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Instructor Attitudes

20. ABSTRACT *(Continue on reverse side if necessary and identify by block number)*

In accordance with the Army's emphasis on performance-oriented instruction, this project was undertaken to revise the Basic Law Enforcement Course (BLEC)[1] offered by the US Military Police School at Fort Gordon. Through a unique combination of systems engineering, group problem-solving, and peer instruction, an individualized, open-access curriculum design was developed.

This design afforded the basic MP student greater flexibility and choice in

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Trainee Attitudes
Instructor Attitudes
Quality Control
Armor Crewmen
Reconnaissance Specialists
Skill Development

20.

to include the performance objectives and measures.

Field test, data collection and refinement of the two training programs extended over 10 successive training cycles for 11D (N≈1,000) and 14 successive training cycles for 11E (N≈2,000). Programs were refined on the basis of observation of instruction, results of formal performance examinations, and attitude indicators. The final programs resulted in high trainee proficiency levels, and favorable trainee and instructor attitudes.

SUMMARY AND CONCLUSIONS

PURPOSE

The main purpose of this project was to improve the training effectiveness of the Basic Law Enforcement Course (BLEC) at the US Military Police School (USAMPS) by converting it through systems engineering to a performance-oriented program of instruction.

Three ancillary purposes were: first, to standardize performance objectives, learning conditions, and evaluation procedures; second, to gain staff acceptance of the program and continued course improvement through staff training in systems engineering; and third, to determine the feasibility of performance-oriented instruction when applied to teaching the complex pattern of soft and hard skills inherent in the job of the basic military policeman.

APPROACH

The method of course development employed was a synthesis of three approaches:

(1) Systems engineering: The sequence of major steps as prescribed by TRADOC was followed. Job analysis and identification of tasks to be trained in the course had been previously accomplished by the USAMPS Curriculum Branch.

The training analysis, the development of performance-based tests and instructional systems, and a trial run evaluation of one of the eight major training units to be developed were conducted under HumRRO's guidance and constituted the remainder of the systems development activities.

(2) Group Problem Solving: Working groups composed of military personnel and HumRRO staff combined their diverse knowledge and skills to generate solutions to problems of analysis and course development. The application of this particular strategy to systems engineering was itself an experimental procedure being studied.

(3) Informal Peer Instruction: Instructors and supervisors with special aptitude for systems engineering were given the responsibility to help other instructors learn how to use this approach in course development. The trial run of one training unit "Investigate an Incident" served as a laboratory and field test for the new course design pointing the way for the development of the rest of the course.

FINDINGS

1. Feasibility of group problem solving and informal peer instruction for systems engineering: Under the guidance of HumRRO staff, the instructors and supervisors of BLEC were able to perform the difficult task of systems engineering and generate new and effective instructional systems.

2. Feasibility of an individualized open-access learning system for BLEC: The trial run demonstrated that an individualized open-access model is workable even with a curriculum composed of a mixture of hard and soft skills.

3. Cadre attitudes: The attitudes of the instructor cadre prior to their involvement in systems engineering the new version of BLEC were generally neutral or negative. Once involved, their attitudes shifted markedly in the positive direction. At the time of the trial run, all instructors involved were strongly favorable to the new course.

4. Student attitudes: The attitudes of the students who had participated in the trial run of the new course were consistently favorable to the course.

5. Student performance: The comparison in performance between the students who participated in the trial run and those who received the equivalent training by the conventional classroom method favored the former significantly. Both groups were evaluated on the practical problem, the performance test for "Investigate an Incident." The two measures used in the comparison were (a) the number of students passing the test on the first try, and (b) the average number of errors made by each group.

CONCLUSIONS

1. Individualized, open-access training can be effectively adapted to BLEC within the limits of cost feasibility.

2. With appropriate guidance, instructors can system engineer a performance-oriented curriculum designed to achieve soft and hard skill development, such as those of BLEC.

3. The active involvement of cadre in systems engineering new courses assures a high level of acceptance by them of the new course and of their new functions in the implementation of the course.

4. Students trained in an individualized, open-access system achieve levels of performance superior to that of students trained on the same content under conventional classroom methods.

5. Students trained on an individualized open-access system are more favorable toward that method of instruction and prefer it to the conventional classroom instruction.

PREFACE

HumRRO Work Unit ATC-PERFORM was initiated in 1972 to assist the Army in a continuing review, evaluation, refinement, and implementation of performance-oriented instruction at training centers. As part of ATC-PERFORM, a study was conducted to determine the feasibility of performance-oriented instruction in the Basic Law Enforcement Course (MOS 95B) at the US Military Police School at Fort Gordon, Georgia. Work was accomplished from September 1973 through February 1975.

Work Unit ATC-PERFORM has been conducted by HumRRO, Western Division, at the Presidio of Monterey, California, with Dr. Howard H. McFann as Director. Dr. John E. Taylor was the Work Unit Leader. This study was conducted by Dr. J. Richard Suchman and Dr. Albert Kubala.

Administrative and logistical support for the study was provided by the US Army Research Institute Field Unit, Presidio of Monterey, commanded by COL Ullrich Hermann.

HumRRO research on ATC-PERFORM is conducted under Contract DAHC 19-73-C-0004, under the sponsorship of the US Army Research Institute for the Behavioral and Social Sciences, with Dr. Otto Kahn serving as the technical monitor. Training research is conducted under Army Project 2Q062107A745.

This project could not have been successful without the full cooperation of the US Military Police School at Fort Gordon, Georgia.

The efforts of the following officers and NCOs deserve special mention:

Deputy Commandant For Education And Training Staff

Colonel Richard R. Stevens, Deputy Commandant
Major James J. Hallihan, Jr., Chief, Curriculum Branch
Major David F. Prim, Chief, Evaluations Branch
Major Joseph Sasarak, Jr., Student Evaluations Officer
Captain Salvatore P. Chidichimo, Systems Engineering Officer
Captain David B. Berg, Systems Engineering Officer
Captain Henry P. Land, Curriculum Officer

Department Of Basic Law Enforcement Training

Lieutenant Colonel Orville N. Butts, Director
Major James L. Duncan, Deputy Director

Major Donald E. Absher, Chief, Common Base Group
Major James L. Berry, Chief, MP Subjects Group
Captain Randy C. Goodchild, Committee Chief
Captain William C. Eakin, Committee Chief
Lieutenant Mary E. Bush, Committee Chief
Master Sergeant Joe Mabery, Instructor
Sergeant First Class Hollis Smith, Instructor
Sergeant First Class Cornell Mitchell, Instructor

Finally, Master Sergeant James Weaber and Sergeant First Class Rex Davis deserve special mention for their untiring and dedicated services throughout the project.

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I. BACKGROUND

REQUIREMENT

This research effort was a sub-effort of Work Unit ATC-PERFORM, a three-year project which had as its objective the providing of assistance to the Army in the review, evaluation and refinement of performance-based training in Basic Combat Training and Advanced Individual Training, both combat and combat-support programs.[1] The sponsor was the US Army Training and Doctrine Command (TRADOC). Early in FY 74, progress briefings were provided to the Deputy Chief of Staff for Individual Training (DCSIT), and his staff, at TRADOC. As a result of these meetings with the DCSIT and his staff, priorities were established for further work. One major area was added, performance orienting the training of Military Policeman, 95B. This document is a report of the activities and accomplishments of that sub-effort.

ESTABLISHING A WORKING RELATIONSHIP

An initial meeting between HumRRO staff and the Deputy Director of the Department of Basic Law Enforcement (DBLET) and an educational technology specialist from USAMPS established the then existing status of the USAMPS effort to system engineer a new Basic Law Enforcement Course (BLEC). Two HumRRO staff members were assigned to the MP project. During their first visit to Fort Gordon, they were briefed by key personnel in DBLET and the Resident Training Management Division (RTMD), observed all aspects of the existing BLEC and interviewed instructors and students in order to determine the training objectives of the course, its existing strengths and weaknesses, the goals and objectives of DBLET in revising BLEC, and the work already done toward these ends.

Virtually all the job task survey and analysis had been completed by the Curriculum Branch of RTMD. This group was clearly committed to systems engineering and had the personnel to carry it out.

The HumRRO strategy was to bring together key DBLET personnel with the specialist from RTMD under conditions that would produce a

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[1] See Taylor, John E. and Staff. *Establishing the Concepts and Techniques of Performance-Oriented Training in Army Training Centers: A Summary Report*, HumRRO Technical Report, April 1975, for an omnibus report of the activities and accomplishments of the overall ATC-PERFORM project.

joint creative effort in both training analysis and course design, and ultimately curriculum development.

Through the medium of small working groups, HumRRO staff introduced a set of assumptions about learning and operating principles of instruction to serve as a theoretical framework for the course revision.

INSTRUCTIONAL PRINCIPLES AND UNDERLYING ASSUMPTIONS

The development of the new design for BLEC was based upon the following assumptions about the nature of human learning.

Learning is an active process. People learn by doing rather than by absorbing.

Learning is an interactive process. The learner takes action in the context of an environment. He acts upon the environment and the environment reacts. The action and the reaction are experienced by the learner as a whole pattern.

Learning is an individualistic process. Each person has a unique style or strategy of learning. Each responds in his own way to the environment. Each has prior experiences, concepts and beliefs that influence what and how he learns.

Learning is fundamentally a self-directed process. If the learner has a clear goal, well-defined boundaries, and access to needed resources, learning will be more efficient and effective to the degree that the process is under the control of the learner himself and protected from excessive intervention by others.

Under appropriate conditions, learning can be self-motivated, that is, the process of learning can be sufficiently rewarding in itself to make other forms of motivation unnecessary. Learning that is self-directed tends also to be self-motivated.

The learning process tends to move most effectively from the concrete toward the abstract and from the particular toward the general.

These assumptions are inherent in the following instructional principles, the first six of which have been previously identified by HumRRO and implemented by the Army in performance-based programs.[1]

[1] *Guidelines for the Conduct of Performance Oriented Training*, TRADOC Pamphlet No. 600-11, 22 October 1973.

The seventh principle was added for the present project to incorporate and emphasize learner autonomy and permit the student to adapt the learning environment to his own way of learning.

1. Performance-Based Instruction: An action is best learned through performance. Instruction is best applied in relation to performance. Learning goals and objectives are best expressed in terms of performance.

2. Absolute Criterion: Performance goals and standards are best expressed in absolute terms. The performance of a task is either correct or not. Test performance is either "Go" or "No-Go." There is no middle ground.

3. Functional Context: The student best learns to perform a task in a job-relevant situation. Theoretical/technical materials are most effectively presented when they are needed in learning to perform job skills.

4. Individualization: Instruction is most effective when it is adapted to the individual learner. Learning is best if it is self-paced.

5. Feedback: Performance is improved if the learner gains immediate knowledge of the effects of his actions.

6. Quality Control: The use of a performance test is a check both on individual learning and on the effectiveness of an instructional system. It prevents the erosion of quality in an instructional system and inadequate terminal performance by a student.

7. Open-Access to Learning Resources: Learning resources are autonomously selected and used by the student. The student is encouraged to adapt the use of learning resources to suit his own needs and style of learning.

RELEVANT PRIOR RESEARCH

Development of Performance Concepts

Prior to the establishment of ATC-PERFORM, HumRRO R&D studies for the Army had been developing and assessing the effectiveness of performance-oriented training techniques in basic and advanced training programs. A series of laboratory studies under Work Unit SPECTRUM had studied the relationships between instructional method and trainee aptitude level in the learning of selected military

tasks.[1] Work Unit APSTRAT had developed, field tested and implemented a peer-instructional program based upon the combination of instructional principles that defined performance-oriented training.[2] In FYs 71 and 72, HumRRO conducted Work Unit VOLAR to support the Army's conversion to an all-volunteer force. In one part of this effort technical assistance was provided in (1) developing the master plan for accomplishing large-scale innovations in the Army Training Center system, and (2) in developing and field testing the Experimental Volunteer Army Training Program (EVATP).[3]

Mastery Learning

The concept of mastery learning which is fundamental to the guiding principles of HumRRO's past and present work in performance-based instruction, is also related to the work of Carroll.[4] His proposition can be stated as follows: If instruction can be adapted to and made optimal for each individual learner, virtually all students can achieve mastery. In his implementation of Carroll's proposition, Bloom[5] established a set of preconditions for mastery learning.

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[1] *Aptitude Level and the Acquisition of Skills and Knowledges in a Variety of Military Training Tasks*, by Wayne L. Fox, John E. Taylor, and John S. Caylor, HumRRO Technical Report 69-6, May 1969; *A Review of Combat Support Training*, by Ernest K. Montague and Morris Showel, HumRRO Technical Report 69-19, November 1969; *Instructional Strategies for Training Men of High and Low Aptitude*, by Hilton M. Bialek, John E. Taylor, and Robert N. Hauke, HumRRO Technical Report 73-10, April 1973.

[2] *Development and Implementation of a Quality-Assured, Peer-Instructional Model*, by Kenneth Weingarten, Jacklyn E. Hungerland, and Mark F. Brennan, HumRRO Technical Report 72-35, November 1972.

[3] *The Concepts of Performance-Oriented Instruction Used in Developing the Experimental Volunteer Army Training Program*, by John E. Taylor, Eugene R. Michaels, and Mark F. Brennan, HumRRO Technical Report 72-7, March 1972.

[4] Carroll, John. "A Model of School Learning," *Teachers College Record*, 64 (1963).

[5] Bloom, Benjamin S. "Learning for Mastery," *Evaluation Comment 1*, No. 2 (1968).

First, for any curriculum, the actual performance that constitutes mastery must be defined. The learning target must be clear, concrete and measurable. This is essential in order to collect objective evidence to determine whether or not a student has attained mastery. Second, evaluation must be objective, performance-based and absolute. The beauty of such evaluation is that it "provides invaluable feedback to the teacher by identifying points in instruction that are in need of modification." This gives the teacher and the student a well-defined target and a means of keeping track of success. Third, the teaching-learning process must be adapted to the learner. Individual differences among students must be respected and accommodated to as instructional decisions are made. Bloom regards feedback to the teacher as paramount because the particular mode of instruction he was using placed the teacher in a diagnostic-prescriptive role. Keller[1], on the other hand, placed control over remediation in the hands of the learner, at least where rate of progress is concerned. The adaptation of instruction to the student takes the form of self-pacing, which provides a carefully designed instructional sequence or track and then allows the student to move down the track at his own pace. This process continues until mastery is achieved.

According to Block[2], Bloom's and Keller's concepts of mastery learning have six features in common:

1. All students can and will learn.
2. Mastery must be defined.
3. The course must be divided into self-contained learning units (modules) to ensure mastery at each step.
4. Units must be sequenced.
5. Units must be mastered in sequence.
6. Grading must be on an absolute basis.

These characteristics are found generally in the HumRRO version of performance-based instruction. The present project, however, has incorporated another feature, open-access to learning resources (not present in Bloom's or Keller's models) which will be more fully discussed in another section of this report. This feature is an extension of self-pacing which permits the learner to adapt the selection of learning resources to his own learning style

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[1] Keller, Fred S., "Goodbye Teacher...," *Journal of Applied Behavioral Analysis*, 1 (1968).

[2] Block, James H., *Schools, Society and Mastery Learning*. New York: Holt, Rinehart and Winston (1974).

or needs. Given a performance-based test to assure quality control, there is no reason why a student cannot be allowed to choose among alternative patterns for using learning resources, *e.g.*, video tapes, audio tapes, slide-tape programs, practical exercises, peer instruction, etc. that fit his own learning characteristics and preferences. An additional advantage of "putting the learner in the driver's seat," as it were, is that he is encouraged to assume greater autonomy and become a more active learner.

II. PURPOSE

TO IMPROVE THE TRAINING EFFECTIVENESS OF THE BASIC LAW ENFORCEMENT COURSE (BLEC)

Student performance on a trial run practical problem at the completion of five subtask training modules was established as the short-range measure of training effectiveness.

The long-range measure of training effectiveness will eventually be the observed performance of the BLEC graduates at their first duty assignments. This evaluation could not be part of the present project, but the attainment of high performance standards by trainees on relevant job tasks pointed toward improved job performance.

TO STANDARDIZE PERFORMANCE OBJECTIVES, LEARNING CONDITIONS, AND EVALUATION PROCEDURES

The standardization of course structure, content, and methodology prevented course quality erosion ordinarily caused by variations in instructor performance.

TO GAIN STAFF ACCEPTANCE OF THE PROGRAM

Full acceptance of the new course by the instructional staff was obtained by staff involvement in course development. A continuous program of systems engineering cannot be sustained unless this process and its goals are understood, accepted, and successfully implemented by the instructional staff.

TO OBTAIN ANSWERS TO THE FOLLOWING QUESTIONS:

1. Is individualized, open-access instruction feasible for basic MP training?

2. Can new instructional technology such as television tape recordings (TVRs) and slide-tape programs be effectively adapted to the individualized, open-access curriculum?

3. Will students respond favorably to the degree of autonomy required of them in an individualized, open-access curriculum?

4. Will instructors resist "giving up the platform" and playing a less didactic function in the training process?

5. Does the performance-based approach, equal or excel the traditional approach in terms of measured student performance under simulated field conditions?

III. METHODS

GENERAL APPROACH

The method of course development employed was a synthesis of approaches that have separately proved successful in previous HumRRO projects: (1) systems engineering, (2) group problem-solving, and (3) informal peer instruction.

Systems Engineering

Systems Engineering of Training[1] served as the procedural guide. This approach is described in that document as follows: "The systems engineering approach to course design provides an orderly process of gathering and analyzing job performance requirements, of preparing and conducting training, and of evaluating and improving the effectiveness of the training program."

There are three characteristics of this approach that give it particular strength. First, it is a continuous and cyclical process of evaluation and improvement. Second, it is an open system, designed to incorporate new inputs from many sources through sequenced developmental steps, and third, it is reality-based, drawing equally from personnel having special expertise, from empirical studies, and from official documents.

Group Problem-Solving

This principle replaced the traditional system by which decisions are made administratively at the top and implemented at the bottom. Group problem-solving draws upon group process to generate solutions to problems through consensus decisions that all can identify with and help to implement. In this project group problem-solving was the manner in which training analysis and methods and media development were accomplished.

Informal Peer Instruction

In the course of group problem-solving, the special talents of the BLEC instructors were used as much as possible. Two NCO instructors quickly gained proficiency in systems engineering, and were able to assist other instructors in developing performance tests and instructional methods and media. As soon as this resource was recognized by the HumRRO staff, the DBLET Directorate

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[1] *System Engineering of Training*, TRADOC Reg. 350-100-1, July 6, 1973.

released these instructors from most of their regular instructional duties and assigned them to a special task force under an officer who had also demonstrated special leadership skill in systems engineering. The task force speeded up course development and monitored the quality of all materials produced. In addition, the task force was able to train other instructors informally in systems engineering. The task force also became an important point of contact for HumRRO staff during the periods between their visits to USAMPS.

COURSE DEVELOPMENT PROCEDURES

Preliminary Work by USAMPS[1]

The first two steps in the systems engineering process were conducted by the Curriculum Branch and the Task Analysis and Training Programs Branch of RTML before HumRRO initiated this project. A world-wide survey of military policemen and corrections specialists served as a basis for job analysis and the selection of training tasks to be used in the training analysis. The essentials of the procedures and results are outlined below.

Survey Methodology

Lists of task statements were originally generated by Curriculum/Task Analysis Branch personnel. Additional input was obtained from the field through both correspondence and interviews. The resulting list of task statements was pretested in the field and modified accordingly.

The resulting 350-item inventory was published and administered to a sample of 829 MP personnel in the field, grades E-2 through E-4. Incumbents were asked to indicate whether they performed each of the activities and how often they performed them. In addition, 276 supervisors were surveyed. While supervisors had the same list of task statements, they were asked to indicate which activities were most critical for mission success, how soon an MP would have to perform each activity after coming on the job, and which activities should be school-trained and which should be trained on the job (OJT).

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[1]For a description of the world-wide survey and job analysis, see Berrong, Major Larry B., MPC and Captain Salvatore Chidichimo, MPC, "Training for Today's Mission," *M.P. Law Enforcement Journal*, Vol I, No. 5, 1975.

Task Selection

Based on the results of the survey, task statements were divided into three categories. The first consisted of tasks which were to be school-trained. This included tasks which were (a) performed by a large percentage of job holders, (b) performed frequently, (c) critical to mission accomplishment, or (d) performed immediately after the MP's arrival on the job. The other two categories consisted of those tasks recommended for OJT and those rejected for training for various reasons. One hundred and sixty-seven tasks were selected for school-training.[1]

Consolidation and Organization

The 167 tasks selected for resident training were grouped in a hierarchical structure. Many of the minor tasks were consolidated under single headings (*e.g.*, "Abbreviate words/phrases with 'Ten Series'," "Monitor Radio," and "Use radio/telephone procedures" were grouped under the larger heading "Operate a Radio"). The result was a list of seven major tasks, each with several subtasks. The final task listing is shown in Appendix 2.

Later Developments

The next step was to generate Job/Task Data Cards. These cards served as the initial input for the training analysis working groups.

Training Analysis Working Groups

Training analysis was performed through a cooperative effort of four organizations: (1) the Department of Basic Law Enforcement Training (DBLET), (2) the Resident Training Management Division (RTMD) - Curriculum and Evaluation Branches, (3) the Instructional Technology Division, and (4) HumRRO. Representatives from each of these formed a series of working groups whose purpose was to prepare a training analysis for each task selected for inclusion in BLEC. A separate group was formed for each of the original seven[2]

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[1]See Appendix 1 for the 25 most frequently performed tasks.

[2]Subsequently consolidated to form seven tasks plus two orientations with the addition of "Protect Government Property and Personnel." (See Appendix 2)

tasks that were to be included in BLEC. Each group included the following:

a. HumRRO staff.
b. As many DBLET instructors as possible currently teaching the subject matter under consideration.
c. Committee Chief and/or NCOs from the appropriate instructional group.
d. Systems-engineering specialists from the Curriculum Branch of RTMD.
e. Specialists from the Evaluation Branch of RTMD.
f. Instructors from other DBLET curriculum areas.[1]

The working groups convened to analyze each task in terms of actions, supporting knowledge and skills, procedures, and attitudes. The HumRRO Task Analysis Sheet (Appendix 3) was used for this purpose. The analysis was performed through group problem-solving. The HumRRO staff questioned each group about each subtask and helped them translate their knowledge of job requirements into training requirements. Disagreements on matters of doctrine were resolved by reference to appropriate manuals, regulations, or other authoritative sources. The final analysis had to gain total group consensus. No member of the group was expected to concur with the others on any point unless he was convinced of its validity. This "jury system" encouraged careful consideration of every element in the analysis.

The group approach to training analysis had several advantages:

a. The instructors played key roles and therefore identified strongly with the systems engineering effort.

b. The working groups had diversified expertise. The consensus requirement guaranteed that all viewpoints would be considered.

c. The main responsibility for course content development was that of the instructors and supervisors. This allowed the HumRRO staff to assume the role of resource person and facilitator in matters of instructional design. By establishing these complementary roles early in the project the HumRRO staff was able to gain cooperation from the instructors in making major curriculum changes and securing their acceptance of these changes in the implementation of the new BLEC.

[1] These were included to add objectivity and reduce parochial interests.

Trial Run of Curriculum Prototype

Purpose and Rationale

The new version of BLEC had been planned as an individualized, open-access learning system incorporating the seven instructional principles outlined earlier in this report. It was decided to first develop and test this new design in prototype form involving only one task. This permitted a number of training and administrative innovations to be tried out and an early assessment of their feasibility and training effectiveness to be made. The outcome of this trial run would determine whether or not to proceed with the new design for the entire course.

Task Selection

For the following reasons "Investigate an Incident" (Appendix 4) was selected as the task to be systems engineered and tested in the trial run:

1. The task of "Investigate an Incident" is one of the most fundamental, crucial and frequently performed tasks the MP must perform.

2. This task constitutes the major training component of the common base curriculum, that which serves both Military Police and the Correctional Specialist tracks simultaneously for the first three weeks of both programs.

3. It contains a variety of subtasks and actions ranging from hard skills such as "Apprehend and Search Subjects" to soft skills such as "Interview Witnesses." This provided excellent opportunities to develop and try-out a variety of instructional methods and media and examine their effects on student performance. The soft skill end of the training continuum was of special interest since most of BLEC entails learning to make judgments and respond adaptively to situations that are never precisely the same from one situation to the next.

Engineering the New Instructional System

Training analysis had already identified the conditions and standards of each subtask as well as the enabling knowledge and

skills. What remained was to develop the evaluation instruments and the methods and media of instruction.

Development of Evaluation Instruments

The development of performance tests was initiated in the training analysis working groups. Separate evaluation planning sections were devoted to each of the subtasks. Sequential steps for the design and construction of performance tests were outlined as follows:

a. Each subtask is divided into a set of performance elements.
b. The conditions of performance are specified.
c. Performance standards are specified.
d. An evaluator's checklist is prepared on a GO/NO-GO basis.
e. Detailed instructions for the evaluator are prepared.
f. The instrument is field tested and put in final form.

Draft tests were prepared and discussed individually between HumRRO staff and each committee chief and revised accordingly. When a test appeared to be acceptable, it was tested on a sample of four or five students which led to a final revision.

Subtask evaluation (Appendix 5) was to have a formative function in subtask training. It was to be used for quality control. A minimum of three separate evaluation situations had to be developed for each subtask as students would not be considered for elimination from the course unless they had had three failures.

To evaluate performance on the task as a whole, practical problem situations were designed. Students would have to investigate an incident from beginning to end. Each incident required the student to:

1. Patrol a given area.
2. Detect an ongoing incident.
3. Apprehend and search a subject.
4. Advise the subject of his rights.
5. Question the subject and interview witnesses, complainants, and victims.
6. Protect the crime scene.
7. Collect, mark and tag evidence.
8. Remove the subject from the scene.
9. Report to the desk SGT.
10. Complete all the necessary forms and reports.

Time constraints prevented the inclusion of as much detail in the task situations as were found in the situations for subtask evaluations. The checklist (Appendix 6) contained items related to specific performances which were deemed to be the most critical to the real situation by the instructional staff. The standard for acceptable performance was a "GO" on all items.

These evaluations were to be conducted in an area of Fort Gordon known as "MP City" which was designed to simulate actual field settings where an incident might occur (*e.g.*, a bar, stockade, barracks, etc.). The evaluators at MP City would not be the same instructors as those who conducted the training and evaluation at the subtask level. They were to provide a separate and independent evaluation at the task level. Students failing one or more of the performance items were to be recycled to the appropriate subtask modules for additional training before they returned to task level evaluation for further testing on a practical problem.

This procedure represented a significant departure from the previous use of MP City. Formerly, MP City was a large practical exercise covering a series of selected, isolated incidents lasting four days and coming at the very end of BLEC. It was not a quality control device in that it was used neither to screen students for graduation nor to indicate recycling through remedial training. It was simply a means of providing simulated field problems to enable students to apply and integrate the knowledge (and some skills) in which they had been instructed. Students could perform poorly and still graduate.

The innovation of using practical problems at the completion of subtask training for each task was designed to permit a system of immediate GO/NO-GO evaluation coupled with remedial training thus producing both a high level of quality control and a low failure rate, *i.e.*, mastery learning.

Development of Training Methods and Media

The design of the course structure and the plans for using methods and media were also developed through group problem-solving working sessions. HumRRO staff members structured the working sessions by setting goals, keeping the discussions on target, and introducing instructional principles as a basis for planning. The problems were defined for the working group, but the means of solving them had to be explored by the group until a solution was reached. One of the chief benefits for DBLET was the growth in systems engineering skills on the part of several key instructors and supervisors who were able to make use of them for developing the rest of the course materials beyond the "Investigate an Incident" task.

The Open-Access Model

Figure 1 shows the design of the open-access model introduced by HumRRO staff as a guide to the use of methods and media in accordance with the seven instructional principles outlined previously. The model consists of three primary elements: (1) Demonstration, (2) Practical Exercise (PE), and (3) Quality Control (QC), supported by (4) Peer Instruction (PI).

Demonstration: The student is given a clear and realistic picture of the actions to be learned, usually through television recordings (TVR). This medium provides a flexible use of audiovisual treatment. Controlled focus of student attention allows the narrator to emphasize certain aspects of the picture, and to introduce new ideas or terminology simultaneously in relation to the demonstrations. The student is free to regulate his own exposure to the TVRs.

Practical Exercise (PE): Following the demonstration the student may try out and practice the desired performance. Ideally it is done with the assistance of a peer instructor (PI), a student who has already completed the module and passed a quality control performance test. The PI acts as a coach, providing encouragement, feedback, and informal testing to prepare his peer student for the subtask quality control test.

Quality Control (QC): The evaluation instruments used for this purpose have already been described in the previous section. (Also, see Appendix 5 for a sample of an evaluator performance checklist.)

How the Open-Access Model Works[1]: Step One is the TVR demonstration. The student enters a room or area identified as the TVR station for a particular subtask, *e.g.*, "Apprehend and Search Subjects." The student elects to watch the TVR as long as he needs to before moving on. Step Two may be one of two options. He may go directly to quality control if he feels able to pass the subtask performance test without practice or coaching. The other option is the practical exercise (PE) where the student works with a partner and a peer instructor (PI).

At any time during the PE, the student may at his own discretion return to the TVR for review, or he may proceed to quality control for feedback and evaluation.

[1]See Kubala, A. L., Suchman, J. R., Goodchild, CPT R., and Weaber, MSG J. "Performance Oriented Self-Paced Instruction in Basic Law Enforcement," *M.P. Law Enforcement Journal*, Vol I, No. 5 (1975).

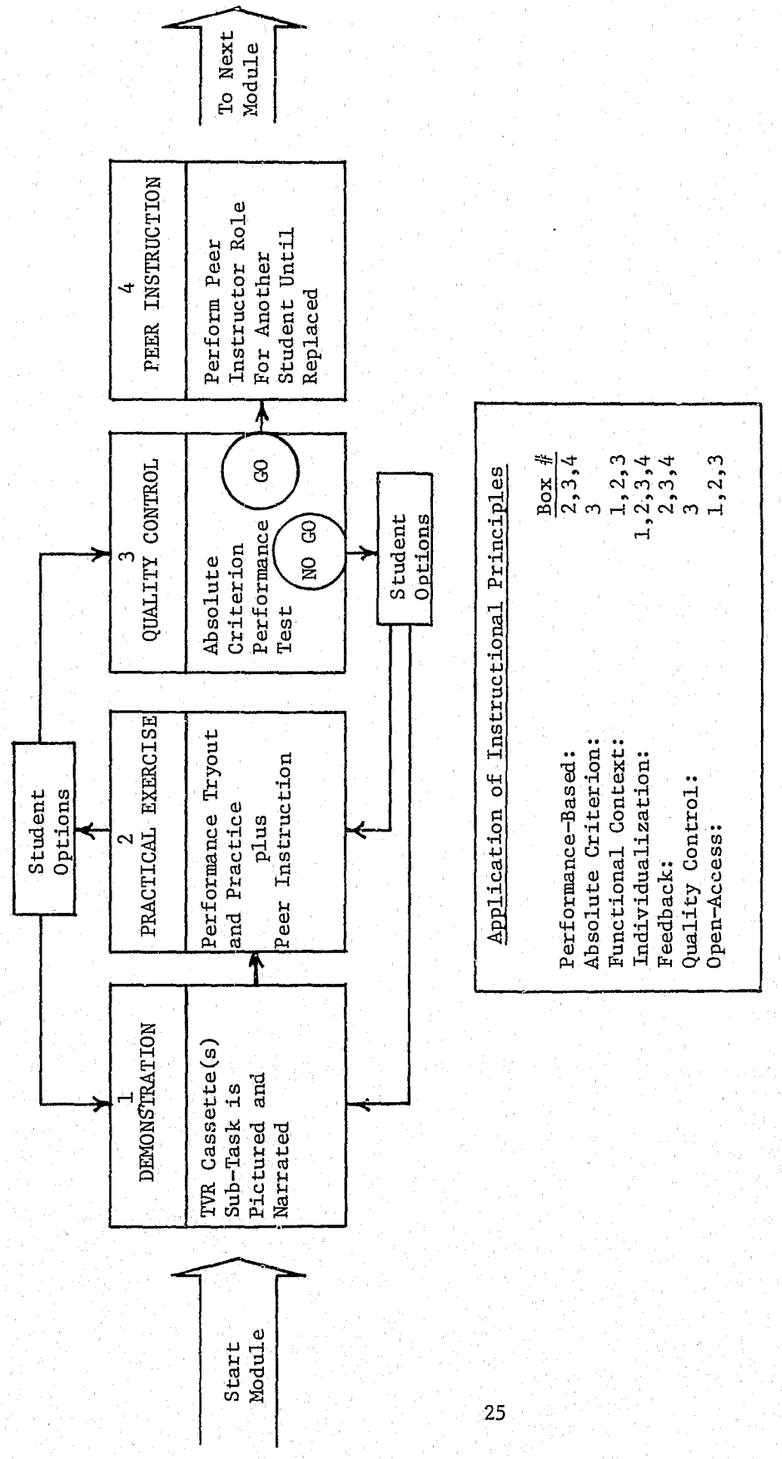

Figure 1. Open-Access Learning Model Incorporating Seven Instructional Principles

If the verdict at quality control is "GO," the student becomes a PI to another student for as long as he is needed, and then proceeds to the next module to start the same procedure again with a new subtask. In general terms, the model provides open-access to alternative learning resources as a means of individualizing the learning process.

Because this model is individualized and self-paced, a continuous flow pattern is more appropriate than large group instruction. The use of space, equipment and staff needs to be organized accordingly. This posed a number of new problems not previously encountered in BLEC. A majority of the instructors were not initially convinced that the results of this model would be worth the effort required to make such radical changes in the course design. Therefore, the trial run was crucial. The instructors had to see for themselves that the model was operationally feasible and that the new design could produce improved student performance and motivation.

Each working group adapted the open-access model to their own subtask objectives. They produced the required materials, and set up a preliminary field test with a small group of students, using for quality control the performance tests they had previously developed.

Not all subtasks were best served by TVRs. Slide-tape programs, for example, were better suited than TVRs in certain cases. The chief advantages of the slide-tape medium are its self-pacing capability, its step-by-step progress, and the clear picture resolution on the individual screen, permitting pictures with fine detail to be used. (TV resolution, for example, is too crude to be used for pictures of military forms.)

The open-access model permits the use of a wide variety of learning media and other resources in the same learning system without any changes in the basic course structure. As new and improved TVRs and PEs are created, they can be added to or substituted for previous editions without difficulty. Consequently, this model is particularly suited to the continuous course development aspect of systems engineering.

An additional feature of the model is that it permits the designer of the instructional system to select the learning resources he wants the student to use while permitting the student to make use of them in his own way. An optimal balance between teacher control and learner autonomy can be achieved.

Trial Run of New Instructional System

Subjects

An experimental group consisting of 51 students was transferred from their regular BLEC classes and assigned for two weeks to the trial run. They received all of their training on "Investigate an Incident" through the prototype open-access instructional system, and then completed the remainder of the course under conventional conditions.

A control group consisted of 56 BLEC students who had completed the conventional course and were evaluated by means of the identical task-level practical problems and performance checklists that were used with the experimental group.

Table 1 shows the comparison of the two groups on mean ST score[1], mean age, and percent with less than 12 years of education. The two groups were not significantly different on any of these variables.

Design

Five of the six subtasks of "Investigate an Incident" were included in the trial run. "Testify in Court" was dropped because the necessary facilities and personnel were not available at the time. The subtasks that remained were taught by the following five training modules:

Module 1: Interview witnesses/question suspects.
Module 2: Apprehend and search subjects.
Module 3: Collect and process evidence.
Module 4: Protect the crime scene.
Module 5: Prepare MP report.

Figure 2 depicts the design of the training system. The open-access design in Figure 1 is built into each subtask module. The flow of entering students was distributed by Module Control to Modules 1 through 4. These four modules could be completed in any order. When a student entered a module he remained there until he had mastered its quality control test. In the module he had access to learning resources such as TVRs, Practical Exercises, and Peer Instruction. In subtask 3, Collect and Process Evidence, there were also slide-tape programs for learning to complete the property identification tag.

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[1] Skilled Technical Score

TABLE 1. COMPARISON OF EXPERIMENTAL AND CONTROL GROUPS ON ST SCORE, AGE AND EDUCATION

	EXPERIMENTAL GROUP (N = 51)	CONTROL GROUP (N = 56)
Mean ST[a]	109.5	111.3
Mean Age	20.6	20.1
% with less than 12 yrs education	15.1	15.5

[a]Skilled Technical Score

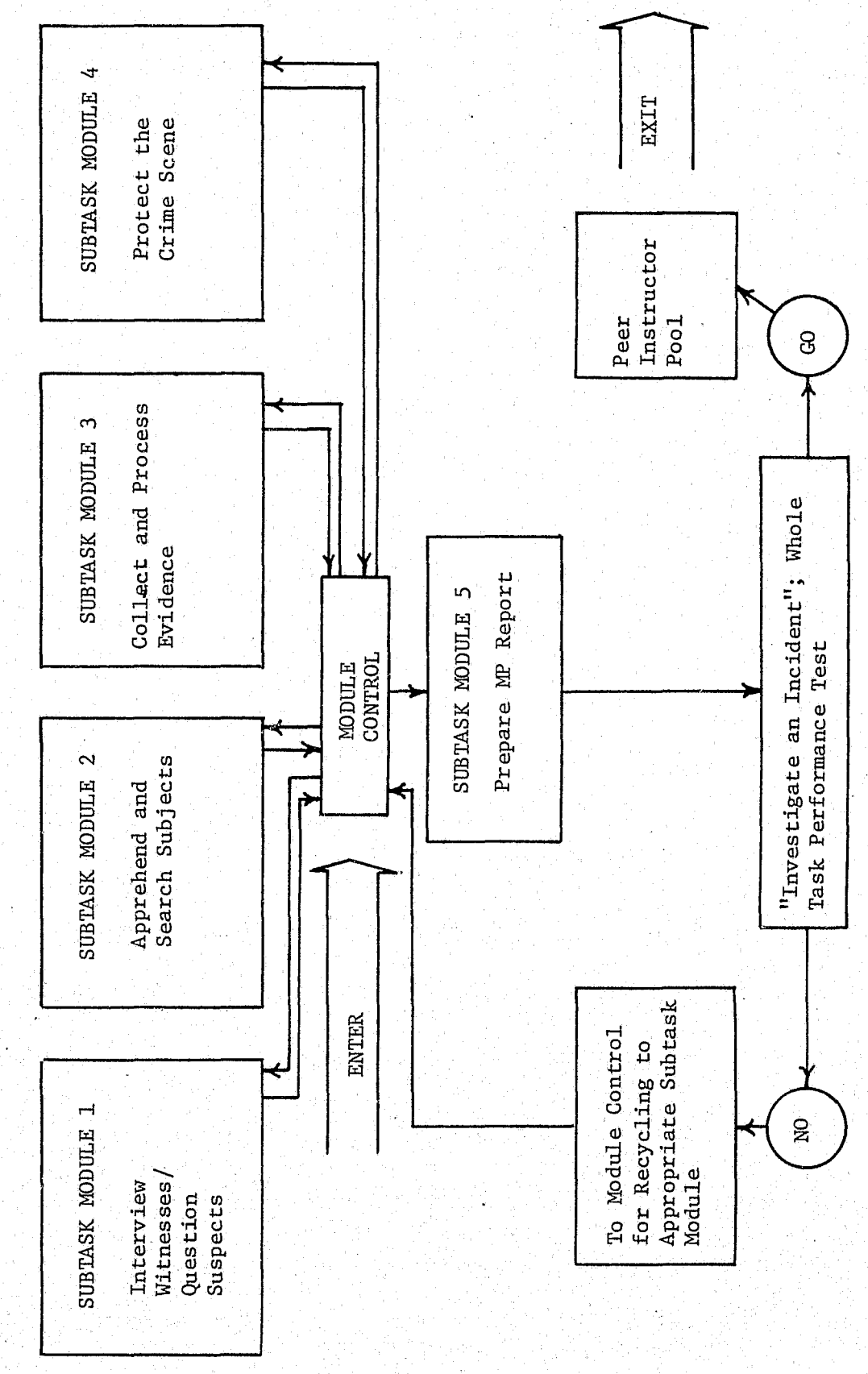

Figure 2. Open-Access Flow Diagram for "Investigate An Incident"

When a student completed a module, he was retained there to serve as PI until replaced by another student. Traffic Control would then assign him to another subtask module.

When a student had completed the first four modules, he would be assigned to Module 5 where he would learn to prepare military police reports through self-paced slide-tape programs.

Upon successful completion of Module 5, the student would proceed to the task level performance test, a practical problem under simulated field conditions. A "NO-GO" on any one of the critical performance checks required recycling of the student to the appropriate subtask module for additional training prior to retesting an another practical problem. If necessary, recycling and retesting continued until performance standards were reached or the student was dropped from the course.

Results

Three kinds of results were examined: (1) the operational feasibility of the instructional system with respect to time, equipment, staffing and traffic flow; (2) the relative performance of the experimental and control groups on the practical problems, and (3) the attitudes of the students in the experimental group toward the innovative aspects of the trial run.

Operational Feasibility: Despite minor "traffic" difficulties, the individualized, open-access design was clearly feasible. Students were able to move from station to station individually and easily with a minimum of noise or confusion. Within the allotted two-week period all 51 students in the experimental group had completed the five subtask modules. All but one completed the practical problem successfully in three trials. TVRs, slide tapes, PEs and peer instruction were ideally suited to the open-access design. Instructors quickly developed competence in generating materials for instructional technology.

When instruction began, there were naturally no students that qualified as peer instructors. Therefore, the regular instructional staff had to instruct some of the first group of students entering each subtask training station. Once a man qualified at the station, he could assume PI duties. However, this "pump priming" operation by the regular instructional staff necessarily caused some delay in getting the system in full operation. For example, only two students completed all work, including their stint as PIs, during the entire first day at one of the stations. The instructional system was not in full operation until the beginning of the third day.

The time-consuming performance evaluations at some stations caused considerable delays. At times, as many as three students were in line for evaluation. Other brief delays were due to a shortage of slide-tape machines. Delays also occurred near the end of training when the normal flow of students into a station subsided. Some students had to wait for as many as three hours for another student to enter the station so that they could start serving as peer instructors.

Some minor scheduling problems were observed early in the program. However, as experience provided better estimates of the average time required to complete instruction at each station, the staff was able to maintain a relatively smooth flow of students through the system.

A major bottleneck occurred in completing the task-level evaluations at MP City near the end of the time period allotted for the trial run. This examination, which took three to four hours to complete, required a substantial number of evaluators because of the one-to-one evaluator/student ratio used during the performance testing. While the evaluator did not need to be present while the student completed his forms and reports, it was still virtually impossible for a single evaluator to handle more than four students per day. Even though a dozen evaluators were available, many students were delayed for a half-day or more after completing all requirements in the five subtask modules.

Contrary to the expectations of some, no instances of students taking undue advantage of course flexibility were observed. That is, students did not take numerous or lengthy breaks, realizing that they had to prepare themselves to perform on a no-nonsense evaluation.

Student Performance: Two measures were used to compare the performance of the two groups: (1) the number of students passing the practical problem performance test on the first trial, and (2) the average number of errors (NO-GO items) made by group members on their first attempt in the practical problem.

There was no way to compare the two groups on subsequent test trials because the control group did not have access to the subtask training modules and were therefore unable to "recycle" for remedial training in a way that was comparable to the experimental group.

Table 2 compares the two groups on each of the performance variables. Twenty-two of the 51 students (43%) in the experimental group passed the performance test on the first trial. Eleven (19%)

TABLE 2. PERFORMANCE COMPARISONS BETWEEN EXPERIMENTAL AND CONTROL GROUPS

		Number of Students Passing Test on First Attempt		Average Number of Errors
Experimental Group	(N=51)	22	(43%)	2.7
Control Group	(N=56)	11	(19%)	7.6
Chi-Square Significance Level		<.02		

did so in the control group. The average number of errors made by the experimental group was 2.7. The control group averaged 7.6 errors.

The differences obtained cannot be attributed to differences in content covered by the instruction, as all of the material covered in the pilot program was also covered in the conventional instruction. Neither can they be attributed to differences in quality of student input.

Student Attitudes: At the completion of the first day of training in the trial run, HumRRO staff conducted a group interview with the 51 students in the experimental group. The purpose was to provide feedback to DBLET and HumRRO staff members, and to identify initial student attitudes toward the new instructional system.

The students as a group were asked to respond to the following question,"What did you like or dislike about this way of learning and why?" Their responses can be summarized as follows:

a. The physical environment was conducive to learning.

b. Access to control of learning resources and media gave the students a greater sense of participation in their own training. This enhanced their motivation and their ability to learn.

c. Learner autonomy gave the students a sense of responsibility and of being respected as individuals. This produced a positive attitude toward the course and toward themselves as learners.

d. Performance-based learning and evaluation gave the students a greater sense of accomplishment and a desire to learn.

e. Freedom to ask questions and get help enabled the students to make the most of the available learning resources. Peer instruction was especially helpful in this respect.

f. Initially the radically new instructional system was confusing to some students.

g. The initial shortage of peer instructors and the later shortage of evaluators for quality control was frustrating.

In July 1974, four weeks after the trial runs, when the experimental group had completed the remainder of the conventional course, the BLEC staff designed and administered a questionnaire to 41 students from the original experimental group. This was an attempt by key members of the BLEC instructional staff to obtain direct comparisons by the students of the trial run module and the conventional portion of the course.

The items and the response frequencies appear in Table 3. Though there appears to be a bias built into the questions, clearly the majority of students had more favorable feelings toward the performance-based module than the conventional training.

If these results reflect the actual student preferences, it is of particular interest to note that the preferences are based upon the major features deliberately built into the performance-based modules:

peer instruction (giving and receiving)
performance orientation in testing
learner autonomy
practical exercises
absolute criteria
self-pacing.

Continuation of Course Development

On the basis of the trial run results, DBLET elected to convert most of the remaining task training to the individualized, open-access design.[1] Most curriculum committees then became involved in developing performance tests and in planning and developing new learning resources (*e.g.*, TVRs, PEs, slide-tape programs).

In July 1974, HumRRO conducted a five-day workshop for these instructors to introduce them to systems engineering and help them begin the development of evaluation instruments and methods and media. From that point on, HumRRO staff members met periodically with the curriculum committees for each task, reviewing their checklists and TVR or slide-tape scripts, and trouble-shooting when problems arose. A major problem in engineering the remainder of BLEC was the fact that USAMPS was scheduled to move from Fort

[1]The following tasks were not converted to the open-access design during this project: "Qualify/Familiarize with Individual Weapon"; "Identify Drugs and Drug Offenders."

TABLE 3. BASIC LAW ENFORCEMENT TRAINING STUDENT SURVEY

Name_____ Grade_____

SSAN_____

Last May you spent 9 days in an experimental training program for "Investigate an Incident." We would like to know how you feel about that training now. Please indicate a "yes" or "no" for each of the statements below showing how YOU feel. If you can't decide, check the question mark column (?), but try to avoid using the question mark.

(N=41) Yes	No	?	
31	10	0	I think peer instructors should be used in more parts of the course.
41	0	0	I think the tests I took in "Investigate an Incident" were better because I had to show that I could do things rather than just answer questions.
36	2	3	I liked the TV demonstrations better than demonstrations by live instructors because I could see them as much as I wanted.
36	3	2	I learned a lot about investigating an incident by being a peer instructor.
40	0	1	I usually learn more from practical exercises than from lectures.
39	1	1	Knowing I had to get a "GO" on my performance test made me work harder.
37	1	3	I think more of the course should be taught like "Investigate an Incident."
39	0	2	Allowing me to go at my own speed helped me learn more than I would have in regular classes.
25	11	5	The tests in "Investigate an Incident" were harder to pass than tests in the rest of the course.
33	4	4	I asked the chief instructors more questions during "Investigate an Incident" than I did in lecture classes.

(N=41) Yes	No	?	
24	12	5	Many of the tests in regular classes were too easy.
30	5	6	I wish all of the instruction had been like in instruction in "Investigate an Incident."

Gordon to Fort McClellan in July of 1975. The planning efforts required by the move placed a severe strain on the ongoing effort for course development. Both were in addition to a continuing heavy instructional load.

The one advantage of the move coinciding with the continuing course revision was the fact that the new facilities and equipment to be installed at Fort McClellan were planned in accordance with the specifications of the new BLEC. The first class to begin with the systems engineered course would be the first class to start out at Fort McClellan.

The experiences gained in the "Investigate an Incident" trial run resulted in the following recommended changes in the design and procedures for the rest of BLEC.

The Adoption of a System for Making Maximal Use of Instructional Staff

PEs require more staff time than was given them in the trial run. When the open-access system is first put into operation, there are no PIs available. Staff instructors are needed to "prime the pump." Later, after some students have completed each subtask module and are available as PIs, the instructors can shift to quality control where the load becomes heavier as students become ready for evaluation. No additional instructional staff may be needed. A flexible system for shifting instructors from PEs to QCs as the student load shifts may suffice.

The Elimination of MP City

The task level practical problems do not all require the same physical facilities or the same group of evaluators. Furthermore, there is an advantage in having the practical problems administered near the subtask training facility so recycling poses no hardship in the movement of students. The elimination of MP City as a separate entity should accomplish this. In its place each task will have its own practical problem area and staff of evaluators.

Improved Techniques in the Use of TVRs

Student reactions to demonstration TVRs, as expressed in the group interviews, indicated that the following changes needed to be made:

1. Instructors lecturing on camera are boring. The picture distracts from the words. The TVR should

show what is to be performed and the narration should point out and explain.

2. Captions in addition to narration should reinforce the point being made and not distract from it.

3. TVRs should be short, with a number of varied examples of the action being demonstrated.

4. Color should be used with all TVRs.

The Systems Engineering of All Subtasks in the Open-Access Design

Lectures to large groups are generally not compatible with open-access courses since in the latter the rate and sequencing of student progress should be individualized by the student himself. Within any given task training unit a student's work time must be sufficiently unstructured to allow him to use time in accordance with his own needs. The introduction of formal blocks of instruction into the open-access curriculum with any frequency interferes with learner autonomy.

DISCUSSION AND INTERPRETATION

METHOD OF COURSE DEVELOPMENT

Systems engineering is intended to be a continuous process of course improvement, rather than a one-time or periodic event. Courses can be revised as needed to remain continuously updated with respect to doctrine, equipment, and new developments in methods and media.

Such continuous attention to a course requires a working knowledge of systems engineering by instructors and supervisors. This project was not only a systems engineering effort, it was a test of the feasibility of training instructors to assume the responsibility for collectively systems engineering a large integrated course in which they all were to play integrated roles. The obvious advantage beyond continuous course updating was the thorough involvement of instructors in course improvement and consequently little or no resistance from them against the threat of change. Such resistance is usually the case when new courses are created without instructor involvement and then imposed on them, especially if the change entails a new function for the instructor.

The group working sessions which were the main vehicles for training analysis and course design were popular among the instructors because the training problems and goals were clearly refined and presented to the instructors to be solved by the group. Their experience, knowledge, and skills were respected and given high priority among the various sources of input into the work sessions. They spontaneously helped each other and resolved their differences.

The HumRRO function was crucial in structuring the conditions under which group problem solving would occur and be productive. This role included raising critical questions, listening to and recording responses and structuring these into coherent patterns.

The instructors were capable of performing each step of systems engineering but they needed help to translate their fund of knowledge into the information called for at each level.

This general approach to course development could not have been successful had the USAMPS Curriculum and Task Analysis Branches not conducted a world-wide survey of MPs, performed the preliminary job analysis and made the crucial selection of job tasks to be allocated to school training or OJT. This analysis had been particularly well done and completed before the course revision effort was begun.

COURSE DESIGN

The main consideration in the design of the new BLEC was to create the best possible conditions for learning within the limitations of time, cost, and other resources. The objective was to allow the learner to function in ways that suited him best and the other was to give him access to learning resources that would best serve his attainment of the performance objectives of the course.

The open-access model eliminated the use of the classroom as an auditorium and allowed students to move along at their own pace. The open-access model provided three types of learning resources (demonstrations, practical exercises and feedback). The learner autonomy feature allowed each student to use these resources to suit his individual learning style and thus individualize the course for himself.

The fact that this design worked well and was favored by the students suggests that a good course design requires a reciprocal accommodation between the student and the learning resources. There must be a flexible merging of the two rather than a rigid demand placed by the course or the leader upon the learner. In the latter case, the capable and well motivated student may successfully adapt to the curriculum, but the result may be far from optimal, and the poor student will be far less successful.

SOFT SKILL TRAINING

The MP encounters a wide range of incidents, no two of which are ever identical. The chief unknown in each case is what the other person (*e.g.*, the suspect) is going to do. Chief among the vital MP skills are behavioral observation, note taking, social perception, use of discretion and decisiveness under pressure. These cannot be developed in any but a functional context which simulates the total characteristics of the real circumstances where these skills would have to be performed. Subtask training provides the basic performance tools that ought to be almost automatic in their application. But the practical problem is where the soft skills, the complex decisions and judgments are developed and applied.

The chief difficulty encountered in using practical problems for diagnostic evaluation and feedback was the great amount of instructor time required for the observation and evaluation of student performance under field simulated conditions. Whether this use of additional instructor time is cost-effective or not will depend upon the long-range benefits of the new course design in terms of the performance of the graduate on his subsequent duty assignments and his need for additional training on the job.

NEEDED FUTURE WORK

COMPLETION OF BLEC STUDY

The move of USAMPS from Fort Gordon to Fort McClellan precluded the completion of this project as originally planned. What remains to be done is the installation and implementation of the new BLEC in its complete form, the evaluation of the total course at Fort McClellan and the follow-up evaluation of course graduates at their first duty station. As of this writing, the full course consists of seven tasks and two orientations (Appendix 2). The selection of space and equipment for DBLET at Fort McClellan was made in keeping with the requirements of the totally revised BLEC.

REVISION OF BASIC CORRECTIONS SPECIALIST COURSE

A little less than one-third of the DBLET students are assigned to the Basic Corrections Specialist Course (MOS 95C). This course shares its first three tasks with BLEC in what is called a "common base."

The remainder of this course prepares students to assume the role of CSP at Confinement Facilities. The job of the CSP requires many complex soft skills and places him in difficult and threatening circumstances with inmates who frequently behave in bizarre ways simply as a result of the special and unnatural circumstances of confinement. All of the rationale for systems engineering of BLEC applies in equal measure to the Basic Corrections Course.

APPENDICES

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APPENDIX 1

Tasks	A Do Not Perform	B Perform Less Than Once Monthly	C Perform Once Monthly But Less Than D	D Perform Two or Three Times a Week
1. Use radio procedures	12	08	12	68
2. Operate radio equipment	12	08	13	67
3. Provide information to visitors	16	09	17	58
4. Spell with phonetic alphabet	17	11	18	54
5. Patrol area in vehicle	20	06	14	60
6. Warn violators	20	09	18	44
7. Abbreviate words/ phrases w/"Ten Series"	21	05	10	64
8. Respond to request for assistance	23	21	28	28
9. Detect violations of regulations and orders	24	14	18	44
10. Enforce safety regulations	26	11	21	42
11. Direct traffic w/ hand and arm signals	26	16	22	26
12. Warn traffic violator	26	14	21	29
13. Prepare Military Police Report	27	13	16	42
14. Monitor radio	27	10	11	52

Tasks	A Do Not Perform	B Perform Less Than Once Monthly	C Perform Once Monthly But Less Than D	D Perform Two or Three Times a Week
15. Use radio/telephone procedures	27	09	12	51
16. Correct uniform violations	28	24	21	27
17. Apprehend violators	28	28	25	19
18. Warn suspect of legal rights	29	24	25	22
19. Search suspects	30	26	25	19
20. Restrain violators	30	26	21	13
21. Enforce vehicle registration requirements	31	13	19	37
22. Escort money carriers	32	17	23	28
23. Record facts in notebook	33	11	17	39
24. Prepare DD Form 1408	34	15	20	31
25. Pursue vehicle	34	19	22	25

APPENDIX 2

BASIC LAW ENFORCEMENT COURSE

Task List

A. Common Base Tasks (95B and 95C)

1. Course Orientation

   a. Police ethics
   b. Professionalism
   c. Introduction to course procedures
   d. History of the MP Corps

2. Qualify/Familiarize with Individual Weapons

   a. Qualify with .45 or .38
   b. Familiarize with .45 (females only)
   c. Familiarize with shotgun

3. Identify Drugs and Drug Offenders

   a. Identify drugs
   b. Identify drug offenders

4. Investigate an Incident

   a. Protect the crime scene
   b. Collect and process evidence
   c. Interview witnesses/question suspects
   d. Apprehend and search subjects
   e. Prepare MP report
   f. Testify in court

B. MP Track Tasks (95B only)

5. Operate Law Enforcement Vehicle

   a. Prepare operator accident forms
   b. Perform operator maintenance
   c. Operate a tactical radio
   d. Perform precision driving

6. Conduct Routine Patrol Operations

   a. Perform point control of traffic
   b. Implement crime prevention measures

6. Conduct Routine Patrol Operations *(cont'd)*

   c. React to emergency situations
   d. Enforce traffic regulations

7. Secure Government Property and Personnel

   a. Secure government property
   b. Secure government personnel

8. Investigate a Traffic Accident

   a. Respond to and secure the scene of a traffic accident
   b. Gather and secure accident facts
   c. Clear accident scene

9. Orientation to Combat Operations

   a. Conduct point control of traffic in a theater of operations
   b. Secure Division main command post
   c. Conduct escorts
   d. Conduct P.W. processing

APPENDIX 3
HumRRO Task Analysis Sheet

TASK Investigate an Incident

SUBTASK Collect and Process Evidence

REQUIRED SKILLS	STANDARD PROCEDURES	ATTITUDES
Observation, identification, description, and recording		
Collection of movable evidence	Procedures for handling evidence	Dependability Integrity Justice
Protecting fragile evidence	Procedures for marking evidence Completion of DA Form 19-23	

ACTIONS REQUIRED	REQUIRED KNOWLEDGE
1. Identify evidence to a crime	Types of evidence Methods of searching for evidence
1. Collect movable evidence	Evidence handling techniques
3. Protect and collect fragile evidence	Types of evidence, means for protecting fragile evidence
4. Mark evidence	Methods for marking evidence Location for marks
5. Tag evidence	DA Form 19-23

ACTIONS REQUIRED	REQUIRED KNOWLEDGE	REQUIRED SKILLS	STANDARD PROCEDURES	ATTITUDES
6. Prepare receipt for property on collected evidence	DA Form 19-31 Chain of Custody		Completion of DA Form 19-31	
7. Record in notebook--type, condition, and original location of evidence	Rules of evidence Evidence accountability	Notetaking		

APPENDIX 4

TASK #3 "INVESTIGATE AN INCIDENT"

SUBTASKS:

a. Protect the crime scene.

b. Collect and process evidence.

c. Interview witnesses/question suspects.

d. Apprehend and search subjects.

e. Prepare MP report.

f. Testify in Court.[1]

[1] Excluded from trial run.

APPENDIX 5

CONDUCT OF SEARCH AND SEIZURE EXAM
FH 002-E

	GO	NO GO
1. Get subject into a good wall search position as follows:	____	____
a. Student will command subject to do the following:		
b. Walk up to the wall and place hands, fingers spread, at shoulder height on the wall.		
c. Leaving your hands on the wall, step back and spread your feet apart. (Subject's body will be at approximately 45 degrees.)		
d. Point your feet parallel to your body and do not move unless told to do so.		
2. Move up to subjects left (right) side and get GOOD inside right (left) ankle to subject inside right (left) ankle.	____	____
3. Remove headgear. Search by running fingers around outside rim and inside sweat band, Visually inspect and place behind subject on ground.	____	____
4. Search hair. Run fingers firmly through hair.	____	____
5. Command subject to place left (right) hand in small of back palm out.	____	____
a. Run fingers between subject's fingers, inspect rings, watch, bracelet, and CRUSH sleeves up to arm pit.		
b. Command subject to return left (right) hand to wall. NOTE: Draw imaginary line, search half of area nearest to searcher only.		

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	GO	NO GO
6. Place left hand on front collar, right hand on back of collar (over under method) of left side reverse procedure for right side, then run fingers deep inside left (right) side of collar and CRUSH. Continue by CRUSHING all areas of clothing down left (right) side, top to bottom to waist line.	____	____
7. Run fingers between trousers and waist and between belt and trousers, feeling buckle on side searcher is standing only.	____	____
8. Firmly press and crush clothing in lower stomach, buttocks, and hip area.	____	____
9. When wallet is discovered, inform subject, I am taking wallet out of your pocket to obtain your identification card. Watch your wallet (searcher removes ID card) I am placing wallet back into pocket. (Replaces wallet and buttons pocket)	____	____
NOTE: Student will accomplish this by maintaining his ankle to ankle contact, body bent slightly forward at the waist. Using both hands extend wallet in front of subject's face and get his attention. Student must twist body in order to do this.		
10. Firmly grasp crotch area and continue by CRUSHING clothing of subject's leg moving down to top of foot gear, run fingers inside top of foot gear and sock.	____	____
11. Action #10 must be accomplished by squatting, keeping back and shoulders perpendicular to ground, watching hands, arms and head of subject.	____	____
12. Disengage ankle to ankle contact, step away one step to searcher's rear, squat down and command subject to raise left (right) foot, grasping subject's foot to aid and control movement and inspect heel, instep, sole and place foot on ground.	____	____

	GO	NO GO
13. Change sides by walking behind partner. (May be simulated.)		

NOTE: Scorer will complete the following when weapon(s) are located on subject:

ITEM(s)	LOCATION	GO	NO GO

APPENDIX 6

DEPARTMENT OF BASIC LAW ENFORCEMENT TRAINING
US ARMY MILITARY POLICE SCHOOL

INVESTIGATE AN INCIDENT
CRITICAL ITEMS CHECK LIST Control #75031

SITUATION #_____

GO	NO GO

SECTION I. ON THE SCENE

A. Did the MP inform the suspect in a clear distinct manner that he was under apprehension? (Must be heard and understood by the evaluator)

B. Did the MP inform the suspect of the nature of the charge? (Student must state the exact charge or words that are closely related to the exact charge.)

C. Did the MP in preparing to conduct the search:

1. Command the suspect to walk up to the wall or vehicle and place his hands shoulder level against the wall or vehicle.

2. Command suspect to leave his hands on the wall or vehicle, step back, spread feet apart and outward. (Suspects body must be angled approximately 45 degrees from the ground.)

NOTE: The evaluator must hear all commands. All actions in item C1&2 must be in the sequence listed.

D. During the search, did the MP: (The search must proceed from head, to arm and fingers, to waist, to leg, to foot and shoe, from one side to the other)

1. Crush all the clothing areas he searched.

2. Squat (not bend or stoop) at the appropriate times during the entire search.

	GO	NO GO

3. Step back from suspect when he commanded suspect to raise his foot.

4. Walk behind his partner when changing sides. (Student must be informed he has a partner, who the partner is and that the partner is in position.)

NOTE: After the student has changed sides, the evaluator may at any time inform the student to end the search and proceed with the application of the hand irons.

E. In applying the hand irons, did the MP:

1. Command the suspect to put his hand (right or left) into the small of his back, palm out.

2. Apply <u>one</u> hand iron and then the other with the key hole out.

3. Hook the hand irons from the top.

F. Did the MP when advising the suspect of his right, in the exact sequence listed:

1. Read the suspect his rights verbatim from the legal rights card or the rights waiver certificate.

2. Ask the suspect if he understood his rights, requiring a definite YES or NO answer.

3. Ask the suspect if he wants a lawyer at this time.

4. Ask the suspect if he is willing to make a statement and/or answer questions. (This is required only if the suspect states that he <u>does not</u> want a lawyer)

	GO	NO GO

NOTE: The student must advise the suspect of his rights immediately following the application of the hand irons, and if it's done any other time, a NO GO will be given.

G. Did the MP protect the crime scene by:

1. Keeping all persons at least three feet away from visible physical evidence or instructing persons to keep away from specific items of evidence. (This may be done at any time after the apprehension is made and must be done before any evidence is collected from the scene. This may also have to be done more than once.)

2. Separating persons on the scene and collecting IDs of all persons on the scene. (Distance between persons is immaterial and IDs may be collected at the MP's convenience, but before he departs the scene to return to the MP station.)

3. Notifying the desk sergeant of no less than:

a. Victim's condition. . . . . .
b. That a suspect has been apprehended .
c. His (MP) approximate location . . . .
d. Assistance needed . . . . . .

NOTE: If at any time the MP loses control of any persons on the scene, he will be awarded a NO GO. List who they were:

_____ _____

H. Did the MP collect the evidence in the prescribed manner without contaminating it? (Control of all evidence collected must be maintained until told otherwise by an evaluator.)

GO	NO GO

NOTE: Evidence seized from a suspect does not have to be physically held in the same prescribed manner as evidence which was collect; however, control of it must be maintained. (The MP's partner may assist in the control of evidence if requested by the MP.)

SECTION II. AT THE MP STATION

A. Did the MP process the evidence by:

1. Preparing an evidence tag on one item of evidence, filling in the minimum information required as shown in the example tag for this situation.

2. Preparing an evidence receipt on all evidence collected or seized at the scene, filling in the minimum information required as shown in the example evidence receipt for this situation.

NOTE: Evaluator, insure you inform the MP as to what item of evidence you want tagged so that he'll prepare only one tag.

B. Did the MP complete the witness statement, filling in the minimum information required as shown in the example statement for this situation?

C. Did the MP complete the rights warning certificate, filling in the minimum information required, having the suspect sign the Non-waiver section as shown in the example waiver certificate for this situation?

NOTE: The evaluator will grade and score items A, B, and C, Section II, at the same time.

D. Did the MP complete the MP report, filling in the minimum information required as shown in the example MP report for this situation?

GO	NO GO

NOTE: The evaluator for item "D" will inform all NO GOs of weak areas and may recommend ways of improving their performance. All other evaluators will list comments and recommendations under "evaluator comment" and will not brief or critique students in their areas.

NAME_____ RANK_____ UNIT_____ GROUP/CLASS_____

SSAN_____ DATE_____

EVALUATOR'S SIGNATURE AND RANK:

SECTION I _____

SECTION II ITEMS A, B, AND C _____

ITEM D _____

EVALUATOR COMMENTS, SUGGESTIONS AND RECOMMENDATIONS:

END