



The Science of Developing Training for SWAT

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Instructor introduction



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Learning and development since 1994

- As an instructor in law enforcement, firearms, and graphic design
- As adjunct faculty for criminal justice, graphic arts, and philosophy
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BS Philosophy; MS Criminal Justice

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Introduction





Introduction

- First – you are doing an excellent job
- This is about adult learning and training
- This is an overview – what we are covering is usually an intensive one-week course
- The real path to change and reform start with training development
- The training development is actually a role called **Instructional Design**

- Need three volunteers
- Each will have five minutes to prepare
- Information presented individually
- Watch for the difference between the three

A photograph of a SWAT team in tactical gear, including helmets and vests, standing in a doorway. The image is overlaid with a blue tint. The text "Train this!" is superimposed in white on the right side of the image.

Train this!

The greatest instructor ever



The greatest instructor ever



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Activity content

First two:

- State ethics training
- Factual, but not consistent
- Missed the intent

Third:

- Collegiate law enforcement ethics course
- Same bullet points, with purpose

Workshop Goals

- What is really training
- Case Law specific to training that supports some of the positions of this seminar
- The relevant learning theories for developing training
- Cognitive load and The 20-minute Cycle
- ADDIE and with added processes
- The real purpose of performance objectives
- A new standard in Instructor Guides
- A new standard in developing slide decks
- A new standard in Participant Guides



What is training?

- Presentation
- Practice
- Education
- Training

Summary

- Presentation is not practice, education, or training.
- Practice may include presentation, but it is not education or training.
- Education includes presentation, but it is not training.
- Training includes presentation, practice, AND education.



In your workbook on page 3, list courses you attended that were not really training, thought they were called training. For the training category, list a couple of courses that you want to improve to make it more robust.

A photograph of a SWAT team in tactical gear, including helmets and vests, standing in a doorway. The image is overlaid with a blue tint. The text "What training really is" is superimposed in large white letters over the right side of the image.

What training really is

Vicarious liability

Why we have to take what we train seriously

Landmark court cases

- Clipper v. Takoma Park
Agency failed to provide examples in their training
- Spell v. D McDaniel
Custom and usage
- City of Canton v. Harris
Deliberate indifference
- Paul v. City of Altus
What and who
Should also include when...



Scenario 1

Do you need to be concerned about the outcome?

You are in a class where you and a co-instructor are training a defensive tactics course. Part of the course is watching videos of police combating resisting individuals.

As you are watching the videos, your co-instructor is doing a play-by-play of the scenarios and making funny comments about the tactics. He says things like “Kick’em in the nuts!” and “I would have just gone Jimmy Snuka Superfly on him!”

Yes, by making commentary without correction, he tacitly approved the tactic: Spell v. D

McDaniel

Several months after the course, someone who had been in that class is facing a civil suit for using a tactic that is against policy. The agency is also a defendant and you have been subpoenaed. Turns out he did something similar to your co-instructor’s commentary.

Scenario 2

What do you need to know to help define where liability rests?

You have been training a particular course for several years now and you were very diligent in maintaining and updating it through those years. It is a topic you are passionate about.

What year the individual trained, what was the content for that iteration of training, and whether their actions were within the training standard.

You have had hundreds of participants over the years. One of your participants is going to court for a civil action for something related to your course. This participant took your course quite a while ago and the information has changed since they were in your course.

Scenario 3

Are you equally liable for the use of your material?

You are providing training to large cities and to small jurisdictions. You find out that the training you are providing has very different applications depending on the size of the agency. The small jurisdictions do not have specific policy on the material you are training, whereas the larger agencies have large sections of policy dedicated to this topic.

No, you provide training and make it clear that your training does not supercede or establish policy. The participant is expected to know their agency's policy and what applies and contradicts.



Need for documentation

- It is a lot of work when done right
- You are creating a history and origin story
- Foundational documentation for future evaluation and comparison
- Creates a “learning chain of evidence” for your training.
- Provides a base for updating and maintenance

Consistency, continuity, accountability

The three essential goals of all training



Why this is important

- Increased court action against police and agencies
- Current training materials do not *really* support accountability
- Need for a “Chain of Evidence” of learning



Consistency

Consistency, in learning and for this course, is the accuracy of reliably transferred information, so that the performance measured upon completion of training yields highly similar results.

Why consistency

- Every iteration is the same
- Create reproduceable results
- Aberrations stand out for investigation
- Otherwise, investigation is subjective





Continuity

Continuity, in learning, means the consistent delivery of the same information over time and between iterations of training and in between other courses.



Why continuity

- In movies – details in each scene are the same
- In math – abrupt changes are reduced
Also, small adjustments input can reduce small changes output
- Succession planning – changes in the who does not change the what
- Military instructor development accounts for all of these through IGs



Accountability

Accountability is the result of consistency and continuity, and it provides the science and evidence to identify responsibility and justify consequences.

Why accountability

- Accountability is the ultimate goal
- Without consistency and continuity, there is no accountability
- An IG establishes this by providing - everything
- Only reproduceable results can establish true accountability





Adult learning theories

- 32 different theories, only 5 matter
- Five *real* theories:
 - Behaviorism
 - Cognitivism
 - Constructivism
 - Humanism
 - Connectivism

Adult learning theories

- Myths are more prevalent
 - Learning styles
 - Right brain/left brain
 - Myers-Briggs
 - Dale's Cone of Experience and the Retention Chart
- Learning styles is the most virulent myth





Cognitive Load and The 20-minute Cycle

- Cognitive load – overwhelming the participant with too much information
 - Intrinsic Load
 - Germane Load
 - Extraneous Load
- The 20-minute Cycle can reduce Cognitive Load
 - Learning was enhanced when participants were given breaks every twenty minutes
 - Breaks \neq leaving the room
 - Breaks are breaks in delivery to allow for processing



Frameworks v. processes

- The ADDIE framework:
 - a structure for processes
 - Analyze
 - Design
 - Develop
 - Implement
 - Evaluate
- The process is how you work through ADDIE
We are training the process this week

The Analyze Phase





Analyze

The process of determining what needs to be in the course and in what order.

Making sure what is expected is really the issue that needs to be addressed.

Analysis process

- Absolutely necessary
- Rarely done
- 1st questions— is it really a training need?
- Analysis consists of research and observation
- Analysis moves the liability onus from:
 - “based on my background, training, and experience” to
 - “based on research, observation, analysis of third-party data.”





Reports of your analysis

- Provide an explanation, especially if your findings differ
- Executive level summary with graphs
- But all the detail also, afterwards
- Be prepared for disagreement if your findings are not popular

On page 5 of your workbook, list the materials or resources you can use to analyze for your course.

Analyze Phase

A photograph of a SWAT team in tactical gear, including helmets and vests, positioned in a doorway. The image is overlaid with a blue tint. The word "SHERIFF" is visible on a vest in the foreground.

The Design Phase





Design

Based on the analysis, creating the plan for how the training should be organized and developed.



Performance Objectives

Learning and Training Objectives confuse the issue.

The Learning and Development industry is moving towards
Performance Objectives.

The background of the slide is a collage of various police and sheriff's office badges. The badges are in shades of gray and are slightly out of focus, creating a textured, layered effect. Some visible text on the badges includes "FLORIDA", "POLICE", "DEPT.", "SHERIFF", "DEPUTY SHERIFF", "COUNTY", and "GOD WE TRUST".

When do you develop objectives?



Performance outcomes

Created through a process of analysis:

- Identify a need
- Expected performance outcome
- Current research and information
- Analyze findings and create objectives

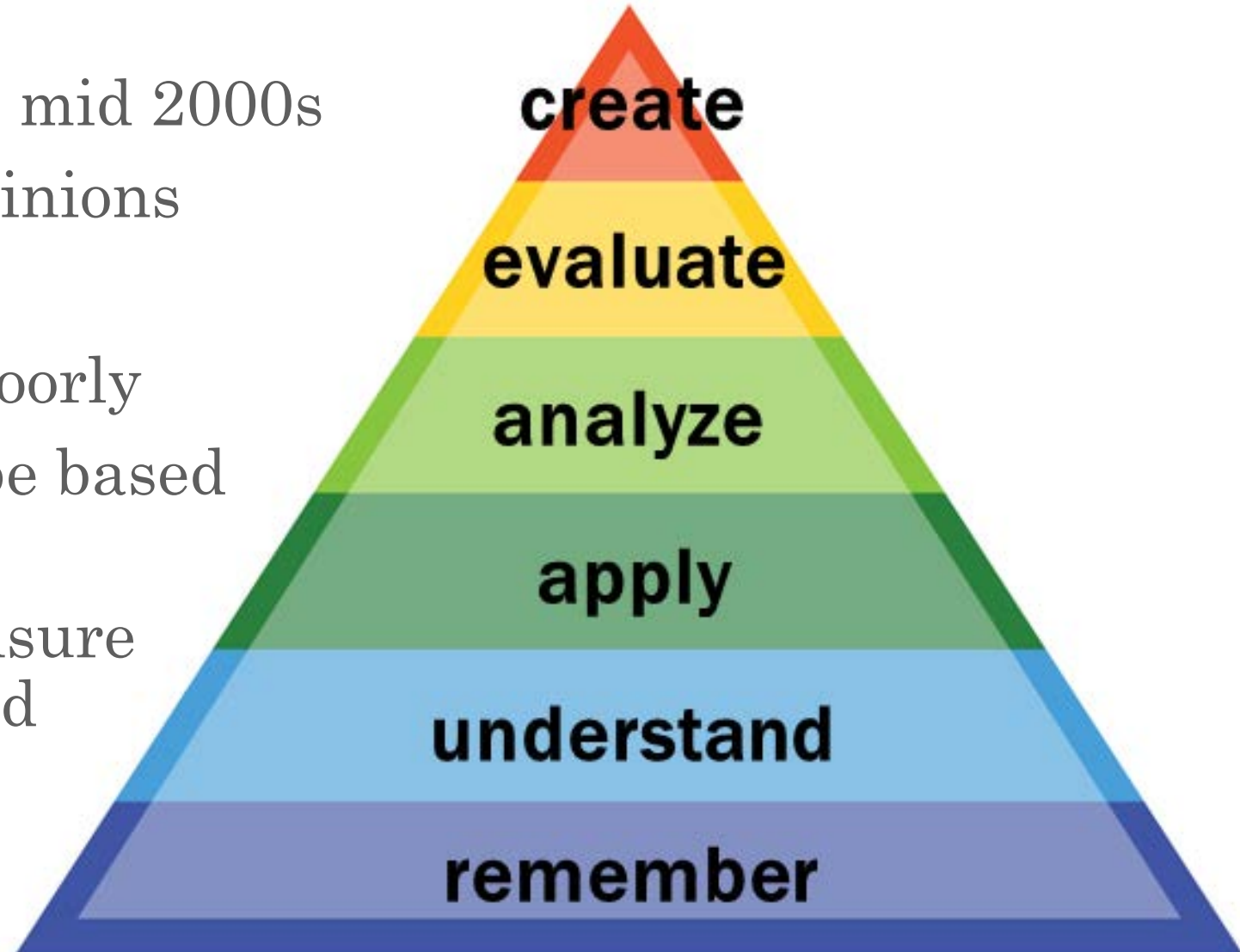


Performance objectives are performance outcomes

Instead of performance objectives being points to cover,
they become performance outcomes to measure.

Bloom's Taxonomy

- Created in 1950s, revised in mid 2000s
- Other taxonomies, lots of opinions
- Bloom's most recognized
- Mostly used incorrectly or poorly
- Not hierarchical; meant to be based on complexity
- Real intent was meant to ensure the target outcome is covered




TPOs and EPOs

- Terminal and Enabling Learning Objectives
- Academia uses Learning Objectives, public safety uses Training Objectives
- We will use Performance Objectives
- Terminal Performance Objective
- Enabling Performance Objective



On page 5 of your workbook, try your hand at writing one or two performance objectives. Use the "Uber Bloom's Taxonomy Verb list" sheet to help you determine the level of complexity of the task that participants will need to achieve.

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Design Phase

Develop Phase





Develop

Taking the design plan and creating the materials
that will be used for delivering the training

Instructor Guides

- Goodnews – you are already doing a lot of the stuff
- Bad news – it is A LOT of work to create something robust and defensible
- IGs with content, activities, notes, etc., create doctrine
- Makes institutional knowledge instead of tribal knowledge





Now you create the outline

Your Terminal and Enabling Performance Objectives become your outline. You can add chunking along the way for more content.

On page 7 of your workbook, turn your performance objectives into outlines. You can expand by adding headings of ideas and concepts you will want to expand on or that support the TPO and EPOs.

A photograph of a SWAT team in tactical gear, including helmets and vests, standing in a doorway. The image is overlaid with a blue tint. The text "Develop Phase - outline -" is superimposed on the right side of the image.

**Develop
Phase
- outline -**



Creating content

- Write the results of your research, observations, and analysis
- Record yourself training and transcribe through www.descript.com
- Utilize Subject Matter Experts and have them write their knowledge

On page 7 of your workbook, you will plan on how to develop the content. This can be names of SMEs to ask for assistance, what class you will record for Descript, resources or sources you can access, etc.

Develop Phase - content -





Adding activities

- Activities are anything that reinforces the content
- Could be:
 - Discussion questions
 - Scenarios
 - Group activities
 - Debriefing videos

On page 8 of your workbook, you will list possible activities you will use to reinforce the material that you are delivering. The activities should always be well planned, so include notes of what the activities will consist of. For instance, if it will be scenarios, describe the scenario you have in mind. Other activities include discussion questions, games, group projects, video debriefs, etc. All activities should support either a performance objective or build on previous objectives with the new content.

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Develop Phase - activities -

Create: Slide Decks

Slide decks are 3x5 cards used as:

- Waypoints and prompts for the instructor
- Guideposts and structure for the participants
- Clean. Minimal. Variation. *Last* thing to be built
- Slide decks establish heuristics to quicken learning and expectation setting.





Create: Participant Guide

- The Instructor Guide with instructor prompts removed
- Should be like textbooks
- Should have summaries with references for further research
- Have a place to take notes within the guide
- Contain activity prompts

Implement (Deploy) Phase





Implement (Deploy)

Executing the course with a live audience or putting
on a Learning Management System.

Evaluate(Measure) Phase





Evaluate (Measure)

Assessing performance of participants
and Evaluating performance of the course

Measuring the right thing

- We *aren't* measuring the right things
- People are not input-output machines: they make decisions out of our control
- Law enforcement should measure performance, not results
- We need to train that you can do *everything* right, the subject still has choice
- We measure performance despite the result to build resiliency



Sample #6 Grading Discussion Boards

Discussion Board Grading Rubric

Category	1	2	3
Promptness and Initiative	Does not respond to most postings; rarely participates freely	Responds to most postings several days after initial discussion; limited initiative	Responds to most postings within a 24 hour period; requires occasional prompting to post
Delivery of Post	Unitizes poor spelling and grammar in most posts; posts appear "hasty"	Errors in spelling and grammar evidenced in several posts	Few grammatical or spelling errors are noted in posts
Relevance of Post	Posts topics which do not relate to the discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most posts are short in length and offer no further insight into the topic	Frequently posts topics that are related to discussion content; prompts further discussion of topic
Expression within the post	Does not express opinions or ideas clearly, no connection to topic	Unclear connection to topic evidenced in minimal express of opinions or ideas	Opinions and ideas are stated clearly with occasional lack of connection to topic.
Contribution to the Learning Community	Des not make effort to participate in learning community as it develops; seems indifferent	Occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group	Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely

Assessments

- Write multiple-choice questions for low level complexity – needs a key
- Scenario-based and essay for more complex, like apply or analyze verbs – needs a rubric
- Multiple-choice questions should be clear, realistic, and make sense

Rubrics are charts of complex behavior boundaries. From pass/fail to five-levels

What to assess

- At least three questions for every TPO
- Up to two questions EPOs, but not necessary

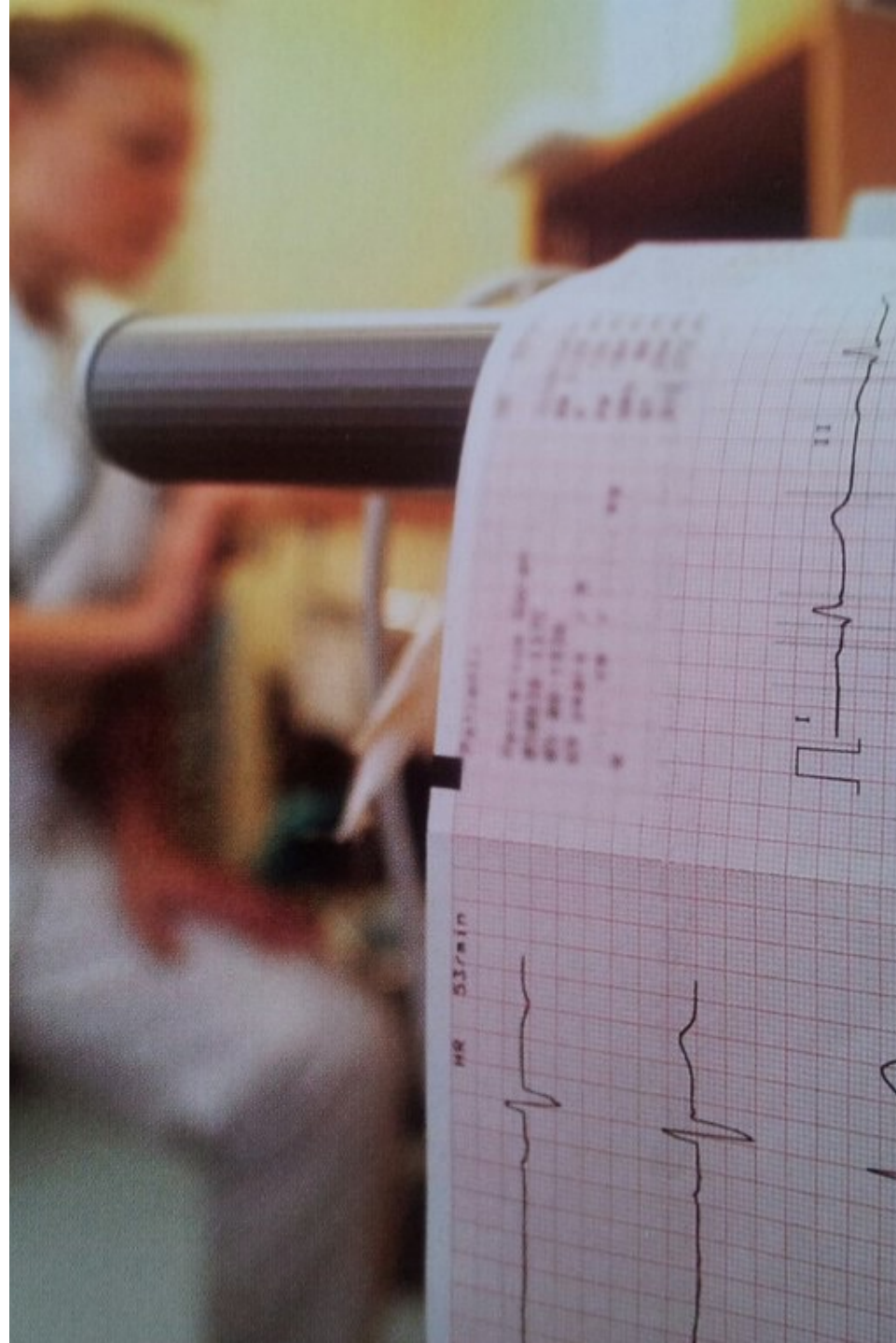
You must measure every TPO
– these are the performance outcomes
you are training!



Validation

Validating courses

- Typically, three iterations, could be more
- Each iteration focuses on something different
- This is “stress testing” the course





Collecting data

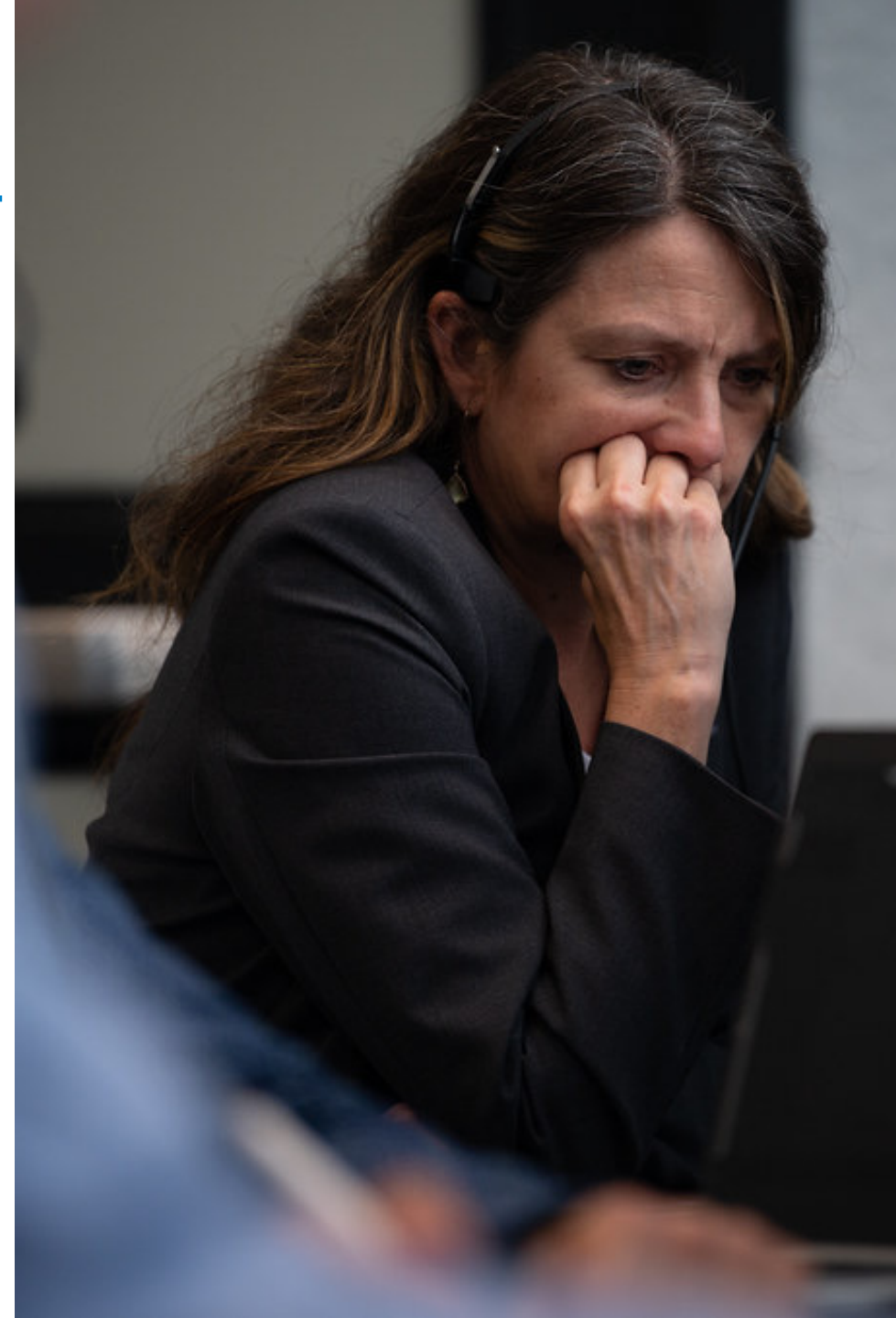
Validating is about data collection:

- Participant tenure
- Age/socio-demographic details
- Education level
- Job title, rank
- Date
- Environment
- Number of participants
- Etc.

Validation #1

This is about time & content

- Monitor time
 - Time to get through course
 - Time to complete activities
- Monitor content
 - Is there content missing?
 - Is the content accurate?
 - Looking for recurring questions





Validation #2

This is about content & efficacy

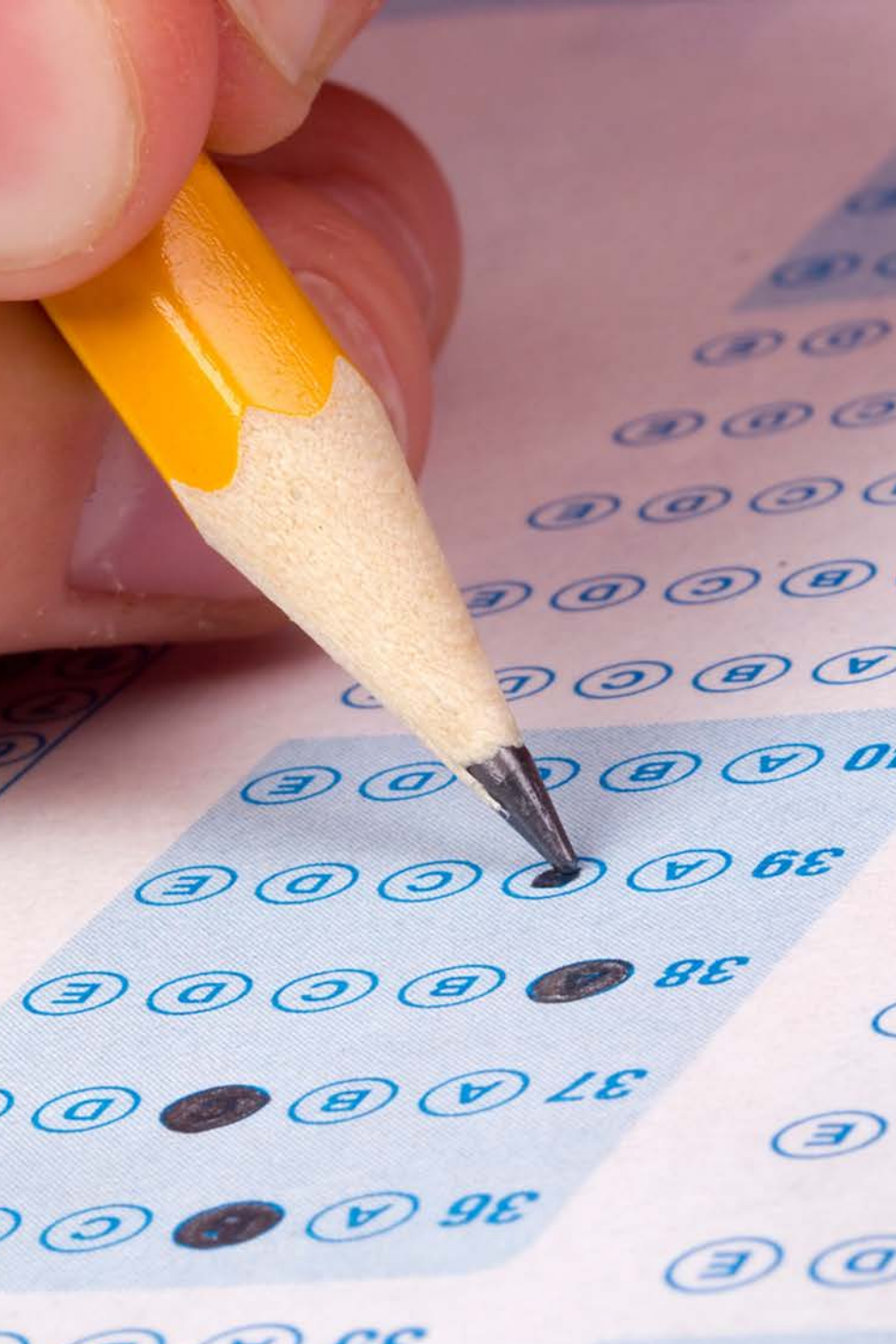
- Monitor content
 - Is there content missing
 - Is the content accurate
 - Looking for recurring questions
- Monitor efficacy
 - Are the participants achieving the competency expected
 - Validate assessments are working and appropriate
 - Comparing assessment results from V1-V2
 - Validating rubrics

Validation #3

Monitor efficacy

- Now you have three iterations to compare
- Still validating everything from from V2
- Are activities achieving their purpose?
- Looking for skewed results
 - The instructor has improved too
 - Participant performance should track higher
 - Look for spikes. If there are surprising results, you may need a V4





End of Course Surveys

EoCS – Smile Sheet

- End of Course Surveys are most common and most useless
- Participants are very poor at evaluating their own learning
- Avoid using Likert Scales – choose 1-5
- Write stem and choices to be more conversational

30-90-180 Surveys

- Collect data like you would for validation
- Write the questions like you would the EoCS
- Always let supervisors know the surveys are coming
- Survey supervisors about the same participants for their perspective



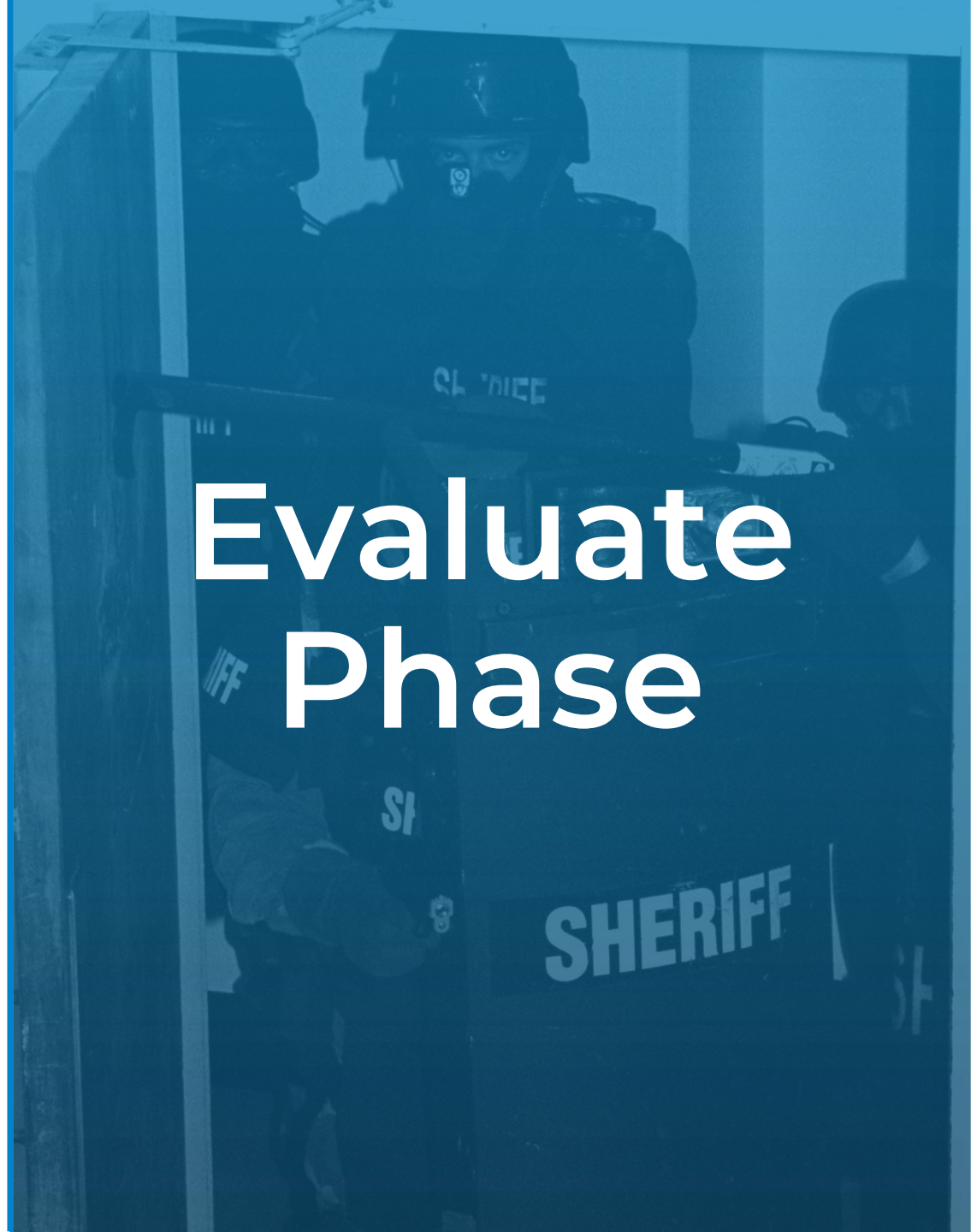


Reassess

- Reassessing is having the participants go take written assessments on the 30-90-180 cycle
- Can add this to surveys, as well
- A good way of measuring retention and impact of training

On page 8 of your workbook, and using the ideas of objectives you wrote, describe how you will measure the participant performance related to the action verbs of their objectives and how they intend on measuring course performance.

Evaluate Phase





Congratulations!

You have completed the classroom portion of **Instructional Design for Law Enforcement Instructor** course!