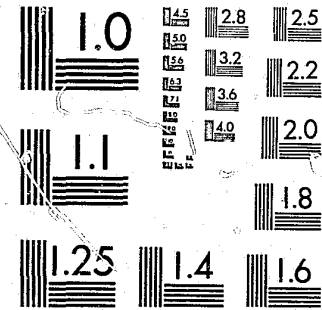


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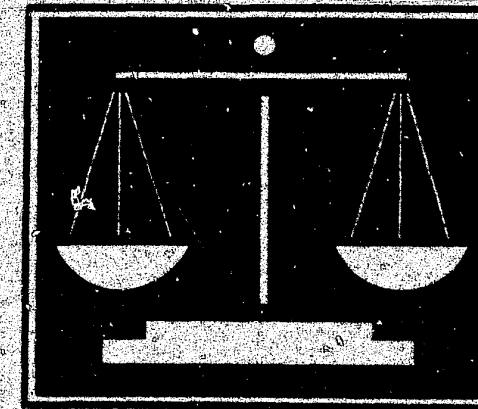
National Institute of Justice
United States Department of Justice
Washington, D. C. 20531

11/9/83

THE SYNTHESIZED MEDIA ENVIRONMENT SYSTEMS: AN EVALUATION

CR-SMT
9-12-83

Prepared for the
OFFICE OF THE COUNTY MANAGER



By the
OFFICE OF THE DADE-MIAMI
CRIMINAL JUSTICE COUNCIL

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II. INTRODUCTION

On February 11, 1983, the County Manager, M. R. Stierheim, requested that the Office of the Dade-Miami Criminal Justice Council initiate a study to assess the usefulness and viability of a stress reaction simulator training program. The Simulated Media Environment Program (SME-24) produced by September and Associates East, Inc., is the system with which most people are familiar and exists in Flint, Michigan. A previous system (SME-8) with only eight projectors exists in Seattle, Washington. This report will make a comparison of the SME-24 to other available systems. The most comparable systems to the SME-24 are those of the Los Angeles Police Department (DEFT System) and one operated by the Naval Investigative Unit in Washington, D.C. Two other "shoot, don't shoot" systems are: 1) the shoot, don't shoot films developed by M.T.I. Teleprograms (formerly Motorola); and 2) the system in operation at the Federal Law Enforcement Training Center in Glynco, Georgia. Additionally, the Secret Service utilizes lazer beam guns and vests and uses real actors in a "psychodrama" situation to simulate shoot, don't shoot decision scenarios. The pros and cons of all these systems will be discussed.

Information will be provided on equipment, program quality, cost, the company's reliability, and an evaluation of how the individual system fits in with the goals of the Metro-Dade Police Department relative to police deadly force training. Finally, a purchase decision is made and provided in the conclusion section of this report.

A trip was made to Flint, Michigan on March 20th, 1983, to evaluate the one SME-24 which is in existence. Attending this trip were Ms. Una Newman from the Office of the Dade-Miami Criminal Justice Council; Frazer White, Consultant, University of Miami Communications Department; and five officers of the Metro-Dade Police Department, Assistant Director Richard Smith, Sgt. William Garrison, Lt. Robert Swan, Off. Jim Terkhurst, and Sgt. Hugh Peebles, President P.B.A. The simulator is now owned and operated by the Flint Police Department. It was originally funded by an LEAA grant and the Mott Foundation and produced by September and Associates, Inc.

III. SYNTHESIZED MEDIA ENVIRONMENT (SME-24)

A. System Description

One or two police officers enter a room that's approximately 30 ft. wide x 60 ft. long x 14 ft. high. About 12 feet in front of the officer is a screen, the size of which is 20' x 8'. As an introduction to the simulation, the trainer advises the officer that he will be seeing a 10 to 15 minute film. He is told that he should draw and fire his revolver according to his department's gun policy. He must decide: 1) if there is a threat; 2) a means to carry out the threat; and 3) an opportunity to carry out the threat. These are the three issues with which September and Associates are concerned. The student and his actions are filmed by a lowlight infrared camera. The trainer stands behind the student and provides him with information he may request. An operator sits in an operating booth about 10 feet to the left of the student, in which is placed the microcomputer, an 8 channel tape which runs the computer, a cassette recorder and a 3/4 inch video recorder portraying the student being filmed by the infrared camera. The tape recorder with computer assisted track switching provides the ability to offer different auditory responses with the visual presentation. Behind the screen, utilizing rear projection, are 24 Kodak Ectagraphic slide projectors and a 16 mm camera. These are controlled through the control command console.

Flint Police Department owns two scenarios, of which one is a robbery-in-progress and the other is a domestic violence situation.

The scenario which the Dade County team saw was a robbery of a Stop and Go (7-11) store. Six to seven minutes of darkness begins the scenario, in which time the student hears a siren, a dog barking, and a woman yelling "please help me, please help me". The police radio blasts, "car 206" and gives information on the robbery in progress. Following the darkness, a 16 mm film projected image comes onto the screen, simulating that the officer is in a car driving down a street towards the Stop and Go Store. The 16 mm film is used to present approaches and pursuits as it is more realistic. When the police arrive at the store, the car is parked. Off to the right young children are having a fight. A car pulls out of the store parking lot. Three robbery suspects jump out and begin to fire at the officer. Smoke surrounds the car and a man with a shotgun begins to fire. That is the end of the scenario. The student either shoots or does not shoot. He can kneel for protective cover, talk to the radio, yell at the screen, talk to his partner or do a combination of the above. Following the scenario there is an approximate three to five minute debriefing to discuss the students actions, what happened, how he felt, etc.

B. Technical Aspects

1. Equipment

A listing of the equipment utilized by September and Associates can be found in the proposed contract agreement between September and Associates and Metro Dade County. This is entitled Exhibit B. A more recent equipment list was provided to the Office of the Dade-Miami Criminal Justice Council on April 18, 1983. For Metro Dade County, purchase of the simulator includes a large investment in hardware. However, the equipment listing does not provide specific and detailed descriptions and, therefore, it is impossible to project equipment costs or evaluate equipment quality. September continually states verbally, and it is stated in their contract, that the components shall be the presently available state of the art technology. This is a very nebulous term defined differently for each individual who uses it.

It is apparently difficult to train the trainers in the use of this equipment. September has complained that the Flint Police Department, in order to save money, trained their own trainers. Because the trainers were not trained adequately, September stated that the equipment and the branching scenarios are not being used properly. However, understanding that there are always staff turnovers and transfers to other departments, an ideal system should be able to be taught easily to a trainer.

The Flint Police Department slide projectors must be aligned periodically after usage. This was not done prior to the visit by the Metro Dade delegation causing the images to appear fuzzy. September states that new slide projectors will be bolted down to avoid this problem.

It presently "takes 2 technicians over 2 hours to set up the carousel trays, load the 16 mm projector and align lenses when a new scenario is made operational." (Frazer White and Associates, Inc. evaluation report.) Although September claims their engineer can do this in 20 minutes, one suspects that two hours for a police officer is an accurate estimate.

The size of the screen is 20' x 8'. On this large screen images are projected from the rear and the screen portrays the specific actions upon which the student is focusing as well as other activities in the periphery. The purpose of such a large screen is twofold: One, to teach the student not to have tunnel vision; and two, to make the images more realistic. Tunnel vision occurs during periods of high stress and is a term signifying the student's ability to only focus upon one event in his immediate range of vision. September is desirous of teaching the student to constantly view all activities on the entire screen. In other words, be aware of all your surroundings. In order to accomplish this task, at one moment, different events are occurring on the screen. Some are directly in front of the student and others are to his left or right. However, it is unrealistic to assume that

more than one shooting event will occur in the same block of a neighborhood at one time. Statistics indicate that a police officer will probably never have a shooting event in his entire career.

One of the primary concerns of the SME-24 system is its technical merit and the assurance that it is the "latest state-of-the-art". Since the projection system utilizes Kodak slide projectors to provide the media image, the Eastman Kodak Company was contacted to provide technical information regarding the SME-24 simulation methodology.

The Eastman Kodak corporate office in Rochester, New York, as well as regional offices in Atlanta, Georgia and Oak Ridge, Illinois, were contacted to provide necessary information. None of the individuals contacted at Kodak were aware of the SME-24 system so it was felt that they provided very informative and unbiased opinions. Additionally, questions posed to different Kodak representatives consistently generated the same response.

The Kodak people refer to the technique used by September and Associates as "Multi Image Production". They indicated that this technique was common for simulation applications due to the flexibility of the media, i.e., branching. For this particular application, Kodak felt slide media was most appropriate because of high resolution characteristics and better branching ability.

Kodak representatives pointed out that alternative imaging systems such as video tape and video disc can produce only 400 to 1,100 lines of resolution, whereas the slide format provides 4,400 lines of resolution. When projected on a large screen (life sized as in SME-24), image quality is poor due to the relatively limited lines of resolution.

Kodak also felt that movie film format was not a viable alternative. Although film would provide high resolution, branching ability is limited and film projection equipment would require extensive modification to produce acceptable results. They did feel, however, that the September technique of filming scenarios and producing slides from that film was the proper method to produce the program.

Other comments by Kodak were:

- Only the Ectagraphic line of slide projectors should be used. These are heavy-duty projectors designed for commercial applications.
- Any modifications to Kodak equipment would void the warranty and warranty service would be the responsibility of September.
- Lamp life would be limited under heavy usage conditions.
- Ectagraph projectors are tested to 2,000 hours. Estimated life is 4,000 hours.
- Heat buildup is a problem and tends to blow thermal fuses. Lamp life is also shortened.

- To minimize down time extra lamp housing modules should be included. This would simplify lamp changing since the entire module is replaced.
- Glass slides have advantages and disadvantages. Although they provide better resolution, moisture can be problematic causing a phenomenon called "Newton Rings", which appear as spots on the image, even after drying. Glass also retains heat longer, decreasing the life of the transparency; dyes break down and contrast is lost. One Kodak technician estimated that slides would have to be changed once a month if used 16 hours per day, seven days per week.
- Computer control is a vulnerable feature. If the computer is not reliable, the system will be useless.

In conclusion, the Kodak people contacted felt that the September system probably represented the state-of-the-art. Naturally, they could not comment on the elements of the system which were not Kodak. They did feel, however, that the labor to produce such a program would be extremely high, but declined to estimate how much the package could cost.

2. Maintenance - Breakdown

The Flint Police Department reports that there have been very few maintenance problems with the exception of changing two to four bulbs on the slide projectors. They have had some problems with the 16 mm projector, but these could easily be corrected with the purchase of a new projector. The warranty in September's contract warrants the equipment and materials for the earlier of 9,000 runs or one year from the acceptance date. September's responsibility is to repair and replace at their option any component which fails during the warranty period because of a defect in workmanship and/or material. This is covered in Section 6 of the proposed contract for the Synthesized Media Environment System between Metropolitan Dade County and September and Associates East, Inc. The maintenance agreement is offered as two options - Option 5 and Option 6 (page 6 of the contract). Option 5 has a price tag of \$15,250. Option 6 has a price tag of \$24,450. Option 6 is for the second year of operation and includes the replacement of the 24 slide projectors with updated Kodak units. The difference between the two options, \$9,200, to purchase 24 slide projectors assumes that each projector is costing approximately \$383.33. It should be pointed out that the Captain of Seattle Police Department's training section reports that September did not perform satisfactorily in accordance with their maintenance contract.

Because there is no patent on the SME-24, a concern exists that should September and Associates East, Inc. and/or the dominant figures in the company cease to exist for any reason, that the maintenance, operation, possibility of adding additional scenarios and repair of the SME- 24 would be at a detriment. Apparently, there are no provisions for Metropolitan Dade County in the occurrence of such an event. September simply reports that their company will not go out of business. September was asked to respond to this concern in a letter dated March 8, 1983. No reply has been obtained.

Kodak and similar companies warranty their equipment for one year. However, if there have been any modifications made to the equipment the warranty contract is null and void. It is understood that September does request a vendor to make modifications to all slide projectors. It is unknown as to whether modifications are being made to the other equipment.

The humidity factor in Dade County must certainly be taken into consideration when discussing breakdown of equipment. The simulator site shall need to have good forced air ventilation with a complete air change six times per hour. This requirement in the contract acknowledges the need to minimize concentrations of mercury and lead oxide which can disrupt and impede the operation of the simulator and negatively affect the health of the trainers.

3. Branching

Branching is a term which refers to the ability of the scenario to change based upon either (a) the officer's actions or (b) the instructor's intent to change the visual scenario. The scene proceeds to a given decision point at which place it may "branch" off in either one of two directions. We saw no demonstration of branching in Flint, Michigan. We were told by the Flint Police Department the only branching that exists can occur prior to starting the simulator when the operator may choose one of four possibilities for each scenario; they owned two scenarios. September and Associates have told us verbally that there are 29 branches for each of Flint's scenarios. Either there is a discrepancy in the truth or there is a problem in the training of the operators in the use of the equipment.

Because there is no branching based upon the student's action, the student's actions have no effect upon those individuals on the screen. If he shoots someone they do not fall. If he ducks for cover they continue to shoot at him. The scene begins and ends regardless of the student's actions (i.e. the system is not interactive). The result is that the SME-24 is not teaching appropriate responses. It is simply eliciting a response and no training occurs as to whether this was an appropriate or

inappropriate response. Branching, either with slides or with video disks, should be implemented. In basic classical psychology, a stimulus is followed by a response. In operant psychology a response is reinforced. These principles should be clearly understood and upheld in any training option the County chooses.

4. Measurement of Stress Level

At the Flint Police Department there is no measurement of an individual's stress level. September and Associates East, Inc., comment that they "take you up a stress curve and down a stress curve". When you question how they know that you are under stress, they say that because of the infrared camera they can "look into your eyes" and can perceive high stress. Presently they are using no measurement of biofeedback, no blood pressure checks, no pulse rate checks and no measurement of perspiration. This is certainly a tool that should be added to a simulator. Perhaps NASA could provide some excellent suggestions for this type of device.

5. Safety

Some concerns exist which should be evaluated further at length prior to purchase. These include the use of an indoor range where blank bullets are being shot and therefore, a potential for mercury and lead oxide poisoning exists. Air conditioning ventilation issues must be addressed, especially if a new building is not built and a present existing building is utilized. Additionally, the psychological safety of each officer is a concern. This issue will be addressed later in the report. There is also a concern that exposure to loud noises could be potentially damaging without use of protective devices. The SME-24 system is not practical using such protective devices.

C. Program Quality

i. Analysis of the Software/Scenarios

As part of the contract price (original of two contracts delivered to the Office of the Dade-Miami Criminal Justice Council), September and Associates East, Inc. shall write, develop, and produce four scenarios. Their procedure is to assess the skills and operationalization of the department's firearms policy by evaluating 300 officers. Three typical scenarios are: 1) a felony car stop, 2) a home disturbance, and 3) a robbery of a store. Final review and approval lies with Metro Dade. However, the contract provisions presently do not

and should, specify what occurs if disapproval by Metro Dade produces a delay in completion.

This author has viewed two (2) scenarios produced by September and Associates - one in the Miami Hyatt and one at the Flint Police Department. It is important that the situations presented should be realistic. "Members of the team visiting Flint from Dade County did not feel that the two scenarios were realistic. In each instance, two unrelated crimes were occurring within the same scenario, a situation we are told is most unusual. (We recognize this to be a fault of scenario design which could be easily corrected by the Dade County group.)" (Frazer D. White and Associates, Inc. evaluation report.) However, judgment of the company's filming ability must be based upon already existing work.

Additionally, it is felt that the system should present options to the trainee for varied responses. "It is felt that there is no option. The trainee always shoots. It is not a "shoot/don't shoot" situation but rather a "when do you shoot" situation. In our opinion, this reinforces a readiness to shoot which is already a considerable problem in Dade County." (Frazer D. White and Associates, Inc. evaluation report.)

It is important for any training scenario used in Dade County to portray the intercultural differences an officer will encounter in his daily routine. "There was no real approach to intercultural training in the demonstrated scenarios. We believe it is possible to write scenarios which deal with intercultural communication, ..." (Frazer D. White and Associates, Inc. evaluation report.)

2. Visual and Auditory Clarity

The auditory clarity is excellent. Sound is emitted from the scenario itself, from the operator, and from the trainer standing behind the officer. When the officer asks questions, the trainer behind him may speak to him, or the operator in the booth speaks to him over a loud speaker as if he were the radio operator responding to a radio request. There is no problem understanding what he is saying. It is very clear.

Visually, the events on the screen are not crystal clear. There is a jerkiness to the motion of cars and people. For example, a car pulls out of the Stop and Go which is intended to be driven by a careless or drunk driver. However, due to the jerkiness of the film it is difficult to differentiate whether this is truly a drunk driver or poor photography. Additionally, when the man

with the shotgun exits the car, smoke precedes him as he has just fired the shotgun. It is very difficult for the officer to see the man with the shotgun until after the latter has fired. This is both a visual problem and a training issue. Additionally, there is a police car, light blue, off to the right of the screen. It is very difficult to discern that this is a police car. Due to these visual problems the scenes are not as realistic as they might be with movie film or video.

3. Timing of Scenario

The timing of the scenario is realistic and accurate according to Metro-Dade Police Department staff and the Flint Police Department personnel. About two minutes of 16 mm projected film take you in a car to the scene. Then there follow 3 to 5 minutes of slides. The shooting event takes only one to two minutes, forcing decisions to be made very quickly by the officer. Apparently this is very similar to what occurs in reality.

4. Need for Local Filming

It is very important that the film and slides be made locally. The officers should be viewing a scenario in their own locale - a concept supported by all the police staff with whom we have spoken. In the scenario which we saw in Flint, Michigan a woman asked for a rig. Apparently this is slang in Michigan for an ambulance. Additionally, the "Seven Eleven" was called a Stop and Go. The Metro-Dade Police Department officer who went through the scenario in Flint did not know the meaning of a Stop and Go. Therefore, it is deemed important that the filming be done locally so that our police feel they are in their own environment and working within their own community. A suggestion has been made that software be traded between the different departments purchasing the SME-24, i.e., between the Flint Police Department, Seattle Police Department, and Metro-Dade County Police Department if a purchase is made. Because of the need for a local scenario, this option is discouraged.

5. Instructor Training

September shall train 20 officers in how to use the simulator. They shall also prepare 20 instructional and training manuals for use with the simulator to assist and instruct training

personnel. How they will train personnel, and what they will be training personnel to do, needs to be specified in the contract. There is no mention of this more than the fact that they agree to train 20 operators. The instructor training manual for the Synthesized Media Environment-24 designed for the City of Flint, Michigan was provided to us by September and Associates and was evaluated. This document is approximately 40 pages long, divided into 3 parts (1) An Introduction, (2) Using the SME simulator, and (3) Equipment operations. The introduction discusses the psychology of the system, the mental processes that occur in a student, how the student makes a decision, quality of his decision, etc. Section 2 discusses the training process (orientation, preparation, operation, critique and pre and post questionnaires, the learning objectives, the behavioral skills to evaluate in the officer, i.e., the officer's verbal response, firing point, whether the officer was killed, his control of the scene). The final section provides a list of things to do for the system's operation. The training manual is a very general training guide. Upon reading the manual, an officer does not gain enough knowledge to go in and train another officer or operate the simulator. Again the issue of what September will be teaching our trainers needs to be discussed at length and written into the contract.

6. Training Issues

The question that must be asked is what is being taught by the simulator? September and Associates claim that the student (the officer) can practice decision making skills in a learning situation. The broad learning objectives are as follows:

- (1) Refining the decision making process in the use of firearms.
- (2) Reducing the number of police injured or killed by the use of firearms.
- (3) Reducing the number of citizens injured or killed by the use of firearms.

The specific learning objectives are as follows:

- | | |
|--------------------------|------------------------------|
| (1) Threat recognition | (11) Point of commitment |
| (2) Risk assessment | (12) Threat neutralization |
| (3) Positioning | (13) Alternatives |
| (4) Communication skills | (14) Truth validation skills |
| (5) Use of cover | (15) Verbal skills |

- | | |
|------------------------|-----------------------------|
| (6) Supervisory skills | (16) Non-verbal skills |
| (7) Control of scene | (17) Cultural perception |
| (8) Safety | (18) Decision making skills |
| (9) Perception | (19) Conflict resolution |
| (10) Timing | (20) Awareness |

The instructor is asked to critique the student's behavior by identifying when events occur in relation to events in the scenario. The officer, using framed numbers on the console, determines such things as firing point, the exact time which the weapon is displayed on screen, and the elapsed time between the event and response. He also evaluates the following: 1) anticipation motion/where observed; 2) verbal response; 3) radio response; 4) voice control; 5) posture/stance; 6) weapon out/aimed; 7) target acquisition; 8) target tracking; 9) awareness of innocence; 10) awareness of shots fired; 11) assessment of scenario; 12) control of scene; 13) supervisory skills; 14) use of backup; and 15) physiological response. Because there is no mechanized recording of events, the evaluation of the officer is very subjective and based solely upon the abilities of the operator. In agreement with this, September and Associates also state "the Synthesized Media Environment System has the capacity to facilitate acquiring new areas of knowledge. As a trainer it will be your decision and your skills that will ultimately impact the training in a positive way." To increase objectivity, a printout of the officer's shooting times should be incorporated.

The Flint Police Department has 23 instructors. There is no set dialogue for what the instructors should discuss with the student. This is left up to the instructor. Following the student's episode in the simulator, approximately 3 to 10 minutes are spent in debriefing. Specifically, what is discussed in debriefing varies with what happens between the student and the instructor. The use of an infrared camera taking pictures of the student which can be replayed to the student is an excellent tool. If the student/officer does not remember what he did, he can see himself in relationship to the screen and view his past actions and discuss them with the trainer. This is an excellent training tool and appears to be very helpful to the student.

Is the simulator teaching the officer the skills desired by Metro-Dade Police Department? Is this the best method of teaching these skills? The Metro-Dade Police Department hopes to teach their officers to think, not to react, to view a situation, perceive it properly and then take action, and to know his own abilities. The use of simulated exercises, of practical exercises, to accomplish these training goals is well accepted. However, several situations must exist: 1) an objective criteria for measuring behavior; 2) the individual must be able to assess

the quality of his own behavior, both during and after training; 3) there should be progressive levels (i.e., from easy to hard) of decisions in the scenarios; 4) if the officer makes a correct action there should be some immediate reinforcement from either the trainer or the screen which allows him to "know" he has acted correctly. Items 1, 3, and 4 are not available with the present simulator. It is possible that these abilities could be developed.

September and Associates East, Inc., makes several statements which should be discussed: "The training scenarios are designed to give various reflections of life threatening problems which may get out of the control of the officer if he does not take control or at times give up control. The simulator will assist in developing the skill of managing time under stress, with a minimal impact on human life." (Training Manual, p. 38.) It is hard to understand what September means by take control or give up control. The officer can only do one of several things. He may request help, he can take cover, or he can shoot. He can understand what is happening but he cannot change what is happening. His actions have no effect on what happens on the screen. For example, the officer cannot even change where the

automobile in which he is driving stops and is placed. In the scenario which we saw in Flint, Michigan, Metro-Dade Police Department officers stated that the car was placed in an incorrect position, a dangerous position. Although they were aware of this, they could not "take control" of the situation and change this.

7. Accuracy Measurement

September and Associates' simulator does not measure shooting accuracy. It strictly measures a student's decision to pull the gun out of the holster and to shoot the gun. The issue of accuracy, whether the student hits the correct individual on the screen, is another training topic. Many people feel that accuracy should be taught on the firing range. Other individuals strongly believe that in a simulated situation, an officer should know not only whether he shot the gun but whether he hit his mark or an innocent civilian. They feel that accuracy is a very important issue. For an additional \$250,000, September and Associates East, Inc., will include a laser beam with infrared flash readout on the screen to measure accuracy. They call this a "front fire screen".

8. Use As An Assessment Tool

The simulator is not intended to be used as an assessment device. Although there is a verbal critique of each student, no pass-fail judgment is made on the student's ability to make appropriate "shoot, don't shoot" decisions. In fact, due to potential liability problems, the Flint Police Department only keeps the infrared tape long enough to discuss it with the student. The tape is later reused by the next student. The liability question, if the trainer finds a student who is making inappropriate decisions and allows him to return to the streets where he may shoot and kill an individual the following day, is removed by removing all film materials.

9. Evaluation

The broad learning objectives and the specific learning objectives listed earlier in this report are the specific skills September wishes the student to acquire. These are excellent. However, an evaluation component needs to be established to measure whether these objectives are obtained or are not obtained. To date, there has been no true evaluation of the training effect that the simulator has on a student. All that has been evaluated is the subjective information regarding the officer's attitude towards the simulator training following his episode within the simulator.

10. Psychological Effect

Another issue that must be discussed is the psychological effect that a simulated training session has on an officer. The simulator is inducing a state of stress within the officer and requesting that he act. Is the simulator causing phobias? Is the simulator causing a loss of self confidence in an officer? Is the simulator causing an officer to simply react and shoot? For example, if the officer shoots a civilian or if he shoots a storeowner in the back during the simulated experience, or if he does not shoot the robber and he himself is shot and killed, is this experience causing him to develop a fear of his own ability that may then cause him to act inappropriately, should a similar event occur, during his on-duty time on the street.

The fact that the officer gets involved in the scenario, is sometimes unable to tell the number of times he fired the weapon, and reports feeling "anxious", all suggest that psychological and physiological changes are occurring. It is possible for a trainee ... "to become much more hyperactive as a result of this stress and consequently to react negatively in real stress situations". (Frazer D. White and Associates, Inc. evaluation report.)

Metro-Dade Police Department Sergeant William Garrison, Assistant for Psychological Services, criticizes the use of the simulator for: (1) the training methods being used, (2) the lack of

validation studies, and (3) the attempt to increase stress in the officers prior to requesting rational decision making. Sgt. Garrison, who viewed the simulator in Flint, feels that the student is being overwhelmed in the simulator without the appropriate prerequisite training tools. He is being criticized for incorrect decisions, and then "left hanging". The officer's self-confidence is destroyed, not augmented.

The philosophy behind the "simulated stress training" is in opposition to that which Metro-Dade Police Department is attempting to teach. Through stress reduction training and building inoculation to stress through desensitization, Sgt. Garrison feels that the Metro-Dade police department is successfully teaching methods of reducing stress to increase an officer's ability for rational decision making. The simulator, through darkness and sounds, is attempting to create anxiety and increase the emotional process prior to requesting the officer to make a rational decision. Finally, Sgt. Garrison questions the ability of a multi-media device to accurately provide an individual with adequate, realistic, information (i.e., depth, smell, sounds) with which to make a confident decision.

D. Cost

A first year cost estimate is provided as Attachment 1. Costs are estimated based on personnel requirements according to September's contract. These include: 5 engineers; 20 simulator operators (trainers); and supervisory personnel. The budget is written as if we were adding a new unit to Metro-Dade Police Department for the purpose of operating the simulator. A minimum of one operator is required to run the equipment in the operating room at any given moment. One trainer is required to work with the student. The ideal schedule is one operator per shift, and four trainers per shift. One trainer is with a group of students before the simulation, another trainer works with a group of students in the simulator and a third trainer works with the students in debriefing, while the fourth trainer is on break. Then the trainers rotate. The total personnel costs for the first year are estimated at \$771,500. Total fringe benefits are \$222,200. The other major expense is the building. For the purposes of this report, it was assumed that a new building would have to be built. The Carter-Goble study entitled "Dade County Comprehensive Criminal Justice Facilities Plan" was used to estimate new construction cost at \$92 per square foot. Based on the building specifications provided to us by September and Associates, the cost for the new building would be \$165,600. The total first year cost is \$1,826,600. (Please see Attachment 1 for further explanation.)

Two contracts have been submitted to Metropolitan Dade County. In the contract delivered to our office on April 11, 1983, and dated

March 24, 1983, there are new cost provisions. The base price is \$500,000. There are seven options which the County may choose from which increases the base contract price. Each additional scenario is \$45,000. Dade County cannot film their own scenario. The basic contract includes the development and production of three police training scenarios. Option 2 for \$15,000 is a demonstration of the use of the simulator for the general public. Option 3, at a cost of \$8,000, is the addition of two 16 mm projectors in addition to the equipment already called for. Option 4 is a biofeedback system to monitor heart rate and respiration at a cost of \$14,500. Options 5 and 6 are maintenance options. Option 7 is to run additional personnel (over 300) through the simulator at the cost of \$48.50 per individual.

In the contract agreement there is a page which lists equipment. Equipment costs, estimated by September are \$211,470. We are unable to verify these costs as equipment brands and specifications are not provided.

The cost for producing an additional scenario is \$45,000. The components of a scenario are as follows: approximately one to two minutes on 16 mm film and then three to five minutes on slides. On the outside this is approximately \$6,248 per minute cost for filming. Mr. George Livingstone, media film specialist of Channel One, a local film company, states that although a local film company may charge much less, September has the experience and research and, therefore, has the expertise - resulting in a high price.

A lease purchase possibility does exist. In order to accomplish this option, September will sell the contract to a bank in Flint, Michigan. The bank will then enter into a contract with Metro Dade County for a 60 month lease purchase agreement. Payments are \$27,150 per month. The total for five years is \$904,950. Payment variations exist depending upon the options chosen by Metro Dade County.

To include marksmanship (gun shot accuracy) into the scenario, engineering changes are necessary. To find out if the student actually hit what he intended to hit would cost approximately an additional \$250,000.

The replacement of software (slides and film) must be calculated into the cost. Kodak estimates that with usage of 16 hrs/day, 7 days/week, slides will only last one month. September and Associates East, Inc. estimate a 1 - 2 year life for software. September estimates software replacement should cost \$22,500. (Lease/Purchase Agreement.) This includes: 1) all slides and trays; 2) 16mm film; 3) floppy discs; 4) all slide projectors; 5) tape heads; and 6) 16mm camera drive mechanism.

The National Institute of Justice Evaluation completed in November, 1980, estimates a cost of \$250,000 for replication of the SME-24 System. Given a 10% annual inflation factor, the profit amount requested today is approximately 100% over "cost".

E. Other Uses of the Simulator

The fact that a police officer has to make a life threatening decision in one to two seconds is an event not widely known and understood by the public. Certainly the simulator could be used as a public relations/public education tool to better inform the public of an officer's role and responsibility. As an option in the contract between September and Associates and Metro Dade County, September offers to conduct a simulated training session for the general public at a cost of \$15,000. It would probably be more appropriate to ask the media to come to the site where the simulator is located for a one-day training demonstration on the simulator. Through the use of mass media, T.V. and radio, more of the public could be made aware of the project involving the simulator.

Staff would discourage the use of the simulator for other than "shoot don't shoot" decisions. For usage such as hostage negotiation training, crowd control training, etc., which have been suggested, actual role playing would be more effective simply because the simulator cannot react back to the student as can a real individual.

F. September and Associates East, Inc. - Reliability of the Company

September and Associates East, Inc. maintains a great deal of secrecy about their product, their company, and the research to back up their product. There is no patent on their system. Two separate letters dated March 8 and March 29 requested a financial statement, background on personnel, research information, and asked questions such as if the company goes bankrupt, or the president dies, what is the effect on Metro Dade County. To date, these questions have not been answered.

A Dun and Bradstreet records check was requested on September and Associates East, Inc. It was discovered that this particular company was established in 1982, and therefore, there is no financial information available. The Dun and Bradstreet check revealed that the number of employees ranges from eight to eighty. We are, therefore, unable to draw any conclusions about the competence and reliability of the company based on any quantitative or qualitative evaluation of personnel. An earlier company, incorporated in Washington State, was called September and Associates, Inc. A Dun and Bradstreet on each officer of the corporation has been requested. A report is unavailable on the previous company as it is no longer in operation.

As previously stated, Captain Daniels of the Seattle Police Department's Training Section, reports that September and Associates, Inc. did not uphold their maintenance agreement in a satisfactory manner. He was aware that local companies with subcontracts to

September did not get paid as they should, with legal problems resulting. Additionally, during the trip to Flint staff discovered, from a deputy police chief of the Flint Police Department, that September and Associates East, Inc. is over ninety days in arrears to Hyatt Hotels. This information was verified by the corporate headquarters legal division of Hyatt Hotels.

September and Associates East contend that their equipment, product and training are "state of the art". However, the details provided on equipment are not specific, making it very difficult to evaluate whether their equipment is state-of-the-art. Metropolitan Dade County must take on faith that they can develop new branching capabilities, localized scenarios which incorporate our cultural differences/problems, biofeedback capability, and marksmanship methods.

A report entitled "Evaluation of the Synthesized Media Environment System" was done in October and November 1980 by the National Institute of Justice, authors Messrs. Irving Slott and Jerald Levine. They evaluated the existing SME-8 in Seattle, Washington, and the development of the SME-24. In summary they state "the SME is the most advanced in terms of scenario, branching capability, and realism".

The marketing techniques of September and Associates East utilize high pressure salesmanship and occasionally strong criticism of competition. For example, on April 12th this office received a phone call from Mr. Raymond Frank of September and Associates East, Chief

Trainer, informing us that the Los Angeles Police Department simulator was not working. In verifying this information, we discovered that the only malfunctions sustained by the Los Angeles Police Department's DEFT simulator was a burnt power transformer. A new transformer will be functioning April 15th.

The company's answers to questions are often very vague and ill defined. They state that they take an officer "up a stress curve and down a stress curve" during simulation. When questioned as to how they measure where an officer is on this stress curve, they state "I look into his eyes". "We have the ability to look into your soul to find out the potential for violence you have," says Mr. Raymond Frank as reported in the April 14 issue of the Miami Times.

Another concern is that once the contract is signed, although it is only a one year contract, Metropolitan Dade County would be tied to the company, September and Associates East, Inc. ad infinitum. For development of all future scenarios, it appears that one must use September and Associates East. In Item 4 of their contract entitled Confidential Information, September licenses the use of the software to Dade County. Dade County cannot, without prior written consent of September, disclose the operating system or software to any other person or entity. This includes any improvements or updating. The fact that September maintains "control" of the system is an extremely negative aspect to the purchase.

IV. OTHER TRAINING OPTIONS

A. Naval Investigative Service Technical Services Department

The Naval Investigative Service in 1982 developed a "shoot, don't shoot" simulator model using equipment developed by Sony, Inc. and an Apple II computer. Please see the attached picture (Attachment 2). The Naval Investigative Unit comprises the investigative arm of the U.S. Navy. Similar to officers in our police department, they are also involved in "shoot, don't shoot" decisions. Staff of the Office of the Dade-Miami Criminal Justice Council viewed this equipment on March 24, 1983.

The naval simulator is a low-cost method which effectively simulates any type of conflict situation. Utilizing a projected video image, a trainee views a screen as if he were the camera and reacts to the situations presented by properly identifying himself and injecting himself into the dialogue when necessary. He may draw his weapon and fire at any moment. The time at which the weapon is drawn is recorded and the time when the weapon is fired is recorded. The trainer is videotaped using an infrared camera and the action is replayed back to him for immediate feedback.

Similar to the SME-24, accuracy is not measured in this simulator. The Navy believes that accuracy can be taught more effectively on a live firing range where sound, recoil and competition produce their own unique stresses. The issue being taught is decision making. A

hard print copy is provided to the student following his session. (Attachment 3.) It shows for each of the scenarios if and when the student drew his weapon and when he fired in comparison to the other students who have been through the session. This allows the student to know where he stands in relation to his compatriots. A comparison to the average time is provided.

A major portion of this system includes: 1) video tape recorder/reproducer with appropriate camera; 2) one or more additional video tape players; 3) video switching equipment; 4) remote sensors to detect drawing and firing actions; 5) a programmable microprocessor to perform control and measurement functions and to allow for future expansion of the system's capability and; 6) video projection equipment capable of producing acceptable images on a screen. It is recommended that a self contained system such as SONY RVP/460 be used. Software must then be developed for this system. This system is cost-effective, provides a hard copy printout from which a student can see how he performed, and a video infrared camera shows how the student performed.

The only drawback of the Navy system is that the screen is not 20' wide. It is approximately 5' wide. Although the characters are life size, the screen is much smaller. The Navy presently has 10 separate scenarios, each 2 to 3 minutes in length. All 10 scenarios are shown to each student with approximately one minute break in between, unless there is discussion between the trainer and the student regarding the previous scene. The Navy is presently videotaping new scenarios for

their use. The Navy scenarios are truly "shoot, don't shoot". There is a suicide scene where it is truly inappropriate for the officer to shoot. There are no, no-win situations. There is always an appropriate response available to the officer. He must simply decide what is the appropriate response and when he should respond.

Mr. Robert Beckman, of ROBEC Associates, is a private consultant hired by the Department of the Navy to develop this system. He estimates that the following costs would be incurred should Dade County wish to replicate this system:

Hardware-equipment (no branching; videotape)	\$25,000 to \$30,000
Consultant time, excluding travel expenses	\$ 5,000
Software, filming	contracted locally

A drawback of the system is that although it is computer driven, no branching presently exists, and it is not truly interactive. Mr. Rod Wenchel, National Manager for Federal Marketing of Sony, Inc., states that new equipment with 1,125 lines of resolution makes branching a viable option. However, Mr. Beckman recommends the Sony RVP 460 rear screen projection system. The benefits of the system are its low cost, relative portability, ability to engage an officer into action, clarity of audiotrack and visual images, and videotape playback possibility for training. As new technology becomes available, it should be easy to integrate this into the system. With computer sequencing, video disk equipment is the most appropriate.

B. Los Angeles Police Department Simulator

The Los Angeles Police Department Academy (LAPD) has a simulator called D.E.F.T. (Development and Evaluation of a Firearms Training Facility Project). Staff of the Office of the Dade-Miami Criminal Justice Council viewed this equipment on March 17, 1983. The concept for D.E.F.T. began in 1968. Following that time, through the 70's, the Law Enforcement Assistance Administration provided the LAPD with \$250,000 to develop a multi-media "shoot, don't-shoot" simulator. The Los Angeles Police Department provided matching funds. Presently, their simulator consists of an officer entering a large 2-story room. In front of him is a curved movie screen, 12 feet high by 20 feet in length. The film is shot from the eye level of the student. The Office of the Dade-Miami Criminal Justice Council is presently in possession of a videotape of a playback of the simulated scene and the officer's actions, which is available should the reader wish to see it.

The equipment includes a 35 mm projector, sound subsystem, a mini computer, computer storage disk system, computer interface subsystem, infrared camera and monitor, video tape player recorder unit, and video cameras for the playback critique. The officer fires wax bullets which register an image on the screen. A hard copy printout is provided the student following the session which shows his reaction to each situation. It critiques his shots as to whether they were correct, incorrect or questionable. It critiques the timing of his shots and the target which he hit. There is no branching capability.

A new film would have to be produced should one wish to change the scenario.

We have received a letter from Officer James Kelly, dated 14 March, 1983, stating that under the California Data Corporation and the Filbert Company, for the cost of \$20,000, they will come into Miami and provide building specs, a study of local conditions, local materials, climate, manpower, etc. Officer Jim Kelly, LAPD, as a private citizen, would act as liaison between Dade County and the participating company to insure cooperation. Estimated cost for duplication and production of the entire system is \$350,000.

C. Federal Law Enforcement Training Center, Glencoe, Georgia

Several years ago, the Federal Law Enforcement Training Center developed its own stress simulation system to train federal agents to discriminate between shooting and non-shooting situations. This agency uses this device not only to calibrate the subject's judgment, but also his reaction time and marksmanship. The federal government uses this system to train nearly 13,000 law enforcement officers every year. The system is titled the "Judgment Pistol Shooting System (JPSS)".

The Federal Law Enforcement Training Center attained most of the electronic components for their simulator from SONY, Inc. These consist of a video tape cassette, projector, and headset boom microphone combinations that facilitate communication between the

instructor and the students. The system also contains a sound sensor device which stops the film action once the trainee fires his gun. The system should be used under a reduced light capability setting so that the instructor may confirm the placement of the shot. Unlike other simulator devices, the JPSS is not computerized.

The other components to the Judgment Pistol Shooting System may be obtained from any distributor of law enforcement equipment. Several types of guns -- .38 caliber revolvers, .357 magnums, and modified .45 semi-automatic pistols -- may be used with this device. These arms must be equipped with special brass casings which contain Speer plastic bullets. The projectiles impregnate a roll paper screen that is approximately 5.5 feet wide. A net or cloth should be placed behind the screen in order to collect the projectiles. Finally, each trainee should be equipped with holsters and with standard protection for his ears.

The JPSS consists of three booths which enables three instructors to simultaneously train three individuals. The trainees are subjected to a four film system with forty different scenes, and their performance is manually rated on the areas of judgment, reaction time, and accuracy. The system may be stopped automatically if a person elicits an improper response.

The Office of the Dade-Miami Criminal Justice Council obtained an approximation of the cost for the Judgment Pistol Shooting System. The price for each booth may range from \$8,000 to \$10,000. Prices for

the electronic components of this system could amount to \$20,000. Therefore, the entire system may be purchased for approximately \$50,000.

D. M.T.I. Teleprograms, Inc.

In 1970 Woroner Films, a subsidiary of Motorola Incorporated, filmed the first version of "Shoot/Don't Shoot" in Miami, Florida. Designed as an instructional tool, this film recreated on-scene perspectives of real encounters between law enforcement personnel and alleged felons. It delineated the psychological pressures that shooting incidents generate on the individual and his fellow officers, as well as discussing the alternatives to shooting and the legal consequences that a police officer faces once a shooting has taken place. Since the development of this tool, the staff of Woroner Films Inc. broke away from Motorola, founded its own firm (known as M.T.I. Teleprograms Inc.) in 1978, and developed additional law enforcement training films. Among these are "Shoot/Don't Shoot I" and "Shoot/Don't Shoot II".

"Shoot/Don't Shoot I" involves the viewer in the events that it depicts. Police instructors encourage their trainees to react with blank guns to the different scenarios that are depicted by the film. This instrument provides law enforcement agencies with realistic portrayals of the factors involved in a shooting situation. It has been used as an instructional tool by several police departments including those in the cities of San Francisco and Chicago.

"Shoot/Don't Shoot I" was used for instructive purposes by the Metro-Dade Police Department several years ago. The foremost criticism of this film is that it is not an effective training instrument when shown more than once to students. The film is still being used by the Southeast Florida Institute of Criminal Justice, the agency in charge of preliminary recruit training for all the municipalities in Dade County.

The most recent modification of this film, "Shoot/Don't Shoot II", focuses on the consequences of erroneous shootings and death in particular. This film contains a discussion of the basic rules for the use of lethal force and the local laws that define its application. It also expounds the requirements that an officer must meet in order to use deadly force to stop a feeling felon.

The two advantages of using the M.T.I. Teleprogram systems are their low cost and their versatility. Training films and video tapes may be purchased from this firm for a maximum of \$600.00; they may also be rented on a weekly basis for as little as \$60.00. Other tactical training documentaries -- which are mentioned below -- may also be used to supplement the instruction provided by the "Shoot/Don't Shoot" series:

- (1) Handling Firearms
- (2) Vehicle Stop Tactics
- (3) Shooting Decisions
- (4) Survival Shooting Techniques

- (5) Domestic Disturbances: Officer Safety and Calming Techniques
- (6) Shotgun or Sidearm
- (7) Officer Survival Series
- (8) Shotgun -- Second Weapon
- (9) High Risk Patrol Tactics
- (10) ...Officer Down, Code 3

A comparison of the SME-24 to the four training options is given on the following page.

COMPARISON OF MULTI-MEDIA TRAINING OPTIONS

FEATURES	COMPANIES				
	September & Associates East	Los Angeles Police Department	U.S. Navy	Federal Law Enforcement Training Center	M. T. I. Teleprograms, Inc.
Screen with life size figures	X	X	X	X	X
Large screen size	X	X			
Branching	X				
Slide Projectors	X				
35mm film		X			X
Video tape			X		
Audio sound track	X	X	X	X	X
Visual Clarity		X	X		X
Records Rounds Fired (Mechanical)		X	X		
Record Hits (Mechanical)		X	X		
Printout provided		X	X		
Video disk and branching possibility			X		
Ease of training instructor			X	X	X
Ease in changing scenarios			X		N/A
Cost 0-\$100,000			X	X	X
\$100,000 - 500,000		X			
\$500,000 - \$1,000,000	X				
Operators required 0-1			X	X	X
2-3		X			
4-5	X			(one per booth)	

E. Walt Disney Productions

W.E.D. Productions, a subsidiary of Walt Disney Productions, possesses one of the most sophisticated holographic and branching systems in the film industry. Staff contacted this agency in order to acquire additional information about the construction and cost of police stress simulation systems. W.E.D. staff members stated that their firm has not performed any work in the area of police simulators and that their contractual obligations preclude their performance of work for any agency other than Disney Industries.

Administrators at W.E.D. Productions provided this office with several reasons for their marketing policy. Their staff is working at maximum capacity due to the large volume of work that has been placed upon them by Walt Disney Productions. The main obstacle is the high cost of developing simulator systems that are in limited demand; Disney Industries can afford the services of W.E.D. Productions as a result of the large cash flow generated by more than 20,000,000 visitors per year. Therefore, the price for a simulation system exclusively contracted for Dade County by W.E.D. would be prohibitive.

F. United States Secret Service

The Secret Service in Maryland has recently obtained laser beam guns and vests that they will be able to incorporate into their firearms training for secret service officers. Staff of the Office of the

Dade-Miami Criminal Justice Council visited the Secret Service on March 25, 1983. Although, for the past several years they have used laser beam guns, the new equipment provides new features. Each student wears a vest, a gun and a holster. Scenes are acted out using officers as "actors". Scenarios must be developed (similar to a psychodrama experience) to simulate "shoot, don't shoot" situations. During the scenario, when a student is hit by a laser beam gun, his vest will make a loud beep. He must take the key from his gun to turn off the vest sound. This deactivates his gun and he is effectively dead. When the student is almost hit by the emission of a laser beam gun, (i.e., a near miss), his vest emits a "beep, beep, beep" sound and a pulsating light. He knows that he has been nearly killed and must take better cover. Following training, the trainer has a piece of equipment that he can point at each student and a hard copy printout will be emitted showing how many times each student shot his weapon, who they shot, and whether or not they were shot. The equipment is being developed by a government lab called Sandia, Inc. in Albuquerque, New Mexico. Other labs developing this equipment are Jaycor in San Diego, California, and a company entitled ILS in Orlando, Florida, from whom the FBI has recently purchased equipment. This system, owned by the Secret Service, costs approximately three to four thousand dollars (\$3,000 to \$4,000) per man.

Additionally, the U. S. Secret Service has one street of storefronts similar to our Survival City. Main controls are operated from the control room where an agent can make targets pop up or pop down. The

agent must run 150 yards to stress his physical system prior to entering the gun range. There are four basic spots of cover on this one street. He stands behind each cover, makes shoot or no-shoot decisions and then runs on to the next cover point. The U.S. Secret Service has discontinued its use of live rounds and is presently using guns modified for laser beams. There are three sensors on each target which register a hit if the shooting is accurate. Targets are good guys or bad guys. There are approximately 900 U. S. Secret Service agents and they run through this training approximately once a year.

The laser beam guns and vests could be used very compatibly with Dade County's Survival City. With proper development of scenarios and the use of live actors (Metro-Dade officers), a simulated training could be very realistic. Because Metro-Dade's Survival City is not only a street of storefronts, but buildings with actual interiors, this option should be seriously considered to complement our already existing system.

G. Police Foundation

The Police Foundation proposes a different approach to the training of "shoot/don't shoot" situations. Training efforts should concentrate upon the events that occur in the five to ten minutes before the gun is drawn -- the events that may lead to a shooting situation. Their philosophy is that one should not look at the "final frame", for by that time the situation has escalated too far, and probably to a point of no return. A spokesman of the agency states

that an officer can usually avoid a shooting situation if he takes appropriate precautions. "If training does have any effect, it is not likely to be of the shoot - don't shoot variety that engenders fear in police. The most effective training, in my opinion, would be tactical training on how to avoid violent confrontations." ("Police Use of Deadly Force: Myths and Facts" Lawrence W. Sherman. Statement prepared for the Overtown Blue Ribbon Committee, City of Miami, April 15, 1983.)

The Police Foundation proposes that Dade County should be the site of a demonstration project to test this assumption. Twenty-five (25) to thirty (30) role play scenes should be scripted, which incorporate the numerous potentially violent situations with which police officers are involved. Actual shooting incidents, both local and national, could be utilized. Using an experimental design, the Police Foundation will research the effect of the training upon the officers "in-service" behavior. Although an estimated cost for such a pilot study could be several hundred thousand dollars, the Police Foundation is tentatively willing to use \$75,000 of their Ford Foundation money as a match to our local money for such a worthwhile project.

V. HOW SIMULATOR TRAINING FITS IN WITH SURVIVAL CITY AND DADE COUNTY'S NEEDS

A summary of the present firearms safety and proficiency training for the Metro-Dade Police Department is provided in Attachment 4. Upon reading this, the reader shall realize that the use of a multi-media device for training shoot-don't shoot decisions is a supplement, not a replacement, to present training methods.

However, it should also be noted that: (1) in opposition to the SME-24, the Metro-Dade Police Department's training attempts to reduce stress and induce relaxation under combat conditions; (2) the County has been planning for Survival City for five years and it is soon to be completed.

Survival City is designed for teaching the entire scope of police officer training - from the moment an officer arrives at the scene until he leaves. When the buildings are completed with windows, furniture, and street signs, the environment will allow for simulation of an actual incident scene. Training can then occur on scene preservation, crime scene investigations, search warrants, traffic stops, etc. Survival City lends itself to using live "actors" and role playing techniques where instruments like laser beam guns and vests could be used effectively. Videotape cameras will tape the officer's behavior for training purposes. Life size "good-and-bad" guy targets create a practical shooting exercise for distinguishing offenders and non-offenders, increasing shooting accuracy, and enhancing the officer's ability to use proper cover.

The philosophy of Survival City is to create training which builds an officer's self confidence and makes him more aware of the type of situations he is capable of handling. The belief is that if an officer has confidence in himself he will not overreact to unknown situations. Captain John Henry Ford, Bureau Commander of training, believes that this philosophy is in opposition to that of the SME-24. He states that training under stress (as induced by the SME-24) is not effective. Training efforts should concentrate on stress management, relaxation, making an officer competent with a firearm, and building self confidence to increase responsible decision making.

VI. COMMUNITY PERCEPTION INTERVIEW

In the process of evaluating the merits of simulated firearms training in general, and the SME-24 system in particular, input was solicited from selected individuals who hold responsible positions in the community and are at least somewhat familiar with simulator training or the SME-24 system. Individuals questioned include:

Judge Seymour Gelber, Chairman, Dade-Miami Criminal Justice Council
Dir. Fred Crawford, Metro-Dade Corrections
Mr. Milton Vickers, Director, Affirmative Action Division
Asst. Dir. Richard Smith, Metro-Dade Police Department
Sgt. Robert Waller, Firearms Instructor, Metro-Dade Police Department
Mr. T. Willard Fair, Director, Urban League
Mr. Xavier Suarez, Attorney, Member, Dade-Miami Criminal Justice Council
Sgt. Hugh Peebles, President, Dade County Police Benevolent Association

All of the individuals interviewed were asked specific questions regarding simulator training, the use of deadly force and recent police shootings in Dade County. The respondents were also asked to comment on any other areas of concern they may have regarding the use of simulated firearms training. One issue which was not specifically addressed in the survey but was raised by most of the individuals was the Dade County Use of Deadly Force Policy. Without exception, all respondents considered the current use of deadly force policy to be adequate. However, they questioned strict adherence to the policy.

The respondents were in general agreement in the following areas:

1. The simulator should not be expected to replace the current training. All viewed the simulator as a supplement to current firearms training, both basic recruit and in-service training programs.
2. Goals of the police department regarding the use of deadly force training should be to minimize the use of deadly force as much as practicable and educate police officers in the application of the deadly force policy.
3. The simulator is not the solution to any particular problem in Dade County but it can contribute to the overall training for police officers.
4. If an officer "fails" the simulator, additional training is indicated.

In the following areas there was no general agreement among the respondents:

1. Cost - Responses ranged from: cost was no factor in making a purchase decision to cost was very important relative to the value received.

2. Negative Aspects (Effects) of the System - Responses included:

- a. No negative aspects.
- b. It is not state-of-the-art.
- c. If not programmed properly it could have a negative effect.
- d. The simulator may cause us to do less in other areas.
- e. Three complete systems are needed to train all police officers in Dade County.
- f. Patrol time will be lost to training.
- g. It could raise frustration levels of police officers.
- h. The system is useful only to teach a police officer to draw or not to draw.
- i. The current approach is to reduce stress, not encourage it.

3. Recent Police Shootings - Most respondents felt that they were not familiar enough with each individual shooting to make a definitive statement. However, most agreed some shootings were probably unjustified. Several respondents cited the lack of experience and training as probable cause.

4. On the Multi-Media Simulator Approach - The group divided on this issue. Some felt it was absolutely the best method while others felt it was not. Other comments included it was "good combined with other training" and "it is the closest thing we can get to reality".

5. On the Ability to Recreate a Real-Life Police Situation -

Responses ranged from an absolute "no" to "it comes as close as possible".

6. On Evaluating An Individual's Performance with the Simulator -

Responses included:

- a. Yes, it should be used to evaluate performance.
- b. No, it should not be used to evaluate performance.
- c. Don't know.
- d. Yes, if the performance evaluation is objective.
- e. Any evaluation should be part of a series of performance measures.

Additional pertinent comments were:

1. The system should be validated.
2. If it prevents one inappropriate shooting it's worth it.
3. The police department should be allowed to respond to the current situation as they deem appropriate.
4. The simulator should not be a pass/fail device, only an indicator of how one may perform under stress.
5. The system builds in all the environmental distractions.
6. The simulator is valuable as a public relations tool to educate the public about police work.

VII. COMMENTS OF POLICE DEPARTMENTS

A. Departments Which Have Experienced the Simulator.

Flint Police appear to like the simulator. To them it is a toy. According to a Flint Police Department deputy chief it is a large Atari screen, i.e, a game. They find the experience generally enjoyable and would certainly go through it again. In Flint the simulator is kept at the Police Academy and used for basic recruits, in-service training, and by other police departments in the surrounding areas.

An eight (8) projector simulator was used in Seattle, Washington, at the Seattle Police Department. The National Institute of Justice Report (1980) reports that the 800 police officers who went through the simulator and responded to a questionnaire generally felt that the simulation experience was very beneficial. The N.I.J Report states "The officers were asked to rate the SME on a scale of 1-10 with 10 being the highest positive value. The average rating was 8. Officers were asked to indicate their emotional reaction to the scenarios on a scale of 1-10 with 10 indicating a strong emotional involvement response to the scenarios projected. Officers generally measured their emotional involvement as 7. When officers were asked, how often they thought they should undergo the simulated training, if they were presented with different scenarios each time they went before the SME, officers most often selected every three months."

B. Departments Which Have Not Experienced the Simulator.

Other departments with which we discussed the simulator include the following: Detroit Police Department; Houston Police Department; San Francisco Police Department, Los Angeles Police Department; Chicago Police Department; New York City Police Department; and Nashville Police Department. Their individual comments and reasons for buying or not buying are as follows:

The Detroit Police Department would like to purchase the simulator if monies became available. They particularly are in favor of the simulator for its ability to make the officer think and participate, and its realistic time sequencing.

The Houston Police Department Training Department also supports the purchase of a simulator for its conceptual base, the realistic scenarios, the positive reaction of Flint Police Department and the community, and its potential for development of new scenarios.

The Los Angeles Police Department criticizes September and Associates' product for its inability to create realism, (i.e., for the jerkiness created by slide usage). Additionally, they believe that the simulator does not create stress, but causes anxiety. Due to the simulator's lack of being able to provide accurate stimuli for decision making, the student is confused and unable to be confident in any decision.

Both the Chicago Police Department and the San Francisco Police Department use the M.T.I. Teleprograms Shoot/Don't Shoot film for training purposes; however, it should be noted that the San Francisco Police Department is in the process of developing its own scenarios for its system. As with other simulator systems, the trainees are supposed to react to this film; then they are assessed for their reaction time, their judgment, and their marksmanship.

The New York Police Department used a system in which a film would be shown to a class of trainees. One of them would be picked at random to react to the viewing with a blank gun. Afterwards, the remainder of the class and the instructor would discuss the individual's performance. This system has been replaced by role playing situations in which real shootings are recreated by veteran officers. As before, the instructor selects a trainee at random to react to the performance the remainder of the class observes, and evaluates the trainee's reactions at the end of the session.

The New York Police Department first used the role play training method in the late fifties and early sixties. The present method -- which uses peer pressure as one of its techniques -- has been under constant modification since its reinstatement in 1973. New York

Police staff members stated that this system has significantly reduced the amount of wrongful shootings that have occurred in their municipality since 1974. Whereas this department has increased its number of contacts with felons, it has experienced a 60% decrease in shootings that have resulted in police fatalities and a 50% decrease in the incidence of criminals shot by officers.

VIII. CONCLUSIONS/RECOMMENDATIONS

It is our belief that the way a police officer handles a given situation determines whether or not the situation will escalate and result in the use of deadly force. We believe that training, geared to heighten an officer's awareness of the dynamics at work under high stress situations, and providing an officer with the necessary skills to diffuse that situation is the key in avoiding the unnecessary use of deadly force. Techniques such as role playing and behavior modification techniques can be employed to achieve desired results.

Although a large part of this report addresses the technical merits of the SME-24 system as well as other systems, we believe that in the final analysis, the County's decision to purchase any system should be based on that system's ability to address the current problem which is the elimination or minimization of questionable police use of deadly force. It is our belief that the use of only multi-media devices focusing on "shoot-don't shoot" decision training does not address the primary cause of unjustified or questionable use of deadly force: the events occurring just prior to a shooting which initially may not have presented an imminent threat.

Any "shoot-don't shoot" training is, simply stated, decision making training. The consequences of that decision could, of course, mean the life or death of a police officer, a subject, or innocent bystander. While we do not deny that this type of training is an absolute necessity, we question whether or not it addresses the current problem.

We view the SME-24 system as a limited tool. Its application, as presented by September and Associates East, focuses strictly on when/who to shoot rather than on "shoot-don't shoot". Many people, including some in the training field, view this as negative training. The scenario, of course, could be altered to provide other than just shoot situations.

Multi-media simulation certainly has a role in training. In man-to-machine training type exercises such as airline pilot simulator training, the validity of the technique is unquestioned; for every given situation an appropriate response is programmed in the simulator. In brief, the trainee is able to interact with the machine to measure his ability to handle the situation. In man-to-man types of situations, as exists in police work, the simulator does not provide the interactions necessary to achieve the desired results or measure performance in the broad spectrum of police work.

RECOMMENDATIONS/COMMENTS

We recommend that the County not purchase the September and Associates East multi-media simulator. However, if the City of Miami decides to acquire said package from September it is recommended that the County selectively use it on a fee-for-service basis, but only if the product encompasses more than "shoot alternatives" and is validated.

The major elements of the system, i.e., computer control, life-size images, audio and video interplay, all contribute to making the system an

interesting supplementary device. Combined with local production of the training scenarios, the system could certainly strive to achieve realism.

This is, however, an excellent but expensive tool for improving police-community relations, as it is the only safe way a citizen can step into a policeman's footsteps and understand the potentially fatal decisions that he must make.

With cost as an issue, the SME-24 is extremely expensive. The simulator developed by the Naval Investigative Services, with appropriate upgrading, is a much less costly alternative for a multi-media system.

In the event that any device is purchased, an evaluation component should be developed to trace its long term effects/benefits.

Metropolitan Dade County should contact the Police Foundation to request their assistance in developing a proposal for a pilot project incorporating role playing scenarios on the events leading up to a shooting. An evaluation component should exist to validate the results of this training. (See pg. 47 re \$75,000 match offer.)

The County's newly opened but unfinished Survival City should be completed with signs, furniture, etc., to achieve more realism. Survival City is easily adapted to the Police Foundation training method. If the Metro-Dade Police Department desires to train its officers regarding "shoot-don't shoot" decisions, we recommend using the Secret Service system as an adjunct to Survival City. This in conjunction with live actors/trainers

using role playing techniques with the recruits and/or in-service personnel is hence, the most realistic interaction alternative for the County and could be implemented at a much lower cost than the SME-24 system.

IX. ATTACHMENTS

- (1) Cost Estimate for First Year
- (2) Photographs of Naval Investigative Services Simulator
- (3) Printout of Naval Investigative Simulator
- (4) Firearm Safety and Proficiency, Review of Present Training

Attachment 1

SME BUDGET ESTIMATE
FIRST YEAR COSTS

SALARIES

20 Police Officers @	24,100	482,000	
3 Police Sergeants @	31,000	93,000	
1 Police Lieutenant @	40,100	40,100	
5 Engineers @	25,000	125,000	
2 Clerk Typist II @	15,700	31,400	
TOTAL SALARIES			771,500

FRINGE BENEFITS

FICA	51,400		
Retirement	102,900		
Group Health	55,800		
Group Life	1,600		
Workmen's Compensation	3,100		
Unemployment Insurance	300		
Uniform & In Lieu of Allowance	4,800		
Accidental Death Insurance	300		
TOTAL FRINGE BENEFITS			222,200

INSURANCE

General Liability \$250/employee	7,000		
Sheriff's Liability \$1000/sworn officer	24,000		
Auto Liability \$29/month/car	700		
TOTAL INSURANCE			31,700

CONTRACTUAL SERVICES

Outside Maintenance @ \$100/month Building and Grounds			1,200
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RENTAL EXPENSE

Rental - Copy Machine			1,800
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GENERAL AND ADMINISTRATIVE EXPENSE

Telephone	1,200		
Waste	200		
Electrical Service	10,000		
Water and Sewer	300		
Travel Expense	2,300		
Training Expense	5,000		
TOTAL GENERAL & ADM. EXPENSE			19,000

FUELS AND LUBRICANTS 5,300

OFFICE SUPPLIES AND EQUIPMENT 2,000

LAND AND LAND IMPROVEMENTS (Site preparation) 10,000

BUILDING AND BUILDING IMPROVEMENTS
(92/sq. ft. new construction) 165,600

MAJOR MACHINERY EQUIPMENT AND FURNITURE

SME Simulator (Basic cost)	560,000		
5 Hand Hold Radios (\$2000/radio)	10,000		
Radio Charger	300		
Office Furniture & Equipment (over \$200)	5,000		
Firearms/Ammunition 6 guns at \$300/gun ammunition-blanks	4,000		
TOTAL MACH., EQUIP. & FURNITURE			579,300
			575,300

AUTOMOBILES AND VEHICLES

2 Unmarked Police Sedans 17,000

TOTAL FIRST YEAR COST..... \$1,826,600



Attachment 2

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

165-230

Attachment 3

S/NS

REACTION TIME STIMULATOR

SESSION: BASIC #1 VIDEO TAPE #: 100 DATE: 2-15-83
SPECIAL AGENT: GENE FISH SS #: 058-38-7313

SCENE #1: UNLOADED GUN
IN THIS SITUATION:

9 OUT OF 13 AGENTS DREW THEIR WEAPONS, AND 3 OF THEM FIRED.
YOU DREW AT FRAME# 572, 4.4 SECONDS EARLIER THAN THE AVERAGE.
YOU FIRED AT FRAME# 1040, .26 SECONDS LATER THAN THE AVERAGE.

SCENE #2: DOMESTIC KNIFE THREAT
IN THIS SITUATION:

9 OUT OF 10 AGENTS DREW THEIR WEAPONS, AND 0 OF THEM FIRED.
YOU DREW AT FRAME# 877, .06 SECONDS LATER THAN THE AVERAGE.
YOU DID NOT FIRE.

SCENE #3: LITTLE GUN
IN THIS SITUATION:

10 OUT OF 10 AGENTS DREW THEIR WEAPONS, AND 4 OF THEM FIRED.
YOU DREW AT FRAME# 1164, .7 SECONDS EARLIER THAN THE AVERAGE.
YOU FIRED AT FRAME# 1489, 0 SECONDS LATER THAN THE AVERAGE.

SCENE #4: \$50 KNIFING
IN THIS SITUATION:

10 OUT OF 10 AGENTS DREW THEIR WEAPONS, AND 6 OF THEM FIRED.
YOU DREW AT FRAME# 973, 0 SECONDS LATER THAN THE AVERAGE.
YOU FIRED AT FRAME# 1032, 1.16 SECONDS LATER THAN THE AVERAGE.

SCENE #5: SHOOTING THE OTHER MAN
IN THIS SITUATION:

10 OUT OF 10 AGENTS DREW THEIR WEAPONS, AND 9 OF THEM FIRED.
YOU DREW AT FRAME# 590, .4 SECONDS LATER THAN THE AVERAGE.
YOU FIRED AT FRAME# 664, .1 SECONDS EARLIER THAN THE AVERAGE.

SCENE #6: SUICIDE
IN THIS SITUATION:

9 OUT OF 10 AGENTS DREW THEIR WEAPONS, AND 5 OF THEM FIRED.
YOU DREW AT FRAME# 834, 5.46 SECONDS LATER THAN THE AVERAGE.
YOU DID NOT FIRE.

SCENE #7: SHOTGUN
IN THIS SITUATION:

10 OUT OF 10 AGENTS DREW THEIR WEAPONS, AND 10 OF THEM FIRED.
YOU DREW AT FRAME# 762, .23 SECONDS LATER THAN THE AVERAGE.
YOU FIRED AT FRAME# 831, .06 SECONDS EARLIER THAN THE AVERAGE.

SCENE #8: SEXY LADY
IN THIS SITUATION:

10 OUT OF 10 AGENTS DREW THEIR WEAPONS, AND 9 OF THEM FIRED.
YOU DREW AT FRAME# 717, 5.76 SECONDS EARLIER THAN THE AVERAGE.
YOU FIRED AT FRAME# 1255, .16 SECONDS EARLIER THAN THE AVERAGE.

SCENE #9 WAS NOT USED.

SCENE #10: OPEN DOOR
IN THIS SITUATION:

9 OUT OF 10 AGENTS DREW THEIR WEAPONS, AND 6 OF THEM FIRED.
YOU DREW AT FRAME# 483, .33 SECONDS EARLIER THAN THE AVERAGE.
YOU FIRED AT FRAME# 507, .86 SECONDS EARLIER THAN THE AVERAGE.

Attachment 4

FIREARMS SAFETY & PROFICIENCY

REVIEW OF PRESENT TRAINING

FIREARMS

REVIEW OF PRESENT TRAINING

1. ENTRY LEVEL TRAINING:

Presently, all trainees in the Basic Law Enforcement Classes at the Southeast Florida Institute of Criminal Justice receive 74 hours of basic firearms. This includes a safety lecture, the seven basic fundamentals of shooting, handgun qualification, shotgun familiarization, night fire exercises, good guy/bad guy target identification and acquisition, and a body armor and chemical agent lecture. Qualifications occur from the seven, 15, 25 and 50 yard lines. Additionally, all Metro-Dade Police Trainees, in the Post Basic Law Enforcement Orientation Programs conducted immediately after graduation from the Institute, are given an eight hour block of firearms instruction. This instruction is the same as that which is given during annual qualifications for handgun and shotgun.

2. IN-SERVICE FIREARMS TRAINING

The following courses are those which are given at various levels and a synopsis of same:

ANNUAL PROFICIENCY (8 hours)

Annual proficiency consists of an eight hour day involving a handgun warm-up, two Practical Pistol Courses (qualifications), one-handed shooting (strong/weak hand) and instinctive firing techniques. The second half of the day is devoted to various

safety practices and procedures, shooting positions and a standardized scored shotgun course. The day ends with shooting the shotgun at the running man target. Departmental firearms policies are discussed. Per Administrative Order 2-45, those persons who do not qualify with the handgun after two attempts are rescheduled for an eight hour remedial course. If the person still cannot obtain proficiency, an additional four days of remedial training are given. Those officers who fail to meet proficiency standards with an approved on duty firearms will be prohibited from carrying a firearm and immediately transferred to an assignment which does not require the use of a firearm, until proficiency is achieved. Inability to demonstrate proficiency after remedial firearms training will result in permanent reclassification to a non-sworn position or dismissal.

STRESS CLASS SHOOTING PROGRAM (8 hours)

This class is part of a 40 hour program on police officer stress. The first two hours are conducted by Sergeant William E. Garrison, Assistant for Psychological Services. Instruction is given in the psychological, neurological and physical (mind/body) relationships which are triggered by stress-producing situations. Techniques of relaxation which can be utilized instantaneously under combat conditions which increase reflex action and decision-making ability are demonstrated and practiced. Training is then given in the various aspects of survival shooting; i.e., target identification, quick reaction

courses, and stress shooting exercises. The stress training combined with the shooting exercises, act as a systematic desensitization to the stress of officer survival situations. These situations were monitored and graded for both marksmanship and decision-making skill while under high stress.

NEW WEAPON PROGRAM (8 hours)

Two days of each month are devoted to new weapons qualification and shooting skills development for anyone from the Metro-Dade Police Department who wishes to attend. Any individual may shoot up to 300 rounds per session.

OFFICER SURVIVAL SHOOTING I (8 hours)

This course is designed to develop the officer's skills in situations which are more closely related to actual armed encounters. These areas include drawing techniques, quick reaction courses, loading drills, stress revolver course, target identification, shotgun safety practices, shotgun shooting positions and a stress running shotgun course.

ADVANCED OFFICER SURVIVAL (8 hours)

This block of instruction familiarizes the officer with the characteristics and comparative advantages of various weapons and ammunition. A tape is shown on the psychological preparation for officers while on duty. The majority of the course is designed to cover rapid draw and fire techniques under various surprise situations. This includes engaging selected hostile targets located amongst non-hostile targets.

~~attachment~~

MOBILE FIELD FORCE TRAINING

This training includes courses on chemical agents background, proper deployment (lecture and practical) and first aid treatment. Handgun and shotgun courses are also given utilizing various quick reaction drills under stress situations with and without the gas mask. This has also included target identification exercises.

RIFLE QUALIFICATION/FAMILIARIZATION

Annual qualifications and weapon familiarization is conducted for members of the Organized Crime Bureau (narcotics), Marine Patrol and Special Response Team. These sessions include safety functioning of weapons, weapons breakdown and cleaning, and a 20 round qualification course from 25 yards to 100 yards, utilizing various positions. The Marine Patrol receives additional on-water training with the rifles. The rifles utilized are the Ruger Mini-14 and the Colt AR-15, both in .223 caliber.

SPECIAL RESPONSE TEAM BASIC CERTIFICATION SCHOOL (80 hours)

This basic certification course is for the development of new Special Response Team members prior to being accepted on a team. The course consists of training in the areas of basic negotiation techniques, chemical agents, departmental team philosophy and procedures, handgun and shotgun and assault weapons and long rifle, familiarization/qualification, rappelling and building and field search techniques.

OFFICER SURVIVAL INSTRUCTORS COURSE (80 hours)

This course is designed to train individuals from the various districts in the areas of post shooting trauma, stress control in armed encounters, officer field survival techniques, various handgun and shotgun stress courses, defensive tactics, misdemeanor/felony vehicle and van stops, and building search/penetration techniques. All classes will be a combination of lecture, film and practical exercises. See attachment.

SURVIVAL CITY

This course will further enhance the officers' abilities to utilize proper cover, to distinguish non-offenders from offenders and sharpen their shooting skills while in an actual street/building environment.

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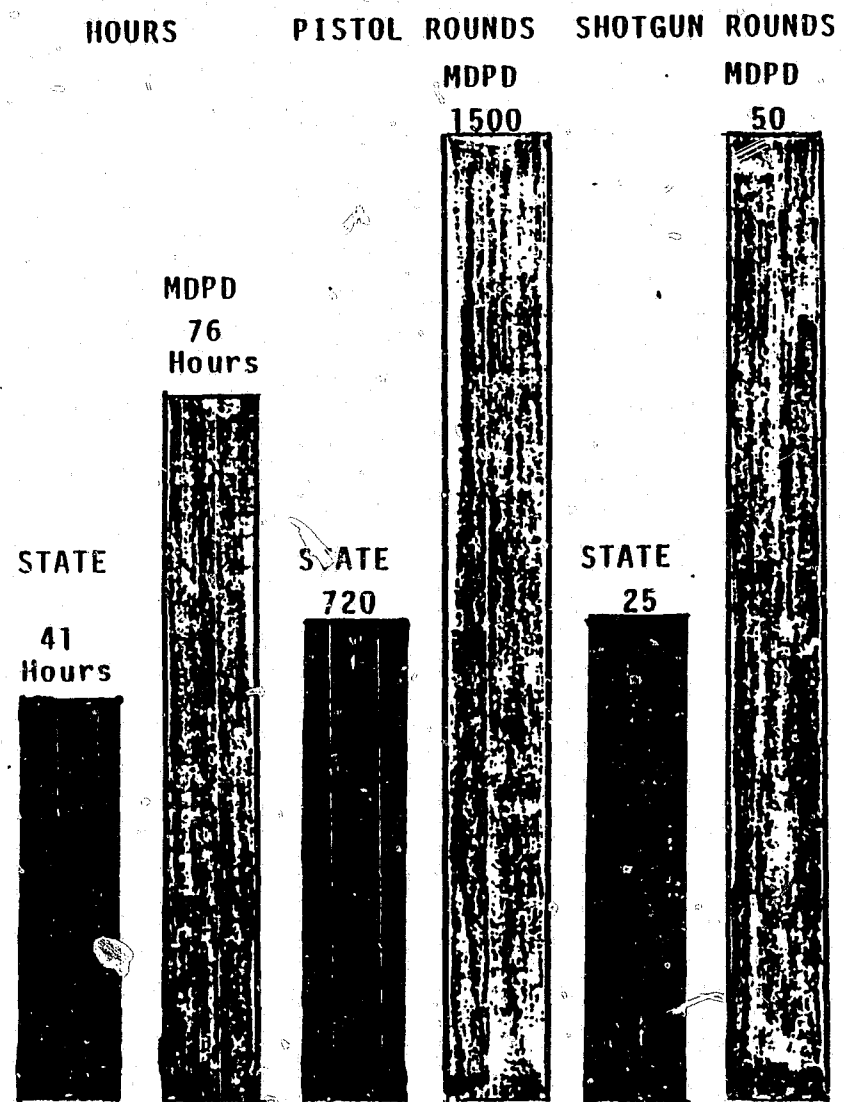
3. RECOMMENDATIONS

It is recommended that the use of force training program contain blocks of instruction on firearms safety and proficiency, in conjunction with those on drawing, handling and discharging firearms, all incorporating, in part, annual qualification courses for both handgun and shotgun. Actual firearms range instruction will be accomplished by certified firearms instructors, but other highly trained instructors are essential to the presentation of a meaningful, integrated program involving all aspects of use of force, firearms handling, and the decision making process regarding drawing and discharging firearms. It is strongly recommended that these

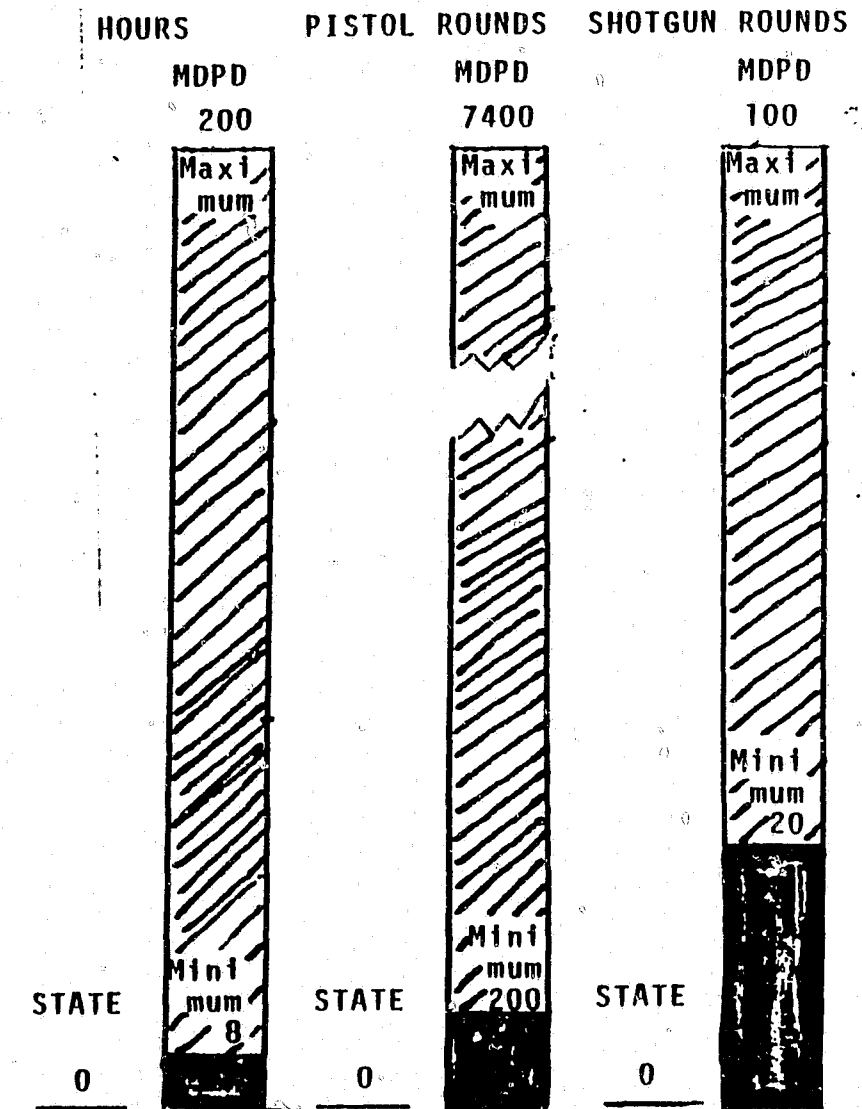
instructors be drawn from the ranks of students completing
the Officer Survival Instructor's Course scheduled to commence
on March 28, 1983.

**COMPARISON OF FLORIDA POLICE STANDARDS AND TRAINING COMMISSION
REQUIREMENTS V/S MDPD FIREARMS TRAINING PROGRAMS**

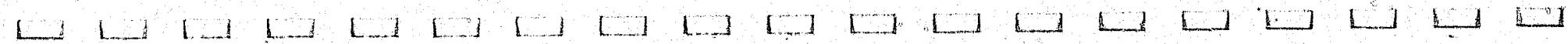
Pre-Service Requirements



Annual In Service Requirements



STATE STANDARDS QUALIFICATION SCORE - 70%
MDPD IN SERVICE QUALIFICATION SCORE - 80%



END