

# Interactive Video Training for Firearms Safety

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**IN 1998**, 178 hazardous incident reports were reported to the Federal Corrections and Supervision Division, representing an increase of 52 incidents from 1997. Hazardous incidents are those situations in the office or the field that present an actual danger, risk, peril, or threat to probation or pretrial officers or assistants during the performance of their official responsibilities, or as a result of that performance. Of the 178 reported incidents, 8 percent involved situations with firearms or edged weapons, 28 percent of the incidents occurred in the office, 56 percent of the incidents occurred in the field, and, in 78 percent of the incidents, the perpetrator was the offender under supervision. As these statistics suggest, the possibility of violence by the offender is prevalent. Consequently, the need to provide officers with adequate training and measures to ensure officer safety is critical.

Many law enforcement agencies, including many probation and/or pretrial offices, are using interactive video training, or a Firearms Training System (FATS), to enhance their officers' ability to win violent clashes or hazardous incidents. In early April 2000, two Missouri Department of Corrections Training Officers, the Firearms Instructor for the Eastern District of Missouri and myself, spent three days training 36 probation officers using an interactive video machine. Nine recently hired officers were trained in teams of two, each team completing 1.5 hours on the FATS machine, while 27 veteran officers were trained in teams of two, each team completing one hour on the FATS machine. Immediately after the training, officers completed an exit evaluation/questionnaire.

The primary purpose of the training was to help officers increase their mental preparedness when faced with a critical incident by presenting realistic, adrenaline-dumping scenarios. However, the training and subsequent exit evaluation/questionnaire were also used to obtain information about the officers' perception of the value of carrying a firearm, the extent the training influenced officers' perception of the probation officer's role, the extent the training changed officers' belief about their ability to use lethal force, the extent the training may affect the officers' performance of field days, and the extent the training had a positive influence on officers' ability to act decisively in a critical situation.

## Description of the Training

The FATS machine projects a video image onto a screen or wall, giving the impression of a large television screen. The screen was connected to a computer, two large speakers, and two model 66 Smith and Wesson-like pistols—exact replicas of the pistols which the officers carry while on duty. The officers were required to wear the same clothes and holsters they wear during street work and were provided with an inert cap-stun cannister, which actually sprayed a harmless peppermint concoction when the trigger was pulled. Each scenario was projected on the wall like a life-sized movie, the speakers helping to augment the atmosphere, making one feel as if present in the scenario.

The officers were placed five to 10 feet in front of the wall where the images were displayed. They were first required to complete a short session on basic target acquisition,

which included a slow-motion replay, in colored lines on the screen, of their barrel location during target acquisition and trigger pull. Thereafter, they were advised the scenarios were about to begin. They were encouraged to use an appropriate level of force on the force continuum, to use good verbal commands, and to consider retreat and cap-stun as options in the situation. Prior to the start of the scenarios, each team of officers was encouraged to enter the situation with a contact and cover officer, and to utilize cover and/or concealment if necessary.

Not only did the scenarios vary between teams of officers, but the outcome of the scenario itself could be altered by the trainers depending on the commands and actions of the officers. A variety of scenarios were used, including the following:

- Officers enter a place of business, meet some police, are unable to exit the business and are eventually confronted by a man with a pistol. The man may open fire on the officers or drop the weapon, depending on the officer's verbal commands.
- Officers approach a home, when suddenly they are confronted by an irate offender with a knife outside the residence. Depending on the officer's verbal commands and actions, the offender may drop the knife, throw the knife at the officers, or drop the knife, pull a gun and shoot at the officers.
- Officers are confronted by an agitated family during a home visit. The offender comes from another room of the house and runs toward the kitchen. Depending

on the officer's actions, the offender may pull a gun from a kitchen cabinet and open fire, or pull a knife and steadily approach the officers waving the knife.

- Officers are confronted by an intoxicated, stumbling man carrying a baby in a car seat as they exit a dwelling. The man blocks the officers' exit. The man may put the baby down, pull a machete, and approach the officers, or he might come at the officers still carrying the baby and waving the machete.
- During a home visit, an individual grabs a resident of the house and starts to choke her and threaten to kill her.

After each scenario, the officers and the trainers discussed or "broke down" the scenario. The officers were asked to justify their actions and consider other options they might have taken. In situations where lethal force was used, the machine replayed the shots and determined which shots would have been disarming or fatal to the offender and/or to bystanders.

## Exit Evaluation/Questionnaire Findings

Because of the potential of serious physical harm to probation officers in the performance of their official duties, officers in the Eastern District of Missouri are authorized to carry firearms. Carrying a firearm is optional for all officers in the performance of their duties. All probation officers requesting to carry a firearm are required to attend an initial firearms qualification course, typically consisting of two days of classroom instruction and live firing-range experience under the supervision of certified firearms instructors. Officers who elect to carry a firearm are also encouraged to increase their proficiency in the use of the firearm through practice, primarily by dry firing, shooting at fixed targets, and situational shoot/don't shoot scenarios presented by the firearms instructors at fixed targets. While these training methods can be effective in training officers in basic firearms utilization, safety, and shooting skill, they do not present the officer with realistic, interactive situations that the officer may encounter during the performance of their duties. In short, they are not really effective in developing an officer's mental skill or preparedness. As Charles Remsberg suggests in his book *The Tactical Edge*, "What truly prepared officers can depend on for winning violent clashes is this: mental skill—75 percent, shooting skill—15 percent, physical skill—5 percent, and luck—5 percent."

When officers carry a firearm into any situation, the potential for danger increases merely with the presence of the firearm. Consequently, mental preparation also speaks of another issue: What is an officer willing and capable of doing to survive a critical incident? Is the officer psychologically capable of using lethal force, if needed? If not, should that officer be carrying a firearm and thereby increasing the situation's potential for danger?

For at least eight years, the probation office has provided little realistic scenario-based training incorporating life threatening situations. Because of the lack of training in this area, officers have had few opportunities to develop and evaluate their ability to handle critical situations. For instance, during the initial stages of the training, most of the probation officers exhibited poor verbal commands. They had never been in situations where loud, forceful verbal commands were necessary. While approximately 98 percent of the officers in the Eastern District of Missouri have chosen to carry a firearm, most officers have had little opportunity to experience what it is like to be involved in a critical incident, which can arise in a split second.

## METHOD

Each officer was requested to complete an exit evaluation/questionnaire immediately after the training. The exit evaluation/questionnaire was broken into two parts. The first section included the following five questions (see Appendix A):

- After completing the FATS training, to what extent has your perception regarding the value of a firearm for self-defense in the performance of your duties changed?
- To what extent did the training influence your perception regarding your role as a United States Probation Officer?
- To what extent did the training change your belief about your ability to use lethal force within the guidelines of the lethal force policy established by the office and the Judicial Conference?
- To what extent do you expect the training to have an impact on the way you perform your field days?
- To what extent do you believe that the training had a positive influence on your ability to act decisively in a critical situation?

Officers were requested to answer the question by circling the statements that most closely matched their beliefs on the following range of answers:

- to a very little extent
- to a little extent
- to some extent
- to a great extent
- to a very great extent

Officers were also given the opportunity to explain their answers.

The second part of the evaluation/questionnaire included nine questions, primarily designed to evaluate the training and to obtain information to improve this specific training and training in general. These were (see Appendix B):

- To what extent was the overall training effective?
- To what extent were the training objectives clear?
- To what extent were the trainers knowledgeable and prepared?
- To what extent was the training applicable to your duties as a United States Probation Officer?
- What areas of the training should be emphasized more?
- What areas of the training should be deleted from the training?
- To what extent did the training meet your expectations?
- When you return to work, how will you describe the training to your co-worker and/or friends over lunch?
- Please share any comments about the training, or suggestions for future training topics you would like to see.

Of the 36 officers who completed the training, 29 completed and returned the questionnaire, representing an 80 percent return rate.

## Interpretation

*To what extent officer's perception regarding the value of carrying a firearm had changed since the training?*

Since carrying a firearm is optional for all officers in the performance of their duties, the decision to carry a firearm is intensely per-

sonal and one of considerable debate. Officers should contemplate their psychological and physical ability to use lethal force when deciding whether or not to carry a firearm. Firearms training traditionally consists of firing rounds from varying distances at static targets. Although the Eastern District of Missouri Probation Office provides officers with a well-rounded firearms training program that includes the proper use of force on the force continuum and involvement in mock shooting situations, officers rarely have the opportunity to be involved in realistic, stress-filled scenarios where decisions have to be made in a split second. Consequently, perceptions of the value of carrying a firearm may differ between officers since they rarely find themselves in critical situations. The above question was designed to obtain information regarding officers' perception of carrying a firearm after experiencing realistic, stress-filled scenarios.

Of the questionnaires completed, 28 officers responded to this question, representing a 97 percent response rate. Of those, 18 percent indicated the training changed their perception regarding the value of a firearm for self-defense "to a very little extent," one respondent indicated the training changed their perception regarding the value of a firearm for self-defense "to a little extent," 47 percent indicated the training changed their perception regarding the value of a firearm for self-defense "to some extent," 14 percent indicated the training changed their perception regarding the value of a firearm for self-defense "to a great extent," and 18 percent indicated the training changed their perception regarding the value of a firearm for self-defense "to a very great extent" (see Appendix C).

To get a clear interpretation of the responses to this question, it was necessary to review the written responses to the question in addition to the selected choices. Regardless of choices made on the spectrum, thirteen (46 percent) of the respondents indicated in writing the training reinforced their belief in the need of a firearm for officer safety. One respondent replied, "I have always believed that a firearm is needed for our protection. When you do this type of training, it drives home the risks we take and need for self-defense." Another wrote, "I've always seen the value, but the training drilled it home." Three other respondents were surprised at the speed with which a critical incident can occur, as evidenced by the scenarios, and one respondent wrote "I'd been thinking of giving up

the gun, but it reminded me in some situations, only the gun would be effective."

In conclusion, a large percentage of the respondents (66 percent) indicated that their perception of the value of a firearm for self-defense changed at least to some extent because of this training. The responses suggest that officers perceive the firearm as a necessary tool for self-defense and the training, if anything, reinforced this belief. Thirty-two percent of the respondents, however, related that the training changed their perception of the value of a firearm for self-defense to at least a great extent. This is a significant figure. Officer comments generally indicated that officers perceived the firearm as necessary for self-defense, including the 32 percent. It seems reasonable to suggest, therefore, that some officers had a more casual perception of the value of a firearm prior to the training. The training appears to have changed this perception.

#### *To what extent the training influenced officer's perception regarding the probation officer's role?*

Professionals who carry firearms are traditionally viewed by the public as law enforcement officers. Therefore, it would seem safe to say that offenders may also view officers who carry a firearm as strictly law enforcement officers. According to our Mission Statement, the Probation Office for the Eastern District of Missouri will complete thorough investigations, provide accurate and timely reports, and provide meaningful supervision services designed to protect the community and promote the rehabilitation of offenders. The role of the probation officer is varied, as the Mission Statement indicates, and "managers convey the authority and the resources each individual needs to do his or her job (Strebel, *Harvard Business Review*: May-June 1996 p. 87)." As indicated previously, the firearm is perceived by officers to be necessary to perform their duties in a safe manner. While adding a firearm for protection may influence how the public and the offender perceive the officer, does it change how officers perceive their own roles? The above question was designed to measure officer perception about their role as probation officers after experiencing life-threatening scenarios.

Of the questionnaires completed, 28 officers responded to this question, representing a 97 percent response rate. Of those responding, 14 percent indicated the training changed their perception of their role as a

probation officer "to a very little extent," 14 percent indicated the training changed their perception "to a little extent," 50 percent indicated the training changed their perception "to some extent," 18 percent indicated the training changed their perception "to a great extent," and one respondent chose the answer that training changed their perception of the value of a firearm for self-defense "to a very great extent" (Appendix D).

The firearms policy for the Eastern District of Missouri Probation Office clearly states officers should avoid the use of a firearm except in self-defense or in defense of a fellow probation officer. The officer may not use a firearm unless the officer believes he/she, or a fellow officer, is in imminent danger of death or serious bodily injury and there is no means of a safe retreat. To get a clear interpretation of the responses to this question, it was necessary to review the written responses to the question in addition to the selected choices. Five respondents wrote statements that indicated they had a clear understanding of their role before the training. For instance, one respondent wrote, "unexpected things can happen, so we need to be ready to handle these situations effectively, while maintaining our own safety." Another related the training was "a good reminder of when to back away and when to stay in and be ready," while a third indicated "my role is to avoid these situations, but I have always been aware that things like this could happen."

Although the written firearms policy is clear on when an officer is authorized to use lethal force, it can become less clear when the incident occurs quickly and the officer is under stress. In some scenarios, officers were called upon to act with lethal force outside office policy. The following officer comments support this supposition: "The training was good because it showed how things can go bad quickly and our role can be gray." "Even though we may view our role in a limited way, there may be situations where we are viewed as another law enforcement officer and may need to act beyond the defined scope of our duties." The training "made me realize the differences between our policy and the legal/moral issues regarding lethal force."

In conclusion, the respondent's perception of their role as a probation officer changed very little after the training. Some responses, however, indicate that officers may not have been prepared to handle situations that went "bad quickly." Still other officers appeared dismayed after being placed in a situation where they were viewed by others as strictly

law enforcement officers and had to act accordingly.

***To what extent did the training change your belief about your ability to use lethal force within the guidelines of the lethal force policy?***

Anytime an officer carries a firearm, the potential for danger increases with the presence of the firearm. Many situations, while dangerous, may never reach the level of imminent danger of serious bodily injury or death when the firearm is not present. But an altercation when a firearm is present becomes much more dangerous. It is essential that any officer who decides to carry a firearm be aware of the increased potential for danger. Officers should have a good understanding about their physical and psychological ability to use their firearms in a critical incident. The above question was designed to measure whether the training affected officers' belief about their ability to use lethal force.

There was a 100 percent response rate to this question among those filling out the questionnaire. Fourteen percent of the respondents indicated the training changed their belief about their ability to use lethal force "to a very little extent," 14 percent indicated the training changed their belief about their ability to use lethal force "to a little extent," 58 percent indicated the training changed their belief about their ability to use lethal force "to some extent," and 14 percent indicated the training changed belief about their ability to use lethal force "to a great extent" (Appendix E).

In traditional firearms training (i.e., firing at fixed targets on command), officers rarely have the opportunity to interact with their subjects. Consequently, officers have little experience in dealing with fluid situations where the outcome may depend on their communication ability and their ability to defend themselves. To get a clear interpretation of the responses to this question, it was necessary to review the written responses to the question in addition to the selected choices. Some responses reflect a concern about the limitation the lethal force policy places on the officer. In many of the scenarios played out during the training, the officers had to decide whether to come to the assistance of a third party. While the firearms policy does not permit the use of lethal force to come to the aid of a third party, some officers felt compelled to do so. One officer indicated that, "I was surprised—I did not always follow policy." Another officer wrote

point-blank, "Lethal force policy is *too* restrictive." Most of the officers' responses, however, reflect that the training either confirmed their belief about their capability to use lethal force or improved their ability to make a better lethal-force decision. For instance, one officer indicated that with this type of training, "I become more confident that I will use lethal force if necessary," while another wrote that the training "showed me to always try to leave a threat area whenever possible." Another officer indicated, "It made me realize (believe?) that we have the authority to pull our firearm in response to a lesser force, such as the perceived displaying of a knife (huh!)."

In conclusion, 72 percent of the respondents indicated the training affected their belief about their ability to use lethal force to at least some extent. In fact, some responses suggest the training gave them a better understanding of how complex and restrictive the lethal force policy is and how difficult a lethal-force decision is when made under stress with little time to think. The training clarified the lethal force policy and provided officers with food for thought about the use of lethal force to come to the assistance of a third party.

***To what extent do you expect the training to have an impact on the way you perform your field days?***

Probation officers often work in the community. As part of their job duties, officers commonly visit offenders in their homes or at their place of employment. As noted in the introduction to this paper, in 1998, 56 percent of the critical incidents that presented an actual danger, risk, peril, or threat to the officer occurred while the officer was in the field. While officers may not necessarily view themselves as strictly law enforcement officers, the offender under their supervision or investigation may have a different view. The above question was designed to measure whether the training affected how officers perform their field work.

There was a 100 percent response rate to this question among those who filled out the questionnaire. Two respondents expected the training to affect how they perform their field work "to a very little extent," one respondent expected the training to affect how he/she performs field work "to a little extent," 31 percent expected the training to affect how they perform their field work "to some extent," 44 percent expected the training to affect their field work performance "to a great

extent," and 14 percent indicated the training changed belief about their ability to use lethal force "to a very great extent" (Appendix F).

Officers are encouraged to perform their field work in teams; however, traditional officer training rarely provides officers the opportunity to interact with offenders as well as with each other. To get a clear interpretation of the responses to this question, it was necessary to review the written responses to the question in addition to the selected choices. When working in teams, communication becomes paramount. Most of the officers' responses, in some form or another, suggested that the training showed them the importance of officer communication and the importance of being prepared for a critical incident before it occurs. Some of the written responses were: "I will be more prepared." "Just be as aware as possible." "Lethal problems can arise in a heartbeat." "Will be more careful and always have a backup officer." "I will definitely communicate more with my partner before approaching each home." "The training will make me more aware. It is easy to get relaxed." "I will be more prepared than before, especially to make verbal commands."

As indicated above, officers are discovering and adapting to a new way of operation: the performance of field work in teams and the possibility of stepping outside the defined scope of their role. This calls for new behaviors (i.e., verbal communication) and new approaches to work (Heifetz and Laurie, *Harvard Business Review*: January-February 1997, p. 124).

In conclusion, a majority of the respondents (58 percent) indicated that the training affected the way they will perform their field work at least "to a great extent." The written comments suggest that officers benefitted most from the emphasis on teamwork and communication.

***To what extent do you believe that the training had a positive influence on your ability to act decisively in a critical situation?***

Officers were presented with a variety of realistic scenarios. All of the situations had the potential to explode, depending on the officers' reactions. After the completion of each scenario, the officer and the trainers analyzed the situation and the reaction of the officers. The use of verbal commands and use of cover and/or concealment were the most common issues discussed after each scenario. In some



instances, the officers would perform the scenario again, often with a different outcome as a result of the “break down.” The above question was designed to measure the effectiveness of the training in preparing officers to act decisively in a critical situation.

There was a 100 percent response rate to this question from those filling out the questionnaire. Four respondents indicated the training had a positive influence on their ability to act decisively in a critical situation “to some extent,” 62 percent indicated the training had a positive influence on their ability to act decisively in a critical situation “to a great extent,” and 24 percent indicated the training had a positive influence on their ability to act decisively in a critical situation “to a very great extent” (Appendix G).

A large majority of the respondents (86 percent) indicated the training had a positive influence on their ability to act decisively in a critical situation. The following written comments support this figure: “It helped to practice acting decisively. We rarely get a chance to do it.” “Actually showed me that I can react appropriately.” “It (the training) gave me more experience to draw on if I ever find myself in a situation such as these.” “Good practice at thinking on your feet—augments our current, ongoing training.” “Excellent training to simulate possible real life situations.” “It is good to be exposed to a variety of possibilities.” “I don’t always have faith that my decisions will be good in ‘bad’ situations. The training was a positive experience.” “The training has helped me to feel more confident in my actions regarding self-defense and lethal force.” “Requiring us to explain our actions was excellent. It will make us think about our situations more thoroughly.”

Both the figures and the officers’ comments suggest that the training was effective in influencing officers’ ability to act decisively in a critical situation.

## Conclusions and Recommendations

According to the evaluations (Appendix H), 97 percent of the officers reported that the overall training was effective to at least “a great extent.” Before the training, officers had a certain belief about their ability to perform their job in a safe and effective manner. After the training, officers clearly indicated they were surprised at how quickly a critical incident could occur, how likely it is that they will be perceived as law enforcement officers during a critical incident, how difficult it can be

to work in teams and communicate during a critical incident, and how unfamiliar they were in using forceful verbal commands.

This suggests that the training was effective in heightening officer awareness of danger and the necessity for continued training in mental preparedness and self-defense proficiency. It is recommended that an ongoing regime of scenario-based training, including FATS training and other role-play training scenarios, be implemented on at least a semi-annual basis. The training should emphasize working in teams and include a component of communication between officers. It is also recommended that this district explore the feasibility of training officers utilizing scenario-based Simunition training devices.

The training and subsequent data that was collected also indicate that officers have some anxiety over the limitation of the lethal force policy, especially when confronted with a variety of situations involving a threat to a third party. The training did not address this dismay. Future scenario-based training should include a component that seeks information on this issue from officers prior to the training and evaluates the effectiveness of the training in addressing this concern.

The primary criticism of the training related to the nature of some of the scenarios. Since FATS training is typically used by police departments, some of the scenarios were law-enforcement oriented. In future training programs, scenarios designed strictly for probation officers should be used to enhance the training.

## Appendix A Exit Questionnaire/Survey

*Program Title: FATS*

**After completing the FATS training, to what extent has your perception regarding the value of a firearm for self-defense in the performance of your duties changed? (Check one)**

- to a very little extent
- to a little extent
- to some extent
- to a great extent
- to a very great extent

Please try to explain your answer:

**To what extent did the training influence your perception regarding your role as a United States Probation Officer? (Check one)**

- to a very little extent
- to a little extent
- to some extent
- to a great extent
- to a very great extent

Please try to explain your answer:

**To what extent did the training change your belief about your ability to use lethal force within the guidelines of the lethal force policy established by the office and the Judicial Conference? (Check one)**

- to a very little extent
- to a little extent
- to some extent
- to a great extent
- to a very great extent

Please try to explain your answer:

**To what extent do you expect the training to have an impact on the way you perform your field days? (Check one)**

- to a very little extent
- to a little extent
- to some extent
- to a great extent
- to a very great extent

Please try to explain your answer:

**To what extent do you believe that the training had a positive influence on your ability to act decisively in a critical situation? (Check one)**

- to a very little extent
- to a little extent
- to some extent
- to a great extent
- to a very great extent

Please try to explain your answer:

## Appendix B Training Evaluation

*Program Title: FATS*

To what extent was the overall training effective? (Check one)

- to a very little extent
- to a little extent
- to some extent
- to a great extent
- to a very great extent

To what extent were the training objectives clear? (Check one)

- to a very little extent
- to a little extent
- to some extent
- to a great extent
- to a very great extent

To what extent were the trainers knowledgeable and prepared? (Check one)

- to a very little extent
- to a little extent
- to some extent
- to a great extent
- to a very great extent

To what extent was the training applicable to your duties as a United States Probation Officer? (Check one)

- to a very little extent
- to a little extent
- to some extent
- to a great extent
- to a very great extent

What areas of the training should be emphasized more?

What areas of the training should be deleted from the training?

To what extent did the training meet your expectations?

- to a very little extent
- to a little extent
- to some extent

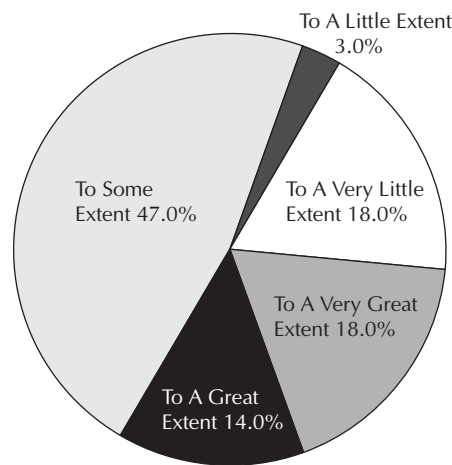
- to a great extent
- to a very great extent

When you return to work, how will you describe the training to your co-worker and/or friends over lunch?

Please share any comments about the training, or suggestions for future training topics you would like to see.

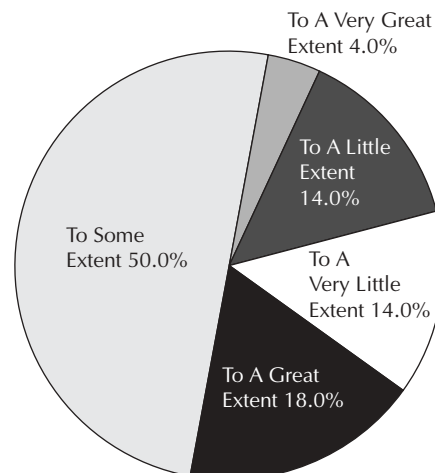
## Appendix C Value of Firearm

To what extent officer's perception regarding the value of carrying a firearm had changed since the training.



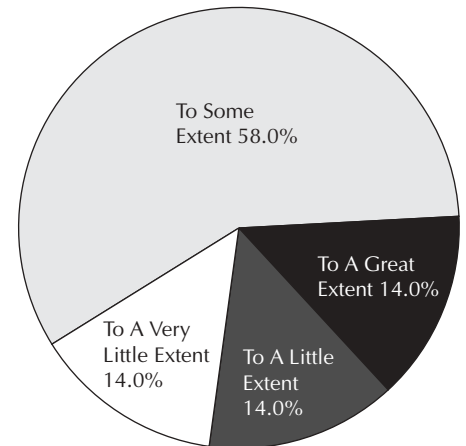
## Appendix D Perception of Role

To what extent the training influenced the officer's perception regarding the probation officer's role.



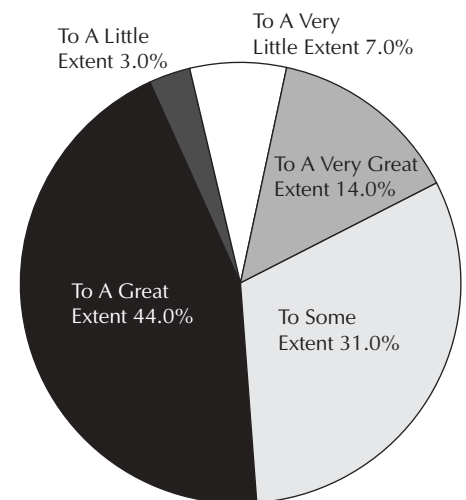
## Appendix E Ability to Use Lethal Force

To what extent did the training change the officer's belief about their ability to use lethal force within the guidelines of the lethal force policy.



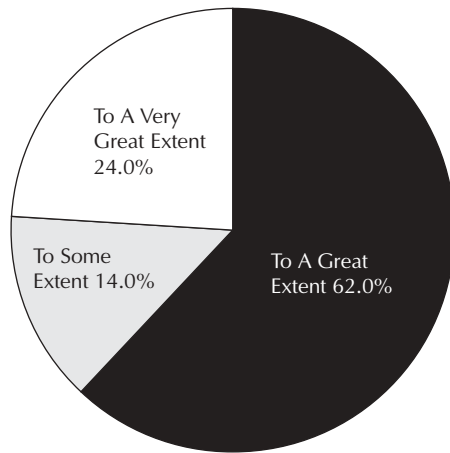
## Appendix F Performance of Field Day

To what extent do you expect the training to have an impact on the way you perform your field days?



## Appendix G Ability to Act Decisively

**To what extent do you believe that the training had a positive influence on your ability to act decisively in a critical incident?**



## Appendix H Evaluation Results

**To what extent was the overall training effective?**

to a very little extent	NO RESPONSES
to a little extent	NO RESPONSES
to some extent	1 RESPONSE
to a great extent	38%
to a very great extent	59%

**To what extent were the training objectives clear?**

to a very little extent	NO RESPONSES
to a little extent	NO RESPONSES
to some extent	14%
to a great extent	45%
to a very great extent	41%

**To what extent were the trainers knowledgeable and prepared?**

to a very little extent	NO RESPONSES
to a little extent	NO RESPONSES
to some extent	NO RESPONSES
to a great extent	21%
to a very great extent	79%

**To what extent was the training applicable to your duties as a United States Probation Officer?**

to a very little extent	NO RESPONSES
to a little extent	NO RESPONSES
to some extent	17%
to a great extent	34%
to a very great extent	49%

**What areas of the training should be emphasized more?**

Thirteen percent of the respondents to this question indicated that the scenarios should be more probation officer orientated. There were no other responses to this question.

**What areas of the training should be deleted from the training?**

There were no responses to this question.

**To what extent did the training meet your expectations?**

to a very little extent	NO RESPONSES
to a little extent	NO RESPONSES
to some extent	NO RESPONSES
to a great extent	55%
to a very great extent	45%

**When you return to work, how will you describe the training to your co-worker and/or friends over lunch?**

A little confusing at first, because we didn't understand our roles in the scenario/Excellent session—very productive—it was very realistic/Excellent (3 responses)/I will tell them it was excellent training, and very ben-

eficial/Fun, interesting, enlightening, educating, humiliating/humbling experience/Very positive and beneficial/A useful training program/Helpful. We could use more of this type of training/It was wonderful and fun/Great, "go have fun and learn"/Worth my time, good practice/It was good/Fun-learned more/A good experience/The scenarios made me realize how quickly a situation can escalate. It was very interesting/Good training. Need to have on a regular basis/Yes-I think any role plays that challenge a person's responses are good and are effective training tools/Very enjoyable/Very realistic, real-life scenarios. The technology enhanced the training, which doesn't always happen/Very good/Worthwhile/Good-makes you think and react quickly/Fun, but makes you prepare mentally for the unknown situations that may occur/Fun

**Please share any comments about the training, or suggestions for future training topics you would like to see.**

Good to do scenarios—need to continue till I get one right. Maybe could use work on what is presumed obvious, but isn't to all of us—how to tell offender to position himself, commands, communicating with other law enforcement, etc./It would be nice if we could do this training 3 or 4 times a year/Having a cover officer was helpful. There were a lot of scenarios where there was more than one potential threat. If one person had been doing the HV, it would have been more likely that the officer would have been harmed. More training with partners would be helpful/I would like to see us do such training once a year/The training was excellent/I would like to have repeated (at least once) the drill where the machine tracked the gun from leaving the holster, firing and covering the target/We should be doing this type of training on a regular basis/I hope we can do this more often/Great/More of the same type of training/Very appropriate and excellent training/Good training!