SAFETY DIRECTOR BULLETIN



RETHINKING TRAINING THROUGH THE SCIENCE OF LEARNING

A practical resource for chiefs focused on readiness, learning, and accountability

Chiefs need to know what their training programs develop, not simply what they document. Attendance, repetition and qualification scores serve important purposes, but they do not, by themselves, demonstrate durable learning or readiness for changing operational demands. The question is whether officers can retain skills, recognize relevant cues, make sound decisions and adapt their responses beyond the conditions in which they trained.

Keith Hanson, Contributing Editor at Officer.com and co-creator of NeuralTac™, examines that distinction through educational neuroscience, cognitive psychology, motor learning and human performance research. His work explores why short-term improvement can be mistaken for lasting capability and how stress, attention and context influence the retrieval and application of trained skills. His analysis gives command staff a stronger framework for evaluating whether current methods genuinely improve readiness or merely document repetition under predictable conditions.

NeuralTac is an instructor-development framework that builds on existing instructor certifications rather than replacing them. Its emphasis is on how officers learn, not simply how instructors present information or demonstrate technique. The goal is to strengthen retention, transfer, and adaptable decision-making through purposeful practice, meaningful feedback, contextual variation, and appropriately scaled challenge.

For chiefs and supervisors, Hanson's articles offer a basis for reviewing instructional assumptions, strengthening instructor development and informing training-related risk management. His book, *Unlocking the Brain Code: Exposing the Limits of Traditional Firearms Instruction and High-Liability Training Through Neuroscience, Psychology, and Human Performance Research*, develops these principles in greater depth. It emphasizes a training culture that values critical thinking, professional inquiry, and evidence of capability beyond the training session.

Recommended for Command Review:

- Why conventional training often fails to transfer to real-world encounters.
- How stress and context influence perception, decisions and skill execution.
- How instructional design can support retention, transfer and adaptable performance.

READ, SHARE AND DISCUSS

Visit Keith Hanson's Officer.com author page and share his work with command staff, supervisors and firearms instructors.

www.officer.com/55363165/

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Programming changes remain subject to agency policy, instructor qualifications, and approved safety protocols.

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