

TRILOGY EMS

Teaching EVOC

Instructor Delivery & Driver Development

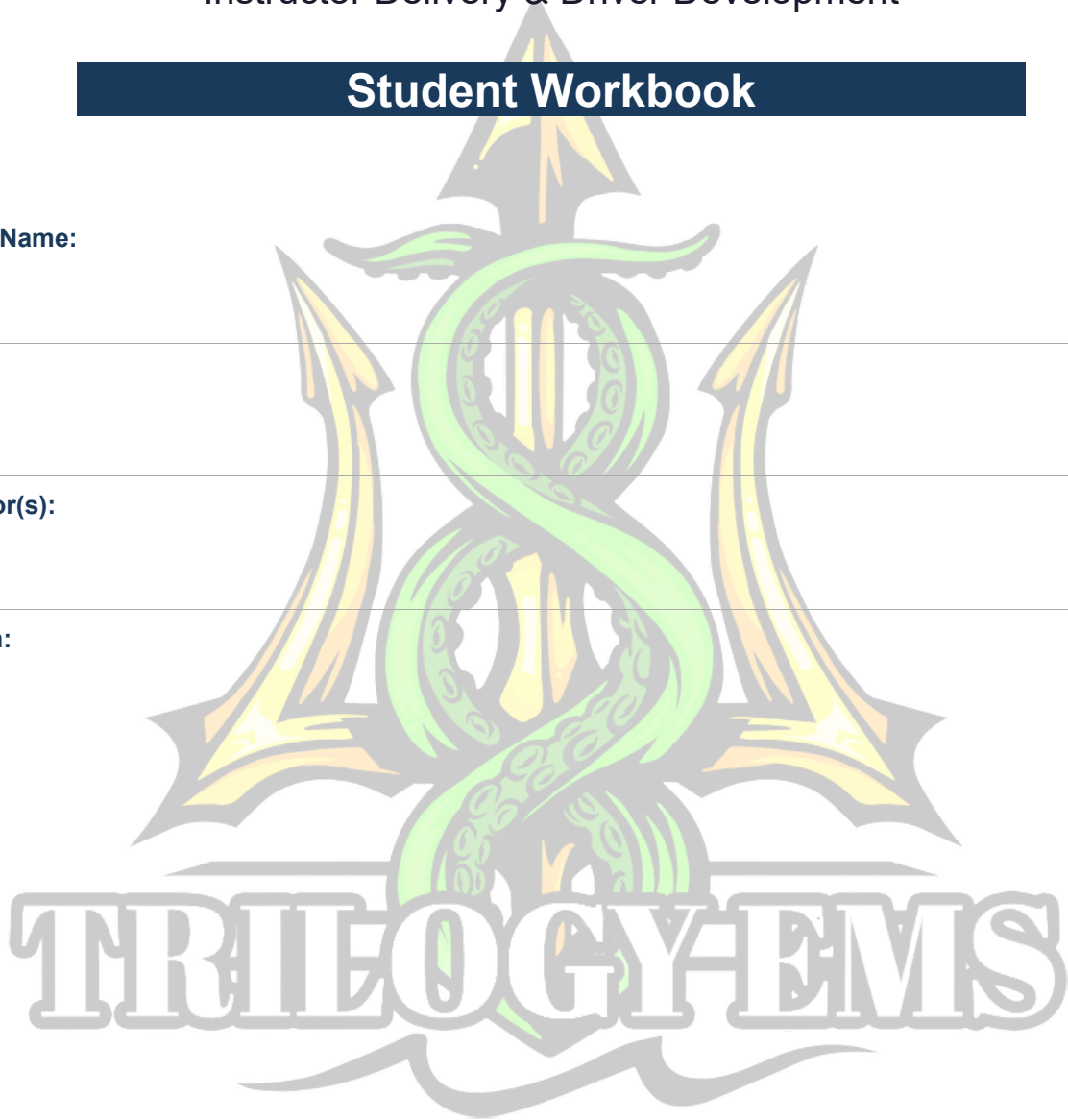
Student Workbook

Student Name:

Date:

Instructor(s):

Location:



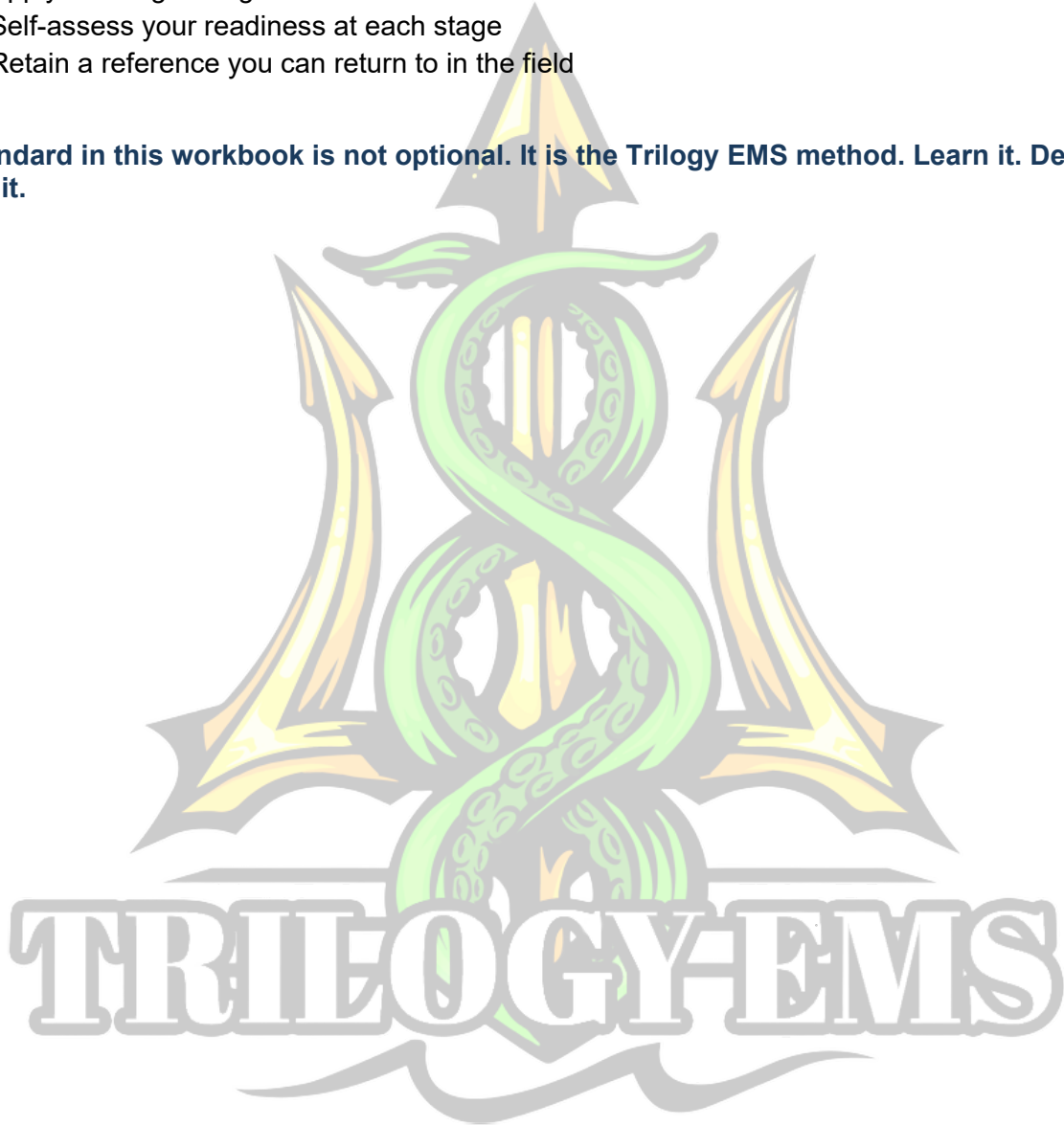
About This Workbook

This workbook is your companion throughout the Teaching EVOC course. It mirrors the Trilogy EMS Instructor Trainer Standard and is organized to follow the course progression — from instructor mindset through final evaluation scenarios.

Use it to:

- Record key principles and definitions as they are taught
- Complete reflection prompts to deepen your understanding
- Apply learning through scenario-based exercises
- Self-assess your readiness at each stage
- Retain a reference you can return to in the field

The standard in this workbook is not optional. It is the Trilogy EMS method. Learn it. Deliver it. Protect it.



Module 1: The Instructor's Role & Mindset

Understanding your role is the foundation of everything that follows. You are not a cone-setter or a timekeeper — you are a driver developer and a risk manager.

1.1 The Role of the EVOC Instructor

Core Responsibilities
Develop drivers — not just run cones
Control risk and performance throughout every exercise
Enforce the Trilogy EMS standard without exception

In your own words, describe what 'developing a driver' means versus 'running cones':

✦ What separates an instructor who develops drivers from one who simply manages traffic through cones?

1.2 Instructor Mindset

The Instructor Mindset
Every run is a risk environment — treat it that way
Anticipate error before it happens
Intervene early, not late

The mindset shift from 'observer' to 'risk controller' is not automatic. It must be practiced and maintained.

✦ Describe a time — real or hypothetical — when early intervention would have prevented an unsafe outcome. What were the signals you would look for?

1.3 What You Are Training

The three performance domains you are developing in every student:

Domain	What It Means in Practice
Vehicle Control	Smooth, deliberate handling of vehicle weight, braking, and steering
Decision Making	Choosing the right action at the right time under pressure

Situational Awareness	Reading the environment — speed, path, hazards — continuously
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1.4 The Outcome Standard

Pass/fail criteria exist at the outcome level. You are training students to achieve:

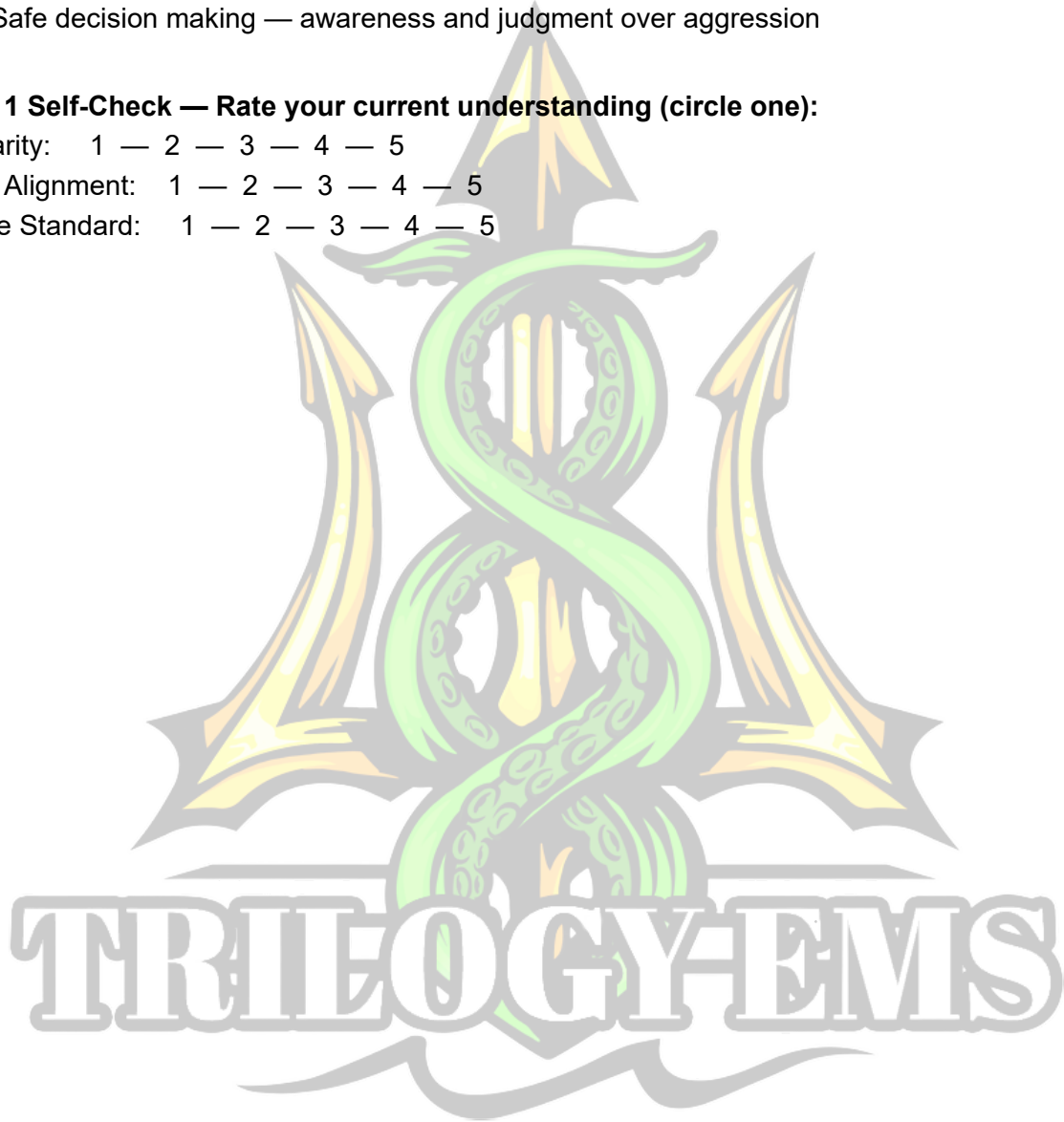
- Smooth, controlled driving — not fast driving
- Consistent performance across multiple runs — not one lucky pass
- Safe decision making — awareness and judgment over aggression

Module 1 Self-Check — Rate your current understanding (circle one):

Role Clarity: 1 — 2 — 3 — 4 — 5

Mindset Alignment: 1 — 2 — 3 — 4 — 5

Outcome Standard: 1 — 2 — 3 — 4 — 5



Module 2: Vehicle Dynamics & Driver Behavior

You cannot teach what you do not understand. This module ensures you can explain the physics of vehicle behavior and predict how drivers will respond under stress.

2.1 Vehicle Dynamics

Key Physics Principles
Weight transfers forward under braking — rear becomes light and unstable
Speed amplifies instability — the faster the vehicle, the less margin for error
Loss of grip happens incrementally — students often don't feel it until it's too late

Fill in the blanks:

When a vehicle brakes, weight transfers _____ and the _____ becomes light.

Speed _____ instability, meaning the faster the vehicle, the _____ the margin for error.

2.2 Steering Dynamics

Steering Principles
Smooth input = maintained grip
Aggressive input = loss of control
Hands must remain disciplined throughout every maneuver
<i>⚡ How will you explain to a student WHY smooth hands produce better control? Write a 2–3 sentence coaching explanation you would give at the start of a run.</i>

2.3 Braking Fundamentals

The difference between controlled braking and panic braking is one of the most critical concepts in EVOC instruction.

Controlled Braking	Panic Braking
Early, controlled application	Late, reactive application
Threshold braking — maximum without lockup	Panic braking — lockup or ABS cycling
Straight-line braking before turning	Braking mid-turn — destabilizing
Student feels confident	Student feels out of control

How will you teach the concept of braking point to a student who keeps braking too late?

2.4 Vision Control

The Vision Rule
Eyes lead the vehicle — where you look, you go
Look through the path, not at the obstacle
Never fixate on a cone, hazard, or obstacle

The principle 'eyes lead vehicle' means:

The consequence of target fixation is:

2.5 Speed Control

One of the most important cultural standards in your training program:

Speed Philosophy
Speed is earned — not assumed
Slow builds the control needed to go fast safely
Fast without control is not success — it is failure waiting to happen

2.6 Driver Behavior Under Stress

Understanding stress responses allows you to predict student errors before they happen.

Stress Behavior	Instructor Interpretation
Tunnel vision	Narrows focus to one point; loses peripheral awareness
Overcorrection	Exaggerated reaction to perceived loss of control
Freezing on the wheel	Failure to adjust when vehicle begins to drift
Speed creep	Unconscious acceleration due to adrenaline

Module 2 Notes:

Module 3: Demonstration Standards

Students learn by watching. Your demonstration is your first teaching moment. There is no such thing as a casual demo.

3.1 The Demonstration Requirement

Non-Negotiable Standard
Every skill is demonstrated before the student attempts it
Demonstrate correct speed AND correct control
Sloppy demos produce sloppy students — no exceptions
<i>⚡ Why does a sloppy demonstration undermine your authority as an instructor even if you correct it verbally afterward?</i>

3.2 Breaking Down Skills: Entry–Execution–Exit

Every exercise has three phases. You must demonstrate and coach each phase explicitly.

Phase	What You Are Demonstrating
Entry	Approach speed, brake point, positioning before the maneuver begins
Execution	Steering input, vision, throttle/brake during the maneuver
Exit	Vehicle recovery, re-acceleration, return to control

For a lane change exercise, write one coaching cue for each phase:

Entry:

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Execution:

Exit:

3.3 Explaining What Students Feel

Sensory Coaching Points

Describe the weight shift students will feel under braking

Describe brake pedal pressure — firm and progressive vs. sharp stab

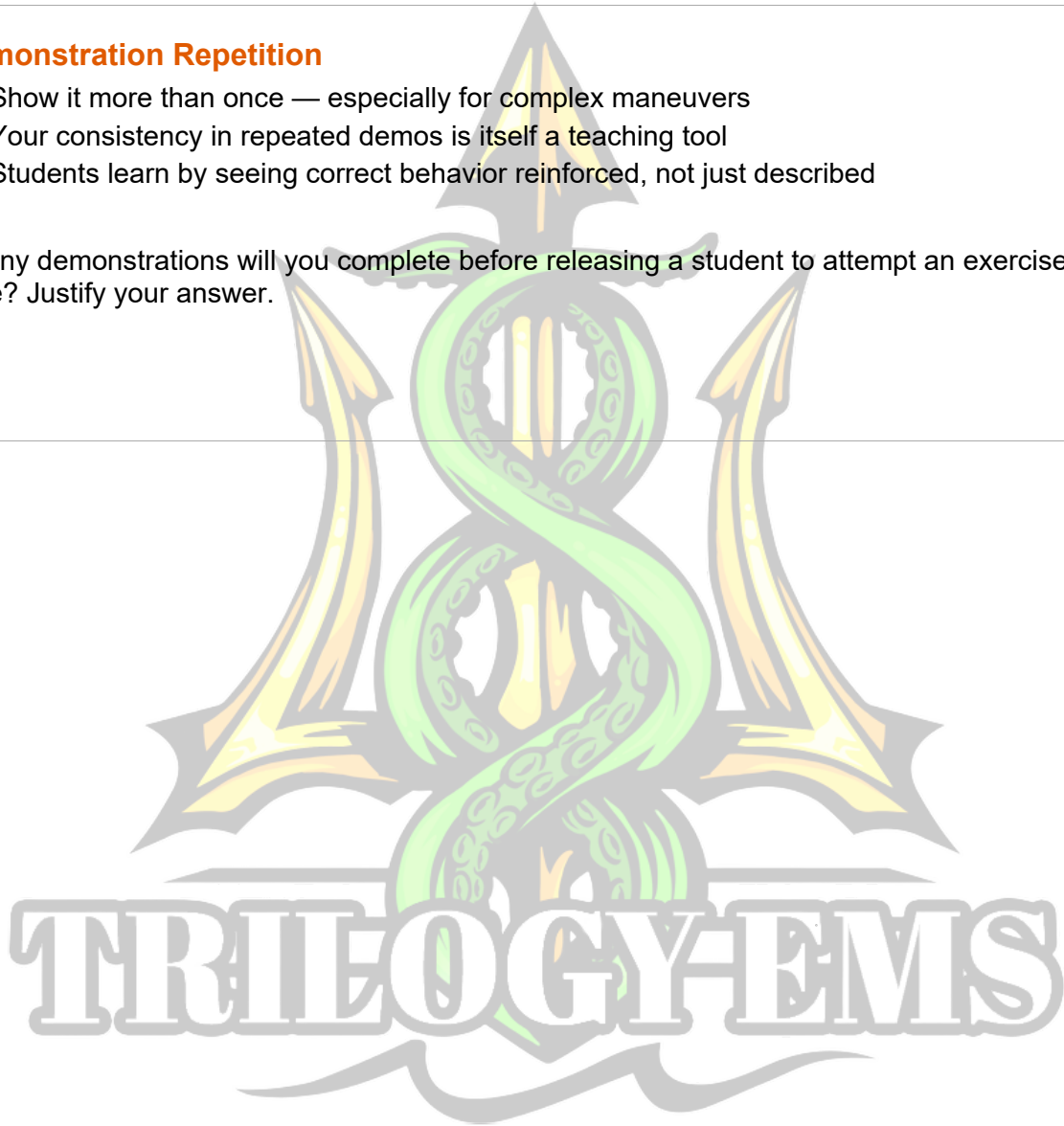
Describe steering resistance — feedback through the wheel

Prepare a 2-sentence sensory briefing for a slalom run:

3.4 Demonstration Repetition

- Show it more than once — especially for complex maneuvers
- Your consistency in repeated demos is itself a teaching tool
- Students learn by seeing correct behavior reinforced, not just described

How many demonstrations will you complete before releasing a student to attempt an exercise for the first time? Justify your answer.



Module 4: Coaching Fundamentals

Instruction is what you teach before the run. Coaching is what you deliver in real time. Both must be precise.

4.1 Communication Standards

Field Coaching Rules
Short commands — not sentences
Clear direction — what to do, not what not to do
No lectures during movement — save analysis for before and after the run

Rewrite these ineffective coaching cues as short, clear commands:

Ineffective: 'You're going a little too fast and I think you should probably slow down a bit before you get to the cones.'

Your Cue:

Ineffective: 'Your hands are doing that thing again where they kind of jerk when you go into the turn.'

Your Cue:

Ineffective: 'Try to look farther ahead if you can.'

Your Cue:

4.2 When to Talk

When	Purpose
BEFORE the run	Full briefing — what to do, what to feel, what success looks like
DURING (only if necessary)	Single-word or short commands only — 'Brake,' 'Eyes up,' 'Slow'
AFTER for correction	Debrief — what happened, why, what changes next run

4.3 Instructor Positioning

Positioning Rules
Maintain clear line of sight to the student and vehicle at all times
Stay completely out of the vehicle's path
Position yourself to intervene and to observe — not just one or the other

On the diagram below, mark your preferred position for a basic slalom course. Explain your choice.

[Sketch area — Draw course layout and mark instructor position with X]

4.4 What to Watch

Three Observation Points
HANDS — grip, input smoothness, timing of corrections
EYES — where the driver is looking, scanning vs. fixating
SPEED CONTROL — approach speed, rate of deceleration, exit speed

During a student run, rank the order you typically observe these three elements. Explain your reasoning.

1st Priority:

2nd Priority:

3rd Priority:

4.5 Managing Cognitive Load

Overloading a student produces shutdown, not learning. Apply these principles:

- One correction at a time — select the most critical error only
- Build progressively — master simple before adding complexity
- Do not compound feedback — debrief one issue, let them apply it, then address the next

⚡ You observe a student with three simultaneous errors: late braking, target fixation, and oversteering. Which do you address first and why?

4.6 Allowing Safe Mistakes

Controlled failure is a teaching tool. The key is managing its scope.

Let It Happen	Stop It
Allow minor errors to occur naturally	Intervene before escalation to unsafe territory
Correct immediately after the run	Stop the run if control is lost
Use the error as a teaching moment	Never allow repeated unsafe behavior to continue



Module 5: Command Presence & Course Authority

The course runs because you run it. Command presence is not volume — it is certainty.

5.1 Command Presence

The Standard
Your voice controls the course
No hesitation — students read uncertainty and fill it with their own judgment
No negotiation — directives are not suggestions
<i>4 Describe the difference between an instructor who 'has' command presence and one who 'performs' it. What does each look and sound like to a student?</i>

5.2 Course Control

- Only one vehicle movement at a time
- Clear start and stop signals — every run has a definite beginning and end
- No freelancing — students do not self-start, self-modify, or decide when they are done

Write your start command and stop command for a typical exercise run:

Start Command:

Stop Command:

5.3 Flow Management

Principle	Why It Matters
Keep the course moving	Dead time breeds distraction and loss of instructor attention
Do not rush students between runs	Rushing creates unsafe transitions — reset time is real time
Maintain spacing between vehicles	Never allow two vehicles to be in motion simultaneously without explicit control

5.4 Managing Multiple Students

- Stagger runs — no two students in the active zone at the same time
- Maintain line-of-sight visibility to all active vehicles

- Prevent overlap — define clear staging, active, and recovery zones

Sketch your staging plan for 4 students rotating through a single exercise:

[Sketch area]

5.5 Instructor Positioning with Secondary

Authority Structure
Primary instructor controls — all commands come from the primary
Secondary instructor observes and supports — does not issue competing commands
No confusion of authority — students must have one voice directing them



Module 6: Safety Protocols

Safety is not a value you balance against training efficiency. It is the non-negotiable foundation from which training is built.

6.1 The Safety Standard

Absolute Rule
Safety overrides training — always
Stop early — do not wait for a near-miss to act
Stop often if needed — resets are not failures; they are correct instructor behavior

Complete the following commitment statement:

When I see a student beginning to lose control, I will _____ rather than wait to see if they self-correct, because _____.

6.2 Stop Conditions

The following conditions require an immediate stop — no exceptions, no judgment calls:

- Loss of vehicle control
- Unsafe speed relative to exercise requirements
- Failure to follow instructor commands
- Environmental hazard enters the course
- Student shows signs of distress or incapacitation
- Any condition that creates immediate risk to personnel or equipment

6.3 Immediate Intervention Protocol

Step	How to Execute
1. Use command voice	Loud, clear, direct — 'STOP NOW' — no ambiguity
2. Terminate the run	Confirm vehicle has come to a full stop before approaching
3. Reset the environment	Remove vehicle, reposition cones, address student before continuing

⚡ Walk through your verbal intervention sequence. What exact words do you say, and in what order, when a student is losing control?

6.4 Environmental Awareness

Conditions That Affect Training
Weather — wet surface dramatically changes vehicle behavior and braking distances
Surface conditions — debris, painted surfaces, standing water alter grip
Visibility — sun angle, glare, precipitation affect driver and instructor vision
Adjust training expectations to conditions — never push for full-speed performance in marginal conditions

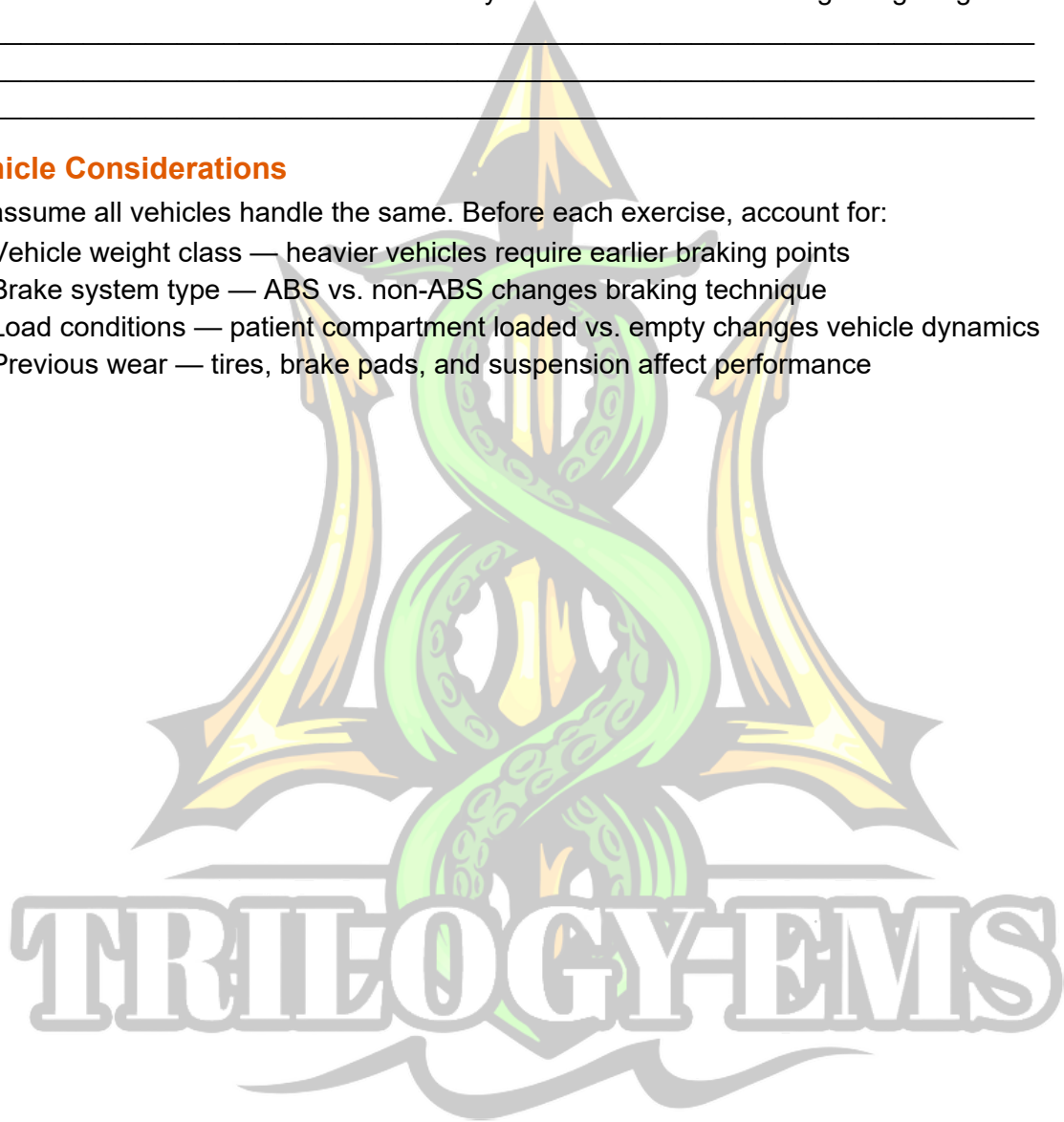
List three observable environmental conditions you would check before beginning range exercises:

- _____
- _____
- _____

6.5 Vehicle Considerations

Do not assume all vehicles handle the same. Before each exercise, account for:

- Vehicle weight class — heavier vehicles require earlier braking points
- Brake system type — ABS vs. non-ABS changes braking technique
- Load conditions — patient compartment loaded vs. empty changes vehicle dynamics
- Previous wear — tires, brake pads, and suspension affect performance



Module 7: Error Recognition & Correction

Your ability to see errors early — and correct them efficiently — is the core skill that separates instructors from observers.

7.1 Pattern Recognition

Error Classification
One mistake is learning — do not over-respond
Repeated mistakes are failure to learn — require intervention
Look for patterns across runs, not just within a single run

After each student run, log errors below to identify patterns across three attempts:

Error Type	Run 1	Run 2	Run 3
Late Braking	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Target Fixation	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Oversteering	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Speed (Excessive)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Other:	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

7.2 The Four Common Errors

ERROR 1: Late Braking

What You See	How to Correct It
Speed carried too far past approach	Set an earlier, visible brake point
Braking initiated too late	Force slower entry speed until consistent
Vehicle unstable entering the turn	Repeat the approach until braking is automatic

Your coaching cue for late braking: _____

ERROR 2: Target Fixation

What You See	How to Correct It
Driver stares directly at cone or obstacle	Command 'Eyes up'
Vehicle follows eye direction	Call out the target point ahead
Path control is lost	Reinforce continuous scanning habit

Your coaching cue for target fixation: _____

ERROR 3: Oversteering

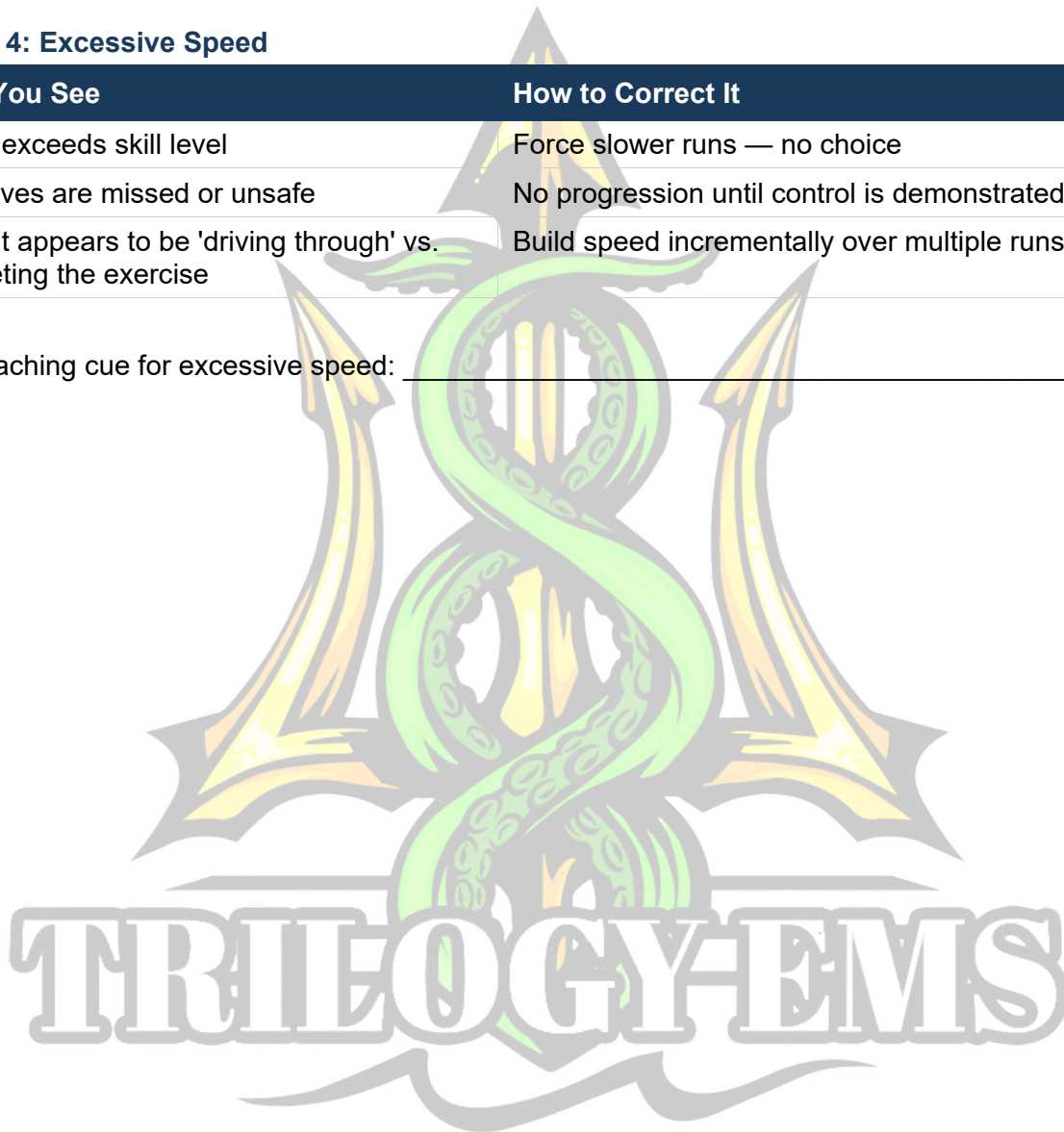
What You See	How to Correct It
Excessive wheel input	Cue 'Smooth hands'
Vehicle oscillates or fishtails	Slow the hands down physically if needed
Control is lost or near-lost	Repeat controlled low-speed turns

Your coaching cue for oversteering: _____

ERROR 4: Excessive Speed

What You See	How to Correct It
Speed exceeds skill level	Force slower runs — no choice
Objectives are missed or unsafe	No progression until control is demonstrated
Student appears to be 'driving through' vs. completing the exercise	Build speed incrementally over multiple runs

Your coaching cue for excessive speed: _____



Module 8: Evaluation Standards

Evaluation is where your judgment is tested. The standard must be consistent, defensible, and free of personal favoritism or external pressure.

8.1 Evaluation Philosophy

Core Evaluation Values
Consistency over single success — one great run does not erase a pattern of failure
Control over speed — a slow, controlled run always outranks a fast, risky one
Awareness over aggression — the goal is a driver who reads the environment, not one who attacks it

8.2 Pass / Fail Criteria

PASS — Student Demonstrates	FAIL — Student Demonstrates
Smooth, consistent braking across runs	Repeated unsafe behavior despite correction
Controlled steering — no oscillation or overcorrection	No demonstrated improvement after coaching
Proper vision — scanning, not fixating	Loss of control on any run
Demonstrated awareness of vehicle behavior	Refusal to follow instructor direction
Consistent performance over multiple attempts	Speed that consistently exceeds skill level

8.3 The Consistency Requirement

Why Consistency Matters
Emergency driving is performed under stress, fatigue, and pressure
One successful run under ideal conditions proves nothing about real-world performance
Multiple successful runs demonstrate reliability — the only thing that matters in the field

Minimum runs to demonstrate consistency before passing (fill in per your training program):

Slalom:

Lane Change:

Controlled Braking:

Combined/Road Course:

8.4 Instructor Decision Making

The Instructor's Authority
You make the call — no one else
External pressure (student frustration, time constraints, program quotas) does not override safety
Protect the standard — every driver you certify is a reflection of your judgment
<p>⚡ A supervisor observes your training and suggests you pass a struggling student because 'they just need confidence.' How do you respond, and what is your standard?</p>

8.5 No Shortcuts

- Every student earns certification — it is not given
- No automatic passes based on rank, seniority, or prior experience
- No assumptions — previous EVOC training does not guarantee current competency

8.6 Consistency Across Instructors

The Trilogy EMS standard has no regional or personal variation. When you deliver it:

- The same criteria apply regardless of who the student is
- The same criteria apply regardless of which instructor is evaluating
- Deviations from the standard are not innovation — they are failure to hold the line

Instructor Accountability Statement:

My name is associated with every driver I certify. If a Trilogy EMS-certified driver causes an accident due to skill I declared adequate, that failure begins with me. I will not sign what I have not verified.

Signed: _____ Date: _____



Module 9: Scenario-Based Exercises

The following scenarios reflect real conditions you will face as an EVOC instructor. Read each scenario, analyze the situation, and write your response before discussion.

Scenario 1: Fast but Uncontrolled

Scenario
A student completes the course quickly — the fastest in the group.
However, they knocked three cones, had a near-miss at the exit, and oversteered through the final turn.
Other students are watching. The student turns to you looking for approval.

Your analysis:

What errors did you observe?

What does the student believe about their performance?

What is the correct evaluation decision?

✍ Write out what you say to this student, word for word. Be specific. How do you deliver the message without destroying motivation while holding the standard?

Scenario 2: Slow but Controlled

Scenario
A student is noticeably cautious — significantly slower than all others.
However, every run is smooth, controlled, and within the lane.
Braking is early and consistent. Steering is disciplined. Vision appears correct.
No errors across three attempts.

Your analysis:

Does this student pass?

What do you do next with this student?

⚡ How do you progress a student who is safe but too slow? Write your coaching plan for the next two runs.

Scenario 3: Improves Then Regresses

Scenario

A student shows clear improvement over three runs — braking gets earlier, vision improves.

On run 4, they revert to every initial error simultaneously.

This happens again on run 5.

They seem confused by their own regression.

Your analysis:

What is likely causing the regression?

What does this tell you about the student's current level?

Reinforce or fail — what is your decision and why?

⚡ Design a corrective coaching intervention for this student. What do you change in your approach?

Scenario 4: Overconfident Driver

Scenario

A student announces they 'already know how to drive' and have years of driving experience.

During runs, they ignore your speed guidance and push well beyond the exercise parameters.

They complete the course but with marginal control.

When you give corrections, they explain why their approach was valid.

Your analysis:

What is the safety risk here?

What is the training risk here?

What is your immediate action?

✍ Write your stop-and-reset conversation with this student. What do you say to reset expectations, restore authority, and continue the training safely?



Final Review: Self-Assessment

Complete this self-assessment honestly before your final evaluation. Rate your confidence in each area on a scale of 1 (not confident) to 5 (fully ready to deliver).

Competency Area	Rating (1–5)	Strength or Gap?	Action Needed
Instructor Role & Mindset			
Vehicle Dynamics — can explain clearly			
Demonstration Standard			
Coaching Communication			
When / Where / What to Coach			
Managing Cognitive Load			
Command Presence			
Course Control & Flow			
Safety Protocols & Stop Conditions			
Error Recognition — all 4 types			
Correction Strategies			
Evaluation Philosophy			
Pass/Fail Decision Making			
Scenario Response			

⚡ What is the single biggest thing you are taking from this course that will change how you instruct on the range? Be specific.



Quick Reference: Instructor Field Card

Tear out or print this page as a field reference for range operations.

STOP CONDITIONS — Terminate any run immediately when:

- Loss of vehicle control
- Unsafe speed
- Failure to follow commands
- Environmental hazard
- Student distress or incapacitation

INTERVENTION SEQUENCE:

1. Command voice: 'STOP NOW'
2. Confirm full stop before approaching
3. Reset — vehicle, cones, student briefing
4. Address error. Do not proceed until resolved.

FOUR COMMON ERRORS & CUES:

- Late Braking → 'Earlier brake point' + force slower entry
- Target Fixation → 'Eyes up' + call target point
- Oversteering → 'Smooth hands' + slow-speed repetition
- Excessive Speed → Force slow runs + no progression without control

PASS REQUIRES:

- Smooth, consistent braking
- Controlled steering — no oscillation
- Correct vision — scanning, not fixating
- Consistent across multiple runs — not one lucky attempt

FINAL STANDARD:

- This is the Trilogy EMS method.
- Deliver it exactly.
- No deviation.