**Reality Based Training Association**

**Glossary and Terminology v 3.3-1**

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**Preface**

This Glossary uses terms that on occasion have common meaning but on other occasions are used in a specific way and for a specific purpose within the Reality Based Training space for the purposes of clarifying a concept within the broad concept of Reality Based Training. As such, when a term is used within such a training space, the definition listed in this Glossary shall be the prevalent meaning

***Note: Any underlined word in any of the terms has a clickable, independent definition in this document***

***Terms with \*\* are from the Methods of Instruction Glossary written by Chris Butler from Raptor Protection and are used by permission within this Glossary. Please to*** [***www.RaptorProtection.com***](http://www.RaptorProtection.com) ***for more information on the MOI course.***

**Glossary of Terms**

**A**

**ACT\*\* – Attentional Control** focus or “driving” of attention to the location most needed. This type of attentional control is the result of deliberate conscious effort and is used by skilled performers to intentionally direct their attention to areas of the ‘scene’ where the critical cues are occurring or are likely to occur. Another term for this is often referred to in athletics as ‘game intelligence’.

**ACTIVE** – the term given to any [Control Zone](#ControlZone) or [Area of Operations](#AreaOfOperation) within which training is being *actively* undertaken. This is indicated by actual training activity, proper signage and activated [Site Activation Markers](#SiteActivationMarkers)

**Active Vision\*\*** is the ability to control visual focus and is a trained outcome. It consists of Visual Pivot, Foveal Spot and Gaze Anchoring

**Actor –** see [Role Player](#RolePlayer)

**Adenosine\*\*** is a brain chemical that builds throughout waking hours. It attaches to brain receptors, creating sleep pressure. Adenosine receptors may be blocked temporarily by caffein. Adenosine is required for initial entry into sleep from wakefulness

**Administrative Timeout** – this is a [Pause](#Pause) that occurs in order for training staff to make some sort of adjustment, typically to either to [PPE](#PPE), a [Role Player](#RolePlayer) behavior, a training setting, or any other requirement where the cause is not due to the behaviors of the training participant that are causing the Pause

**Aerobic System\*\*** (also called Oxidative System) is used during lower intensity, sustained exercise wherein ATP needs can be met almost indefinitely, but the production rates are not as rapid as glycolysis. Unlike glycolysis, this system is aerobic, and can be powered not only by glucose and glycogen, but by fatty acids

**Airsoft** – a simulated firearm that fires plastic BB’s using compressed air or specially stipulated gases. The gas pressure is either generated by mechanical compression, small electrically driven compressors, or compressed gas cylinders that fill small reservoirs with the simulated firearm

**All the Gear All the Time** – a phrase used to describe a Best Practice for training participants during scenarios. This term is used to remind trainers of the importance of providing training versions for all normally carried items such as firearms, batons, chemical agent, functional radios and even notebooks as well as the importance of being fully equipped. If they typically carry an item, they should carry one in training, in the place and manner in which they typically carry it. If they do not carry an item, such as pepper spray, they should not be issued that item in training. Ideally, any training versions of operational devices should be as close as possible to the functional fidelity of the operational item

**Ambient Vision\*\*** – see [Peripheral Vision](#PeripheralVision)

**Ammunition Categories** – a list of terms useful in naming small arms ammunition so that they are less likely to be confused as to their design purposes. These 8 Categories include [Conventional Ammunition](#conventionalammunition), [Blank Ammunition](#BlankAmmunition), [Non-Lethal Training Ammunition](#nonlethaltrainingammunition), [Lethal Training Ammunition](#lethaltrainingammunition), [Unhardened Structure Target Ammunition](#unhardenedstructuretargetammunition), [Extended Range Impact Ammunition](#ExtendedRangeImpactAmmunition), [Inert Training Ammunition](#InertTrainingAmmunition) and [Unknown Generic Ammunition](#UnknownGenericAmmunition).

**Amygdala\*\*** is a portion of the limbic system of the brain responsible for activating the body alarm reaction or fight or flight process

**Anxiety** - a feeling of physiological and mental arousal born of lack of preparation or readiness. Anxiety often exists where the participant does not believe they are equipped with either the tools and/or the talent to perform a task at an optimal level, and as such there exists a negatively charged emotional level of uncertainty

**Approved** – any person, place or thing that is deemed as Approved by the [Governing Authority](#GoverningAuthority) for a specifically stated purpose, as described within written guidelines governing the use for which Approval is deemed necessary

**Area of Operations (AO)** – the actual training area in which a training activity occurs. In the case of scenarios, it is the controlled site where both the preparation of the participants, and the actual scenario, occurs. The AO must be physically controlled to limit access only to those participating in the scenario and any approved Observers. The AO MUST be deliberately designated, ideally cordoned in some manner, placarded with signage indicating the [Class](#Class) and [Condition](#Condition) of training occurring within that area, and ACTIVATED using [Site Activation Markers](#SiteActivationMarkers). Permission to enter is required from the Safety Officer for entry. The Area of Operations contains the [Control Zone](#ControlZone), which contains the [Inner](#InnerSanctum) and [Outer Sanctums](#OuterSanctum) and [Choke Points](#ChokePoint). Choke points are where training participants are searched, the [Gear Up Area](#GearUpArea) is where they are prepared. and the [Scenario Area](#ScenarioArea) where the actual scenario will occur

**Arousal** – an emotional engagement typically triggered by [the Sympathetic Nervous System](#SympatheticNervousSyst) as a precursor to the primary actions of Fight, Flight or Freeze

**Arousal\*\*** – see [Physiological Arousal](#PhysiologicalArousal)

**Attention\*\* -** the cognitive ability to focus on or concentrate on various aspects of the environment around us. Attention is described as occurring between four quadrants: Internal, External, Narrow, Broad. We do not ‘multitask’ but can quickly shift our attention from quadrant to quadrant. What we ‘attend’ to is typically what we know is occurring and what we are able to remember

**Attentional** **Blindness** – see [Inattentional Blindness](#InattentionalBlindness)

**ATP-PC\*\*** - The Immediate Energy System in skeletal muscle. The ATP-PC energy system provides the immediate energy required for 100% maximal muscular output for very short durations. The ATP system will last only approximately 10 seconds (+/- 5 seconds – there are genetics involved) and then the immediate energy is exhausted and takes several seconds during recuperation to be replenished

**Audio Video Simulation** – simulations or simulation systems that are for the most part static in nature and utilize technologies that function through the projection of two dimensional visual images and associated sounds. Some of these systems are immersive in nature such as large screen AV simulators such as those pioneered by F.A.T.S. (Firearms Training Systems) or VirTRA for example. Some of these systems use various technologies to generate a consequence to tactical error, and include “pain penalty” devices comprised of technologies such as electric shock devices and shoot-back projectile firing devices

**Augmented Reality** – an interactive experience of a real-world environment where the objects that reside in the real world are enhanced by computer-generated perceptual information, sometimes across multiple sensory modalities including visual, auditory, haptic, somatosensory and olfactory

**Automaticity\*\* -** involves the learning of a cognitive (attentional) process (which is then done with increasing efficiency) and learning a motor skill (which can then be done with greater spatial and temporal accuracy). When either is repeated sufficiently to automate it, the attention required to carry it out decreases to the point that it no longer requires conscious attention

**B**

**Back To You** – a phrase utilized to re-engage a training participant after any sort of time out or intervention by the Exercise Controller following a pause in the action

**Ballistic Micro Fight** – a Ballistic Micro Fight, or BMF, is a training concept developed by Tony Blauer, and is a formula-based training protocol that applies science, psychology and safety to scenario-based simulation training. The key to success in a BMF lies in using what Tony Blauer has coined as the 'Replication Formula' that is a seven step process. Replicate a credible threat. Include realistic pre-contact dialog. Reverse engineer it into a mini scenario. Use common street assaults. Use dynamic scenario gear so role-player movement is fast and hard. Don’t spar, keep the engagement short so tactical stamina and endurance is a positive by-product of the drill. Repeat

**Bandwidth Feedback\*\*** - as the student learns, the instructor narrows or reduces the amount, timing, and type of external feedback which allows the student to self-assess and correct their own behavior, as they will have to do in the real world. The rational for Bandwidth Feedback is based upon the ecological dynamics theory of self-organization and problem solving

**Basic Student Gear** – for any dynamic simulations where projectiles are in play, Basic Student Gear consists of face protection, head protection, throat and neck protection, hand protection, groin protection and the covering of any other exposed skin, preferably with a tight weave piece of clothing such as denim or nylon BDU style clothing. For non-projectile environments, Basic Student Gear is governed by the PPE Best Practices Guidelines (due to the length, it is an external document to this Glossary)

**Basic Role Player Gear** - for any dynamic simulations where projectiles are in play, Basic Role Player Gear consists of at least the same level of protection as [Basic Student Gear](#BasicStudentGear), with additional padding as deemed necessary for the manner of force likely to be encountered during the scenario. Because the [Role Player](#RolePlayer) will be subjected to multiple iterations of force applications within the training day, additional padding is recommended to reduce hazards to the Role Player

**Behavioral Training\*\*** (also called Linear Training) - the main emphasis is on the technical acquisition of the skill. Behavioral training promotes high levels of physical effort but ignores the development of the cognitive processes within the training sessions. This often involves a lot of ‘mechanistic’ repetitive drills and movements which have no contextual ‘tactical’ element to them. There is minimal or no ‘read/plan/do’. Linear, technique-based instruction is often based upon the ‘myth’ that there is a perfect, repeatable technique which can be learned from exposure to high repetitions

**Black Box** – a special box into which any dangerous items or contraband that are discovered before or during a training exercise may be placed if not otherwise sequestered prior to entering the training area. The Black Box will be under the direct control of the [Safety Officer](#SafetyOfficer) and shall not be accessed during the duration of a training exercise except under the direct supervision of the Safety Officer and in the presence of another person directed to do so by the Safety Officer. Black Box Rules govern the utilization of the Black Box. The Black Box shall be sealed during the duration of a training event and will only be unsealed at the conclusion of the training and following the [End of Training Declaration](#EndOfTrainingDeclaration), at which time all items within the Black Box shall be returned to those who own them. The Black Box may also be unsealed to either deposit additionally discovered items, or if a participant must depart prior to the end of training and needs to retrieve an item. In such a case, as per the Black Box Rules, the Safety Officer may open the Black Box in the presence of another person for the reasons stated above, return the item after an [End of Training Declaration](#EndOfTrainingDeclaration) has been provided to the departing individual, and then resealed immediately thereafter, confirming with the nominated observing person that the process is complete. At the end of the training event, any rogue items such as loose ammunition or any other unclaimed items shall be removed from the training site for sequestration (in the case of forgotten items) or disposed of in a manner consistent with safe handling

**Blank Adapted Firearm (BAF)** – a live, conventional firearm that has been converted for use with various [Types](#Type) of [Blank Ammunition](#BlankAmmunition)

**Blank Ammunition** ([Condition YELLOW](#ConditionYellow)) – a Category of ammunition that produces a report and, on occasion, a flash when fired. Blanks are often used to cycle training devices or create a special effect for the simulation of gunfire. Blanks have been misunderstood over the years and have proven hazardous or deadly to those who did not understand the dangers. There are different Types of Blank Ammunition, some of which can be used at close distances for [Opposed Force Training](#OpposedForceTraining)s under specialized circumstances and some of which proving lethal at close range. Specialized knowledge and training must be acquired prior to using Blank Ammunition in any training setting.

**Blank Firing Attachment (BFA)** – a device developed by the military that clamps onto the end of a firearm to create back pressure utilized to function a firearm using [Blank Ammunition](#BlankAmmunition). There have been many versions of BFAs created over the years. It should be noted for safety reasons that with most BFA devices, there is ZERO impediment to chambering or firing conventional ammunition, and has led to catastrophic failure and death

**Blind Man** – a term used by some trainers to indicate an actual and potentially serious injury has occurred to alert others within the simulation that a casualty incident has occurred and that activities within the training area must cease in order to address the casualty. Calling Blind Man immediately stops the training and activates any emergency protocols that have been put in place for dealing with actual casualties

**Blocked Training\*\*** - teaching all of a skill, subject or problem type in one session or multiple sessions back-to-back. Blocked training (or blocked practice) creates the illusion of learning because it often provides the best term skill ability. However, it provides the worst long-term retention and transfer, and when the context is novel, blocked training results in the worst performance

**Boost** – providing a training participant with an answer. This is different from [Bumping the Needle](#bumpingtheneedle). With Bumping the Needle, the training participant has already received training and “knows” the answer. A Boost is given where the training participant does not know the answer, for whatever reason, yet the scenario must continue. In the event a Boost is required to complete a scenario, it is essential that the training record reflect that the training participant got a Boost, and that training in the Boosted area is necessary and must be retested in the future. This is different from [Boosters](#BoosterBoosting) and [Boosting](#BoosterBoosting) in the learning sciences, which refers to the refreshing of previously learned material, which is helpful for recall

**Boosters/Boosting\*\*** - in training (learning processes) means regularly stimulating the recall of information by going back to reexplore concepts or skills already taught. It is useful for increasing the retention of learned information over time. This is different from a [Boost](#Boost), which is used to get a student past a stuck point where they might be struggling or don’t have a small piece of necessary knowledge to complete a problem

**Branching Scenario** – a scenario that changes and adapts within the confines of pre-scripted branches, and which are based on both the predictable as well as unpredictable behaviors of a training participant

**Bottom-Up Attentional Control\*\*-** the automatic grabbing of attention by something that is occurring in our environment. Bottom-Up attentional ‘capture’ can occur across all senses but is usually most pronounced through vision as a result of salient stimuli. Bottom-Up attentional control often results in very poor performance because what captures our attention may not be the most important stimulus and therefore it can cause us to miss critical cues in the rapidly unfolding environment

**Box Breathing** – four-count, deliberate breathing that utilizes a four count to breathe in, to hold, to breathe out and to hold. While Box Breathing can be used as a meditation technique, when it is done deliberately under stressful conditions while remaining focused on danger areas, it is known as [Combat Breathing](#CombatBreathing)

**Boyd’s Cycle** – an information analysis and response model based on the premise that parties to a conflict, or competitors, are systems-driven, and operate through a rational decision-making process that follows a cycle of Observation, Orientation (or Situational Awareness), Decision Making, and Action. This cycle is also often referred to as the [OODA Loop](#OODALoop)

**Bumping the Needle** – a poke, prod, suggestion, question, or other micro-intervention by an [XCO](#ExerciseControlOfficer) when a training participant gets stuck in a [Wheel Spinning](#WheelSpinning) moment. Bumping the Needle can only occur when the training participant has previously received training in how to respond to the situation where they are Wheel Spinning but cannot (because of the stressors being experienced) access the correct answer. This often occurs because the information lives at the [Declarative](#DeclarativeKnowledge) level, and they have no experiential reference with which to connect the appropriate and previously learned behavior

**C**

**Cargo Bin** – a container used for shuttling training items back and forth from a storage area to an [Area of Operations](#AreaOfOperation)

**CAS** – Chemical Agent System

**Catastrophe Model\*\*** – First identified by researchers Hardy and Fazey. Under very high levels of stress arousal, we do not see a gradual decline in performance but a sudden and catastrophic collapse. This is more what we see in LE when an officer’s stress arousal becomes exceptionally high. It is not a slow decline in performance (motor and psychological) but a sudden shutdown

**Categories of Small Arms Munitions** – Categories describe different groupings of Ammunition to distinguish between various available small arms munitions. For example, the Category of Blank Ammunition includes three different [Types](#Type), one of which that can (and has) led to inadvertent lethality and a second that could pose some measure of physical harm at VERY close range yet are perfectly safe for relatively close range and useful for [Opposed Force Training](#OpposedForceTraining). Type numbers are ranked with the highest level of danger first. For example, Type I items signify the most dangerous Type of each Category, and often requires a higher level of controls and/or safety measures than Type III

**CCMCK** – the ARMY acronym for marking cartridges and training weapons which stands for Close Combat Marking Cartridge Kit

**Cease Fire** – a phrase used during any manner of training session where any person wants to immediately stop a training situation for any reason. Upon hearing a Cease Fire, all participants shall immediately cease any activity, [Make Safe](#MakeSafe) any weapons they might be in possession of and wait for any further instructions from any person tasked with control of the training session.

**CEW** – see [Conducted Energy Weapon](#conductedenergyweapon)

**Challenge by Choice** – the concept developed by Project Adventure, a company that popularized Outdoor Based Experiential Training (OBET) and where participants are not forced into participating in a fear producing activity, but where they might learn through observation that the proposed activities pose no real harm, either physically or psychologically (when properly facilitated) and whereby hesitant participants might otherwise be encouraged to participate knowing that no harm is likely to come to them

**Cheat the Muzzle** – moving the muzzle deliberately off target for any number of reasons, often to ensure the safety of anyone that is not an active participant in a training session and who might otherwise be hit by a projectile because they are in the line of fire. Surprisingly, when Cheating a Muzzle, a training participant on the receiving end of the simulated gunfire will often be unaware that it is happening. The goal of firing a weapon at a training participant is to precipitate effective return fire – ***NOT*** to necessarily hit the participant with a projectile. Role Players must be specially trained to avoid actual, personal emotional involvement in a scenario such that they are not “running and gunning” but are, instead, constantly aware of their target, their backstop, and beyond. When they are aware of potentially unintended targets, they can Cheat the Muzzle in order to both “engage “the training participant by firing in their direction, as well as avoid hitting an unintended target.

**Checklist** – a specialized list that details a list of items or a sequence of procedures that will aid in the repetitive and predictable performance of events necessary to achieve a pre-determined outcome

**Choking\*\* -** refers to a serious performance failure by athletes or performers who have the technical skill to perform an action but fail to execute because of the deleterious effects of pressure which they were unable to regulate

**Choke Hole** – a small hole in the [Sabot](#Sabot) of the various [Reduced Energy Cartridges](#ReducedEnergyCartridges) manufactured by SIMUNITION. The choke hole acts as a pressure regulator and allows a very tightly controlled amount of energy to make it from the combustion chamber of the cartridge through to the projectile, and to contain the correct amount of residual energy to cycle the converted weapon

**Choke Point** – a funnel point into an [Area of Operations](#AreaOfOperation) or a [Control Zone](#ControlZone). The Choke Point requires people entering the area to pass through it to enter the area. In the case of a Class A area, those entering cannot proceed into the area until having undergone a [CLEAR](#Clear) inspection.

**Ciliary Muscle\*\* -** in the eye is one of the smallest and fastest in the human body, It allows us to change focus on different objects at different ranges – called visual accommodation. The ciliary muscle is responsible for changing the curvature of the lens which allows us to focus our vision at different ranges

**Class** – when used in the context of a training environments, Class is a term that refers one of four area descriptions including [Class A](#ClassAControlArea), [Class B](#ClassBControlArea), [Class G](#ClassGArea) and [Prohibited](#ProhibitedArea).

[**Class A Area**](#ClassAControlArea)-area that is under the control of training staff for which a [CLEAR](#Clear) inspection must be completed before entry to ensure Prohibited Items are not brought into the area. Devices and munitions permissible in Class A include [Condition Blue](#ConditionBlue), [Condition Yellow](#ConditionYellow), [Condition Purple](#ConditionPurple), [Condition Green](#ConditionGreen) and [Condition Red](#ConditionRed). In order for the area to become Active, the must be a controlling member of Safety Staff, signage must be posted and there must be a clear indication that the area is [ACTIVE](#Active) (flashing light preferred). Entry to the area should be controlled by staff.

**Class B Area** – an area that is under the control of training staff for which no [CLEARance Inspection](#ClearInspection) is required before entry, but depending on [Condition](#Condition), all weapons and ammunition must be inspected prior to the start of any training exercise to ensure no inappropriate or dangerous items are being brought into the area. For example, a plywood structure being utilized as a Class B training area where [Unhardened Structure Target Ammunition](#unhardenedstructuretargetammunition) is being utilized is incompatible with [Conventional Ammunition](#conventionalammunition) (Condition Black) and Frangible Munitions ([Condition Grey](#ConditionGrey)). Therefore, all weapons and ammunition must undergo inspection prior to the beginning of training to ensure the correct munitions and weapons are being used. Devices and munitions falling under Class B include [Condition Black](#ConditionBlack), [Condition Grey](#ConditionGrey), [Condition White](#ConditionWhite) and [Condition Orange](#ConditionOrange). In order for the area to become Active, there must be a designated [Range Safety Officer](#RangeSafetyOfficer), signage must be posted indicating the Condition of the firing area, and there must be a clear indication that the area is [ACTIVE](#Active) (obvious flashing light preferred). Entry to the any Class B area should be controlled by a member of the facility staff

**Class G Area** – an area that is not under the control of any training staff. No CLEAR inspection is required within this area. Any persons who have been [CLEARed](#Clear) shall forfeit their [CLEAR](#Clear) status when leaving a Class A area

**CLEAR** – a status given to an individual who has undergone a Level One Safety Inspection (see RBTA Inspection Guidelines) in order to enter into a [CLASS A Area](#ClassAControlArea)

**CLEARed** – a term used to affirm that any firearm or other training device, whether converted or unconverted, has been physically and visually inspected to ensure that it is unloaded and that both the chamber and the barrel have been physically and visually inspected to ensure they are free of any projectiles or debris. This also applies as well as any person, place, vehicle, bag, cargo bin or anything else that will be utilized during a training event that has undergone the [Safety Clearance Protocols](#SafetyClearanceProtocols) and has been tagged with a [CLEAR Safety Clearance Indicator](#SafetyClearanceIndicator)

**CLEAR Inspection** – a systematic search procedure utilized to ensure no Dangerous or Prohibited Items are in the possession of the training participants prior to entry into a [CLASS A Area](#ClassAControlArea). (See Inspection Guidelines in the Best Practices Manual for the procedure)

**Closed Eye Protection** – (see [Sealed Eye Protection](#SealedEyeProtection))

**Closed Motor Skills\*\* -** are used where the environment is stable and predictable and does not change. It does not require the performer to have to be situationally aware really because there is minimal need to Read the scene, Plan and Do/Act. The need to be flexible, perceptive and make decisions is very minimal in order to perform effectively in a closed environment. An example is lane swimming

**Closed Motor Loop Control\*\* -** refers to motor actions in which the performer gets feedback during the action phase. An example of closed motor loop control would be picking up and carrying a cup of water. There is constant feedback that is provided from the muscles to the motor cortex, and the performer is able to constantly adjust the motor action (either implicitly or explicitly)

**Cognitive Dissonance\*\* -** means that the conditions of training are so unrealistic and non-contextual that when the officer is confronted with the violent reality of a real incident, their stress arousal goes off the scale and can cause the officer to have a serious ‘choke’ or go into ‘code black’ - in a crisis usually results in massive performance problems, that can possibly be fatal

**Cognitive Load Theory** – a theory about learning built on the premise that since the brain can only do so many things at once, we should be intentional about what we ask it to do. It states that because short-term memory is limited, learning experiences should be designed to reduce working memory load in order to promote schema acquisition

**Colavita** **Visual Dominance\*\*** - this effect results when a person is facing a salient, startling, unexpected or shocking visual stimulus. When this occurs, the brain can quite literally ‘turn off’ the other senses and not allow the sensations to be registered because it gives primary attentional resource to visual processes. Named for the Italian researcher Francis B. Colavita who first discovered this phenomenon

**Color Code (RBTA)** – this Color Code is separate and distinct from [Coopers Color Code](#CooperColorCode), and is a system of used by the RBTA and its members to visually discriminate between various [Categories](#CategoriesofSmallArmsMunitions) and [Classes](#Class) of devices, munitions, and training areas. It is used as a means of determining what Category and [Type](#Type) of devices or munitions and provide a means of discriminating different items from each other, often-times through visual identification. The RBTA Color Code uses 11 different colors to distinguish between different weapons and Categories of ammunition. Each Color has unique safety protocols (see also Best Practices Guidelines Manual) associated with them and will help trainers to distinguish between the areas within which each different Category and Type of device are permissible during a training event. Designation of a Class of training area functions as a means of separating training areas into what manner of training is permissible within each Class. Opposed Force training is permissible within [Class A](#ClassAControlArea) space. Within [Class B](#ClassBControlArea) it is forbidden. [Class G](#ClassGArea) space is essentially Uncontrolled space, that is, the “real world” wherein the conventional rules for safe weapons handling are applicable. Much as in Classes of airspace for air traffic control purposes, Class A space utilizes the highest control levels

Within Class A space, the following Conditions of devices are permissible:

* [Condition Blue](#ConditionBlue) – NLTA or other Opposed Force Training technologies
* [Condition Yellow](#ConditionYellow) – Blank Training Devices
* [Condition Purple](#ConditionBlue) – LASER Training Devices
* [Condition Red](#ConditionRed) – Inert Training Devices
* [Condition Green](#ConditionGreen) – Temporarily Disabled Conventional Weapons (Professionally Engineered Device)

Within Class B space, the following Conditions of devices are permissible?

* [Condition Black](#ConditionBlack) – Conventional Munitions
* [Condition Grey](#ConditionGrey) – Lethal Training Ammunition
* [Condition White](#ConditionWhite) – Unhardened Structure Target Munitions

The following Conditions are typically used operationally, and as such do not get used in training space except under tightly controlled parameters but are typically used operationally. Utilization of the two following Conditions in training require exceptionally high levels of control

* [Condition Orange](#ConditionOrange) – Extended Range Impact Ammunition (kinetic energy devices and other pain compliance tools, intermediate anti-personnel devices, Conducted Energy Weapons, Chemical Agents, or other area denial weapons)
* [Condition Pink](#ConditionPink) – Distance Sedation

As previously discussed, items of unknown origin or design purpose fit into the following Condition:

* [Condition Brown](#ConditionBrown) – Unknown Generic Devices requiring sequestration

**Cold Firearm** – a nebulous term often used by some trainers to reference an unloaded firearm. A firearm that has simply been unloaded is NOT a cold firearm. It is a hot, albeit unloaded, firearm. Only

once it has been rendered incapable of firing any type of ammunition is it considered a Cold Firearm ([See Condition Green](#ConditionGreen))

**Combat Breathing\*\* -** also referred to more accurately as [Box Breathing](#BoxBreathing) refers to intentional breath control work in which the performer conducts a prolonged inhale through the nose, hold for a count of 4 and breathes out through the mouth for a count of 4. This kind of breathing has been shown to be effective at lowering one’s physiological state of arousal. (See also [Cyclic Sigh](#CyclicSigh))

**Combative Suit** – see [Impact Reduction Suit](#ImpactReductionSuit)

**Complex Scenarios** – training exercises that involve any manner of synthetic environment, usually involving [Role-Player](#RolePlayer) exercises, that incorporate [High Level Scenarios](#HighLevelScenarios) but have a much longer timeline and usually involve multiple levels of response, often occur in more than a single location and involve a variety of coordinated responders such as police, fire, EMS and a command/control element, and can sometimes have a ‘time release’ to various subsequent events that are scripted into the exercise. Complex Scenarios should NOT be undertaken by those who have not been specially trained in the creation of such training events, especially due to the chaos and confusion that will occur, both planned and unplanned. Synthetic confusion is desirable (depending on the training participants) ACTUAL chaos can, and has, led to unintended lethal harm.

**Concatenation\*\* -** is the linking of separate discrete motor actions together into a single serial motor action. In motor learning, concatenation then refers to what happens when individual, discrete motor actions have been concatenated or ‘welded together’ into a serial motor action

**Condition -** when referring to [Categories of Ammunition](#AmmunitionCategories), [Areas of Operations](#ControlArea) and training devices, Condition is a term used to describe 11 different options as a means of delineating very distinct munitions, devices and areas from each other in order to apply a level of calculated control for safety reasons in training settings. Condition is directly related to [Color Code](#ColorCode), and is used in direct connection with the 11 different colors

**Condition Black** – the [Color Code](#ColorCode) utilized for unmodified conventional weapons, ammunition, facilities and training participants within that area

**Condition Blue** – the [Color Code](#ColorCode) utilized for firearms and other training devices designed or converted for use in opposed force projectile-based training, the ammunition or projectiles for such training, facilities, and the training participants within that area

**Condition Blue TYPE I** - the [Color Code](#ColorCode) utilized for firearms and other training devices that utilize a cartridge-based technology similar to a conventional cartridge in that the cartridge is composed of a casing, a propellant and a projectile. (e.g. FX Marking Cartridges, UTM, Force-on-Force)

**Condition Blue TYPE II** - the [Color Code](#ColorCode) utilized for firearms simulators and other training devices that utilize compressed gas to propel a plastic BB or similar projectile for target or opposed force training. (e.g. Airsoft)

**Condition Blue TYPE III** - the [Color Code](#ColorCode) utilized for firearms simulators and other training devices that utilize compressed gas to propel a marking projectile or similar projectile for target or opposed force training. (e.g. Paintball, RAP4, Umarex T4E, etc.)

**Condition Blue One Way** – a term that refers to the use of projectile-based training where the ammunition or projectiles for such training are only being fired at either static or reactionary targets, Role Players, or the Trainee

**Condition Blue Unopposed** – a term that refers to the use of projectile-based training devices where the ammunition or projectiles for such training are only being fired at targets and NOT at humans

**Condition Brown** – this is a sequestrable place or container into which any ammunition or training device is not specifically recognizable by the on-site safety staff and must be sequestered for safety purposes. This is often referred to as [Unknown Generic Ammunition](#UnknownGenericAmmunition). It must be placed inside a [Condition Brown](#ConditionBrown) container to keep it out of the hands of those who might otherwise make inappropriate and potentially lethal decisions about a device or munition since it’s true design purposes are unknown

**Condition Green** – the [Color Code](#ColorCode) utilized for firearms that have been rendered (by a professionally engineered device for the purpose) temporarily INCAPABLE of firing any sort of cartridge or munition. An example for use would be large-scale training event for an Active Threat situation at a local school where participants are using their otherwise operational or departmentally issued weapons, and for safety purposes those weapons need to be rendered temporarily inoperable. Visible green markings must be placed on the weapons in conspicuous places and on the magazines by the Safety Officer (or their designee) after the conversion prior to training and removed at the conclusion of the training during the [End of Training](#EndOfTrainingDeclaration) protocols

**Condition Grey** – the [Color Code](#ColorCode) utilized for [Lethal Training Ammunition](#lethaltrainingammunition), which is defined as a munition that has specialized design features that make it specifically suitable for certain kinds of training, and which features may not make it an optimal choice for conventional purposes such as gun fights where the munition might lack penetration or expansion properties that would otherwise be desirable in a conventional cartridge. Condition Grey ammunition requires no conversion kit for weapon function and utilizes conventional casings and propellant. An example includes Frangible Ammunition and SIMUNITION Short Stop SRTA

**Condition Orange** – the [Color Code](#ColorCode) utilized for firearms, Conducted Energy Weapons or any other technologies, anti-personnel devices loaded with [Extended Range Impact Munitions](#ExtendedRangeImpactAmmunition) such as “bean bag” rounds, or devices otherwise designed or configured for use in pain compliance including chemical agents

**Condition Pink**  - the [Color Code](#ColorCode) utilized for devices designed to deploy Distance Sedation technologies

**Condition Purple**  - the [Color Code](#ColorCode) utilized for firearms or any other training devices that emit LASERs for target practice or scenario based training against any various versions of targets or individuals

**Condition Purple TYPE I** – the [Color Code](#ColorCode) utilized for firearms or any other training device that has been converted to fire simulated projectiles by the way of LASER beams that are **NOT** eye safe and require the use of specialized protective eyewear

**Condition Purple TYPE II** – the [Color Code](#ColorCode) utilized for firearms or any other training device that has been converted to fire simulated projectiles by the way of LASER beams that are eye safe and do not require the use of specialized protective eyewear

**Condition Red** – the [Color Code](#ColorCode) utilized for completely [Inert Firearms](#InertFirearm) or other inert training devices

**Condition White**  – the [Color Code](#ColorCode) utilized for firearms that are modified for, and loaded with, [Unhardened Structure Target Ammunition](#unhardenedstructuretargetammunition)

**Condition White TYPE I**  – the [Color Code](#ColorCode) utilized for firearms that are modified for, and loaded with, [Unhardened Structure Target Ammunition](#unhardenedstructuretargetammunition) that has the capacity to cause serious injury or death and that utilizes a full powder load for projectile acceleration. An example is Olin M862 ammunition and Dynamit Nobel Blue Plastic Training Ammunition

**Condition White TYPE II** – the [Color Code](#ColorCode) utilized for firearms that are modified for, and loaded with, Unhardened Structure Target Ammunition that has the capacity to cause serious injury or death but utilizes a lower energy cartridge base with a reduced velocity such that it can be used in structures that are not equipped with a hard impact area. Examples include SIMUNITION CQT ammunition and UTM Target Bullet Rounds

**Condition White TYPE III** – the [Color Code](#ColorCode) utilized for firearms simulators that has the capacity to cause serious injury or death but utilizes a reduced velocity projectile such as air powered conventional BB guns and pellet guns

**Condition Yellow** – the [Color Code](#ColorCode) utilized for firearms and other training devices designed or dedicated for use with [Blank Ammunition](#BlankAmmunition)

**Condition Yellow TYPE I** – the [Color Code](#ColorCode) utilized for firearms and other training devices designed or dedicated for use with blanks or other report generating technologies that utilize full power or near full power loads, and can cause serious injury or death in close proximity due to the blast created

**Condition Yellow TYPE II** – the [Color Code](#ColorCode) utilized for firearms and other training devices designed or dedicated for use with blanks or other report generating technologies that utilize low energy cycling systems or compressed air noise generators and are much less hazardous due to the significantly reduced powder load. Examples of this Type of cartridge is SIMUNITION SecuriBlank (loud) and UTM Battle Blank

**Condition Yellow TYPE III** – the [Color Code](#ColorCode) utilized for firearms and other training devices designed or dedicated for use with blanks or other report generating technologies that utilize low energy cycling systems and are much less hazardous due to the significantly reduced powder load. These devices and munitions contain the propellent within the device and have little or no report upon firing. They are suitable for very close quarters training where the cycling of the firearm might prove advantageous for training, but proximity prohibits any of the other Condition Yellow devices. Contact shots are permissible with a TYPEIII blank. Examples of this Type of cartridge are SIMUNITION SecuriBlank (quiet) and UTM Silent Blank

**Conducted Energy Weapon** – a weapon that uses electrical energy to cause pain or incapacitation such as a TASER or a Stun Gun

**Confabulation**\*\* - also called the ‘Mis-Information Effect’, is the spontaneous or provoked use of inaccurate information to fill in memory gaps. This phenomenon is distinctly different from lying because there is no intent to deceive. It is a memory bias that colors our recalled memories to believe that certain things must have taken place even though they did not

**Conscious Competence** - the ability to perform a task effectively, but with the need to have a large amount of conscious attentional resources directed toward the performance to perform effectively

**Conscious Incompetence** – having conscious awareness that you completely lack competence in a certain task, skill or knowledge area. An example of knowing about the existence of automobiles, but no knowledge about how they work or how to drive, and knowing that you don't know that

**Conscious Competence of Unconscious Competence** – having the conscious awareness of the mechanics involved in performing a task, skill or knowledge area with a high degree of [Unconscious Competence](#UnconsiousCompetence). This is often considered to be a level of Mastery

**Consolidation\*\* -** is the way by which memories and skills are processed converted to long term memory. Motor learning is consolidated when there are offline gains in performance and when the learning shows less susceptibility to interference from new experiences

**Constraints Led Approach (CLA)\*\* -** a teaching/coaching method based on the principles of non-linear pedagogy. It advocates a more ‘hands-off’ approach to teaching and learning within Physical Education. Through the manipulation of certain constraints, different information is presented to the learner. In turn, the learner is then challenged to find their own movement solutions to the problems faced or the goals needed to be achieved. Constraints can occur in the areas of the Performer, the Environment and the Task itself

**Constructive Alignment** – a principle for devising teaching and learning activities and assessment tasks that directly address the intended learning outcomes in a way not typically achieved in traditional lectures, tutorial classes and examinations

**Contextual Interference**\*\* - the introduction of ‘real world’ challenges into the training environment. It refers to the interference that is experienced when practicing multiple skills, or variations of a skill, within a single practice session. This is the ‘good’ interference, not to be confused with ‘learning interference’

**Continuous Motor** **Skills\*\* -** have no distinct, identifiable beginning or end. The skill is repeated continuously unbroken with the beginning and end of the skill being determined by the performer, opposed to the skill itself. Continuous skills tend to be learnt the fastest due to their repetitive nature. Examples of continuous skills include swimming, jogging, skipping and walking

**Control(led) Area** – see [Area of Operations](#AreaOfOperation)

**Controlling Authority** – the person, landlord and/or law enforcement agency that must provide permission to utilize a training location, and who must be informed in advance prior to actively using a location for a training event. The Controlling Authority must be informed in advance and must acknowledge in writing their permission to use the location, to include the time, date, and person providing the permission. Prior to beginning the training at the location, the Controlling Authority must be directly informed that the training is beginning and must further be informed at the conclusion of the training that the training has been completed prior to departing the location. This is similar to the opening and closing of a Flight Plan in the aviation world. Failure to inform all who might be contacted by a concerned party during a realistic training event has led to fatal injuries when uninformed personnel responded to a training event believing that an actual crime was in progress

**Control Point** – See [Choke Point](#ChokePoint)

**Control Zone** – a defined and limited location within an [Area of Operation](#AreaOfOperation) into which training participants are brought for the purposes of preparation for specific training. Preparations may include searching, briefing, equipping prior to training and de-equipping training participants at the conclusion of the training. A Control Zone contains an [Inner](#InnerSanctum) and [Outer Sanctum](#OuterSanctum), and is essentially a staging area where participants gear up and gear down just prior to moving to or leaving an active scenario area, or [Area of Operation](#AreaOfOperation). It is possible that there could be several Control Zones within an [Area of Operation](#AreaOfOperation). Each Control Zone must be under the operation of a dedicated Safety Officer specific to that Control Zone if there is a mix of technologies, such as different Categories, Types and/or Conditions of devices being utilized in the different Control Zones. For example, within the same Area of Operation, Blank Ammunition might be utilized in one Control Zone and Non-Lethal Training Ammunition in a different Control Zone. It would be necessary for a Safety Officer in control of each Control Zone to ensure that proper munitions, training devices and PPE are issued and in place consistent with the Safety Guidelines associated with those munitions and devices. If there is only a single Condition and Type of munition or device being used, it is permissible for a single Safety Officer to issue devices for all who are coming and going from that Area of Operation. Independent of different technologies permissible in Class A space, if the entire Area of Operation is designated as Class A space a single CLEAR check is acceptable provided participants are not leaving the Area of Operation. They can remain CLEAR providing they do not leave that Area. Prior to participating in an event, however, it must be directly confirmed by the Safety Officer for that Control Zone that the proper equipment and PPE are issued and worn prior the commencement of the training event.

**Conventional Ammunition** – a Category of ammunition that is designed for conventional purposes such as hunting, target practice and defensive/offensive purposes and always considered to be lethal munitions

**Conventional Firearm** – any firearm that has not been modified in any way to utilize non-conventional munitions

**Conventional Range** – a shooting range that has been designed for the discharge and containment of conventional munitions

**Conventional Target** – two dimensional printed targets that are typically constructed out of a two-dimensional paper or plastic product that usually have scoring rings, shapes, silhouettes, colors or numbers and are usually used for basic marksmanship training and basic tactical/judgmental shooting drills

**Conversion Kit** – a device that converts a conventional weapon for use as a training device and which renders that weapon incapable, either temporarily or permanently, of discharging its conventional payload

**Converted Conventional Firearm (CCF)** – a live, conventional firearm that has been converted for use in a training event. All CCFs must be converted and marked with the appropriate Color Code to ensure staff understands the training parameters and safety rules are in place for which it has been converted

**Converted Weapon** – any conventional weapon converted either temporarily or permanently to fire non-conventional munitions. Use of the term Converted Weapon should not be used to imply that the weapon has necessarily been converted to fire [NLTA](#nonlethaltrainingammunition), but rather just that the weapon has been converted to fire non-conventional munitions. For example, SIMUNITION conversion kits can fire three different Categories of munitions, one of which (CQT) is considered potentially lethal

**Cooper Color Code** – initially developed by Col Jeff Cooper as a means of mental preparation for a decision to shoot, but often conflated with Situational Awareness contrary to the original intent. Cooper’s Color Code moved through four stages of readiness, from White, to Yellow, to Orange, to Red. This set of colors for the reasons taught by Col. Cooper has nothing whatsoever to do with the [RBTA Color Code](#ColorCode) for training munitions, devices and areas.

**Crawl / Walk / Run / Assess** – A term used to describe the framework and process for the initial skill or concept learning, reinforcement through various stages or methodologies such skill building drills or contextual/non-contextual ‘scenarios’, and finally the testing of those skills or concepts through dynamic and contextual means. See also [Tolley Curve](#TolleyCurve)

**Criterion Environment\*\*** - where skills are used in real-life situations. AKA the ‘real world’

**Cue Card** – a term occasionally used to metaphorically describe a procedure or skill that is housed in a person’s [Mental Rolodex](#MentalRolodex) or procedural memory. A Cue Card can be metaphorically “tagged” for easier retrieval by “highlighting” it with emotional context and relevance through properly facilitated [Experiential Training](#ExperientialLearning)

**Cyclic Sigh\*\* -** a controlled breathing technique that has been shown to be optimal in reducing high states of physiological arousal. It has also been shown that if practiced throughout a training regime such as an academy setting, the process can be automated. Studies have shown that it is the fastest way to activate Parasympathetic Nervous System and is accomplished using a double inhale, followed by a long exhale and repeated between two and four times

**D**

**Dangerous Item** – any item that is designated by the [Safety Officer](#SafetyOfficer) as an item that should be inaccessible to a training participant. With exceptions, the [Safety Officer](#SafetyOfficer) may, in his sole discretion, render any item a Dangerous Item for the purposes of a training event. A [Safety Officer](#SafetyOfficer) *cannot*, in his sole discretion, decree the following items as non-Dangerous Items. The following items must be considered Dangerous Items unless such items have been modified in a professionally engineered way in advance of any training event to render them as non-dangerous or as Props:

1. Conventional firearm
2. Conventional ammunition
3. Any edged weapon (with the exception of a knife included on a multi-tool when the multi-tool is closed and encased … any attempt during a scenario to use such a device for offensive or defensive purpose shall be cause for a [Stop Stop Stop](#StopStopStop))
4. Any conventional cartridges for conducted energy weapon
5. Any conventional intermediate weapons (with the exception of a collapsible baton, but only under tightly controlled conditions, and where the scenario must be [Paused](#Pause) for the swapping out of the actual baton for a training baton immediately after deployment)
6. Any pyrotechnic devices not under the direct control of the Special Effects Controller

**Debrief** – a thorough and guided discussion designed to extract as many possible learning points as possible from any sort of training endeavor

**Decision Training\*\* -** (also called [Non-Linear](#NonLinear) Training) Contextualization is introduced as soon as possible and as frequently as possible. Technical skill perfection is sought but within constant tactical relevance. Students use an external focus and are trained through methods using competition-like drills, video modelling and observational learning

**Declarative Knowledge** - refers to static facts or information stored in a database, in the case of training, that database would exist in the mind of the Student. This information can be conceptual, propositional, or even descriptive knowledge that describes subjects, things, events, outcomes, and their attributes about each other

**Declarative Memory\*\* -** is memory that can be actively retrieved. This can be either episodic or semantic memory

**Dedicated Training Weapon** – a weapon that has either been designed or modified for use within a specific type of training setting and used under any of the [Control Conditions](#Control) specific for the [Category](#CategoriesofSmallArmsMunitions) or [Condition](#Condition) of the device. Because some dedicated training weapons still have the potential to pose a dangerous or even lethal threat, dedicated training weapons need to be in control of the [Exercise Control Officer](#ExerciseControlOfficer) until issued to the person using them, and then only after the user has been thoroughly briefed on any potential hazards and usage limitations

**Deliberate Indifference** – a legal term that means the conscious or reckless disregard of the consequences of one's acts or omissions. It entails something more than negligence, but is satisfied by something less than acts or omissions for the very purpose of causing harm or with knowledge that harm will result

**Designated Search Point** – a point or area designated by the [Safety Officer](#SafetyOfficer) through which people must undergo a [CLEAR inspection](#ClearInspection) prior to continuing on to the training areas. This Point is typically reached through a [Choke Point](#ChokePoint)

**Desirable Difficulties\*\* ­**- refers to the importance of creating a training environment that demands constant ‘Read/Plan/Do’ and the challenge or difficulty is [Scaffolded](#Scaffolding) in such a manner that the complexity and difficulty continues to increase and challenge the student

**Director** – see [Exercise Control Officer](#ExerciseControlOfficer)

**Discrete** **Motor Skills\*\*** - have a clear, definite, and identifiable beginning and end. They are usually brief. Discrete skills are simple, well-designed movements such as throwing and kicking a ball, a shot put, discus or javelin throw, or a somersault. Most motor programs consist of individual discrete motor actions

**Disengaged** – a training participant who would much rather not be there and who is demonstrating behaviors consistent with “checking a box” instead of attempting to glean experience through the training situation at hand. Disengaged training participants can be toxic to a training program and often either don't buy into the training or are horrified to fail, so they turn in a lackluster performance hoping to get a “check in their box”

**DMC** – Dye Marking Cartridge. See [Marking Cartridge](#MarkingCartridge)

**Do Over** – the process of re-running a simulation or a part of the simulation that did not produce an optimal result. Scenarios ought to be repeated until all of the Performance Activities have been successfully completed and the training participant has demonstrated performance that meets both the [Performance Objective](#PerformanceObjectives) and until such performance is considered [Six O’clock News Ready](#SixOClockNewsReady)

**Double Up** – during an active scenario, it is the swapping in of a [Role Player](#RolePlayer) wearing a higher level of [PPE](#PPE) so that a higher level of physical force can be utilized by the Student against the Role Player

**Double Down** – the swapping in of a [Role Player](#RolePlayer) that is wearing a lower level of [PPE](#PPE) after all high impact behaviors have been demonstrated, yet the scenario requires additional demonstrations by the Student of things such as searching or custodial manipulations that are rendered impossible in the higher level of PPE

**Drill\*\*** - refers to an activity performed in relation to the presentation of a stimulus within specific motor skill (punching, kicking, etc). It is common to vary the conditions of the constraints (Task, Performer and Environment) in order to help the performer, learn to execute performance within that task under changing constraints. A Drill is not a ‘Scenario’

**Dueling Simulator** – a [Video Simulation System](#VideoSimulationSystem) that utilizes video images of live performers and where conventional or non-conventional munitions can be fired at the visual representations of the images of actual people during interactions that are happening in real time

**Dummy Round** – see [Inert Training Ammunition](#InertTrainingAmmunition)

**Dunning-Kruger Effect** – Wiki defines Dunning–Kruger effect as a kind of cognitive bias in which an unskilled person makes poor decisions and reaches erroneous conclusions, but their incompetence denies them the [metacognitive](http://en.wikipedia.org/wiki/Metacognitive) (knowing about knowing) ability to realize their mistakes. The unskilled therefore suffer from [illusory superiority](http://en.wikipedia.org/wiki/Illusory_superiority), rating their own ability as above average, much higher than it actually is, while the highly skilled underrate their abilities, suffering from illusory inferiority. This leads to the perverse situation in which less competent people may rate their own ability higher than more competent people

**Dynamic** – putting a situation in motion as opposed to staying in one place. Often used during a walk-through debrief of a situation as a means of activating the experiential memory of an event through reconnecting a person with the “what, where, why and how” of their performance of a certain task – the opposite of [Static](#Static)

**Dynamic Exercises** – training exercises and simulations that where participants are physically moving through the training experience

**Dynamic Socratic** [**Debrief**](#Debrief) – a beginning to end walk and talk through of a training event where the [XCO](#ExerciseControlOfficer) takes the training participant back to the beginning of the event and physically walks the participant all the way through, discussing their behaviors and thought processes through guided questioning. This is **not** an interrogation, but rather a journey of curiosity on the part of the XCO. Prior to this walk through, any projectile firing training devices must be physically removed from the training participant and replaced with a [Condition GREEN](#ConditionGreen) or [Condition RED](#ConditionRed) version of the device before the [Debrief](#Debrief) begins. Due to the [Dynamic](#Dynamic) nature of the [Debrief](#Debrief), and given that the [Role Players](#RolePlayer) will be placed back into the positions they were at each stage of the event, and because this walk through is done without wearing head armor, it is essential that neither the training participant nor the [Role Player](#RolePlayer) has the ability of inadvertently discharging a firearm as they move through the various positions they were in throughout the scenario as they are discussing and essentially replaying the performance. In the event there were some errors made that require a remediation (such as any one or more of the necessary [Performance Activities](#PerformanceActivities) being missed) the training participant will re-run the identical scenario at the conclusion of the [Debrief](#Debrief). On occasion, only a critical part of the scenario need be replayed. This is done in order to achieve 100% demonstrated completion of the [Performance Objective](#PerformanceObjectives) by successfully completing each necessary [Performance Activities](#PerformanceActivities).

**E**

**Ecological Dynamics\*\*** - is the behavioral theory that performers self-organize their behavior in relation to interactions with their world along three constraints: the Performer, the Environment and the Task itself. Within the Ecological Dynamics framework, is the concept that human action is never uncoupled from direct perception

**Effortful Retrieval\*\*** -means having to work to recall or retrieve information or a skill that was previously learned. The retrieval itself makes the information or skill more durable

**Einstellung Effect\*\*** – German for “iron mind’ or ‘set mind’. It is a rigid mindset that is resistant to learning new information can be very detrimental to personal growth. Paradoxically, the people most prone to the Einstellung Effect are skilled performers since the more knowledge or skill one has can exacerbate the ‘iron mind’ effect

**Elevated Heartrate** – the increase of the heartrate either through physical exertion or emotionally driven hormonal engagement. Both can be connected to an elevated heartrate. But the elevation of the heartrate in response to hormonal engagement is an *effect* of hormonal and emotional engagement as well as a sympathetic nervous system activation. Contrary to pop culture mythology (as furthered by some popular books on the subject) heart rate increase ***does not*** have direct correlation to physical impairment and skill fade nor is it *the cause* of a sympathetic nervous system activation. Simply put, elevated heart rate is not the driver of skill fade, but rather it is one symptom of other factors, the cumulative nature of which has been correlated with skill fade

**Emergency Plan** – a specific written plan that is created in advance of any training that includes all necessary information and contacts in the event someone is injured during the training event

**Emotional Engagement** – the activation of one or more emotions during either a training or operational event

**Emotional Regulation\*\*** - is the ability of a performer to monitor internal states of emotion which may be counterproductive to good performance and decision making and engage in helpful strategies to moderate physiological arousal. Emotional Intelligence is a term often used for this ability

**Encoding\*\*** - refers to the process where experiences or information is taken from the short-term sensory store and moved to short-term memory and eventually long-term memory

**End of Training Declaration** – a formal, deliberately read declaration to all training participants that training is concluded. Following an End of Training Declaration, no further training shall occur unless all participants once again go through the [Safety Clearance Protocols](#SafetyClearanceProtocols)

**End Scenario** – this phrase is often uttered as the verbal cue by the XCO to all participants to terminate a scenario. Following this command, the [XCO](#XCO) must ensure that all participants are aware that the scenario has ended and that weapons are secured prior to the removal of any [PPE](#PPE) and prior to beginning any debrief

**Engaged** – a training participant who is physically and emotionally involved in a scenario “as if” it was an actual event rather than simply a simulation

**Episodic Memory\*\*** - is based on specific events, or "episodes" that are part of your personal history. Some examples: The name of your childhood pet, or where you were on the morning of September 11, 2001. (Part of [Explicit Memory](#ExplicitMemory))

**Entertrainment** – the ability to make training exhilarating and enjoyable while still leaving effective training residue on the training participants

**Enthusiastic Amateur** – many trainers enter the [Reality Based Training](#RealityBasedTraining) realm with little to no actual training themselves on how to set up or conduct effective [RBT](#RBT). While many of these trainers are enthusiastic and desirous of doing a professional job, without the training on how to do this they are truly amateurs. This is not a derogatory term, as the word Amateur comes from the Latin word for “love” – enthusiastic people doing something that they love. But it also connotes a potential lack of professionalism given that they may be either unaware of the necessity for a high degree of training in how do effectively deliver this style of training properly, or they simply ignored that necessity

**Environmental Relevance\*\*** - Training that has connective tissue to direct occupational relevance and demands for the student in the real world. This is also referred to as ‘contextual relevance’ or ‘[Representativeness](#Representativeness)’

**Equipment Manager** – a person tasked with controlling and maintaining all the equipment owned or controlled by the organization for use in Scenario Based Training including all the [PPE](#PPE), [Props](#Prop) and any other items and devices that are necessary for safe, effective and realistic experiential learning within a well-organized training program. Much as with a professional sports team, maintenance, and inventorying of all such equipment requires dedication, and ideally such management is best accomplished by a dedicated person or persons to ensure equipment fidelity and accountability. Issuance of gear to personnel in advance of any training event is best facilitated in a controlled manner through the Equipment Manager. In the absence of a dedicated person for this role, the [Safety Officer](#SafetyOfficer) or [Safety Coordinator](#SafetyCoordinator) assumes the task and responsibility for this position. Simply allowing unrestricted access to the equipment will predictably lead to loss, lack of maintenance and occasionally the deployment of inadequate or inappropriate equipment for the training. A haphazard proliferation of the equipment will make accountability for the physical upkeep and inventorying of the gear all but impossible. Such lack of controls can, and has, led to unforeseen hazards due to gear failures due to either loss or lack of maintenance necessary to ensure structural integrity and to the introduction of dangerous items into training environments

**Evaluation Criteria** – when tracking training participant performance, it is necessary to have a list of objectively observable behaviors. The Evaluation Criteria is a list of those behaviors. (see Evaluation Form). RBTA Evaluation Criteria is vastly different from a [Tick Sheet](#TickSheet) , which in some organizations, was used a method of looking for inappropriate behaviors and checking those off, sometimes repeatedly. Experience has shown that giving training participants “Ticks” can create a negative mindset for the Student to the point where they become overly conscious of getting “Ticks”, since an accumulation of them was often used as a method of removing participants from course. Utilizing the RBTA model employs a form that tracks the items being observed, and at the completion of the scenario uses a collaborative [Debrief](#Debrief) methodology for discussing the areas that need improvement. This tracking model has been shown to eliminate a training participant “looking up” at an evaluator in the event they have self-recognized a potential failure moment. In the RBTA model there are no consequences for self-discovering and correcting inappropriate behaviors. In fact such self-discovery is encouraged and often verbally rewarded

**Evaluation Form** – a specialized form that contains any of the [Evaluation Criteria](#EvaluationCriteria) and which serves as a Go/Nogo checklist to record whether the criteria being evaluated are indeed being demonstrated

**Evaluator** – see [Exercise Control Officer](#ExerciseControlOfficer) or [Facilitator](#ExerciseControlOfficer)

**Exaggerate** – a word often used to direct a [Role Player](#RolePlayer) to be over dramatic or display a weapon in an overt way. Exaggeration is often required during the early days of an [RBT](#RBT) program since participants are struggling with the sensory overload often experienced in an [RBT](#RBT) exercise, such that they will often ignore obvious threat cues and weapons. [XCO’s](#XCO) will often direct an [RP](#RolePlayer) to Exaggerate the display of a weapon, a threat cue, a phrase that should precipitate a predictable response, or any other aspect of a scenario that is often being tested

**Exercise Control Officer (XCO)** – the person who is directly in charge of running and facilitating a training scenario and who interacts directly both with any [Role Player](#RolePlayer) on the scene in an “Actor/Director” relationship, with the XCO functioning as the Director. As the primary scenario facilitator, the Exercise Control Officer will interact with the Student throughout the Scenario where necessary, and more specifically will lead the Student through the Debrief and any Remediation. The XCO will also function as a primary point of interaction with any of the involved Students as well as any Observers within the functional training area. This person is in direct supervision of the Student and will focuses the bulk of their attention and energy on observing the behaviors of the trainee and facilitating the scenario. The XCO shall also share responsibility for site safety that would otherwise typically be beyond capacity for the Primary [Safety Officer](#SafetyOfficer) as the Primary Safety Officer typically remains at the location where Students are being received and gear is being issued and returned. The XCO has immediate authority over all aspects of the training within their [Area of Operation](#AreaOfOperation)

**Exercise Controller –** See [Exercise Control Officer](#ExerciseControlOfficer)

**Exhilaration** – a feeling of excitement born of preparation and readiness where the participant is equipped with both the tools and the talent to perform a task at an optimal level and is positively emotionally engaged

**Experiential Training** – training that is accomplished in a manner that provides actual experience with a skill or decision-making process, usually done in a [dynamic](#Dynamic) fashion under realistic conditions

**Experimental Training** – training that is performed in a manner that has no pre-determined outcome, often utilizing individuals where the skill level of the participants with a particular skill set is unknown or unpredictable. Experimental training can be extremely hazardous if done in a haphazard manner without defined goals, controlled conditions, effective facilitation, tight safety protocols, and highly skilled trainers. The opposite of Experimental Training is [On Purpose Training](#OnPurposeTraining)

**Explicit** **Memory\*\* -** (also called[Declarative memory](#DeclarativeMemory)) is conscious, specific memory about facts, people, places, and events that can be actively retrieved. These memories can be “episodic” for personal experiences. For example, remembering the first time you rode a roller coaster. They can also be “semantic” – facts, ideas, and concepts, like the fact that John A. MacDonald was Canada’s first Prime Minister

**Explore the Space** – providing a Student to explore and discover different options during a Pause or a Debrief in order to expand possible solutions either for the future or for a Remedial re-run

**Exposed Skin** – any skin that is visible during a [Twisting “T” Check](#TwistingTCheck) prior to the beginning of a [Dynamic Exercise](#DynamicExercises) where the possibility of a projectile strike on the training participants exists

**Extended Range Impact Ammunition (ERIA)** – a Category of munitions that are specifically designed for pain compliance, apprehension, or area denial. These munitions often take the form of “bean bag”, rubber bullet or other projectiles that are intended to deliver kinetic energy and pain to an intended target and are designed to lessen the likelihood of lethal effect if specific areas of the body are targeted. Because these munitions can be lethal in certain instances, the popular terms “Less Lethal” or “Less Than Lethal” should be avoided or replaced due to the potential of having those terms discussed in a litigation scenario where the recipient of the impacts of such projectiles has caused or contributed to the death of an individual

**External Focus\*\*** - is a state where our attentional focus is directed outward, either in a narrow manner (for example, on the weapon a subject is holding) or more broadly (for example, being generally aware of your environment). (See also, [Attention](#Attention))

**Extinction\*\*** - is the principle where a previous motor program is not likely to fire when the conditioned stimulus is present. Motor programs can never actually be ‘deleted’. The myelinated neural pathway is still there. For example, if you have trained an officer with a new holster to the point that when you present realistic threat stimulus cues, the ‘old’ motor response (for the previous holster) no longer fires but the motor program for the new holster consistently fires. When this occurs under a variety of realistic conditions, one could reasonably say the old holster program has been extinguished. It should never be assumed that the old response may never be retrieved. When it does occur, we call that [Spontaneous Recovery](#SpontaneousRecovery)

**F**

**Facilitator** – see [Exercise Control Officer](#ExerciseControlOfficer)

**FATS Machine Ready** – a term used to describe a training participant who stands in front of a [Video Simulation System](#VideoSimulationSystem) or even a live scenario in a crouched and ready position waiting for a threat cue as they try to out-draw the simulator or their simulated opponent. Behavior such as this is often inadvertently created by past trainers and training systems that had sought to “beat” the student, causing the student to be hypersensitized to threat cues. This often leads to inappropriate displays of force, or over/inappropriate reaction, and in many instances draws rebuke from the trainer

**Fight Coordinator** – for potentially dangerous combative scenarios, planning and rehearsal in the presence of a specialized coach who helps to plan is essential. A Fight Coordinator that will plan, rehearse, and often oversee the training event is advisable to help assure a safe training environment. The motion picture industry makes extensive use of experts in this area where dangerous behaviors are being simulated to create realism in movie scenes. For complicated scenarios that are looking for extremely realistic simulated threats, a highly trained Fight Coordinator ought to be involved in the development of combative scenarios and be present on site during highly level and realistic combatives. See also [Stunt Coordinator](#StuntCoordinator)

**Final Firing Grip** – the placement of the dominant hand on a pistol in a way that is designed to optimize the position of the hand(s) on the grip of the gun to ensure optimal control over the pistol when being held or fired. There are two Final Firing Grips. The first is a one-handed grip when getting (or preparing to get) the pistol out of the holster (see [Holster Ready](#HolsterReady)) and then a second grip that is an optimal two-handed grip

**FIST\*\*** - stands for Fight Specific Interval Training and refers to highly functional high intensity training which replicates the biomechanical movements that will be demanded in the officers operational context

**FIST Suit** – an [impact reduction suit](#ImpactReductionSuit) made by the company FIST. The company makes several different versions of the suit. It is constructed using a resilient exterior material with significant padding in the protected areas. The FIST suit comes with many of its major components connected together with nylon loops, allowing a very quick donning and doffing of the suit, unlike many other suits that require each individual piece of the suit to be put on one at a time

**Fitts Law\*\*** - a predictive model of human movement primarily used in human–computer interaction and ergonomics. This scientific law predicts that the time required to rapidly move to a target area is a function of the ratio between the distance to the target and the width of the target. Fitts's law is used to model the act of pointing, either by physically touching an object with a hand or finger, or virtually, by pointing to an object on a computer monitor using a pointing device. Named after Paul Morris Fitts Jr. (1912-1965) who was a psychologist at Ohio State University

**Fix the Role Player** – this refers to the process of spending a little time with a Role Player to ensure there are no residual training scars through the repetitive performance of sub-standard performance while acting, often done for the benefit of the trainee (such as going down after being shot by the trainee ‘cheating’ muzzle position off target, etc.) It is important for a Role Player to sequence back into a more realistic and tactical mind set and no longer playing a Role. This has also been called Role Player Cleansing in some circles.

**Force on Force Training** – training that is accomplished using live, scripted [Role Players](#RolePlayer)

**Four Cs** – (4 Cs) a set of processes utilized immediately after a critical incident has occurred. This technique is used to keep a participant actively engaged in the event with focused behaviors directed toward maintaining an optimal level of Arousal and procedures for leveraging advantage until other responders arrive to render assistance. While the 4 Cs have multiple components within each of the Cs, the main four areas of awareness are Controlled Breathing, Cover, Condition and Communication

**Four Possible Outcomes** – there are four levels of reasoning to any decision or action when compared against the optimal Learning Objectives. The person could have done:

* Right thing for the right reason
* Wrong thing for the right reason
* Right thing for the wrong reason
* Wrong thing for the wrong reason

The processes used by the RBTA to identify which of these outcomes occurred in order to assess the student and decide what (if any) remedial action or training is necessary, is the [Socratic Debrief](#Socratic) and the [Meta Model](#MetaModel)

**Four Behavioral Options (for subject)**  – there are four potential avenues for a subject during an encounter:

* Fight
* Flee
* Freeze/Submit
* Posture

**Four Behavioral Options (for responder)**  – there are four potential avenues for a responder during an encounter:

* Talk
* Fight
* Shoot
* Leave

**Four Device or Technique Outcomes (for responder)**  – there are four potential outcomes for any device or technique following its utilization:

* Works
* Doesn’t work
* Kind of works
* Works, and is then overcome

**Foveal Vision\*\*** - is the only part of the retina that permits 100% visual acuity with a maximum angle of 2-3 degrees. Sometimes also called Central Vision

**Fragmentation (Frag) Drills** – see [Isolation Exercises](#IsolationExercises)

**Frangible Ammunition** – an ammunition cartridge with a projectile that is designed to break apart upon impact with a hard surface. Depending on the version of the cartridge, there will be various degrees to which the projectile will break up. Some versions completely pulverize into a fine powder whereas others will break up into smaller pieces or even bigger chunks. It is **essential** when contemplating the purchase or use of Frangible Ammunition that you specify in advance the **effect** you are requiring. **Do not simply utilize the word ‘frangible’ with an expectation that such projectile will completely pulverize on impact.** Frangible ammunition is a [Condition Grey](#ConditionGrey) munition that falls into the Ammunition Category of [Lethal Training Ammunition](#lethaltrainingammunition)

**FRICS** – Free Roam Immersive Combat Simulator. This is a [virtual reality](#VirtualReality), free roam system developed by the Australian Defense Force for advanced combat rehearsals that allows for nearly free movement in any direction within a large empty, instrumented space

**Frivolous Behavior** – any behavior that is unprofessional or borders on dangerous and that downplays the serious nature of a training event. Frivolous Behavior is often displayed by participants who either don’t take the training seriously or who use the disruptive behavior as a means of allaying their own discomfort or nervousness. In the event of a display of Frivolous Behavior, the participant displaying the behavior will be cautioned by the [XCO](#ExerciseControlOfficer) or the [SO](#SafetyOfficer). Cautions should be as discreet as possible and should be a consequential statement making clear that the behavior will not be tolerated. Continued offensive behavior that occurs following such a caution will result in removal of the participant from the training event and a written reprimand detailing the behavior. This reprimand will be completed by the [SO](#SafetyOfficer) or [SC](#SafetyCoordinator) and passed along through any necessary administrative channels for corrective or remedial action

**Full Speed** - a tempo used by any scenario participant as dictated by the [XCO](#ExerciseControlOfficer) allow a situation to proceed at a normal operational speed, or ‘real life’ speed

**G**

**Game Intelligence\*\*** - is the ability to use knowledge to selectively recognize critical information before and as events happen and to make quick and effective, high probability decisions based on that knowledge in diverse situations

**Gaze Action Coupling\*\*** – how our visual cortex and out motor cortex work together to coordinate rapid motor action. Examples of Gaze Action Coupling are throwing, punching, or shooting, we tend to hit what we are looking at. This process is largely automatic and requires very little conscious attention

**Gaze Anchoring\*\*** - The ability to control visual focus. It is often termed Active Vision in the athletic world and this also is a trained outcome

**Gear Up** – the process of donning of any necessary personal protective gear or operational equipment required for a training event that is about to occur

**Gear Up Area ­** - the area where participants receive any gear or PPE in preparation for participating in, or observing, a Scenario (see also [Outer Sanctum](#OuterSanctum))

**Gear Down** – the process of removing any personal protective gear or other devices that had been issued and/or worn for a training event that has since been completed

**Glycolytic System\*\*** -is the next energy system used by muscles after ATP PC is depleted. However, the energy output is significantly less with the glycolytic system, and it will last for approximately 30 seconds

**Going Red Protocol** – there are too many instances of training participants being shot when staff and students swap back and forth between conventional firearms and training firearms during training iterations in uncontrolled ways. There are times, however, during training while in Class B space when a 360 demonstration of a firearm position or manipulation becomes necessary to clarify a technique. There are already instances, such as the positioning or changing of targets, when it is permissible for people to be in front of the firing line while other participants wait behind the line. During a training iteration where an Instructor may desire to move forward of the firing line to provide a demonstration or clarification, the RBTA has a protocol to create the safest possible conditions for such a demonstration. “Going Red” refers to the process of switching a conventional firearm with an Inert firearm in order to demonstrate a technique more safely as described above to training participants. In such instances, the Instructor and participants shall adhere to the RBTA Going Red Protocol from the Best Practices Guidelines

**Good Job** – similar to [Nice](#Nice). A quick phrase for providing positive feedback to a Student

**Goofy Loop** – often described as a “broken record” on the part of a training participant, a Goofy Loop is the demonstration of an ineffective technique being displayed over and over and over again by a participant who cannot figure out that the technique is not and will not overcome whatever level of resistance is being encountered. Should a Goofy Loop be encountered, there are techniques available to break the loop, often through the use of the [Pause Button](#PauseButton), in order to get the participant thinking and performing once again in an effective manner

**Gotcha Game** – this is a concept often used by well-intentioned trainers and has proven counter-productive since it often leads to a shaming of the training participant. In Gotcha Game scenarios, training is usually set up as unwinnable and will often employ the use of [Ninjas](#Ninja), [Jack-In-The-Box](#JackInTheBoxMoment) moments and [Trunk Monkeys](#TrunkMonkey)

**Gotta Do** – a behavior or a [Performance Activity](#PerformanceActivities) that must be demonstrated in order for a student in a scenario to ultimately achieve the [Performance Objective](#PerformanceObjectives)

**Governing Authority** - the highest authority overseeing an area of activity, or the person or persons deemed to be the highest authority within an area of endeavor with a training realm

**Green Gas** – a lower pressure propellant gas than [Red Gas](#RedGas), made from a mixture of propane and silicone that is used to propel the [Airsoft](#Airsoft) projectiles in certain versions of training pistols

**Groin Armor** – protective gear designed to be worn over the groin area, and is utilized to reduce impacts to the groin and to increase the safety of the training participants

**Guided Error\*\*** - when instructors allow their students to struggle with performance errors and challenges and help guide those students to identify the problem and retrieve the critical principles that enable to solve their own problems

**Guided Imagination Exercises** – (see also [Theater of the Mind](#TheaterOfTheMind)) stimulation of the imagination in a deliberate manner which often involves the use of a coach who is responsible for directing the content of the imagery

**Guided Imagery\*\*** -is motor skill and performance enhancement technique where the trainer initially controls the narrative while the student mentally focuses on critical performance elements, motor skills, as well as emotional and psychological aspects that will result in successful performance. The imagery must be a multi-sensory process that draws on the senses to create a vivid mental image of a particular process

**Gunfight Behaviors** – a set of skills tied to processes to help ensure optimal actions and behaviors in the event of a lethal force confrontation involving firearms

**H**

**Half Speed** – a tempo used by any scenario participant as dictated by the [XCO](#ExerciseControlOfficer) to slow the situation down to approximately half the speed that would be used operationally or in the ‘real world’

**Hand Armor** – protective gear designed to be worn over the hands and is utilized to reduce impacts from to the hands, and to increase the safety of the training participants

**Hard First Instruction\*\*** - bring skills together as a ‘whole’ practice as soon as possible. Show the entire technique, show the consequences, explain the tactical principles

**Hardened Structure** – a training structure specially designed to contain any specified munition fired within it, within the limitations designated by the manufacturer of the structure. There are various degrees of Hardened Structures, and as such any limitations that would prohibit various munitions or devices must be placarded

**Head Armor** – protective gear designed to be worn on the head and face, and is utilized to reduce impacts to the head. It is designed to increase the safety of the training participants

**Hebb’s Rule\*\*** – Neurons that fire together wire tother. Donald Hebb was a Canadian psychologist who developed the understanding of neuroplasticity and the ‘phase sequence’ firing of motor programs. Spike Timing Dependent Plasticity (STDP) is the technically correct term for Hebb’s Rule. STDP means that repeated and paired activation between neurons is reinforced with experience and training, forging stronger and more reliable connections through myelination. Repetition is not the only important aspect of forming these reliable connections. The emotional intensity of the training or event is very important for the creation and thickening of these circuits

**Heuristics\*\*** - the strategies derived from previous experiences with similar problems. This is also often referred to as ‘rule of thumb’ or ‘mental shortcuts’ or ‘brain blueprints’

**Hick’s Law** - response time increases as the number of alternatives increases. The increase in reaction time is a logarithmic function of the number of possible choices. William Edmund Hick published his first research in 1952 which became known as Hick’s Law

**High Level (Hight Fidelity) Scenarios** - a role-playing exercise that is more complicated than a [Low Level Scenario](#LowLevelScenarios) in that there is a story line and there is a potential for more dynamic interaction with a [Role Player](#RolePlayer). High Level Scenarios are used to test a previously taught range of possible behaviors and responses. Hence, there is, by design, a higher level of emotional arousal in the training participants that is useful as a methodology for both testing and integrating response options and behaviors under those emotionally engaging conditions

**High Gear ­**- a highly flexible and functional Impact Reduction Suit developed by Tony Blauer

**High Organizational Skill\*\*** - is one in which performing the individual discrete skills is the correct order is essential for successful performance. A draw stroke of a handgun would be an example of a High Organizational Skill

**Hippocampus\*\*** - humans and other mammals have two hippocampi, one in each side of the brain. It is Greek for ‘seahorse’ because of its shape. The hippocampus is part of the limbic system and plays important roles in the consolidation of information from short-term memory to long-term memory

**HIT\*\*** -means High Intensity Training and refers to activity at 95-100% VO2 Max or 75% maximum heart rate for a maximum of 20 minutes

**Hit Man Suit** – an [impact reduction suit](#ImpactReductionSuit) made by PACA armor that was constructed with a resilient exterior material and lined with a similar material as that used in memory foam mattresses. While still in service in many organizations, it is no longer available for sale

**Holster Ready** – a ready position for pistol use where the hand has obtained a [Final Firing Grip](#FinalFiringGrip) on the gun and all the holster retention devices are de-activated but the pistol is still in the holster

**Hop Up** – a system used in Airsoft weapons to impart a spin to the projectile for improving accuracy

**Hormonal Engagement** – activation of various hormones inside the body often as the result of an emotionally engaging event

**Hot Firearm** – any conventional and unmodified firearm that can discharge conventional or non-conventional ammunition, whether it is unloaded or not. **An empty firearm is not a** [**Cold Firearm**](#ColdFirearm)**.** An empty firearm is simply an unloaded Hot Firearm. The terms Hot and Cold in the firearms training world have led to some unintended lethal consequences

**Hot Zone** – Hot Zone is a phrase that may be called out at any time for any reason by any person if an *unauthorized* ***and*** *menacing* person has entered the training area. In the event of a HOT ZONE declaration, training is immediately terminated, and attendees can use whatever means are legally authorized to control the situation. The re-arming of personnel is immediately authorized with no further direction from staff. NO FURTHER TRAINING SHALL OCCUR until the HOT ZONE has been declared ALL CLEAR. The training area shall be subjected to full and thorough safety inspections as if training were beginning for the day. Any Hot Zone declaration must be documented through the filing a report with the administration

**Humanoid Target** – a target that takes the shape of the human form to simulate a person for gunfight or defensive/offensive skills training. Humanoid targets are differentiated from Realistic Targets in that they are 3-dimensional and from most angles are dimensionally similar to human form

**Hyper Realistic Training** – training that goes well beyond dynamic, realistic training and is much more immersive in nature, using actual opposing force Role Players. Hyper Realistic Training often brings in battlefield effects, very realistic Role Players, combat casualties that appear extremely real and even smells that can be encountered in catastrophic battlefield situations. This term was coined by Stu Segal from Strategic Operations in San Diego, California who was the first to truly bring the world of movie special effects to police, military, and EMS training. His world-class training methodologies were adopted by the US Military in many of the workups prior to the wars overseas and were credited with creating some of the most efficient and resilient combat troops in the history of the US Military

**I**

**Illusion of Learning\*\* –** refers to what happens when instructors (and students) confuse performance gains during practice as actual learning. It is an illusion because the gains observed are quickly lost in short periods of time indicating that very little retention or transfer has taken place

**Imagery\*\* –** also referred to as ‘performance enhancement imagery’ or ‘visualization’ is the deliberate activation of the imagination where a visual image is created or recreated. Note – not all visualization is useful, in fact utilizing the ability most people who are untrained in how to effectively utilize their ability to visualize can do more harm than good, when they use the ability to catastrophize past, present, or future situations rather than as a remediation tool to optimize past, present or future behaviors. Effective performance enhancement imagery involves a full sensory experience in which the sights, sounds, smells and kinesthetics of the incident are powerfully recreated in the imagination

**Immersive Training** – training in which the participant is fully immersed in an event as if it were an actual event. Immersive training is different from [Virtual Reality](#VirtualReality) or even [Augmented Reality](#AugmentedReality) in that there are no “rules of the simulator” that need to be overcome, but rather the participant behaves exactly as if the event were an actual occurrence

**Impact Reduction Suit** **(IRS)** – a style or brand of personal protection suit designed to lessen the danger associated with physical contact that may occur during opposed force training. They are used in defensive and combative training and are made from varying degrees of padding to reduce the impact of physical blows or intermediate weapon strikes. There are different levels of IRS, and training staff must be knowledgeable as to the limitations of any utilized suit to ensure those limitations are not exceeded for the safety of the person in the suit

**Implicit Memory\*\*** - is one of the two main types of long-term memory. One of its most common forms is procedural memory, which allows people to perform certain tasks without conscious awareness of these previous experiences; for example, remembering how to tie one's shoes or ride a bicycle without consciously thinking about it ([Automaticity](#Automaticity))

**Improvisation** – unscripted role-playing or departing a previously agreed upon script. Often referred to as MSU (Making Shit Up) Improvisation is *rarely* a good thing and should be discouraged in favor of rehearsed role-playing. Any [Exercise Controller](#ExerciseController) who is unsure of the direction of the scenario once Improvisation begins should halt the scenario

**In A Box** – a phrase used to denote a person or item being placed into an area or state of temporary control by the training staff

**Inattentional Blindness\*\*** -occurs when an individual fails to perceive an unexpected stimulus in plain sight, purely because of a lack of attention. When it becomes impossible to attend to all the stimuli in a given situation, a temporary "blindness" effect can occur, as individuals fail to notice unexpected but often important objects or stimuli. What we do not attend to, we are typically ‘blind’ to. Another term for this is [Attentional Blindness](#AttentionalBlindness)

**Index** – a confusing term sometimes used by trainers at the conclusion of a scenario to indicate that they want all the participants to re-holster handguns and to place any long guns on safe and let them hang on their slings prior to the beginning of any debrief or discussions. It has also been used as a reference to a position behind a piece of cover (i.e. ‘index’ to the threat) or the position of a firearm relative to a body position (i.e. ‘temple index’). Because of the confusing nature of the term it is discouraged within the RBTA Best Practices Guidelines within any experiential training event. RBTA prefers “end scenario”

**Inept Behavior** – dangerous and inappropriate practices that are being demonstrated by any person inside a training or operational event because they do not know any better. Inept behavior must be stopped as soon as it has been recognized. Corrective or remedial training must be administered, and a record of remediation must be completed by the person in charge of the training event

**Inert Firearm (see** [Condition Red](#ConditionRed)**)** – a completely inoperative replica of a conventional firearm. Parts of an Inert firearm may or may not move, but it is unable to discharge anything whatsoever

**Inert Training Ammunition (**see [Condition Red](#ConditionRed)**)** – a Category of ammunition that a completely inert replica version of a conventional ammunition cartridge often used as a demonstration prop or for practice in loading, unloading and malfunction drill training. Also often referred to as a [Dummy Round](#DummyRound)

**Injury Tape** – a brightly colored plastic tape that can be wrapped and tied around areas of injury on a training participant in the event a pre-existing injury is brought to the attention of the [Safety Officer](#SafetyOfficer) so that the staff and [Role Players](#RolePlayer) are aware and mindful of the injury in an effort to ensure no additional damage is done during the training

**Inner Sanctum** – see [Safety Officer Area](#SafetyOfficerControlArea)

**Inspection Trays** – small trays similar to those encountered in an airport into which the pocket contents of a training participant may be placed prior to a [CLEAR Inspection](#ClearInspection). The CLEAR inspection includes looking at the content of the trays to ensure no Dangerous Items have been placed inside it

**Interesting** – a phrase that is used to question a behavior which is inconsistent with one’s own beliefs or thoughts about how an expressed thought or demonstrated behavior might otherwise have occurred. Using the term “Interesting” is often used as a precursor to the interrogatories of

* “Talk to me about what you just did.”
* “What did you do?”
* “What was your thought process that led you to that choice?”
* “Can we ***do*** that (physically, legally, etc.)?”
* “What are the benefits or consequences?”

*Interesting* takes a trainer out of the judgmental mindset and into the province of discovery. Anyone uttering the word *interesting* to any person in a scenario must deliver it in a manner that comes from genuine frame of curiosity striving for it to be received as non-judgmental

**Interleaving\*\*** - is the scheduling of exposures to multiple events to produce better learning. This is the opposing training paradigm to block training. Interleaving involves a training design that interleaves or “weaves” different skills together within the same training event

**Internal Focus\*\*** – Focusing inwardly on a narrow manner (for example, on the feel of your hand on your weapon) or broadly on how you are feeling or what you are thinking (for example, on how tired or scared you are)

**Internal Focus of Attention** - directing one's attention to aspects of their own body or  emotional control, including sensory information

**Interruption\*\*** - is the unexpected stopping of teaching or presenting a topic prior to its natural conclusion. This leaves a ‘vacuum’ which causes the student to remain motivated and fixated on the gap until they have found the solution

**Intervention** – a technique used to immediately pause a scenario for the purposes of redirecting action by one of the participants. Interventions are typically used after an [XCO](#XCO) [Presses the Pause Button](#PressingThePauseButton)

**Inverted U Principle** - created by psychologists Robert Yerkes and John Dodson in 1908 that describes a clear relationship between pressure and performance

**Isolation Exercises** – practice drill used to develop responses to simple stimuli. Also referred to as [Low Level Scenarios](#LowLevelScenarios)

**IWS** – Impact Weapon System

**J**

**Jack-In-The-Box Moment** – a [Role Player](#RolePlayer) producing himself or an object very quickly in a manner that deliberately creates a startle reflex in a training participant

**K**

**Kinesthetic\*\*** - is the perception gained through touch

**Kings X** – A phrase used by some trainers to end a scenario. (See [End Scenario](#EndScenario) or [Cease Fire](#CeaseFire))

**Kobiyashi Maroo** – this phrase comes from the television show Star Trek and describes an unwinnable scenario designed by Star Fleet to allegedly test a commander’s ability to deal with the humility of having his entire crew and ship destroyed by an enemy attacker. There are many trainers who believe that unwinnable scenarios have training value. The RBTA believes otherwise and prohibits their use by its Best Practices. Such scenarios can create lasting emotional scars in a training participant which often has the exact opposite effect of what the trainer was attempting to achieve

**L**

**Laser Training Device** – any device designed for any training purpose that emits a LASER

**Learning Interference\*\*** - occurs when too much randomness or variability are injected into a training session. It is important that the motor skill has time to ‘stabilize’ the motor program into memory (usually 8 hrs.). During this time the learning is subject to being impaired by interference from learning a new, similar skill in the same session

**Left of Bang** – a term that originated with the USMC after a requirement by Gen. Mattis to originate a program that would create a hunter-like mindset in Marines. The concept comes from a traditional timeline, in which time zero - the beginning of the frame – is on the left. A critical event – BANG! – is in the middle, and everything that happens after bang is to the right

**Less Lethal** **(or Less Than Lethal)** – erroneous terms created by the [Specialty Impact Munition](#SpecialtyImpactMunition) manufacturers and the tactical community to describe a variety of munitions and other devices that are designed for use in riot control and non-compliant violator apprehension. The error lies in the fact that these products can in fact cause death even if not designed to do so either by misuse or unintended consequences of use. For this reason, the RBTA seeks to avoid the use of the terms Less Lethal or Less Than Lethal. Hence, the terms Intermediate Weapon, Specialty Impact Munitions, Conducted Energy Weapon, and others are more specific and appropriate. Examples of devices that have been previously identified under this term include “bean bag” munitions, certain rubber bullets, [Conducted Energy Weapons](#conductedenergyweapon) and some chemical munitions

**Lethal Training Ammunition (LTA)** – a Category of ammunition that has specialized design features that make it specifically suitable for certain training. Often, the design features that make it ideal for training may limit its effectiveness as an optimal choice for conventional purposes. For example, in a gun fight, the munition might lack penetration or expansion properties that would otherwise be desirable from a conventional cartridge. Two of the main differences between Lethal Training Ammunition and [Unhardened Structure Target Ammunition](#unhardenedstructuretargetammunition) are that LTA does not require a conversion kit to cycle a firing platform (in reciprocating weapons) and LTA typically (though not always) has a larger surface danger zone and higher destruction and penetration capabilities. One of the more popular versions of LTA would be [Frangible Training Ammunition](#FrangibleAmmunition)

**Linear\*\*** - refers to a training environment that is uncoupled from contextual realism. There is little or no representative design and therefore the student does not have to engage the processes or reading, sensemaking, planning and acting

**Live Fire** – the discharge of conventional munitions or other lethal munitions or potentially lethal munitions in an environment that is unsafe for people to be down range of the projectiles being fired

**Live Fire Shoot House** – typically an environment designed like an urban structure which is built out of materials that permit the firing of conventional or otherwise lethal munitions. Internal walls are typically constructed from bullet resistant material also, so that a true 360 degree shooting environment is possible if training participants are aware of the location of other training participants within the structure. While most shoot houses permit 360 degrees of ballistic protection, there is still often the potential for projectiles to leave the structure above the level of the top of the walls, in fact many such structures incorporate the use of scaffolding or catwalks to allow training staff to observe from a relatively safe position above the training participants. Lack of muzzle awareness however could result in catastrophic results should a round be fired above the wall

**Live Threat Engagement Training (LTET)** – a term used by the Texas DPS for their dynamic simulation training program

**Load and Make Ready** – a command given to training participants to get their training weapons loaded and chambered in anticipation of the beginning of the training event

**Location Manager** – a person responsible for managing a variety of training locations and maintaining logs of location usage, ensuring any potential hazards within a location are addressed, creating and maintaining relationships with the ultimate [Controlling Authorities](#ControllingAuthority) to ensure any necessary permissions and scheduling for the locations are messaged and maintained, access control measures are accessible and that notifications for use and scheduling of the venues occurs to ensure any necessary deconfliction between potential users. Often, the Safety Officer can function as the Location Manager if all of the paperwork and logistical documentation is in order and the facility is properly scheduled with the Controlling Authority and that adequate notice is given regarding dates and times of usage and obvious signage is in place during the actual use of the location

**Low Level (Low Fidelity) Scenarios -** a role-playing event more aptly termed a “stimulus-response” exercise wherein a stimulus is used to facilitate the demonstration of the appropriate previously trained response. Low Level Scenarios are used to teach or perfect a technique and are characterized by relatively low emotional arousal

**Low Organizational Skill\*\*** - is a motor skill comprised of discrete motor skills in which the order of performance is not essential for successful performance

**M**

**Make Safe** – the process of placing a firearm into a condition where safety mechanisms are activated, and the weapon is holstered if it is a handgun and slung on its sling if it is a long gun

**Man on Man Training** – see [Force on Force Training](#ForceOnForceTraining)

**Man Marker Round** – a version of a [Marking Cartridge](#MarkingCartridge) version manufactured by [UTM](#UTM)

**Marking Cartridge** – a training cartridge that loads into a modified conventional firearm or dedicated training firearm that permits the chambering and firing of projectiles that leave a small mark on impact and also typically induce a pain response which, if properly used, provides a measure of training value due to the risk aversive nature of people

**Marksmanship** – a set of skills concerned with shooting accurately that can have a carryover to winning a deadly force confrontation if trained deliberately with deadly force in mind during the training, ideally accompanied by [Gunfight Behaviors](#GunfightBehaviors) to optimally prepare a person for such a confrontation

**Medic** – a person on the site of a training location with specialized medical training. It is necessary during the planning of any [Experiential Training](#ExperientialTraining) to identify personnel within the training group who have any basic and advanced medical training, and that they be recorded on the [Emergency Plan](#EmergencyPlan) in the event of an emergency so that they can be quickly identified. Any emergency medical equipment onsite must be briefed to whomever the dedicated Medic for the training event will be

**Melt Down** – a term used to describe a state of breakdown that can include the breakdown of a technology, a person in a state of physical distress or a person in a state of mental distress. During any sort of Meltdown, the person in control of the [Area of Operations](#AreaOfOperation) in which the Meltdown is occurring shall immediately stop the training to ascertain if the Meltdown is fixable or if training must come to a complete halt. Often, a [Technological Meltdown](#TechnologicalMeltdown) can be overcome through deliberate action on the part of the training participant. [Physiological](#PhysiologicalMeltDown) or [Psychological Meltdowns](#PsychologicalMeltDown) can also often be overcome but require special training on the part of the person facilitating the Meltdown. Failing to overcome a Physiological or Psychological Meltdown has the potential to cause irreparable or irrecoverable harm and must be handled appropriately by well-trained personnel

**Mental Model** - a person's internal understanding and thought process for something in the world. The individual understanding of how a thing works, operates, or is linked to other things is understood through Mental Models

**Mental Process**  - is an umbrella term to describe any process, whether psychological or physiological, which occurs in the mind. Author Daniel Kahneman describes two specific versions of Mental Processing in his book Thinking Fast and Slow that explains two systems. “Type Two” is fast, intuitive and emotional, whereas “Type One” is slow, more deliberative and more logical

**Mental Rolodex** – a term used to denote highly formed, often emotional engaging experiences and memories stored within the experiential brain that are available for use during a future event, as well as the process of accessing those behaviors during a critical incident

**Metal Detector** – a hand-held or walk-through device specially designed to find and alert on metal items when a participant is subjected to its use. They are used to assist a Safety Officer during a CLEAR inspection

**Meta Model**  - the meta-model in [NLP](#NLP) or neuro-linguistic programming is a set of questions designed to elicit specific information, challenge, and expand the limits to a person’s model of the world. It responds to the distortions, generalizations, and deletions in the speaker’s language

**Meta Monster** – a person who inappropriately or heavily over-uses the Meta Model to the point where it becomes overly interrogatory or at times embarrassing

**Michelin Man** – wearing too much [PPE](#PPE). Being a Michelin Man will degrade the training value of an RBT exercise since much of the training value exists in the potential for some measure of [Pain Penalty](#PainPenalty). If a training participant becomes the Michelin Man, they will often act in a realistic training event as if they were bullet proof. A Michelin Man is *not* desirable

**MILES** – an acronym for a LASER engagement training system that consists of a man worn receiver and weapon mounted LASER emitters that is used in large and small battlefield engagement training. One of the limitations of conventional MILES is that once a combatant is struck in a LASER receiver with a LASER strike, the combatant is ruled “dead” or otherwise removed from the battlefield. Later versions allowed for the integration of medical personnel by nominating certain injuries after LASER hits through the uses of playing card style ‘casualty cards’ that would dictate an injury. MILES stands for Multiple Integration LASER Engagement System

**Mind-Muzzle-Finger** – an RBTA set of primary safety principles that evolved from the original 4 rules developed by Jeff Cooper. The Mind-Muzzle-Finger approach builds on Mindfulness first, meaning the *reason* that someone is manipulating a firearm. Once the firearm is being mindfully manipulated, a concurrent consideration for the mindful direction of the muzzle is required. Once the previous two steps are accomplished, the mindful placement of the trigger finger on the trigger following the manipulation of any mechanical safeties is necessary when desirable to fire the gun

**Mobile Heavy Bag** – a term applied to an [Impact Reduction Suit](#ImpactReductionSuit) worn by a person that trades off a substantial degree of mobility for a much higher degree of protection during simulation training drills and scenarios. Examples of Mobile Heavy Bags would be the Red Man WDS suit and the FIST suit

**N**

**Near Peer Training** – [Force on Force](#ForceOnForceTraining) training at an extremely high level where the enemy force is working in competition against the trainees to provide a very realistic test of capabilities. This is a ‘testing’ model and should only be attempted once training participants of been thoroughly prepared in advance of the test. Tight controls must be in place to ensure the event does not deteriorate into a chaotic situation. Such training is highly staff intensive and must be geared towards a specific test of capabilities.

**Neck Armor** – protective gear designed for the neck and throat, and is utilized to reduce impacts from any impacts to the neck or throat. It is designed to increase the safety of the training participants

**Neuro Linguistic Programming (NLP)** – a system developed by Dr. Richard Bandler and John Grinder based on modeling therapists such as Virginia Satir, Fritz Perls and Milton Erickson, etc. and that has been used as a methodology for optimizing human change and behavior

**Neural Pathways\*\***  - are a series of connected neurons that send signals from one part of the brain to another

**Neuroplasticity\*\*** - is the ability of the brain to form and reorganize synaptic connections, especially in response to learning or experience. Neuroplasticity is well-researched ability of the brain to constantly remap itself. It changes motor programs and learns new ones

**Nicely Done (or Nice)** – a punctuational phrase used to support the behaviors or explanations of a training participant after they have performed or explained their performance well (see also [Good Job](#GoodJob))f

**Nice to Do** – a behavior that falls below the threshold of [Oughta Do](#OughtaDo) or [Gotta Do](#GottaDo), yet may still be worthy of mentioning as it might improve participant safety. For example, approaching a door during a domestic disturbance might be a listed [Gotta Do](#GottaDo). Standing to the side of the door such that a shot through the door, or the opening of the door by one of the perpetrators, does not put a respondent in serious jeopardy might be considered and Oughta Do. Listening before initiating contact and formulating a plan might be considered a [Nice to Do](#NiceToDo)

**Ninja** – a member of a training cadre that jumps out and surprises a training participant. Ninjas have been a mainstay of various styles of realistic training. They are **counterproductive** to installing effective response options in training participants. The use of Ninjas is prohibited by RBTA Best Practices

**NLP** – [Neuro Linguistic Programming](#NeuroLinguisticProgramming)

**Non-Lethal Training Ammunition (NLTA)** – a [Category](#AmmunitionCategories) of ammunition that has properties and features that are especially suited to opposed force training and are less likely to cause serious injury to training participants who are wearing tested and approved personal protective equipment. NLTA is a cartridge based training system and falls under the broader Category of [Non-Lethal Training Devices](#NonLethalTrainingDevice) (NLTD)

**Non-Lethal Training Device** **(NLTD)** – a kind of training device that has properties and features that are especially suited to opposed force training and are less likely to cause serious injury to training participants who are wearing tested and approved personal protective equipment. Aside from [NLTA](#nonlethaltrainingammunition), NLTDs can include training versions of [IWS](#IWS), [CEWS](#conductedenergyweapon), [CAS](#CAS), etc.

**Non-linear\*\*** refers to a learning or training environment that contains representative elements from the criterion environment or the ‘real world’ Students performing in a nonlinear environment are forced to have to read the scene, detect relevant cues, adapt to changing circumstances and make rapid, excellent decisions

**Not Ready** – a response elicited from any training participant who, having been asked the question if they are “[Ready to go](#Ready)?” is, indeed, not Ready

**O**

**Object Recognition\*\*** - are the incredibly complex and not thoroughly understood processes used by the eye and the visual system to be able to identify an object in the environment. Foveal vision is the type of vision used in object recognition and the object must remain stable on the fovea for a brief period of time in order for object recognition to be accomplished

**Observational Learning\*\*** - is the process in which mirror motor neurons in the brain are believed to work in conjunction with the motor cortex in organizing motor action. The use of demonstrations of techniques within multiple situational contexts and from various perspectives can assist with enhancing the observational learning effect

**Observational Modelling\*\*** - The learner observes an example of excellent performance. This can be live, through a video, or computer simulation

**Observer** – any person who is merely observing a training event and who has permission by the [Safety Officer](#SafetyOfficer) to observe the training. All Observers are required to wear visible identification markings that alert all participants within the training area that the Observer is in no way involved in the training other than as an Observer

**OBV** – See [Observer](#Observer)

**Off Limits Area** - any area designated by the [Safety Officer](#SafetyOfficer) or Safety Coordinator as a storage area which may contain Uncleared or Dangerous Items. Any items placed within the Off Limits area are considered inaccessible from participants without the direct supervision of the [Safety Officer](#SafetyOfficer) or [Safety Coordinator](#SafetyCoordinator), or until the area has been declared by them to no longer be Off Limits. Off Limits areas should be sequestered by some form of physical barrier or markings such as signage or barricade tape and all participants must be briefed that they are is Off Limits. Off Limits is essentially a Restricted or Prohibited area, but it is not contained within an active Scenario Area. Areas that are within an Active Scenario that do not fall within the area that the Student should not have to be concerned about are Out of Play, or Out of Bounds areas.

**Offline Learning\*\*** - after your students have left your training. Though offline learning can begin 5–30 min after the initial acquisition, motor learning requires sleep to be effectively consolidated. Motor learning is strengthened and improved ‘offline’ without the essential need for further practice

**Officer In Charge (OIC)** – a term used by SIMUNITION that for the most part exercises the functions of and RBTA [Exercise Control Officer](#ExerciseControlOfficer)

**Off Script** – this occurs when a Role Player departs a previously agreed upon script. Going off script can cost an [Exercise Control Officer](#ExerciseControlOfficer) both the control and the value of the training and should be avoided through proper Role Player selection, training, proper control and directing

**Off the X** – is a term for moving out of the area you are physically in when being assaulted or about to be assaulted

**OIC** – See [Officer In Charge](#OfficerInCharge)

**Online Learning\*\*** – Learning that takes place during the training event. This is effective primarily for motor skills

**On Purpose Training** – also known as Purposeful Training, it is goal directed training with a predetermined purpose or goal that is measurable by either (or both) objective or subjective means

**One Way Projectile Based Training** – a highly specialized version of opposed force training where one of the adversaries is using projectiles against the other, but the alternate side is firing only some Category and Type of [Blank Ammunition](#BlankAmmunition) (usually one of the Type II or Type III blanks specifically designed for close range opposed force training such as SIMUNITION’s Securi-Blank)

**OODA Loop** – see [Boyd’s Cycle](#BoydsCycle)

**Open Eye Protection** – an eyeglass style of eye protection, rated to ANSI Z.81 impact protection, the equivalent or higher that does not have a gasket that seals around the entire eye to protect against any manner of projectile intrusion from any angle and makes participants and observers vulnerable to eye damage under certain conditions

**Open Motor Skills\*\*** - occur in unpredictable and constantly changing situations, for example, during competitive team sports where players have a direct opponent, such as football, soccer, rugby, and water polo. Open skills are dependent on external factors, for example timing, the placement of the skill, weather, and the skill level of opponents. Therefore, these factors outside the immediate control of the player

**Open Motor Loop\*\*** - refers to a motor action process that occurs so quickly there is no time for feedback from the muscle action to make it to the motor cortex to be adjusted. An example of open motor loop action would be a trigger press on a handgun

**Opposed Force Training** - see [Force on Force training](#ForceOnForceTraining)

**Optimal** – a term RBTA uses to describe a behavior, thinking or an outcome that is within the range of best possible options under the circumstances within the event

**Oratic** – a one way, relatively ineffective method of information delivery where a single person of some measure of authority gives their own views of a situation, often characterized by “telling” as opposed to “asking” a participant what occurred during a training event – the opposite of a [Socratic](#Socratic) approach

**Oughta Do** – a behavior that should be demonstrated given a certain situation, but if not performed should at least be articulated as to why such a behavior was not employed

**Out of Bounds** – the physical boundary limitations of a scenario area. While a [Scenario Area](#ScenarioArea) might have within it areas or items that are [Out of Play](#OutofPlay), Out of Bounds indicates that beyond a barrier or placard indicating Out of Bounds, there is nothing else in play

**Out of Play**  - any area designated by the team running the scenario that is outside any area of concern, such as designated doors, hallways, closets, or even vehicles located within a scenario area that are not to be considered by the student as potential threat areas or areas of concern. Any such areas or vehicles must be placarded to indicate that they are Out of Play

**Outer Sanctum** – the area under control of the [Safety Officer](#SafetyOfficer) where training participants are issued all the equipment necessary for the simulation. Also known as a [Gear Up Area](#GearUpArea)

**Own It** – the effective demonstration of a technique such that the training participant has made the correct force choice for the correct reason. Often, in the event a remediation is necessary following a [Walk Through](#WalkThrough)/Talk Through, the [XCO](#XCO) can tell the participant “knowing what you now know, let’s go Own It.” This helps the training participant to understand that they have the tools and talent to solve the situation and at the successful conclusion of the scenario they will emerge as a winner, having made the effective behaviors their own

**P**

**P300ERP (Event Response Potential)\*\*** -It takes an average of 300ms for a change in the environment to register in the cognitive awareness processes. To know something has changed at the attentional level (i.e. you are aware and attending to it), what is changing, and begin a reaction to it

**Pain Penalty** – the deliberate use of any sort of pain stimulus as a means of demonstrating a tactical inefficiency. It can be utilized to help correct a substandard behavior during a training event. Pain penalties have value when used appropriately, but when used inappropriately (for some comedic or inappropriately punitive purpose) or overused, can have an adverse training effect. An example of an adverse training effect could be the installation of a risk aversion to a situation where risk management is the more appropriate response. The danger of technologies that utilize pain penalties as one of the teaching methodologies can, if inappropriately used, lead to serious physical or psychological injury to a training participant. Such technologies and methodologies must only be used by highly skilled trainers who are familiar with the advantages, disadvantages and serious dangers associated with pain penalties

**Paintball** – a friable plastic or gelatin projectile sphere that is filled with a marking substance used in the recreational paintball world for opposed force events

**Paintball Gun** – a device that is usually powered by compressed air that simulates a firearm and is used to propel paintball projectiles

**Pause** – a term used to indicate a temporary pause during a training situation so that information can be sought from a training participant, an adjustment can be made to a piece of equipment, or any other administrative task can be performed without completely ending a simulation. Implementing a Pause during a scenario is often referred to as “[Pressing the Pause Button](#PressingThePauseButton).” A scenario ought never end without a Pause being called. Ideally, the [XCO](#XCO) must identify what is in the mind of the student to terminate a scenario at the appropriate time. This is contrary to many scenario models that end the scenario immediately after the major action/decision without seeking to understand the students frame of mind and reference prior to ending the event. Typically, trainers will halt an event upon the discharging of a firearm. And yet it is after the shots have occurred when many of the most essential training points can occur

**Pause Button** – the act of touching a training participant on the shoulder during a scenario and saying the word “Pause” as a means of immediately and temporarily halting the action during a scenario in order to seek clarity of a participants actions, reconnect them to the moment, reflect on their current course of action, recalibrate their decision making process, gather information, break a [Goofy Loop](#GoofyLoop), interrupt a [Meltdown](#MeltDown), or otherwise temporarily halt a behavior for an administrative purpose. Often, a scenario can be re-initiated after a brief interaction with the Exercise Control Officer, or ‘Play’ can continue almost as if a video player had been ‘paused’ and then ‘played’

**Pause/Play** – see [Pause Button](#PauseButton)

**Perceptual Distortion** – a distortion that is experienced by an individual where there is a disparity between what they perceived happened during an event and what actually happened during an event

**Performance Activities** – a checklist of the objective behaviors that must be demonstrated by the training participant to complete the [Performance Objective](#PerformanceObjectives). The Performance Activities are considered “[Gotta Dos](#GottaDo)”

**Performance Objective** – A Performance Objective is a statement of a specific desired end result or output. A popular model for a Performance Objective follows the [SMART](#SMARTAcronym) model as developed by George T. Doran in 1981. SMART stands for “**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-**B**ound”. In the RBTA model, the Performance Objective should, indeed, be Objective defined as “observable phenomena, empirical”

**Peripheral Vision\*\*** -(also called[Ambient Vision](#AmbientVision)) occurs outside of our foveal vision, away from the center of our gaze. Is most important for recognizing movement in the environment. Peripheral vision utilizes primarily ‘rods’ and it is rods that also allow us to utilize night vision

**Personal Protective Equipment (PPE)** – equipment utilized by those participating in realistic training situations to protect them from potential hazards specific to the technologies utilized

**PETTLEP\*\*** - is a research-based imagery framework and refers to Physical Characteristics, Environment, Task, Timing, Learning, Emotion and Perspective

**Physical Search** – the thorough physical searching of a training participant to ensure they do not have any Dangerous Items in their possession. A Physical Search according to the RBTA is different from a Physical Search that might be utilized in a setting such as that used in a correctional setting. The purpose of a Physical Search if to find the big things that are hiding in plain sight. Most of the tragedies that have occurred in an RBT setting have occurred in the absence of the most cursory of Physical Searches. Within the RBT world, checking the contents of pockets, duty gear, waist bands, arm pits, ankles and the front/back surfaces of the body in addition to any items being carried in is usually sufficient. A Physical Search is designed to find the significant things, not insignificant things. In a correctional setting, the little things matter. In an institutional setting such as the military or law enforcement training setting, it is the big things that are killing people. They are typically big things hiding in plain sight. It is essential to assure that magazines and other pouches are empty, the main areas of the body and body armor are physically inspected, conventional weapons are demonstrably converted or alternatively secured in a safe area, training munitions are under the positive control of the [SO](#SafetyOfficer), and [PPE](#PPE) is properly issued and worn. Attention to these details will pretty much guarantee that the big bad stuff won’t happen. This is ***NOT*** a guarantee that problems won’t occur. But it would have eliminated every single shooting death recorded in the memorial section of *Training at the Speed of Life® – Volume 1* (See [CLEAR Check](#ClearInspection))

**Physiological Arousal\*\*** – A state of physical and emotional intensity triggered by the activation of the Sympathetic Nervous System. Indicators of this arousal are typically seen in increased respiration, blood pressure, heart rate, release of adrenaline and noradrenaline and cortisol as well as stress-based neurotransmitters. This condition is often described in lay terms as the body’s ‘fight, flight, freeze’ response

**Physiological Melt Down –** the physical injury of a training participant where the participant either cannot, or chooses not, to continue in the training event. Where appropriate, training must cease so that safety staff can address the physical trauma of the participant. Sometimes, the trauma may be relatively insignificant. An example of this would be a shot to the leg with a marking projectile which might hurt a little, but it is rarely sufficient cause to stop the training prior to the participant responding to being ‘shot’ by using appropriate and proportional action. The importance of this can’t be overstated, since there are many instances of training participants who have been notionally “killed” in training following the simple act of being struck with a marking projectile or, in the case of the [MILES](#MILES) system in the military, a LASER beam. In such cases in the past, trainees have been removed from the action. Such short-sightedness on the part of both the training participants and the training staff could contribute to inducing failure on the battlefield, since under emotional conditions the mental programming of a “failure” state has the potential to program a participant to quit at an inappropriate time under actual future combat conditions. This unintentionally preprogramming to quit is one example of a [Training Scar](#TrainingScar)

**Physiological Sigh –** a style of deliberate breathing discussed by neuroscientist, Dr. Andrew Huberman. His studies have shown that it is the fastest way to activate Parasympathetic Nervous System and is accomplished using a double inhale, followed by a long exhale, and repeated between two and four times while looking for a ‘sweet spot’ of being both alert and calm (see also [Cyclic Sigh](#CyclicSigh))

**Piston (FX)** – a slidable component of most [Reduced Energy Cartridges](#ReducedEnergyCartridges) that allows for the utilization of very small amounts of energy to cycle the actions of firearms when they have been converted to fire those specialized training munitions. See [Sabot](#Sabot)

**Play Box\*\*** - is a term used to describe, for students, training conditions in which they are not being evaluated but are encouraged to press to and beyond the limits of comfort in order to explore unique solutions to problems. In the ‘Play Box’ errors are not only OK, but they are also encouraged through deliberately challenging learning conditions. (See also [Think Box](#ThinkBox))

**PPE** – see [Personal Protective Equipment](#PersonalProtectiveEquipment)

**PreTSD** – a psychological precursor to PTSD that is a set of conditions such as learned helplessness ([Training Scar](#TrainingScar)) that can predispose a person to forming PTSD. Trainers can inadvertently set up training conditions to create PreTSD in a training participant through poorly conceived training methodologies

**Pressing the Pause Button** – the act of utilizing the [Pause Button](#PauseButton) technique

**Pressure\*\*** - is referred to as conditions of training which push the student into zones of desirable difficulties, or ‘discomfort’ in order to create optimal learning. Pressure often results in the need for students to quickly assess the perceptual motor workspace, read the scene, determine courses of actions and implement decisions which will resolve the problem or conflict appropriately. This is often, but incorrectly, referred to as [Stress Inoculation](#StressInoculation)

**Primary Safety Officer** – see [Safety Officer](#SafetyOfficer)

**Priming\*\*** - introducing new material before the lesson occurs. This should be considered the day or days prior to exposure to the skills being taught

**Procedural Memory\*\*** - Procedural memory is typically acquired through repetition and practice, sometimes described as muscle memory or body memory. Also known as implicit memory, it enables us to carry out ordinary motor actions essentially on autopilot. (See also – [Automaticity](#Automaticity))

**Producer –** see [Training Coordinator](#TrainingCoordinator)

**Professional Switch** – there will be times when there will either be a lull in training, something funny has happened, a [Role Player](#RolePlayer) has departed the script, or the seriousness has for any number of reasons begun to leak out of the training event. It is the job of the [XCO](#ExerciseControlOfficer) to recalibrate the training session by announcing that it is time for all participants to flip the ‘Professional Switch’ to ensure training proceeds from that point in a safe, realistic, serious and meaningful manner

**Prohibited** - any person, place or thing that is specifically listed as Prohibited by any governing authority for a specifically stated purpose as described written guidelines governing the use of the item for which approval is deemed necessary

**Prohibited Area** – an area into which no one can enter except by specific permission by the person in charge of that area

**Projectile Based Training** – the use of any sort of training projectile that is specifically designed for [Opposed](#OpposedForceTraining) Force Training

**Prop** – a simulated version of something. Props are often inert, functional, non-functional, or molded. They reduce the danger of using an actual item. Some Props, such as movie guns that fire blanks, can be dangerous or deadly if used inappropriately. Just because an item is considered a Prop does not mean it is without hazards. Some Props can appear surprisingly real to those participating in scenarios, and as such special care must be taken by highly skilled trainers to ensure actual devices are not mistakenly brought in instead of the realistic training version. One example of a Prop for scenario based training would be a pistol designed to fire NLTA or Blanks. Typically such devices would be marked with colored tape or utilize painted grips to signify that it is dedicated for use with training munitions and issued to the training candidates. For specialized purposes, unmarked versions of those devices may be placed in the possession of specially trained Role Players. Much as a Prop axe or Prop knife can appear to be an actual axe or knife to help increase realism during a scenario, so can training firearms appear to be actual firearms when specifically designed for the purposes of creating realism. These highly realistic appearing firearms must be under the control of the Prop Master/Safety Officer and specifically issued to Role Players who have knowledge and understanding that they are not conventional weapons. Specialized training is required for the possession and utilization of such realistic training devices

**Prop Master** – the person tasked with care and issuance of all realistic Props for use in several versions of Reality Based (usually Scenario Based) Training. Much as in the motion picture industry, the Prop Master must have a high degree of training and understand the dangers and limitations of the various Props being utilized. Sometimes Props closely resemble the actual items they are designed to replicate for simulation purposes. Occasionally they function almost identically to the actual device. Some of them can pose lethal harm if used in an unsafe manner. For example, Blank firing devices have the potential to pose lethal harm if inappropriately used. The Prop Master must ensure that the Role Players that will be using the devices have received training to ensure they are used in a safe manner during the simulations. The Prop Master can be an independent person, the [Safety Officer](#SafetyOfficer) or the [Equipment Manager](#EquipmentManager) for the training event. The important thing is that whoever is functioning as the Prop Master has received the necessary training to ensure they possess a high degree of knowledge about the designs, function and limitations of each training device and Prop in their care

**Psychological Melt Down** – [Reality Based Training](#RealityBasedTraining) can be emotionally engaging and training participants from all levels of the operational community can find themselves overwhelmed during a realistic simulation. Frustration with their own performance can lead to an overwhelming emotional response. There can be many reasons for feeling so overwhelmed, but it is essential that training staff have the training and capacity for effectively facilitating a Psychological [Meltdown](#MeltDown). Failing to effectively facilitate such occurrences can lead to future failure in combat or a decision to leave the profession entirely. It also potential to create PTSD, even though it is merely a simulation

**Psychological Refractory Period (PRP)\*\*** -is the delay in responding to the second of two closely spaced stimuli

**Purposeful Play** – this is a concept of fun drills akin to skirmishing. Usually performed in man-on-man fashion, it is essentially fighting without justification. The important aspect of Purposeful Play is that it should not deteriorate into [Frivolous Behavior](#FrivolousBehavior) and it is essential that even during ‘play’, proper skills are demonstrated. Each participant is both good guy and bad guy. This technique can be used for gunfight training, but it can be used for other force options as well

**Q**

**Quarter Speed** - a tempo used by any scenario participant as dictated by the [XCO](#ExerciseControlOfficer) to slow the situation down to very slowly. Quarter speed is often used during the practicing of a skill in advance of increasing the speed once the basic movement has been mastered

**Quiet Eye\*\* -** the Quiet Eye is the period of time a performer fixates their eyes on a target just before the onset of a movement, particularly when an activity requires aim

**R**

**Random Practice\*\*** - is a practice schedule in which various discrete or serial skills that are required for performance in the activity are practiced in random order, and where the learner does not practice the same task on two consecutive attempts. For example a punch, baton strike, and a kick performed in the same drill is an example of random training

**Range Guard (RG)** – a dedicated, posted individual responsible for watching over the perimeter of a training event to ensure no unauthorized personnel enter the training area during a training event. Range Guards are often armed personnel dedicated to providing an initial armed response in the event of danger that might be posed to those who are in possession of training weapons and munitions since training participants will be unable to provide their own armed immediate response in the event of actual danger. A Range Guard must not interact with the training participants during the training event and must wear visible markings so that training participants and any observers clearly understand that this person is armed. A Range Guard shall in no way be involved in any of the training activities other than that of being a Range Guard. The Range Guard works under the direction of the [Safety Officer](#SafetyOfficer) or [Safety Coordinator](#SafetyCoordinator)

**Range Safety Officer (RSO)** – an individual nominated by the Governing Authority to administer all safety procedures associated with any Class B training space. This individual must be fully aware of, and enforce, all laws and all written safety rules required by the training facility. The RSO has ultimate authority over any Range under their control

**RBT** – [Reality Based Training](#RealityBasedTraining)

**RBTA** – Reality Based Training Association

**RBT Program Coordinator** – the RBT Program Coordinator shall be responsible for the oversight of all aspects of RBT within an organization. They shall report directly to the head of the organization or their designee. In terms of the motion picture industry, this would be referred to as the Producer

**Reactive Target** – any manner of targetry that is capable of a number of different “responses” upon being hit with physical force or gunfire. Such responses can run the range of exploding on impact, to falling down. Well known versions of reactive targetry include falling plate racks, balloon targets, steel humanoid targets and even robots

**READY Check** – a deliberate check of training participants **AT THE END OF A TRAINING EVENT** before their departure to ensure they are not leaving with training items as they re-enter a potentially dangerous world. READY Checks include mutual gear checks between training participants

**Ready to Go?**  - a question and response that is both asked and answered of a training participants and training staff prior to starting a scenario to ensure all participants are ready to begin the scenario and are properly equipped, and with proper PPE in place

**Realistic Target** – targets that are designed to look more like humans using drawings or photographs and are typically used for practicing shooting human or animated forms that might be encountered in an operational environment

**Reality Based Training** – A comprehensive description of many different training approaches that utilize tools, techniques, technologies or methodologies to approximate in a training, or otherwise synthetic setting, any situation that might occur in a ”real” or operational setting

**Reckless Behavior** – dangerous and inappropriate practices that are being demonstrated by any person inside a training or operational event. Behaviors rise to the level of Reckless when the participant knows that such behavior is unsafe, unprofessional, and not within Best Practices but continues to allow such behaviors to continue unchecked. Reckless Behavior must be documented, and corrective measures must be enacted to ensure such behaviors do not recur

**Recognition-Primed Decision (RPD)\*\*** - a term coined in 1989 by Gary A. Klein, Roberta Calderwood, and Anne Clinton-Cirocco is a model of how people make quick, effective decisions when faced with complex situations. In this model, the decision maker is assumed to generate a possible course of action, compare it to the constraints imposed by the situation, and select the first course of action that is not rejected. RPD has been described in diverse groups including trauma nurses, fireground commanders, chess players, and stock market traders. It functions well in conditions of time pressure, and in which information is partial and goals poorly defined. The limitations of RPD include the need for extensive experience among decision-makers (in order to correctly recognize the salient features of a problem and model solutions) and the problem of the failure of recognition and modeling in unusual or misidentified circumstances

**Red Gas** – a higher pressure version of propellant gas when compared with [Green Gas](#GreenGas), made from a mixture of propane and silicone that is used to propel the [Airsoft](#Airsoft) projectiles

**Red Man Suit** – an [impact reduction suit](#ImpactReductionSuit) made by Macho Products branded under the Red Man name. The two main suits made by the company are the XP suit and the WDS suit

**Reduced Energy Cartridge (REC)** – the phrase used in the original patent for the FX Marking Cartridge casing design. The REC was developed by William Dittrich and utilized by [SIMUNITION](#Simunition) in all their REC cartridge designs including the FX [Marking Cartridge](#MarkingCartridge), the CQT Target Cartridge and the SecuriBlank. After the introduction of the REC by [SIMUNITION](#Simunition), other companies copied the telescoping cartridge design for use in their own training munitions. Other companies who copied the concept included AirMunition, UTM, ATK, Umarex and ATP

**Remediation** – the physical re-running of a training event, or critical portion of it that was not completed per the [Evaluation Criteria](#EvaluationCriteria) in order to ensure 100% demonstrated completion (aka [Six O’Clock News Ready](#SixOClockNewsReady)) of the [Performance Objective](#PerformanceObjectives) by successfully completing each [Performance Activity](#PerformanceActivities)

**Representative Learning Design (RLD)** – a framework for assessing the degree to which experimental or practice tasks simulate key aspects of specific performance environments ([Criteria Environment](#CriterionEnvironment)) (e.g. competition) . The key premise being that when practice replicates the performance environment, skills are more likely to [Transfer](#Transfer). See also [Ecological Dynamics](#EcologicalDynamics)

**Representativeness\*\*** -refers to conditions of learning which contain aspects of the [Criterion Environment](#CriterionEnvironment) that the performer must be able to recognize and respond to in the ‘real world’. High representativeness in training design results in higher levels of adaptive decision-making capability

**Restricted Area** – an area into which only those admitted by the [Safety Officer](#SafetyOfficer) are allowed. One example of a Restricted Area is the [Safety Officer Area](#SafetyOfficerControlArea)

**Retention\*\*** - means the skill or knowledge remains in memory and the performer can recall and implement the skill when it is required

**Retrieval**\*\* **-** the ability to recall previously learned information, experience or skills from memory

**Robotic Target** – a [Humanoid Target](#HumanoidTarget) or [Realistic Target](#RealisticTarget) that is controlled by a remote means and that displays realistic human behaviors such as running, charging, evading all in a mobile fashion by means of wheels or other conveyance system that can move the target in a 360 degree environment

**Role Player (RP)** – a person who presents a live, interactive, pre-scripted experiential aspect to a training simulation. Occasionally referred to as an [Actor](#Actor). There are 7 different levels of Role Player, including :

* Level One - Background (people chatting, crowd scene, distractions, medical casualties)
* Level Two - Information Giver (reporting party, witnesses, etc.)
* Level Three - Involved Party – Interactive but non-combative, immediately or eventually compliant)
* Level Four – Involved Party – Interactive, non-compliant (combative or lethal threat)
* Level Five - Behaviorally Disturbed, Highly Dramatic – (flamboyant, drugs, alcohol, emotionally or mentally challenged)
* Level Six - Professional Provocateur
* Level Seven - Specialized – (amputee, foreign speaker, child, inflammatory, specific personality behaviors)

Each of the different Levels requires different degrees of acting ability or physical ability. Do NOT put someone without physical abilities into the role of a non-compliant combative. Injuries are highly predictable. Further, don’t use an actual racist playing the role of an inflammatory individual. Playing the role of a behaviorally disturbed person must be properly managed so that it does not deteriorate into some attempt at comedy. Levels 4-7 require highly specialized training or specialized abilities/disabilities

**Role Player Cleansing** – see [Fixing the Role Player](#FixTheRolePlayer)

**Role Player Compliance** – a phrase used to describe a compliant Role Player behavior in response to the proper use of tools or tactics that are being tested within a scenario. Role Players will demonstrate compliance following superior tactics, perseverance, direction by the Exercise Controller, or as a default behavior in the event the Role Player does not know what to do in response to an unanticipated Student behavior, in the absence of direction by the Exercise Controller

**Role Player TEB Model (Azar-Dickens)** – based on the research performed by psychologist/police officer John Azar Dickens, there are 8 levels of observable trait sets that can be modeled which are extremely useful during De-escalation Training

* Low Emotion/Clear Thinking/Compliant Behavior
* Low Emotion/Clear Thinking /Non-Compliant Behavior
* Low Emotion/Contaminated Thinking /Compliant Behavior
* Low Emotion/Contaminated Thinking /Non-Compliant Behavior
* High Emotion/Clear Thinking /Compliant Behavior
* High Emotion/Clear Thinking /Non-Compliant Behavior
* High Emotion/Contaminated Thinking /Compliant Behavior
* High Emotion/Contaminated Thinking /Non-Compliant Behavior

**S**

**Sabot** – for the purposes of training munition descriptions, a Sabot is the front slidable portion of certain training cartridges from various manufacturers that functions as a sort of piston, and assists in the cycling of a firearm through expansion of the cartridge length

**Safe Direction** – any direction in which, should there be an unintentional discharge of a weapon, there will be no injury the least or insignificant property damage

**Safe Word** – a word that any person can use to stop a scenario at any time for any reason

**Safety Bin** – See [Black Box](#BlackBox)

**Safety Blank** – a reduced energy version of blank cartridges that are used in conversion devices manufactured by marking cartridge producers that have been specially designed for close quarters opposed force training under tightly controlled conditions. Examples are SIMUNITION SecuriBlank Loud and Quiet, ATK Force on Force Blank and UTM Battle Blank and Silent Blank ammunition

**Safety Clearance Indicator (SCI)** – a unique visual marking device used by the [Safety Officer](#SafetyOfficer) to visually mark a person or an object by the [Safety Officer](#SafetyOfficer) to indicate that someone or something has undergone the [CLEAR](#ClearInspection) inspection, during which people and possessions have been searched, and any articles being used for opposed force training have converted or otherwise made suitable for use within a simulation environment where training participants and Role Players will be interacting

**Safety CLEARance Protocols** – a written set of steps necessary to ensure that any training site, and all participants entering an active Area of Operations are not in possession of items considered to be dangerous within the [Area](#controlarea) of Operations. Safety CLEARance Protocols are applicable to people, places, vehicles, bags, cargo bins and anything else that may be entered into or accessed during the training event

**Safety Coordinator** – A Safety Coordinator is required any time multiple sites, venues, scenarios or training initiatives are being conducted. The role of the Safety Coordinator is to oversee the actions and activities of the training site and the [Safety Officers](#SafetyOfficer) functioning within that site. Ultimately, the Safety Coordinator shall be responsible to ensure all aspects of any safety protocols are briefed and carried out within the Best Practices framework. Any questions that arise with regards to the safe conduct of a training exercise must be briefed to the Safety Coordinator for final approval. The Safety Coordinator is responsible for overseeing all planning to ensure overall training event safety. In the instance of single site training venues, the [Safety Officer](#SafetyOfficer) fulfills the role of the Safety Coordinator

**Safety Monitor** – in large scale events such as Active Threat training, it is desirable to have Safety Monitors who are essentially members or designees of the training cadre whose job it is to wander to active training areas to watch for (and intervene) during potentially hazardous training moments. In sports parlance for referees, Safety Monitors would function similar to a Linesman in professional sports

**Safety Officer** – regularly known as the Primary Safety Officer, the Safety Officer is the person who is in charge of all of the safety aspects of an individual training setting or scenario area during a [High Level](#HighLevelScenarios) or [Low Level](#LowLevelScenarios) Scenario Event. For a complete listing of Safety Officer responsibilities, please refer to the Safety Officer Checklist in the RBTA Best Practices Guidelines. The Safety Officer is typically responsible for choosing, setting up and cordoning the [Control Zone](#ControlZone), communication and coordination with any agencies or organizations who might have jurisdiction over a remote or shared training location. This helps to ensure all affected parties are aware of the training event to avoid conflict or inadvertent armed response. The Safety Officer is also the main control person over any funnel and control points through which training participants will transit into and out of the training area, safety briefings, searching of participants, control, identification and issuance of any training devices, control and secure sequestration of any discovered contraband, the issuance and proper donning of any appropriate personal protective equipment, end of day briefings and departure protocols necessary to ensure all participants are aware of the completion of the training activity, documentation of the training event, contact with and the coordination of any emergency response resources in the event of an injury or disastrous occurrence, the filing of any archival paperwork and/or videos of the day with the RBT Program Coordinator. Typically, they will remain at the Search Point where participants and their equipment will be inspected or issued and where any discovered Dangerous Items can be temporarily sequestered. The Safety Officer can assign safety duties to additional personnel who might be detailed to overseeing safety at individual scenario areas. Such additional personnel are referred to as Site Safety Officers

**Safety Officer Box** – a designated administrative container that is used to house various items and devices utilized by the [Safety Officer](#SafetyOfficer) such as [Metal Detectors](#MetalDetector), [Inspection Trays](#InspectionTrays), [SCI’s](#SafetyClearanceIndicator), etc. to be used during the performance of their duties

**Safety Officer Area** – ([Inner Sanctum](#InnerSanctum)) the Safety Officer Area is a controlled and cordoned area in which the Safety Officer keeps items under their direct control. Only the [Safety Officer](#SafetyOfficer), the [Safety Coordinator](#SafetyCoordinator) or their designees under their direct supervision are allowed into the Safety Officer Area at any time. Any dangerous items that are secured inside the Safety Officer Area must be in a [Black Box](#BlackBox), which shall be designated as a closed and locked container that shall remain locked throughout the duration of the training with very tight exceptions of retrieving items for people who are departing the training area, or to place additional items into it. All entries into the Black Box shall be done according to the [Black Box](#BlackBox) rules

**Safety Vest** – a piece of brightly colored clothing worn to indicate to training participants that the person wearing the clothing is not in any way involved in the scenario except as an observer or staff member

**Satisficing\*\*** - means taking the first reasonable option that comes to our mind - not necessarily the best option. This is a colloquial term made up by Dr Gary Klein referring to the fact that under pressure, people will take the first option that can satisfy the demands of the situation

**Scaffolding\*\* ­-** is the educational technique of delivering content gradually to support high-quality learning without overwhelming the students

**Scenario\*\*** - refers to conditions of learning in which full contextually relevant criterion environment cues or stimulus are present which causes the student to have to read and plan and execute correct decisions and actions. Typically, scenarios occur in full force-on-force conditions where multiple responses are available to the student just as they would be in the ‘real world’

**Scenario Area** – an area in which an actual scenario will be occurring

**Scenario Author/Script Writer –** the person or persons who write and script a Scenario or Drills. Because the goal of a Scenario is to test previously trained behaviors and skill sets, the Author must be able to take into consideration all of the various possibilities that the Student might attempt, and to script out Role Player behaviors that would both lead the Student (ideally) towards performing a predictable set of trained behaviors and also to respond in a scripted manner in the event the Student demonstrates unpredictable behaviors. Authoring Scenarios requires the ability to create If/Then behaviors sets such that IF as Student exhibits a behavior or utilizes a tool or technique, THEN the Role Player will respond with a scripted behavior. The ultimate goal of a Role Player is to demonstrate behaviors in an attempt to have the Student respond in a trained fashion to those behaviors. However, in the event of unpredictable or tactically inappropriate Student behaviors, the Role Player would ideally have a pre-programmed, trained/rehearsed response. In the event the Role Player has no idea what they are to do in any given situation, the default response is ALWAYS compliance. Dangerous situations can often be exacerbated any time a Role Player goes “off script” and begins improvising.

In the case of Scripting for Drills, which essentially are the rehearsals of basic skill sets and the transition between skill sets, there are rarely any contextual settings beyond a stimulus and a response, such as a Role Player demonstrating a behavior to which the Student responds within training, policy and law parameters. Such drilling ideally goes no more than two levels “deep”, or Stimulus/Response/Counter Stimulus/Counter Response. An example would be the failure of one technique, followed by the transition to a secondary technique. This form of Drilling still requires planning and authoring to ensure predictable training prior to contextual testing within a more complicated Scenarios

**Scenario Based Training -** any physical training where a mock situation is utilized to create or recreate, as realistically as possible, a situation that has in the past, or may in the future, occur in an operational environment

**Scenario Development Committee –** a group of individuals that would ideally collectively be involved in the writing, scripting, and development of Scenarios as well as interactive Drills. Functions within this Committee would include Trainers, Subject Matter Experts, Legal Review and Command Acceptance. Where possible, Role Players should be involved as early as possible in the process. There ought always to be periodic review and revision strategies to allow for the evolution or changes within previously developed Scenarios and Drills to ensure they are up-to-date, in line with changes in policy or law and in keeping with societal and cultural norms where it makes sense from a Public Safety perspective. In comparison to development strategies used by the motion picture industry, the Scenario Development Committee would be considered the Script Development and Production Team. Due to the complex nature of the structuring of Scenario Scripting, specialized training in the scripting process is desirable. “Single source experience”, that is, a single individual simply “making scenarios up” merely using their own imagination should be avoided. The Scenario Author/Script Writer would best be chosen for their talents in writing and authoring of compelling stories and ideally would base any Scenarios on events that have occurred in the past or are likely to occur in the future.

**Scenario Venue** – see [Area of Operations](#AreaOfOperation)

**Schema\*\*** -is a cognitive framework or concept that helps organize and interpret information based on training and experience. We use schemas because they allow us to take shortcuts in interpreting the vast amount of information that is available in our environment

**Sealed Eye Goggle –** a goggle style set of eye protection, rated to ANSI Z.81 impact protection, or the equivalent or higher. It also has a gasket that seals around the entire eye to protect against any manner of projectile intrusion from any angle and is secured to the head by means of an adjustable strap

**Sealed Eye Protection** – an eyeglass style set of eye protection, rated to ANSI Z.81 impact protection, or the equivalent or higher. It also has a gasket that seals around the entire eye to protect against any manner of projectile intrusion from any angle

**Secure Storage Container** – see [Black Box](#BlackBox)

**Selective Attention\*\*** -meanswe can attend only to a very limited and narrow slice of our perceptions due to our limited attentional resources. Vickers and others refer to this as the ‘spotlight of attention’

**Self-Organization of Functional Movement**\*\* **-** This relates directly to the [Decision Training](#DecisionTraining) model and the [Ecological Dynamics](#EcologicalDynamics)s framework of learning. These learning environments foster student centric learning. Self-Organization means that the student needs to understand the critical Key Performance Indicators of the goals and principles of successful outcomes of the skills they perform so they can self-identify error and self-correct ideally without feedback or with proper instructor decision training feedback methods

**Semantic Memory\*\*** - is the ability to recall facts, ideas, and concepts (part of Explicit Memory)

**Semi Safe Area** – a confusing term utilized by SIMUNITION in their training materials that is neither completely safe nor completely dangerous. It seems to indicate an area much as that described as the RBTA [Outer Sanctum](#OuterSanctum). The RBTA does not recognize the term Semi Safe Area since an area is either safe or it is unsafe in the opinion of the RBTA

**Sensory Gating\*\*** - describes neurological processes of how the brain filters out redundant or unnecessary stimuli from all possible environmental stimuli. Sensory gating is also referred to as ‘gating’ or ‘filtering’. Sensory gating is an automatic process that occurs and is more profound under conditions of stress arousal

**Serial** **Motor Skills\*\*** - involve several separate discrete skills performed in a specific sequence, which creates one larger activity. Serial skills can be more difficult to learn than discrete skills as separate skills must be coordinated into the correct and effective pattern to achieve the movement required.  (See also [Concatenation](#Concatenation))

**SESAMS** – the Marine Corps acronym for marking cartridges which stands for Special Engagement Small Arms Marking System

**Seven Survivals®** – an organizational philosophy developed and used by Ken Murray and the RBTA to ensure that an individual or an organization strives for both a training and operational ethos that encompasses considerations six other areas beyond physical readiness

**Short Range Training Ammunition (SRTA)** – a version of training munitions that fire in unmodified weapons that have specialized design features that reduce or limit the travel distance of those munitions when compared to the conventional versions of those munitions. SRTA munitions should be considered lethal, falling in the [Lethal Training Ammunition](#lethaltrainingammunition) Category and are **NEVER** for use in [opposed force training](#OpposedForceTraining)

**Short-Term Sensory Store (STSS)\*\***  -is very short lived, approximately 5 seconds and occurs when an experience is acquired. Unless it is converted to memory (short-term), it will not be able to be recalled

**Side Bar** – a discussion that is had during a [Pause](#Pause). A Side Bar can occur between members of training staff or between the staff and a training participant. At the conclusion of a Side Bar, a scenario can continue as if it had not been halted. All participants must be advised that the scenario is resuming

**Silo Training\*\* -** is training that separates the critical skills into bifurcated, individual silos. A common example is an academy that has separate people who teach firearms, control tactics or driving, but who never integrate their training. When this happens, performance failures under stress is common because the silos cannot magically be ‘jammed’ together in the middle of a crisis

**Simms** – another erroneous term badly used by trainers to denote [marking cartridge](#MarkingCartridge) training. See [Simmunitions](#Simmunitions)

**SIMs** – A term often used by the tactical community for Specialty Impact Munitions. Easily confused with the erroneous term “Simms” that is often inappropriately used for [Marking Cartridges](#MarkingCartridge)

**Simms Kit** – an erroneous phrase used to describe a weapon converted to fire [marking cartridges](#MarkingCartridge). Use of this term is dangerous and should be discouraged and eliminated in favor of correct terminology

**Simmunitions** – an erroneous and potentially dangerous phrase used to describe any number of different marking cartridges. Careless use of this term is dangerous and should be discouraged and eliminated in favor of correct terminology

**Simmunitions Training** - an erroneous and potentially dangerous phrase often used to describe various versions of training that utilize [marking cartridges](#MarkingCartridge). Use of this term is dangerous and should be discouraged and eliminated in favor of correct terminology

**Simulation Training** – a style of training that utilizes various technologies to provide a user with a pseudo experience they might otherwise only have been able to experience in the real world. Simulation training has been shown to be, in some cases, just as effective as actual experience while significantly reducing the dangers, hazards or consequences of an actual event

**SIMUNITION®** – a company founded by David Luxton and Ken Murray in the late 1980’s originally to produce [Marking Cartridges](#MarkingCartridge) for use in tactical simulations, but grew into the development of other families of training munitions including [Short Range Training Ammunition](#ShortRangeTrainingAmmunition), [Blank Ammunition](#BlankAmmunition), [Frangible Ammunition](#FrangibleAmmunition) and [Unhardened Structure Target Ammunition](#unhardenedstructuretargetammunition)

**Site Activation Markers** – clearly identifiable flashing lights or other obvious means of alerting observers and potential emergency responders that the events occurring within the training area are [ACTIVE](#Active)

**Site Safety Markers** – clearly identifiable signage set up to indicate there is training in progress as a means of alerting observers and potential responders that the events occurring within the SSMs are simulations

**Site Safety Officer** – occasionally, some agencies use an additional Safety Officer at each Scenario Area in addition to the Primary Safety Officer. The job of the Site Safety Officer is to observe for safety hazards during the execution of any training at the Scenario Area since the Primary Safety Officer is tasked and focused with gear issuance and retrieval at the main staging area (Outer Sanctum). Prior to commencement of any training event, if there is a Site Safety Officer, this person will assist the Primary Safety Officer in preparation of any of the training sites, [CLEAR](#ClearInspection) Inspections, or any other task requested of the [Primary Safety Officer](#SafetyOfficer) in advance of commencement of the training. Although some agencies utilize Site Safety Officers in addition to the [Primary Safety Officer](#SafetyOfficer) (depending on the number of training participants) the [Exercise Control Officer](#ExerciseControlOfficer) is often able to function as the Site Safety Officer since in many training events there are typically two or fewer Students actively training in close proximity (visual distance) during each scenario and the [Area of Operation](#AreaOfOperation) is typically secured from outside interference. In larger training events such as Active Threat Training, utilization of Site Safety Officers as well as additional [Safety Monitors](#SafetyMonitor) is desirable due to the widespread locations of training participants and dynamic nature of the training events

**Situational Awareness\*\*** -means paying attention to what is important at the time. The intentional direction of attention and perception to locations, with respect to space and time, where important environmental elements are likely to occur, or are occurring, and the comprehension of their significance and the projection of their future consequences

**Six O’clock News Ready (SONR)** – A phrase developed and used by Ken Murray and the RBTA that describes a process which ensure that the observed performance of a training participant is as optimal as possible such that if a video camera had been recording their behaviors and it were a real situation, the organization would approve of what they would be seeing on broadcast media – the Six O’clock News

**Slip and Capture Error\*\*** -is the unintentional performance of a motor action while intending to do another. It is called a slip and capture error because the intended action the performer wants to perform, ‘slips’ off and the brain ‘captures’ a different and unintended motor action and fires it instead

**Slow Twitch\*\*** - muscle fibers that contract more slowly (hence the name) but they can function for long periods of time without exhausting their fuel supply. They are trained by activities such as long-distance running, cycling, swimming, hiking, etc. These fibers are sometimes referred to as ‘red’ fibers because they contain a high amount of oxygenated blood

**SMART Acronym** – an acronym that represents a way of measuring or evaluating a performance objective to ensure that it is Specific, Measurable, Achievable, Realistic, and Timely or Time referenced

**Socratic** – (see also [Meta Model](#MetaModel)) a specialized and collaborative discussion methodology attributed to Socrates (399 BC) used for the effective facilitation during topics of discussion wherein information is solicited from the training participants through a specialized technique of “asking” instead of “telling”. Using Socratic techniques has proven much more effective in the learning process than has the use of a traditional critique, or by simply having anyone watching the training events relating to the training participants their third-party observations. The Socratic approach draws out not only the training participants observations and impressions of what they did, but also seeks to discover why they did what they did and, whether, upon reflection it was in line with previous training, policy, law, or societal acceptance. Using the Socratic method/Meta Model is idea to help ensure optimal training and it is best done in a dynamic fashion, although it can also be done for static training such as [Tabletop Exercises](#TableTopExercises). The opposite or Socratic is [Oratic](#Oratic), which is more instructor centric and often received by the training participant as being lectured to

**Socratic Method\*\*** - is a dialogue between teacher and students, instigated by the continual probing questions of the teacher, in a concerted effort to explore the underlying beliefs that shape the students’ views and opinions. Developed by the Greek philosopher, Socrates, the Socratic approach draws out not only the training participants observations and impressions of what they did, but also seeks to discover why they did what they did and, whether or not upon reflection, it was in line with previous training, policy, law, or societal acceptance

**Spacing\*\*** - is the scheduling of time between exposure to the same (single) concept. Spacing is simply the manner you spread out or ‘space’ the time between exposures to repeated training. It allows for a little bit of forgetting in between sessions so it forces effortful retrieval. It also allows for memory to consolidate during offline learning - after the training session and/or during sleep

**SPEAR Gear** – see [High Gear](#HighGear)

**Special Effects Controller** – a specially trained and certified individual who provides support to a training event. Some special effects can be dangerous and normally impermissible within certain training events. An example of a Special Effects Controller could be a person who uses full power shotgun blanks inside a training area to alert responders to the threat area. Once the shots are heard, the Controller sequesters the shotgun so that it does not find its way into the scenario. A Special Effects Controller must not participate in any scenario training other that for the specific role for which the special effects are being deployed. In another example, a military organization might wish to utilize live explosives for progressive breaching during a training event where there are [Role Players](#RolePlayer) involved as an aggressor force. The Role Players and the Special Effects Controller would work together in a collaborative way so that a Role Player would never be in harm’s way during an explosive breach. The Special Effects Controller would be imbedded with the entry team and would get called forward if the breach required an explosive charge. After the breach, the Special Effects Controller would not continue to function as part of any assault element within the team so that he does not become “[Engaged](#Engaged)” in the scenario

**Spontaneous Recovery\*\*** - means the uncontrolled recurrence of an extinguished response. For whatever reason, the stimulus presented has resulted in the brain organizing a motor response that was thought to be extinguished

**SRTA** – see [Short Range Training Ammunition](#ShortRangeTrainingAmmunition)

**SSM** – see [Site Safety Markers](#SiteSafetyMarkers)

**Stechenov Phenomenom\*\*** - refers to research performed by the Russian physiologist Stechenov who found that when individuals are pushed to the point of exhaustion but are able to maintain an external ‘goal oriented’ focus of attention they are able to perform physiological work longer than those who’s attention is allowed to go internal

**Steel Target** – a target that is made from steel and that is used during training. Steel targets have been used for a long time in the firearm training world and there are many different levels and versions on the market today. One advantage of the steel target is that it “reacts” when hit. Ways in which it reacts are varied, and include but are not limited to falling, making a sound, triggering the presentation of another target, spinning, indicating a visible mark, or flipping over. Steel targets can provide positive, immediate feedback of accuracy and can be effectively used for competition style shooting as well as fun, recreational shooting. One danger of steel targetry is the splashback of bullet fragments or the ricochet of a solid projectile off the steel surface. Shooters have been seriously injured and even killed following splashback or ricochet. Given the popularity of steel target usage in the military and law enforcement training communities, the Kennedy Space Center SWAT unit once commissioned an extensive study on the safe placement, angles of fire and distances that are optimal in the use of steel targets. In combination with Frangible Training Ammunition, steel targets can be used very successfully for several interactive training exercises. Because they do not typically require patching between shooters, they have proven to be a very effective training device when using conventional (and some non-conventional) munitions. As with many other devices in the training world, not all steel targets are created equally, and it is up to the user to ensure that the usage to which the targets are subjected fall within the safety parameters that are developed by the manufacturers or other organizations that are dedicated to the development of Best Practices in the use of steel targets

**Static** – staying in a single spot during a [Debrief](#Debrief) and addressing the training event. In a Static situation, raw memory is used as a recall strategy during the replay of an event – Static is the opposite of [Dynamic](#Dynamic)

**Stop Stop Stop** – a declaration of urgency used to immediately stop all action within a scenario, usually predicated upon an observed safety hazard (see also [Timeout For Safety](#TimeOutForSafety))

**Specialty Impact Munition** **(SIM)**– see [Extended Range Impact Ammunition](#ExtendedRangeImpactAmmunition)

**Street Ready** – this is the status of a person who is either arriving for training or departing from training that ensures they are prepared for real world encounters with both the correct mindset and any devices they would normally be carrying in an operational environment. Prior to departing a scenario area, the Safety Officer must ensure that a [READY Check](#READYCheck) is performed to ensure no training devices are leaving in duty gear and that if a participant has been temporarily disarmed for training that they are re-armed for the real world

**Stress Inoculation\*\*** – a conditioning process to prepare individuals to respond to potentially stressful incidents through a systematic process of subjecting those individuals to increasing levels of difficulty such that they master it prior to becoming overwhelmed by the event

**Student** – a word used to describe any training participant who is on the receiving end of the training

**Stunt Double** – a secondary [Role Player](#RolePlayer) who can be substituted in for another Role Player for various reasons, including the introduction or a Role Player who is wearing a superior amount of protective gear to allow the training participant to engage the Role Player fully physically with hard contact blows. Their effectiveness lies in not preconditioning a training participant that hard physical contact will be required in a scenario due to the presence of a Role Player dressed in an [Impact Reduction Suit](#ImpactReductionSuit). Hence, Role Players will often be dressed in basic [PPE](#PPE). As a situation escalates and a training participant realizes that physical intervention will be necessary, the [XCO](#XCO) can Press the [Pause Button](#PauseButton) and ascertain the intentions of the training participant. Once they state that they are about to get physical, the Role Player in basic PPE will switch out with the Stunt Double who is wearing an Impact Reduction Suit and the scenario will continue. The process can go the other direction as well. For instance, a Role Player wearing an Impact Reduction Suit is likely to be inflexible to the extent that handcuffs or other restraints cannot be applied, or if a searching of the suspect is required as part of the scenario. In such cases, the Impact Reduction Suit would make it impossible for effective cuffing or searching. In such a case, once it is certain that the training participant will not be using their firearm, a Role Player with very little PPE (sealed eye protection is mandatory) can be swapped in for a Role Player that was wearing an Impact Reduction Suit and the scenario can continue. When swapping out to a Role Player wearing only eye protection, it is essential that such a Role Player be completely compliant and that the XCO is nearly literally “on top of the situation” to stop any unanticipated and potentially dangerous actions of the training participant against the Role Player

**Stunt Person** – a Role Player that possesses special skills that permit the simulation of highly dangerous behaviors during. Typically this is a specialized level of Role Player and the use of special safety equipment must be utilized when and where necessary to limit the potential physical danger to both the Role Player and any Student in the scenario. Such a Role Player requires tight controls and must work closely during the Scenario with the Exercise Controller to maximize safety while demonstrating highly realistic simulated threats

**Stunt Coordinator** – for extremely complicated scenarios, planning and rehearsal in the presence of a specialized coach who helps to plan, coordinate, and often oversee the training event is advised to help assure a safe training environment. The motion picture industry makes extensive use of experts in this area where dangerous behaviors are being simulated to create realism in movie scenes. For complicated scenarios that are looking for extremely realistic simulated threats, a Stunt Coordinator on site is strongly recommended. See also [Fight Coordinator](#FightCoordinator)

**Suck ‘em and Six ‘em** – a term used by poorly trained opposing force cadre where a training participant is baited into an area and the opposing force sneaks around behind them and attacks them from the rear. In most instances, those performing in such a manner will terminate the training immediately after the ambush and training participants are then subjected to some form of humiliation for not ‘protecting their six’

**Sympathetic Nervous System\*\* ­-** is a division of the nervous system that functions to produce localized adjustments such as heart rate increase, blood pressure increase, adrenaline and noradrenaline, and cortisol release as well as adjustments of the cardiovascular system. Under conditions of physiological arousal, the entire sympathetic nervous system is activated, producing an immediate widespread response called the ‘fight or flight response’

**System 1\*\*** – This is our subconscious, intuitive reflexive, and involuntary thinking system. When we have no discretionary time, when action imperative is present, we default to system 1 thinking. This is also referred to as stimulus/response, action/reaction, and recognition primed decision making

**System 2\*\*** - This is our conscious, rational, logical and analytical type of thinking. It allows us to undertake concrete and abstract thinking, to do consequential thinking, to solve problems by analysis

**T**

**Tabletop Exercises** – a kind of [RBT](#RBT) using scenarios and simulations that are somewhat static in nature and that are often played out around an actual table or within a learning center. Tabletop Exercises are typically used for organizations to play out possible responses to events but there are no actual situations in progress as there would be during [Scenario Based Training](#ScenarioBasedTraining)

**Tactical Error** – an erroneous decision made by a training participant that would likely lead to injury, death or mission failure if it occurred in an operational setting

**Tactical Timeout** – see [Pressing the Pause Button](#PressingThePauseButton)

**Teaching Scenario** – a [Scenario](#Scenario) in which behaviors which have been previously taught are now presented in a contextual setting and where a participant will not leave as a failure despite potentially terrible performance. In a Teaching Scenario, any ineffective action will be [Debriefed](#Debrief) and [Remediated](#Remediation) until the performance of the participant is [Six O’clock News Ready](#SixOClockNewsReady) – irrespective of the number of times it needs to be replayed

**Technique Within Tactics\*\*** – training where technical skill perfection is sought but within constant tactical relevance and contexts

**Technological Melt Down** – a breakdown of a training technology. Quite often the training participant is unaware of the breakdown. The use of the [Pause Button](#PauseButton) is often required to re-engage the participant’s situational awareness such that they can decide whether or not the chosen tool can be fixed, adjusted or re-utilized, or whether an alternative option would be more appropriate

**Ten Minute Warrior®** – a training concept developed by Ken Murray where skills and knowledge are developed in a systematic and progressive way through a series of incremental training exercises. Ideally the concept will utilize Random or Interleaved practice for short periods of time and done over a long period (e.g. 10 minutes a day for a year)

**Test** – any event designed to ascertain a skill level of a training participant or group and where it is somewhat unknown what the outcome will be

**Testing Scenario** – a [Scenario](#Scenario) that is used as a filter at the end of a training progression where training participants have been provided all the skills, knowledge, tools and experience to perform at an optimal level and must now demonstrate that level of proficiency to meet a predetermined standard. Testing Scenarios may be used in academy settings as a means of determining a pass or fail for various aspects of that academy. A scenario that functions as a test of the skill level of a training participant or group of training participants will not have intervention or coaching by the [Exercise Control Officer](#ExerciseControlOfficer) except where necessary for safety reasons or where the [XCO](#XCO) chooses to intervene for expediency

**Theater of the Mind** – the use of deliberate [Visualization](#Visualization) to create or recreate internal imagery as sensorily rich as possible (using as many senses as possible … i.e. visual, auditory, kinesthetic, etc.) in several modalities to include a fully integrated re-creation (as if you are reliving the event as if it is using your own eyes, 2nd level disassociated internal imagery (as if you are watching a movie of yourself from the audience) or 3rd level disassociated internal imagery (as if you are watching your disassociated self from a third party perspective – as if looking down from the projection booth, watching yourself as you watch a movie of yourself)

**The 10, the 80, the 9 and the 1** – a phrase uttered by Heraclitus in 500 BC who suggested that out of 100 people in combat, 10 should not even be there. 80 are just targets. 9 are good fighters and it is lucky that they are there, for they the battle make. Ah, but The One. One is a warrior, and it is important to find The One, for that One shall bring all of the others home

**Think Box\*\*** - is a term used to describe training conditions in which a student is being formally evaluated. The student should be advised that they are in this condition so that they are aware that in every other training condition they are not being evaluated and can therefore explore, have errors, and recognize and search for solutions. See also ‘[Play Box’](#PlayBox)

**Three Dimensional Target** – (3D Target) any target that is designed to create more than a single profile such as a flat piece of paper

**Throat Guard** – see [Neck Armor](#NeckArmor)

**Tick Sheet** – when used in its original form, it is an ineffective method of tracking training participant performance since it is often perceived very negatively by the training participant. Often, during a lapse in judgement or a safety protocol violation by a student, they will focus their attention on the training staff to ascertain if they got a ‘tick’ rather than being focused on performing effectively. Self-correction is a desirable attribute, but Tick Sheets used in a punitive way create jumpy participants, not safe ones

**Time Out For Safety (TOFS)** – anyone can call a Time Out For Safety at any time for any reason. This concept, taught by Joe Robinson, empowers all persons to call a stop to the training if they believe there is a dangerous situation occurring or about to occur. All Time Out For Safety (or [Stop Stop Stop](#StopStopStop)) declarations will be treated as urgent and will cause all participants to stop all actions immediately until the situation can be investigated and, if necessary, remedied. If the incident giving rise to the declaration turns out to be nothing, there will be no recrimination or down talking to the person who implemented it, EVER. Rather an expression of appreciation for the person speaking up when they thought there was a possible safety hazard will be done, every time. It may be that the participant is unaware of covert safety mechanisms in place, such as in [One Way Projectile Based Training](#OneWayProjectileBasedTraining) where due to the specialized nature of that training [Role Players](#RolePlayer) are not wearing what would normally be considered mandatory [PPE](#PPE). In such an instance, the participant will be educated as to why certain PPE is not being worn so that in future instances a TOFS would not be called again by that particular participant for that particular reason

**Tolley Curve** – a graphical depiction of the various stages and gates that the RBTA utilizes within the [Crawl/Walk/Run/Assess](#CrawlWalkRunAssess) methodology for skill and concept development. The Tolley Curve was created by Australian WO Dan Tolley as a mechanism for optimizing the teaching of the RBTA concepts to the Australian Defense Force

**Top-Down** **Attentional Control\*\*** - means that we’re attending to the stimulus, or anticipation of stimulus, that is more important at the time. This means we’re focused on what we deem important and tuning out anything that isn’t

**Training Area** – an area designated for any kind of training. This has the potential to be a hazardous term since many of the training technologies and methodologies can be incompatible, conflicting, and have the potential for unintended hazards

**Training Ammunition Color Codes** – colors that are used to designate and discriminate between varying Categories of specialized training munitions. The RBTA Color Codes for the 8 Categories of Small Arms munitions are Condition Black ([Conventional Ammunition](#conventionalammunition)), Condition Grey ([Lethal Training Ammunition](#lethaltrainingammunition)), Condition White ([Unhardened Structure Target Ammunition](#unhardenedstructuretargetammunition)), Condition Blue ([Non-Lethal Training Ammunition](#nonlethaltrainingammunition)), Condition Yellow ([Blank Ammunition](#BlankAmmunition)), Condition Red ([Inert Training Ammunition](#InertTrainingAmmunition)) and Condition Orange ([Extended Range Impact Ammunition](#ExtendedRangeImpactAmmunition)). The last color is Condition Brown ([Unknown Generic Ammunition](#UnknownGenericAmmunition)) which is a term that informs and covers trainers for something they don’t know anything about, or which is in any way questionable as to its design purposes. All questionable items MUST be sequestered into this Category, preferably in a container specifically utilized for that purpose for safety reasons (such as the [Condition Brown](#ConditionBrown) container). There are 11 different Color Codes in this system, with 8 of them being dedicated to munitions and like-use devices. The three non-ammunition Colors are Condition Purple (LASERs), Condition Pink (Distance Sedation) and Condition Green (conventional weapons rendered temporarily incapable of discharging or otherwise functioning to deploy their conventional hazardous contents)

**Training at the Speed of Life®** – a book and a teaching philosophy developed by Kenneth R. Murray, co-founder of SIMUNITION**®**

**Training Failure** – a collapse of the training and performance objectives where there has been no, or perhaps negative, training value as an outcome. Training Failures occur when the intended behavior that was sought to be instilled through training is not only **not** instilled, but rather where a negative residue or potential [Training Scar](#TrainingScar) has been left upon the training participant, the organization or the community. This also refers to an abject disregard on the part of a training organizer to utilize Best Practices with regard to the safety of people, places and things

**Training Goals** – training goals are like [Performance Objectives](#PerformanceObjectives) but are much less formal than actual performance objectives. A good way to think of training goals is that they are a conversational description of the Performance Objective and often include the [Performance Activities](#PerformanceActivities)

**Training Officer (TO)** – see [Exercise Control Officer](#ExerciseControlOfficer)

**Training Safety Officer (TSO)** – a term used by [SIMUNITION](#Simunition) to describe for the most part the functions overseen by the RBTA [Safety Officer](#SafetyOfficer)

**zTraining Scar\*\*** - refers to what happens when a conditioned response is coupled to a cue stimulus, but the conditioned response unintentionally is the wrong response. Repeated performance in conditions of training of the incorrect action for cue stimulus creates powerful and automatic undesirable responses. See also ‘[Hebb’s Rule’](#HebbsRule) for a discussion or neural networking

**Training Venue (or Site)** – the physical address where training will occur

**Transderivational Search** – is a psychological and cybernetics term, meaning when a search is being conducted for a fuzzy match across a broad field

**Transfer\*\*** - the ability to perform a skill in the context that is required. When the student is placed in similar but different (novel) contexts, can the brain transfer the necessary motor skill that is needed

**Triple Check** – a searching methodology developed by several renowned trainers and popularized by SIMUNITION. The Triple Check proposes that each training participant search themselves, that they buddy up with a partner and have that partner search their gear, and then subject themselves to a final inspection by the [Safety Officer](#SafetyOfficer)

**Trunk Monkey** – a Trunk Monkey is a term meaning the same thing as a [Ninja](#Ninja), except they are often found during scenarios involving vehicles. Like Ninjas, they are counterproductive to training and are prohibited by RBTA Best Practices when utilized purely to trick or otherwise mischievously create relatively unrealistic threats

**TSO** – see [Training Safety Officer](#TrainingSafetyOfficer)

**Tunnel Vision\*\*** - is a narrowing of attention to a thin band of external narrow focus. This is, in and of itself neither good nor bad. It can be very helpful IF we are fixated on the relevant stimulus for driving forward motor action

**Tunnel Vision** - also called "Weapon Focus" or Perceptual Narrowing, it is the tendency for a person's perceptual field to "shrink"

**Twisting “T” Check** – a final visual inspection of a participant in a scenario. It is performed by the [XCO](#XCO) and ensures the participant is wearing any necessary [PPE](#PPE), and that any equipment they might be carrying is a training version of normally carried equipment

**Two Steps Is Too Far** – this is a phrase that is taught to [XCO](#XCO) personnel to help them to understand that during a scenario, in the event the training participant is closing the distance on the [Role Player](#RolePlayer), that the XCO must be within grabbing distance of the training participant. If things go catastrophically wrong, two steps away from the training participant is too far away to physically intervene. Ultimately, the safety of the Role Player is in the hands of the XCO who must be always in complete control of the scenario and the training participant

**Type** – when referring to Small Arms Ammunition, this is a term used to distinguish between different danger levels within the 8 [Categories](#AmmunitionCategories) of Small Arms Ammunition. The most dangerous Type within each Category would be Type I. In Class A training space, permissible ammunition Categories may allow for the use of various Types, and due the potential increased or decreased hazards, may require different levels of PPE. For example in the Category of Blank Ammunition, due to the significant amount of propellant in the cartridge, a Type I Blank could pose a lethal threat if inappropriately used, especially near others. Type II Blanks are much safer for close range opposed force training. And Type III Blanks are relatively safe for contact shots, since a Type III Blank is specifically designed to function the weapon yet contains within it some or all of the products of combustion and often has no report whatsoever. Type III Blanks such as the UTM Silent Blank or SIMUNITION’s Quiet SecuriBlank can be useful in close combat and weapon retention Drills. In the preceding example, since not all Blanks are the same, it is necessary to differentiate between them using the Type ratings.

**U**

**Unconscious Competence** – the ability to perform a task effectively without the need to direct a large number of attentional resources to its performance. Procedural (muscle) memory plays into this version of Competence

**Unconscious Incompetence** - having no conscious awareness that you completely lack competence in a certain task, skill or knowledge area. Often referred to as someone who “doesn’t know what he doesn’t know”

**Unapproved** - any person, place or thing that has not been [Approved](#Approved) by the governing authority for a specifically stated purpose as described written guidelines governing the use of the item for which approval is deemed necessary

**Unhardened Structure** – a training structure that is not designed to contain any conventional munitions or other munitions unless those munitions are tested and approved for use in the structure

**Unhardened Structure Target Ammunition (USTA)** – a Category of training cartridges that can be fired in structures that can have much less hardening that a conventional firearms range. USTA cartridges require a conversion device for reliable cycling, and the quality of backstop is dependent on the version of the cartridge as some have much greater penetration capability than do others. All USTA cartridges should be considered lethal and are **not for use against human targets in training**

**Unproductive** – behaviors that are not moving a training event in a useful or predictable direction

**Unsafe Direction** – any direction which, in the event of an unintentional discharge of a weapon, it is not pointed in a safe direction

**Uncleared** – a person who has not been searched by a [Safety Officer](#SafetyOfficer) or his designee in a manner consistent with ensuring no dangerous items are being brought into a secured area

**Unengaged** – a training participant who is gaming a scenario and trying to find a way to “win” as opposed to reacting in a realistic fashion to any potential threat cues

**Unintended Penetration** – a penetration of clothing, flesh, personal protective equipment or training venues and equipment by a projectile fired in training where there was a reasonable belief that no such penetration could or would occur

**Unintended Consequence** – a consequence, occurrence, behavior or outcome that was not previously planned nor intended or otherwise unforeseen or intended within a training event. Unintended Consequences are often a negative thing, but if properly processed can sometimes be leveraged or facilitated towards a purposeful learning experience and ultimately result in a favorable future outcome

**Unknown Generic Ammunition** – a Category of ammunition and a term that describes ammunition for which participants are uncertain of its design purposes. It provides a safe place to place to deposit small arms cartridges or devices for which they do not definitively know the design purpose of the ammunition or device, ideally in a [Condition Brown](#ConditionBrown) repository

**Unload** - the process of removing cartridges from any firearm by removing all ammunition and feeding devices from that firearm

**Unload and Make Safe** – removing any ammunition source of any Category of cartridge from a firearm or firearm simulator, followed by the visual and physical confirmation that the chamber ***and*** ***barrel bore*** are clear of ammunition or obstructions. Following this procedure, the firearm can be returned to a case, secured in a holster, or permitted to hang from its sling

**Unsecure Area** – any area that has not been inspected and cleared by the [Safety Officer](#SafetyOfficer) and which is ***not*** normally included within the [Area of Operations](#AreaOfOperation). Any unsecure areas that might be located within an Area of Operations may be designated as unsecure with visible signage indicating that the area is unsecure and that training participants must not enter that area unless under the direct supervision of the [Safety Officer](#SafetyOfficer)

**Use of Force Continuum (UOFC)** - a model often used by law enforcement agencies as a method for teaching approved force options. Often represented using a graphical reference model, UOFC models live at the [Conscious Competence](#ConsciousCompetence) level of understanding and are inaccessible during a catastrophic event unless taught and integrated experientially through quality experiential training or actual experience. Continuum is the term that adequately describes an effective model for escalation and de-escalation of force because the word continuum suggests a state where everything is happening or possible at the same moment, as in the term “time-space continuum”

**Use of Force Guidelines** – administrative guidelines on when various levels of force may or may not be utilized, often predicated upon the [Use of Force Model](#UseOfForceModel)

**Use of Force Model (UOFM)** – at the academic level, a UOF model is a teaching tool used to help participants understand the range of force options appropriate to various levels of aggression or resistance. It is a model often used by law enforcement agencies as a method for teaching approved force options. Often represented using a graphical reference model, UOF models live at the [Conscious Competence](#ConsciousCompetence) level of understanding and are often inaccessible during a catastrophic event if they are not taught and tested using effective [Experiential Training](#ExperientialTraining) methodologies. The graph itself is NOT the use of force model only a representation of it. ([Use of Force Continuum](#UseOfForceContinuum))

**Use of Force Policy** – an administrative document that dictates which levels of force are and are not appropriate and often when and when not they are viable force options. Use of Force Policy is often much more restrictive than what is permissible by law and are often predicated upon events that were costly to the agency, the municipality or to the community. Agency members might be held accountable by their administration for a violation of policy, but policy is not law. If a policy, for instance is restrictive to the point of putting a person in jeopardy and that person acts outside of policy for their own safety, they might be held accountable professionally for violating a policy and yet still be exonerated for holding true to the principles of self-defense. Policies are often a reactive document, predicated upon organizational grief. They should be reviewed on an annual basis to ascertain if each policy remains valid when contrasted with social trends, case law, Best Practices and the evolution of training technologies and philosophies. What might have been a valid policy fifteen years ago might actual be an impediment to the mission today

**UTM** – a company founded by Mike Saxby from the UK that produced a version of marking cartridges that utilize two primers for functioning the system. Mike Saxby was one of the original developers of the Saxby and Palmer Tandem Air Cartridge that eventually became the basis for the AirMunition cartridge developed and marketed by Crown Air Cartridge Company

**V**

**Variable Practice\*\*** - is practicing the same skill but with constantly changing variations. For example, practicing defense against a fisted attack with variation would involve both left- and right-hand attacks, different angles of attack, different ranges of attack, etc

**Video Feedback\*\*** – The use of a perfect exemplar so that the student can compare their performance to them. Video feedback can also be used where the student views their own performance and self-analyzes

**Video Game** – any [Video Simulation System](#VideoSimulationSystem) that is unconcerned with the consequences of behaviors and is designed primarily for recreational purposes

**Video Simulation System** – a training device that uses video or computerized graphics to simulate events that might occur in an operational setting and that is utilized within a comprehensive training program to teach and test behaviors that are in line with organizational policy and law. Video Simulation Systems can provide some valuable experiential learning opportunities provided that the identical facilitation framework that is utilized with [force on force](#ForceOnForceTraining) simulation exercises is also used during the any remediation done at the completion of a video simulation. Care must be taken when using Video Simulation Systems that the training participant not become programmed for static and linear responses to threat cues since most Video Simulation Systems limit physical movement within the simulator environment. Choosing properly produced scenarios is also important since in the past, many of the simulator companies wrote [Gotcha Game](#GotchaGame) scenarios and as a result, many training participants would end up in a state we call [Fats Machine Ready](#FatsMachineReady)

**Video Temporal Occlusion\*\*** - is a training method where the student is shown a video from ‘first person’ perspective. This involves only the first few milliseconds of a scene that contains critical action cues. The video then blacks out or is ‘occluded’. The student is asked to identify what is going to occur immediately following the time the video stopped. This helps students to identify critical cues which allows them to respond quicker

**Virtual Reality**– a system that utilizes advanced video simulation technologies and specialized eyewear to create a 3-dimensional visual representation of a video model created using pre-filmed or computer generated imagery

**Visualization (see also Imagery)** – deliberate activation of the imagination where a visual image is created or recreated. Note – not all visualization is useful, in fact many people who are untrained in how to effectively utilize their ability to visualize can do more harm than good, especially when they use that ability to catastrophize past, present, or future situations rather than as a remediation tool to optimize past, present or future behaviors

**VR** - see [Virtual Reality](#VirtualReality)

**W**

**Walk Through/Talk Through** – the process of taking a training participant through the scenario from beginning to end while using a [Socratic](#Socratic) Questioning Technique to get the training participant to explain at each stage of the event the choices that they made and any reasoning behind it. The phrase “Let’s put it in motion” is often stated during the debriefing of a scenario as a means of getting the training participant to begin explaining their thoughts and actions (see [Dynamic](#Dynamic) and [Dynamic Socratic Debrief](#DynamicSocraticDebrief))

**Wand** – See [Metal Detector](#MetalDetector)

**Weapon Display** – pulling out a weapon by a [Role Player](#RolePlayer) with the intention that the weapon be noticed and that should precipitate an appropriate verbal or physical challenge

**Weapon Presentation** – brandishing a weapon in a potentially menacing manner

**Well-Intentioned Training** – training that might have the best of intentions, but may have effects that may not optimal

**Wheel Spinning** – occurs when a training participant gets “stuck”. This is often displayed as a [Goofy Loop](#GoofyLoop) or inaction – that deer-in-the-headlights look. This can occur while an individual is stuck in a [Transderivational Search](#TransDerivationalSearch)

**X**

**XCO** – See [Exercise Control Officer](#ExerciseControlOfficer)

**Y**

**Z**