

Future Proofing Your Training

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IADLEST 2026 Conference



Welcome

- ▶ Intro
- ▶ Rules
 - Engage
 - Question
 - Answer Questions
 - Challenge
- ▶ Take something back

Session Contents

- ▶ Chronic Add-Ons
- ▶ Traditional Training
- ▶ External Pressures
 - Political, Social, Cultural
 - Technology
 - Workforce Changes
- ▶ Future Proofing Your Training Philosophy – SCALE™

Session Objectives

- ▶ Identify the Stable Core
- ▶ Control “Chronic Add-On” Syndrome
- ▶ Use foundations of SCALE to absorb change without curriculum disruption and constant reactive change
- ▶ Build reinforcement through FTOs, supervisors, and senior leaders

| Why Do We Train?

Who Do We Need?

- The skilled technician & tactician
- The knowledgeable, composed, critical thinking professional



| What is getting in the way?

| Solution for All the World's Ills?

- ▶ Perceived integrity issue? Anywhere in the country?
- ▶ Homelessness on the rise..? Again?
- ▶ Someone somewhere has some new (and expensive) theory to fix the police?
- ▶ Mental health crisis?
- ▶ People suffering from addiction and overdoses?
- ▶ An officer somewhere did something wrong, and someone caught it on video?

Solution for All the World's Ills?

Train!

Train!

Train the police! All police!

Basic training.

More training for the police!

Train!

In-service.

This is too good not to train!

Specialized unit training.

Then train the police!

Call 911!

Call 911!

And the police need more training!

Train!

Department needs-based training.

More training for the police!

Train!

You know what we

Train!

| What are we doing about it?

Honestly, what can we do about it?

Everyone in the Room Has Lived It

A New Issue Emerges

- ▶ Mental health
- ▶ Fentanyl
- ▶ De-Escalation
- ▶ Procedural justice
- ▶ Social media
- ▶ Duty to intervene
- ▶ Wellness awareness
- ▶ Implicit bias
- ▶ Technology/AI
- ▶ Legitimacy

Now where do we put this block?

| The Problem With This?

- ▶ When the world changes – add another block
- ▶ When society pivots (again) – training pivots (again)
- ▶ Chronic “adding” is disruptive and doesn’t always produce intended outcomes
- ▶ It results in reactive curriculum rather than a durable training philosophy
- ▶ Training staffs and senior leaders: you barely have the time to train what your agencies and regions need

| The Problem With This?

Every social problem becomes a training requirement.

When everything becomes a training requirement, training becomes less effective.

| What Does Remain Stable?

- ▶ Not politics
- ▶ Not rhetoric
- ▶ Not mandates
- ▶ Not topics...
- ▶ ... and not our training

| What Remains Stable?

The Fundamental Needs

- ▶ Judgment
- ▶ Understanding human behavior
- ▶ Communication
- ▶ Emotional control, self-awareness
- ▶ Ethical decision making

Even Given All of This Turmoil...

- ▶ Training is not stuck in 1995
- ▶ Trainers and curriculum designers have incorporated de-escalation, slowing things down when safe, better interpretation of factors, etc.
- ▶ A future-proofed academy continues to do all of the above...
- ▶ While also establishing the architecture to organize training around unchanging core fundamentals
- ▶ Our content *has* changed – now our design philosophy just has to catch up

Reflection

- ▶ How many of the issues that our officers face today did not exist when we went through basic training?
- ▶ Are we designing training now for a world that will no longer exist in 10-20 years?
- ▶ Can we count on having the time to recover if we get too far behind?
- ▶ What pain might we have avoided if we could have seen 2020 coming in 2010?

Traditional Training

It Did Its Job

| For the Old Salts

- ▶ How many hours of training have you had?
- ▶ How much of it do you actually remember?
- ▶ We rarely remember much about the “latest and greatest”
- ▶ We remember the enduring themes, simple mental models, repeated practices
- ▶ The fundamentals remained
- ▶ Did we learn all those fundamentals in a classroom?

What I Was Trained

- ▶ Control, control, control
- ▶ Identify threats
- ▶ Act decisively
- ▶ Use overwhelming force
- ▶ Complete the task
- ▶ Don't get in trouble
- ▶ On to the next call

This model came from legitimate concerns. It made sense in the environments that many of us came up in.

But as the world evolved, academies made significant changes.



This model came from legitimate concerns. It made sense in the environments that many of us came up in. But as the world evolved, academics made significant changes.

The question: Have we just changed the topics when we should have changed the philosophy?

| Traditional Training

Many trainers are still heavily anchored in:

- ▶ Control-first mindset
- ▶ Threat-response sequencing
- ▶ Skill acquisition over cognitive processing
- ▶ These are *not* wrong. The problem enters when they become the focus of training and reinforcement

Built for a Different Environment

- ▶ Emphasized control, presence, authority, and skill execution
 - ▶ Generally, for a more stable operating environment
 - ▶ Slower news and information cycles
 - ▶ Less immediate social & political reaction
-
- ▶ Produced generations of capable officers
 - ▶ But now, things are changing faster than training design and execution can keep up

Built for a Different Workforce

Younger Generations in the Workforce Need to Know:

- ▶ How the pieces connect
- ▶ Why the material matters
- ▶ How the profession's principles relate to their own
- ▶ That they are developing professional judgment, not memorizing rules and tasks

Built for Different Career Survival

Yesterday	Today	Tomorrow
Policy violations	Instant and permanent video amplification	AI-mediated encounters and decisions
Tactical failures	Crisis response failures	New threats without established history or training doctrine
Local consequences	International narratives	Decisions audited and judged by algorithms programmed for international rather than community standards

The Accelerating Pace of Change

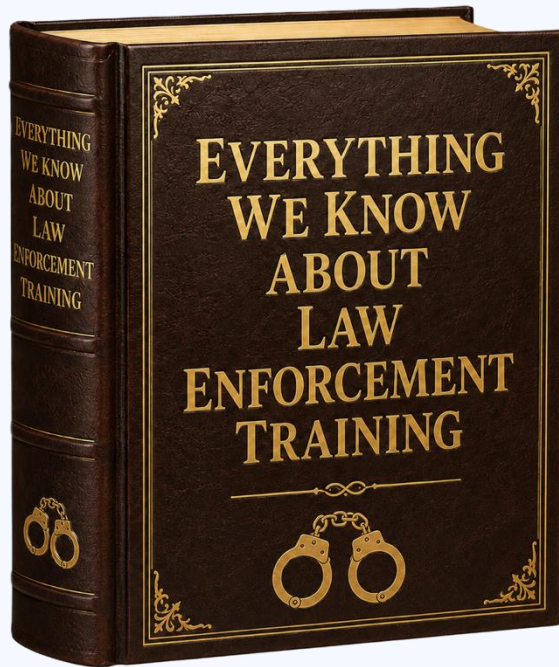
Pressure moves faster than systems...

| In Recent Decades

- ▶ Rebirth of the era of the protest
- ▶ Proliferation of social media platforms
- ▶ Proliferation of technology & body-worn cameras +
- = ▶ Proliferation of video on-demand, replayed over and over
 - Police misconduct
 - Shootings
 - Volatile interactions with people in crisis
- ▶ The utilization of these things to further socio-political agendas

| The world is changing faster
than training philosophy.

Do We Just Throw It All Away??



“

Future-Proofing begins by respecting what we got right while admitting that it might not be complete for tomorrow's operating environment.

The question is not: “What do we throw away?”

But: “What remains stable and what must evolve?”

Stable Core, Adaptive Learning & Engagement

SCALE Model of Training Design

Stable Core, Adaptive Learning & Engagement

Do political and social pressures affect law enforcement resources and training?

Engineering does not forget principles of physics because new materials appear.

Surgeons don't abandon anatomy because a new tool is invented.

Policing cannot rebuild its training philosophy every time the social or political climate shifts.

Treatment for Chronic Add-On Syndrome



SCALE – Stable Core, Adaptive Learning & Engagement

- ▶ **Stable Core:** The enduring principles: judgment, ethics, professionalism, restraint, constitutional policing, legitimacy.
- ▶ **Adaptive Learning:** Training that evolves with technology, community expectations, emerging crime, and changing operational realities.
- ▶ **Engagement:** Recruits, instructors, supervisors, and leaders reinforcing the same principles

| What Is the Stable Core?

The enduring professional capacities that officers must rely on regardless of changing laws, technology, policies, or public expectations.

- ▶ Professional Purpose, Identity, and Integrity
- ▶ Perception and Context
- ▶ Judgment and Decision Making
- ▶ Communication and Influence
- ▶ Professional Discipline and Self-Command
- ▶ Understanding Human Behavior

Critical Thinking Questions

Enduring concepts specific to a major area of instruction such as training regarding new technology:

- ▶ What is the legitimate law enforcement purpose?
- ▶ What information should we collect simply because we can?
- ▶ What level of suspicion should govern its use?
- ▶ What human judgment should remain?
- ▶ How would we defend this publicly?
- ▶ What happens when the technology is wrong?
- ▶ What professional restraint should we apply before we are forced to do so?

| To Avoid Future Pain

- ▶ A surveillance scandal
- ▶ A finding of bias or discrimination
- ▶ Suppression of evidence – and the ripple effects
- ▶ Expensive civil rights litigation
- ▶ Political pressure and policy bans on useful and legal technology
- ▶ Public rejection of systems that could have been accepted if governed properly

1. Stable Core

Professional Purpose, Identity, and Integrity

Understanding the mission, lawful authority, public responsibility, organizational values, and the difference between what an officer *can* do and what the officer *should* do.

Perception and Context

Accurately observing behavior, interpreting circumstances, distinguishing threat from uncertainty, and understanding what kind of problem is occurring before selecting a response.

Stable Core

Judgment and Decision Making

Weighing risk, necessity, proportionality, consequences, available options, and changing conditions to make defensible decisions under pressure.

Communication and Influence

Listening, questioning, explaining, directing, persuading, setting boundaries, resolving conflict, and using communication intentionally to improve cooperation and outcomes.

Stable Core

Professional Discipline and Self-Command

Maintaining emotional control, recognizing internal reactions, managing stress, remaining adaptable, and resetting when frustration, urgency, fear, or ego begins to distort performance.

Understanding Human Behavior

Understanding emotion, stress, trauma, motivation, resistance, mental and behavioral conditions, group dynamics, and the ways people respond to authority and pressure.

| Not Weakening Training

Understanding human behavior is not soft. It's threat recognition, officer safety, decision making, and career survival.

- ▶ Misread trauma as defiance → wrong response
- ▶ Misread mental illness as resistance → improper escalation
- ▶ Misread addiction as criminal intent → wrong drivers of behavior
- ▶ Misread fear as threat → acting wrong with confidence

So, When the World Changes

Traditional Model

Add another block

Rebuild around the issue

Where do we add this?

Add issue-specific scenarios

Constant curriculum churn

Re-write around the new mandate

SCALE Model

Reinforce fundamentals, adapt examples

Apply core fundamentals, stable core to the issue

What core principles does this belong to?

Apply stable decision principles to new realities

Stable core with flexible application

Adjust to new requirements without losing or forgetting the core

Integration

- ▶ The elements of the Stable Core are not six separate subjects
- ▶ They operate and drive behavior together in a sequence
 - Understand the purpose
 - Read the situation
 - Understand the people
 - Regulate yourself
 - Exercise judgment
 - Communicate and act effectively
- ▶ The adaptive learning changes what they must know... the stable core preserves how they think, decide, and perform

| 2. Adaptive Learning

What changed? What stayed the same? How will officers apply the principles now?

- ▶ Don't just add new blocks
- ▶ Translate new things into the existing core
- ▶ Update examples and scenarios
- ▶ Train officers to adapt principles to changing conditions

| 3. Engagement

- ▶ Training and reinforcement outside of the classroom
- ▶ Instructors teach the Stable Core consistently
- ▶ FTOs coach the same principles in the field
- ▶ Supervisors reinforce them in the field
- ▶ Senior leaders protect the model from moral and political panic and the “next best thing”

| Simple Engagement Model

- ▶ Instructor: train the principle, not just the topic
- ▶ FTO: coach the principles in the field; debriefs and expectations
- ▶ Supervisors: reinforce through feedback, evaluations, and accountability
- ▶ Senior leaders: Align policy, culture, priorities, and incentives with the training philosophy

Instructor Engagement

- ▶ **Align**

Every instructor understands the Stable Core and the intended behavioral outcomes.

- ▶ **Connect**

Instructors repeatedly connect changing content to enduring principles and prior learning.

- ▶ **Coach**

Instructors observe thinking and behavior, challenge shortcuts, provide feedback, and require another attempt when necessary.

- ▶ **Calibrate**

The academy periodically ensures instructors are teaching, evaluating, and reinforcing the same expectations.

SCALE Summary

1. **Stable Core**

What principles, standards, decision expectations, and professional behaviors must remain consistent regardless of changes in law, technology, policy, or public expectations?

2. **Adaptive Learning**

What examples, scenarios, case material, learner activities, and evaluation methods must be updated to reflect current and emerging conditions?

3. **Engagement & Reinforcement**

How will instructors actively carry the Stable Core through the course rather than simply cover the required content? What should learners continue hearing, seeing, practicing, and being held accountable for after the lesson is completed?

Practical SCALE Application

And What if We Could Go Back in Time?

| To Avoid Future Pain

- ▶ A surveillance scandal
- ▶ A finding of bias or discrimination
- ▶ Suppression of evidence – and the ripple effects
- ▶ Expensive civil rights litigation
- ▶ Political pressure and policy bans on useful and legal technology
- ▶ Public rejection of systems that could have been accepted if governed properly

| **AI-Assisted Decisions Gone Wrong**

- ▶ Agencies across the country are arresting the wrong people based on AI generated information and faulty probable cause
- ▶ People have been injured resisting, including some resulting in officer-involved shootings
- ▶ Few officers or their public information people seem to understand the systems
- ▶ What are likely public and political reactions?
- ▶ What are likely law enforcement reactions?

| The Traditional Law Enforcement Reaction

Another AI policy.

Another mandatory block of training.

Another round of trust and legitimacy rebuilding.

SCALE Your Curriculum

1. Professional Purpose, Identity, and Integrity
2. Perception and Context
3. Judgment and Decision Making
4. Communication and Influence
5. Professional Discipline and Self-Command
6. Understanding Human Behavior

The Next Crisis Might not Be About Force

- ▶ Privacy
- ▶ AI/Technology
- ▶ Falsified Evidence
- ▶ Algorithmic Bias
- ▶ Loss of Officer Capacity
- ▶ Organizational Judgment
- ▶ Misuse of a tool that does not yet exist

Beneath Each Potential Scandal

There Might Exist Familiar and *Trainable* Concepts

- ▶ Misperception
- ▶ Poor judgment
- ▶ Failure to understand people
- ▶ Lack of self-awareness, self-control
- ▶ Fragmented training
- ▶ Poor reinforcement
- ▶ Leadership reactions after the damage is done

What If..?



| 10 Years Prior to “Defund”

- ▶ We could not have predicted the slogan, but we could have seen the signs
- ▶ Increasing interactions with people in crisis who did not fit traditional threat assessment models
- ▶ Workforce changes, differences in learning, coping skills, and decision making under pressure
- ▶ Social media, cell phones, and cameras everywhere
- ▶ Increasing scrutiny on police operations and outcomes

| Would This Have Prevented “Defund?”

- ▶ Not likely... but it could have helped with...
- ▶ Fewer preventable incidents
- ▶ Less accumulated damage to trust and legitimacy
- ▶ Greater organizational and professional credibility
- ▶ Less reactive curriculum design

| The Science

Central Scientific Foundations

- ▶ Learning doesn't work well as a continuous accumulation of disconnected information
- ▶ People need organized knowledge – relevance matters, but coherence matters more
- ▶ Continuously adding concepts eventually loses effectiveness
- ▶ Stable principles help people interpret situations better
- ▶ Building expertise requires pattern recognition not simply rapid recall of information

Adult Learning Taxonomies

SCALE	Knowles / Andragogy	Bloom	LE Learning Focus
Cognitive	Need to know, experience, problem-centered learning	Remember, Understand, Apply, Analyze, Evaluate	Help learners make sense of situations not just absorb them
Behavioral	Readiness and practical orientation	Apply	Reinforce action, not just awareness
Environmental	Relevance to role and context	Supports application and evaluation in real settings	Design for transfer to the workplace, not just classroom success
Internal	Self-concept, motivation, experience	Affective Domain	Build buy-in, confidence, compatibility w/professional identity and willingness to apply
Adaptive	Self-direction and problem-centered learning	Analyze, Evaluate, Create	Build discernment, flexibility, and usable judgment when reality does not match the script

Why SCALE Works

Cognitive Science/Schema: people retain coherent models better than disconnected topics.

A New Officer Might See

- Mental Illness
- Homelessness
- Domestic Abuse
- Resistance
- Substance Use

As five different problems

A Well-Trained Experience Officer Sees

- Human Behavior
- Context
- Risk
- Communication Issues
- Decision Points

As recurring patterns in different situations.

Why SCALE Works

- ▶ Stress Science: perception drives reaction before conscious reasoning catches up – reactions can be trained
- ▶ Adult Learning: relevance matters but coherence – fitting into a cognitive scheme, like Stable Core – makes relevance useful
- ▶ Training Transfer: learning survives contact with reality when reality reinforces it
- ▶ Organizational Science: systems drive behavior, and a bad system will beat a good person every day

| Summary & Conclusion

| Not Just Curriculum Management

- ▶ SCALE can stabilize the current training churn
- ▶ New realities and new knowledge are continuously interpreted through the same enduring principles
- ▶ Training remains more coherent and meaningful in a changing environment
- ▶ Reduces change fatigue and cynicism, elevating rather than disrupting

| Future Proofing

Future-proofing does not mean predicting the next issue.
It means training officers in fundamentals that still work
when the issue changes.

Things will come and go, but the human and professional
requirements of the job will remain constant

SCALE

- ▶ **Stable Core**

What should remain durable: constitutional policing, safety, competence, integrity, judgment, discipline, professionalism, and self-control.

- ▶ **Adaptive Learning**

How new knowledge, technology, expectations, and operational realities are interpreted and integrated into that core.

- ▶ **Engagement**

How instructors, FTOs, supervisors, leaders, policy, and accountability turn the learning into sustained performance.

The Bottom Line

- ▶ Change will continue to accelerate
- ▶ New technologies, types of crime, and expectations will require us to continuously adapt
- ▶ The issue is not whether we add, but how we add, so that:
 - New concepts reinforce what officers already understand
 - We don't have to rebuild training over every demand or mandate
 - Training elevates rather than reacts
- ▶ This is how we can take back and maintain control of our curriculum, training strategies, and the direction of our profession

Final Thoughts

- ▶ Police trainers are among the most dedicated professionals and training is better than it's ever been
- ▶ But the environment is always changing, and tomorrow's challenges cannot be overcome by yesterday's approaches
- ▶ So, we're not just training – we're shaping the future of our profession
- ▶ Question everything...
- ▶ If it's not working, fix it. If it is working, SCALE it anyway.

Either way, lead it. Because no one else is coming.

We are the profession.

And this is our thing to get right.

| End



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