

# **CHAPTER EIGHT**

## **PRACTICAL EXERCISES**



## **CAUTION**

The exercises that follow in this manual were developed based on pre-established space allocations and full size police package vehicles currently in use around the nation. Any alterations to existing exercises must be reviewed by qualified experts to ensure sufficient space is allowed and the vehicles being used will not be adversely impacted given the exercise dimensions and intended outcomes.



## **CHAPTER 8**

### **PRACTICAL EXERCISES**

This final Chapter of the Guide provides law enforcement standard-setting and operational organizations with information to assist in the development of standardized individual assessments of operation proficiency levels. The material in this chapter can help in evaluating both knowledge and skill acquisition. The information is reported in two major categories:

1. Commentary on scaling and other implementation concerns
2. Emergency vehicle operation exercises and sample rating forms

The exercises are only a sampling of the variety of activities in each required skill area. They were selected on the basis of their widespread national use. It is the responsibility of the state standard-setting organization or the agency to select, modify, or develop the exercises and items that meet the state's needs, and to establish the standards for passing.

In addition to the exercises, there is a suggested rating scale and sample rating form. Add any other factors that would be a cause for failure. These factors should be things that are observable, such as striking a cone or other object. If the reason is something less tangible, such as poor judgment, list the observable behavior that supports the opinion.

Besides indicating that a student did not meet the standard, the reason for not meeting the standard should be noted. Some possible causes are lack of psychomotor coordination skills, inattention to instruction, determined to do it their own way, poor judgment, delay in making a decision, lack of confidence, lack of concentration, or lack of stability under pressure.

If a student fails to make improvements at the normal rate, he or she should be reassigned to another instructor. This new instructor should not be made aware that the student was not performing as expected. To maintain objectivity in rating a student and to justify a rating during a review, an instructor should not review previous ratings.

The evaluation of emergency vehicle operation exercises varies considerably from course to course. There is insufficient research data validating any one set of criteria. Therefore, this Guide will not publish a specified criteria for rating an exercise. The rating scale was published for the purpose of providing reasonable suggestions for consideration in the design and implementation of an overall evaluation process that will meet a state or agency's needs.

Each student should be given a copy of the rating form for each exercise, as well as a list of actions that will be observed and that could be a cause for failure.

## ***SUGGESTED ANCHORS FOR PERFORMANCE RATINGS***

### ***Directions***

This is a 4-point scale that measures pass/fail. Ratings of 1, 2, or 3 are failing ratings that indicate the extent of the failure. Comparison of rating sheets can provide different kinds of information. For example, comparison could show that there is a consistent level of failure for a given task within an exercise, or that when there was an improvement in one task there was a lower performance level in another task.

Apply rating points for each of the tasks in each exercise. Passing requires a rating of 4 in all tasks, as well as positive responses to other items.

1. Did not apply what was taught
2. Made an effort but did not perform the task consistently and to the standard required
3. Made an effort but did not perform the task (consistently or to the standard) required
4. Met the standard required

### ***Scaling Options for Practical Exercises***

The purpose of the practical exercise is to afford a student an opportunity to acquire the skills necessary to operate an emergency vehicle. The practical exercise may also be used when evaluating the student's ability to operate a vehicle. The purpose of a practical exercise, by design, should never be to require that a student drive a specific distance or at a specific speed.

When selecting a practical exercise to include in an emergency vehicle operation training program, there are two key issues should be considered: how much space and how much speed does the practical exercise require? When considering these issues, remember that space and speed are conditional on each other; the more space available, the higher speed allowed; the less space available, the less speed allowed. The solution is to let the available range facility dictate both space and speed parameters.

The dimensions of each practical exercise can and should be adjusted to take advantage of the space available and to control the speed of the vehicle. An examination of this principle is useful, using the forward serpentine practical exercise. If the facility used is an abandoned airport, the facility will provide plenty of available distance but little width. The serpentine exercise can contain numerous serpentine maneuvers. The speed of the vehicle can be controlled by the amount of distance allowed between each maneuver. It is reasonable to expect that a vehicle's speed will be higher if each

maneuver is 100 feet apart instead of 50 feet apart. Using an airport facility with this particular practical exercise will allow students to experience the dynamics (i.e., steering response, roll) associated with high speeds.

However, if the facility used is a campus parking lot, the speed of the vehicle becomes critical. The total length of the exercise must then be reduced to accommodate the parking lot's restrictions. Reducing the distance between each maneuver will reduce the speed allowed to successfully complete the maneuver. A practical exercise established on a smaller scale (less distance used) is still effective. The student will experience the dynamics (i.e., steering response, roll) which is the purpose of the exercise.

The dimension for each of the practical exercises contained in this reference guide should be modified according to the space available and speed desired.

The 28 exercises in this chapter were developed based on pre-established space allocations and full-size police package vehicles currently in use throughout the nation. Any alterations to existing exercises should be reviewed by qualified experts to ensure sufficient space is allowed and the vehicles being used will not be adversely impacted, given the exercise dimensions and intended outcomes.

If any of the diagrams included in this Guide are adjusted to the needs and requirements of the instructor or agency providing emergency vehicle operator training, special care should be given to the appropriateness of the adjustments. The instructor should personally drive the course before the students, and should use the same type of vehicle to be used by them. Following the instructor's prior drive-through, appropriate adjustments should be made considering such factors as safety, and size and shape of the driving surface, scaling notes in this Guide, and any other relevant considerations. The exercise should not be so difficult as to frustrate learning, nor so easy as to fail to develop important and essential skills. Consultation with the vehicle's manufacturer may be in order, as well.

## ***Chapter 8: Practical Exercise Listing***

1. Steering: Forward Serpentine
2. Steering: Shuffle
3. Steering: Evasive Steering
4. Steering: Lane Change
5. Steering: Baird's Judgment
  
6. Backing: T-Driveway
7. Backing: Reverse Serpentine
8. Backing: Dutton's Weave
  
9. Braking: Controlled Braking
10. Braking: Threshold Braking
  
11. Turning: 90E Turning - Straight Line Braking
12. Turning: Right-Side Road Turn
13. Turning: Left-Side Road Turn
14. Turning: U-Turn
15. Turning: Y-Turn
  
16. Recovery: Off-Road Recovery
  
17. Skid Control: Straight Line Skid Control
18. Skid Control: Figure 8 Skid Control
19. Skid Control: 90E Turn Skid Control
20. Skid Control: U Turn Skid Control
21. Skid Control: Locked Wheel Recovery Skid Control
  
22. Parking: Parallel Parking
23. Parking: Perpendicular Parking - Forward
24. Parking: Perpendicular Parking - Backing
  
25. Cumulative Skills: Assessment Courses A, B, C
26. Cumulative Skills: Course B
27. Cumulative Skills: Course C
28. Cumulative Skills: Course D