Contents

Foreword Author		xv xix
1	Introduction	1
	Civil Litigation	2
	The Three-Prong Test	
	Conditions for the Transfer of Training	2 3
	The Realities of Training	5
	70:20:10 Training	8
	Human Performance Technology and Law Enforcement	
	Training	11
	Learning versus Performance	13
	Conditions of Training	13
	Determining Whether There Is a Need	14
	Learner Analysis	14
	The Power of Checklists Conclusion	15
	Conclusion	16
2	The Brain on Training	19
	Introduction	19
	Basic Brain Structures	20
	Mind Maps (or Schemas)	21
	Brain Plasticity	21
	Myelin	22
	Memory	23
	Cognitive Load Theory	27
	The Brain under Stress or Pressure	28
	Training for Stress and Pressure	32
	Stress Inoculation Training	33
	The Law Enforcement Mindset	34
	Mindfulness	34
	Conclusion	36

Contents

3	Life at the Academy	39
	SWOT	40
	Strengths	40
	Weaknesses	40
	Opportunities	41
	Threats	41
	The Implications	41
	Mission, Vision, Core Values, Outcomes, and Goals/	
	Objectives Statements	42
	Mission Statement	42
	Vision Statement	43
	Core Values	44
	Outcomes	44
	Goals and Objectives	45
	Conclusion	45
4	Law Enforcement Ethics Training	47
	The "Business" of Law Enforcement Training	49
	Security Measures	50
	Controlled Substances	50
	Hazardous Materials	51
	Weapons and Explosives	51
	Safety, Risks, and Hazardous Training	52
	Maintaining Training Equipment	54
	Training Records	54
	Health	55
	Policies for Student Misconduct	55
	Orientation to Training	56
	Legal Issues and Law Enforcement Instruction	57
	Plagiarism and Copyright Laws	57
	Conclusion	59
5	Developing Training Staff	61
	Instructing the Instructor	62
	Competency 1. Communicate Effectively	62
	Competency 2. Update and Improve One's Professional	
	Knowledge and Skills	63
	Competency 3. Comply with Established Ethical and Legal	
	Standards	64
	Competency 4. Establish and Maintain Professional	
	Credibility	65

6

Planning and Preparation	66
Competency 5. Plan Instructional Methods and Materials	66
Competency 6. Prepare for Instruction	68
Instructional Methods and Strategies	69
Competency 7. Stimulate and Sustain Learner Motivation	
and Engagement	69
Competency 8. Demonstrate Effective Presentation/	
Facilitation Skills	70
Competency 9. Demonstrate Effective Questioning Techniques	71
Competency 10. Provide Clarification and Feedback	72
Competency 11. Promote Retention and Transfer	73
Assessment and Evaluation	74
Competency 12. Assess Learning and Performance	74
Management	75
Competency 13. Manage an Environment That Fosters	
Learning and Performance	75
Competency 14. Manage the Instructional Process through	
the Appropriate Use of Technology	76
Clicker Training	77
Characteristics of a Motivating Instructor	77
Instructor Accountability	78
Approaches to Feedback	79
Feedback Strategies	81
Assessing Officer Performance	81
Open Skills versus Closed Skills	82
Pygmalion Effect	82
Interrater Agreement	83
How to Rate Performance	84
Conclusion	84
Curriculum Development	85
Analysis	85
FEA	86
JTA	88
Informal or Rapid Analysis	89
Subject-Matter Experts	90
Design	91
Identify the Real-World Task	92
Course Objectives	92
Components of an Objective	93
Bloom's Taxonomy	93
Cognitive Domain	93
~	

Psychomotor Domain	95
Situation-Based Approach to Psychomotor Performance	99
Three Levels in the Psychomotor Instructional Process	100
Hard Skills and Soft Skills	101
Affective Domain	102
Writing Performance Objectives	103
Performer	104
Performance	104
Conditions	105
Criterion	105
Outcomes versus Process	106
Specific versus General	107
Measurable versus Immeasurable	107
Officers versus Instructors	107
Development	110
Lesson Plan Development	113
Assessment Development	114
Performance Tests	115
Chunking	117
How to Develop a Practical Exercise or Scenario	117
Reasonable Beginning	118
Uncertain Challenge or Problem-Based Learning	118
Thorough Finish	119
Realism	119
Role Players	120
How Role-Playing Relates to Training	120
Performance Evaluations	121
Remediation	122
Instructional Media	123
Technical Accuracy	123
Implementation	127
Pilot Testing	127
Course Assessment	127
Evaluation	128
Level 1	129
What Are the Essential Questions for Level 1?	129
Is Evaluating at Level 1 Worthwhile?	130
Level 2	130
Level 3	130
What Are the Essential Questions for Level 3?	131
Choosing Your Evaluation Questions	132
Level 4	132
Analysis of Evaluations	133

	Learning Transfer System Inventory	134
	Ability Elements	135
	Motivation Elements	136
	Environmental Elements	136
	Secondary Influences	136
	The Bottom Line	137
	Spiral or Rapid Development	137
	Conclusion	138
7	Test Development	139
	Test Content Outline	140
	Avoiding Bias and Stereotypes	143
	Test Complexity	146
	Test Question Analysis	148
	Cut Scores	149
	Practicality	152
	Performance Test or Evaluations	152
	Terminal Performance Objective	152
	Conclusion	153
8	Focus on Officer Performance	155
	Motivation—The Key to Learning	155
	Intrinsic versus Extrinsic Motivation	156
	Adult Learning	158
	Adults Are Internally Motivated and Self-Directed	159
	Adults Bring Life Experiences and Knowledge to Learning	
	Experiences	160
	Adults Are Goal Oriented	160
	Adults Are Relevancy Oriented	160
	Adults Are Practical	161
	Adult Learners Like to Be Respected	161
	Experiential Learning	162
	Learning Styles	165
	Training Generational Differences	166
	Metacognition and Officer Learning	168
	Metacognitive Knowledge	169
	Metacognitive Regulation	170
	Levels of Processing	171
	Instructional Strategies and Methods	172
	Death by PowerPoint (and How to Prevent It)	176
	Significance	177
	Structure	177

	Simplicity	179
	Rehearsal	179
	Marzano's (1998) Nine Instructional Strategies for Effective	
	Teaching and Learning	180
	Classroom Management	181
	Options for Classroom Management	182
	Managing the Learning Environment	185
	Strategies to Improve Training Effectiveness with a Focus	
	on Officers	186
	Engagement Strategy	186
	Effective Questioning Techniques	187
	Perishable Skills	188
	Creating <i>Flow</i> in Training	188
	Conclusion	190
9	Field Training and Training Transfer	191
	Variables Regarding the Transfer of Training	191
	Performance Self-Efficacy	191
	Perceived Utility/Value	193
	Career/Job Variables	194
	Transfer and Organizational Climate	194
	Opportunity to Perform	195
	Barriers to the Transfer of Training	195
	Tips for Effective Transfer: A Proposed Model	196
	Field Training Programs	197
	Models of Field Training	198
	Field Training and Evaluation Program	198
	Police Training Officer Program	199
	Conclusion	201
10	Distance Training	203
	Words of Caution	203
	Cost of Utilizing Technology	205
	Digital Natives versus Digital Immigrants	207
	Guiding Principles	208
	Distance Training Models	209
	Synchronous Training Model	209
	Asynchronous Training Model	209
	Blended Training	210
	Distance Learning Stages	211
	Technical Testing	212
	Runtime Functionality	212

	Runtime Packaging	212
	Implementing E-Training	212
	Electronic Performance Support Solutions	213
	Who Is the Audience for an EPSS?	213
	Do Performance Support Tools Stand Alone?	214
	Conclusion	214
11	High-Risk Training	215
	Introduction	215
	Qualification of HRT Instructors	218
	Stage I	218
	Stage II	218
	Stage III	219
	Journeyman High-Risk Instructor	219
	Maintaining HRT Instructor Status	219
	HRT Course Officer Screening Process	219
	Officer Statement of Understanding	220
	Basic TTO Officer Briefing	220
	Drop on Request (DOR) Briefing	221
	Supervisor Interview	221
	General Safety Guidelines	222
	Nonlethal Training Areas	222
	Recommendations for Mat Rooms	223
	Conclusion	224
12	Learning Management System—Why It Is Not	
	Enough?	225
	Learning Analytics	226
	Conclusion	228
Glossary		229
References		237
Index		249