

Reality-Based Training

By:

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Indianapolis Metropolitan Police Department

- Lieutenant July 2018
- Sergeant December 2013
- FTO/Recruit Coordinator 2018-present
- Field Training Officer
- ILEA Certified Primary Instructor
- Homeland Security Leadership Academy 2021
- IMPD Leadership Academy Faculty
- Mentor
- Event Response Group (ERG)
- Arson Investigator
- IPD 2004
- MCSD Reserve 2002



Lt. Tom Lahay

Indiana Law Enforcement Academy

- ILEA since 2016; ILEA certified trainer since 1989
- Master Instructor
- Co-coordinator for the Instructor Development program
- Coordinator of the Senior Instructor program
- Use of force; handgun; shotgun; patrol rifle; active shooter instructor
- 31 years with the DNR as an Indiana Conservation Officer
- K-9 handler, FTO, Underwater search and recovery, boat accident investigator, evidence technician
- Training and investigations



Objectives

1. Define and discuss “Reality-Based Training”
2. Define and discuss “Scenario-Based Training”
3. Explain how adults learn
4. Develop your own Reality-Based Scenario Training



Reality-Based Scenario Training

- Why do police agencies conduct scenario training?
- What is scenario training compared to Reality-Based Scenario Training?
- Bridge the gap (classroom vs practical application)
- Integrate lecture to hands-on-learning



What is Reality-Based Scenario Training (Continued)

- Winnable
- Realistic
- Supports classroom training
- Controlled
- Safe
- Introduces concepts and stress exposure training



How do Adults Learn?

- Adults learn by being involved and help direct their learning.
- Adults are self-directed in learning new skills.
- Adults need to practice and hear things more than once to remember them.

Benjamin Franklin once said

“Tell me and I forget. Teach me and I may remember. Involve me and I learn”



Theory vs Application

- Theory is the classroom at academy setting
 - PowerPoints, lectures, etc..
- Application is the hands-on portion of learning
 - Can your student/officer apply lessons from the classroom
 - Application is learned in Reality-Based Scenario Training
- How many know of a student/officer that can ace a written test but can not perform the same task in a real-life setting?



Crawl, Walk, Run

Reality-Based Scenario Training should follow the crawl, walk, run method

- Basic, Intermediate, and Advanced reality-based scenario training
 - Each level builds on the next and allows for In-Progress coaching
 - Fundamentals-to-complex progression
-
- What is In-Progress Coaching?
 - Positive repetitions create good habits. An instructor will assist in guiding the student/officer early in reality-based scenario training.



Stress Exposure Training

Scenario Stress Exposure Training has three (3) phases:

- **Phase 1:** Provides information on common reactions to stressors
- **Phase 2:** Focuses on stress coping skills using practice and feedback
- **Phase 3:** Involves applying stress coping skills under different levels of stress during realistic training scenarios.
- **Benefit:** Reduced anxiety, increased results and skills, increased cognitive and psychomotor performances under stress.



History of Scenario Training

- Scenario Training was unrealistic
- “Gotcha” Games
- Inconsistent
- Checking the Box
- Lessons Learned
- Created bad habits
- Unwinnable



What is reality-based training?

Reality-based training is defined as “any type of simulation training that prepares an individual for future performance through experiential learning”^{*}.

Simulation training is defined as “ the creation of a true-to-life learning environment that mirrors real-life work and scenarios”^{**}

Experiential learning is defined as “an engaged learning process whereby students ‘learn by doing’ and by reflecting on the experience” ^{***}



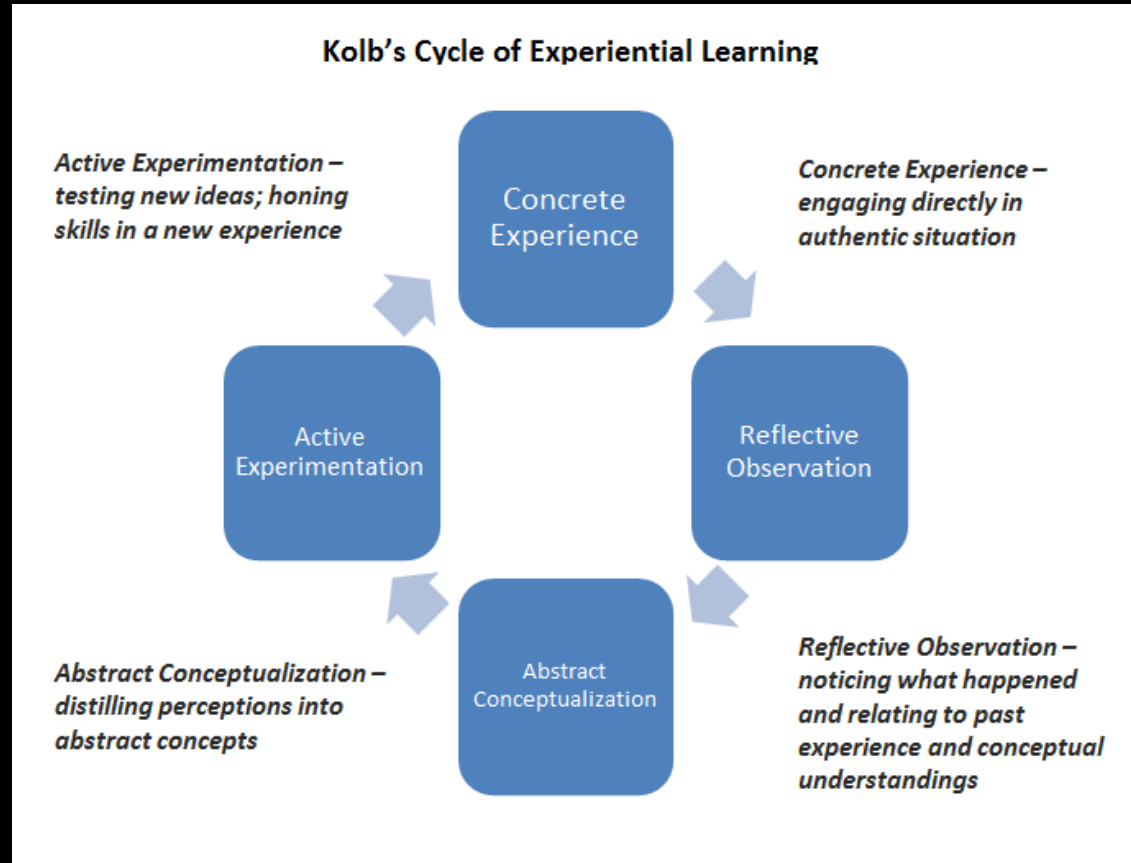
^{*} Reality Based Training Association. (2016). *RBTA*. Retrieved October 19, 2016, from Reality Based Training Association: <http://www.rbta.net/>

^{**} www.learninglight.com

^{***} Boston University Center for Teaching and Learning (2022)

Basic Instructor Development

“Learning must be grounded in experience”



Types of reality-based training

- Scenarios
- Role playing
- Case studies
- Group exercises
- Research projects
- Table-top exercises
- Panel discussions
- Problem-based learning exercises



Developing a Reality-Based Scenario Training Game Plan

1. Safety Protocols
2. Objectives/Goals
(Basic, Intermediate, Advanced)
3. Script
4. Role Players
5. Props
6. Location
7. Rubric
8. Debriefing



Objectives of your Reality-Based Scenario Training

- Objectives are what you hope to accomplish during the training.
- Students/Officers can not be expected to retain and apply all lessons during their first practical.
- In-Progress coaching
- Help them through the OODA-Loop...



RB Training vs. RB Testing

RB Testing is the ability to see a situation for what it really is, rather than what one hopes or fears it might be.

RB training may not always have the same consequences as RB testing.



Writing your reality-based training objectives

- The best learning objective is one that uses an action verb, and that includes measurable objectives.
- A learning objective that includes a learning activity is one of the most beneficial for students. That's because learning skills happens in the process of doing a task or activity.



Writing your reality-based training objectives



Planning/documenting your reality-based training

- Documenting your RB training requires more detail in the lesson plan in order to capture and potentially re-create all aspects of the training later, if necessary
- Show Sample lesson plans



Script (scenario sheet)

Very detailed instructions on everyone's role. Leave nothing to the role players to guess. If you do, they will improv...

- How the run is dispatched
- Scenario Overview/Background
- Role players (Assigned roles, attitude, demeanor, character objectives)
- FTO/Instructor (Coaching & Teaching objectives)
- Scenario objectives listed
- References (IC Codes, General Orders, etc.)



Role Players

- Role Players must be selected based on their ability to follow directions and meet the need of the script
- Role Players must not only know the role they are playing but also the job of the officers. This allows the role players to assist and adapt to accomplish the objectives of the scenario.



Props

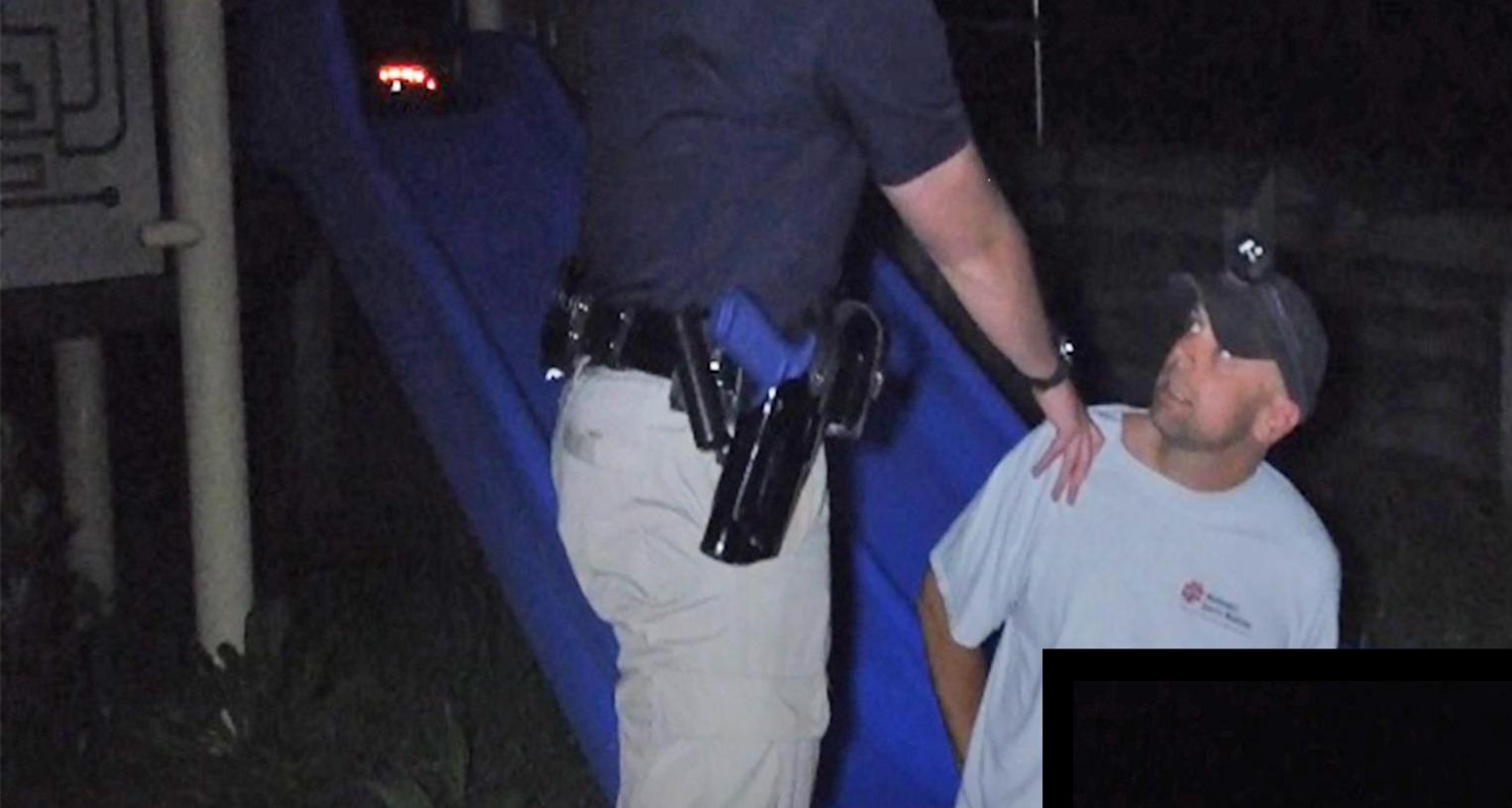
- Props should be realistic and safe.
- Props create the environment and helps start programming the brain to process and function under stress
- Props should be controlled by the coordinator to ensure they are necessary for that scenario
- Make-up, attire/costumes
- ID
- Evidence (weapons, narcotics, etc.)
- Vehicles



Location

- The location should be as realistic as possible.
- The setting allows the student/officer to start processing information to rewire their brain to function under stress.
- The venue should represent the ambience/nature of the given scenario







Rubric

- There should be a rubric to grade the student/officer on. This would be unique to each scenario.
- Immediate coaching and feedback are crucial to building positive learning for the student/officer.
- Considerations of testing vs training objectives. Documentation?



Standards for your evaluation

- Well-defined
- Real
- Attainable
- Measurable



Coaching/giving feedback

- Coach during scenario?
- Feedback
 - Try to remain positive
 - Positive, Negative, Positive
 - Multiple evaluators giving the same feedback
 - If scenario ends badly, then critique and re-engage until a positive rep is achieved



Documenting RBT

- Scenario Title
- List Instructors
- Training objectives
- List scenario overview
- List all potential outcomes for evaluator to complete
- List any special instructions or safety concerns
- Required equipment



Debriefing

- After-action feedback is essential to adult learning
- Feedback should be conducted by one (1) person...the FTO/Instructor
- Students/officers are removed from the scene for the debrief
- Debrief focuses on that scenario and only that scenario
 - What were you presented with in this scenario?
 - What did you do well?
 - What can you do better on?
 - What would you do next time?



Goals of Reality-Based Scenario Training

- Short term vs Long term goals
- Show knowledge of classroom theory
- Demonstrate the proper application of classroom instruction
- Develop good habits
- Reduce force used during career
- Stress inoculation-Move through OODA Loop....



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References

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