many people have never used the word *its* in their entire lives! This little chart will help:



For example:

The company doubled *his* profits. The company doubled *its* profits.

I think *it is* going to rain. I think *it's* going to rain.

Practice Builds Confidence

You don't have to learn all ten tips at once. Choose one, study it every day, and keep practicing until it's second nature. Then go on to the next one. You'll quickly see the difference in your writing! ~

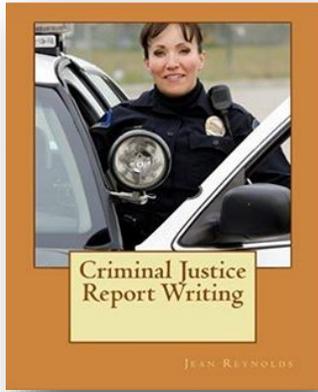
Continued on page 38

Dr. Jean Reynolds is Professor Emeritus at Polk State College in Florida, where she taught English for over thirty years. She served as a consultant on communications and problem-solving skills to staff in Florida's Department of Corrections. At Polk State College, she has taught report writing classes for recruits and advanced report writing and FTO classes for police and correctional officers. Dr. Reynolds has been a devoted author for IADLEST's Standards & Training Director Magazine since its inception, in an effort to share her knowledge with law enforcement Report Writing instructors. She is the author of Criminal Justice Report Writing.

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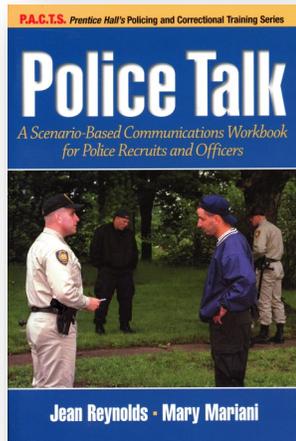
jreynoldswrite@aol.com.



Dr. Jean Reynolds, coauthored book
POLICE TALK: A Scenario-Based Communications Workbook for Police Recruits and Officers
written with Major Mary Mariani, Ph.D.,
Winter Haven Police Department, Florida.

This book addresses an officer's most important ability—the power of communication.

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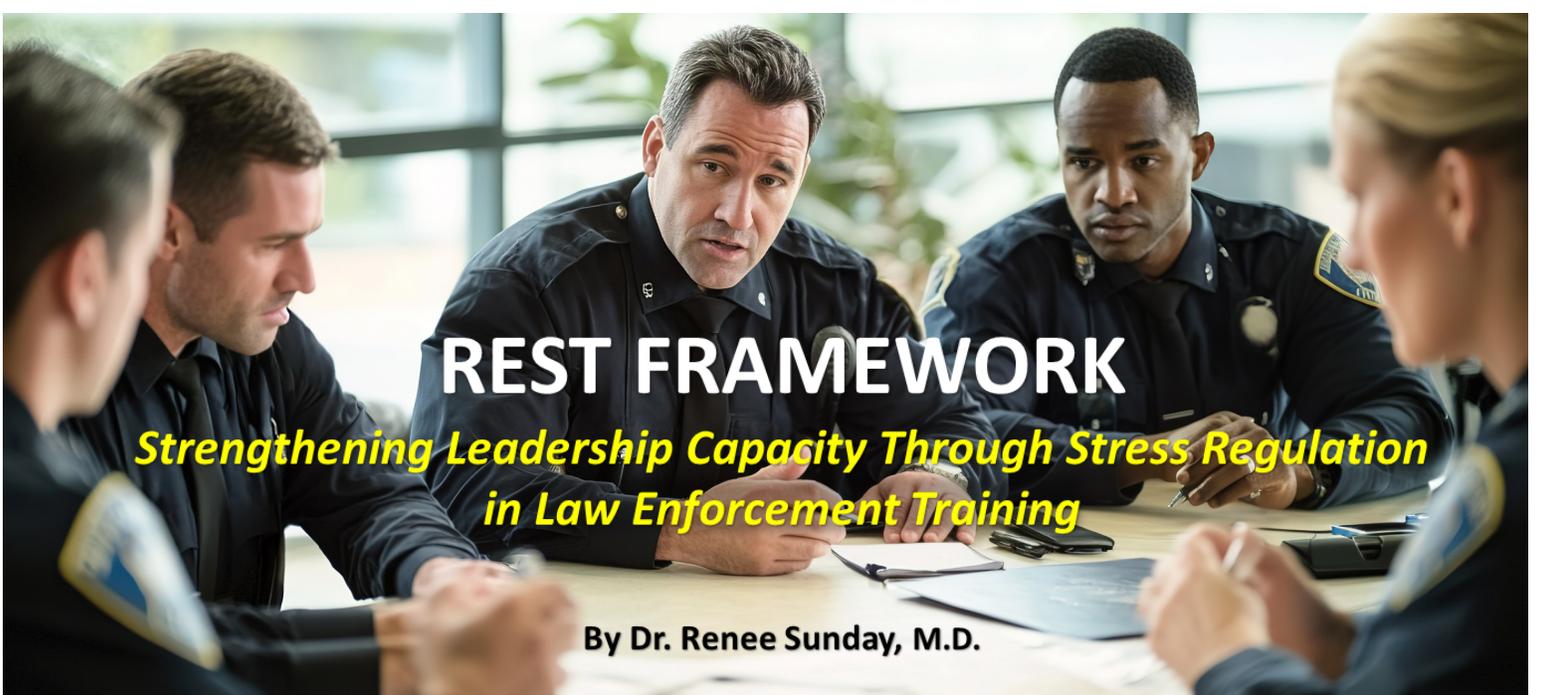
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REST FRAMEWORK

Strengthening Leadership Capacity Through Stress Regulation in Law Enforcement Training

By Dr. Renee Sunday, M.D.

Executive Overview

Leadership in law enforcement carries responsibilities that rarely pause and rarely allow leaders the comfort of perfect information. Supervisors, command staff, and training leaders must guide teams through uncertainty while protecting officer safety, maintaining public trust, and sustaining operational performance. Decisions often occur in moments of high pressure and limited time, and these repeated decision demands gradually influence communication, judgment, and overall leadership endurance.

Leadership effectiveness depends on more than tactical knowledge, policy awareness, and procedural skill. Leaders must sustain mental clarity, emotional composure, and consistent communication across long careers marked by high-stakes decision-making. The REST Framework, developed by Dr. Renee Sunday, M.D., provides a structured leadership development model designed to help law enforcement leaders strengthen performance capacity while managing the cumulative stress that naturally develops in high-demand operational environments.

The REST Framework focuses on four connected leadership competencies that support decision clarity, communication stability, and leadership endurance. The model provides practical application tools, integration strategies for training, and measurable performance indicators that agencies can incorporate into existing leadership development programs.

1 The Leadership Reality in Modern Policing

Leadership roles inside public safety environments require continuous situational awareness while balancing internal team performance and external community expectations. Supervisors monitor operational readiness, address personnel concerns, interpret policy requirements, and guide officers through rapidly evolving situations. Each responsibility demands attention and emotional regulation simultaneously.

Professional experience across law enforcement environments consistently shows that leadership strain rarely appears suddenly. Pressure builds gradually as leaders manage repeated critical incidents, extended shifts, public scrutiny, and administrative responsibility. Over time, accumulated decision demands influence patience levels, communication tone, and response pacing even among highly skilled leaders.

Tactical training programs prepare officers and supervisors to respond effectively to operational challenges. Leadership endurance requires additional preparation that helps professionals manage cognitive fatigue, emotional escalation, and communication strain. Agencies increasingly recognize that leadership preparation must address mental performance capacity alongside operational training.

Continued on page 41

2 Understanding Stress and Leadership Performance

Neuroscience research continues to demonstrate that sustained stress exposure changes how the brain processes information and evaluates risk. Elevated stress responses encourage survival-focused thinking patterns that narrow attention and reduce cognitive flexibility. Leaders working in high-pressure environments frequently operate while balancing multiple decisions, each carrying safety and performance consequences.

Research examining decision fatigue reveals that leaders who manage repeated high-impact decisions may experience reduced judgment clarity during extended operations or prolonged critical incidents. Emotional regulation research further confirms that leaders who

maintain composure under pressure strengthen team trust and communication stability.

Leadership effectiveness improves when professionals understand how stress influences communication behavior, decision-making, and situational awareness. The REST Framework translates research findings into practical leadership regulation tools that can be practiced during training and applied during operational response.

3 The REST Framework Leadership Model

The REST Framework organizes leadership regulation into four connected competencies that support clarity and composure during demanding operational situations (see chart below).

RECOGNIZE

Leadership awareness begins with the ability to identify early physiological, emotional, and cognitive stress indicators before performance begins to decline. Experienced supervisors often recognize fatigue, emotional tension, changes in communication tone, and decision overload when guided reflection tools are introduced. Recognition skills strengthen self-awareness and enable leaders to adjust their behavior before communication and judgment are compromised.

EXPLORE

Leadership growth develops through structured reflection and performance evaluation. Guided reflection encourages supervisors to examine operational responses, communication choices, and emotional reactions following training exercises or real-world incidents. Reflection transforms experience into leadership learning, helping supervisors recognize behavioral patterns and identify opportunities for improvement.

SUPPORT

Leadership effectiveness strengthens when reinforcement systems are in place within the organization. Peer accountability, leadership mentoring, coaching conversations, and wellness alignment create environments where leadership regulation becomes a shared professional responsibility. Support structures reduce professional isolation and help supervisors build sustainable leadership habits.

TAKE ACTION

Performance regulation becomes sustainable when awareness and reflection lead to practical communication and decision adjustments. Leaders practice communication pacing, emotional regulation, and situational response planning during training exercises. Repetition strengthens behavioral consistency and allows leaders to apply regulation strategies naturally during operational events.

Continued on page 42

4 Applying REST in Training Environments

REST training integrates into existing agency leadership development structures rather than replacing tactical or policy training programs. Training divisions often introduce REST using phased integration strategies that allow leaders to practice regulation skills while maintaining operational training priorities.

Foundational Education Phase

Training sessions introduce leadership performance psychology, stress physiology, and principles of communication regulation. Leadership baseline assessments help participants evaluate communication style, response pacing, and decision awareness patterns.

Skill Development Phase

Scenario-based exercises allow participants to practice REST competencies during simulated operational events. Training facilitators incorporate recognition and regulation coaching during role play and incident simulations, helping leaders practice performance adjustments in controlled environments.

Agency Integration Phase

Leadership evaluation processes, academy training, and post-incident reviews begin incorporating REST terminology and reflection methods. Shared leadership language strengthens communication consistency across supervisory levels.

Sustainability Phase

Internal training leaders receive instructor development preparation that allows agencies to maintain program continuity. Refresher training and leadership performance monitoring support long-term organizational integration.

5 Adapting REST for Specialized Roles

Leadership stress and communication demands vary across specialized law enforcement assignments. REST training adapts to support role-specific operational challenges while maintaining framework consistency.

- **Internal Affairs Investigators** benefit from communication neutrality training and emotional regulation strategies that support investigative objectivity.
- **Tactical Response Teams** strengthen communication clarity and decision composure during high-intensity operational deployments and after-action debriefs.
- **Academy Instructors** introduce leadership awareness during recruit development, helping officers build performance regulation habits early in their careers.
- **Community Outreach Units** strengthen citizen engagement communication by applying emotional regulation strategies that improve interaction consistency and reduce communication fatigue.
- **First-Line Supervisors** benefit from structured reflection and decision pacing tools that support leadership transition confidence and performance stability.

6 Organizational Outcomes

Agencies implementing structured leadership regulation training frequently observe improvements across performance and workforce stability indicators. Supervisors often demonstrate stronger communication consistency during critical incidents and leadership transitions. Training environments report increased concept retention when leadership reflection tools are incorporated into simulation exercises.

Leadership development training often reduces burnout indicators among supervisory staff and improves the development of the internal leadership pipeline. Communication clarity between command staff and field supervisors improves when leadership teams adopt shared performance regulation terminology. Operational environments benefit when leadership composure influences team communication tone and situational response pacing.

7 Creating Sustainable Leadership Culture

Leadership development programs influence agency culture when training extends beyond individual perfor-

Continued on page 43

mance and reinforces shared leadership expectations. Agencies that incorporate reflection, communication regulation, and stress awareness training often report improvements in internal communication quality and workforce retention.

Leadership behavior influences organizational climate. Supervisors who maintain composure, clarity of communication, and emotional stability under operational pressure often set performance expectations that influence entire teams.

8 Intellectual Property and Curriculum Structure

The REST Framework represents a proprietary leadership development system created by Dr. Renee Sunday, M.D. The framework includes structured curriculum content, training methodology, instructional materials, and evaluation tools designed to support leadership performance and stress regulation training.

Organizations access REST training through licensed curriculum delivery pathways that may include foundational leadership courses, advanced application programs, and instructor development certification. Curriculum design supports agency training flexibility while maintaining consistency with core leadership regulation principles.

- **The Foundational REST Leadership Course** introduces performance awareness, communication regulation, and stress response education.
- **Advanced REST Application Training** focuses on scenario integration, supervisory coaching development, and leadership communication refinement.
- **REST Instructor Development Programs** prepare internal trainers to deliver curriculum content and support organizational training sustainability.
- **Leadership Performance Evaluation Tools** support the measurement of communication effectiveness, decision confidence, and leadership transition stability.

9 Implementation and Strategic Considerations

Agencies introducing leadership regulation training benefit from aligning REST integration with existing leadership development programs, wellness initiatives, and performance evaluation structures. Collaboration between training divisions, command leadership, and wellness support teams strengthens program adoption and training consistency.

Leadership participation influences training success. Command staff involvement signals organizational commitment and strengthens engagement among supervisory personnel. Strategic considerations for agencies include:

- **Early Awareness Training:** Supports supervisors before communication strain and decision fatigue affect performance.
- **Alignment with Reviews:** Integration with existing scenario training, supervisory coaching, and post-incident review procedures.
- **Internal Ownership:** Instructor development strengthens agency ownership and encourages staff engagement.
- **Performance Measurement:** Communication consistency and decision clarity provide valuable insight into program effectiveness.

10 Research Foundations and Citations

The REST Framework reflects research findings across neuroscience, behavioral leadership science, occupational stress research, and performance psychology.

- **Decision Fatigue:** Research conducted by *Baumeister and Tierney*¹ highlights how repeated decision-making gradually reduces cognitive endurance and encourages reliance on automatic behavioral responses.
- **Stress Neurobiology:** Research conducted by *McEwen*² explains how prolonged stress exposure influences attention, memory, and executive functioning patterns.

Continued on page 44

- **Emotional Regulation:** Leadership research presented by *Goleman*³ demonstrates how emotional awareness strengthens communication and credibility and improves team trust.
- **Occupational Stress:** Research examining law enforcement environments conducted by *Violanti*⁴ identifies links between cumulative stress exposure and indicators of leadership fatigue.
- **Resilience Performance:** Research conducted by *Southwick and Charney*⁵ demonstrates that structured resilience training supports adaptability and endurance in leadership.

11 Conclusion

Leadership in law enforcement requires clarity, composure, and reliable communication during operational situations marked by pressure and consequences. Leadership development training that strengthens cognitive endurance alongside operational skill prepares supervisors and command staff to maintain performance stability across demanding careers.

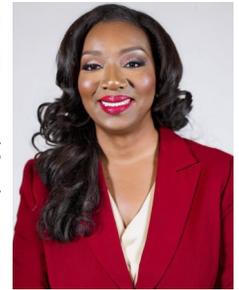
The REST Framework provides agencies with structured leadership regulation training that supports clear communication, strengthens decision-making confidence, and encourages sustainable workforce performance. Leadership composure directly supports officer safety, organizational stability, and community confidence.

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About the Author

Dr. Renee Sunday, M.D., is a physician, leadership strategist, and developer of the REST Framework. She specializes in strengthening leadership performance, stress regulation strategies, and professional training models for high-demand work environments.

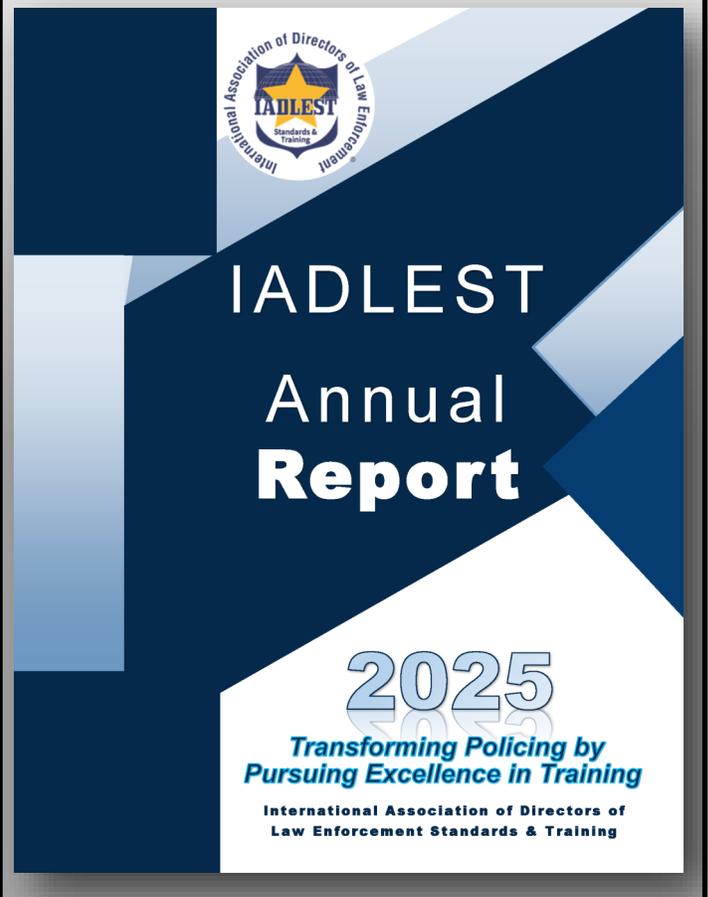


CONTACT INFORMATION

Dr. Renee Sunday, M.D.
Physician & Leadership Strategist
info@reneesunday.com

IADLEST's 2025 Annual Report

is available for IADLEST members in the Members Section on our website. Through IADLEST's 2025 activities, IADLEST is once again achieving excellence, impact, and grant receipts that serve our domestic and international members well.





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The 30x30 Initiative to Advance Women in Policing: Evidence, Standards, and Modernizing the Workplace



*By Tanya Meisenholder, Ph.D.,
Maureen "Mo" McGough, and
Ivonne Roman*

Common Misconceptions

As the 30x30 Initiative enters its fifth year, questions persist within the profession. For state standards and training leaders responsible for defensible, job-related policy, clarity matters. The following addresses several common concerns.

MYTH 1: 30x30 advocates for lowering standards

Maintaining high standards is essential to effective policing. The 30x30 Initiative has never advocated for lowering standards. It supports rigorous, job-relevant standards grounded in validation. Ensuring that physical ability tests and firearms qualifications are tied to essential job functions strengthens defensibility and reduces exposure under Title VII.

In many jurisdictions, hiring and promotional assessments have not undergone recent job task analysis or validation review. As a result, they may not fully reflect current job demands and may produce disparate outcomes. For example, when NYPD examined its preemployment assessment, it identified a 12-pound trigger pull that exceeded manufacturer standards. After returning to factory specifications, the passing rate for women increased from 44% to 75%, and the next academy class exceeded 30% women.

Under Title VII, employment tests must be job-related and consistent with business necessity. Courts have upheld validated assessments, even when outcomes differ across groups. The focus is not equal pass rates, but defensible standards tied to performance. Agencies bear responsibility for demonstrating validity when assessments produce disparate outcomes.

State standards and training boards carry statutory responsibility for ensuring that hiring assessments, physical ability tests, and academy requirements are job-related, defensible, and aligned with the demands of policing. These responsibilities sit at the center of officer safety, operational readiness, and public trust.

As agencies face staffing shortages, increased legal scrutiny, and evolving realities, the issue is not whether standards should be rigorous. They must be. The practical question is whether long-standing standards continue to measure the knowledge, skills, and abilities that drive performance. Periodic job task analysis and validation review protect agencies and the statewide institutions responsible for setting minimum requirements.

POST boards and standards directors influence entry and advancement. When assessments are challenged or adverse impact data raises concerns, it is the validation process that is examined. Regular review strengthens credibility and reduces institutional risk.

The 30x30 Initiative works alongside agencies and state partners in this effort. While often associated with increasing representation, the core of this work is ensuring assessments are scientifically grounded, legally defensible, and tied to essential job functions.

Continued on page 47

MYTH 2: 30x30 promotes quotas or preferential treatment

30x30 does not endorse quotas or favoritism. The “30% by 2030” goal reflects an expected outcome of fair practices, not a mandate. Research suggests that when underrepresented groups reach roughly 30% representation, they move from token status to critical mass, reducing stereotyping and increasing influence over decision-making.

To be clear, hiring or promoting someone solely because of their gender (or any other demographic attribute) would be unfair and dangerous. Instead, 30x30 focuses on removing barriers not tied to essential job functions, ensuring assessments accurately measure job requirements, and making sure equipment, policies, and training environments reflect the realities of today’s workforce. Evidence from reporting agencies bears this out: *those engaged with 30x30 for at least two years saw an average 28% increase in women recruits.*



MYTH 3: This is about special treatment for women

The changes encouraged by 30x30 are not about women getting special treatment; they reflect baseline workplace expectations in any modern profession. Properly fitted ballistic vests, appropriate lactation space, and addressing health needs are matters of officer safety and workforce management. Addressing sexual harassment where it occurs strengthens culture and psychological safety for everyone. These measures support officer performance, readiness, and long-term stability.

Grounded in Evidence and Bipartisan Support

The 30x30 Initiative rests on a growing body of peer-reviewed research suggesting that women officers perform comparably across core functions and, on average, are involved in fewer use-of-force incidents and citizen complaints, receive fewer complaints and lawsuits, achieve better outcomes in sexual assault and gender-based violence investigations, and are associated with higher levels of community trust.

This work has received bipartisan support across administrations. The foundation of this work began at the US Department of Justice during the first Trump administration with a national summit on women in policing in 2018 and was supported by political appointees at the USDOJ’s Office of Justice Programs at that time. Federal support continued under the Biden administration, including a formal partnership between USDOJ and 30x30 in 2022 that expanded support for technical assistance and evidence-based strategies. And the professional consensus is clear: the initiative’s founding partners include National Association of Women Law Enforcement Executives (NAWLEE), National Organization of Black Law Enforcement Executives (NOBLE), Police Executive Research Forum (PERF), National Policing Institute (NPI), American Society of Evidence-Based Policing (ASEBP), and other police professional and research organizations.

Continued on page 48

At its core, 30x30 ensures policing remains accessible to qualified individuals and is structured to attract and retain top talent. Amid staffing challenges, agencies face increased risk when they narrow candidate pools or lose experienced officers to avoidable attrition. 30x30 offers a framework to validate assessments, expand talent pools, and strengthen workplace conditions. For state standards leaders, this work is not advocacy but alignment, ensuring standards remain defensible, job-related, and responsive to operational realities. ~

About the Authors

Tanya Meisenholder, Ph.D., is the Director of Police Research at NYU School of Law's Policing Project and leads the 30x30 Initiative to Advance Women in Policing. Before joining NYU, she spent over 20 years in law enforcement, rising to senior leadership roles with the NYPD, including Deputy Commissioner and Chief of Staff.



Maureen "Mo" McGough is co-founder of the 30x30 Initiative, senior advisor for collaborative reform at the Policing Project, and on the faculty of the Center for Excellence in Policing and Public Safety (EPPS) at USC Law. She spent much of her career as an attorney and senior policy advisor at the U.S. Departments of Justice and State.



Ivonne Roman is a nationally recognized policing leader with 25 years of law enforcement experience, including service as Newark's Police Chief, and a co-founder of the 30x30 Initiative. A published thought leader and TED Talk fellow, she serves on numerous boards including the American Society of Evidence-Based Policing and focuses on police culture, policy and government accountability.

For more information: www.30x30initiative.org

Curriculum Development and Job Task Analysis

IADLEST has brought together a group of experienced subject matter experts and we now offer Curriculum Development with a Job Task Analysis. We offer an entire entry-level academy curriculum, multiple in-service topics, or a single lesson. The process can be tailored to your agency, but below is the general process.

Phase I: Needs Assessment / JTA Data Collection: IADLEST gathers respondent data from the individual agency, region, or an entire state. Surveys are distributed electronically to identify specific job tasks by assignment, frequency, and criticality.

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

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

IADLEST also offers a continued "maintenance" service for all topics developed. This would include annual literature reviews, updating materials, version control, archiving and making enhancements.

For more information email [Brian Grisham](mailto:Brian.Grisham). ~

View our

[Curriculum Development and JTA Flyer](#)

Do you want to know more about what IADLEST is doing for law enforcement and the criminal justice community?

The IADLEST Newsletter is a primary source to get that information.

The IADLEST Newsletter is where association members get up-to-date information on the progress of current projects.

It's a publication of record for committee meeting minutes, and a source for the members to go when learning about IADLEST initiatives that need Director Member and other membership support.



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>

The IADLEST newsletter is distributed digitally to approximately 12,000 POST and Academy Directors, law enforcement trainers and training providers worldwide.

The IADLEST Newsletter is published quarterly. It is focused on information involving the selection and training of law enforcement officers. We do not print or mail out any copies of the newsletter. Quarterly newsletters back to January 2007 are stored on our website: <https://www.iadlest.org/news/newsletters>.

All professional training managers and educators are welcome to become members of IADLEST and receive the Newsletter. 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 IADLEST membership. Recognizing the obligations and opportunities of international cooperation, IADLEST membership includes law enforcement training professionals worldwide.

Information about IADLEST membership can be found at: <https://www.iadlest.org/members/membership-types>.

Newsletter Editor Dan Setzer can provide further information about the Newsletter and can be contacted at: dsetzer@iadlest.org or by mail to IADLEST at: 225 S Wooddale Ave., Ste 105, Eagle, ID 83616. ~

Building Safer Neuro-Inclusive Communities through Law Enforcement Training

By Dr. Jenelle Abnett, Ph.D., BCASE

The Critical Need

Almost 20% of individuals with autism report having police contact by age 21, and with 5% arrested. These encounters carry significant risks if officers misinterpret neurodiverse behaviors as threatening or non-compliant. In a 2022 study, over 56% of law enforcement officers (LEOs) reported responding to calls involving autistic individuals, yet 72% reported receiving no formal training. Without proper training, officers struggle to differentiate these behaviors from genuine threats, which has led to inappropriate use of force and adverse outcomes.

Understanding Autism in the Field

Autism spectrum disorder affects communication, social behaviors, and sensory processing. For example, if an officer inquires whether the driver "has been drinking" at a traffic stop, a neurodivergent individual might give a literal response of "yes," because they have been drinking water or another non-alcoholic beverage. They may not understand the implied part of the question: "drinking alcohol?" Officers may also encounter individuals who display repetitive movements (stimming), who avoid eye contact, or elope¹ the situation. These are common sensory responses in neurodivergent individuals that could be interpreted as suspicious to untrained law enforcement officers. Without proper training, these behaviors are often misinterpreted and could escalate into a situation that could otherwise be resolved safely.

Evidence-Based Solutions

Research conducted by the Bureau of Justice Assistance found the need for improved training in neurodivergent characteristics and communication styles.² Trained officers show greater confidence in responding to autism-related calls and feel better prepared for field encounters. Effective training programs combine didactic instruction with performance-based training, including scenario-based simulations. Studies show officers trained through simulations and role-play demonstrate



significantly improved skills to de-escalate common calls related to neurodivergent individuals.

Implementation Recommendations

Research consistently shows that specialized training reduces arrests, improves overall outcomes, enhances officer confidence, and strengthens community trust. With autism now affecting 1 in 32 individuals, the time to invest in specialized training is crucial. Proper training ensures these encounters end safely for everyone involved and serve all community members effectively.

The NDATS Approach

Neurodiversity & Autism Training Solutions (NDATS) provides evidence-based training specifically designed for law enforcement and other first responder agencies. NDATS's vast understanding of neurodivergent minds covers recognition of common behaviors in field situa-

Continued on page 51



tions, communication techniques for verbal and non-verbal individuals, crisis intervention strategies, and ways departments and stations can connect with their neurodivergent community.

Contact NDATS at www.ndats.org to learn about customized training programs for your agency. ~

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¹ Elope is wandering off or leaving an area

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About the Author

Dr. Jenelle Abnett has been working in the field of Special Education for more than 25 years. She earned her PhD from Notre Dame of Maryland University with a focus on special education, teaching practices, and social skills for students with neurodiverse minds including Autism Spectrum Disorder (ASD), ADHD and Specific Learning Disabilities.



Growing up with a brother who has served close to 30 years in fire and rescue, Dr. Abnett identified a need for first responders to be educated on the common characteristics of people with autism spectrum disorder (ASD). Wanting to take her knowledge beyond teacher programs, Dr. Abnett created trainings for other occupational fields on ASD.

Dr. Abnett spent over 15 years supporting special education in public schools. As an IEP chair, an inclusion teacher, and an emotional support special education teacher, she understands IDEA and ADA law.

Dr. Jenelle Abnett is also a full-time professor at Neumann University in Aston, PA. She is advisor for the Neumann University Branch of the Eagles Autism Foundation College Program.



Major County Sheriff's Association Endorses IADLEST NCP

**Sheriff Sanda Hutchens
President,
Major County Sheriffs' Association**

“As an association dedicated to the continuing education of our members, we are very happy to embrace a new, and very high standard, for law enforcement training. The NCP seal will make it easier to select training programs that we know have been critically examined in order to meet the threshold required for NCP endorsement.”

37 Supporting States



*Check with POST for more details

2024 Reciprocity Manual

Often law enforcement officers who have been trained and certified by one state desire to relocate to another state. These individuals question whether their training will be accepted by the new state's POST and want to know the new state's certification process.

Most, but not all, states do give credit for previous training.

IADLEST has developed a reciprocity handbook as a resource to law enforcement training managers and others interested in the different states' requirements.

IADLEST's 2024 Reciprocity Handbook is available on our website.

If you're a member of IADLEST, you can download the PDF version of the Handbook here:

[2024 Reciprocity Manual - Members PDF Version](#)

Non-Members may purchase a print version of the Reciprocity Handbook at the IADLEST online store here:

[2024 Reciprocity Manual - Non-Members Print Version](#)

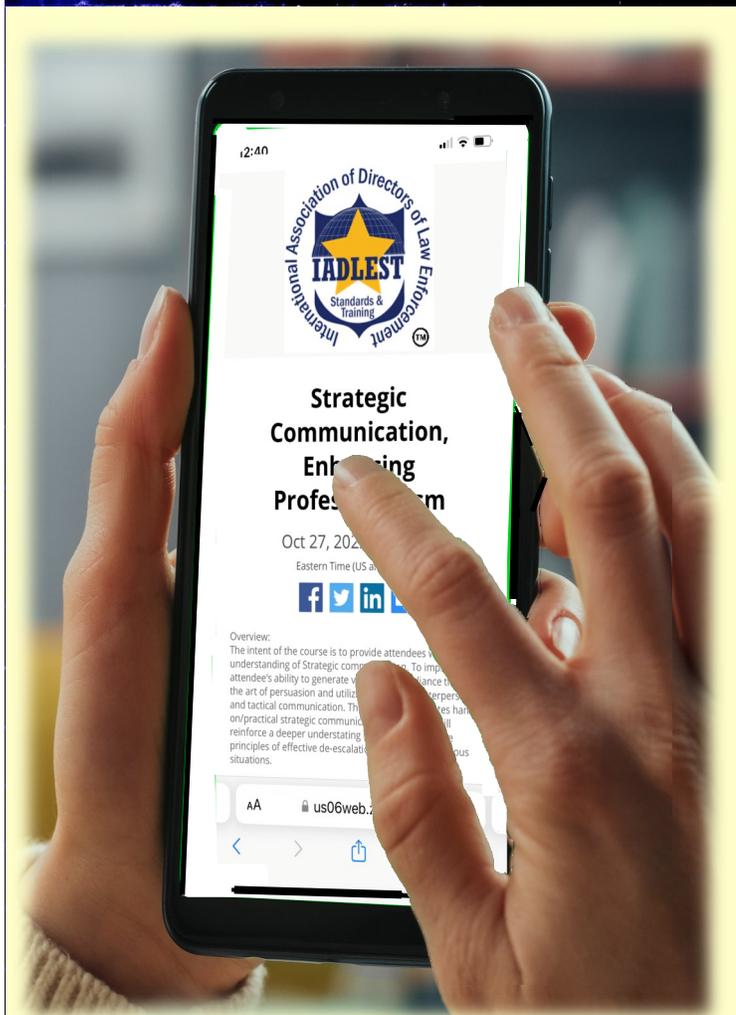


International Association of
Directors of Law Enforcement
Standards and Training

Reciprocity Handbook

This handbook contains information gathered from the 50 state law enforcement officer standards and training organizations. The reciprocity requirements are listed for the certification and licensing of law enforcement officers for each agency.

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INSTRUCTIONAL TIPS

PERFORMANCE OF TRAINING STAFF

POLICE LINE DO NOT CROSS

By William Flink

It's a known fact that law enforcement agencies must ensure they can adapt swiftly to changing conditions and be effective in meeting today's evolving societal demands. One means of tracking these adjustments is to collect performance data related to training and assess, continuously, to make suitable decisions and take relevant personnel and training actions.

Performance measurement is an important aspect of assessing an organization's progress, and the tools and tactics available to department leaders can help them design and implement an effective performance management system. To assist with creative system design, leaders can draw on numerous research and case studies of realistic performance management system deployments that have already been developed.

With that said, there is no single theory or deep understanding of the criteria, elements, or situations that influence the application of performance indicators to an organization's future work. As a result, it is necessary to give serious thought to how departments can shift from a *functional assessment* to an *organizational performance focus*, and how training departments can assist in the process.

The current dominant paradigm in performance measurement and management is to highlight the potential shortcomings of existing approaches. Accordingly, today's instructional practices often create apprehension for both new staff and trainees while simultaneously undermining their creative engagement. Additionally, in such situations, performance measures and their expected values often create an environment that leads to underreported or concealed goals.

Performance measurement of staff requires valid training and implementation, managed through observation and periodic review of work. We know that to achieve impactful results, we must prioritize sustainable training and effective implementation strategies. It is essential for managers to have a solid understanding and foundation from which to develop and successfully establish strategies that enhance their departments' growth by improving employee performance. Furthermore,

measuring employee performance is directly correlated to the sustainability of leadership. Stable leadership fosters staff alignment and commitment in managing diverse social and environmental challenges.

According to sustainable leadership theory,

“Leadership is not only a position but a process of influencing the people working together to develop a shared vision for change, promote employee performance, and foster employee commitment for collective achievement.”

It also reminds us that those considered leaders in the field of sustainability strive to maximize value across the so-called government “triple bottom line. For government agencies, the triple bottom line is how we measure agency impact on people, our communities, and risk, to ensure that subsequent generations will enjoy the same values we do now.

Factors Impacting Performance Measurement

It is critical to analyze the factors that significantly impact the effectiveness of the performance measurement and the management system's operation. A primary source for this, is the *training impact* through academies, field training, roll call, and in-service training programs. Higher education related to the field, as well as self-directed training are also important to take into consideration, however, these two factors will not be addressed further here.

In any performance measurement system, employees should receive reliable performance feedback from their managers and colleagues on all aspects of their tasks and contributions to the organization. For those in the training field, this is a paramount task to ensure that those charged with teaching and influencing officers in the field, are those who perform at a superior level and with superior abilities. Their performance evaluations must demonstrate attributes that clearly capture the department's qualities in maintaining the trust among the citizens served. If the training organization serves more than one jurisdiction, the evaluation process and parameters become all the

Continued on page 54

more critical in sustaining qualities of social, moral, informational, and evaluative trust.

Training sections, divisions, and academies are responsible for being current in performance evaluation theory and techniques. From curriculum developers to classroom and practical instructional staff, performance evaluation is a constant necessity to produce well-trained officers needed for the street or the field of law enforcement service they pursue.

So what qualities do training staff need to possess to satisfy the public's expectations of a professional law enforcement organization? In a broad sense, we can recommend these attributes to produce a superior training function: Creativity and Innovation, learning and interest in growing into a recognized expert in some instructional field, obligation and responsibility, being able to plan and take action based on the plan, good communication skills, and strong ability to perform well.

Creativity and Innovation: Allowing staff to pursue projects that interest them is another way to enhance an organization's reputation. There may be better ways to conduct the required work or to institute programs that other staff have never brought to the organization, benefiting those the organization serves.

Learning and Growing As An Expert: Employees who are determined to deepen their knowledge of training or the agency's administrative functions should be encouraged to do so—even if special permission may be needed to achieve their goals. Allowing staff to join professional training associations and travel with superiors to management conferences or training programs may ultimately enhance the credibility of the training effort.

Obligation and Responsibility: Employees should complete their required work on time and to a sufficient standard.

Planning and Executing the Plan: Employees should be involved in the organization's strategic planning process. If they are expected to accomplish portions of the plan, they should be held accountable for completing their assigned portion.

Communications: Being able to communicate verbally, in writing, on the classroom podium, or before training councils or other governmental bodies is highly important for training staff

Performance: According to most studies, dedication to the organization has a dramatic effect on employee performance. Recognition and awards are encouraged to

stimulate performance above the requirements of the work position. These motivate staff and lead to consistent effort. To maintain employment stability, training staff need to know they're appreciated and valued by the organization.

For successful organizations, job stability and occasional rewards are objectives of appraisal systems, and drive compensation linked to success, safety, and promotion within the organization. Based on research on performance management and job performance, researchers have observed that the ability to perform at effective appraisal levels is directly linked to effective job management. Something that training administrators can refer to when assessing manager effectiveness and productivity.

There are several types of appraisal systems that managers use in their performance evaluation systems. Among them is the *360-degree Appraisal System*. A 360-degree appraisal system, by definition, integrates the opinions of many groups of assessors who engage employees. The employee's superiors, coworkers, public feedback and criticism, and the employee's perspective of themselves. All are important evaluations that should be included in a 360-degree appraisal system for work performance review.

Another system for evaluating performance is the, often-used, *Management by Objectives*, which focuses on results. Objectives are jointly developed by managers and the employee. A goal-based appraisal approach consists of several tasks that must be completed. It is to design a plan outlining the measures to be taken to achieve the objectives. The employee is authorized to carry out the actions outlined in the action plan. This makes it possible to evaluate performance objectively. Preventive measures are taken when needed, and new goals for the future can be established as needed.

Any system that effectively evaluates employee performance should have clearly outlined goals for completing tasks or achieving objectives. The objectives must be precise, well-defined, quantified, and scored on a point scale.

On the next page is an outline of an evaluation process that examines the six attributes that contribute to superior performance in the training function. Review them and determine whether your organization could stand by them during the employee performance evaluation process.

Continued on page 55

To provide some thought to training managers regarding evaluating their employees performance, the following is offered as an example.¹

Table 1. Functional and behavioral items of training staff performance appraisal.

Appraisal Dimensions Items:

Creativity and Innovation	<ul style="list-style-type: none"> • Adding feedback or emerging ideas via individual or group struggles.
	<ul style="list-style-type: none"> • Developing innovation strategies to advance affairs at the individual or organizational level.
	<ul style="list-style-type: none"> • Follow up on modern strategies to minimize training gaps and refine problems.
	<ul style="list-style-type: none"> • Willing to implement new approaches in administrative procedures.
	<ul style="list-style-type: none"> • Evaluating the reasons for success and failures and implementing them in the workplace.
Learning and growing ability	<ul style="list-style-type: none"> • Flexibility in abandoning a strategy or measure and implementing a more modern training strategy or measure.
	<ul style="list-style-type: none"> • Self-learning and contributing to learning programs, stabilizing and implementing the learning outcomes in decision-making processes
	<ul style="list-style-type: none"> • Performing duties without the direction and supervision of employers.
	<ul style="list-style-type: none"> • Willingness and efficiency in learning the capabilities needed to advance aims and programs
	<ul style="list-style-type: none"> • Trying to update professional understanding and increase expertise.
Obligation and Responsibility	<ul style="list-style-type: none"> • Regular use of all expertise and professionalism in executing the assigned duties.
	<ul style="list-style-type: none"> • Willing to perform duties and achieve aims in due time.
	<ul style="list-style-type: none"> • Executing operations and follow-up schedules based on assigned instructions.
	<ul style="list-style-type: none"> • Behavioral consistency in social and ethical roles and norms in the workplace.
	<ul style="list-style-type: none"> • Efficient use of services, instruments, equipment, and assets.
	<ul style="list-style-type: none"> • Presence at the workplace, timelines, and accessibility.
	<ul style="list-style-type: none"> • Appropriate and quick response in emergencies.
Planning and Actions	<ul style="list-style-type: none"> • Professional problem identification and solving ability.
	<ul style="list-style-type: none"> • Deciding the actions, services, and assets needed to run the project.
	<ul style="list-style-type: none"> • Seriousness and persistence in the pursuits of matters according to agency protocols.
Communication Skills	<ul style="list-style-type: none"> • Cooperation with other employees in group efforts to create a motivational and constructive environment.
	<ul style="list-style-type: none"> • Communicating graciously, humbly, and stress-free with others.
	<ul style="list-style-type: none"> • Correct, precise, and transparent written or verbal information exchange with others.
	<ul style="list-style-type: none"> • Delivering directions or instruction to trainees and constituents, and paying full attention to their feedback and criticism. Being a good mentor.
Performance	<ul style="list-style-type: none"> • Willingness to perform tasks based on responsibilities, missions, and problem instructions.
	<ul style="list-style-type: none"> • The completion of tasks in due time according to responsibilities, missions, and problem instructions.
	<ul style="list-style-type: none"> • Providing timely trainee, technical, and specialized reports, comprising activities, progressions, and remedies.

Continued on page 56

In summary

The evaluation of performance can determine the strengths and weaknesses of employees. In the training world, performance is the most critical factor that affects the workplace. As such, it may be argued that the organization should concentrate on both training staff competence and the officers being trained to improve effectiveness.

The influence of the six dimensions of performance evaluation for training staff performance can enhance performance assessment conditions and ensure staff are evaluated fairly. The performance assessment process should provide a balanced perspective on the other training coworkers and the training staff's objectives. This can lead to positive attitudes, which are a key influencer of employee satisfaction. Beyond this review, management might create a more personal strategy to relate performance assessment outcomes to rewards and benefits. This could greatly help motivate employees and improve satisfaction levels.

Employee performance management and measurement systems provide employees with feedback on their performance. They help identify “bad” and “good” performance and document personal decisions, such as discipline and promotions. They also provide evidence to support management decisions.

Although employee performance measuring tools improve a training organization's benefits, there are some limitations of these practices, including a lack of objectivity in performance evaluation, the time taken to conduct the appraisal, performance reviews that do not change anything, negative attitudes of evaluators and/or the employee, bad experiences, a lack of senior leadership participation, a lack of resources, and a lack of understanding of the information reported by the evaluator.

A training staff performance evaluation system approach is regarded as a baseline for supporting the training function. It impacts the performance of the employees' effectiveness and the quality of the training operation. It also bears weight upon the satisfaction of the agencies served by the training organization.

A good performance evaluation system will be based on clear goals for the employee, improve employee rewards, create effective communication with the employee, identify and resolve the basic cause of the poor employee performance, stimulate regular employee training, establish regular performance reviews, and set reasonable employment expectations for managers and training staff alike. ~

Reference:

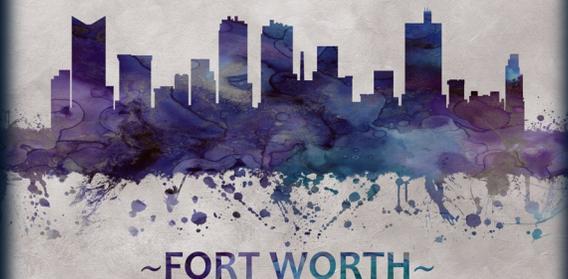
¹ Vuong, Thu Doan Ngoc, and Loi Tan Nguyen. 2022. “The Key Strategies for Measuring Employee Performance in Companies: A Systematic Review.” *Sustainability* 14 (21): 14017.



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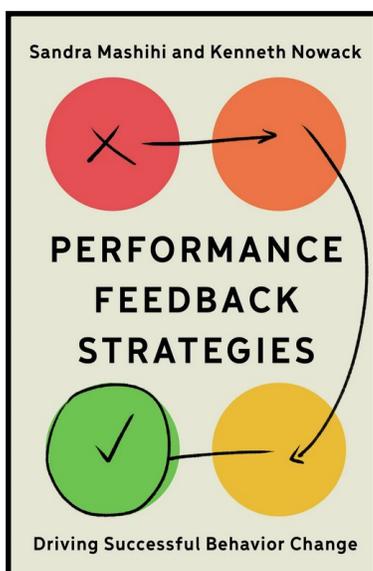


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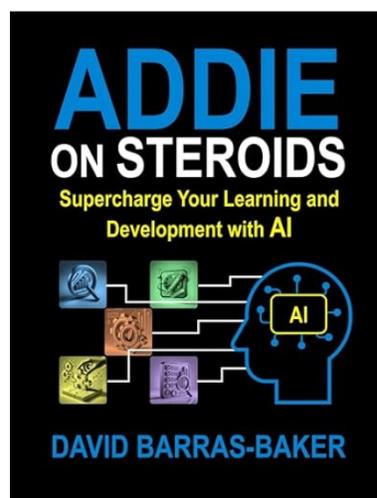
Recommended For You or Your Training Library



Performance Feedback Strategies is a well-written text providing a lot of insight into the efforts to inform trainees and now staff with performance feedback. Providing feedback often sparks frustration and fear for both leaders and their teams. Why? Because what leaders think they are communicating, isn't always received by their staff as constructive and helpful.

The book offers leaders a four-part Performance Feedback Coaching Model that has a decade of development, testing, and refining with leaders around the world. The authors offer a powerful framework based on their research in neuroscience and psychology.

The book offers practical strategies and tools to deliver tailored feedback that aligns with each employee's unique skills and interpersonal strengths. By personalizing feedback, leaders can inspire significant improvements in employee behavior, providing a work environment where leaders achieve their goals and employees thrive. The authors share powerful stories, real-life examples, and user-friendly tips, as well as questionnaires, worksheets, and other tools leaders can apply immediately in managing today's diverse workforce. ~



ADDIE on Steroids is a practical guide showing instructional developers how to make the ADDIE model work in the real world, faster, smarter, and more effectively than ever before. By integrating the timeless structure of Analysis, Design, Development, Implementation, and Evaluation with today's most powerful AI tools,

you'll learn how to cut through complexity, save time, and consistently deliver value.

Among the features inside this book:

- Transform the Analysis phase with smarter data collection, risk reviews, and AI-driven learner insights.
- Use AI to accelerate Design and Development.
- Anticipate common traps and avoid expensive mistakes that sink projects.
- Apply evaluation strategies that prove ROI and secure executive buy-in.
- Access ready-to-use templates, checklists, and AI prompts to fast-track your next project.

Every section is structured for clarity, with tips, techniques, examples, and checklists you can pick up and apply immediately. You won't just read about ADDIE, you'll put it into action from page one. ~



IADLEST Training Standards

Where does your training department or agency stand in relation to the following standards?

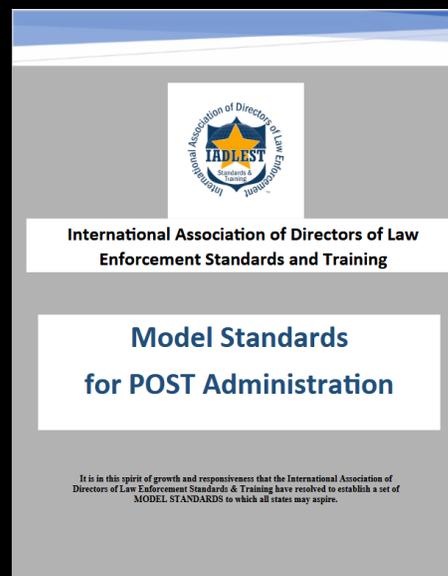
What constitutes good training?

IADLEST recommends policy makers consider the following when reviewing training models and requirements:

1. All training programs should have complete and detailed written instructor and student lesson plans developed from valid job task analysis and training needs analysis.
2. All training programs should engage and challenge the participants mentally and physically with well-designed lesson plans that include discussion questions, in-class collaborative exercises, and realistic, practical exercises replicating the most common tactics and incidents for effective police response.
3. Good training should be evidence-based and developed in an unbiased manner.
4. All training programs should incorporate a variety of learning preferences that will stimulate students and foster content retention.
5. Students should demonstrate content mastery and training transfer with pre-and post-testing.
6. Critical skills areas (vehicle stops, use of deadly force, de-escalation techniques, responding to individuals with mental illness, etc.) should be tested using graded practical exercises.

Each of these points is treated in detail in our document:

[CLICK HERE](#)



IADLEST MEMBERSHIP

Categories of Membership

www.IADLEST.org

POST Director

This is an agency membership available to the director or chief executive officer of any board, council, commission, or other policy making body, which is established and empowered by state law and possesses sole statewide authority and responsibility for the development and implementation of minimum standards and/or training for law enforcement, and where appropriate, correctional personnel. Includes 2 complimentary members.

Annual dues in this category are \$400.00.

Academy Director

Available to any director, or person in charge of administering a law enforcement training academy responsible for the basic and/or in-service training of law enforcement officers. Includes 2 complimentary memberships.

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General Member

General membership is available to any professional employee or member of an agency headed by a director, a criminal justice academy, board, council, or other policy-making body, or foreign equivalent, who is actively engaged in the training/education of law enforcement, and where appropriate, correctional personnel.

Annual dues in this category are \$125.00.

Sustaining Member

Sustaining membership is limited to any individual, partnership, foundation, corporation, or other entity involved directly or indirectly with the development or training of law enforcement or other criminal justice personnel.

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IADLEST Corporate memberships are available to any corporation that is involved in or supports law enforcement standards or training.

- Small- Under 100 employees. Includes 5 complimentary sustaining memberships.
Annual dues \$1,000
- Medium- Up to 500 employees. Includes 10 complimentary sustaining memberships
Annual dues \$2,500
- Large- Over 500 employees. Includes 20 complimentary sustaining memberships.
Annual dues \$5,000

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Annual dues for this category are \$50

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This membership is available to members who conclude their service in the position which provided eligibility for their membership and whose contributions to IADLEST have been significant. No cost.

IADLEST Standards & Training Director Magazine

Author Guidelines

The *IADLEST Standards & Training Director Magazine* is a publication to bring association information to its membership and law enforcement academy personnel. It is designed to enhance knowledge about standards and training development for discussion and implementation. The *IADLEST Standards & Training Director Magazine* is developed as an online-only publication, offering readers, worldwide, dynamic and expansive knowledge about setting “best practice” standards and training for law enforcement, criminal justice, and other public safety officers.

The *IADLEST Standards & Training Director Magazine* accepts articles on virtually any topic related to law enforcement standards setting, training development or training enhancement. As an association periodical, *we do not* accept articles that are directed to advertise a specific product or service. However, we do accept paid advertisements in a graphic format.

Preparation

Feature articles can be 2,000-3,000 words in length. Shorter articles are accepted between 500-1,000 words, or about 1 to 2 pages. A short author biography may be included with the article. Articles should include the name of the author(s), position or title, organization, and email address.

Articles should be written in Microsoft Word (.doc or .docx). Do not send any other text software format. Approved fonts are Arial or Times New Roman. Font size should be 11pt. Line spacing should be at 1.08. Paragraph spacing should be at 0 pts above paragraph and 6 pts after paragraph. Reference citations should be noted by endnotes. Graphics and photographs are encouraged, however, do not embed graphics or photographs in the text. Graphics or photographs may be included with suggested placement in the article, however, final placement will be the decision of the magazine editorial staff.

Upload submissions and any photographs or graphics attached to an email addressed to: STDM@iadlest.org

IADLEST Standards & Training Director Magazine staff members judge articles according to relevance to the audience, factual accuracy, analysis of the information, structure and logical flow, style and ease of reading, and length. IADLEST staff reserve the right to edit all articles for length, clarity, format, and style.

Relevance to the Audience and Factual Accuracy

IADLEST’s *Standards & Training Director Magazine* provides a forum for information exchange throughout the criminal justice standards and training community. Our readers consist of instructors, supervisors, midlevel managers, law enforcement academy directors, directors of peace officer standards and training agencies within the United States, and various national and international law enforcement training institutions, worldwide. Our readership has various levels of English language comprehension and reading abilities. Most have limited time for reading articles. With that in mind, authors should present material in clear, concise, and understandable terms.

Authors should support their articles with accurate, concise, and appropriate details, providing sufficient background information, detailed explanations, and specific examples. Source citations must accompany facts, quoted or paraphrased ideas or works, and information generally not well known.

Contributors’ opinions and statements should not be considered an endorsement by IADLEST for any program or service. The *IADLEST Standards & Training Director Magazine* is produced by the staff of the IADLEST.

Send article submissions to:

E-Mail Address

STDM@iadlest.org

Comments or inquiries can be mailed to:

Editor,
Standards & Training Director Magazine,
IADLEST,
225 S. Wooddale Ave.,
Ste. 105, Eagle, Idaho
83616

Web Address

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