



# Type III SWAT Operator's School Course Description





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## Program Overview

The preparedness of State and Local SWAT Teams in the U.S. is one of the major initiatives of the Department of Homeland Security. Under the Department of Homeland Security typing system, there are four typing classifications ranging from a Type IV team, the least equipped, to a Type I team, the most equipped and capable. The typing system has been created to flow with the overall Incident Command System (ICS), which was originally developed and utilized by the Federal agencies responsible for wild land fire protection, the U.S. Forest Service, and the Department of Interior Offices, including the Bureau of Indian Affairs, Bureau of Land Management, Fish and Wildlife Service, and National Park Systems. Because of their expertise in the ICS system, personnel from these agencies are called upon for assistance in emergency matters outside of their normal scope of duties, such as the September 11, 2001, attacks on the World Trade Center and the shuttle explosion over Texas.

The Government Training Institute proudly announces the first SWAT Team training system in the United States to address the Department of Homeland Security SWAT Team Classification System. This course is approved to receive U.S. Department of Homeland Security (D.H.S.) grant funds, allowing state and local law enforcement agencies to attend the training using D.H.S. grant monies to pay for tuition, overtime, meals, lodging, and associated backfill costs. While the class is approved for the use of these funds at the federal level, each state's Point of Contact (POC) must also approve the use of the funds for officers to attend the course.

To achieve the status this 135 hour / 15 day course has obtained from D.H.S.'s Office of Domestic Preparedness (O.D.P.), the Government Training Institute had to go through a lengthy and thorough 5 phase review process that took 6 months to complete.

This course is intended to supplement, not supplant, existing resources. This course assumes that the students have attended a reputable Basic SWAT course and/or have served in their capacity as an operational member of their SWAT team for a period of time. Several modules in this course could be considered refresher training, depending on the level of initial training the student has already received. However, the "refresher" modules in this course examine CBRNE environments and address issues, difficulties, and tactical considerations while in a protective PPE posture. Students will don, doff, and conduct tactical operations in PPE daily throughout this course.



## Benefits of the Course

The need for a definitive SWAT typing system was realized upon the completion of numerous joint readiness exercises under the Unified Command Structure. By creating a SWAT typing system, commanders at an incident can quickly determine what resources are available to them based upon the equipment, resources, and training levels of various SWAT teams.

Agency heads, SWAT Team Leaders and SWAT operators will benefit from this course by attending training that:

- Addresses current case law
- Is approved by the federal government for utilization of DHS funds
- Is the new national standard for SWAT team training
- Addresses the human body's true response when encountering perceived deadly threats
- Addresses and utilizes the newest technologies available
- Thoroughly addresses PPE and WMD issues

## Course Details

The Type III SWAT Operator's Course is the most comprehensive SWAT program ever to be offered to state and local agencies. The program covers 38 separate modules in 15 days. Each student will be issued a training manual and a student progress book that includes copies of all of the student's written exams, and practical application examinations.

Students who successfully graduate the Type III SWAT Operator's Course will have earned it. There are stringent standards that all students must achieve in order to pass the course. They will be tested daily, and on occasion, several times a day. Every student must prove that they are capable of being an operational member of a Type III SWAT team.

At the conclusion of this course, students will have the skills, abilities, and knowledge to effectively serve as a team member performing tactical missions that would commonly be conducted by a Type III SWAT Team, including conducting tactical operations in a CBRNE environment absent vapors. (All of the skills taught in this course are extremely perishable and will require the participants to continue with on-going training.)

## Student Performance and Evaluations

Student performance will be evaluated by a variety of methods. These methods include:

- Written Pre-Test
- Written Quizzes
- Daily Practical Exercise Evaluations
- Final Comprehensive Exercise
- Written Final Exams for Type III portion.

Students must maintain a daily score of 70% as well as complete each course with a minimum of 70% average in order to receive a *Certificate of Training*.



Written Pre-Test is a multiple-question closed-book test that will evaluate the base knowledge of students prior to their receiving any instruction. The Pre-Test will not be utilized as a criterion for course completion and graduation; however, the results of this test will be recorded and compared to the Written Post-Test. (The pre-test will be handed out to the students at the time of testing.)

Written Quizzes are small closed-book quizzes with questions based on homework assignments provided to the students at the end of class the day prior. Most mornings will begin with students taking a closed-book written quiz in which they are provided 20 minutes to complete. Quiz scores are recorded and used in calculating final grades. (The quizzes will be handed out at time of testing.)

Written Final Exam Each of the three SWAT Typing courses has its own multiple-question closed-book exam comprised of a broad base of questions derived from the student manual module enabling objectives from within the specific modules covered under the given SWAT Typing course. This exam score is recorded and calculated toward final grades. (The exam will be handed out at the time of testing.)

Daily Practical Exercise Evaluations are completed while students are performing practical exercises following classroom instruction on the particular topic of evaluation. Students will be given time to watch the instructors demonstrate the exercise and will be provided time to perform the necessary tasks in a “practice” mode before the students will be evaluated. When the instructor(s) feels that students have been provided enough time to rehearse (times will fluctuate based upon the ability levels of the group), the instructor will announce to the students that practice time is over and evaluations are beginning.

These evaluations examine some or all of the following:

- Initiative
- Participation
- Tactical and strategic actions
- Adherence to directions and directives
- Safety
- Communications
- Team work

Daily Practical Exercise Evaluations are examined first on a simple Pass/Fail basis. If a student receives a failing mark for any category, that student will be informed of the grade/mark, will receive explanation from the evaluator, and will be provided the opportunity to correct the action. If the student fails to receive a passing mark after three attempts (with the exception of certain safety violations further explained below), the student will be excused from the class and provided the opportunity to retake the class at another date and time. The Daily Practical Exercise Evaluations will also count towards the students’ final scores. For every category, students are given 3 points for successful completion after the first attempt, 2 points after the second attempt, and 1 point after the third attempt.

Safety Evaluations will be performed every day, including the day of the final scenario. Certain safety violations will be addressed immediately by the instructors/evaluators. These violations, depending on severity, may be grounds for dismissal from the class. The safety violations are split into three categories, minor (category I), moderate (category II), and major (category III). If a student conducts



any safety violation, the offense will be recorded on a daily safety violation sheet. Category I offenses can be violated 3 times before the student is called before the *Safety Review Board*. Category II offenses can be violated only twice before the student is called before the *Safety Review Board*, and category III offenses are called before the *Safety Review Board* on the first offense. Category III offenses are as follows:

- Muzzling/Lasering any operator, evaluator, or spectator
- Violating 1 meter rule (engagement or aiming)
- Placing finger in trigger well outside of target engagement
- Failure to identify or consider backstop
- Possessing live ammunition or non-approved firearm or other weapon in non-designated area
- Failure to follow directions or directive from instructors or safety staff
- Improper, unjustified, or excessive force

Safety Review Board: If any student reaches the level of safety violations that is unacceptable (one category III, two category II, or three category I), his/her violation report will be immediately forwarded to the *Safety Review Board* for review. The Safety Review Board is made up of all course instructors/evaluators involved in the class and is chaired by the most senior instructor who did not present the violation to the board.

The Safety Review Board will evaluate the Safety Evaluation report and take both written and oral statements from the instructor who witnessed the violation(s). The board will also take oral statements from the student. If the student denies the allegation, fellow student witnesses will be brought in before the board and their oral testimonies will be heard by the board. After hearing the statements from both parties, the Board will make a decision as to whether the student will be dismissed from the class.

The Final Comprehensive Exercise will test participants' knowledge, skills, and abilities obtained from this course. Participants are evaluated as individual members of a team and as a consolidated team during this exercise. The exercise will consist of a high-risk SWAT Operation that will require the students to perform the following actions (which they will be rated on):

- Receive initial intelligence briefing
- Establish perimeter/containment
- Complete threat report/analysis
- Arrange for CBRNE materials testing and air sampling
- Form Deliberate Assault Team
- Form Scouting Team
- Conduct preliminary scene assessment
- Conduct the following scout missions:
  - Intelligence Scout
  - Map/Route Scout
  - Area Scout
  - Target Scout
  - Daytime Scout (if applicable)
  - Nighttime Scout (if applicable)
  - Time of Operation Scout (if applicable)
  - Update Scout (if applicable)



- Conduct a 360-degree visual sweep for command detonation, secondary devices, and booby traps
- Label the building and ports
- Attempt to gather blueprints and/or floor plans
- Interview/interrogate pertinent parties involved
- Arrange for interpreters as required
- Coordinate efforts with support agencies (as applicable) to include:
  - Other law enforcement agencies
  - Fire
  - EMS
  - Haz-Mat
  - Utilities
  - Aerial support
  - EOD
- Complete safety plan including medical monitoring
- Choose approach
- Rapidly form and deploy Emergency Assault (IAT) teams (as applicable)
- Conduct briefings on available information
- Assign weapon systems
- Assign responsibilities
- Recommend placement of TIC/TOC/IC
- Recommend placement of Sniper Teams
- Formulate Tactical Action Plan, conduct briefing on the plan, and coordinate plan with IC/OSC and appropriate teams/agencies/organizations
- Choose LCC and identify to team
- Archive all data in an appropriate format that allows for quick retrieval and subsequent analysis, investigation, and official reports
- Choose and don appropriate PPE
- Deploy the team as planned
- Make approach without compromise
- Make entry
- Clear all threats
- Use appropriate force options

For the Final Comprehensive Exercise, students will be graded on several categories evaluating their performance as individual operators and as members of a team on a scale from 1-5, with 1 being the lowest possible score and 5 being the highest. Students must have an average score of 3 or better to receive a *Certificate of Training*. (A copy of the Final Comprehensive Exercise Evaluation Sheet will be handed to the students at the time of testing.)





## **Mandatory Equipment and Course Prerequisites**

This course assumes that the students have attended a reputable Basic SWAT course and/or have served in their capacity as an operational member of their SWAT team for a period of time.

All students are required to bring the following equipment/items with them to class daily:

- Writing utensil
- North American Emergency Response Guidebook (NAERG)
- Student manuals (after issued)
- Agency issued Tactical SOP
- Eye protection
- Ear protection
- Ballistic helmet
- Ballistic vest
- Web gear
- Holster
- Magazine pouches
- Tactical vest
- NFDD pouches
- Flashlight
- Weapon mounted light systems (if available)
- Negative and/or positive pressure respiratory protection system
- Level C PPE Suit (charcoal or Tyvek® )
- APR or PAPR user's manual (provided by manufacturer of system)
- Airflow indicators for PAPR systems (if using a PAPR as part of PPE)
- Spare batteries for PAPR system (if using a PAPR as part of PPE)
- Agency issued tactical uniform (All tactical duty equipment that is normally worn on the operator should be worn each day.)
- Primary weapon system (Range days only)
- Secondary weapon system (Range days only)
- Type III Course Requires 900 rounds of primary weapon ammunition (Range days only)
- Type III Course Requires 500 rounds of secondary weapon ammunition (Range days only)

All equipment must be in good working order.

If the student brings an SCBA system, the agency will be required to have on-site appropriate spare cylinders, a fill station, and qualified support personnel to guarantee that the participant will not be excluded from exercises while they are re-filling or changing out cylinders.

Students must successfully complete all modules of the course to receive a certificate of training. Throughout the course, they will be required to wear their PPE Suits several times while training. It is important to know that students will not be able to don their PPE Suits if any of the following conditions exist:

1. Blood pressure >150/90
2. Resting heart rate >60% of Max HR
3. Respiratory rate of >25 BPM



4. Core Temperature of >99.8F
5. Existence of major rashes or open wounds
6. If the operator is physically ill
7. If the operator has consumed any alcohol within 6 hours or heavy alcohol within 72 hours
8. If the operator consumed any medications that would impair their ability within 24 hours
9. Pregnant operators

Additionally, after doffing PPE, the operator must be able to recover quickly. Post deployment vital criteria are closely evaluated. Operators doffing PPE will not be able to re-don PPE within 24 hours if any of the following conditions exist:

1. Blood pressure >160/100
2. 1st minute HR >85% of Max
3. 3rd minute HR <10 BPM from 1st minute
4. Respiratory rate >30 BPM
5. Temperature >100.4F



## Course Curriculum

### **Module 1 – Introduction and Administration**

Students will receive an overview of the *SWAT Type III-II-I* courses. Activities for the course are covered; all administrative requirements, such as registration, are completed at this time. Students will be introduced to the instructors and the other students in the class, and will receive their student manuals. All participants will be administered a pre-test to assess their knowledge of course material.

### **Module 2 – Disclaimer**

Students will hear where tactics and techniques for the class were developed and will receive an overview of outside influences and expectations that can affect any operation. Additionally, students will hear how any discrepancies between their policies or SOPs and this training should be dealt with.

### **Module 3 – Written Pre-Test**

Students will take a written pre-test to determine their knowledge of SWAT operations, CBRNE events, and PPE prior to receiving any instruction.

### **Module 4 – SWAT Concepts**

This module examines the need for SWAT teams and historical examples of the development of tactical units throughout the world, historically dealing with terrorist threats. This module addresses the shift from SWAT teams being called upon to handle “everyday criminals” to terrorist cells and CBRNE events.

### **Module 5 – Equipment Selection**

Participants are introduced to the DHS/ODP SWAT Typing systems equipment list requirements and equipment shortcomings are addressed. Equipment procurement sources are discussed so participants have a better understanding of how to receive the equipment items they may need. PPE, SCBA, CCBA, APR and PAPR systems are discussed briefly in this module, as they are covered in detail in a later stand-alone module; however, each piece of equipment is evaluated for compatibility with PPE and respiratory protection systems.

### **Module 6 – Selection of Firearms**

Students will hear about six essential criteria for making the selection of any weapon system. This module also covers basic ballistic information and examines two major theories currently utilized in the study of ballistics. The ability of a weapon to sustain fire against a well-armed terrorist is covered.

### **Module 7 – Body Armor**

This module covers NIJ data on Class I through Class III protection, as well as trauma plates of various materials. In this module, students will also hear about risks associated with stacking body armor and how CFR section 668 may apply to the issuance of body armor to Federal personnel. Decontamination issues and how body armor can effect operations in PPE and vice-versa are discussed.

## **Module 8 – Cover and Concealment**

Students will examine the differences between cover and concealment and how best to utilize both effectively. Effects of bullet ricochet and a military study on the stopping capabilities of various items found in an urban setting are also covered. Discussion will occur around the true definition of cover when going up against a terrorist with a fully automatic 7.62x39 and the definition of concealment if the terrorist has NVGs, thermal imagers, or other night viewing devices.

## **Module 9 – Terrorism 101**

This module introduces students to worldwide terrorism. Students will be exposed to the essence of terrorism, terrorist activities, and terrorist groups. At the end of this module, students will be able to identify the characteristics of a terror organization and an act of terrorism and how they differ from both civil crimes and war crimes. Additionally this module begins preparing participants for the mindset they will need for successfully dealing with tactical operations in a terrorist or a CBRNE environment.

## **Module 10 – Weapons of Mass Destruction**

Students will be exposed to Chemical, Biological, Radiological, and Nuclear agent material incidents and will be introduced to the types of harm each weapon can cause. Students will learn self-protection methods and the importance of protection measures.

## **Module 11 – Personal Protective Equipment Levels and Selection**

Students will be exposed to selection criteria for choosing PPE, the four separate protection Levels of PPE, advantages and disadvantage to each level, respiratory protection requirements, problems commonly encountered while in PPE, various levels of heat related injuries, and pre-deployment, deployment and post-deployment considerations.

## **Module 12 – Personal Protective Equipment Practical Exercise**

Students will perform donning and doffing procedures with PPE, as well as pre-deployment, deployment, and post-deployment medical screening.



## **Module 13 – Shooting Platforms and Sympathetic Nervous System Response to Threats**

Students will be exposed to the potentially detrimental effects on shooting platforms that are caused by the operator's perception of a threat. Effects of the visual system, fine and complex motor skills, auditory system, circular system, respiratory system, and the ability of the brain to cognitively process threats will be examined in this module. Students will be presented with numerous studies and statistics that show how shooting platforms are affected as a result of the response. Participants will hear how certain shooting platforms are adversely affected with respiratory protection systems and how PPE and respiratory protection systems affect the operator's vision and other body functions like dexterity.

Participants will be presented with ideas and thoughts on preparing for and dealing with these effects and will be shown techniques that complement, not conflict, the body's natural response to threats.

## **Module 14 – Shooting Platforms and Sympathetic Nervous System Response to Threats Practical Exercise**

Students will see the effects of SNS response first hand, utilizing training weapon systems. Students will don an APR or PAPR system to see how their shooting platforms are affected by these systems with both primary and secondary weapon systems. Students will also don both inner and outer PPE gloves to experience the impact they have on weapon manipulation.



## **Module 15 – Scouting, Pre-Planning, and Intelligence**

Students will be exposed to the planning process involved with maintaining any tactical unit and conducting any tactical operation. Intelligence, scouting, diagramming, blueprints, operation orders, and case law pertaining to the importance of pre-planning and intelligence are covered in this module. The potential for a terrorist to deploy booby traps, IEDs, early warning systems, and counter surveillance are stressed in this module.

## **Module 16 – Tactical Movements Out-side Target Structures**

By stressing the fact that being compromised on the outside of the structure may jeopardize the entire mission and put team members and others at risk, this module covers four commonly utilized approaches and the advantages to each type, open area crossings, movement in low light, obstacles, communication challenges, and the importance of noise and light discipline. This module addresses the possibility that a terrorist may utilize counter surveillance, early warning systems, or IEDs on the outside of the crisis site, and covers tactical considerations for making approaches in PPE and working in a CBRNE environment.

## **Module 17 – Tactical Movements Out-side Target Structures Practical Exercise**

Students will work together as a team to approach a structure. They will encounter several dangers and will identify address them accordingly. Students will face highly armed terrorists (fellow students and GTI instructors) and engage them with training weapons. Students will encounter Improvised Explosive Devices and early warning systems and will make approaches in PPE. They will see first-hand the tactical considerations brought up in Module 11.



## Module 18 – Tactical Breaching

This module begins the students' mental transition and preparation from activities outside the crisis site to the inside. By stressing pre-planning, speed and cover, this module covers choosing primary and alternate breach locations, port and cover locations and techniques, selecting team breachers, the three major breaching methods, and case law related to breaching. This module is an overview of breaching, which refreshes students to the basic concepts of the topic. However, this module covers CBRNE and

PPE considerations applicable to those breaching options required and recommended for Type III SWAT teams, making it different than other breaching blocks typically presented to teams. Certain breaching methods, such as exothermic, which have serious implications on PPE, will be discussed.



## Module 19 – Tactical Breaching Practical Exercise

Students will apply tactics and techniques discussed in Module 14. Students will see first-hand the limitations of breaching options presented by the use of certain PPE.

## Module 20 – Tactical Angles

Students will be exposed to tactical angles, including how to identify them, how to open and close them, and why a team would choose to do so. Tactical considerations surrounding the use of PPE and respiratory protection systems will be discussed.

## Module 21 – Tactical Angles Practical Exercise

Students will experience effects of the noise of the PPE, the communication difficulties due to PPE and APR or PAPR systems and, and the field of view limitations due to APR or PAPR. Students will identify and address tactical angles.



## Module 22 – Occupancy Control

In this module, participants will be refreshed on the principles of occupancy control, contact, control, cuff and search, and counter. While stressing reasonable use of force, students will examine case law pertaining to protective detentions, protective frisks, protective handcuffing, handcuffing, minimal application of force, and general use of force issues. Students will learn numerous tactical considerations that come in to play when trying to go “hands-on” with terrorist suspects, when working in a CBRNE environment, and the limitations and concerns in PPE.

### **Module 23 – Occupancy Control Practical Exercise**

Students practice the methods previously discussed in Module 16. Students will be placed in PPE and must communicate with terrorist suspects (instructors) and their teammates at the same time. Students will experience tactical considerations and limitations of PPE and respiratory protection systems.

### **Module 24 – Alternate Methods of Team Communication**

SWAT work in PPE is difficult and presents several tactical considerations that are overlooked by those who do not often work in PPE. This module covers communicating with team members, innocents, hostages, and terrorist suspects while in PPE and the need for alternate methods of communicating, such as hand signs, lights, strobes, and other signaling techniques.



### **Module 25 – Slow and Deliberate Clearing Techniques**

This module builds upon the Tactical Angles block and will cover Slow and Deliberate Clearing Techniques. Slow and deliberate techniques are considered some of the safest entries a team can perform under “normal,” but they are also the most difficult and probably the most taxing on the team members. Slow and deliberate entries are not necessarily the safest entries in a CBRNE environment and may actually be the most dangerous. Numerous tactical considerations dealing with Slow and deliberate entries in PPE in a CBRNE environment are covered.

### **Module 26 – Slow and Deliberate Clearing Techniques Practical Exercise**

Students will experience first-hand tactical considerations and challenges performing slow and deliberate entries both in and out of PPE. Students will encounter increasingly more difficult scenarios including mock CBRNE environments and with mock IEDs that require them to don PPE and to utilize a slow and deliberate technique.

### **Module 27 – Dynamic Clearing Techniques**

While dynamic entry and clearing techniques should be thoroughly understood by the students in this class, this module incorporates issues involving the use of PPE and respiratory protection systems in a CBRNE environment.

### **Module 28 – Dynamic Clearing Techniques Practical Exercise**

Students will experience all of the limitations and concerns of performing dynamic entries in PPE. After performing several entries without PPE, later in the module students will don PPE and encounter increasingly more difficult tactical challenges, including armed terrorists (instructors) in a shootout (with training weapon systems). The culmination of this practical exercise will be a live fire event in which the student will conduct a two room live fire exercise with the instructors.

## **Module 29 – Range Practical Exercise**

Students will learn proper weapon handling skills and techniques for the primary and secondary weapon systems pertaining to a Close Quarters Battle Environment. This particular module sets the stage for future modules which entail the students shooting in PPE. Instructors must feel confident with the student's skills prior to the student shooting in PPE.

## **Module 30 – Citizen and Team Member Recovery Techniques**

While all students in this course should be well familiar with the citizen and or team member process, this block evaluates recoveries in CBRNE environments, recovering casualties due to CBRNE agents v. gunshots or trauma, and tactical considerations involving recoveries in PPE.

## **Module 31 – Citizen and Team Member Recovery Techniques Practical Exercise**

Students will be placed in several challenging scenarios that expose them to various issues involving encountering terrorist suspects (instructors) who attempt to keep a rescue team away from the casualty by providing sustained fully automatic rifle fire (training weapons), casualties caused from chemical agents, and recoveries on victims inside a CBRNE hot zone. Students will encounter limitations and tactical considerations created by PPE usage.

## **Module 32 – Improvised Explosive Devices and Explosive Materials Incidents**

Participants will be introduced to the various types of explosives and explosive materials incidents they may encounter in their careers. Emphasis will be placed on IEDs by examining various bodies, fillers, triggering systems, and delays that are commonly found with IEDs. Stand-off distances and public and self-protection issues are discussed within the module.

## **Module 33 – Improvised Explosive Devices Practical Exercise**

Students will make entry into a building structure both with and without pre-intelligence about the presence of IEDs. Students will be shown and be required to utilize techniques with pole cameras, mirrors, and lasers to locate the possible presence of not only terrorists (instructors), but also IEDs and their components.



## **Module 34 – Vehicle Assaults**

Vehicle assaults should be very familiar to all of the students in this course. However, this module will introduce students to the technique of “column assaults.” This technique considers and compliments SNS responses much better than most commonly used assault techniques. Students will be exposed to a variety of tactical considerations involved with performing vehicle assaults while in PPE. Students will also hear importance of situational awareness and the possibilities of terrorists working together in multiple vehicles.



### **Module 35 – Vehicle Assaults Practical Exercise**

Students will participate as members of a team that is required to perform multiple vehicle assaults from a variety of different angles. Students will make approaches on vehicles containing obvious and more covert signs of containing CBRNE agents and will be required to conduct assaults while in PPE.

### **Module 36 – TIC/TOC Operations**

Students will learn about both the Tactical Intelligence Center and the Tactical Operation Center and critical components of both that take place inside during a tactical operation. Additionally, the students will learn how to establish and set up a TIC/TOC.

### **Module 37 – Hostage Rescue Operations**

Participants will be exposed to the tactics and theories associated with the tactical option involving hostage rescues. Special tactical considerations involving rescue operations in a CBRNE hot zone are discussed as part of the discussion involving the three major types of hostage rescue scenarios.

### **Module 38 – Hostage Rescue Practical Exercises**

Students will learn to conduct hostage rescue operations using open air, vehicle, and stronghold options. Students will learn to utilize direct-to-threat, dynamic, and limited penetration entries during hostage rescue operations. Students will perform HR operations in a simulated CBRNE environment while wearing PPE.

### **Final Comprehensive Exercise**

The Final Comprehensive Exercise will test the participants' knowledge, skills, and abilities obtained from this course. Participants are evaluated for participation and safety as individual members of a team and as a consolidated team during this exercise. The exercise will consist of a high-risk SWAT Operation that will require students to perform a variety of actions.



### **Written Final Exam Type III**

This module consists of the written final exam for *Type III SWAT* that consists of a series of questions derived from all modules covered under *Type III SWAT*. Students must obtain a minimum score of 70% on this test to receive a course certificate.

### **Class Evaluation and Graduation**

Students will hear final comments from the instructors, will perform an evaluation of the class and instructors, will receive their student packets, and will take a class photograph. Those students who successfully graduate the course will be provided a certificate of training.



## Funding

State and local law enforcement agencies can utilize Department of Homeland Security Grant Program (HSGP) funds and/or Urban Area Security Initiative (UASI) funds to pay for the course. It is important to note that although this training and the use of HSGP Funds is approved by DHS, the agency's State Administrative Agencies (SAA) Training Point of Contact (POC) must approve the use of the funds to attend the course.

Tuition, housing, meals, lodging, overtime and backfill costs are all allowable expenditures with the funds. Agencies should experience no out-of-pocket expenses for the Type III SWAT Operator's Course. The first step towards attending the program for most jurisdictions will be to contact their SAA POC. Along with the approved course catalog, the SAA POCs can be found at <https://www.firstrespondertraining.gov/frt/content.do?page=howToTakeTraining>

## Additional Information

Additional questions involving the course design, delivery or curriculum should be presented to:

Government Training Institute

Phone: (803) 259-1935

Email: [info@gtitraining.org](mailto:info@gtitraining.org)

Website: <https://gtitraining.org/>