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Pre-Academic Laboratory

(PREAL)

OPERATING INSTRUCTIONS

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CHAPTER ONE

're-Academic laboratory goals.

1.1. Provide a cognitive framework for the students to refer to during future academic instruction. To give students the most reliable mental picture possible of an actual peacetime governmental detention experiences.

1.2. Dispel preconceived notions regarding specific issues surrounding peacetime governmental detention. To give students an accurate understanding of those conditions.

1.3. Provide an exposure to stressors, which will be used/identified during follow-on training.

1.4. Convey to students that any pre-conceived notions they may have had regarding previously learned resistance behavior may vary in their effectiveness in a peacetime governmental detention setting.

1.5. Motivate students to become more involved during academic instruction. This results by heightening the student's awareness of a "training deficit" during the pre-academic detention experience.

1.6. Allow students to complete the pre-academic laboratory with a sense that they can, through additional training and guidance, successfully survive and return with honor. Maximum effort will be made to ensure that students do not develop a sense of "learned helplessness" during the pre-academic laboratory.

2. Pre-Academic Laboratory detention phase description.

. Capture: Provide a compromising situation that exposes students to: (a) A realistic capture consistent with safety, time constraints, and real world student missions. (b) A meaningful experience that allows the students to relate and project themselves into the training event.

2.2. Search: Provide a situation that exposes students to: (a) a search based on an anticipated detention situation, (b) humiliation and degradation of a strip and body cavity check, (c) the removal of all items that provide support or identity for that individual.

2.3. Tactical Interrogation: Provide a tactical interrogation that exposes students to: (a) an unsophisticated interrogation that requires them to deal with a harassing, insulting, and physically abusive questioner. (b) Difficult and sensitive questions of an immediate nature that require the student to avoid answering. (c) Information gathering that may latter be used against them in future interrogations.

2.4. Isolation: Provide an isolation experience that exposes students to: (a) The effects of sleep deprivation, exhaustion, boredom, hunger, and fear of the unknown, (b) Benefits and the need for inter-group communication.

2.5. Iso-Stress: Provide an iso-stress environment for students to: (a) Accelerate the fatiguing process, (b) Accentuate the feeling of isolation, (c) Expose students to self-inflicted punishment.

2.6. First Round Interrogation: Provide an interrogation that exposes the student to indirect approaches such as a friendly or business-like interrogator. A more direct approach may be used when a student is being arrogant or defiant. Information on a broad range of topics is collected and documented, with an emphasis on information that can be used to confront other students in the group, at a latter time.

2.7. Second Round Interrogations: Provide an interrogation that exposes the student to direct approaches such as fear and despair, accusation, and disgrace. An indirect approach may be used when a student appears to be cooperating or is not contradicting himself or others. Students are exposed to the danger of giving seemingly harmless information, contradictions in information gathered during previous interrogations, and conflicting stories from fellow students. Students are exposed to the process of political exploitation. They may have to deal with the stress of watching someone receive abuse for their lack of cooperation.

2.8. Early release: Provide an early release scenario that exposes the student to the difficulty of selecting an individual for early release and the exploitation value of the detainee for propaganda purposes.

2.9. Press Conference: Provide a press conference that exposes the student to exploitation of the detainee by the media and exploitation through the media of the detainee, by the capture.

2.10. Termination Speech: Provide a termination speech that exposes the student to positive and negative examples of their behavior during the laboratory and provides an obvious end to the role-play environment.

CHAPTER THREE

3. Student Movement.

3.1 Transporting Students Safely: Student and Instructor safety are extremely important and will be monitored for full compliance at all times throughout RTL operations. The movement of students around the training environment is one area of specific concern. Listed below are the guidelines for transporting students.

3.2 Never leave a hooded student standing alone unless they are grounded against a solid object such as a wall. This is primarily due to the students' lack of orientation and balance with the hood on.

3.3 Never transport/lead a student by grasping the handcuff's in any manner. Students will be transported by firmly gripping the forearm or shoulders.

3.4 The instructor transporting students is responsible for their safety. Let the students know if there are any hazards such as ice, stairs, steps, sharp drop-offs, or any other obstacles they must traverse. Do not play games with them such as marching them in circles or jerking and stopping them abruptly. Transportation of students is a necessary logistical function of training and is not meant to be harassment or punishment.

3.5 Students will be hooded and handcuffed anytime they are being transported. Students maybe transported without cuff during Early release and Press Conference.

CHAPTER FOUR

4. Security

4.1. The Resistance Training Facility (RTL): The RTL is a controlled access area. Only persons who have been cleared by JPRA Security, and completed the appropriate NDA will be allowed access to the RTL area while training is in progress. Before escorting an observer, it is your responsibility to ensure that they have completed the appropriate security procedures, and have received a briefing on laboratory operations and procedures.

4.2. Capture site: Anytime training operations occur outside the White Bluff RTL, JPRA Security will be notified. Capture operations to include capture sites and transportation routes will be planned to minimize possible contact by non-participants. If non-participants are present, they should be politely asked to leave the area. If they refuse to leave, it may be necessary to reduce training or relocate the capture site. If any incident occurs involving non-participants, notify the controller as soon as possible.

4.3. Training documents: Any documents generated by instructors, such as instructor notes should not contain classified information. All paperwork generated by instructors during the exercise will be maintained in the student's training folder, or turned over to the coordinator for proper storage or destruction. If you are an instructor conducting training that requires the use of classified material it is your responsibility to properly store, safeguard, and dispose of the classified material.

4.3.1. Class rosters, training schedules, and training logs will be maintained for two years.

4.4. Training equipment used during the exercise should be monitored and accounted for by each shift coordinator prior to assuming duty. High value or sensitive items such as student equipment, and weapons will be accounted for and properly stored during the laboratory training session. Government controlled vehicles will be kept locked and the keys maintained by the coordinator while not in use.

4.5. Program security is vitally important during all RTL activities because of the various groups augmenting our staff and observing the lab. All augmentees will be briefed to at least the Savvy Shadow level. Savvy Shadow provides an adequate level of program information to allow all personnel to accomplish their jobs without violating our customer SAP information. It is critical that you keep special access program conversations limited to those who have been appropriately briefed. If in doubt about clearance levels, ask the exercise coordinator before engaging in a conversation. Also, be especially aware of others who may be in the immediate area or may be monitoring you on camera.

4.6. Student valuables collected during the search will be kept in the personals valuable box located in the control center when they are not being used. Any classified or highly sensitive equipment the students bring with them will be turned over to the laboratory controller / coordinator for safeguarding. It is imperative that students account for all their valuables, luggage, and equipment before they leave the RTL at the end of the exercise.

CHAPTER FIVE

5. Duties and responsibilities.

5.1. Controller: The laboratory controller has overall responsibility for the laboratory/shift in terms of student safety, achieving training objectives, security, and the proper application of all techniques by instructors. His main duty is to ensure that students are exposed to problems at the optimum rate of intensity and complexity. He is the senior PRA representative on duty unless advised otherwise. He will communicate and work together with the coordinator to accomplish exercise objectives and problem solving.

5.1.1. The controller will pay particular attention to student reactions to pressures applied during the role-play. The controller will decide on the best way to implement student problems to achieve student learning outcomes. Using experience, insight, and knowledge of the needs of the individual and the user unit, the controller can provide a dynamic learning environment with the proper reaction to a particular situation within the role-play laboratory.

5.1.2. There may be times when the controller must insert himself into the laboratory scenario using role-play, to accomplish objectives. If not involved in role-play, he should minimize student contact. He should roam the laboratory area to be in the best position to observe and make inputs to guards, interrogators, and coordinator. Constant communication with the user unit liaison representative and psychological or medical support is essential.

5.2. Coordinator: The coordinator is subordinate to the controller and assists him in achieving the training goals during the laboratory. The controller must rely on the total objectivity of the coordinator to advise him on role-play interventions. The main duty of the coordinator is to ensure conditions are present to allow students to learn and to ensure safety. The coordinator also maintains the laboratory logbook, which contains a record of all significant activity during the lab.

5.2.1. The coordinator will coordinate with the controller before modifying/adjusting training. The coordinator will communicate all information to the new shift coordinator to make the lab

run smoothly and most importantly be the totally objective set of eyes to assess the behavior of students and instructors. Both the controller and coordinator need to work as a team to achieve the training goals.

5.2.2. The coordinator will avoid being involved in role-play and remain the objective observer. He will monitor from the established control center. He will provide a shift change briefing and provide the oncoming shift with critical information using the Shift Briefing guide in the Control Center Logbook.

5.3. Interrogator: The interrogator must always remember that he/she is a role-play instructor. Their role-play and use of exploitation techniques allows a student to experience and cope with the effects of a potential captive situation. The goal of the interrogator is to apply all techniques safely in a controlled environment so that the student can gain from the experience.

5.3.1. The goal is not to push the student beyond his means to resist or to learn (to prevent "Learned Helplessness"). The interrogator must recognize when a student is overly frustrated and doing a poor job resisting. At this point the interrogator must temporarily back off, and will coordinate with and ensure that the student is monitored by a controller or coordinator. The interrogator will then proceed, and implement directions from the controller/coordinator.

5.3.2. Student safety is paramount and the interrogator must be aware of laboratory guidelines and the conditions each student faces. Prior to the laboratory, students are briefed on their Rules of Engagement (ROE). A name is given to the students (usually the word "flight surgeon" or the name of the ULO) to be used when a real-world, non-laboratory event occurs (such as a medical emergency). If you hear a student use this word or name, ask them to repeat their statement as a way of verifying their need. If a student repeats the name immediately contact the shift coordinator/controller. A student who is disoriented, tired, hungry, hooded, and handcuffed is vulnerable to exploitation. The interrogator has a unique and special role in handling the student's vulnerability so that laboratory goals and objectives are achieved.

5.3.3. There is a thin line between applying sufficient stress on a student and pushing a student past the point of learning about resistance or wanting to learn in the future. It takes experience, careful observation and an honest desire to aid each student in achieving that motivation to learn

more. The interrogator will record information and insights in the student folder, which is used for later training.

5.4. Bunker guards: The bunker guard function is an integral part of the overall training exercise. In most cases you will be functioning alone and be responsible for all the students. This job should not be taken lightly. Stay alert. Anticipate problems before they occur and you will be able to deal with them. Our students can be very ingenious and resourceful. In the past we have had physical contact and escapes from the bunker has happened. If you don't pay attention you might have to deal with these problems at a most inopportune time.

5.4.1. The intent of the bunker guard position is to enforce isolation. Only simple specific problems with specific learning outcomes should be run in the bunker, normally scenarios will be initiated by the student and approved by the coordinator or controller. The bunker guard will conduct conscious checks every thirty minutes, and take corrective actions for students violating the established rules. The bunker guard will minimize all other student contact to optimize the student's isolation experience.

5.4.2. Students will be kept in the dependency mode as much as possible to help build and develop the psychological stress of helplessness. The student should feel controlled and dependent on the captor. Each time a student moves under their own power this breaks the chain of events. Students should be hooded and moved by the bunker guard at all times. The exception might include bunker clean up or feeding and will involve a minimum number of students.

5.4.3. Students should not be left alone in the bunker. You must be able to see or hear the students at all times in the event of an emergency. If you must leave the bunker for any reason, notify the shift coordinator and he will monitor the bunker in your absences.

5.4.4. Students will drink water on a regular basis. The exact amount will depend on the environmental conditions and directions of the shift coordinator.

5.4.5. The bunker guard is responsible for student accountability and safety at all times while they are under his immediate control. Accurate annotations should be made in the bunker log when students leave or return, medical problems arise, attitude problems develop, and any other

occurrence that is noteworthy. If in doubt, write a note in the log and brief the shift coordinator at the earliest opportunity.

5.4.6. If control problems occur with the students in the bunker, or a singular student becomes aggressive or hostile, call the shift coordinator before you attempt to handle the problem yourself. You need to be familiar on how to handle open defiance. See chapter 5 for "Open Defiance" procedures.

5.4.7. Before taking control of the bunker, the bunker guard should be familiar with the terminology that the students have been pre-briefed to use in the event of a real world emergency. It will be either "flight surgeon" or the name of the exercise Unit Liaison Officer (ULO). If students use the pre-briefed terminology, the bunker guard will immediately attend to the student, determine the problem, and inform the control center.

5.4.8. If a student calls Flight Surgeon, the bunker guard should attend to the immediate problem then notify the control desk. If the problem does not require immediate attention then find out what the problem is, make the student comfortable then notify the control desk. Stay with the student until help arrives.

5.4.9. The bunker guard must be familiar with the evacuation plan for bunker emergencies such as fire. If the bunker needs to be evacuated, the instructor will use the master lever to open all cells and instruct the student to go to an evacuation area and wait for further instructions. The bunker guard will account for all students and notify the controller.

5.4.10. The bunker guard is not an interrogator and will not introduce scenarios/problems in the bunker unless directed and monitored by the controller or coordinator.

5.5. Expediters. The role of the expediter is to meet students and transport them to the capture site. When expediting you usually play the part of a local of the country stated in the exercise scenario. As a general rule you will not know much about the students or their missions. Your job is "just to get them to wherever they need to go". However, you are a generally friendly person and make small talk, but don't ask sensitive questions. You also need to make the students feel somewhat at ease because you know where to go and can get them through checkpoints, customs etc.

5.5.1. When transportation to the capture site is by vehicle it is important that you do the driving. Do not let students talk you into letting them drive. If a student refuses to let you drive, you will refuse to take them where they "need to go". It is your responsibility to get the students to the capture point safely.

5.5.2. The exact detail of the expediter's role is situation dependent, so it is imperative to be briefed by the exercise coordinator for the details.

5.6. Reporters play the role of legitimate American newspersons.

5.7. Body cavity check (BCC) observer. The role of the observer is to view the students while the BCC is being conducted. You do not conduct the actual BCC; the searchers will do this. You are there to observe and make the student feel uncomfortable and degraded. The observer will not have any verbal interaction with the student. Just act solemn and unimpressed.

5.7.1. A female will observe male students, and a male will observe female students.

5.7.2. No member of the opposite sex will be present/witness this phase of training unless performing an assigned duty, necessary to accomplish the body cavity check.

5.7.3. Controller and coordinator will ensure that female body cavity checks are conducted in a manner, and location, that will prevent any accidental student exposure to members of the opposite sex. Only authorized individuals will observe female body cavity checks.

5.8. Media support. The role of media personnel is to collect video of each major event of the laboratory and demonstrate how video exploitation may be conducted. They will edit the video they collect into a 15-20 minute clip shown to the students at the beginning of academics. The clip should contain scenes from various stages of the lab and show each student at least once. The clip should not contain scenes that would unduly embarrass a student or cause others to seriously doubt his/her ability to resist exploitation.

5.9. Psychological support: The intent of psychology services support for PRA resident exercises is to provide psychological oversight during role-play laboratory instruction. Oversight is directed at both student and instructor personnel. Questions involving training procedures should be directed to the controller or coordinator for resolution at the earliest opportunity. Psychology

services staff will not become actively involved in training except where immediate student or instructor safety is the issue.

5.9.1. If a problem arises, the Psychology Services' person on duty, the controller/coordinator, and, when available, the Unit Psychologist will consult before psychological intervention is initiated. If a student needs to be removed from training or needs to be referred to a medical facility the 336 TRG Medical Service/Mental Health Emergency guide (SGF OI 160-26) will be implemented.

5.9.2. It is critical to the safe and effective operation of our laboratory that we have psychological support personnel participate. PRA resident training laboratories are distinctly different from those customarily dealt with in the basic S-V80-A course taught at the USAF Survival School. Also distinct from S-V80-A are the units involved in our pre-academic laboratories. With these variables in mind, we will orchestrate the training in a manner that individualizes the training for each operator and their unit's mission profile. Controllers and coordinators should keep the psychology services person on duty informed in terms of training approaches specifically designed to maximize student learning.

5.10. A medical support person will analyze/treat any real world medical problems. When possible, the student will be kept "in role" while his medical problem is being diagnosed/treated.

5.10.1. If a problem arises that is not an emergency, the medical support' person on duty, the controller/coordinator, and when available, the Unit LNO will consult before medical intervention is initiated.

CHAPTER SIX

6. Physical Pressures.

6.1. Physical pressures, as applied to resistance training simulation, are not intended to produce enduring or damaging consequences, or to render the student so incapacitated by physical or emotional duress that learning does not take place. The purpose of applying physical pressures is to project the student's focus into the resistance scenario and realistically simulate conditions associated with captivity and resistance efforts.

6.2. The application of physical pressure is necessary to produce the correct emotional and physiological projection a student requires for stress inoculation and stress resolution to be accomplished. This "controlled realism" must exist for the correct learning to take place. If too little physical pressure is applied, the student will fail to acquire the necessary inoculation effect and run the risk of underestimating the demands real captivity can produce. If too much physical pressure is applied, the student is made vulnerable to the effects of learned helplessness, which will render the student less prepared for captivity than prior to training.

6.3. Applying physical pressures in an intense, simulated captivity role-play requires considerable skill and composure on the part of the resistance-training instructor. This is an acquired skill which demands considerable knowledge, experience, and grounding in human behavior and resistance theory. Not all resistance-training role-players are necessarily suited to perform this particular element of instruction. Careful training and monitoring of the instructor by qualified individuals are necessary to maintain the desired application of this critical education tool.

6.4. The instructor who has the authorization to use physical pressure in training must ensure:

6.4.1. Student safety will always be considered before any application of physical pressures. The students' emotional and physical state should be a prime consideration before any physical pressure is applied. When possible, determine if there are pre-existing medical conditions which may eliminate the student from exposure to specific physical pressures.

6.4.2. Prior to any physical contact, the instructor must remove all rings and watches. Fingernails should be closely trimmed.

6.4.3. Physical pressure must be uniquely applied to each individual, depending on physical size and resilience.

6.4.4. Monitor the student's resistance behavior and appropriately apply physical pressure in a manner that is consistent with controlled realism, but also facilitates the desired learning outcome.

6.4.5. You are not completely objective in your interaction with the student. Many factors, such as your own fatigue level, anger, or frustration experienced prior to the role-play, and other personal stress will emotionally color your perception of the student. If your thoughts are not constantly alternating between how to appropriately apply controlled realism, and "what does this student need; how is the student; will this help the student learn," you are too personally involved in the role-play. If this happens you must find a way to correct your approach or end the role-play.

6.4.6. Leave the role-play immediately if the student becomes physically combative—do not attempt to subdue the student. Inform the exercise controller and psychologist immediately.

6.4.7. If you suspect a student is becoming emotionally overwhelmed or agitated to the point productive learning will cease, recognize this and back off. If this reaction continues or worsens, immediately consult with the coordinator, controller, and the psychologist on duty.

6.4.8. Follow the instructions/plan of the coordinator his/her role is to be the objective observer. You can always discuss the issue later.

6.4.9. Physical pressures are not intended to be used in all problems/interrogations. Your prime focus is to demonstrate the objective appropriate to the laboratory scenario. Physical pressures should be applied as a logical consequence of the student's resistance behavior, not to satisfy the instructor's need. Only properly trained individuals are authorized to administer physical pressures during the laboratory exercise.

6.4.10. Only authorized PRA physical pressures will be used during the laboratory.

6.5. Authorized physical pressures:

6.5.1. *FACIAL SLAP:* With fingers slightly spread, contact only the area directly between the tip of the chin and the bottom of the corresponding earlobe--ensure your arm swing follows an ark no greater than approximately 12 inches (use the width of the student's shoulder as a guide). The facial slap is used to achieve shock, not to inflict pain. "Pull" the force of the slap to generate the appropriate effect by flicking the wrist as you make contact. Use no more than two slaps with any singular application. Typically, the training effectiveness of slapping has become negligible after two to three applications. Slap with bare hands only/no gloves.

6.5.1.1. Typical conditions for application: To instill fear and despair, to punish selective behavior, and to instill humiliation or cause insult.

6.5.2. *ATTENTION GRASP:* In a controlled and quick motion, grasp the student with both hands, one on each side of the collar opening. In the same motion, draw the student toward you (4 to 6 inches). Move your face and body directly into the student's personal space (6 to 10 inches). If you intend to use walling, the hood must be in place around the student's neck. It is often helpful to place the hood around the student's neck at the beginning of the role-play if you know walling or an attention grasp will be used. Make direct eye contact as the threat/warning is given. *CAUTION: Be careful not to collide with the student. If the student assumes a relaxed muscle position this is more likely to occur.*

6.5.2.1. Typical conditions for application: To startle, to instill fear and apprehension, and to instill humiliation and insult.

6.5.3. *WALLING*: Walling a student will only be accomplished on an approved flexible wall, which absorbs the force of the student being walled without causing injury to the student. A hood (towel or similar aid) must be at your disposal prior to initiating this physical pressure. The following steps need to be accomplished in the following order to safely wall a student.

Check the wall prior to using it to ensure there are no nails, splinters or defects that could injure a student. Roll or fold the hood lengthwise, place it around the student's neck, grasp each side firmly to include the shirt collar, and roll your fists inward until a relatively flat surface is created

by the first joint of your fingers or the back of your hand. The back of your hand should contact the student's chest just below the clavicles. The objective is to support the head and neck without restricting blood flow to the head and to minimize the possibility of bruising the students' chest. Ensure the student is standing straight and their heels are touching the wall. Pull the student's upper torso approximately 12 inches from the wall. Quickly and firmly push the student into the wall while firmly supporting the students head and neck. This prevents whiplash" of the head and neck. Only the student's shoulder blades should make contact with the wall. Push with your arms only; do not use "leg force" to push the student. Allow the student to rebound from the wall. If a student is not allowed to rebound, considerable chest bruising could result. Typical conditions for application: To instill fear and despair, to punish selective behavior, and to instill humiliation or cause insult.

6.5.4. *SILENCING FACIAL HOLD:* Clasp your hand over the student's mouth. Do not twist or move the student's head. Move your body directly into the student's personal space (6 to 10 inches). Make direct eye contact as the threat/warning is given. Be careful not to cover the nose with your hand. Do not apply the hold for more than eight to ten seconds. Clasp the student's mouth in a controlled manner. Keep your fingers held closely together as you apply the hold to avoid injury to the nostrils or eyes. Typical conditions for application: To threaten or intimidate via invasion of personal space, to instill fear and apprehension without using direct physical force, to punish illogical, defiant, or repetitive responses.

6.5.5. *FACIAL HOLD*: With fingers held close together and fully extended, (place one open palm carefully on each side of the student's face) fingertips well away from eyes. Use adequate, but not severe, direct inward pressure to hold the head immobile. Do not twist or move the head. Move your face and body directly into the student's personal space (6 to 10 inches). Make direct eye contact as the threat/warning is given. Typical conditions for applications: To threaten or intimidate via invasion of personal space and to instill fear and apprehension and apprehension without direct physical force.

6.5.6. *ABDOMINAL SLAP*: Position yourself directly in front of the student. With your fingers held tightly together and fully extended, your palm toward your own body and about one foot from the student's abdomen, using your wrist as the fixed pivot point, slap the student with adequate force in his/her abdomen. Do not use your fist. Be careful not to hit below the navel or

above the sternum. Typical conditions for application: To instill fear and despair, to punish selective behavior, and to instill humiliation or cause insult.

6.5.7. *FINGER PRESS*: Using your index finger in a "pistol" position, press the student's chest in a jabbing motion. The motion should be firm, but not so forceful it injures the student. *CAUTION: The finger press is intended to be directed at the chest area. Avoid the breast area of female students. Pointing at other areas of the student's anatomy is permitted, but contact will not be made.* Typical conditions for application: To instill apprehension or insult.

6.5.8. *WATER*: can be poured, flicked, or tossed on the student. The water must be clean. If water is tossed on the student, be sure you have an adequate grasp of the container and you are far enough away so the container will not strike the student. Do not toss water in an upward motion into the student's eyes or nose. The water is intended to startle the student, not a physically forceful blow. Water can be flicked into the student's face. Water can be poured on the student. Additional watering with a hose is also available for use. Ensure that the student is breathing normally while applying the technique. The student can be dressed or undressed, standing or lying on a bench or the floor. Observe the student's physical reaction by looking for healthy skin color and observing a clear speaking and thinking process. Prior to watering students, refer to the "extreme weather operations" chapter of the OI's, and ensure that you are in compliance for current weather conditions. Typical conditions for application: To create a distracting pressure, to startle, to instill humiliation or cause insult.

6.5.9. *STRESS POSITION*: Place the student on his/her knees, arms fully extended over the head or held in front in the same position as used in the Block Hold. Typical conditions for application: to create a distracting pressure, to demonstrate self-imposed pressure, to humiliate or insult.

6.5.10. *WATER PIT*: Use of the water pit in the laboratory will be accomplished with the supervision of the exercise controller and/or coordinator. Outdoor temperature will be no colder than 40 degrees. Medical personnel will be in the vicinity. The student should be stripped of clothes and shoes before entering the pit. Ensure the student's head remains completely above the water at all times. Duration of this event will only last a maximum of 15 minutes. Always monitor the physical condition of the student, looking for healthy skin color and a clear thinking

and speaking process. Typical conditions for application: To demonstrate the reaction to uncooperative behavior. May select a second student to be put in the pit so the uncooperative student deals with the unexpected dilemma of having another American punished for his behavior.

6.5.11. *CRAMPED CONFINEMENT:* Instruct the student to squat down. The student must keep his/her feet directly under them and not bent or twisted to one side. Instruct the student to shuffle face first into the confinement box. Ensure the student's entire body is inside the box before closing the door. The maximum time allowed for a student to be in cramped confinement is 20 minutes. When removing the student instruct him/her to move out of the box slowly and to stand up slowly. NOTE: The instructor should be ready to assist the student coming out of the box due to cramping and numbness associated with cramped confinement. Instructors are responsible for the students' safety and will remain in the immediate area while the student is in cramped confinement. Additionally, instructors will receive permission from the controller or coordinator prior to placing a student in cramped confinement and ensure that the student and the exposure time are annotated in the shift log. Typical conditions for application: to demonstrate the reaction to uncooperative behavior, inconsistent logic, or to accelerate the physical and psychological stresses of captivity. May select a second student to go into the box while the primary student witnesses the problem.

6.5.12. *55-GALLON DRUM:* The student should first be instructed to stand in the barrel. Have the student sit on the edge of the barrel with their arms resting on the edge of the barrel and raise their legs up to their chest. The instructor to assist pulling the students knees up into their chest should place a strap under the student's knees. The student should be told to slowly lower their self into the barrel. The instructor needs to be next to the student at all times coaching the student through this process to avoid student panic and possible injury. Note: To remove a student form the barrel, a strap must be used. The student should place the strap under the knees and the instructor should pull the students' knees up into his chest while the student lifts up with his arms. The student must relax!

6.5.12.1. Only instructors specifically trained to perform this procedure will be permitted to uso this form of cramped confinement. Additionally, instructors will receive permission from tho controller or coordinator prior to placing a student in the 55-gallon drum. Students must be

monitored constantly during this confinement and the normal conditions for duration and documentation for other forms of cramped confinement should be followed. Typical conditions for application: to demonstrate the reaction to uncooperative behavior, inconsistent logic, or to accelerate the physical and psychological stresses of captivity. The instructor may select a second student to go into the barrel while the primary student witnesses the problem.

CHAPTER SEVEN

7. Open Defiance

7.1. Open defiance is a situation where students refuse to comply with instructor commands or become physically confrontational. Always try to determine what type of defiance you are dealing with (planned / unplanned), this will speed up the resolution and get students back in training.

7.1.1. Unplanned open defiance incidents are sporadic and usually result from students being overwhelmed by the training and not knowing anything better to do to resist. This type of open defiance is easier to handle but more physically dangerous to the instructor because students are dealing at an emotional level without leadership and direction.

7.1.2. Planned open defiance incidents are usually organized by the leadership and are usually less physically dangerous to instructors than unplanned open defiance. It usually takes more time to resolve this type of defiance due to the instigators following the orders of their leadership.

7.2. Guidelines for dealing with open defiance:

7.2.1. Disengage to a safe distance and notify the control center. A safe distance is dependent on the immediate surroundings and could involve leaving the building or moving back 10 yards. The most important issue is to back off and get support started your direction.

7.2.2. It's usually a good idea to remove any students from the periphery to be used as levers/hostages to regain group control. If these students show hostility or a desire to join the defiant group, let them go.

7.2.3. If possible, isolate the instigators. DO NOT GO INTO A CROWD TO REMOVE THEM. Try to talk them out. Usually students can be dealt with in-role, however, if that is not possible attempt to separate the instigators from the rest of the group and talk to them out-of-role (instructor to student). This is an absolute last resort.

7.2.4. Locate the senior person and attempt to convince them of the folly of defying us. Attempt to get him/her away from the group.

7.2.5. Do not try to over yell the instigators. It's a waste of time. Talk in a non-confrontational tone and try to persuade them to cooperate.

7.2.6. Normally, a group that has defied an instructor should be dealt with only when there is sufficient manpower to intimidate them. This could be nothing more than 2 or 3 heavily armed guards. The instructor that was present during the initial open defiance will probably be only a catalyst for more defiance.

7.2.7. Once control has been re-established slowly apply pressure back on the students. The students know they have screwed up and expect retaliation. Don't be excessive with the punishment but make sure that you exact some form of retribution. If you don't, they will assume that they got away with it and may resort to defiance in the future if things get difficult again.

CHAPTER EIGHT

8. Extreme Weather Operations

8.1. Extreme weather is defined at ambient temperatures above 90 degrees Fahrenheit or below 37 degrees Fahrenheit with the wind chill factored in.

Wind chill table

Actual temperature	50	40	30	20	10	0
Wind speed	Equivalent temperature					
Calm	50	40	30	20	10	0
5 mph	48	37	27	16	6	-5
10 mph	40	28	16	4	-9	-21
15 mph	36	22	9	-5	-18	-32
20 mph	32	18	4	-10	-25	-39
25 mph	30	16	0	-15	-29	-44
30 mph	28	13	-2	-18	-33	-48
35 mph	27	11	-4	-20	-35	-51

8.2. Hot weather modifications to training (above 90 degrees):

8.2.1. Provide water on an hourly basis or as requested.

8.2.2. Ensure students are not overly dressed for conditions.

8.2.3. Provide adequate ventilation when students are placed in confined facilities. Students will not be placed in cramped confinement, in direct sunlight, without ventilation.

8.2.4. Cramped confinement should be limited to 10 minutes.

8.2.5. Avoid prolonged exposure to direct sunlight, especially if students are not fully clothed.

8.2.6. Consideration should be given during extremely hot conditions to wetting down student outer clothing. *CAUTION:* Avoid using extremely cold water due to the physical shock that may result.

8.2.7. Constantly monitor students for signs of heat exhaustion, heat cramps, and heat stroke.

8.2.8. Ensure all personnel are briefed when hot weather operations are in effect and are aware of safety procedures.

8.3. Cold weather modifications to training: NOTE: These instructions apply only for outdoor operations.

8.3.1. Temperature range 36-25 degrees Fahrenheit.

8.3.1.1. Count students every hour and visually check exposed areas for signs of frostbite.

8.3.1.2. Students may be stripped from the waist up for no more than 15 minutes.

Limit watering to the students' body from the waist up. The students' clothing will remain dry.

8.3.1.3. All clothing items including a blanket will be worn by students when outdoors except while being watered.

8.3.2. Temperature range 24-10 degrees Fahrenheit.

8.3.2.1. Count students every ¼-hour and visually check exposed areas for signs of frostbite.

8.3.2.2. Students may be stripped from the waist up for no more than 5 minutes.

8.3.2.3. Limit watering to the students' body from the waist up. The students' clothing will remain dry.

8.3.2.4. Remind the student's in-role of the dangers of frostbite.

8.3.2.5. Students will wear all clothing items including a blanket when outdoors except while being watered.

8.3.3. Temperature range 9-0 degrees Fahrenheit.

8.3.3.4. Count students every ½-hour and visually check exposed areas for signs of frostbite.

8.3.3.5. Do not remove clothing as punishment except in warm, heated buildings.

8.3.3.6. Limit watering too indoors and ensure student clothing remains dry.

8.3.3.7. Do not move students from heated areas for more than 30 minutes unless specifically approved by the controller.

8.3.3.8. Students will wear all clothing items, including a blanket when outdoors.

8.3.3.9. Consideration will be given to returning all the students original clothing items, especially the hat, gloves, and socks.

8.3.3.10. Students will be transported by vehicle from bunkers to interrogations and back during the interrogation phase of training.

8.3.3.11. Remind the students, in-role of the dangers of frostbite.

8.3.4. Temperature range below 0 degrees Fahrenheit.

8.3.4.1. Count students every ½-hour and visually check exposed areas for signs of frostbite.

8.3.4.2. Do not remove clothing as punishment except in warm, heated buildings.

8.3.4.3. Limit watering too indoors and ensure student clothing remains dry.

8.3.4.4. Minimize student movement between buildings.

8.3.4.5. No training outside of heated buildings.

8.3.4.6. Students will wear all clothing items including a blanket when outdoors.

8.4.7. Consideration will be given to returning all the students original clothing items.

8.4.8. Students will be transported by vehicle wherever possible.

8.4.9. Remind the students, in-role of the dangers of frostbite.

CHAPTER NINE

9. Procedures

9.1. Pre-academic laboratory preparation: Should start about six weeks prior to the lab. The first step is to coordinate with the unit POC to identify the scenario that will be used, number of students that will be attending, and the capture time and details. Keep in mind the time of the year when scheduling the capture because it should take place after dark. Follow the pre-exercise checklist to get all the pertinent information from the POC.

9.1.1. The next step is to accomplish a laboratory time line, and manning schedule. Coordinate with all scheduling sections, and refer to the exercise qualification database when making the manning schedule to ensure people are qualified, or have a trainer present with them when performing tasks. If possible, vary the tasks individuals perform from lab to lab so they get familiar with the intricacies of various tasks, and to prevent "burn-out".

9.1.2. Another task of lab preparation is to gather, ready, and position all of the equipment and documentation needed during the lab. Follow the pre-laboratory checklist to ensure all gear is where it needs to be.

9.2. Capture: The most common capture we conduct is a vehicle stop at a checkpoint. The following procedures will be used in most instances:

9.2.1. Wait till the vehicle has come to a complete stop.

9.2.2. Have the driver turn off the vehicle ignition.

9.2.3. Briefly query the driver and the other occupants on identity and destination. Insist that the driver open the back of the truck for inspection. Once you identify that there are people in the back of this vehicle then gain control of the students by instructing them to put their heads on their knees.

9.2.5. The LNO will read the exercise rules of engagement (ROE) to the students.

9.2.6. Hood the students.

9.2.7. Conduct a cursory pat-search to remove weapons or obvious safety hazards from the students.

9.2.8. Cuff the students with their hands in front of them.

9.2.9. Load students into the vehicle and transport them to the search facility.

9.2.10. During transportation there should be a driver and a guard in the vehicle, a guard must stay with the vehicle until all students are removed from the vehicle.

9.2.11. As each student is off loaded from the truck insure they get numbered by the coordinator.

9.2.12. Keep in mind that the nature and location of the capture may alter the capture procedure. Pay particular attention during the capture briefing for any changes.

9.3. Strip searches and body cavity checks (BCC) are sensitive areas that require strict guidelines be followed to avoid impropriety or the perception of impropriety. Searches and BCCs' are conducted silently. A PRA approved observer must be present during strip searches and BCC's. In addition, the following conditions must be met:

9.3.1. Male students

9.3.1.1. Two instructors (either sex) search and disrobe student. If individuals are from the Survival Group, they must comply with their Group's guidance

9.3.1.2. A PRA approved female observer will conduct BCC.

9.3.2. Female students

9.3.2.1. Will be searched separately from male students and instructors.

9.3.2.2. Will be searched and disrobed two female instructors.

9.3.2.3. PRA medical staff or PRA Exercise Controller will monitor search and BCC.

9.3.3. Search procedure:

9.3.3.1. Remove and document valuables such as money, watches, jewelry, beepers etc....

9.3.3.2. Fill out search report

9.3.3.3. Put valuables into zip-lock bag after they have been accounted for.

9.3.3.4. Inform coordinator if an item cannot be removed easily from the student i.e.rings & jewelry, contact lenses, etc.

9.3.3.5. Disrobe student of all clothing. (While disrobed there should be no physical contact between members of the opposite sex except for obvious safety reasons).

9.3.3.5.1. Students will remain hooded except during the body cavity check

9.3.3.5.2. Have media photo any tattoos or sensitive items or pocket litter the individual may have.

9.3.3.5.3. Put students clothing into their A-3 bag.

9.3.3.5.4. Remove shoelaces from shoes.

9.3.4. Body cavity check procedure:

8.3.4.1. During the BCC, no instructor will physically contact the student except for obvious safety reasons. Direct the student primarily using direct and to the point word instructions to do the following:

9.3.4.1.2. Open mouth, lift tongue and run fingers around the gums. Turn head from side to side to expose ears. Bend head down, run hands through hair. Spread fingers and toes apart. Lift arms above head. Lift testicles. Turn face the wall. Lift each foot separately to expose bottoms. Step away from the wall, bend 90 degrees and spread buttocks. Have student dress into prisoner uniform and put on shoes.

9.4. Tactical Interrogations (TACs): TAC should last 5 to 7 minutes and be intense. You are playing the role of a relatively unsophisticated interrogator and are only looking for basic information. The following is general guidance on conducting a TAC: Remove the student's

handcuffs to prevent wrist injuries. . Remove the students hood and begin your questioning. Limit your questions to those listed on the TAC assessment sheet. Brief follow up questions may be asked for clarification. Spend some of your time disgracing and berating the student. When all questions have been asked, ask the same questions over again. If a student clams up and goes to the big four, back off and use a little reasoning to get a response. Once talking, slowly turn the intensity back up to full strength. If backing off still doesn't get a response, inform the coordinator or senior interrogator. End the interrogation with a bridge for the student to think about "The next time I see you, you had better have the answer to these questions and be prepared to answer more!". Hood and cuff the student, return the student to isolation. Put valuable bag in designated container. Put A-3 bag in designated location. Return student folder to the Intel person.

9.5. First Round Interrogations: Normally two first round interrogation sessions will be sufficient to give all the students one first round interrogation. Prior to the first session the coordinator will brief the interrogators on the objectives of the interrogation and give any special guidance unique to the group of students. Interrogators will have one hour to question the student. An appropriate break will be scheduled to allow each instructor to annotate collected information on the Intel board and take a break before the start of the next session.

9.6. Friday morning feeding: The bunker guard will prepare the food and then dispense it to each student's canteen. This will be accomplished no later than 3 hours from the scheduled start time for second round interrogations.

9.7. Iso-stress is designed to accelerate the fatiguing process and accentuate the effects of isolation. We want to create an environment where each student feels that they are virtually alone during the iso-stress process. Iso-stress is not intended to cause pain or punish students for inappropriate behavior

9.7.1. The following are guidelines to observe during all phases of Iso-stress: All movement and instruction will be tactile with no verbal cues. Students will remain hooded and cuffed. Physical pressures will be applied at the beginning of the iso-stress phase. Once Iso-stress starts, all personnel must remain out of the Iso area to help deprive the student of environmental clues.

should be released. Give the students about 5 minutes to discuss who it will be. Ask the students whom they selected, then tell them you have to clear it with the boss.

8.9.5. Return after 5 minutes and tell the students your bosses rejected the name.

8.9.5.1. Observe their reaction and see if they want to argue their position.

8.9.5.2. Inform the students of the person your bosses have selected. (Usually the SRO)

8.9.5.3. Leave the students and monitor their reactions.

8.9.5.4. Note if they were organizing or appointing a new SRO.

8.9.6. Remove the student's handcuffs. Have them change into their civilian cloths to include jackets and shoe laces. Transport the students to the press conference.

8.10. Press conference procedures:

8.10.1. Media sets-up cameras, food, and any of the students' equipment that will be used as props.

8.10.2. Coordinator establishes what hut will be used to house the early releasee after the press leaves.

8.10.3. Students are brought in and seated.

8.10.4. The "Commandant" tells the students that American reporters are here to see them, and that they are free to answer their questions as long as they don't embarrass him or his country.

8.10.4.1. Have the students fix their hair and make themselves look presentable.

8.10.4.2. Greet the reporters, tell them the agenda, and let them know they will get a copy of the video tape.

8.10.4.3. Give a brief statement of how we captured these individuals and why we are holding them and then turn it over to the reporters.

8.10.5. Reporters start the press conference by introducing themselves to the students. Attempt to convince them that you are looking for the true story and want to get the word out about what is going on. Start your questioning with relatively non-sensitive topics such as the incident details and their treatment. Then move to topics such as family, training, & unit of assignment. Then try linking the exercise scenario to what they were doing in the country.

8.10.5.1. If the students stonewall you by refusing to answer your questions, consider painting a picture of a covert operation or bring up similar incidents like this that have happened in the past and the groups that were involved. Ask if they think some sort of rescue attempt should be made to get them out. What do they think about the U.S. involvement in the region? You may also claim to have talked with family members or state department officials who have said things that don't agree with what the students have said. Avoid having more that one conversation going on simultaneously because the students may get distracted or confused.

8.10.6. Controller ends the session after about 20 to 30 minutes. Makes a brief statement about all the unanswered questions that we want to know as well. Makes the surprise announcement that we are going to allow one of the detainees to be released into the reporters' custody as a gesture of good will. Announces the name (not the one the students chose) and shakes hands with the releasee. Escorts press and releasee to a hut for a minute of follow up questions, have press leave, then hoods the student and return him/her to his cell. Guard transports students back to the interrogation hut and have them change back into their prison uniforms. Repeat the process with the next group.

8.10.7. Termination Speech: Coordinator Tests and Queues the tape player. Guards put up the American flag. Guards transport <u>all</u> students to termination site and face them toward the controller. Guards tell students to keep their eyes straightforward on the commandant before taking their hoods off. Controller gives termination speech. Controller gives the command about face and starts the National Anthem. Controller then congratulates the students and turns their attention to their LNO.

8.12. Laboratory Shutdown procedures can be found in the shutdown checklist in the control center logbook.

CHAPTER TEN

10. Missing Students.

10.1. Close observation of students throughout training is the responsibility of all assigned personnel. If a student is missing, immediately notify the Control Center. The controller will initiate search procedures and accomplish the following actions:

10.2. PHASE I: Notify the Unit Liaison for the students. Continue training for remaining students. Check all buildings and surrounding area where the student was last seen. Search all other buildings within the RTL complex. If student is not found in or near the last known location, drive through the Whitebluff complex and when not near other students, call the students' name and have him get up and move to the road. Maintain a log of all events related to the search.

9.3. PHASE II: Continue training for the remaining students. If the student is not found in a reasonable length of time (consider weather factors) the search will need to be expanded to the surrounding areas. Road patrols with available vehicles should include all roads adjacent to the training site. Maintain an accurate log of all events related to the search. Notify the following individuals that we have a student missing: Exercise Branch Chief, Chief of Specialized CoC Training or his designated representative, Spokane County Sheriffs Department (456-2240).

9.4. PHASE III: Continue or terminate training as required for remainder of the students. Continue road patrols with minimum staffing and release instructor staff on an "on call" basis. Establish a command post to monitor calls and organize road patrols. Maintain an accurate log of all events related to the search. This phase will be maintained until the student is located and arrangements are made for his return. Once the student is located and arrangements are made for his return, all agencies and personnel that were notified for the search will be called and informed that we have our lost student and the search is terminated. The student will be turned over to the Unit Liaison for their action.