



Ultimate Training Munitions

**FORCE ON FORCE /
NON-LETHAL TRAINING AMMO (NLTA)
INSTRUCTOR TRAINING PROGRAM
WITH MANUFACTURER'S
UTM CERTIFICATION**

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1. Course Description

The purpose of this course is to provide participants with the knowledge and ability to effectively design and implement reality-based training (RBT) utilizing Force on Force Training Ammunition or Non-Lethal Training Ammunition (NLTA) and the Close Combat Missions Capabilities Kit (CCMCK). This type of training is synonymous with and also commonly known as “Force on Force” Training.

The primary focus of this course will be the introduction and application of the Phoenix RBT Solutions training model and its methodologies for developing training utilizing any type of NLTA within any discipline. The participants will gain greater conceptual understanding of training goals and accomplishment through methodologies that take the operator through a series of skill builders, drills and mini-scenarios. It is a systematic, phased based approach utilizing a series of drill progressions involving stress inoculation critical to skills practice of any kind or discipline. In addition, it provides the participants an environment to manage his/her own physiological response to stress while applying effective tactics and decision making. Realism is further added by allowing the participants to use his/her own weapon systems and equipment promoting training success not training scars.

Throughout the course, the participants will gain greater conceptual understanding by participating in a variety of reality-based skill builders, drills and fragmentation exercises (mini-scenarios) utilizing NLTA as well as by their active participation as a team member tasked with

the development and implementation of group exercises. These exercises will serve as templates or the foundation for future applications with his/her individual agency.

Topics that will be discussed within this instruction include but are not limited to: available technologies for force on force training, approaches to training with NLTA and its development, safety guidelines, training model phases, use of force application in case law, role player management, training management, equipment and resources, testing protocols, scenario development and evaluations.

2. Course Objective:

At the completion of this course the participants will have the knowledge and ability to effectively apply the Phoenix RBT Solutions training model for NLTA/Force on Force training in order to develop and implement new programs, enhancing existing ones while testing current agency tactics and protocols. Specifically, the participants will be able to utilize and maintain UTM converted weapons, munitions and protective equipment while both actively participating in and developing a variety of reality-based training programs and exercises.

3. Instructor Methodologies:

- a. Interactive Lecture
- b. Discussions
- c. Demonstrations (skill builders, force on target, force on role player and force on force)
- d. Practical Exercises (skill builders, force on target, force on role player and force on force)

4. Instructor Training Equipment. Develop equipment checklist to ensure all equipment is brought to the training area. Example provided

- a. NLTA conversions (type and quantity)
- b. Appropriate NLTA ammunition (type and quantity)
- c. Appropriate protective equipment (role player and student)
- d. Medical staff and equipment
- e. Range Safety Officer (RSO) on site (IAW facility or range SOPs)
- f. Cover Course props/structures/items (vehicles, low walls, corners of structures, vehicle barriers, trees/poles, tables, containers, large shipping containers/boxes, etc).
- g. Engineer tape (Used for controlling access points)
- h. Video camera (optional)
- i. Range Safety Brief and NLTA Checklist to include specifics about the use of NLTA

5. Student Training Equipment: Develop equipment checklist for your students. Example provided.

- a. Normally duty gear worn on a daily basis should be brought to training
- b. Field uniform appropriate for Force on Force training. Recommended outer layer is BDU type material. Sweatshirts are not recommended for outer layer.
- c. Heavy Duty Gloves
- d. Shooting Glasses for Force on Target drills

6. Course Performance Objectives

OBJECTIVE #1: Identify and demonstrate Phoenix RBT Solution training model and its application in training with NLTA to include Skills practice, Force on Target (FOT), Force on Role Player (FORP), and Force on Force (FOF)

OBJECTIVE #2: Discuss Use of Force concepts, application in training and associated case law

OBJECTIVE #3: Identify and demonstrate Non-Lethal Training Ammunition available technologies and applications for Law Enforcement, Military and private training organization use

OBJECTIVE #4: Identify and demonstrate safety protocols and guidelines for NLTA/FOF Training

OBJECTIVE #5: Identify and demonstrate general training management principles to include role player development/management, debriefs, challenges with basic, advanced and inservice training, student and time management, documentation and consistency

OBJECTIVE #6: Identify and demonstrate the development and presentation of training with NLTA (to include single and multiple skills practice, drills, or scenarios) by following the phases of the Phoenix training model and participating as a team member during a group practical exercise using NLTA

OBJECTIVE #7: List the steps and requirements for successful Scenario development

OBJECTIVE #8: Identify and define terminology in the development of reality based training using the Phoenix RBT Solutions mode

7. Methods Of Evaluation:

- a. Participation in all drills, lecture and demonstration of understanding of practical application instruction

- b. Demonstration of understanding of Phoenix RBT Solutions training model and phases as well as safety brief during active participation in instruction and presentation of team practical exercise
- c. Adherence to all safety guidelines in all areas as outlined in instruction and presentation
- d. Written UTM exam completion

PRESENTATION

PERFORMANCE OBJECTIVE #1: Identify and demonstrate Phoenix RBT Solution's training model and its application in training with NLTA to include Skills practice, Force on Target (FOT), Force on Role Player (FORP), and Force on Force (FOF)

1.1. Goals of Training. Before beginning a discussion of a particular training approach or methodology in detail, it is important to first identify what our goals for training are as a starting point.

GOALS OF TRAINING:

- Provide a methodology to enhance skills, concepts and applications
- Provide a method to identify areas student weaknesses and remediate
- Identify a method to test training protocols, concepts and skills
- Provide a method to quality control, revise and update training programs
- Identify a method to evaluate student performance and effectiveness of program

NOTE: Before we discuss the model, a word about the "INSTRUCTOR NOTES SECTION" throughout this lesson plan. Since this is an instructor level course, we are trying to prepare participants to lead reality-based force on force training and not just participate and become end users. Most sections have Instructor Notes to help provide you with a better understanding of the course material. The purpose of the notes is not to necessarily have you repeat the examples used verbatim, although okay, rather they are there as suggestions and guidelines to help you apply the concepts embedded in the lesson plan document. You should feel free to utilize the examples and points presented in these sections or use them to develop your own approach and style for presenting the topic. As always we're available via e-mail or phone to provide assistance and to help you to incorporate our strategies, methods and concepts into your own programs.

1.2. Phoenix RBT Solutions' Training Model.

PHASE I. SKILLS PRACTICE: In this phase, we begin with the identification and development of skills that may be single (like a strike), complex (like reloads, malfunctions, weapons handling) or sets of skills (like tactics) as well as incorporating variables like movement, timed practice or competition to add stress. First we identify the skill and then develop it through the practical application of drills that may be static or dynamic. We "practice" techniques to build skill and performance. We do not "rehearse techniques" as a predetermined response to a given stimulus in every real-life situation.

*INSTRUCTOR NOTES: During this phase you should give several examples of skills and combined skills from various disciplines (firearms, tactics even DT) as examples. There should also be student participation here with examples of skills and how to develop them prior to moving to the next phase (student impromptu and worksheet). Utilize the worksheet in **Appendix 1** for a small break-out session that can be presented in class if there is time. Instructors should emphasize the use of SBR AND BBR during this phase to add realism and stress inoculation. Also stress value of using the weapon system you will fight with. We also re-emphasize that there is value in practicing techniques for the purpose of developing skills for your tool box (which is GOOD). "Rehearsed techniques" that are performed repetitively and become a predetermined response to a singular and specific stimulus are BAD and cause training scars. You should stress the difference between techniques (good) and rehearsed techniques (bad). This is key to understanding the difference between the traditional "ABC" approach vs. concept based/skill building approach..*

PHASE II. FORCE ON TARGET: In this phase we blend the physical skills from phase I with firing man-marker rounds at a target (may be paper, 3d, steel moving or whatever is available). Again realism is added by using your own weapon system and stress can be added with moving, adding moving targets, timed shooting and varying light and sound conditions. Decision making is also introduced here by adding non combatant/non shoot targets. Role Players (RP) can be used during this phase as moving "non-threats" with "bad guy" paper targets to train/evaluate muzzle discipline (flagging other operators), finger on trigger discipline and safety selector switch discipline. Holding the shooters accountable for shot placement is extremely important during this phase. Also hold them accountable for engaging non-threat targets.

INSTRUCTOR NOTES: During this phase you should emphasize how engaging a target helps in progression of skills. Focus on stress inoculation again as in phase I by using sight, sound, penalty for misses and performing in front of rest of the class to increase performance stress. Be sure to emphasize a "leave your ego at the door" attitude. Emphasize that this is where MMR is incorporated for the first time. Utilize student impromptu again to have them develop FOT examples "on the fly". Let students know that RP can be used here or in any phase even though we are not engaging them as in FORP (PHASE III). Note also that the first two phases may be utilized with "live fire" as well to develop skills. It is with the beginning of phase III and the introduction of role players that our model becomes specific for only non-lethal (not less than lethal) training ammunition.

PHASE III. FORCE ON ROLE PLAYER: During phase III we transition from "punching holes in paper" to engaging a human target. This is a critical progression in stress inoculation as well as applying the physical skills practiced in phases I and II in a much more realistic fashion. This phase also introduces more judgment under stress as well as reward or penalty for the student's actions as the role player incorporates real human variables such as simulating to either comply, flee, or resist by his actions and words. It's extremely important to hold students accountable for effectively engaging the role players (round accountability). In this phase we also introduce fragmentations drills (frags) which are mini-scenarios characterized by interaction between role player and operator. SBR, BBR, MMR are all utilized in this phase. Role players must be given very clear guidelines, expectations and limitations by the instructor. Developing a role player script is recommended.

INSTRUCTOR NOTES: Many critical factors to emphasize during this phase. Our goal here should be to produce a positive experience for the student to draw on by the end of this phase and leading to full force on force. There is reward/penalty interaction but allow enough repetitions for the student to progress and succeed prior to the last phase. That is one of the benefits of the "frag drill". You can do multiple repetitions of these vs full scenario's . You can also, as with FOT enhance many tactics drills such as serpentine, cornering, weapons handling etc by using the RP to add real life variables. Also emphasize on the advantage over just shooting paper targets. For example emphasize the verbal interaction as well as the physical interaction between operator and role player. Heavy emphasis on the value of "frags" vs full scenario's and traditional drills such as realism, interaction, infinite variables, time efficiency etc. (utilize student impromptu during lecture) and emphasis on various applicable UTM rounds as well as role player control.

PHASE IV. FORCE ON FORCE: In this culmination phase the same drills, frags etc are used again, but the role player is now directed to engage the operator with man-marker rounds as well with less limitations to add greater interaction and realism. Again we are looking for a positive experience for the student but there is now a penalty for actions and decisions. Here all the physical skills, judgment and stress management developed in previous phases are tested and practiced in the most realistic environment possible with an increased number of variables. In this phase as well, stress is intensified via a pain penalty (threat of consequence) from MMR's shot by the role player. This phase can consist of anything from simple drills, to frags to gun battles, to tactics drills, and full scenarios (full scenario development will be discussed in a separate section)

INSTRUCTOR NOTES: Consider not moving to this phase until the students can effectively engage the targets/role players in Phase II & III. Paramount to success during Force on Force is role player control and making sure that the role player as well as students understand the parameters and limitations of each frag, drill and iteration. The drills must be controlled which becomes a challenge with bigger groups and multiple instructors so it is important that the parameters (and the drill itself) are clear and easy to understand. Emphasize the multiple variables during drills and transitioning between tools as well as decision-making, judgment,

environmental changes affecting tactics, intermediate weapons etc. Discuss importance in using FoF to see if what we are training on the live range, and in the mat room translates into success or training scars when put up against a role player shooting back at us. If not, then we need to be honest and re-evaluate our training approach or skill level. This is where we can test our protocols! Emphasize that FOF does not have to only be long scenarios and gun-battles. Effective FOF can be as simple as working a barricade or "box drill" with addition of interactive RP and marking rounds. Don't limit your training with only the traditional approach to force on force.

1.3. Application and use of Phase Based Model for FOF Training. Below are a few of the key USES and APPLICATIONS of the training model. There are others and instructors should be thinking outside the box on how to expand on these in their own training classes (as long as you are following the process!). This course is designed to be a springboard to facilitate, design and implement realistic training and test existing protocols. Its not intended to be the end all be all of every possible technique or drill. Utilize the model and apply it to your own individual agency needs! You may find that one of the below skills/drills will help you to really zero in on the training needs of a particular team, group or agency.

1.4. Test the Validity of a Skill or Protocol. As discussed in Phase I, skills may be single skills, complex, or sets of skills. The Phoenix training model progression allows us to test skills in addition to teach them. For example, if we want to test and see if a certain tactic works well in a given situation, we can set up the drill or scenario and utilize phases I-IV to evaluate. Same with a single or complex skill (Like reloads) where we can put the operator under stress and see if he or she can perform that skill OR if the individual technique used for performing the skills needs to be evaluated for improvement OR if it is simply a need for more training.

INSTRUCTOR NOTES: The key here is to emphasize that the model can be used to develop a skill(s) or evaluate an existing one and test protocols. Critical here is to utilize active learning principles with student impromptu's and class participation. They should be able to give and example of this Example) door entry with Role player in hard corner. If team enters and repeatedly has #1 or #2 is grabbed, shot etc before role player is "picked up " then we must look at entry tactic, or skills of pace, timing, footwork etc of the operators. Now we have a starting point identified for a training opportunity. Don't argue about what works, go out and test it is the take home message here! Is there a training opportunity for the operator or does the protocol need to be adjusted?

1.5 Validate/Test the Proficiency of a Student. Again looking at "testing validity of a skill or protocol". Utilize the same process to determine whether there is an issue with a particular skill or if the issue is with the students or instructor. As such the model is a tool to identify individual student (or group) remediation needs on a give skill or skill set. This is important when dealing with diverse backgrounds in the same class. It is also a way to diagnose teaching deficiencies for instructors. If "nobody in the class is getting it", then we can break the skills or task down using the model and see if attention needs to be given to the usefulness of the skill, the student's ability or if the instructors approach needs tweaking. (use for instructor development).

INSTRUCTOR NOTES: Not much to add to description but the model allows you to isolate training needs and identify what you need to focus on especially if dealing with diverse groups, ability wise. You can stress here too that it is a tool to see what works and what doesn't as well as if what we are teaching is a reasonably attainable skill based on the ability of our group. Finally, you are giving the trainers a means to evaluate students for competency to meet agency documentation requirements

1.6 Cross Disciplines and Methods. One of the uses of this training model, as well as any training methodology that has a solid core, should be that it can often be applied across disciplines. It should, in theory and application, work as well for firearms, tactics Defensive tactics etc. and does not require a "do it our way" starting point to existing training or tactics. You can apply it to any officer/operator survival course that is currently in place at your agency/unit. This is a FOF model primarily for our purposes here but we apply it to other disciplines as well especially to blend skills across disciplines.

INSTRUCTOR NOTES: Give an example here of how the approach can be used to be applied in other areas of training. For instance a combatives skill can be a non-telegraphic elbow strike. Practice the skills and concept then FOT (striking a pad in various positions like standing, ground, off balance etc) then FORP (strikes simulated or full force depending on gear and training partner) then FOF (where Role Player becomes more interactive (maybe striking back or resisting more) depending on gear etc. The point to make is NOT that we are trying to "self-validate" the model by making up a million ways to make students believe that it works or fit everything into a neat package, but rather to illustrate that you can keep this basic phase based APPROACH to developing the phases across other areas of training and exploring ways to make progressive drills to reinforce a skill. It also allows a means to incorporate other disciplines (which have traditionally been taught separately) into FOF training, which is at the core of our training principles! The phases approach also prevents us from skipping over valuable training opportunities if we keep the progression and concepts in mind as opposed to focusing individual technique and skills instead of always jumping to force on force and scenarios. (Examples are provided to present but instructors should pull from their own experience to giving examples as long as they are consistent with making the point)

1.7. Training Backwards. Perhaps one of the most overlooked but valuable benefits of the training model is the ability to "train backwards. As trainers, we have all seen hundreds of "dashboard cam" videos where things went anywhere from successful to tragic for the officer/operator. We use events and images like these, not to second guess or Monday morning quarterback decisions made or tactics used by the individual officer but rather as a means of using an often negative outcome to build training and increase future survivability through "lessons learned".

Generally though, without a workable template or method to re-engineer training or identify possible training needs, we often use these real life scenario's to re-create a bunch of hypothetical outcomes and theoretical lessons we can learn from. Then we discuss what could have been done better. Would it not be better to have an efficient way to put the lessons into practice instead of

just evaluating them in a classroom setting? The model allows a tangible way to look at the event and decide (and even list) what skills were needed for success (or lead to the less desirable outcome). Then we go back and use the model to create our skills, drills, fragmentation drills and scenario's from the real-life event.

We can train-backwards from a dashboard video, officer personal experience, news event, hypothetical situations or even something we observed during training. Another critical application of this is in using case law to make sure that what you are teaching (skills, tactics etc), including use of force is consistent with what has been decided in case law, whenever available. We can take a real event that went from the street to the courtroom and see if our current tactics, techniques and protocols are setting our students up for success both during the critical incident and in the fallout of the aftermath legally as well as physically and psychologically.

INSTRUCTOR NOTES: Emphasize here the power of training backwards across disciplines to empower operators to learn from past events. For Example: years ago there was some footage of an officer that was involved with a traffic stop that typically evoked strong emotion to those officers who watched. It involved 3 suspects who were being interviewed by the trooper then subsequently tackled the officer, took him to the ground and sadly, eventually killed him with his own gun. From this event we can identify skills needed like pre-attack queues, stacking principles with multiple danger areas, takedown defense, weapon retention, traffic stop protocols etc etc and then go back to the individual skills (individual, complex, or sets) and train them.

Also emphasize to students that we can use training as well as real events to identify our skill needs for a task (or TASC). We can also apply this in a full scenario where we identify, in our debrief, that things could have been done better, we can make a list (or better have the student do so), identify what went wrong or right and use the skills that need to be looked at to train backwards again. This would be a good remediation opportunity after teach backs in any instructor course for example. Finally give examples of how to apply case law to help assist in directing training. Is what we are teaching consistent with hallmark use of force cases like graham vs conner, Tennessee v Garner or with individual agency/unit Use of force or rules of engagement protocols?

1.8. Instructor Application with Unfamiliar Topic. The training model allows us to take a topic (maybe arising from a question during class) that is less familiar to the instructor (but very real, familiar and applicable to the operator asking it) and address that topic. You do not need to "know everything" and with diverse groups of students and backgrounds, situations WILL eventually arise that are completely or partly unfamiliar to you. This is not to suggest that the training methodology makes anyone an "armchair expert" in any manner or that you should bluff your way through unfamiliar topics, but rather it is a means to discover the solution to a problem using the background of the operator asking the questions or others in the class to help facilitate a reasonable answer or means of exploring the topic.

INSTRUCTOR NOTES: The best way to present this concept for explanation purposes is with an example (you should practice this within your own training as well with a variety of topics/ disciplines). Let's say a topic arises concerning an agent that works primarily undercover (UC) operations and is often alone, carrying a folding knife and a subcompact auto, for example. His assist team is not close enough for immediate help and he relates a situation where there were 3 bad guys in a small room with him etc etc and wants to know how to improve training in his unit to better prepare for this event. Perhaps, the instructor presenting during this class has a background in military or team tactics etc (and has never worked a solo undercover operation before) and he is asked to assist in making some suggestions for training. At this point could he use the UC operator to facilitate and train backwards or is it better to simply relinquish control of the topic completely to someone else? There is nothing wrong with deferring to the expertise of others but the instructor should still remain able to facilitate the interactions. Perhaps the instructor could identify skills such as close quarters striking, stacking the bag guys in a room without giving away your intentions (cover/contact drills), drawing weapons from a concealed carry mode, offensive use of edged weapons, multiple attacker principles, standing grappling, looking at and testing how you carry your equipment (neck knives, pocket guns, in the waste band (IWB) carry) etc etc..

All this info can be obtained or driven from the UC relaying a real or hypothetical situation and then brought into the model. First a (SKILL) could be drawing a small carry gun from pocket/ IWB carry as an example. Suggest training begin with dry practice from this carry mode (standing, sitting, prone etc) and see if you can get to the weapon. Then FOT (live or NLTA) by drawing and shooting and progress to draw and shoot with movement, off balance, one handed etc at a target. Next FORP where a role player becomes interactive and give queues that indicate things are going wrong (appropriate for the situation of a drug deal, or murder for hire gone wrong, whatever applicable and facilitated by the operator's experience, not necessarily the instructor). Role player could also become combative, multiple attackers, edged weapons in play, weapon retention (how is it different for UC acting alone vs a team?). Finally force on force where role player will have a gun himself and it's "game on".

We have just created a potential entire day of training from a topic which we have no personal experience with by using experience of others present and applying the model without giving up control of our class! Remember that we are NOT focused on teaching individual skills as "our-way" in THIS COURSE, but rather concepts and methods that can facilitate reinforcing and discovering good habits and training with whatever protocols are being used.

1.9. Flexibility: Something worth brief mention is the flexibility of the model application. It could best be expressed as a circle or cycle that feeds back into itself rather than a step by step start at point "A" and finish at point "B" process. You do not have to use every phase every time. If skills are assumed then move on to FOT quickly (be careful with assumed skills especially with a mixed class. If time allows and it's warranted it's never inappropriate to drill the basics as these are the core from which the advanced skills are developed and are perishable needing to always be reinforced. You may move through them at different speeds with different groups.

Also, flexibility allows you to adapt to facilities. Perhaps they do not accommodate FOT at a certain location, so skip it and go to FORP or conversely, maybe you are not geared up enough or have time for FORP so then use FOT and then drills using blanks instead of marking rounds but stay with the principles and concepts as they don't change.

INSTRUCTOR NOTES: Fairly obvious point but just an example for demonstration. If you have a group of SWAT operators, that work together and are tactically sound, you can start with FOT and move ahead. Or if you doing FRAGMENTATION DRILLS and observe a particular skill that has never been done by some or all of the students, then go back to phase I and work on basics. As an instructor, try and come up with other examples that are real to you as they will be more effective when explained during lecture.

1.10. Thinking Outside The Box: I heard a quote once that said that "if you are not thinking outside the box then you are not thinking at all" Although not true 100% of the time, the point has application for the purposes of this course. A training method, model, concept, technique, approach and instructor himself must be constantly open to adapt and change as better information becomes available without thought of ego or complacency. The phase-based model can quickly test, validate or identify deficiencies with new ideas, drills and protocols as we have mentioned. We need to NOT be afraid to try something new in training because it might not work. With that said, **we do need a means to test it prior to implementing it for the first time** in training doctrine or in a critical incident. We can have ideas to test the limits of techniques and existing protocols and try creative ways to improve training but without a tangible method to implement these ideas we end up destined to keep protocols "because that's the way we have always done it" or try and fix something that "isn't broke".

INSTRUCTOR NOTES: Very key concept here that we stress as a company and training organization is "do not train until you get it right, train until you get it wrong". This is at the core of all of our training efforts in transcending the limits our current protocols and mindset to prevent complacency and always attempting to be progressive.

Encourage students and instructors, in training, to keep trying to see what works and what does not in an EGO- FREE environment. We want to see what our individual limitations are as well as the limits of our tactics and skills in a semi- sterile environment where the penalty is a little humbling and with some pain during FOF exercises as opposed to serious bodily injury during the actual event. Finally, emphasis should be put on understanding and adhering to the principles in the training model to serve as a time efficient and reliable way to introduce new ideas and training methods as well as improve existing ones. Reinforce this with multiple examples and class participation. The model also will help you develop, organize and present documentation and proposals to decision makers

PERFORMANCE OBJECTIVE #2: Discuss Use of Force concepts, application in training and associated case law

2.1. Use of Force Concepts. Any discussion of developing or implementing force of force training must include a discussion of Use of Force or Rules of engagement as they apply to legal precedent as well as individual agency/unit policy. Force on force training by definition involves the preparation and conditioning of officers to legally and ethically use lethal force at the appropriate time. In truth, we as members of the law enforcement and military community are entrusted and even required/tasked to do so at certain times. This is not a dedicated course on the laws governing the use of deadly force and much of the information that could be applicable and even helpful for operators is beyond the scope of what we are here to present. You should be very familiar with what your agency policies and protocols are regarding use of force as well as how to apply them in your training approach.

2.2 Purpose of Use of Force Performance Objective. The overall purpose of this part of our discussion is to assist the law enforcement officer/operator with a more definitive understanding in the Constitutional requirements while reducing the perceived gray areas in the overall use of force. Law enforcement officers need to be proficient in knowing when not to use force as well as be effective in employing force and fully understand it is acceptable to do so.

With that said, an officer operator must be proficient in articulating these basic principles in the use of force and able to predicate their belief or decision to use force from existing facts and circumstances, including all reasonable inferences, known to them up to that moment in time such force was used. During drills, frags, scenarios and tech-backs students may be asked to verbally articulate why they took a certain action and decided that there was probable cause for force to be used. Report writing is beyond the scope of this class so students will not be asked to articulate answers in writing.

2.3. **Graham v. Connor.** The Supreme Court has imposed standards for use of force application and examination. Through these standards, law enforcement has a structural base from which to train from. These standards are predominantly set forth in *Graham v. Connor*, 490 U.S. 386 (1989). The court stated that the use of force by an officer upon a “seized, free citizen” will be based on the standards of “objectively reasonable” under the Fourth Amendment of the United States Constitution. The court stated that “based on a totality of circumstances the reasonableness of a particular use of force must be judged from the perspective of the reasonable officer on the scene, rather than the 20/20 vision of hindsight and the calculus of reasonableness must embody allowances for the facts that police officers are often forced to make split second decisions in circumstances which are tense, uncertain, and rapidly evolving.”

2.4. The “objectively reasonable” standard is the standard that directs all use of force applications. The courts have supplied many decisions on the use of force but these decisions are meant to be a guide, not a rule. The courts have stated, “Objective reasonableness is NOT capable of precise definition or mechanical application.” This statement is important as well because although the courts have stated a precise definition or mechanical application is NOT feasible, an individual operator/officers agency or unit may have a Use of force model that is more restrictive regarding jurisdiction and escalation of force based on a suspects actions. It is your responsibility to be aware of these protocols and take them into consideration when

developing firearms, tactics, control techniques, DT programs etc. that will be taught and possible scrutinized in a court of law if applied in a real-life situation.

2.5. The skills, drills and scenario's taught in this course will be structured with "objective reasonableness" as the litmus test for their application. What would a reasonable officer/operator do in a particular circumstance, given a certain environment and taking into consideration the "TOTALITY OF THE CIRCUMSTANCES". *Graham V Conner* is a precedent that has been upheld in the courts and can be applied in most areas of training where force is used and determined that "NO PERFECT ANSWERS EXIST when force is used".

2.6. **Tennessee v. Garner.** The second most frequently cited court decision that is often applied to any kind of Use of Force training (including force on force) is *Tennessee v Garner* . In *Tennessee v. Garner*, 471 U.S.1 (1985) the Supreme Court announced the requirements that must be met before deadly force is constitutionally permissible. The Court stated, "Where the officer has probable cause to believe that the suspect posed a threat of serious physical harm, either to the officer or to others, it is NOT constitutionally unreasonable to prevent escape by using deadly force. Thus, if the suspect threatens the officer with a weapon or there is probable cause to believe that he has committed a crime involving the infliction or threatened infliction of serious physical harm, deadly force may be used if necessary to prevent escape, and if, where feasible, some warning has been given." This decision was subsequently upheld by the 9th circuit in, *Forrett v. Richardson*, 112 F.3d 416 (9th Circuit 1997. (I cite this as a reference and indication of the precedent being upheld and encourage students to read the details of that case).

2.7. The *Garner* decision has 3 key points:

- (1) The officer is threatened with a weapon or the life of another is so endangered or
- (2) The officer has probable cause to believe that the suspect has committed a crime which involved the infliction or threatened infliction of serious physical harm, and deadly force is necessary to prevent the offender's escape and
- (3) Where feasible, the officer gives some warning.

2.8. Use of Deadly Force Misconceptions. An important point here is that there are no requirements on an officer to "exhaust lesser forms of force" and no "duty to retreat". These 2 misconceptions regarding the use of deadly force MUST be understood for the purpose of training officers/operators to apply the tactics and techniques up to and including lethal force when appropriate. Many agencies still teach a "use of force continuum" which is meant to serve as a guide and not a literal progression of steps that must be followed sequentially before using lethal force. *Graham* verifies this that there is no need to exhaust lesser forms of force where deadly force is required to deal with the threat. The misconception of a literal continuum reduces survivability and creates training scars. *Graham* also serves to address the "fleeing felon" misconception prevalent and perpetuated still in the design of some training scenarios.

2.9. Court Decisions of Interest. There are many other cases that we will not discuss here but below are few court decisions of interest that have relevance to this topic and the student should be encouraged to take the time and research them:

- (1) Dean v. City of Worcester. (Totality of circumstances)
- (2) Forrett v. Richardson, 112 F.3d 416 (9th Circuit 1997 (application of Tennessee v garner)
- (3) Elliot v. Leavitt, 99F.3d 640 (1996) (officers right to self-defense)
- (4) Plakas v. Drinski, 19 F.3d 1143, at 1150 (7th Cir. 1994) the (officers right to defend self and others with force)
- (5) Montoute v. Carr, 114 F.3d 181 (11th Cir, 1997) (fleeing felon)
- (6) Forrett v. Richardson, 112 F.3d 416 (9th Cir. 1997) (fleeing felon upheld)

INSTRUCTORS NOTES: This not a class on constitutional law and 4th amendment however a key point to emphasize here is that IF there is a LACK of understanding of Use of Force policies as well as precedents, in training and on duty it predisposes an officer/operator to potentially either hesitate, thereby jeopardizing his/her life or the life of another or conversely acting beyond what would be considered reasonable.

It is imperative that we consider these factors when developing training where we are apply force of any kind as the suspect will often control the escalation of force that is needed. A completely compliant or verbally resistive suspect can transition to a violent aggressor in a split second so any situation should be viewed in this context and complacency avoided.

One area that may merit mention as well, and that has not been covered here is psychological/ mental preparation. Every officer/operator who is tasked with protection of individual as well as the public's welfare, which may include taking the life of another human being, MUST consider this topic.

2.10. Warrior Mindset. Again, this is not a law or ethics course but the we must stress adoption of the warrior mindset and the fact that everyone tasked with potentially applying justified deadly force should use the opportunity PRIOR to a critical incident to decide whether they are prepared to do so based on his/her own personal belief systems. It is sometimes presumed that all of the men and women that undertake a career in law enforcement or the military have already made this a conviction and committed to the mental preparation regarding for the possibility of having to use deadly force. This is generally the case, but those of us who have been trainers for any length of time know that it is not the case 100% of the time. As such a brief discussion of mental preparedness through training is worth mentioning in this context without over doing it. We want to emphasize this as it applies to training principles. This is another reason why

training in the most realistic environment possible that simulates a real event is so important and why FOF training is an indispensable part of that training.

PERFORMANCE OBJECTIVE #3: Identify and demonstrate Non-Lethal Training Ammunition available technologies and applications for Law Enforcement, Military and private training organization use

3.1. NLTA Technologies. Technologies for NLTA have seen tremendous advancement over the years in the areas of accuracy, reliability and safety. Listing all of the available technologies is beyond the scope of this course but the most commonly used types are generally UTM Man marker, Simunition FX or ATK force on force cartridge, Air-soft and standard recreational paint ball. All of these deserve mention since this course is designed to be used for Force on Force training with any type of NLTA. With that said, we will be utilizing Ultimate Training Munitions (UTM) for this course and as such we will focus the majority of our attention on the UTM technology. You should, as an instructor or end-user be very familiar with the capabilities and limitations of whatever kind of NLTA you utilize for training. The concepts and principles for training development presented in this course are applicable to any type/kind of NLTA.

3.2. Ultimate Training Munitions (UTM). All UTM conversion kits are 100% fail safe from firing standard "Live" lethal ammunition and provide for normal weapon function and recoil. UTM Worldwide produces three types of NLTA for both rifle and pistol. See Appendix 2 for the UTM Certification portion of this course.

(1) Silent Blank Round (SBR). The SBR will cycle your weapon with zero emissions. A UTM Blank Pistol conversion kit is required but a Blank Firing Adapter is not required. Rifle SBR rounds are fired with the Rifle MMR Conversion kits. These rounds are useful in basic marksmanship training but have their best application for blending defensive tactics/combatives with firearms/tactics training. The zero emissions allow the operator to use their duty weapons and practice extreme close quarters tactics/maneuvers (including contact shots) with a role player. It is also effective in augmenting ground defense, edged weapons, arrest techniques and all officer survival courses. To add realism to training simply replace the "red-gun" with SBR and the training benefits of a fully cycling/functioning, real weapon will be seen in your students immediately.

(2) Battlefield Blank Round (BBR). The BBR blanks make noise and have a small gas emission with a safe separation distance of only 18 inches. These rounds are again effective in augmenting training by increasing stress and realism by cycling the operators own weapon and also providing the noise and recoil of a weapon discharging. This round is effective in scenario's or CQB drills where the stand-off will be 18 inches or more. Due to the 18 inch stand-off we do NOT recommend battlefield blanks to be used in conjunction with defensive tactics or combatives training where students and role players may "go-hands on". It is important to always set the parameters of a particular drill or scenario each time and NEVER assume that people will understand without you giving clear directions.

(3) UTM Man Marking Rounds (MMR). Like the SBR & BBR the MMR rounds are extremely safe. The MMR are also extremely accurate and reliable rounds used for Force on Target, Force on Role Player and Force on Force training. The 9mm projectile is consistent at approximately 335fps with a 2" shot group at 20yds. UTM offers two types of 5.56 MMR with their standard velocity at 375fps and a 2" shot group at 25yds. The reduced velocity ammunition runs at approximately 275fps with a 2" shot group at 15yds. The marking compound is a non-staining cosmetic wax or water based paint that comes in five colors (red, blue, green, yellow and white). UTM offers standard and non-toxic lead free ammunition with the same performance.

Like all NLTA, UTM ammo may cause injury if misused. Safety equipment as well as strict adherence to all safety guidelines is mandatory and all training using the UTM system should be controlled and supervised.

INSTRUCTOR NOTES: Emphasis here is placed on UTM since all the hands-on portions of this class will involve using UTM converted weapons and training ammunition so it is imperative that each student understands the capability and application of these rounds. Focus as well on the flexibility of these rounds including the SBR and BBR for use in augmenting training across disciplines such as combatives/tactics firearms. Give examples where each round could be effective in developing drills, scenario's as well as testing existing protocols. Encourage students to understand the specifics of whatever type of NLTA they currently use in their department/unit with regards to safety and application.

PERFORMANCE OBJECTIVE #4: Identify and demonstrate safety protocols and guidelines for NLTA/FOF Training

4.1. Safety is paramount to any effective training and each student should refer to the "PHOENIX RBT SOLUTIONS' NLTA SCENARIO AND FRAG DRILL SAFETY BRIEF" contained in the Appendix 3 of this Lesson Plan. Each team during the practical exercise will be responsible for presenting this brief prior to their session.

4.2. Equipment Guidelines for Safe Training with NLTA.

(1) NO LIVE WEAPONS, AMMUNITION, CHEMICAL IRRITANTS OR EDGED/IMPACT WEAPONS ARE PERMITTED IN THE TRAINING AREA. Only designated properly converted to fire approved NLTA are permitted in the training environment. Any person (including instructors who enter or leave and return to) the training area should be checked prior to entering.

(2) Operator/shooter Mandatory safety equipment when conducting Force on Force:

- a. Ballistic head gear/face mask able to withstand the marking projectiles (NLTA) that your agency uses.
- b. Throat guard/Neck Protector.

- c. Chest protector or vest mandatory for all females participating in training.
- d. Groin protection.
- e. Gloves
- f. No exposed skin is the goal. (long sleeve jacket, BDU or similar clothing is recommended).

(3) Safety/protective equipment selection criteria:

- a. Does the equipment provide adequate coverage to prevent unnecessary injury to the wearer?
- b. Does the equipment allow students to experience a pain penalty when hit, yet prevent injury?
- c. Does the role player safety equipment protect against injury and guard against pain penalty?
- d. Does the equipment withstand the effects of the NLTA (does not puncture, split become damaged?)
- e. Can the equipment be repeatedly cleaned and sanitized without damage?
- f. Will the equipment function in varying climates?
- g. Are there a variety of sizes readily available?
- h. Is the equipment cost effective?
- i. Does the equipment allow the participants to perform the movements and actions required?
- j. Does the headgear allow for communications and provide adequate ventilation to avoid fogging?
- k. Does the eye wear/face shield meet established impact standards (i.e. anzi, OSHA)?
- l. Does the equipment allow the participant meet the established training goals and objectives?

4.3. Role Player Safety Guidelines: This topic will be addressed in another section but it is important to acknowledge in this section that: **ROLE PLAYERS MUST FOLLOW AND ADHERE TO ALL SAFETY RULES AND BE COMPLETELY PROTECTED TO RECEIVE A HIGH VOLUME OF HITS FROM MARKING CARTRIDGES.** At minimum role players will wear the same safety gear as the students but additional equipment may be added as necessary to minimize bruising.

4.4. Location Considerations: Almost any area can be effectively used with a minimum of preparation and site work. The site should however be somewhat isolated for control and safety purposes providing approximately 100yds for stray projectiles. In some cases, it is also wise to notify the local authorities about the training in case they receive any calls about the activities. Once a site is selected, the exercise areas should be thoroughly examined for potential hazards. Look at anything that may pose a safety problem such as breakable items, exposed nails, broken glass/sharp objects etc. Other location considerations are:

- a. Realistic area if conducting scenario's (as long as still safe)
- b. Controllable area for security and staging
- c. Site security/checkpoint to control access (entry/re-entry)
- d. Designated rooms, facilities, and vehicles are able to withstand the impact of marking cartridges that could dent/damage walls etc.

4.5. NLTA Coordinator. A designated NLTA coordinator must be present at any training session using NLTA. The coordinator will oversee and ensure that all NLTA safety rules and procedures are followed and enforced. He will also verify correct weapons and ammunition and ensure that personnel are assigned to the following areas:

- a. Site security at the entry/exit point
- b. Safety officer at the staging area
- c. Facilitators/evaluators at appropriate area
- d. Role Players

4.6. Site Security. For safety reasons there should always be a designated entry/exit checkpoint to prevent unauthorized weapons, ammunition, people or other unwanted items from entering the training environment. Yellow police tape is useful for creating a physical barrier that is easily recognizable. An organized, controlled checkpoint helps set the tone for the training and reduces the chance that prohibited items (live guns, knives etc) may enter the training environment. Everyone must enter through the checkpoint where they are inspected for prohibited items. All available NLTA instructors should be present to assist with the initial clearing process. After that, one instructor is sufficient for stragglers and re-inspections.

4.7. Safety Officer. One NLTA instructor should be designated as the SAFETY OFFICER (SO). If weapons must be converted on site, the SO will, or be responsible for supervising, the conversion and marking of the weapons at the entry/exit checkpoint (or designated area for converting weapons). If vehicles will be used, the SO must sterilize the interior area to prevent prohibited items. Once completed, the SO will return to the staging area to conduct the final safety briefing. After conducting the final safety brief, the SO will remain in the staging area to prep students, issue and receive weapons/equipment and perform general oversight duties.

4.8. Evaluator/Facilitator: The evaluator/facilitator will receive the students from the safety officer, check them for proper safety equipment, provide any last minute information and then accompany them to their exercise. While at the exercise he will act as the immediate safety monitor/facilitator and evaluator. Upon completion he will accompany the student(s) back to the staging area.

PERFORMANCE OBJECTIVE #5: Identify and demonstrate general training management principles to include role player development/management, debriefs, challenges with basic, advanced and inservice training, student and time management, documentation and consistency

5.1. Training Management: In the context of this course, training management encompasses the factors and strategies that we use to design, direct and conduct training. Effective management of training is as essential to a successful program as is the quality of it's content. We will list and describe some general training management principles used to implement a program using NLTA.

5.2. Role Player Management:

(1) TRAINING IMPORTANCE OF ROLE PLAYER: The use of role players (RP) provide for a more realistic situation/stimulus for students. They are a critical element to effectively implement the Phoenix RBT Solutions training model, Force on Role Player (FORP) is an important step in training to transition to engaging a live, moving and interactive target or opponent. RP use contributes to the success of training if the RP is of quality and realistic. Since role players can either make or break FOF training, a good role player must be mature and have a good temperament. They must also have the ability to follow instructions and provide consistent presentations for each student and through every drill, scenario and iteration.

(2) CAUSES OF BAD ROLE PLAYING: This is important for the selection and control of your RP and is worth examining briefly due to the importance of the RP in the outcome of training.

a. Not understanding what is expected of them (partly or completely the fault of instructor). Make the expectations of the role player very clear and make sure that he/she understands before proceeding. Never assume that they "already know" and do not hesitate to call "out of role" in the middle of a drill or scenario if the RP is not performing correctly since it can lead to safety issues as well as training scars.

b. ROLE PLAYER EGO: watch for RP's with a "must win" attitude. This often occurs when we are forced to use students to act as RP's instead of dedicated ones, which is not uncommon. Make sure that the RP is clear that his/her job is NOT to make the operator "look good or look bad", it is to follow the parameters of the event and follow instructions. If they are unable to or refuse to do this then they must be replaced. The

role player's job is "to lose" provided the officer/operator does his or her part to accomplish that.

c. SELF-PRESERVATION: Make sure that you also set clear parameters and limitations on your operators, especially regarding use of physical force or close quarters shots when using MMR, to help protect the RP. A role player that lacks confidence in the ability of the instructor to control students from inflicting unnecessary or excessive force (based on the limitations set on the role player, limitation of gear, environment like concrete floors) then he/she may be inclined to freelance to protect him/herself from "getting pounded". If the RP is instructed to comply to verbal commands then your students should not be slamming him/her to the concrete face first when they do. This is also important for students as well in controlling adrenaline dump and gives the trainer an opportunity to discuss a "post-pursuit" scenario for example as a means of turning a class safety hazard into a learning opportunity.

(3) ADDITIONAL ROLE PLAYER GUIDELINES

- a. RP must be scripted to insure consistent presentation for each scenario, drill or "frag"
- b. RP must have enough knowledge of the scenario to illicit the correct response from student
- c. RP must not "ad-lib" to the extent of being counter-productive to the outcome
- d. RP must adhere to the established scenario, drill or frag objectives when accurately fired upon and wait for the student to bring the situation to a satisfactory conclusion.

INSTRUCTORS NOTE: It is the role player's job to "lose", but not give up so easily as to instill a false sense of confidence or ability in a student. While the student should emerge from an encounter as a winner, the student should only be allowed to win through the application of appropriate techniques so the RP's response should be commensurate with the student's actions. This point should be emphasized to RP and student alike.

5.3. Safety: Safety is a recurring theme throughout this course for good reason and is critical aspect of training management. Unsafe training of any manner will be shut down as many administrators typically look at safety and department liability implications above training benefits. Please refer back to Objective #4 for more on safety.

5.4. Debriefs/AAR: Debriefs should be short and conducted immediately after each drill, frag or scenario. Training will be more beneficial if debriefs are kept short and to the point thus leaving more time for training. Students will have an improved experience if they learn through self-realization as much as possible as opposed to simply being told what they did wrong in infinite detail. Remediate errors as soon as possible and if the student's performance is significantly below expectations, it is often better to simply have them perform a second iteration of the same

drill or scenario rather than spend extensive time explaining every aspect of what they did wrong.

INSTRUCTOR NOTE: Bottom line is to keep brief and maximize the hands on training. Not recommending that you overlook blatant mistakes, poor tactics, or safety issue for the sake of time management but be direct and use remediation above lecture in training. We also recommend a Kiss – Kick – Kiss form of debrief. Which means give them a positive comment, then something they should work on then another positive.

5.5. Time, Facility And Budget Management: This is another critical aspect of training management as instructors must often try and provide training under significant time, financial and facility constraints. Going into great length about each one of these issues is not necessary for the sake of making our point on how to manage training and is beyond the scope of this class. The key point to make here is the importance of keeping downtime to a minimum and to be creative with less than perfect facilities and limited budget. This is where the flexibility of our training model to utilize minimal facilities for FOT, FORP or FOF can be seen. Take advantage of frag drills and skill builders instead of full scenarios to provide multiple repetitions for students with minimal downtime and less space requirements when time and resources are factors. During the hands on block of training where drills are performed as well as Appendix 4 which contains frags, and drills students will receive a practical application of these principles. The majority of this course is hands on where these concepts are brought to light and illustrated.

5.6. Consistency: is important to training management as it pertains to methodologies as well as controlling and directing instructors. One aspect of consistency that is not typically stressed enough is how it should remain across disciplines. It is commonplace to see firearms; tactics and Defensive tactics (CQC, combatives) taught as independent, mutually exclusive and separate disciplines. This has the potential to cause severe "training scars" when what is being taught on the live range is not consistent with (or in some cases contradicts) what is being taught in the mat room for DT or in the "shoot- house" for tactics. It is critical for the training to be consistent across disciplines and to complement each other. We should be taking the initiative to make sure that there is commonality of doctrine between different areas of training within our department, agency or unit.

INSTRUCTOR NOTE: Give examples here of how we train to be consistent. This is a benefit of using NLTA as we can test a protocol taught on the live range when applied to tactics or DT. When we blend these techniques and drills we can see if what we are teaching is realistic when using and interactive, resistive, violent and armed opponent.

Consistency within a given discipline should be seen across instructors as well. A program should be flexible enough to be taught by instructors of diverse backgrounds but consistent enough to deliver the same quality and message. Means of quality control for instructors consist of but are not limited to: Utilizing a standard lesson plan, drill cards, core drills and scenarios used by all instructors, discouraging freelancing if it strays from the lesson plan beyond what is

acceptable, maintaining continuous quality improvement (CQI) among instructors by having them remain current on skills and participation.

INSTRUCTORS NOTE: We are not trying to make instructors "robotic" reading off a drill card and regurgitating information. We want to encourage outside the box thinking, initiative and creativity in training for our instructors but we must have a consistent approach, strategy and methodology delivered within a given block of training so that the same quality and continuity of message.

5.7. Documentation: This aids in the process by having written, producible verification of certain aspects of skills and training. In this course for example, a written UTM certification exam confirms minimum competency, worksheets for the training model, scenario development forms and critiques for instructor development are also used. The importance of documentation as a practical part of law enforcement should also be discussed such as report writing and AAR's.

5.8. Challenges With Training Groups:

- (1) Basic: Challenges include a wide range of backgrounds and skills, time constraints to cover material, varying levels of fitness.
- (2) Advanced: Some challenges associated with teaching advanced classes are: Ego, varying skill levels, students having a "cup that is full" making learning new ideas difficult, Training scars.
- (3) Inservice: One of the most common challenges here is lack of motivation. Many officer show up with a "we are here because we have to be" attitude. It may be difficult to teach people you work with. There's the common misconception that "experts only come from far away and carry a brief case". Another common challenge is the fitness level, or lack there of.

INSTRUCTOR NOTES" This topic should be driven by class participation. We listed a few of the challenges as a springboard if initial class response is low. You should illicit class involvement here as this is an easy opportunity to do so and also identify the training obstacles real or perceived of your group).

PERFORMANCE OBJECTIVE #6: Identify and demonstrate the development and presentation of training with NLTA (to include single and multiple skills practice, drills, or scenarios) by following the phases of the Phoenix training model and participating as a team member during a group practical exercise using NLTA.

6.1. Practical Exercise Concept. This is an instructor course which encompasses all the requirements of an end user class as well as the skills, knowledge and ability to develop, implement and provide training to others. In this block of training we are able to verify through student "teach-backs", that the operator is able to effectively utilize what he/she has learned during the course. This is a pass/fail requirement and students that do not successfully complete this portion of the training will not receive an instructor certification. If they do not pass this part

of the course but do fulfill the other participation requirements such as adherence to safety and successful completion of the UTM written exam they will receive a UTM certification.

6.2. Practical Exercise Setup and Overview. In this segment of training, students should be divided into groups of 3 to 5 (adjust depending on class size) and be instructed to develop, present and instruct a training session utilizing the Phoenix RBT Model for FOF training. Each member will be expected to actively participate and they will be evaluated on individual as well as group performance. Students should follow the format of the "TRAINING MODEL WORKSHEET" (see Appendix 6 & 7). They should develop and present a Skill based drill, fragmentation drill or short scenario (remembering time constraints) and training may consist of any or all portions of the Phases such as skill builders, FOT, FORP, and/or FOF.

6.3. Practical Exercise Expectations. Each team will be expected to present the Phoenix NLTA safety brief as well as any other pertinent parameters. The student will be evaluated on the ability to adhere and effectively present the model, adhere to safety, manage/control role- players if utilized and participate in an AAR/DEBRIEF. At the completion of the training block each team member will sign and date the workshet and hand in to one of the Phoenix instructors.

6.4. Student Group Organization. Each exercise (team) will designate personnel for the following roles:

- a. on site NLTA coordinator
- b. safety officer
- c. site security personnel
- d. facilitator/evaluator. The facilitator will be responsible for submitting written material including: worksheet, training objective(s), logistical support needed (props, team member assignments etc), and role player instructions to the Phoenix Instructor responsible for their team.

6.5. Mandatory elements of the presentation should include:

- a. establish a perimeter checkpoint/security area and maintain a sterile training environment
- b. establish and interior staging area to conduct a safety briefing and overview of the training
- c. safely conduct the NLTA training according to NLTA SOP
- d. conduct class debriefing and remediate training when appropriate

INSTRUCTOR NOTES: Remember here that the goals of this training were to provide the skills necessary for developing and implementing reality based training programs using NLTA via our training model. Do not evaluate students based on whether you agree with every detail of the specific tactics or techniques of the drills, fragmentation drills, or scenario's they present. This is not a tactics course and we are looking at the approach to teaching. We want to see sound fundamentals being used and address significant mistakes and safety issues but we want to evaluate based on their ability to safely develop and present training that is consistent with the training model and what we taught during the week. Specifics on tactics may be addressed briefly in the AAR if you desire but stay focused on the objective.

PERFORMANCE OBJECTIVE #7: List the steps and requirements for successful Scenario development.

7.1. Scenario development. Scenario development is often a large part of many trainers Force on Force training with NLTA. Although full scenarios may be useful tools for realistic training they have some definite limitations. Some of the limitations of full scenarios are time intensive. They take a long time and students may one get on iteration of training. Other limitations are facility requirements, role player requirements, group size causing downtime, instructors needed, longer debriefs etc etc.

7.2. Fragmentation drills. Fragmentation Drills should be seriously considered often as a more time efficient means of providing great training with less facility, cost and personnel requirements. Frag drills facilitate a lot of repetitions for all students in the time for 1 scenario. For this reason Fragmentation drills are what we use most often during our reality based training sessions. There is a time and a place for both frags and full scenario's and it's up to you as the trainer to determine what will best serve your goals based on your resources and needs.

7.3. Scenario Development Steps. If you are going to prepare and use full scenarios here are some suggested steps for their successful development:

- a. determine the objective then design training accordingly
 - b. exercise should be as realistic as possible without sacrificing safety
 - c. if role players are used, they must adhere to scripted role
 - d. remediate policy errors
 - e. avoid telling LEO that he/she has been "killed" or ruled "dead"
- This is more of a debrief recommendation**
- f. train within organizational policy
 - g. suggestions for policy and scenario development
 - h. trainers should be subject matter experts

- i. should withstand legal review
- j. include safety contraol measures. Refer to EPO #4 and review all the applicable safety requirements for NLTA as they must be included here as well for effective, and safe scenario development.

k. utilize the **Scenario Worksheet From**, see Appendix

8

- l. utilize the **Transitional Drill Matrix Form**, see Appendix 4

PERFORAMANCE OBJECTIVE #8: Identify and define terminology in the development of reality based training using the Phoenix RBT Solutions model

8.1. It is important in any course or topical discussion for everyone to be using terms consistently. It is not as critical for these to be generally accepted industry terms as it is for everyone involved in the course to be "reading from the same sheet of music". The word drill for example has very different meaning to a Soldier than it does to a carpenter. The only important consideration is that when discussing a part of training do not assume that everyone understands or has the same interpretation of a terms.

8.2. Below is listed a short explanation of common terms used in this course.

Drill: any training excercise or practice

Fragmentation Drills (frags): These are mini-scenario's designed to provide repetitions for complex skills. They are small pieces (fragments) of a full scenario that are used t develop, test and evaluate a number of skills and protocols. An example would be a scenario of a team clearing a house. From this several Frags can be set up and brokendown such as stacking, door entry, cornering, tactical transitions, etc. Drills and skill builders can be set up for each and it can be applied across disciplines. This is a critical concept for utilizing the TRAINING MODEL in most situations.

Non-Lethal Training Ammunition (NLTA): refers to any training ammunition that may be used for Force on Force Training.

Non-Telegraphic Strike (NON-TEL'S): Synonmous with close quaters striking where you are able land an effective blow to your opponent before he can recognize your intent. Basically elbows, knees etc at close range giving your opponent little time to react.

Scenario: A scripted sequence or development of events. In our context it encompasses all th skills and concepts with added variables of pre-response information such as background information, principle description, criminal activity,mission parameters etc..It is longer that other excercises.

Skill: ability to perform a specific task developed from practice. For this course examples are: weapons handling, reloads, tactics (set of skills)

Skill Builders: any drill used to reinforce a skill or skills. they are designed to isolate and develop individual skills by introducing variables like changes in position, movement, stress etc

INSTRUCTORS NOTE: Goal of the definitions again is just so everyone is on the same page with terms. This is especially important with a diverse group that may include LEO's from different agencies/jurisdiction, military personnel and even members of private training organizations. Be careful not to assume that everyone understands every acronym or term used in the course.

