

## Instructor Guide

### **Title: RIT – The RIT Order of Action**

**Time Required:** 3 Hours (1 classroom, 2 practical) This drill of the month would best be incorporated as a three hour drill. The first hour would be classroom discussion of the basics of RIT and the RIT Order of Action discussed in this lesson plan. The remaining two hours would be practical evolutions which incorporate the concepts presented here. The practicals could be stand alone training or incorporated into other training as a scenario or part of the evolutions.

**Teaching/Learning materials:** Classroom-Printed Instructor Guide, Laptop Computer, Projector and accompanying PowerPoint and handouts Practical-Rescue manikin, Full PPE and SCBA, Appropriate hand tools and equipment, RIT equipment, Spare SCBA

**Motivation:** Ideally, every firefighter on the fireground should have a very good working knowledge of the basics of RIT and Firefighter Survival and Rescue techniques. Along with this, they should also have a deep personal appreciation for the importance and need for RIT to exist on the fireground. We should never hear a firefighter say, “Oh crap, I’m Stuck on RIT again.” This appreciation for the role of RIT should be a fundamental part of their training and show in their actions on the fireground. Personnel assigned to RIT need to be trained sufficiently for the role and be aware of the importance, ready to accept the awesome responsibility that comes with being the potential safety net for their brother or sister firefighters if they are in trouble.

RIT Training needs to be realistic and include a thought process that allows firefighters to adjust for the changing possibilities and still be ready for the “What ifs?” they may face. The training should be centered on an “Order of Action” for what they are likely to be doing in an active firefighter rescue. This type of training plan can give the firefighters a baseline to operate from and adjust quickly from the least involved rescue to the most involved. As an instructor who has incorporated RIT training into every possible class or scenario I could, I’ve found that having an “Order of Action” built into the training can help incorporate many elements but still stay focused on the task at hand; getting the downed firefighter to safety as quickly as possible.

**Student Performance Objective:** The student will be able to identify the priorities of the downed firefighter scenario and develop an order of action to accomplish the task of quickly removing a downed firefighter.

### **Enabling Objectives (EO):**

EO 1-1: The student will be able to identify the Role and Responsibilities of the RIT and their function on the fire ground.

EO 1-2: The student will be able to identify the tools and equipment needed for the RIT to have at the ready on the fire ground.

EO 1-3: The student will be able to identify the “Order of Action/Order of Preference” For the RIT’s actions during a downed firefighter scenario.

EO 1-4: The student will be able to incorporate the RIT Order of Action into operational training for RIT teams during evolutions.

EO 1-5: The student will be able to incorporate the RIT Order of Action for air management or packaging of the downed firefighter into hands on training in downed firefighter scenarios.

**Overview:**

- Roles & Responsibility of the RIT
- RIT functions/actions on the fire ground
- Tools and equipment needed for RIT & The importance of proper staging with tools and equipment
- RIT “Order of Action”
- Incorporating the “RIT Order of Action” into hands on RIT Training

**I. Roles & Responsibilities of the RIT**

A. For FF Rescue

1. They are OUR Safety net
2. Proper mindset-should be encouraged
  - a. Never-“Stuck on RIT”
  - b. Understand the importance of the role
3. Two sided coin-RIT/Mayday
  - a. Firefighters are on RIT
  - b. For firefighters that call the Mayday
  - c. How RIT can you get?
    1. If you were calling the Mayday, how much RIT do you want?

B. Responsibilities/Actions on the Fire-Ground

1. Scale the RIT to the incident-number of personnel/teams
  - a, Stage appropriately
  - b. Be READY to respond
2. SOP’s-Address RIT, Address operations
  - a. Do they address when RIT is not on scene?
  - b. The role should be clear
3. Work within Incident ICS

4. Monitor and support operations
5. Harden the exits
6. Main role-Rescue/remove FF from IDLH

## **II. Tools and equipment needed for RIT**

### **A. Basic tools**

1. By assignment/personnel on team
  - a. Officer-Radio, TIC, light, hook
  - b. FF 1-Irons, light, radio, webbing
  - c. FF 2-RIT Air transfer bag, hand tools, light, radio
  - d. FF 3-RIT rope bag (search line), hand tools, light radio
2. Flexibility for operations
  - a. 3 person team, 4 person team, 5 person team

### **B. RIT Specific tools**

1. Air management-High and low pressure air transfer
2. RIT rope-large area search line, rope/webbing systems
3. Packaging-any RIT devices for packaging a downed FF

### **C. Power tools**

1. Cutting tools
2. Hydraulic tools

### **D. Packaging equipment**

1. Stokes
2. Litter
3. Reeves sleeve

### **E. Ladders**

1. Single ladders-for FF access/rescue
  - a. Can be an improvised litter/removal device
2. Extension ladders-access/rescue in upper levels

### **F. Incident specific tools/equipment**

1. Equipment identified through pre-planning
2. Specialized equipment that may be necessary due to building features or construction

### III. RIT Order of Action

#### A. RIT Order of Action

1. Provides a checklist for RIT
2. Simple concept to follow as a training plan, builds into operations
3. Addresses three key areas
  - a. **On scene operations**
    1. **A 12 Step checklist for the IC and RIT**
    2. ***Respond, Stage, Size-Up, Communicate, Monitor, Prepare, Assist/Support, Deploy, Locate, Assess, Package, Remove***
  - b. **For air management** of the downed firefighter
    1. **A 4 step plan**-works from least involved to most involved
    2. ***Assess, Maintain, Transfer, Remove***
  - c. **For packaging** of the downed firefighter
    1. **A 4 step plan**-emphasis on doing the minimal packaging that's needed for removal from IDLH
    2. ***Assess, Maintain, Package, Remove***
4. How RIT can you get?
  - a. Having a checklist or guide to action helps keep focus and ensure a ready RIT
  - b. Training plan that allows for flexibility
    1. Checklist that covers basic roles/responsibilities & actions
    2. Works from the least involved to the most involved
      - a. For the Air management and packaging tasks
    3. Emphasis on readiness
    4. Emphasis on getting the firefighter out of the IDLH quickly

## **B. RIT Order of Action for On Scene Operations**

### **1. Respond-**

- a. Should go without saying
- b. IC responsibility-every incident
  - 1. Departmental mindset-RIT has to be there to be effective
    - a. Too late if we need it and its not there
- c. Provide a mechanism for RIT to be on scene
  - 1. As early as possible in the incident

### **2. Stage**

- a. Check in with Command
- b. Stage appropriately for the incident
  - 1. Location-dictated by conditions, location of crews working
- c. Tools and equipment
  - 1. Be ready to respond with what is needed

### **3. Size-Up**

- a. RIT does its OWN size-up
  - 1. Separate 360-obtain the best possible picture of the incident
- b. Identify CAN-Conditions, Actions, Needs
  - 1. What-building, fire, operations
  - 2. Where-people, fire, hazards
  - 3. What-are you going to do based on what you see

### **4. Communicate**

- a. Radios-ensure all team members have them
  - 1. Right channel, right setting
  - 2. Batteries?
- b. SOP's-follow SOP's in place for communications
- c. LISTEN-to the fire ground communication

### **5. Monitor**

- a. The scene-watch what is happening and where

- b. The radios-listen for radio traffic and follow the operations
- c. KNOW-where people are and what they are doing
- d. Adjust your location/staging to monitor the scene

#### **6. Prepare**

- a. Put the information you gather to use
  - 1. Devise a plan for what you will do when things go wrong
- b. Adjust the plan to keep up with the scene
- c. Include methods/points of entry and likely means of rescue

#### **7. Support**

- a. The RIT CANNOT commit to other fire ground operations
  - 1. CAN support other fire ground operations and assist
  - 2. Kink free fire ground
  - 3. Harden the exits
  - 4. Throw ladders

#### **8. Deploy**

- a. Quickly-the Rapid of RIT is a goal
  - 1. Reinforced through training and familiarity
- b. Location
  - 1. Through monitoring the scene and sizing up
  - 2. Closest, quickest and easiest way in
- c. Necessary tools and equipment
- d. Assignments-ensure personnel know what they are doing when they deploy
  - 1. Avoid confusion

#### **9. Locate**

- a. Mayday information
  - 1. LUNAR report
- b. Operations-monitoring and knowing where crews are/were
- c. PASS device
- d. Get hands on as quickly as possible

1. Communicate the status ASAP

#### 10. Assess

- a. Air-what air do they have?
  1. Functionality, condition
  2. Need for air transfer
- b. Rapid Assessment-
  1. Do no further harm
  2. Assess ability to remove
- c. Determine needs, communicate these ASAP

#### 11. Package

- a. What will it take to get this Downed FF out?
  1. Resources, personnel needed?
  2. Conditions-fire/building
- b. Do no further harm
- c. Goal-quick removal from IDLH and transfer to EMS

#### 12. Remove

- a. Quickly affect the transfer from the IDLH to EMS
- b. Get the Downed FF out of the hazard
- c. Needs-personnel, resources
- d. Make it happen!

### **C. RIT Order of Action for Air Management of the Downed FF**

#### 1. Assess

- a. Air-what air do they have?
  1. Functionality, condition
  2. Need for air transfer
- b. Do no further harm
  1. Quicker to transfer air? Or to remove from IDLH?

#### 2. Maintain

- a. Face piece seal-MOST important thing!

- b. Whatever air is present if functional
- c. Whatever we find is our starting point
  - 1. Never allow to get worse
  - 2. Seek to improve

### 3. Transfer

- a. Least invasive to most invasive
- b. Emphasis on speed, based on conditions
  - 1. High Pressure UAC-can trans fill then disconnect
  - 2. Low Pressure EBSS-quick and easy, but must maintain connection
  - 3. Low pressure buddy breather-easy, but sometimes difficult to locate
    - a. Must remain connected
  - 4. Regulator swap-anything that involves removal of or disconnection of inline hose or regulator from facepiece
    - a. Dangerous maneuver, can be tricky, time consuming
  - 5. Mask swap-anything involving removal or swapping out of the facepiece
    - a. Obviously the worst case and most involved scenario

### 4. Remove

- a. How quickly and effectively can this Downed FF be removed from the IDLH?
  - 1. What air transfer methods best suit the situation at hand?
  - 2. Packaging or removal method to support this
- b. Maintain the air throughout the removal process
- c. Quickly get them transferred to EMS

### **D. RIT Order of Action for Packaging of the Downed FF**

#### 1. Assess

- a. Air-maintain what they have, provide air the quickest and best way possible
- b. Condition
  - 1. Entrapment?
  - 2. Injury?



c. Needs

1. Personnel
2. Resources

d. Assess ability to remove

1. Do no further harm
2. Quickest way possible
3. based on conditions/situation

**2. Maintain**

a. Air to Downed FF

1. Maintain face piece during removal

b. Immobilization

1. If injury is suspected, package and manage accordingly

c. Whatever we find is our starting point

1. Never allow to get worse
2. Seek to improve

**3. Package**

a. Progress from the least involved to most involved

b. Emphasis on speed, based on conditions

1. Snatch & Grab-don't ignore the obvious
  - a. If all that is required is simple quick removal, *Make it happen!*
2. SCBA-quick transfer of the waist strap to facilitate dragging
  - a. Can be tricky with FF Gloves, but can be effective
3. Webbing-any quick means of packaging involving simple webbing
  - a. Requires webbing, training in technique
  - b. Very quick drags once it is achieved
4. Drags/carries-techniques depending on conditions and situation
  - a. Training/familiarization/communication
  - b. More complicated, can be hampered by conditions
5. Stokes/Litters-packaging devices used, must have the equipment

- a. Requires training, familiarization, time

- 6. Vertical-depending on conditions/situation

- a. Can require more complicated techniques

- b. Ladders, rope/rigging equipment

- c. more time consuming

#### 4. Remove

- a. How quickly and effectively can this Downed FF be removed from the IDLH

- b. What methods best suit the situation at hand?

- c. Maintain face piece and condition of FF throughout removal

- d. Quickly get them transferred to EMS

## IV. Training

### A. RIT Order of Action

- 1. Works well as a training template

- 2. Provides for flexibility

- a. Helps avoid getting “Stuck in the rut” of having to do more than is necessary

- b. Emphasis on speed of removal, matching techniques that meet that need

- 3. Easy to incorporate into current training

- a. Incorporated into several entry level classes with success

- b. Students followed the role/job of RIT a little better

- c. Works well as a simple template for stand alone RIT training

- d. Mindset encourages proficiency and speed

### B. Incorporating the RIT Order of Action for on scene operations into training evolutions

- 1. Provide the template

- a. Provide students with the 12 step checklist

- 1. *Respond, Stage, Size-Up, Communicate, Monitor, Prepare, Assist/Support, Deploy, Locate, Assess, Package, Remove*

- b. Coach the students in the RIT assignment as they employ these steps

- 1. Allow the students to function independently as the RIT

2. Ensure they are staying on task by following up
    - a. Questions
      1. Ask students things they should know from size-up
      2. Ensure that they all know/share the same plan
      3. Ensure they are staged appropriately and know why
  2. Place the RIT assignment into the rotation as an evolution
    - a. Allow the students to be an active dynamic RIT during evolutions
    - b. Monitor their operations with an instructor assigned to them
    - c. Personnel on RIT know their assignments
  3. Encourage/practice Pro-Active RIT
    - a. Encourage their support of fire ground operations
      1. Kink free fire ground
      2. Ladders
      3. Supporting outside assignments without committing
  4. Evaluate their performance
    - a. Critique their performance
    - b. Discussion of overall RIT operations
    - c. After action review-information for better performance
- C. Incorporating the RIT Order of Action for Air Management into training
1. RIT skills hands on training as a station
    - a. Build up to an actual evolution
    - b. Work step by step
    - c. Start with tasks being done in good visibility, no gloves
      1. Work to develop comfort & proficiency
        - a. Students individually performing the tasks
      2. Familiarity with all hardware and connections
        - a. High pressure
        - b. Low pressure
        - c. Buddy breather

d. Regulator swap

e. Mask swap

d. Work to reduced visibility, fire gloves on

1. Wax paper or hood turned around

2. Fire gloves on

3. Make all connections successfully

2. RIT air transfer part of a downed firefighter scenario

a. Incorporate the SCBA air transfer into a downed firefighter scenario

1. Air transfer as part of a RIT team evolution

b. Work in lighted conditions, good visibility for first evolution

c. Critique performance

d. Work towards reduced visibility in the scenario

D. Incorporating the RIT Order of Action for Packaging into training

1. RIT skills hands on training as a station

a. Build up to an actual evolution

b. Work step by step

c. Start with tasks being done in good visibility, no gloves

1. Work to develop comfort & proficiency

a. Students individually performing the tasks

2. Familiarity with basic packaging techniques

a. Snatch & grab

b. SCBA waist strap conversion

c. Webbing with snap links

d. Webbing/rope for dragging

e. Positioning for assessment and transfer to movement

f. Other techniques-Litter, Stokes, Reeves Sleeve, etc.

d. Work to reduced visibility, fire gloves on

1. Wax paper or hood turned around

2. Fire gloves on

3. Perform all skills successfully
  2. RIT packaging as part of a downed firefighter scenario
    - a. Incorporate the packaging into a downed firefighter scenario
      1. Packaging technique/skills as part of a RIT team evolution
    - b. Work in lighted conditions, good visibility for first evolution
    - c. Critique performance
    - d. Work towards reduced visibility in the scenario
- E. Training goals
1. Proficiency
    - a. Student's should demonstrate basic proficiency with the skills & techniques
    - b. Comfort level with the hardware, SCBA and all related tasks
  2. Speed
    - a. Emphasis on speed of removal of the downed firefighter
    - b. Goal of rapid removal from IDLH
  3. Adaptability
    - a. Give students slightly varied scenarios
      1. Encourage them thinking their way through quickly
      2. Meeting the above goals

**Summary:**

**Student Performance Objective:** The student will be able to identify the priorities of the downed firefighter scenario and develop an order of action to accomplish the task of quickly removing a downed firefighter.

**Enabling Objectives (EO):**

EO 1-1: The student will be able to identify the Role and Responsibilities of the RIT and their function on the fire ground.

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**Review:**

- The need for RIT & The importance of providing for RIT early
- Roles & Responsibility of the RIT
- RIT functions/actions on the fire ground
- Tools and equipment needed for RIT & The importance of proper staging with tools and equipment
- RIT "Order of Action"
- Incorporating the "RIT Order of Action" into hands on RIT Training