FORCE SCIENCE®

TOP TEN TRAINING OBSERVATIONS

1

The law enforcement profession requires the integration of a variety of sophisticated interdisciplinary skills.

2

Context and scenario-based training should begin early in training and then escalate in difficulty and realism as necessary to develop insight, motivation for learning, integrated skill development, maximum learning, retention, and skill transferability.

3

"Block and silo" instruction produces rapid gains in skill-building and the illusion of learning, but also ensures the fastest deterioration of those skills and should be abandoned as a form of long-term skill-building.

4

When spread throughout the learning process, short burst, frequent, and integrated skills training and practice improve performance and retention.

5

The blending of skills (interleaving), in both instruction and practice, is critical for effective transference and real-world application.

6

Building skills to an automatic level (automaticity) facilitates real-world performance and decision-making and is often the product of "mindful practice."

(Mindful practice is practicing with an awareness and understanding of the skill, the rationale for its use, and the ability to analyze personal performance critically.)

7

Significant improvement in skill development can result from proper instructional feedback and video modeling.

(Video modeling can be used for pre-learning priming, to provide corrective information, create the development of self-assessment, and facilitate corrective efforts by trainers.)

8

When properly arranged, pre-service training provides opportunities to develop social and emotional intelligence within current training timelines.

9

Utilizing specialized "workgroups," journaling, group training, and interaction throughout a training cycle promote motivation, competition, interpersonal insight, and change. It facilitates the development of social and emotional functioning.

10

Law Enforcement is a profession that is characterized by time-compressed, high-risk decision-making, often involving encounters with very difficult people. Training for expert decision-making in real-world (clinical) settings should occupy at least one-third of the pre-service curriculum and a regular portion of the in-service curriculum.

OUR MISSION

Through high-quality research and training, Force Science advances expert decision-making, superior performance, and honest accountability in public safety.

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