

ACTIVE COUNTERMEASURES INSTRUCTIONAL (ACMi®) SYSTEMS SIMULATION TRAINING INSTRUCTOR DEVELOPMENT PROGRAM PLAINTIFF'S ATTORNEY PRE-TEST ANSWER SHEET (REVISED)

ACCORDING TO THE INSTRUCTOR, WHAT IS THE ONLY VICTORY ?

SURVIVAL IS THE ONLY VICTORY.

LIST THE THREE (3) COMPONENTS OF SURVIVAL:

1. PHYSICAL SURVIVAL.
2. LEGAL SURVIVAL.
3. PSYCHOLOGICAL SURVIVAL.

LIST THE THREE (3) ISSUES THAT MUST BE ADDRESSED IN TRAINING:

1. COGNITIVE KNOWLEDGE.
2. PHYSICAL SKILLS.
3. ATTITUDE -----> BEHAVIOR.

LIST THE FOUR (4) COMPONENTS OF A D.T. TRAINING PROGRAM:

1. THEORY.
2. PSYCHO-MOTOR SKILL DEVELOPMENT.
3. TECHNIQUE.
4. SIMULATION.

LIST THE FOUR (4) COMPONENTS OF ADULT LEARNING THEORY ARE:

1. AWARENESS.
2. AWKWARDNESS.
3. CONSCIOUS EFFORT.
4. PROFICIENCY.

CONTINUED ...

LIST THE THREE (3) WAYS TO "MASTER" A TECHNIQUE, I.E. BECOME PROFICIENT:

1. 3,000 - 5,000 REPETITIONS.
2. "CHUNKING" CONCEPT.
3. EMOTIONAL IMPACT.

LIST THE FOUR (4) COMPONENTS THAT ANY DEFENSIVE TACTICS TRAINING SHOULD FOLLOW:

1. DEMONSTRATION -- VISUAL, I.E., SEEING.
2. EXPLANATION -- AUDIO, I.E., HEARING.
3. REPETITION -- TACTILE, I.E., DOING.
4. SIMULATION -- DECISION MAKING, I.E., EXPERIENCING.

LIST THE THREE (3) LEVELS THAT REPETITION OF TECHNIQUE ARE TAUGHT:

1. BY THE NUMBERS.
2. SLOW FOR FORM.
3. FULL SPEED AND POWER.

PLEASE PROVIDE THE DEFINITION OF "SIMULATION TRAINING" :

A SERIES OF DYNAMIC, REALISTIC EXERCISES DESIGNED TO BE AS SAFE AS POSSIBLE THAT ALLOW STUDENTS TO PRACTICE AND BE TESTED ON THEIR DECISION-MAKING ABILITIES, UNDER A WIDE RANGE OF CIRCUMSTANCES.

WHAT ARE THE SEVEN (7) LEVELS OF SIMULATION:

1. SHADOW TRAINING.
2. PROP TRAINING.
3. PARTNER TRAINING.
4. DYNAMIC MOVEMENT TRAINING.
5. RELATIVE POSITIONING TRAINING.
6. ENVIRONMENTAL FACTORS TRAINING.
7. HIGH LEVEL SIMULATIONS.

CONTINUED ...

LIST THE THREE (3) INTENSITY/COMPLEXITY LEVELS THAT SIMULATIONS ARE PERFORMED:

1. LOW LEVEL.
2. MIDDLE LEVEL.
3. HIGH LEVEL.

WHAT TERM DESCRIBES THE LEVEL OF INTENSITY THAT DEFENSIVE TACTICS TRAINING IS USUALLY CONDUCTED AT?

THERE EXISTS A "TARGET TRAINING RATE" THAT CLOSELY CORRESPONDS TO THE "TARGET HEART RATE" FOR AEROBIC EXERCISE. IF AN INDIVIDUAL EXERCISES TOO STRENUOUSLY, THEN S/HE DYNAMICALLY INCREASES THE CHANCE OF INJURY. ON THE OTHER HAND, IF THE INDIVIDUAL DOESN'T WORK HARD ENOUGH, S/HE WILL OBTAIN LITTLE BENEFIT FROM THE EXERCISE. THE SAME IS TRUE OF THE INTENSITY OF YOUR DEFENSIVE TACTICS SIMULATION TRAINING.

WHAT IS THE PERCENTAGE OF AN OFFICER'S MAXIMUM INTENSITY LEVEL THAT DEFENSIVE TACTICS TRAINING IS USUALLY CONDUCTED AT?

THE OFFICER THAT TRAINS AT 60 - 80 % OF THEIR MAXIMUM INTENSITY LEVEL WILL EXPERIENCE THE BEST RESULTS WITH THE LEAST CHANCE OF INJURING HIM/HERSELF. A TRAINER SHOULD EMPHASIZE THIS "TARGET TRAINING RATE" SO THAT HIS/HER STUDENTS CAN OBTAIN MAXIMUM RESULTS WITH MINIMUM RISKS.

NOTE: THE ORIGINATORS OF THE REDMAN GEAR MUST CAUTION USERS OF REDMAN EQUIPMENT THAT THIS PROTECTIVE GEAR IS DESIGNED TO BE USED AT NOT MORE THAN MODERATE FORCE. MODERATE FORCE IS DEFINED AS ENOUGH FORCE TO BE FELT BUT NOT TO INJURE.

IN ORDER TO CREATE A SIMULATION DRILL THAT IS SAFE, DYNAMIC, AND REALISTIC, YOU MUST COMBINE:

1. PROPERLY TRAINED INSTRUCTORS,
2. A PROPER TRAINING FORMAT,
3. PROPER EQUIPMENT, AND
4. PROPER SUPERVISION.

THE MOST EFFECTIVE SIMULATIONS ARE:

1. WELL THOUGHT OUT,
2. CAREFULLY CHOREOGRAPHED,
3. THOROUGHLY REHEARSED EVENTS.

CONTINUED ...

A SIMULATION DRILL THAT IS TRULY SPONTANEOUS IS WHAT TYPE OF SIMULATION?

A SIMULATION DRILL THAT IS TRULY SPONTANEOUS IS AN "UNSAFE" SIMULATION. IF THE INSTRUCTOR IS NOT IN CONTROL OF WHAT THE PARTICIPANT IS ALLOWED TO DO; AND WHEN AND WHERE AND HOW THEY ARE ALLOWED TO DO IT, IT MEANS THAT THE PARTICIPANT IS IN CONTROL. THIS DOESN'T MEAN, HOWEVER, THAT THE PARTICIPANT IS NOT ALLOWED TO MAKE DECISIONS. IT DOES MEAN THAT THE INSTRUCTOR CONTROLS THE "VERTICAL AND HORIZONTAL."

SHOULD A "DANGEROUS" SIMULATION EVER BE CONDUCTED?

SIMULATION MUST NEVER BE DANGEROUS -- THEY MUST JUST SEEM "DANGEROUS" TO THE PARTICIPANTS.

IS MOBILITY AN IMPORTANT FACTOR IN "REALISTIC" SIMULATION TRAINING?

SIMULATION TRAINING MUST BE BOTH SAFE AND REALISTIC TO BE TRULY EFFECTIVE. A TRAINER HAS TO BALANCE "IMPACT RESISTANCE" AND THE NEED FOR "FULL BODY PROTECTION." MOBILITY IS ALSO AN IMPORTANT FACTOR BECAUSE WITHOUT MOBILITY, THE TRAINING CANNOT BE TRULY REALISTIC.

THE REDMAN FULL SUIT SHOULD BE PUT ON IN THE FOLLOWING SEQUENCE:

1. CALF GUARD, THEN KNEE SHIN GUARD, THEN SUPER SHIN.
2. THIGH GUARDS, THEN REAR GUARD/LOWER ABDOMINAL PAD.
3. BODY GUARD AND SHOULDER GUARDS.
4. HEAD & THROAT GUARD.
5. ARM GUARDS.

HOW TO DESIGN A SIMULATION:

1. DESIGNING THE PROGRAM
2. CHOREOGRAPHING THE SIMULATION
3. REHEARSE THE SIMULATION
4. IMPLEMENTING THE SIMULATION
5. DEBRIEFING THE SIMULATION
6. EVALUATE THE SIMULATION.

CONTINUED ...

LIST THE SIMULATION TRAINING SEQUENCE:

1. CONDUCT AN INITIAL WELLNESS CHECK.
2. EXPLAIN THE TRAINING SAFETY RULES.
3. CONDUCT A PHYSICAL WARMUP.
4. EXPLAIN THE SIMULATION DRILL'S FORMAT.
5. CONDUCT THE SIMULATION DRILL.
6. CONDUCT A DEBRIEFING SESSION.
7. CONDUCT A CURRENT WELLNESS CHECK.

LIST THE THREE MOST COMMON SIMULATION TRAINING INJURIES:

1. THE PARTICIPANT OVER - EXERTS/EXTENDS HIM/HERSELF.
2. SOMETHING IN THE ENVIRONMENT INJURES THE PARTICIPANT, I.E. STEPPING ON AND/OR FALLING ON OR INTO SOMETHING.
3. THE PARTICIPANT IS STRUCK BY SOMEONE OR SOMETHING.

RATIONALE FOR REDMAN "BEEFED UP" AGGRESSOR SUIT:

1. PROTECTION AGAINST SENSORY OVERLOAD
2. MISSED TARGET AREAS DURING DYNAMIC TRAINING
3. RELATIVE POSITIONING ISSUES MAKE NORMAL TARGET AREAS INACCESSIBLE
4. DEADLY FORCE DECISION MAKING USE OF NORMALLY INAPPROPRIATE TARGET AREAS

LIST THE SIX (6) COMPONENTS OF THE "FORCE RELATION TO TARGET" CONCEPT:

1. STAY LOOSE (MUSCLE TENSION)
2. DON'T GET RIGID (SLACK IN JOINTS)
3. AVOID PLANTING ARMS AND LEGS AGAINST OBJECTS (GROUND, WALLS, VEHICLES, PERSONS, ETC.)
4. DON'T GET BRACED AGAINST OBJECTS (GROUND, WALLS, VEHICLES, PERSONS, ETC.)
5. DON'T ABSORB MOVEMENT (BY MOVING INTO STRIKE)
6. ATTEMPT ROLLING MOVEMENTS (BY MOVING WITH STRIKE)

CONTINUED ...

WHAT IS THE RATIONALE FOR PRACTICING ONE'S TECHNIQUES AT MORE THE NORMAL INTENSITY LEVELS THAT DEFENSIVE TACTICS TECHNIQUES ARE PRACTICED AT?

A "HIGH LEVEL" SIMULATION IS MUCH LIKE A MARATHON RUN, I.E. ALTHOUGH THE VAST MAJORITY OF THE RACE MAY BE COMPLETED IN THE "TARGET HEART RATE", AT THE END OF THE RACE, THE PARTICIPANT MAY DECIDE TO END WITH A "KICK", I.E. A SPRINT, IF YOU WILL, AT ABOVE THE NORMAL MAXIMUM LIMITS OF TRAINING. AS A FINAL EXERCISE DURING SIMULATION TRAINING, A LIMITED MAXIMUM EXERTION EXERCISE MAY BE CONDUCTED TO PROVIDE "FIDELITY" OF SIMULATION.

LIST THE THREE (3) SKILLS THAT SIMULATION TRAINING ALLOWS AN INSTRUCTOR TO TEST:

1. IS THE OFFICER ABLE TO VERBALIZE WHILE UNDER STRESS?
2. IS THE OFFICER ABLE TO PERFORM THE TECHNIQUES WHILE UNDER STRESS?
3. IS THE OFFICER ABLE TO CHOOSE THE RIGHT FORCE OPTION WHILE UNDER STRESS?

DOES THE STUDENT NEED TO KNOW "WHY" A SPECIFIC TECHNIQUE IS AUTHORIZED?

AN INSTRUCTOR MUST KNOW "WHY". THE LINE OFFICER MUST ONLY KNOW "WHAT TO DO, WHEN", I.E. WHAT SPECIFIC TECHNIQUES ARE AUTHORIZED OR THE REASON FOR DEVIATION AND WHEN TO PERFORM THE SPECIFIC FORCE OPTION BASED ON TRAINING AND EXPERIENCE AND THE FACT SITUATION.

IN ORDER FOR A FORCE OPTION CHOSEN BY AN OFFICER TO BE EVALUATED AS BEING "REASONABLE", THE INSTRUCTOR MUST DECIDE THAT THE APPLICATION OF THE TECHNIQUE FELL INTO ONE OF WHAT THREE (3) CATEGORIES?

1. "TRAINED (TECHNIQUE)", OR
2. "A DYNAMIC APPLICATION OF (A TRAINED) TECHNIQUE", OR
3. "NOT TRAINED, BUT JUSTIFIABLE UNDER THE CIRCUMSTANCES.