

PROTECTING ★ THE ★ UNPROTECTED

THE FUTURE OF POLICE TRAINING IN OHIO

A Blue Ribbon Task Force Report
Feb. 21, 2024



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Foreword | Attorney General Dave Yost

Colleagues,

For nearly five years, we've been rebuilding police training and reimagining what it should look like in the future — what I call “Cop 2030.” In the fall of 2023, I commissioned a multidisciplinary Blue Ribbon Task Force to examine the realities of law enforcement work and recommend how to move forward in ways that best serve Ohio and our communities.

After months of research and input from hundreds of you, our task force is ready to make recommendations, which are detailed in this report and have my full support. Our goal has been to dismantle the old standards and curriculum systems and replace them with requirements and courses that make sense for officers in 2024 and for years to come.

As we proceed with these changes, we recognize that this effort will widely impact departments, academies, OPOTA, and the work that we do at the Attorney General's Office.

The need for multidimensional training is now. With your willingness to evolve, and with the work of this task force and our leadership team at OPOTA, we will position Ohio to be a national leader in law enforcement training.




A Letter From Thomas Quinlan | OPOTA Executive Director and Task Force Chair

Creating a new vision for the future of police training is both a worthy and necessary undertaking. Over time, laws change, court rulings affect how peace officers must operate, and community expectations alter how police services should be performed. Through many such changes of late, training as a function of the state's obligation to provide peace officers with basic and advanced skills has remained largely unchanged or stagnant.

Attorney General Yost's direction to form a task force to seek new methods of training based on the latest prevailing research was fully embraced by those selected to serve on the task force. The task force members brought valuable experience and diverse backgrounds to the process of evaluating the current state of police training and offering insights into the future of that training.

I want to thank each of the members for always keeping an open mind, ensuring that no topic or recommendation was categorically rejected. Our task force meetings were rich in robust discussion and thoughtful consideration. Members were wholly engaged and participative, ultimately offering momentum-filled solutions aimed at moving forward toward our collective goal of setting responsive standards for peace officer training in Ohio.




Mission & Purpose

The Blue Ribbon Task Force on the Future of Police Training in Ohio was charged with identifying and implementing new methods of police training to meet future demands within the profession.

Objectives

The task force sought to:

- Identify areas in basic police training for improvement to prepare new officers for the realities of delivering professional police services to Ohio's diverse communities.
- Determine recommended standards that new officers need to acquire prior to commissioning and provide for career-long learning.
- Outline expectations for police instructors when delivering materials to new and seasoned officers.
- Establish methodologies for the basic training of recruits and the continued professional training of seasoned officers to improve police services.

Executive Summary

Training methods in Ohio established by the Ohio Peace Officer Training Academy and Commission have been relatively static for a decade. Meanwhile, expectations have changed and evolving demands on policing have created recruiting and retention challenges.

The 11-member task force spent months fact-finding, researching, discussing, debating, and seeking public comment regarding the future of police training in Ohio, exploring how best to devise and deliver world-class continuing education for the state's 30,000 law enforcement officers.

With its work concluded, the group recommends that OPOTA and OPOTC:

1. Amend the Peace Officer Basic Training (POBT) curriculum to reflect contemporary police services.

Of particular note, officers entering the field are bringing fewer communication skills with them than did their predecessors. The current POBT curriculum is insufficient at requisite skills-based training to effectively deliver the services that officers are called on to provide. Forty-eight hours of effective communications skills is recommended for the basic curriculum.

2. Establish certification levels to reflect an officer's training and experience.

The task force noted that every peace officer in Ohio is treated equally regarding certification. After graduation, officers clearly develop a varying array of skills and experiences. To recognize these differing levels of knowledge, skills, and abilities, the task force recommends the creation of continually progressing levels of certification.

3. Create a Tactical Patrol Officer Program.

In its *Guiding Principles on the Use of Force*, the highly respected Police Executive Research Forum (PERF) compares the outcomes of specialty teams such as SWAT with the outcomes of patrol officers who encounter similar crises — and notes a skills gap.

To rectify this disparity, the task force advocates for a uniquely tailored course aimed at providing skills and abilities to patrol officers who utilize tactics commonly employed by specialty teams but applying the course to patrol responses. This training will rely heavily on lessons related to crisis mitigation, de-escalation, and resolving high-risk, low-frequency events in a manner that promotes the wellness and safety of both officers and the public.

Ideally, this training will be provided first to field-training officers, officers-in-charge, and first-line supervisors — the staff members who influence new officers most directly and profoundly. This will ensure that the program lessons are perpetuated over time as new officers enter the profession.

4. Add new technologies while incorporating elements of reality-based situational decision-making scenarios into both basic and advanced training.

The University of Chicago has researched a new training technique known as Sit-D, or situational decision-making, which centers on the cognitive demands related to policing. This method of training has been shown to improve how officers assess situations, leading to decreases in uses of force, discretionary arrests, and officer injuries.

The task force recommends adopting a Sit-D model, or a similar variation, into police training. Further, it recommends incorporating new technologies, such as virtual reality, into training protocols. Courses should contain less static lecture and more practical application — notably, by introducing scenario training and incident debriefs.

5. Develop integrated lesson plans across training platforms.

Current lesson plans stand alone, each focusing on a single topic. The task force recommends changing lesson-plan formats to integrate peace officers' common activities into a multidimensional approach that might combine, for example, crisis intervention, subject control, report writing, and courtroom testimony.

Every newly created lesson plan should include elements of supervisory activities, community perspectives, officer wellness, tactics, and policy considerations. For select courses, a knowledge-based review or exam should be administered at the end of the training.

6. Focus CPT training so that it keeps advancing police services.

CPT training is currently developed ad hoc, with no expectation that the training advances the profession by using tactics capable of resolving previous undesirable outcomes. CPT training that perpetuates outdated practices should be replaced with progressive methods that minimize biases and promote trust.

7. Expand annual firearms qualifications.

Firearms qualifications should be broadened beyond the current once-a-year qualification course of 25 shots. Qualifications should include an annual legal and policy exam, ideally along with a decision-making course.

By implementing these seven recommendations, Ohio will create a sustainable progressive model of continuing education that provides new skills, satisfies the demands of the profession, meets community expectations, and promotes officer wellness.

Recommendation 1

Amend the POBT curriculum to reflect contemporary police services.

Part 1 | Communications training

THE ISSUES

The current OPOTC curriculum requires a minimum of 740 hours of training to receive a certificate. Within the required curriculum, however, some courses being taught do not add sufficient value to the basic education of a new officer.

What kinds of courses do add value? There is no shortage of recent research on basic peace officer training. Among the most persuasive is the Police Executive Research Forum’s “Critical Issues in Policing” series, authored by highly respected national leaders in the policing profession.

Within the PERF series, the task force notes two publications in particular:

- *Transforming Police Recruit Training: 40 Guiding Principles* (November 2022), which outlines many of the prevailing changes needed in police services training. (See a sampling of the principles on the next page.)
- *Guiding Principles on Use of Force* (March 2016), which highlights well-researched recommendations yet to be adopted widely in Ohio peace officer training.

One highly pertinent conclusion highlighted by PERF in *Transforming Police Recruit Training* (Page 21): “Recruit training does not focus enough on decision-making, communications, and other critical skills that officers use daily.”

THE REMEDIES

The task force strongly advocates for the adoption of relevant PERF recommendations to strengthen and modernize training for Ohio peace officers.

To that end, select lessons within the current POBT curriculum should be removed and replaced with training in communications, situational decision-making, cognitive demands, active threat response, and practical application through the use of new technologies, such as virtual reality, after-action debriefs, and scenarios.

Courses marked for elimination can be completed as an elective or as a prerequisite for sitting for the state certification exam. First Aid and NIMS/ICS are courses already available online.

The 72 hours within the POBT curriculum that are recommended for **deletion** and changed to either a prerequisite or offered as advanced training topics are:

- **Blue Courage: 16 hours — Offer post-graduation.**
- **First Aid, CPR, AED: 8 hours — Becomes a prerequisite available online.**
- **ICS/NIMS: 8 hours — Becomes a prerequisite available online.**
- **NHTSA Speed Measuring Device: 40 hours — Offer post-graduation.**

In place of the courses removed, the task force recommends the **addition** of these 72 hours:

- Basic & Interpersonal Communications & Mediation Course: 44 hours
- Incident Debrief training: 4 hours
- Active Shooter / Threat Response training in POBT with wraparound actions, such as duty to render aid: 8 hours
- ICAT - Critical Decision-Making, Tactical Breathing, Crisis Mitigation & De-escalation, and Managing Cognitive Demand: 16 hours total

PERF's Guiding Principles

After studying police academies nationally and internationally, the nonprofit Police Executive Research Forum released its findings and recommendations in November 2022 in the report *Transforming Police Recruit Training: 40 Guiding Principles*. Below is a sampling of those principles. Communications training and physical fitness test standards are among the topics clearly recommended for revision. Other guiding principles are also ripe for adoption in Ohio.

#1	“Throughout a police academy, recruit training should be centered on critical thinking and values-based decision making. All lesson plans should reinforce the development of these skills.”
#4	“Training academies should avoid predominantly stress-based, paramilitary approaches to recruit training and instead adopt a balanced approach that creates an academic environment based on adult-learning principles, augmented with appropriate stress-based learning.”
#8	“A culture of wellness should be established within the academy beginning on the first day.”
#11	“Academies should apply the principles of adult learning throughout recruit training, and they should use innovative approaches to reinforce critical thinking and decision making.”
#12	“Recruit training should focus on the activities and tasks that police officers are engaged in on a day-to-day basis, as well as on the high-risk encounters that officers may face infrequently. Scenario-based training should cover both ‘everyday’ and ‘high-risk situations.’”
#14	“...Recruits should be trained in how to interact with community members.”
#15	“Physical fitness should be incorporated throughout recruit training, and it should be treated as part of a career-long focus on health and wellness.”
#17	“Academies should hire professional curriculum development personnel who are experts in adult learning, to help develop, write, and update the recruit training curricula. And the courses should be sequenced according to the learning objectives, not the availability of instructors.”
#24	“Academies should hire professional educators to teach classes in areas that do not require specific law enforcement experience.”
#31	“Academies should monitor developments in Virtual Reality (VR) and Augmented Reality (AR) training applications and should be prepared to implement these technologies when applications become widely available.”
#40	“After completing their field training, officers should be brought back to the academy to review what they learned during the FTO program and how well it aligns with their instruction in the academy.”

Refocusing POBT hours

Currently, OPOTC's Peace Officer Basic Training concentrates heavily on firearms instruction (60 hours) and subject-control training (72 hours). The task force recommends deleting 72 hours of the existing curriculum (the courses below with a red line running through them) and replacing those with 72 hours of training that incorporates the latest technologies and centers on communications, situational decision-making, cognitive demands, and practical application.

1. Administration		8. Patrol	
1. Introduction to Basic Training (7/1/23)	1	1. Patrol Aspects & Overview (7/1/23) *	12
2. Introduction to Policing (7/1/14)	6	2. Companion Animal Encounters (3/15/21)	2
3. Fundamentals of the Criminal Justice System (7/1/14)	3	4. Building Searches (7/1/23) *	12
4. Community Diversity & Procedural Justice (7/1/16)	16	5. Stops & Approaches (6/13/22) *	30
5. Ethics & Professionalism (3/15/21)	5	6. Vehicle Theft & Identification (7/1/18)	2
6. Below 100 (1/1/18)	4	7. Gang Awareness (7/1/19)	4
7. Report Writing (7/1/19)	8	8. LEADS (1/1/18)	2
	<u>43</u>	9. Booking & Handling (7/1/16)	4
		10. Ohio Law Enforcement Gateway (OHLEG) (7/1/23)	1
			<u>69</u>
2. Legal		9. Civil Disorders	
1. Legal Basics (7/15/21)	6	1. Civil Disorders (7/1/19)	8
2. Ohio Revised Code			
A. Crimes Against Persons (3/15/21)	20		
E. Crimes Against Property (7/15/21)	10		
K. Crimes Against the Admin. of Safety & Justice (7/15/21)	12		
O. Other Offenses (6/13/22)	16		
3. Arrest, Search, & Seizure (7/15/21)	36		
6. Civil Liability & Use of Force (7/15/21)	6		
7. Testifying in Court (7/1/19)	5		
	<u>111</u>		
3. Human Relations		10. Traffic	
1. Interacting with the Media (1/1/21)	4	1. Introduction to Traffic (3/15/21)	1
2. Blue Courage: The Heart and Mind of the Guardian (7/1/18)	16	2. Motor Vehicle Offenses (3/15/21)	8
3. Domestic Violence (7/1/23)	12	4. Traffic Crash Investigation (7/15/21)	32
4. Crisis Intervention (7/15/21)	24	5. Uniform Traffic Ticket (1/1/21)	2
5. Child Abuse & Neglect (7/1/23)	8	6. NHTSA Speed Measuring Device (1/1/21) *	40
6. The Missing & Human Trafficking (3/15/21)	14	7. Traffic Direction & Control (7/1/19)	2
7. Juvenile Justice System (1/1/21)	3	8. NHTSA SFST (7/1/19) *	40
8. Responding to Victims' Needs & Rights (10/15/21)	6		<u>125</u>
	<u>87</u>		
4. Firearms		11. Investigation	
1. Handgun (7/15/21) *	N/A	1. Crime Scene (7/1/18)	26
2. Shotgun (1/1/16) *	N/A	2. Digital Evidence (7/1/19)	3
	<u>60</u>	4. Police Photography (7/1/18)	3
		5. Tracing Stolen Property (7/1/18)	1
		7. Drug Awareness (10/15/21)	8
		11. Lineups (10/15/21)	2
		12. Gambling (10/15/21)	1
		14. Surveillance (7/1/18)	3
		15. Interview & Interrogation (7/15/21)	6
			<u>53</u>
5. Driving		12. Physical Conditioning	
1. Driving (1/1/15) *	24	1. Physical Fitness & Conditioning (5/15/21) *	40
		2. Critical Incident Stress Awareness (7/15/21)	4
			<u>44</u>
6. Subject Control Techniques		13. Homeland Security	
1. Subject Control Techniques (7/15/21) *	70	1. HazMat & WMD Awareness for the First Responder (7/1/19) *	8
2. Impact Weapons (5/15/21) *	8	2. Bombs & Explosives (7/1/14)	2
	<u>78</u>	3. Terrorism Awareness (7/1/15)	4
		4. Incident Command System (ICS) (1/1/21) *	4
		5. National Incident Management System (NIMS) (1/1/21) *	4
			<u>22</u>
7. First Aid/CPR/AED		TOTAL HOURS	
1. First Aid/CPR/AED (7/1/18) *	6		740
2. Critical Injury First Aid (7/1/18) *	8		
	<u>16</u>		

SF515bas

* Mandatory Skill

Effective: 07/01/2023

NOTICE: Topic numbers within some Units have been deleted and are currently not being used

Part 2 | Physical fitness test standards

THE ISSUES

The Entry PT Standards — to get into a basic academy — are in place for a reason. The task force recommends that they remain unchanged.

The Completion PT Standards — to graduate from a basic academy — have yielded a scattering of opinions about what the appropriate standard should be for a one-time fitness test that is only pass/fail. Once passed, the requisite sit-ups, pushups, and 1.5-mile run are rarely required to be maintained post-academy graduation unless memorialized into a collective bargaining agreement.

The fact is, there is a decreased level of fitness among today's pool of police applicants, a reality that impacts both recruitment and retention. There have been many examples of an applicant who either did not achieve the pass/fail standard required to pass an academy or was injured during the academy, preventing the applicant from passing the final exam.

The rule permits two attempts to pass, then requires an applicant to repeat an entire basic academy curriculum. This is true no matter the margin by which the standard was missed. An applicant might have fallen short by one or two pushups or situps, or a few seconds on a run.

The key issue is: What practical adjustments can be made to the standards to maintain the relevance of having standards?

THE REMEDIES

The task force studied the potential impact of maintaining the current standard versus revising it. During the public-comment sessions, both positions drew support.

Given the realities facing the profession today, the task force is proposing an **adjusted standard** to graduate from a basic peace officer academy. This provision will allow a cadet to graduate even if he or she fails to meet the prescribed standard in one of the three categories of the PT portion of the final exam (situps, pushups, 1.5-mile run); this would be permitted in one category only, and only if the cadet has achieved at least 75% of the progress expected in that category (based on the difference between the starting and ending standards). Under this circumstance, only a BASIC certificate may be issued, and the student will be permitted to sit for the State Certification Examination. (See Recommendation 2 on certification levels.)

The BASIC certificate will be an indication to hiring authorities that the recruit did not achieve the requisite 100% pass/fail standard but met an alternative compliance model. The charts on the next page provide the relevant alternative standards, as a proposal, that must be met.

Recruits will still have two opportunities to complete the fitness test. Also, within one year of graduation, a student may be permitted to retest to upgrade his/her certificate level.

Proposed standard adjustment

Given today's challenges in police recruiting and retention, the task force recommends an adjustment to the physical test standards that leads to a BASIC certification level, which will require a cadet to meet the standards in two of the three categories on the final exam and at least 75% of the progress expected in the third category. A cadet who meets the reduced standard will be allowed to take the State Certification Exam and, if passed, be commissioned as an officer at the BASIC level.

MALES (≤29)			
EXERCISE	START	BASIC	END
Situps (1 min.)	32	38 (-2)	40
Pushups (1 min.)	19	30 (-3)	33
1.5-mile run	14:34	12:17 (+19)	11:58

FEMALES (≤29)			
EXERCISE	START	BASIC	END
Situps (1 min.)	23	32 (-3)	35
Pushups (1 min.)	9	16 (-2)	18
1.5-mile run	17:49	15:02 (+55)	14:07

MALES (30-39)			
EXERCISE	START	BASIC	END
Situps (1 min.)	28	35 (-1)	36
Pushups (1 min.)	15	24 (-3)	27
1.5-mile run	15:13	13:07 (+42)	12:25

FEMALES (30-39)			
EXERCISE	START	BASIC	END
Situps (1 min.)	18	25 (-2)	27
Pushups (1 min.)	7	13 (-1)	14
1.5-mile run	18:37	15:34 (+60)	14:34

MALES (40-49)			
EXERCISE	START	BASIC	END
Situps (1 min.)	22	29 (-2)	31
Pushups (1 min.)	10	19 (-2)	21
1.5-mile run	15:58	13:53 (+42)	13:11

FEMALES (40-49)			
EXERCISE	START	BASIC	END
Situps (1 min.)	13	20 (-2)	22
Pushups (1 min.)	5	10 (-1)	11
1.5-mile run	19:32	16:26 (+62)	15:24

MALES (50-59)			
EXERCISE	START	BASIC	END
Situps (1 min.)	17	24 (-2)	26
Pushups (1 min.)	7	13 (-2)	15
1.5-mile run	17:38	15:06 (+50)	14:16

FEMALES (50-59)			
EXERCISE	START	BASIC	END
Situps (1 min.)	7	15 (-2)	17
Pushups (1 min.)	4*	11 (-2)	13*
1.5-mile run	21:31	18:17 (+64)	17:13

MALES (60+)			
EXERCISE	START	BASIC	END
Situps (1 min.)	13	19 (-1)	20
Pushups (1 min.)	5	13 (-2)	15
1.5-mile run	20:12	17:00 (+64)	15:56

FEMALES (60+)			
EXERCISE	START	BASIC	END
Situps (1 min.)	2	7 (-1)	8
Pushups (1 min.)	1*	7 (-1)	8*
1.5-mile run	23:32	20:02 (+70)	18:52

Recommendation 2

Establish certification levels reflecting training and experience.

PART 1 | Peace officer certification

THE ISSUES

POBT training in Ohio has always taken a simple approach to certification: Complete the requisite minimum hours and receive state certification, allowing an individual to receive a peace officer commission from an appointing authority.

With developments such as the AG's STAR Academy designation and closed academies, which typically provide more than 880 hours of training, the task force recommends changes to the basic certification process to establish levels of professional achievement.

THE REMEDIES

Many professions recognize levels of certification and/or achievement. For instance, the trades typically offer the designations of apprentice, journeyman, and master. Nurses have the training levels of LPN, RN, BSN and CNP. Doctors are identified as residents, board-certified, fellow, and by specialty designations.

Ohio uses a graduated licensing system for the operation of motor vehicles, including temporary permit holder, probationary driver (with restrictions on time of day and number of occupants), operator, commercial vehicle operator, and so on. License holders are further categorized with endorsements, such as a motorcycle operator (including a one-year probationary period requiring the use of a helmet). Restrictions also may apply — for instance, a requirement for corrective lenses.

The task force recommends establishing a graduated system of certification for peace officers in Ohio. The table on the next page offers a snapshot of what such a system might look like. The Conditional, Basic, and Intermediate certification levels will be approved by OPOTC. Remaining certification tiers, upon application and proof of compliance, will be subject to the approval of the OPOTA Executive Director.

Such an approach allows for the State Certification Exam to be taken before an applicant passes the physical fitness test — a suggestion made during one of the task force's public forums. In addition, it provides for certification at a basic level in cases of reciprocity, for those who have never completed Ohio peace officer training, and for those who have not satisfied all PT "END" requirements, as noted elsewhere in this report.

While peace officers are actively working, this system rewards those who seek ongoing CPT, complete advanced education, and/or complete approved Field Training Officer programs. Importantly, completing a requisite Tactical Patrol Officer Program, also cited elsewhere in this report, becomes a motivating factor. The greater the experience and the more advanced the educational achievements, the higher the certification recognition.

A sampling of new certification levels

The task force is recommending the introduction of officer certification levels that recognize professional achievements after graduation from a basic academy. This table illustrates only one example of how the levels might look.

CONDITIONAL	<ul style="list-style-type: none"> Has passed State Certification Exam but, due to injury/illness, has not yet completed the PT exam; may not function as police officer until BASIC issued.
BASIC Any of the following apply:	<ul style="list-style-type: none"> Has received a Reciprocity Certificate after passing the State Certification Exam (pass/fail or scored exam). Has completed a peace officer basic academy of ≤ 880 hours of training and passed State Certification Exam using a pass/fail measure. Has taken the mandated state PT exam but did not obtain the required passing scores; passed two of the three stations at the “End” standard but received only the 75% standard in the third station. <p>Within one year of graduation, may apply to retest to meet PT standards; if previous failed station is passed, elevated to Intermediate Certificate when applicable. (Limit on retests: three-four times with at least 30 days between tests.)</p>
INTERMEDIATE or PROFICIENT All of the following apply:	<ul style="list-style-type: none"> Has completed a peace officer basic academy of ≥ 881 hours training – OR – Has graduated from an AG-approved STAR Academy. Has completed 320+ hours of a state-approved FTO program. Has passed the State Certification Exam (scored). Has passed all required standards for the state-approved PT exam.
ADVANCED <i>Five years post-graduation</i> When three of the following apply:	<ul style="list-style-type: none"> Has completed all requirements for Intermediate Certificate plus: <ul style="list-style-type: none"> Has completed the Tactical Patrol Officer Program prescribed by OPOTA & OTOA (Required — may not be substituted). Has completed 40 hours of CPT training each year for five consecutive years post-graduation year. Has trained five or more officers as a Field Training Officer. Is certified as a police instructor and/or PELC (OACP). Is certified in ALS/bilingual. Has earned bachelor’s degree from an accredited college or university.
PROFESSIONAL <i>FTO / Instructor not required to achieve this level.</i> When any three of the following apply:	<ul style="list-style-type: none"> Has completed all requirements for Advanced Certificate plus: <ul style="list-style-type: none"> Has completed a First-Line Supervisor course. Has 10+ years’ patrol and/or investigative experience. Has graduated from any of the following advanced schools: <ul style="list-style-type: none"> FBINA or FBINEI. CLEE (OACP), PSLA (DPS/OSP) or SPI. Has received the OPOTA Master Investigator’s Certificate. Has held a command-level position for three or more years (≥2 ranks above PO) Has earned a master’s degree, PhD, or J.D.
MASTER	<ul style="list-style-type: none"> Has completed all requirements for Professional Certificate plus: <ul style="list-style-type: none"> Has 15+ years’ patrol, investigative, or command experience.
W/ HONORS	<ul style="list-style-type: none"> State Certification Exam score of 93% or higher.
W/ HIGHEST HONORS Met Honors plus all the following:	<ul style="list-style-type: none"> 90% or higher on Legal Exam. Top 10% of class in Firearms. Top 10% of class in Defensive Tactics. Top 15% of class in Academic Score.

Part 2 | Instructor certification level

THE ISSUES

Turnover and promotions have generated a need for more instructors.

Currently there are Basic instructors and Specialty instructors. Anyone wishing to instruct in POBT must first complete the required course in Instructor Skills, currently set at 80 hours — a standard that is recommended for revision.

Some areas of training require a “specialty instructor” designation, including firearms, legal, driving, and others. During its work, the task force heard many requests to amend the certification requirements and restore an option to generate so-called “master instructors” or “train-the-trainer” instructors, who can certify others to instruct in POBT.

THE REMEDIES

The task force recommends reducing the required hours to earn a Basic Instructor certification — from 80 to about 56 — by eliminating built-in downtime and adjusting student teach-backs. This can be done by adjusting the instructor-to-student ratio and the number of teach-backs a student observes.

In addition to specialty instructors who teach specialty topics such as firearms, varying instructor levels should be introduced to a certificate to reflect competencies, such as Immersion Instructor for those receiving additional training to deliver virtual reality scenarios. Additional training certification should be awarded for instructors who are specially trained to create legally, tactically, and medically safe scenario-based training.

For a select few instructors with particularly high competencies, training, and experience, a Master Trainer designation should be offered, permitting individuals with this designation to certify other officers to become instructors in a particular area — say, Instructor Skills, Subject Control, or Firearms.

Currently only OPOTA instructors can certify instructors to train other instructors. In the past, select officers were permitted to train other trainers, but this permission was removed. In other circumstances, Ohio State Patrol and now Regional Partners have been permitted to offer this designation.

Due to staff turnover, promotions out of assignments, and other factors, there is a need to restore this program in limited fashion. The task force recommends that this permission level be highly selective and limited to agencies with closed academies where OPOTA struggles to provide sufficient course offerings to meet these agencies’ needs. Train-the-trainer designations will be issued at the discretion of the executive director.

Recommendation 3

Create a Tactical Patrol Officer Program.

THE ISSUES

The task force sees an existing disconnect between training and application. Multiple officers respond to calls involving uncertain, chaotic events or to rapidly escalating situations. Too often during multiple-officer responses, conflicting commands are shouted and confusion results, which only exacerbates the challenges.

Research and other information reviewed by the task force underscore the need to address cognitive demands of policing — which, according to the University of Chicago whitepaper on Sit-D, *“make it more likely that officers will act without sufficient deliberation and that their actions will be driven by cognitive biases.”*

THE REMEDIES

The task force recommends the introduction of a customized program to equip law enforcement officers with comprehensive tactical skills. The program will be tailored to field training officers, officers-in-charge, and first-line supervisors, with the skills strategically chosen to enhance officers’ ability to handle unexpected and ongoing violent criminal events.

The recommended program is one developed by the Ohio Tactical Officers Association in coordination with OPOTA (See details on next page). It will complement Sit-D training, teaching officers to apply sound tactics and to be more deliberative in their responses after assessing rapidly evolving situations.

Having personnel in critical positions who are specially trained will help spread the application of ideal training and response practices to unpredictable calls for service.

This course is vital, as it will help improve community trust by increasing cultural competencies, reducing both avoidable uses of force and discretionary arrest, and enhancing the safety of both officers and the public.

Tactical Patrol Officer Program

The Tactical Patrol Officer Program’s meticulous design prepares officers for the challenges of violent criminal events and the complexities of daily law enforcement. The program promotes a well-rounded, adaptive, and ethically sound approach, ultimately contributing to the safety and well-being of both officers and the communities they serve.

TRAINING HOURS: 80

- **8 hours:** Critical Incident Leadership for Patrol Operations
- **4 hours:** Contemporary Use of Force and Case Law
- **16 hours:** Active Shooter Response
- **16 hours:** Close Quarter Concepts for Patrol
- **8 hours:** Subject De-escalation During Vehicle Encounters
- **8 hours:** Conflict Resolution & De-Escalation
- **16 hours:** Tactical Patrol Officer Rifle & Pistol Level I & II

INTEGRATED CONTENT		
<p>The tactical program seamlessly integrates legal, leadership, and medical components with specialized tactical skills. Officers emerge with a diverse set of skills to more effectively navigate a broad spectrum of challenges. Here’s a summary of the content modules:</p>		
<p>Legal and ethical foundation: Establishes a solid foundation for ensuring that officers comprehend the laws governing their actions; instills ethical decision-making by addressing legal considerations related to the use force and presenting real-world case studies.</p>	<p>Specialized tactical skills (including Active Shooter Response, Firearms Proficiency, Tactics, and Close-Quarter concepts): Teaches officers specialized skills tailored to diverse operational scenarios — from active-shooter events to urban/ rural tactical considerations — allowing them to gain expertise in strategic responses.</p>	<p>De-escalation and conflict resolution: Emphasizes the importance of nonviolent resolution strategies through realistic scenario-based training that helps officers refine their decision-making and communication skills in dynamic situations; promotes de-escalation whenever possible.</p>
<p>Leadership in high-stress situations: Focuses on qualities essential for high-stress situations; helps officers develop skills in swift decision-making, effective team coordination, and clear communication, fostering strong leadership capabilities that are crucial in dynamic environments.</p>	<p>Vehicle encounters involving occupants: Recognizes the significance of tactical vehicle operations by covering maneuvers, positioning, and engagement strategies that are essential for officers, with a key focus on understanding the points of failure and friction with subject interactions in or around vehicles; emphasizes pre-stop procedures to mitigate risk and enhance officer safety. Also includes guidance on vehicle-based cover and concealment strategies, preparing officers for high-stakes situations involving vehicular engagement.</p>	<p>Public safety integration: Underscores the commitment to ensuring the public’s safety during law enforcement operations by engaging officers in strategies that prioritize both community safety (which fosters positive relations) and effective communication.</p>
<p>Medical proficiency and self-aid: Emphasizes the importance of tactical medical training; teaches officers lifesaving techniques, trauma-care skills, and self-aid practices, enhancing their ability to respond to injuries and emergencies.</p>		<p>Continuous adaptation: Ensures that officers stay abreast of evolving legal standards by addressing contemporary use-of-force and case law — knowledge that empowers officers to adapt their tactics within the bounds of the law, thus enhancing overall effectiveness.</p>

Recommendation 4

Add new technologies while incorporating elements of reality-based situational decision-making scenarios into both basic and advanced training.

THE ISSUES

Ohio has both open and closed basic academies — and not all academies are equal. Plus, with 59 basic academies operating throughout the state, there is an inherent risk for inconsistent training.

The 740 hours of training mandated for officer commissioning leaves some academies to train only the classroom portions of the curriculum. Meanwhile, many closed academies offer well over 1,000 hours of training, which often includes significant scenario-based training. This disparity in training leads to varying competencies among Ohio's peace officers.

PERF's *Transforming Police Recruit Training* (Page 16) cites a finding by the Ohio Attorney General's Office showing that closed academies realize significantly higher scores on state-mandated tests than open academies.

THE REMEDIES

The task force thoroughly discussed revisions to current training, and there was ample support — whether expressed in documents, during task force discussions or public comment, or through some other forum — for differing levels of scenario-based training and practical applications of the lessons presented in the classroom.

Benjamin Franklin once said: "Tell me and I forget. Teach me and I remember. Involve me and I learn." A teaching approach that involves sitting in a classroom and listening to an instructor and/or watching a PowerPoint presentation is, in a word, *forgettable*. Plus, knowledge gained from static learning environments is far more difficult to retain than is knowledge derived from hands-on task performance and debriefing lessons.

The use of virtual-reality technology in a lesson, for example, can significantly increase a student's retention of the material covered. A student listens in class to the "what" and "how," then is immersed in a VR scenario and has an actual experience to remember. That student is then given an opportunity to put this education and experience into practice, resulting in learning that is enduring, not short-lived.

The resources on which the task force relied support the introduction of the ICAT model into basic training and the Sit-D model into advanced training — each about 16 hours. Further, all training should incorporate relevant and applicable scenario-based approaches using both "everyday" and "high-risk" situations.

In addition, community members' contributions should be infused into training.

Recommendation 5

Develop integrated lesson plans across training platforms (for both POBT and CPT).

PART 1 | Lesson-plan format

THE ISSUES

The task force finds that a lot of peace officer training involves single-topic lessons from a solo viewpoint — namely, that of the subject-matter expert who chiefly contributed to the lesson being taught. These narrowly focused lessons are void of other relevant matters that should be conveyed to officers during instruction of critical policing topics.

The findings of well-established, researched, and published reports by agencies such as PERF have not been widely adopted in Ohio.

THE REMEDIES

The task force believes that the Police Executive Research Forum's *ICAT: A Training Guide for Defusing Critical Incidents* (October 2016) and *Implementing the ICAT Training Program at Your Agency* (May 2023) are ripe for adoption.

The group recommends expanding an officer's view of tasks performed and increasing cognition of alternative perspectives that lesson plans teach across functions.

Lesson plans prepared by OPOTA should include relevant and practical scenario-based applications to reinforce student performance objectives. When appropriate, courses should include an end-of-course review or examination to gauge and ensure learning and retention.

To ensure a balanced approach to conveying new material, lesson plans should include varying perspectives of those impacted by officer responses. Supervisors must evaluate responses by understanding the broader implications associated with policing. Providing students an understanding of the supervisory perspective regarding the competing demands of policing allows them to make better decisions.

Other factors that should be incorporated into learning objectives for officers are community perspectives and matters related to officer wellness. Where applicable, policy implications should also be included and considered.

PART 2 | Integration model

THE ISSUES

Training is singularly focused on one topic at a time, with training on certain topics being required before other topics are even presented.

Officers require more than knowledge to perform their duties. The skills they need are difficult to teach one topic at a time and are not used one at a time in the real world. Subject-control training that stops on a whistle does less to prepare an officer or enhance his/her skills than does training that employs a more multidimensional approach.

THE REMEDIES

PERF's *Transforming Police Recruit Training* (cited below) warns that police academy training is often presented in silos:

“The check-the-box approach to recruit training ignores the reality that many skills — such as communications, crisis intervention, and defensive tactics — are interconnected.” (Page 22)

Training protocols should incorporate a “what comes next” method. A subject-control encounter in the real world, for example, might require an officer to also render aid, write a report, collect and preserve evidence, and testify in court — and officer training should reflect that reality.

POBT training should include the PERF ICAT model, and advanced training should incorporate the Sit-D model. Situations in policing are dynamic, requiring multiple skill sets to resolve.

“Scenario-based training provides opportunities for officers to practice and demonstrate proficiency in [multiple skill sets] in a realistic, hands-on, and sometimes-stressful environment.” (Page 60)

A balanced approach in academies is required, with police training “rooted in academic inquiry and in developing recruits’ [and seasoned officers’] critical-thinking and decision-making skills.” (Page 70)

Training that integrates concepts and skills is recommended: “...not enough academy training is focused on helping [peace officers] understand and practice the connections among the various topics they are taught.” (Page 22)

The task force recommends that coursework be offered in clusters of activities commonly encountered by officers during service calls. Not only is communication essential, but training that combines tasks more realistically reflects officers’ duties than does single-topic training.

Along with a multidisciplinary approach, community engagement should be included to give officers greater insight into their interactions with those they serve.

Recommendation 6

Focus required CPT hours so they keep advancing police services.

THE ISSUES

Ohio Administrative Code Rule 109:2-18-02 - (A) *Every appointing authority shall require each of its appointed peace officers and troopers to complete up to twenty-four hours of continuing professional training each calendar year.*

CPT training ensures that every Ohio peace officer takes at least 24 hours of annual training — a noteworthy shift because, previously, training mandates after basic academy were left to each agency’s discretion.

That said, the task force noted that very few conditions were placed on the CPT courses that qualify for state reimbursement. Consequently, even training that perpetuates outdated or flawed concepts are essentially sanctioned by the state, a dynamic that hinders improvements in policing training.

The task force believes that CPT training should encompass a more progressive, forward-looking model, which means abandoning training strategies that reinforce undesirable tactics. Agencies are free to train as they see fit, but courses eligible for reimbursement should be more accountable.

THE REMEDIES

Currently, law enforcement agencies can seek state reimbursement for up to 40 training hours per officer, with a minimum of 24 training hours required annually.

Of the required training hours, OPOTC has elected to mandate eight hours on topics chosen by the commission. The remaining 16 hours are determined by each agency. All OPOTA training is approved as CPT-eligible. Others may submit for OPOTA approval lesson plans as well as information about the instructors who will present the materials.

In 2023, about 900 course submissions received CPT approval from OPOTA. Although the courses met the training criteria outlined in the administrative code, many were likely geared toward models of policing that perpetuate old habits or lessons. As with any profession, law enforcement needs relevant and ongoing training to ensure that timely and prevailing practices are being reinforced.

Training that qualifies for reimbursement by the state should emphasize contemporary methods of delivering police services. The task force advocates state reimbursement only for training that advances police services or career-path training goals, such as supervisory, investigative, tactical, and instructor certifications.

An example of a policing role for which officers are undertrained is plain-clothes work. Agencies should mandate a specialized CPT course for any officer who engages in high-risk, low-frequency encounters, including undercover, directed patrol, stakeout, and surveillance situations. Formal documented training on the proper tactics and techniques to employ during such situations should be required.

As a final point: Along with CPT requirements, the task force encourages agencies to embrace the standards established by the Ohio Collaborative Accreditation Program.

Recommendation 7

Broaden annual Firearms Qualifications Standards.

THE ISSUES

The firearms training required annually of peace officers varies widely among law enforcement agencies. The state requires only a single annual qualification of 25 shots (minimum score of 20) on a prescribed target.

Although some agencies might set far higher standards, many require only the base level.

There is no existing method for ensuring that officers can demonstrate more than an ability to accurately discharge their weapon. What's lacking is verification that an officer knows when the use of deadly force is legally permissible.

THE REMEDIES

Officers should demonstrate annually — via a written exam — that they understand both state and federal laws relating to the use of a firearm, as well as the policy of their respective agency.

The task force recommends that agencies be required to include an annual written exam on the law to coincide with the live-fire qualification stage. The exam should focus on the five or six main factors related to the use of firearms in constitutional policing, with an emphasis on the sanctity of human life.

Core concepts include when the law permits the use of deadly force (i.e., any force that carries a substantial risk that it will proximately result in the death of any person), the definition of what constitutes serious physical harm, the *Graham v. Connor* decision, and more.

The task force also recommends that agencies opt to include policy considerations regarding the use of force and deadly force, particularly when a policy is more stringent than law.

Summary & Next Steps

Opportunities to blaze a trail or do something “transformative” rarely present themselves without widespread support. The support for the recommendations outlined in this Blue Ribbon Task Force report is unprecedented.

A select group of professionals representing many core elements of police training worked collaboratively toward a common goal. The task force members represented all parts of Ohio as well as key stakeholder groups such as the Buckeye Sheriffs’ Association and the Ohio Association of Chiefs of Police. Also represented on the task force were mental-health professionals, faith leaders, attorneys, and longtime trainers and educators. The group’s diversity broadened the range of viewpoints, enhancing the legitimacy of the work produced.

When implemented, these recommendations have the capacity to chart a new course for Ohio policing, one that results in greater effectiveness and better service to the communities served.

The addition of focused Communications training as a stand-alone course and integrated into all future lessons will improve how officers engage with their respective communities. Encouraging career-long learning by adding continuing levels of certification will motivate officers to continuously improve. Offering specialized training in patrol tactical responses, critical decision-making when under stress, and situational decision-making will help officers manage the cognitive demands that are inherent to policing.

The desired outcomes of the proposed changes will increase individual wellness, leading officers to more prosperous careers.

Embracing the union of scenario-based practical application and classroom training will transform forgettable courses into enduring lessons. The use of virtual reality, augmented reality and other new technologies will change how officers interpret the options available to them in both routine and high-stress encounters.

In addition to this report, OPOTA has two companion reports on recommended changes to training:

- *OSU John Glenn College of Public Affairs Report* (Jan. 20, 2023)
- *2022 - 2023 IADLEST Ohio POST Audit* (April 11, 2023)

The task force recommendations are complementary to these reports, and all can be collectively implemented to achieve the objectives identified.

The next step in this exciting process is working with the Ohio Peace Officer Training Commission and state legislators to redefine the rules and codes relevant to the proposed changes. The task force recommends that a smaller group of its members remain in place to provide monitoring, recommend content modifications, and adjust training approaches as the realities of policing continue to evolve over time.

Every member of the task force considers it a privilege to have been entrusted with such a worthy endeavor. Each has a long and storied career in criminal justice, and each is wholeheartedly committed to improving officer training, the wellness of those who accept the noble cause of protecting Ohio’s communities, and the safety of the public.

Task Force Members

Kurt E. Althouse | Vandalia Police Chief and OACP representative (Southwest Ohio)

Chief Althouse began his career in 1991 as a part-time dispatcher with the Englewood Police Department. The next year, he joined the Montgomery County Sheriff's Office as a full-time dispatcher and in 1994 was promoted to deputy sheriff.

As a deputy, he worked in patrol and variously as an evidence technician, a field training officer, and a detective with the Inspectional Services Unit. He was promoted to sergeant in 2000, working assignments in the jail, Court Services, Patrol Operations, Forensic Services, and Administration.

Althouse joined the Vandalia Division of Police in 2014 as the administrative lieutenant and was promoted to police chief in 2018, serving simultaneously as interim city manager in 2020-21.

For the past 20 years, he has been a state-certified instructor in the basic peace officer and corrections academies. He currently instructs recruits and corrections officers through several local peace officer academies.

Althouse has an associate's degree in police science from Sinclair Community College and a bachelor's in criminal justice administration from Columbia Southern University. He is a graduate of the Police Executive Leadership College and the FBI National Academy and a member of the Ohio Association of Chiefs of Police (OACP) and the International Association of Chiefs of Police (IACP). He serves as first vice president of the latter and on the Executive Institute Committee for the Police Executive Leadership College and the Law Enforcement Foundation. He also has served in Advisory Services as a proctor, role player and assessor.

Chief Althouse is president of the Montgomery County Association of Police Chiefs, on the board of the Montgomery County Officer Memorial Foundation, a board trustee with the United States Air & Trade Show, and chairman of the Vandalia-Butler Optimist Club.

In 2018, he received the Evelyn Lundberg Stratton CIT Champion of the Year Award and has been awarded MADD's Top Cop award.



Orvis Campbell | Sheriff, Tuscarawas County (Southeast Ohio)

Orvis Campbell is proudly serving his second term as sheriff of Tuscarawas County. Sheriff Campbell began his service to the county in 1990 as a probation officer for Tuscarawas County Juvenile Court Judge George J. Demis. In 1994, Campbell was hired as a Deputy Sheriff and was promoted to Detective in 1997. Campbell then worked his way up through several ranks as an investigator before being promoted to Chief Deputy and then elected Sheriff in November of 2016.

Sheriff Campbell has been an instructor for the Ohio Peace Officers Training Academy since 1998 and is a member of the International Homicide Investigators Association and is a graduate of the 256th session of the FBI National Academy in Quantico, Virginia.

Campbell is active in the community as a member of Empower Tusc (formerly the Tuscarawas County Anti-Drug Coalition), a board member for United Way of Tuscarawas County and for Noah's Hope Child Advocacy Center. Sheriff Campbell is a proud supporter and member of the Tuscarawas County Farm Bureau. He is a former board member for Harbor House, the county's domestic violence shelter and substance abuse halfway house for women, and for Personal and Family Counseling Services as well as the ADAMHS Board of Tuscarawas and Carroll Counties.



Sheriff Campbell was proudly voted Ohio's outstanding Law Enforcement Officer for 2018 by the Ohio Prosecuting Attorney's Association and was awarded the 2023 Voice of All Children Award by Noah's Hope Child Advocacy Award.

Campbell is a lifelong resident of Tuscarawas County. He and his wife, Michelle, have four children.

Steve Click | Director of First Responder Wellness, Office of Law Enforcement Initiatives Ohio Department of Public Safety (Statewide)

Before accepting his current position with the Ohio Department of Public Safety, Click served as the First Responder Liaison for the Ohio Department of Mental Health and Addiction Services.

He previously spent 36 years with the Ohio State Highway Patrol, retiring as a lieutenant assigned to the Office of Personnel/Ohio ASSIST program. During his tenure with the Highway Patrol, he served at various times as commander of cadet training, with the patrol's Motorcycle Unit, on the Statehouse Detail, and in several field supervisory positions.

Click, who has been involved in peer support since 1992, oversaw the Highway Patrol's Member's Assistance Team (MAT) from its inception in 2002 and served as the operational commander. He was deployed to New York City twice after the Sept. 11, 2001, attacks and worked with the New York Police Department's peer-support program, POPPA.

Click helped bring the Post Critical Incident Seminars (PCIS) to Ohio and has been utilized as a peer for PCIS/STLS programs in South Carolina, Kentucky, Texas, and Georgia.

He serves as the lead trainer for several training programs offered by the Ohio Office of Criminal Justice Services, having provided training to several public safety and civilian agencies across the state.

Click graduated with honors from Franklin University, earning a bachelor's degree in public safety management. He also is a graduate of the Northwestern University School of Staff and Command. He is trained in both group and individual peer support by the International Critical Incident Stress Foundation and is a certified instructor in both Question, Persuade & Refer (QPR) and mental-health first aid.

In 1992, Click received the Ohio Distinguished Law Enforcement Valor Award, the highest award for valor in Ohio.

He and his wife, Lori, live in Grove City.



Eric Henderson | Deputy Director and Assistant Chief, Dayton Police Department (Southwest Ohio)

Lt. Col. Henderson is a lifelong resident of Dayton, a graduate of Dayton Public Schools, and a 1999 graduate of the Dayton Police Academy. He joined the department immediately after the academy, serving as a patrol officer, as a field training officer, and in various investigative positions in the Narcotics Bureau.

In 2008, Henderson was promoted to sergeant, assigned to Patrol, Dispatch, and Emergency Planning. While in Dispatch, he was a primary member of the transition team that moved Dispatch operations to the Regional Dispatch Center of the Montgomery County Sheriff's Office.

In 2011, he was promoted to lieutenant, serving as commander of the Strategic Planning Bureau and later as the assistant division commander in West Patrol Operations Division. From 2010 to 2016, he also had collateral duties as a bomb technician assigned to the Dayton Regional Bomb Squad, which covered eight counties.

Henderson was promoted in 2016 to major and was assigned to command the West Patrol Operations Division, where he worked closely with the community to reduce property and violent crime. Three years later, he was promoted to lieutenant colonel and appointed Assistant Chief of Police - Chief of Operations, overseeing all three patrol divisions.



He moved into his current role in January 2022, managing the department's day-to-day operations, including a budget of \$62 million and 400 sworn and professional staff members.

Henderson has a bachelor's degree in criminal justice from Park University. He also is a graduate of the FBI National Academy, Ohio Public Safety Leadership Academy, FBI Hazardous Device School, and Leadership of Dayton.

He is a member of the National Organization of Black Law Enforcement Executives, International Association of Chiefs of Police, Police Executive Research Forum, Ohio Association of Chiefs of Police, and various other professional organizations. Additionally, he served on the MonDay Community Correctional Institution Facility Governing Board for five years, including the last year as board chairman.

Aaron Jones | Lieutenant Colonel, Cincinnati Police Department (Southwest Ohio)

Lt. Col. Jones began his law enforcement career in 1998 as an officer with the Cincinnati Police Department. Through the years, he was assigned variously to Patrol, the Violent Crimes Squad, General Vice Enforcement, and the Regional Enforcement Narcotics Unit.

He was promoted to sergeant in 2007, supervising Patrol and serving as an investigator in the Internal Investigations Section. Three years later, he was promoted to lieutenant, a role in which he commanded patrol reliefs, the Internal Investigations Section, and the Training Unit. In 2015, he was promoted to captain, overseeing both the two largest districts in Cincinnati and the Police Training Section. Last year, he was promoted to lieutenant colonel and assigned to the Administration Bureau.



Jones has both a bachelor's and master's degree in criminal justice from Xavier University and a law degree from Salmon P. Chase School of Law at Northern Kentucky University. He was admitted to the Ohio Bar in 2014.

Since earning his law degree, Jones has taken on the additional position of law liaison for the Cincinnati Police Department, providing legal opinions to department members; reviewing search warrants; providing legal updates; teaching law-related in-service classes, state-mandated legal courses to new recruits, and liability issues related to FTO programs; assisting with policy review and development; monitoring all critical use-of-force incidents involving department members; and responding to all major protest/civil disturbance incidents.

Since 2014, Jones has been involved with the IACP Legal Officers Section and was elected an officer of the section (member at-large) in 2017. Four years later, after moving up the board, he was elected chairman of the IACP Legal Officers Section. He currently serves as the immediate past chairman.

Nicholas Konves | Deputy Chief, Columbus Division of Police (Central Ohio)

Deputy Chief Konves began his tenure with the Columbus Division of Police in 2007, serving variously with Patrol, Major Crimes, the Community Response Team, Professional Standards, and Watch Commander.

In his current role, he oversees the Public Accountability Subdivision, leading both the Internal Affairs and the Professional Standards bureaus. He also oversees all training conducted at the 1,300-seat Columbus Police Academy, which serves the 2,300+ division employees as well as officers from other Ohio law enforcement agencies.

Konves has a bachelor's degree in criminal justice from Tiffin University, an MBA from Ohio University, and law degree from Capital University Law School.



He has trained thousands of police officers, prosecutors, defense attorneys, and judges nationwide — experience that has allowed him to build a strong network of professional connections with a broad range of views of the criminal justice system.

George Maier | Stark County Sheriff and BSSA representative (Northeast Ohio)

Throughout his 40-year career, Sheriff Maier has demonstrated an unwavering commitment to law enforcement and public service in Ohio. His journey — inspired by his late father, Johnnie Maier Sr., a Massillon police officer — began in his native Stark County. There, Maier served as an auxiliary officer with the Lawrence Township Police Department and as a police patrolman in the village of Hartville.

In November 1982, Maier was selected for the Ohio State Highway Patrol Academy in Columbus, from which he graduated in March 1983. He was assigned to the Wooster Post and was honored as the Post Trooper of the Year in 1991, the same year that he received District and State Trooper of the Year awards.

Maier was promoted to sergeant in 1993 and transferred to the Cambridge Post, where he earned the Auto Larceny Ace Award. He then moved to the New Philadelphia Post and in 1998 earned a promotion to lieutenant and post commander at the Steubenville Post. In July 2002, he was promoted to staff lieutenant and served as assistant district commander at the Massillon District Headquarters.

His commitment to professional development led him to the University of Louisville, where he completed the Administrative Officers course at the Southern Police Institute. In August 2004, he was promoted to captain, overseeing patrol operations at the Jackson District Headquarters. He ended his 25-year tenure with the Highway Patrol as commander of the Jackson District.

In 2007, Maier became assistant director of the Ohio Department of Public Safety, playing a pivotal role in fostering collaboration among various agencies and promoting highway safety and public safety initiatives. Five years later, he was named safety and service director for the city of Massillon, where he oversaw the departments of Police, Fire, Streets, Parks, and Cemeteries. From there, he moved to his current job, to which he was appointed to complete an unexpired term. Stark County voters then elected Maier sheriff in 2016 and re-elected him in 2020.

In 2017, Maier received the Medal of Honor from the Buckeye State Sheriffs' Association for rescuing two toddlers.

In 2019, the county commissioners expanded his duties, appointing him to oversee the county's dog warden operations. He also represented the Buckeye State Sheriffs' Association on Gov. DeWine's Ohio School Safety Working Committee.

Maier lives in Massillon with his wife, Misty, and has three adult children and six grandchildren. Two of his sons work in law enforcement.

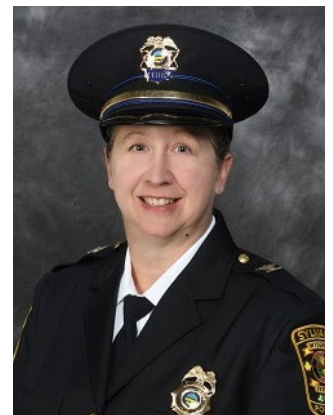


Danilynn Miller | Police Chief, Sylvania Police Department (Northwest Ohio)

A seventh-grade career fair changed Danilynn Miller's life. On that day, she was allowed to choose three careers to explore, including one that involved meeting a State Highway Patrol trooper. From that moment on, she knew she wanted to work in law enforcement.

Her journey began with the completion of the Penta Career Center's Security and Law Enforcement Program during high school. She then attended Terra Technical College in Fremont, earning an associate's degree in police science and police administration. While at Terra, she also completed the Ohio Peace Officer Academy and the Ohio Corrections Academy.

Miller began her law enforcement career working as a security officer at the Terra Technical College, as a dispatcher for the Put-in-Bay Police Department, and as a reserve corrections officer for the Sandusky County Sheriff's Office. Shortly after her 21st birthday, she was hired by the Willard Police Department in Huron County, and in less than a year she joined the Sylvania Police Division. While working in Sylvania, she completed her bachelor's degree in criminal justice at Lourdes College.



On her way to becoming chief, Miller wore many hats, including bike patrol officer, accident investigator, firearms instructor, patrol officer, sergeant, and captain. She also completed the Police Executive Leadership College (PELC) and is a recent graduate of the Certified Law Enforcement Executive (CLEE) program.

When not working, Chief Miller enjoys time with her four-legged family members — Harley, Kira and Minni-Me, a quarter pony and two rescue border collie/Australian shepherd dogs. She and Harley, her “trail-riding buddy,” travel the Midwest, going deep into forests to explore nature’s peace. She also enjoys training and competing with her dogs in agility. In her office, she proudly displays the ribbons and awards they’ve won as well as photos from their many adventures.

Eddie Parker III | Pastor (Statewide)

The Rev. Eddie Tyes Parker III has been a husband for nearly four decades, a father and grandfather, a bi-vocational faith leader, and a community activist with a passion for building bridges between police services, the faith community, diverse races and ethnicities, and the juvenile justice system.

The Rev. Parker is pastor and founder of “The Word Church” of God in Christ, International; founder of Rhema Fellowship in Cleveland, CEO of The Word International Community Engagement Corp.; and state director of Leadership and Development of Pastors of The Ohio North First Jurisdiction COGIC.

He has worked for more than two decades in juvenile justice at the Delaware County Juvenile Court and remains on the Steering Committee of the Ohio Juvenile Diversion Association.

He currently works for the office of Ohio Attorney General Dave Yost, serving as the community engagement liaison for the Ohio Peace Officer Training Academy. He was recently recognized as one of the 100 founding members of the National Law Enforcement Community Network.



Thomas Quinlan | OPOTA Executive Director and Task Force Chairman (Statewide)

Director Quinlan has 36 years of policing experience as well as nine years of military policing experience with the Ohio Air National Guard, including service in Desert Storm. He began his career with the Madison Township Police Department after graduating from the Ohio State Patrol Academy. Quinlan went on to graduate from the Columbus Police Academy, spending 33 years with the Columbus Division of Police spanning every rank including Chief of Police.

Quinlan was an academy school commander for Columbus, overseeing the graduation of five police recruit classes. He has been a certified instructor for every policing level, teaching basic academy courses, advanced training, as a guest instructor at OPOTA, and in colleges and universities as an adjunct faculty member.

Quinlan has a bachelor’s degree in criminal justice from The Ohio State University, a master’s in human resources administration, and a paralegal graduate certificate from Capital Law School. He is a graduate of the FBI National Academy, FBI National Executive Institute, and Major Cities Chiefs Association Police Executive Leadership Institute.

The director serves as a subject-matter expert for the U.S. Department of Justice’s Office of Community Oriented Policing Services — Collaborative Reform Initiative Technical Assistance Center, or CRI-TAC. He has likewise served in a similar capacity for the Justice Department’s Institute for Police-Youth Engagement, and the Bureau of Justice Assistance (in partnership with the Major Cities Chiefs Association) in the development of Campus Safety Guidelines for Local and Campus Law Enforcement. He is a member of the International Law Enforcement Educators and Trainers Association.

Quinlan currently serves as the Executive Director of OPOTA and was asked by Attorney General Yost to chair Yost’s Blue Ribbon Task Force on the Future of Police Training in Ohio.

He has been married for 33 years, has three daughters, a son-in-law, and three grandchildren.



Dr. Emily Ribnik | Director of the Criminal Justice Coordinating Centers of Excellence, NEOMED (Statewide)

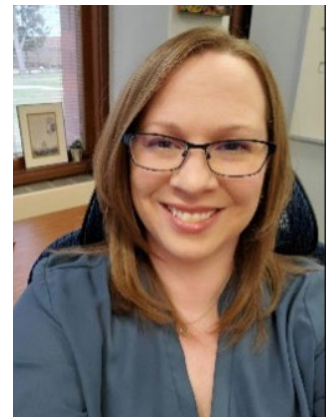
Dr. Ribnik joined the Department of Psychiatry at Northeast Ohio Medical University's Criminal Justice Coordinating Center of Excellence (CJ CCOE) in May 2021. The previous five years, she worked in emergency psychiatric and crisis services, including training in crisis intervention and serving for several years as a CIT coordinator for Portage County.

For the past decade, Dr. Ribnik has worked as a clinical mental health counselor at Kent State University at Stark's Counseling Services providing individual and crisis counseling for college students.

In her role with CJ CCOE, Dr. Ribnik partners with community stakeholders in both criminal justice and mental health to improve cross-systems responses to individuals in crisis and individuals living with mental illness who are involved in the criminal-justice system. She leads the center's initiatives, which include supporting and expanding crisis intervention teams statewide, helping to coordinate the Ohio Cross-Systems Mapping Initiative, and supporting substance abuse deflection. She provides consultation and technical assistance to promote program development and training opportunities for Ohio's criminal-justice and mental-health systems.

Dr. Ribnik has a bachelor's degree in psychology and a master's in counseling from Kent State University. In December 2023, she earned a doctorate in counselor education and supervision, also from Kent State. Her dissertation was titled How Counselor Supervisors Experience Client Suicide.

Dr. Ribnik is a member of the Ohio Attorney General's Task Force on Mental Illness and Criminal Justice; a member of the American Association of Suicidology; has presented at local and national events on mental health and criminal justice; and works with Light After Loss, a Stark County nonprofit that supports survivors of suicide loss and education for mental-health clinicians about suicide loss.



Appendices

Meeting Schedule

	Location	Date	Time
1	Via Teams	Wednesday, Oct. 4	10:00AM - 12:30PM
2	In-Person/Law Enforcement Conference	Tuesday, Oct. 24	1:30PM - 2:00PM
3	In-Person/Law Enforcement Conference	Wednesday, Oct. 25	1:30PM - 2:00PM
4	Via Teams	Wednesday, Nov. 15	11:00AM - 1:00PM
5	Via Teams	Wednesday, Nov. 29	11:00AM - 1:00PM
6	Via Teams	Wednesday, Dec. 13	11:00AM - 1:00PM
7	Via Teams	Wednesday, Dec. 27	11:00AM - 1:00PM
8	In-Person/Columbus	Public Forum Monday, Jan. 8	10:00AM - 4:00PM
9	In-Person/Richfield	Public Forum Monday, Jan. 17	10:00AM - 4:00PM
10	Via Teams	Wednesday, Jan. 24	10:00AM - 3:00PM
10 meetings: 4 In-Person with Public / Professional Comment & 6 via Teams			

Meeting Agendas

Blue Ribbon Task Force on Training

Meeting #1 | Oct. 4, 2023 | 10AM - 12:30PM

Agenda	
10:00AM – 10:10AM	Opening & Challenge Presented (Quick Anecdote)
10:10AM – 11AM	Members introduce themselves and share a brief bio and areas of expertise (3-5 mins each x 11 members)
11:00AM – 11:10AM	Task Force Vision & Purpose (2 Prevailing Philosophies Shared)
11:10AM – 11:25AM	Content & Capacity Misalignment On the Horizon...
11:25AM – 11:30AM	Anticipated Outcomes & Deliverables
11:30AM – 12:20PM	Roundtable Thoughts & Ideas Expressed by Each Member
12:20PM – 12:30PM	Build Agenda for Meeting #2 on the Future of Training that has capacity to become a National Model and serves Ohio's needs.

Meetings #2 & 3 | Oct. 24 & 25, 2023 | 1:30PM - 2:00PM

Agenda	
1:30PM – 2:00PM	Public Forum held over two days at the AG's Law Enforcement Conference in Downtown Columbus. Open sessions to meet with Task Force Members and discuss concerns and ideas. Over the course of two days more than a dozen people addressed the Task Force.

Meeting #4 | November 15, 2023 | 11:00AM - 1:00PM

Agenda	
11:00AM – 11:10AM	Opening & Updates on AG Expectations for future of training
11:10AM – 11:40AM	Task Force Review of Oct 4 Meeting Notes prepared by Emily and Feedback from Law Enforcement Conference from attendees
11:40AM – 12:00PM	Discussion on Topics shared from BRTF Member Emily Ribnik, see attachments from email
12:00PM – 12:45PM	Roundtable Thoughts & Ideas Expressed by Each Member; set goals
12:45PM – 1:00PM	Determine path forward and what research is needed for Nov 29th meeting.

Meeting #5 | November 23, 2023 | 11:00AM - 1:00PM

Agenda	
11:00AM – 11:30AM	Review of Goals Suggested by each member
11:30AM – 12:30PM	Situational Decision-Making Model Presentation by Daniel Kim Associate Director, Tools of Thought Initiative University of Chicago Urban Labs University of Chicago Booth School of Business
12:30PM – 12:40PM	Discussion on Situational-Decision Making presentation and its applicability to our work.
12:40PM – 1:00PM	Roundtable & Other Speakers to Invite for Presentations

Meeting #6 | December 13, 2023 | 11:00AM - 1:00PM

Agenda	
11:00AM – 11:30AM	Discussion on vulnerabilities or shortcomings of Peace Officer Basic Training & Training Platforms or Methodologies <ul style="list-style-type: none"> • Open Enrollment v. Closed Academies • Physical Fitness Testing & State Certification Exam • Reciprocity Law from other States <ul style="list-style-type: none"> ◦ Section 4796.03 - Ohio Revised Code Ohio Laws ◦ Section 4796.05 - Ohio Revised Code Ohio Laws ◦ Section 4796.01 - Ohio Revised Code Ohio Laws Field Training Programs
11:30AM – 12:00PM	Discussion on vulnerabilities or shortcomings of <u>Advanced Training</u> & Training Platforms or Methodologies <ul style="list-style-type: none"> • Regional Training Partners
12:00PM – 12:30PM	Discussion on vulnerabilities or shortcomings of <u>Continued Professional Training</u> & Training Platforms or Methodologies
12:30PM – 1:00PM	Roundtable & Discussion on up to 2 In-Person Meetings in January

Meeting #7 | December 27, 2023 | 11:00AM - 1:00PM

Agenda	
11:00AM – 11:30AM	Recap of Prior Meeting Notes & Roundtable Discussion
11:30AM – 12:30PM	Discussion on New Directions in Police Training **Each member please bring at least [1, max 2] recommended areas training needs to evaluate in 2024 and beyond for consideration as a Final Recommendation of the task force. Based on areas of recommendations we will determine what research or presentations we need to participate in to further develop or reject ideas.
12:30PM – 12:50PM	Discussion on Open Sessions (In-Person) Discussion on the 2 In-Person Meetings (#8) on Monday, January 8th & what location as well as Meeting #9 on Wednesday, January 17th and at what location. Meetings will be designed around a 10AM - 4PM workday in-person for those who can attend. We can open the meetings from 11AM - 1PM for public/officer comment and input. The remainder of the day will be a closed working session to begin the final report and scope of recommendation.
12:50PM – 1:00PM	The final meeting (#10) will be Wednesday, Jan. 24, ONLINE, from 10AM - 3PM to make any adjustments or additions to the final report.

Meeting #8 | January 8, 2024 | 10:00AM - 4:00PM

IN-PERSON @ BSSA HQ – Columbus

Agenda	
10:00AM – 10:10AM	Recap of Prior Meeting Notes & Roundtable Input Opportunity
10:10AM – 11:00AM	POBT Communications Training Requirements / Omission Hours
11:00AM – 1:00PM	PUBLIC COMMENT TIME: Use time to discuss public comments when no speakers waiting... otherwise discuss public comments during Jan 17th session (Speakers limited to 5 mins each)
1:00PM – 2:15PM	<ul style="list-style-type: none"> • Situational Decision-Making Model • Critical Decision-Making Model • Agitated Chaotic Events • E.A.R. Model (Engage – Assess – Resolve) • ICAT (Integrating, Communications, Assessment, and Tactics) [WORKING LUNCH]
2:15PM – 2:45PM	Multi-Dimensional Training Platforms / Scenario-Based Practical Applications / Community Engagement Training
2:45PM – 3:00PM	Lesson Plan Requirements Included: Model Policy Application, Community Corner, Leadership Corner, Wellness Corner, Practical Application Component
3:00PM – 3:45PM	Certification Levels & Physical Fitness Benchmarks (+FTO)
3:45AM – 4:00PM	Situational Debriefs and Officer Wellness; Conclude Public Forum and discuss next meeting plans

Meeting #9 | January 17, 2024 | 10:00AM - 4:00PM
 IN-PERSON @ OPOTA – RICHFIELD

Agenda	
10:00AM – 10:10AM	Discussion of Next Steps for Final Reporting
10:10AM – 11:00AM	Discussion and Decision-Making on Jan 8th Public Comments related to input and recommendations received
11:00AM – 1:00PM	PUBLIC COMMENT TIME: Use time to discuss public comments when no speakers waiting (Speakers limited to 5 mins each)
1:00PM – 1:15PM	BREAK
1:15PM – 1:45PM	Finish Discussions regarding Jan 8th and Jan 17th Public Input [WORKING LUNCH]
1:45PM – 2:15PM	Finalize Scope of Recommendations (Impact Areas, Not Recommendations Themselves)
2:15PM – 2:45PM	Roundtable Discussion by Members
2:45PM – 3:45PM	Finalize Draft of Recommendations of Task Force and other expectations Task Force may forward in a final report
3:45AM – 4:00PM	Recap Process, Meetings, Work of the Task Force, Lessons Learned, Presentations and Research materials reviewed

Meeting #10 | January 24, 2024 | 10:00AM - 3:00PM

Agenda	
10:00AM – 10:30AM	Discussion and Decision-Making on Jan 8th & Jan 17th Public Comments related to input and recommendations received
10:30AM – 11:30AM	Roundtable Discussion by Members
11:30AM – 2:30PM	Finalize Draft of Recommendations of Task Force and other expectations Task Force may forward in a final report
2:30PM – 3:00PM	Discussion on meeting with AG Yost to present report and presenting to the OPOTC (Commission) on our recommendations for those who are available. Next Commission meeting is February 1st, if time permits, we can be added to the agenda. That means we will need to present to AG Yost between Jan 29th and Jan 31st if possible. These will be meetings #11 & #12. That should conclude the work of the current task force obligation with the understanding we may be recommending an ongoing task force for continuous evaluation of programming.

Public Notices

Ohio Attorney General's **Ohio Peace Officer Training Academy** Advanced Training for Ohio Peace Officers



Colleagues,

As you may be aware, last fall Attorney General Yost commissioned the formation of a [Blue Ribbon Task Force](#) on the future of law enforcement training. Since then, our multi-disciplinary task force has been exploring how best to continue creating and delivering world-class continuing education for Ohio peace officers.

As part of our work, we would like to invite you or a representative from your agency to provide input and ideas to the task force at our next meeting:

When: 11 a.m.-1 p.m. Monday, Jan. 8

Where: Buckeye State Sheriffs' Association offices

1103 Schrock Road, Suite 401

Columbus, Ohio 43229

Please note that this is an in-person meeting; it will not be streamed. Speakers will be limited to five minutes during the comment period.

Thank you,



Thomas Quinlan
Executive Director, Ohio Peace Officer Training Academy
Office of Ohio Attorney General Dave Yost

Ohio Attorney General's Ohio Peace Officer Training Academy

Advanced Training for Ohio Peace Officers



Colleagues,

We appreciate the diversity of input recently provided to Attorney General Yost's [Blue Ribbon Task Force](#) on the future of law enforcement training during our public comment session. For those who wanted to attend but could not, you are welcome to join our FINAL meeting, scheduled for tomorrow in northwest Ohio:

When: 11 a.m.-1 p.m. Wednesday, Jan. 17

Where: OPOTA/BCI Richfield Office
4055 Highlander Parkway
Richfield, Ohio 44286

Please note that this is an in-person meeting; it will not be streamed. Speakers will be limited to five minutes during the comment period.

Thank you,



Thomas Quinlan
Executive Director, Ohio Peace Officer Training Academy
Office of Ohio Attorney General Dave Yost

For more information, send an email to Ohio Attorney General
Dave Yost's Office at AskOPOTA@OhioAttorneyGeneral.gov.



DAVE YOST
OHIO ATTORNEY GENERAL

Speakers Sheet

BLUE RIBBON TASK FORCE PUBLIC MEETING

SPEAKERS SHEET

5 Minute Limit – to allow all speakers time to address the panel we ask you to keep commentary under 5 mins.

Speaker: _____
First Name Last Name Email [↩](#) To Contact for Questions [→](#) Phone

Representing: Police Public Other Interests: _____

Training Idea, Recommendation, or Question: _____

[FOR USE BY TASK FORCE MEMBERS ONLY]

NOTES: _____

PROPOSAL DISCUSSION:

More Information Needed:			
Signature Ready Proposal:	Y N		Adopted: Y N
Required to Implement:			
Proposal Considered, Not Adopted:		BRTF Member Initials	

Sit-D Research



As Use of Force Incidents Lead to Calls for Policing Reform, New Behavioral Science-Based Police Training Found to Reduce Adverse Policing Outcomes and Racial Disparities in Arrests

The Situational Decision-making (Sit-D) program cut use-of-force incidents by 23% and significantly reduced disproportionate arrests of Black civilians.

CHICAGO, IL — In the wake of high-profile use of force incidents by police across the country, the national conversation around reform has focused on individual officer and department accountability. While important, those efforts overlook the role of cognitive demands inherent in policing that can lead to adverse outcomes.

A [new study](#) released today by the University of Chicago Crime Lab found that Situational Decision-making (Sit-D), a behavioral science informed police training program, can significantly reduce adverse policing outcomes and help close the race gap in arrests. A randomized controlled trial of Sit-D, the gold standard for evaluating the effectiveness of interventions, found that by addressing these demands directly, it reduced use-of-force incidents by 23% while maintaining police productivity and increasing officer safety. Sit-D also led to a reduction in the disproportionately higher number of arrests of Black civilians, suggesting that it could help reduce [racial disparities](#) in policing.

“Officers face high-stress situations that require quick thinking under pressure, but there has been surprisingly little investment in the lever that directly addresses improving this type of decision-making: behavioral science-informed police officer training,” said **Roseanna Ander, Founder and Executive Director of University of Chicago Crime Lab**. “What’s more, even though Sit-D wasn’t designed to tackle racial bias in policing, its ability to effectively use behavioral-science-informed training actually has the potential to reduce glaring racial disparities in the field.”

The program, which was piloted with the Chicago Police Department between 2020 and 2021, helps improve officer decision-making when handling the complex, high-stress situations they often encounter. Sit-D teaches officers to recognize default thinking they may experience in

high-stakes situations and teaches them to systematically consider alternative interpretations of these situations to avoid these types of pitfalls. The training employs a mix of lectures, scenario-based simulation, and peer-led debriefings to impart these lessons. The study’s results suggest that it could help to improve police-community relationships.

The study’s findings reveal that Sit-D teaches officers to question their default assumptions when assessing a stressful environment, which in turn can significantly impact policing outcomes, including:

- **Fewer uses of force and discretionary arrests.** Sit-D-trained officers were 23% less likely to use force. The training also led to a 23% reduction in discretionary arrests, a category that includes charges for minor offenses like disorderly conduct and obstructing an officer — and therefore viewed as unnecessary and arbitrary, while holding little public safety value.
- **Fewer racial disparities in policing.** Sit-D also led to a reduction in the arrests of Black civilians, without leading to an equivalent reduction in arrests of others. In so doing, it reduced the race gap in arrest rates (which is three times higher for Black civilians than others in Chicago). In other words, teaching officers to question their default thinking when assessing situations has the potential to reduce racial disparities in policing.

- **No drop-in productive policing activity.** The study observed no change in productive policing activity. This is measured by a pre-specified index of activities such as firearm recoveries, drivers' stops, warrants, citations, and all non-discretionary arrests.
- **Fewer officer injuries.** The study also found that officers who participated in the program took fewer days off due to injury. In fact, the cost savings from this reduction in injuries alone more than offsets the cost of the training. Given a host of other benefits to the training (e.g., fewer physical or psychological costs to the community from arrests and uses of force), the research suggests that Sit-D is cost-effective.
- **More confidence and better stress management.** Officers who completed the training reported greater confidence and demonstrated changes in how they regulate emotions and the strategies they use to cope with stress.
- **Better communication and problem-solving.** Sit-D can help officers both be more decisive and consider alternative perspectives in ambiguous, potentially dangerous situations. Officers who completed the training were also more communicative with subjects and less likely to freeze when facing threats in the training simulations.

“When an officer responds to a call for service, they often have a few moments to make life-and-death decisions, which means they’re likely relying on snap judgments to guide their response,” said **Oeindrila Dube, PhD, one of the study’s authors and a professor of Global Conflict Studies at the University of Chicago.** “Sit-D gives officers the cognitive tools they need to recalibrate their in-the-moment decision-making — so they do not resort to default assumptions, and instead, systematically assess the situations they are in before responding.

Sit-D is designed to help officers navigate the cognitive demands inherent in policing, and our research shows that it works to make policing more effective and equitable.”

“The findings from the Sit-D evaluation show important promise for police officer training, and CPD is proud to have piloted it with our officers,” said Larry Snelling, Chief of the Bureau of Counterterrorism for the Chicago Police Department. “Since the Department has overhauled its Use of Force policies we have increased and expanded training for all officers. Sit-D is a unique innovative training to re-enforce our policies and ensure that officers have the skills they need to serve the communities they live and work in.”

While the trial was conducted in partnership with the Chicago Police Department, researchers hope the study will inspire departments and local leaders across the country to rethink their approaches to officer training.

This study was made possible by generous financial support from Citadel founder and CEO Kenneth C. Griffin, Motorola Solutions Foundation, and the National Collaborative on Gun Violence Research.

Research Links

- Core Elements of Ohio Crisis Intervention Team Programs – NEOMED.EDU, 2022, Available at <https://www.neomed.edu/wp-content/uploads/Ohio-CIT-Core-Elements-rev.-2022.pdf>
- Crime Lab, University of Chicago, Situational Decision-Making (Sit-D), A New Training to Improve Policing, 2023, Available at https://crimelab.uchicago.edu/wp-content/uploads/sites/2/2023/10/UChicago-CrimeLab_Sit-D-Webinar-10.2023.pdf
- Dube, Oeindrila and MacArthur, Sandy Jo and Shah, Anuj, A Cognitive View of Policing (September 2023). NBER Working Paper No. w31651 National Bureau of Economic Research, Available at https://www.nber.org/system/files/working_papers/w31651/w31651.pdf
- As Use of Force Incidents Lead to Calls for Policing Reform, New Behavioral Science-Based Police Training Found to Reduce Adverse Policing Outcomes and Racial Disparities in Arrests, Available at <https://crimelab.uchicago.edu/wp-content/uploads/sites/2/2023/09/UChicago-Crime-Lab-Situational-Decision-making-Press-Release-09.2023-1.pdf>
- PERF – Transforming Police Recruit Training – 40 Guiding Principles, November 2022, Available at <https://www.policeforum.org/assets/TransformingRecruitTraining.pdf>
- PERF’s – 30 Guiding Principles on Use of Force, 2016, Available at <https://www.policeforum.org/assets/30%20guiding%20principles.pdf>
- PERF – Integrating Communications, Assessment, and Tactics – A training Guide for Defusing Critical Incidents, 2016, Available at <https://www.policeforum.org/assets/icattrainingguide.pdf>
- PERF – Implementing the ICAT Training Program at Your Agency, 2023, Available at <https://www.policeforum.org/assets/ICATImplementation.pdf>
- Crisis Intervention Team (Cit) Programs: A Best Practice Guide For Transforming Community Responses To Mental Health Crises, 2019, Available at [https://www.citinternational.org/resources/Best%20Practice%20Guide/CIT%20guide%20desktop%20printing%202019_08_16%20\(1\).pdf](https://www.citinternational.org/resources/Best%20Practice%20Guide/CIT%20guide%20desktop%20printing%202019_08_16%20(1).pdf)
- Joy VerPlanck, “Re-envisioning Police Training: The Need for Creative Thinking and Instructional Design,” Police Chief Online, April 27, 2022. Available at <https://www.policechiefmagazine.org/reenvisioning-police-training/?ref=bdd5afbacc66c0f221264e76782dceb6>
- Crisis Prevention Institute, Top 10 De-Escalation Tips, 2023, Available at [Crisis Prevention Top 10 De-Escalation Tips](#).
- An overview of law enforcement training in the U.S. Research suggests the field is overdue for an update Dr. Gene Ira Katz, DMCJ Published January 21, 2024, Available at [An overview of law enforcement training in the U.S. - American Police Beat Magazine \(apbweb.com\)](#)
- Is what you’re calling “training” really just “compliance”? Scott Savage Published January 18, 2024, Available at [Is what you’re calling “training” really just “compliance”? - American Police Beat Magazine \(apbweb.com\)](#)
- “Law Enforcement De-Escalation Training Act of 2022” PUBLIC LAW 117–325—DEC. 27, 2022 / 136 STAT. 4441, Training On Alternatives To Use Of Force, De-Escalation, And Mental And Behavioral Health Crises, Available at <https://www.congress.gov/117/plaws/publ325/PLAW-117publ325.pdf>

Public Forum Photos





DAVE YOST
OHIO ATTORNEY GENERAL

Future of Police Training in Ohio

Blue Ribbon Task Force Report

For more information about this
report, please contact:

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www.OhioAttorneyGeneral.gov
