DWI Detection & SFST Instructor Development Course

Instructor Guide

TSI — Transportation Safety Institute

NHTSA — NATIONAL HIGHWAY TRAFFIC SAFETY ADMINISTRATION

INTERNATIONAL ASSOCIATION OF CHIEFS OF POLICE — POLICE — SINCE 1893

February, 2017

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Instructor Guide

SFST & DWI Detection Instructor Development Course

Save lives, prevent injuries, reduce vehicle-related crashes

NHTSA

NATIONAL HIGHWAY TRAFFIC
SAFETY ADMINISTRATION

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Preface

The development of this training program was a joint effort between the National Highway Traffic Safety Administration (NHTSA), International Association of Chiefs of Police (IACP) and the Transportation Safety Institute (TSI). It is designed to enable participants to develop the knowledge, skills and attitudes necessary to effectively fill roles as instructors in support of the NHTSA/IACP DWI Detection and Standardized Field Sobriety Testing (SFST) training program which targets the detection of impaired drivers.

This Administrator Guide is intended to facilitate planning and implementation of this instructor training program. It describes the materials included in the curriculum package, outlines the administrative requirements for the training program, and offers suggestions for meeting those requirements. This Guide also describes preparations that must be made before the training can take place and the follow-up actions needed to ensure the desired outcome.

This course is designed to train instructors to effectively teach and provide effective feedback to learners. The curriculum is designed to be participant-centered and instructor-led. Each participant will be actively involved in the learning process. The course will provide all participants with a foundation in effective instruction principles, effective learning environments, promoting participation and interaction, and delivering effective feedback. The course teaches participants how to incorporate creative training techniques to deliver interactive presentations using techniques and/or materials that reinforce learning.

To provide the opportunity for participants to apply instruction techniques demonstrated during the course, each participant is required to design and deliver a presentation on a session in the DWI/SFST curriculum. Strong emphasis is placed on assisting individual participants to expand and improve their teaching and training skills, regardless of their level of experience.

This course will also focus on improving fundamental skills of delivering effective feedback. Experienced instructors will demonstrate effective feedback measures throughout the course. Participants are given opportunities to apply effective feedback measures during the final participant presentations.

Foreword

This document contains the lesson plans and visual aids for the Standardized Field Sobriety Testing (SFST) Instructor Development Course (IDC). The goal of this course is to prepare SFST-trained officers who are proficient in using the SFSTs to teach others to use these tests. The only officers eligible to attend this training program are those who have:

- Satisfactorily completed SFST training, based on the NHTSA/IACP SFST curriculum or its equivalent

- Participated in two "live" volunteer drinking subject practice sessions (alcohol workshops) during which they personally administered the Horizontal Gaze Nystagmus (HGN), Walk And Turn (WAT), and One Leg Stand (OLS) test to persons who have consumed alcohol

- Or, participated in one "live" volunteer drinking subject practice session (alcohol workshop) during which they personally administered the HGN, WAT, and OLS test to persons who have consumed alcohol, AND participated in one NHTSA/IACP approved video session of drinking subjects

- Or, participated in two NHTSA/IACP-approved video sessions of drinking subjects

- Demonstrated continued proficiency with the SFSTs, either in actual enforcement operations or in alcohol workshops, or both, since the completion of their training

The first two days of this course focuses on basic principles and techniques of teaching and on the specific application of those principles and techniques to the curriculum employed for classroom training in DWI Detection and the SFSTs. During those two days, the student-instructors become able to:

- Explain adult learning principles and their importance in conducting effective training

- Identify and describe the three domains of learning and give examples of each domain in the context of DWI enforcement

- Define and describe the four-step process of teaching and learning

- Discuss how to increase learning efficiency by involving learners more fully in the learning process

- Describe and apply specific guidelines for conducting each step of the four-step process of teaching and learning
- Use appropriate questioning techniques to enhance participants' involvement in presentations

- Use visual aids to improve the effectiveness of presentations

- Plan and manage an alcohol workshop

- Administer the use of NHTSA/IACP-approved videos for optional DWI Detection and SFST training

- Describe the documents that make up the standard curriculum packages for the DWI Detection and SFST School

- Describe the content and format of the lesson plans for the DWI Detection and SFST School

- Describe the characteristics of a good SFST instructor

- Carry out the instructor preparation tasks for any session of the SFST School

On the third and fourth days of the training, the participants will have opportunities to apply what they have learned. They will teach selected portions of the DWI Detection and SFST School. The participants will be told of their practice teaching assignments on the first day of the course, and they will have time in class on the first two days to begin preparing for the assignments. Additional time may be required for participants to fully prepare for their presentations.

This manual contains the lesson plans and associated visual aids to support the training you will deliver during the SFST IDC. The lesson plans are organized into 11 sessions. The core course content is intended to span 32 hours. Optional additional training sessions can be incorporated to expand the content to 40 hours.

Session 1: Introduction to DWI Detection and SFST IDC (2 Hours)
Session 2: Starting the Learning Conversation (2 Hours)
Session 3: Effective Strategies in Learning and Instruction (2 Hours)
Session 4: SFST Curriculum Package and Teaching Assignments (2 Hours)
Session 5: Effective Feedback, Coaching, and Proficiencies (2 Hours)
Session 6: Effectively Promoting Participation and Interaction (1 Hour)
Session 7: Dealing with Training Challenges (1 Hour)
Session 8: Developing and Using Training Aids (1 Hour, 30 Minutes)
Session 9: Planning & Managing a Live Alcohol Workshop (1 Hour)
Session 10: Guidelines for Conducting Video Workshops for SFST Training (1 Hour)
Session 11: Course Review, Examination, Evaluation, and Wrap up (2 Hours, 30 Minutes)
Additional activities are included in the course schedule:
- Preparation for Practice Teaching (3 Hours)
- Participant Presentations and Feedback (11 Hours)
- Optional Additional Training Considerations: *(Shall not replace core curriculum)*

- Conducting a Live Alcohol Workshop *(Highly Recommended 4 Hours)*
- Introduction to Drugged Driving (4 Hours)
- DWI Legal and Case Law Update (Traffic Safety Resource Prosecutor) (Time Varies)

DWI Detection and SFST Instructor Development Course (IDC)
ADMINISTRATOR GUIDE

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INTRODUCTION

This course relies on a teach-by-example participation based curriculum. The following guidelines are offered to ensure the successful administration and delivery of the DWI Detection and SFST Instructor Development Course curriculum.

Course Manager

A Course Manager is the person who hosts the training. Their roles and responsibilities are to select a training site, negotiate facility contract if necessary, ensure all technical needs and training supplies are secured, room setup, assist with obtaining faculty, and coordinate the selection of the participants. The course manager is also responsible for the day-to-day running of the course, the faculty meetings and any participant needs should they arise. It is highly recommended the Course Manager focus on the administration of the course and not be an instructor. The Course Manager should ensure every instructor and participant receives the appropriate guides.

The Course Manager should also generate an attendee information sheet to include each participant's full name, work address, phone number and email address.

The Course Manager should design the agenda to ensure all modules are given the appropriate amount of time. The goal is for participants to demonstrate the skills taught throughout the course.

At the conclusion of the course, the Course Manager should arrange a faculty meeting to discuss each participant's progress during the course. **The Course Manager should send a summary of the course evaluations to the State SFST Coordinator or designee, if applicable.**

Lead Instructor

The Course Manager should select a Lead Instructor to be responsible for the delivery of the training content. The Lead Instructor sets the tone for the course. They should have prior experience teaching the DWI Detection and SFST Instructor Development Course curriculum. The Lead Instructor should collaborate with the Course Manager to develop an agenda consistent with the DWI Detection and SFST Instructor Development Course Instructor Guide, make logistical decisions, and choose faculty.

The Lead Instructor should contact each faculty member and assign them topics and responsibilities. The Lead Instructor should remain available to the faculty to answer any questions they might have. The day before the course is scheduled to begin; the Lead Instructor should organize and facilitate a faculty orientation. The Lead Instructor should review the agenda and course materials with the faculty. The Lead Instructor also should remind the faculty they are expected to participate and assist throughout the entire course.

The Lead Instructor and Course Manager should meet prior to the beginning of the course to finalize participant groups and participant assignments. The Lead Instructor and Course Manager should find out as much as possible about the participants prior the course and assign seats and groups to ensure each table and group contains a good mix of personality traits, knowledge, skill level and experience. It may be necessary or desirable to reassign groups based on observed interactions during the course.

During the DWI Detection and SFST Instructor Development Course, the Lead Instructor should introduce all speakers, monitor all presentations and offer needed input, keep the course on schedule, and resolve any training issues that may arise. At the close of each day, the Course Manager assists the Lead Instructor with a faculty meeting to discuss the participants' performances and the next day's agenda.

The Lead Instructor should remember there may come a time throughout the training when time adjustments become necessary. All efforts should be made to avoid reducing time allotted for Participant Demonstration and Effective Feedback Exercise.

Lead Instructors should also:
- Remind the faculty the DWI Detection and SFST Instructor Development Course curriculum and presentation slides contain instructional notes
  - These instructional notes are designed to guide and ensure the success of the course delivery
- Prepare a participant roster with contact information and provide it to the participants at the end of the course

- Prepare appropriate participant certificates in collaboration with sponsoring agency

Faculty
DWI Detection and SFST Instructor Development Course instructors MUST have successfully completed a state approved instructor-development course or its equivalent, and have clearly demonstrated all the techniques and skills required of a competent trainer. It is recommended to have a minimum of two faculty members per class. Thought should be given to choosing a balanced faculty who effectively demonstrate learning principles, effective feedback strategies and interpersonal communication skills. At least one faculty member with prior experience training the DWI Detection and SFST Instructor Development Course is strongly recommended. The Course Manager shall provide all faculty with copies of the Instructor and Participant DWI Detection and SFST Instructor Development Course guides.

All faculty members should attend all presentations. In addition, the faculty is expected to interact with the participants throughout the course. The faculty should ensure a creative and comfortable learning environment. This allows the faculty to assess each of the participants' abilities and helps them develop their final presentation.

Who is qualified to teach the SFST IDC? Who can teach SFST instructors to teach? This person should:

- be fully conversant with the principles and techniques of teaching, as expressed in Sessions 2, 5, 6 and 7 of this course
- possess solid competence as an instructor
- be familiar with the subject matter of DWI Detection and SFST training

Usually, the DWI Detection and SFST teacher-trainer is a well-experienced SFST instructor, who has helped teach several SFST Schools, but is not required. The teacher-trainer is not attempting to show anyone how to use the SFSTs. The participants should already know how to do that. The teacher-trainer's task is to show them how to teach, and that is very different altogether. Many professional instructors, who have the ability to serve very well as SFST teacher-trainers do have to be knowledgeable about the tests and how they are used. NHTSA/IACP recommends, at a minimum, the teacher-trainer must have audited the DWI Detection and SFST School at least once, and must be fully conversant with the Participant Manual and Instructor Guide, but need not be a SFST practitioner unless required by an individual state or governing body (provided the other prerequisites are met).

Participants
It is recommended the participants have some prior training experience, but it is not mandatory. Remember, the goal of the course is to develop effective trainers who will be able to instruct law enforcement officers on a regular basis.

In the DWI Detection and SFST IDC approved participants should be law enforcement officers who have demonstrated proficiency in the administration of the SFSTs. They must have successfully completed the NHTSA/IACP SFST training program. Their reason for attending this training should be motivated by:

- a desire to develop or strengthen effective presentation skills
- a desire to develop or strengthen skills as a DWI Detection and SFST instructor
- a desire to learn how to conduct interactive participant-centered training
- a desire to become more familiar with the DWI Detection and SFST curriculum available through NHTSA and the IACP

MATERIALS
DWI Detection and SFST Instructor Development Course materials are available by accessing https://dredata.nhsta.gov or through your local highway safety office. At a minimum the following materials should be provided to all participants:

- DWI Detection and SFST Instructor Guide
- DWI Detection and SFST IDC Participant Manual
- DWI Detection and SFST PowerPoints
- DWI Detection and SFST Dry Lab Option Videos
- Digital copies of the DWI Detection and SFST Instructor Guide and Participant Manuals

Optional materials may include:
- SFST Refresher Instructor Guide and Participant Manuals
- 4-Hour Introduction to Drugged Driving materials

Other materials may vary according to the activities the Lead Instructor chooses, but should normally include:
- Triangular (table tent) name tags
- Computer with speakers
- Presentation remote
- Projector
- Projector screen
- Flip charts
- Colored markers
- Multiple sticky pads
- Pens
- Paper
- Two or more easels

The Course Manager must verify all materials are in proper working order prior to commencing the course.

COURSE
The DWI Detection and SFST Instructor Development Course is designed to be complete and self-contained. However, the Course Manager and Lead Instructor should be flexible and adapt to participant needs. The faculty should follow the principles and methods found in this guide. The DWI Detection and SFST Instructor Development Course will enable participants to achieve the following objectives:

- Describe the importance of how learning strategies contribute to training effectiveness
- Apply the motivational techniques and presentation skills taught in this course
- Apply facilitation skills
- Apply effective questioning skills
- Apply effective strategies for handling common problem situations

- Develop and use training aids
- Describe the roles and responsibilities of instructors in conducting the SFST training program

The contents of this training program focus on adult learning, effective presentation skills and techniques for conducting effective training. Specific topics include:

- Introduction
- Starting the Learning Conversation
- Effective Strategies in Learning and Instruction
- SFST Curriculum Package and Teaching Assignments
- Effective Feedback, Coaching, and Proficiencies
- Effectively Promoting Participation and Interaction
- Dealing with Training Challenges
- Developing and Using Training Aids
- Planning and Managing a Live Alcohol Workshop
- Guidelines for Conducting Video Workshops for SFST Training
- Course Review, Examination, Evaluation, and Wrap-Up

The most significant learning activities are the presentations made by the participants. Participants use NHTSA/IACP course materials to prepare their practice teaching presentations. Participants are expected to become thoroughly familiar with content, learning activities, training aids, etc. related to delivery of the DWI Detection and SFST course.

SUMMARY OF SESSIONS

Session 1: Introduction
This will be the opportunity to greet and welcome participants to the IDC. This will also be the opportunity for the instructors to introduce themselves.

Optional Session I Exercise:
Setup the classroom in an uncomfortable fashion. Two instructors start the class, one instructor not appropriately dressed for the presentation (i.e. shorts and t-shirt).
While instructors are covering the administrative details of the training and reading the objectives to participants, their performance should be uninspiring and not using any recommended instructional techniques. Instructors are encouraged to demonstrate some of the top ten instructors created distractions from Session 7 during this time.

Immediately after reading the objectives, participants are put into groups of four and asked to assess the training so far by critiquing what was good about the training and what needed to be improved. Each group will elect a spokesperson to report back to the group. Groups should identify problems, and make recommendations for improvement. Following the activity, the classroom should be rearranged accordingly. Instructors should resume proper instructional methods and attire.

Objective: Initiate discussion with participants regarding what was accomplished through this exercise. Elicit these points:

- All participants should have been involved in the learning process by being asked to critically assess instructors and classroom conditions
- Some participants should have been involved in making presentations

Session 2: Starting the Learning Conversation
Instructors should prepare a brief description of a time when he or she learned something important or exciting from an instructor/teacher in the past. Instructors will relate how they had a positive experience with the subject matter, the instructor, and with the learning environment in general. They will tell how this high-quality instruction made them feel and the benefits they received from it.
Also during this session, instructors will place participants in small groups and provide each group with a set of content-delivery cards for the Maximizing Efficiency of Learning Exercise. The cards are:

- Verbal Symbols Only
- Visual Symbols Only
- Visual Symbols with Verbal Symbols
- Visual Symbols with Verbal Symbols and Hands On Involvement
- Visual Symbols with Verbal Symbols and Hands On Involvement in a realistic setting

Groups should place the cards in order from least to most effective and efficient method of learning. Give examples for each method of learning.

Objective: Initiate discussion with participants regarding what was accomplished through this exercise. Elicit these points:

- All participants took part in group exercises and class discussions to discover key concepts
- A game (or exercise) was conducted to assist with learning

Session 3: Effective Strategies in Learning and Instruction
At the beginning of this session, participants will engage in an impromptu speaking exercise by speaking for 30 seconds about a random, non-SFST subject.

During the Recency activity, divide the participants into 5 groups. Each group will be provided a different set of cards and a colored grid. Group 1 will receive cards containing full color picture squares with words. Group 2 will receive black and white picture squares with words, and group 3 will receive color pictures squares without words. Group 4 will receive squares with words only, and group 5 will receive squares containing narrative descriptions without titles or pictures. Each set of cards will be in a closed envelope. All participants are to stand, and at the direction of the instructor, each group will open their envelope. Each group will organize their cards into the order and place them on the group's grid.

At the conclusion of the session, participants will then deliver a 1-minute speech on an SFST/DWI-related topic. This is traditionally the first time participants present in front of the class.

Objective: Initiate discussion with participants regarding what was accomplished through this exercise. Elicit these points:

- All participants will present twice in front of the class
- All participants will be put "on the spot" during an exercise requiring impromptu speaking
- Presenters should become more comfortable when they present more frequently
- Participants will apply presentation methods learned in this session

Session 4: SFST Curriculum Package and Teaching Assignments
In this session, participants will become familiar with the standard SFST curriculum package. They will also learn about the content and format of the lesson plans used for instructing the DWI Enforcement and SF ST Training. Participants will also become familiar with the various segments of the Instructor Guide and Participant Manual. Participants will also participate in a small group activity and will present back to the class relevant information related to the Administrator Guide and other areas of the curriculum.

Session 5: Effective Feedback, Coaching, and Proficiencies
In this session, participants will learn about the various skills necessary to provide effective feedback, coaching, and proficiency testing. Feedback from previous training, both good and bad, will be addressed. Additional discussion will include the various qualities of a good instructor. **In this session, participants will demonstrate their ability to coach SFST proficiency.**

Session 6: Effectively Promoting Participation and Interaction
In this session, participants will learn about the differences between a lecturer and an instructor and will analyze the four skills of a good instructor. Participants will also learn about the three methods of questioning used in the DWI/SFST training. Participants will divide into small groups and provide short presentations that address problem solving, team teaching, dealing with distractions, and proper use of training aids.

Session 7: Dealing with Training Challenges

In this session, participants will learn how to properly deal with and address training challenges they may encounter during the DWI/SFST training. Participants will learn a three-step correction strategy and how to apply strategies when needed. Participants will also learn how to properly address environmental and equipment challenges and how to address problem situations in the class. Participants can apply these techniques and practices during an optional small-group activity during the session.

Session 8: Developing and Using Training Aids

In this session, participants will become familiar with the various training aids and how to use them effectively during the DWI/SFST training.

Session 9: Planning and Managing a Live Alcohol Workshop

In this session, participants will learn how to effectively plan and manage a live alcohol workshop used in the DWI/SFST training. Properly conducting a live alcohol workshop requires advance planning tasks with necessary volunteers. Participants are reminded live alcohol workshops enhance the participants' abilities to recognize signs of impairment and are strongly recommended by NHTSA/IACP. All of the key control components needed to eliminate or minimize "glitches" that might occur if the workshop is not properly supervised are examined and discussed thoroughly.

Session 10: Guidelines for Conducting Video Workshops for SFST Training

In this session, participants will become familiar with the use of the NHTSA/IACP videos of drinking subjects used in the DWI/SFST training. They will learn how to use the videos in lieu of a live alcohol workshop and provide for an efficient and effective learning experience. Participants will also learn about the two alcohol workshop options and the use of the SFST Log.

NOTE: **NHTSA/IACP STRONGLY RECOMMENDS CONDUCTING LIVE ALCOHOL WORKSHOPS IS THE OPTIMAL WAY OF ACHIEVING THE LEARNING OBJECTIVES OF THE SFST TRAINING.**

Session 11: Course Review, Examination, Evaluation, and Wrap up

In this session, participants will review the course content in preparation for the final exam. Participants will take the exam. Course and instructor evaluations will also be provided. Participants must achieve a grade of at least 80% on the written examination. **ANY SESSIONS MISSED DURING EXCUSED ABSENCES MUST BE MADE UP.**

DWI Detection and SFST Instructor Development Course (IDC) Agenda

Session 1:   Introduction to DWI Detection and SFST IDC (2 Hours)
Session 2:   Starting the Learning Conversation (2 Hours)
Session 3:   Effective Strategies in Learning and Instruction (2 Hours)
Session 4:   SFST Curriculum Package and Teaching Assignments (2 Hours)
Session 5:   Effective Feedback, Coaching, and Proficiencies (2 Hours)
Session 6:   Effectively Promoting Participation and Interaction (1 Hour)
Session 7:   Dealing with Training Challenges (1 Hour)
Session 8:   Developing and Using Training Aids (1 Hour, 30 Minutes)
Session 9: Planning & Managing a Live Alcohol Workshop (1 Hour)
Session 10:   Guidelines for Conducting Video Workshops for SFST Training (1 Hour)
Session 11: Course Review, Examination, Evaluation, and Wrap up (2 Hours, 30 Minutes)

Additional Activities:
Preparation for Practice Teaching (3 Hours)
Participant Presentations and Feedback (11 Hours)

Optional Additional Training Considerations: *(Shall not replace core curriculum)*
- Conducting a Live Alcohol Workshop *(Highly Recommended 4 Hours)*
- Introduction to Drugged Driving (4 Hours)
- DWI Legal and Case Law Update (Traffic Safety Resource Prosecutor) (Time Varies)

Day1

8:00-10:00	Session 1: Introduction to DWI Detection and SFST IDC
10:00-12:00	Session 2: Starting the Learning Conversation
12:00-1:00	Lunch
1:00-3:00	Session 3: Effective Strategies in Learning and Instruction
3:00-5:00	Session 4: SFST Curriculum Package and Teaching Assignments

Day 2

8:00-10:00   Session 5: Effective Feedback, Coaching, and Proficiencies
10:00–11:00   Session 6: Effectively Promoting Participation and Interaction
11:00-12:00   Session 7: Dealing with Training Challenges

12:00-1:00   Lunch
1:00-2:30   Session 8: Developing and Using Training Aids
2:30–3:30   Session 9: Planning and Managing a Live Alcohol Workshop
3:30–4:30   Session 10: Guidelines for Conducting Video Workshops for SFST Training
4:30-5:00   Preparation for Practice Teaching
                       (1 Hour in Class; 2 Hours Independent)

Day 3

8:00-10:30   Preparation for Practice Teaching
10:30–12:00   Participant Presentations and Feedback
12:00–1:00   Lunch
1:00–5:00   Participant Presentations and Feedback (continued)

Day 4

8:00–12:00   Participant Presentations and Feedback (continued)
12:00–1:00   Lunch
1:00-2:30   Participant Presentations and Feedback (continued)
2:30–5:00   Session 11: Course Review, Examination, Evaluation, and Wrap up

The above listed session times include time for breaks as determined by the course manager and/or instructor(s).

International Standards

of the

Standardized Field Sobriety Testing Program

A Product of

The DEC Program Technical Advisory Panel

of the IACP Highway Safety Committee

Revised October 2016

Use of the Masculine Pronoun in this Document

"He", "him" and "his" are used throughout this document wherever a singular pronoun is required to refer to either the male or female gender. This is to avoid awkward phrasing such as "he/she" or the inaccurate use of the plural pronoun "they" or "them" when used with a singular verb.

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Executive Summary

Since the mid-1970s the National Highway Traffic Safety Administration (NHTSA), with the cooperation and assistance of the law enforcement community, has conducted research that resulted in the development of a battery of three standardized field sobriety tests (horizontal gaze nystagmus, walk and turn, and the one leg stand) to assist police officers in detecting impaired drivers. The program, which was previously termed Improved Sobriety Testing, was initially developed by the Los Angeles Police Department and was validated in laboratory and field studies conducted by the Southern California Research Institute. Training in how to conduct the tests is included in the NHTSA course DWI Detection and Standardized Field Sobriety Testing.

In 1986, the Advisory Committee on Highway Safety of the International Association of Chiefs of Police (IACP) passed a resolution which recommended that law enforcement agencies adopt and implement the field sobriety testing training program developed by NHTSA. As the program has grown, it was apparent that in order to insure continued success, nationally accepted standards must be established. These standards, which establish criteria for the selection and training of SFST practitioners, would help insure the continued high level of success of the SFST program. In 1992, the IACP Highway Safety Committee recommended the development of this system of nationally accepted standards.

In April of 1992, the IACP and NHTSA sponsored a meeting at the headquarters of IACP in Arlington, Virginia. Persons invited to this meeting included senior SFST instructors from several states, curriculum specialists, and training administrators. The participants met in working groups to reach a consensus concerning the many issues relating to the SFST program and to develop recommended minimum standards to the IACP Technical Advisory Committee on Highway Safety. The standards were drafted and presented to the committee for their review at the midyear meeting in June 1992.

The Advisory Committee on Highway Safety, by resolution, adopted the national standards for the SFST program. The standards were subsequently approved by voting membership of the IACP.

Presented in this document are standards specifying the requirement for selection, training, recertification and decertification of SFST practitioners and instructors.

Definitions

BLOOD OR BREATH ALCOHOL CONCENTRATION (BAC):

A measurement that indicates the grams of alcohol per 100 milliliters of a person's blood or 210 liters of his breath. For example, a BAC of 0.08% means that there are 80 milligrams of alcohol in 100 milliliters of the person's blood.

CERTIFICATION:

IACP/NHTSA Impaired Driving Curriculum courses (i.e. Standardized Field Sobriety Testing, Advanced Roadside Impaired Driving Enforcement, Drug Recognition Expert) have approved curriculum but the attendees receive no certification or credentials from IACP or NHTSA upon completion.

COURSE MANAGER:

An individual who ensures that each training event follows the standardized curriculum and evaluates the training event. The course manager represents the National Highway Traffic Safety Administration and the International Association of Chiefs of Police and resolves issues with the content and/or delivery of the training.

CRIMINAL JUSTICE AGENCY:

For purposes of these standards, a criminal justice agency is any organization, funded by public monies, that is involved in the apprehension, prosecution, and adjudication of public miscreants; or in the incarceration, detention, supervision, or control of said miscreants following apprehension, prosecution, and/or adjudication.

DRE INSTRUCTOR:

A trained and certified drug recognition expert who has received further training and experience instructing within the DEC Program and who has successfully completed the IACP/NHTSA Drug Recognition Expert (DRE) Instructor Development Course (IDC) or an approved equivalent. A DRE Instructor is qualified to teach SFSTs based upon the qualification as a DRE Instructor.

DRUG EVALUATION AND CLASSIFICATION PROGRAM (DECP) TECHNICAL ADVISORY PANEL (TAP):

A group formed to assist the Highway Safety Committee of the International Association of Chiefs of Police (IACP) on specific matters relating to the Drug Evaluation and Classification Program (DECP or DEC Program). These matters include, but are not limited to, the revision of the approved training curriculum, review and approval of proposed alternative training programs, and other matters relating to the technical aspects of the DEC Program, which include Standardized Field Sobriety Testing (SFST), Advanced Roadside Impaired Driving

Enforcement (ARIDE), Drug Impairment Training for Education Professionals (DITEP) and the DEC Program.

GOVERNOR'S HIGHWAY SAFETY OFFICE:

A state agency, or the equivalent, that appoints the state DEC Program coordinator.

HIGHWAY SAFETY COMMITTEE:

A standing committee of the IACP that addresses highway safety issues. One of its subcommittees, the Technical Advisory Panel (TAP), makes recommendations specifically on impaired driving issues.

HORIZONTAL GAZE NYSTAGMUS (HGN):

An involuntary jerking of the eyes, occurring as the eyes gaze towards the side.

IMPAIRMENT:

One of the several terms used to describe the degradation of mental and/or physical abilities necessary for safely operating a vehicle.

IMPLIED CONSENT:

Every state has enacted a version of an Implied Consent Law, which serves to encourage persons arrested for DWI to submit to a chemical test to determine blood alcohol content. Many states also allow for the testing of blood, breath, or urine for the presence of drugs and/or alcohol. The concept of implied consent is that the state views the suspect as already having agreed to take the test as a condition of operating a vehicle in the state. The typical wording of an implied consent law is as follows: "Any person who operates a motor vehicle upon the public highways of this state shall be deemed to have given consent to a chemical test or tests for the purpose of determining the alcohol (or drug) content of his or her blood, when arrested for any act alleged to have been committed while the person was operating a vehicle while under the influence of alcohol (or any drug)." The law further provides that if the arrestee refuses the test, his driver's license will be suspended or revoked.

IACP STAFF:

With grant assistance from the National Highway Traffic Safety Administration, the Division of State and Provincial Police of the IACP has agreed to develop standards and assist in managing the certification process for the DECP. As part of this agreement, the IACP performs necessary staff and coordination functions for the program, such as maintaining the DECP certification registry and issuing certification credentials.

INTOXICATION:

One of the several terms used to describe the degradation of mental and/or motor skills and other faculties due to use of alcohol or other drugs.

NHTSA:

The National Highway Traffic Safety Administration, within the United States Department of Transportation that exercises primary responsibility for coordinating federal efforts to ensure the safe design and operation of motor vehicles.

STANDARDIZED FIELD SOBRIETY TESTING INSTRUCTOR:

An individual who has successfully completed the NHTSA/IACP approved Standardized Field Sobriety Testing (SFST) Instructor Development Course (IDC), the Drug Recognition Expert IDC, or an approved equivalent.

STANDARDIZED FIELD SOBRIETY TESTS (SFSTs):

A battery of three tests developed and validated through a series of controlled experiments supported by research grants from NHTSA. The three tests include: Horizontal Gaze Nystagmus (HGN); Walk and Turn (WAT); and One Leg Stand (OLS).

STATE:

In addition to the designated states within the United States, this term is used to indicate other recognized jurisdictions outside the USA.

I. STANDARDS FOR TRAINING IN THE SFST TRAINING PROGRAM

Standards in this section specify the criteria which must be met prior to an individual's completion in the Standardized Field Sobriety Testing (SFST) Program. These criteria outline the knowledge and skills required to be considered for training, as well as the knowledge required for completion of the program.

The current approved curriculum involves a three-day training program. Prior to beginning the training program, participants should have an interest in traffic law enforcement with an emphasis on DUI/DWI. During this training, participants are taught to administer and interpret the results of the SFST battery, including horizontal gaze nystagmus (HGN), walk and turn and the one leg stand.

Upon completion of this classroom training, the participant must pass a comprehensive written examination and successfully complete a proficiency examination witnessed by an SFST instructor.

1.1   In order to be considered for training in the SFST, a person shall be employed and under the direct control of a public criminal justice agency or institution involved in providing training services to law enforcement agencies.

Commentary: At the discretion of the agency head or administrator, and with consent of the training authority, other persons may audit or observe any or all portions of the SFST training.

1.2   SFST students shall complete an approved classroom training course which shall, at a minimum, achieve the learning objectives as stated in the NHTSA/IACP approved training curriculum.

Commentary: This curriculum normally takes about 24 hours to teach. To be recognized by NHTSA/IACP, regardless of hours, the participants must have met all the listed learning goals and performance objectives included in each of the training sessions.

Because of the differences in the type and level of training for officers in the detection of impaired substances, agencies should determine the most effective means of providing classroom training in SFST. However, in order to maintain the credibility and integrity of the program, agencies that use a training program other than that currently approved by NHTSA/IACP must have the alternative curriculum approved by the IACP Highway Safety Committee as meeting the required learning objectives. In addition, the IACP Drug Evaluation and Classification (DEC) Program Technical Advisory Panel (TAP), an advisory arm of the Highway Safety Committee, will be responsible for providing periodic updates and modifications to the NHTSA/IACP-approved training curriculum. Presently, the core SFST training course is 24 hours in length and includes at

least two controlled drinking sessions utilizing volunteer drinkers, (i.e. "live alcohol workshops"). Acceptable options to the "live" workshops involving the use of videos have been approved. The acceptable alternatives are (1) to substitute NHTSA/IACP approved videos of "dosed" subjects for the first alcohol workshop, but to conduct the second alcohol workshop "live"; or (2) to substitute NHTSA /IACP approved videos of "dosed" subjects for both alcohol workshops.

It is critical to note that the purpose of this training is to ensure that participants become proficient in administering and interpreting standardized field sobriety tests. NHTSA and IACP strongly recommend the use of live alcohol workshops as part of SFST training, however, NHTSA and IACP recognize the limitations some agencies have in conducting live alcohol workshops. If either option is selected, each student must maintain a log of each SFST administered.

1.3   All SFST candidates shall attend and complete all classroom portions of an approved SFST curriculum. This shall include satisfactorily completing all assignments and required examinations. Participants shall not be permitted to "test out" of portioned of the training nor shall they be permitted to attend only those classes that they have not previously completed.

Commentary: Class sessions missed should be made up at the earliest possible time.

1.4   In order to satisfactorily complete the classroom portion of the training, SFST candidates must complete the NHTSA/IACP-approved final examination with a score of not less than eighty percent (80%). Candidates scoring less than 80% on the final may be retested one time under the supervision of an SFST instructor. The retest shall be completed not less than 15 nor more than 30 days following the completion of the classroom training.

Commentary: The examination used to retest the candidate shall be an NHTSA/IACP-approved examination and shall not have been administered to the candidate previously. If the candidate does not achieve a passing score on reexamination, the candidate must retake the classroom portion of the training and pass the final examination.

1.5   Upon completion of training, the candidate must demonstrate the ability to administer the SFSTs in the approved sequence and appropriately document and interpret the results.

Commentary: One of the primary factors in the success of the SFST program has been the emphasis upon a standardized approach. The training stresses the importance of a systematic, structured administration of the SFSTs. This includes completing all portions of the field sobriety tests in the appropriate sequence.

II. STANDARDS FOR TRAINING AS INSTRUCTORS IN THE STANDARDIZED FIELD SOBRIETY TESTING PROGRAM

SFST instructors will have successfully completed the NHTSA/IACP-approved Standardized Field Sobriety Testing (SFST) training program or its equivalent, and will have experience in administering the SFSTs and in providing testimony in court in the area of DUI/DWI enforcement. Dedicated, qualified instructors are critical to the continued success of the SFST program.

SFST instructors are responsible for observing, evaluating and verifying the performance of SFST candidates throughout the training process. Therefore, only persons experienced in the administration of the SFST battery should become SFST instructors. Also addressed in this section are standards for instructors/trainers in the program. These individuals are responsible for training the SFST instructors.

2.1   **Only persons who have successfully completed the NHTSA/IACP approved <u>DUI Detection and Standardized Field Sobriety Testing</u> training program, or its equivalent, may be designated as SFST instructors.**

2.2   **Any SFST trained person desiring to become an instructor in the SFST program shall make a written application through and be recommended by their agencies as meeting all requirements to become instructors.**

Commentary: The agency head or SFST coordinator shall verify that a candidate instructor meets the prerequisites to enter SFST instructor training. Prerequisites may also include any state, local or agency requirements specified for instructors within the jurisdiction.

2.3   **The candidate instructor shall satisfactorily complete the NHTSA/IACP-approved SFST Instructor Development Course, or an approved equivalent, which shall include both knowledge and practical examination of candidate instructors. State certified DRE instructors are recognized as SFST instructors and are approved to instruct the SFST program.**

Commentary: This requirement does not preclude state or local jurisdictions from placing additional requirements on persons assigned to teach additional local law enforcement programs.

The IACP Highway Safety Committee shall be responsible for reviewing and evaluating alternative training programs submitted by agencies. Those programs meeting or exceeding the approved learning objectives for instructor training shall be deemed "equivalent".

2.4   All training sessions conducted as part of the SFST program shall be coordinated by a designated SFST instructor who has previously instructed, to insure proper content and delivery of the approved curriculum.

Commentary: To ensure that all training classes are conducted in accordance with the standards, it is recommended that the instructor coordinating the training have a minimum of one-year experience as a SFST instructor.

2.5   An instructor trainer (a person who is training instructors) shall have demonstrated proficiency as an instructor.

2.6   An instructor trainer must be knowledgeable of and have audited the SFST School and the SFST Instructor School, and must be thoroughly familiar with the SFST student and instructor manuals.

Commentary: An instructor must demonstrate evidence of the satisfactory completion of the NHTSA/IACP-approved Instructor Development Course or equivalent. Instructor trainers must be familiar with the approved SFST Training Program and be thoroughly familiar with the curricula for their assigned blocks of instruction.

III.   SFST REFRESHER TRAINING

The standards in this section outline the recommended requirements for refresher/update training of SFST practitioners and SFST instructors.

3.1   It is recommended that all law enforcement agencies maintain records concerning the training of law enforcement officers trained in SFSTs.

3.2   It is recommended that states adopt SFST refresher/update training guidelines for SFST practitioners and instructors to ensure they remain proficient and knowledgeable in the administration and interpretation of the SFST's.

Commentary: The methods and frequency of the SFST refresher/update training are left to the individual states. NHTSA and the IACP have developed an SFST Refresher Training curricula that can be taught in either a 4-hour or 8-hour classroom setting.

3.3 **It is recommended that all SFST practitioners complete a state-approved refresher/update training at a minimum of every three years from the date of their most recent state refresher/update training as an SFST practitioner.**

3.4 **It is recommended that all SFST instructors complete a minimum of 8 hours of state-approved refresher/update training at a minimum of every two years from the date of their most recent state refresher/update training as an SFST instructor.**

Commentary: The methods of training are left to the individual state. However, the training should include curriculum revision updates to ensure consistency and accuracy in the delivery of the SFST training. Instructing an SFST course shall not be considered part of the refresher/update training.

IV. STANDARDS FOR REMOVAL OF AN SFST INSTRUCTOR

The standards in this section outline the circumstances and procedures for removing an SFST instructor. In order to assure that standards of performance are maintained, a means of removing persons unable to meet those criteria are recommended. The final authority and responsibility for maintaining program professionalism and standards resides with the state. It shall be incumbent upon the state to assure that certified SFST instructors meet approved standards for delivering the SFST in accordance with the IACP International Standards or approved equivalent state standards.

4.1 **It is recommended that decertification occur when an SFST instructor fails to meet minimum standards and requirements for certification, or demonstrates unethical or unprofessional behavior that reflects adversely on the program.**

4.2 **Recognition as an SFST instructor will remain in place as long as that individual meets the requirements of Standards 3.2 and 3.4**

V. APPROVAL OF SFST TRAINING CURRICULA

The Highway Safety Committee of the IACP oversees the operation and development of the Standardized Field Sobriety Testing and Drug Evaluation and Classification Programs. In order to maintain the high standards of the programs, the committee has established a subcommittee, the Technical Advisory Panel (TAP). Responsibilities of this panel, appointed by the IACP Highway Safety Committee, include the review of proposed alternative training programs to determine whether or not the course content and learning objectives are consistent with approved standards.

The National Highway Traffic Safety Administration (NHTSA) and IACP have developed a course of instruction to train police officers in the techniques of removing impaired drivers from our roadways. These training courses have been adopted by the IACP as the minimum training requirements for certification courses (i.e., for SFST, DRE and DRE instructors).

Organizations wishing to submit proposed training curricula for review and approval as equivalent programs for the purpose of training persons in the detection and removal of the impaired driver shall submit lesson plans, visual aids, and any other required materials to the IACP. The IACP staff will submit the proposed course to the TAP for evaluation. Courses that meet applicable standards and learning objectives shall be termed as equivalent courses.

R/10/16

Content Delivery Cards

Verbal Symbols Only	Visual Symbols Only
Visual Symbols with Verbal Symbols	Visual Symbols with Verbal Symbols and Hands-on
Visual Symbols with Verbal Symbols and Hands-on in a Realistic Setting	Verbal Symbols Only
Visual Symbols Only	Visual Symbols with Verbal Symbols
Visual Symbols with Verbal Symbols and Hands-on	Visual Symbols with Verbal Symbols and Hands-on in a Realistic Setting

Impromptu Topic Cards for 30-Second Talk

My biggest concern for the future is…	If I were an animal, I would be a…
Saying "um" is one of the worst things you can do in public speaking	Advice for Little Red Riding Hood
Cities are for people, not cars	Children should watch less/no television
Why are manners important?	Uniforms smother individuality
Why is a sense of humor important?	What is "Normal"?

Real learning happens outside the classroom	Wisdom vs intelligence
Talking to someone vs talking with someone	My favorite pet is…
Pets are for people without children	What human quality do we need more of?
My favorite vacation would be …	If I ruled the world…

My favorite car is…	Poor health begins…
Beauty is in the eye of the beholder	Poverty is a state of mind
Is it really that great being young?	One thing I would impress someone with is…
High salaries of athletes, actors, etc.	My most vivid memory from the past year

Country I would most like to visit…	If I were rich, I would…
If I had a mission statement, it would be…	My favorite movie is…
Why do teenagers smoke?	My favorite meal is…
A favorite nickname of yours	Three uses for a product other than its intended use (pencil, cup, scissors, etc.)

If you were a salesperson, sell the audience a piece of your clothing	The most difficult thing I've ever done
The best job ever would be…	Explain the rules to your favorite game
Baseball, football or basketball?	How to make a pizza
How to make your favorite meal	How to be a beekeeper

Person (dead or alive) you'd most like to meet	If I were President of the U.S., …
Dogs are better than cats (or vice versa)	Discuss your favorite book
Your first memory	Real vs fake Christmas trees

Bottles vs cans	Should smoking be allowed in public spaces?
Long hair or short hair?	Your favorite animal
Blind dating	The most successful person you know

Your first car	Your favorite smart phone app
Favorite college course	Violence on TV
Uniforms in school	Three things you do well

Impromptu SFST Cards for 1-Minute Talk

Divided Attention	Nystagmus
Impairment	Alcohol (Ethanol)
Blood Alcohol Concentration (BAC)	General Deterrence
Psychophysical Testing	PBTs

Categories of Nystagmus	The 45 Degree Template
Standardization	SFST Log
Pre-Trial Conference	Cues or Clues
Detection: Phase Two	Implied Consent

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Officer Safety	Alcohol Workshop
Observational Evidence	Detection Phases
Courtroom Testimony	DWI
Reaction Time	Alcohol Process (Physiological)

SFST Student-Instructor Assignment Sheet

First Day

	Assignment	Time	Instructors
1.	Session 2 – Segment A,B,C,D	30 Minutes	
2.	Session 2 – Segment E	30 Minutes	
3.	Session 3 – Segment A,B,C	30 Minutes	
4.	Session 3 – Segment E (Case Law)	30 Minutes	
5.	Session 4 – Segment A, B	30 Minutes	
6.	Session 5 – Segment A, B, C	30 Minutes	
7.	Session 5 – Segment D, E, F	30 Minutes	
8.	Session 6 – Segment A, B	30 Minutes	
9.	Session 6 – Segment C, D, E	30 Minutes	
10.	Session 7 – Segment A, B, C	30 Minutes	
11.	Session 7 – Segment D, E	30 Minutes	

Second Day

	Assignment	Time	Instructors
12.	Session 8 – Segment A, B	30 Minutes	
13.	Session 8 – Segment C from HGN Medical Impairment Assessment Procedure through equal tracking	30 Minutes	
14.	Session 8 – Remainder of Segment C through Segment D	30 Minutes	
15.	Session 8 – Segment E	30 Minutes	
16.	Session 8 – Segment F, G	30 Minutes	
17.	San Diego Field Validation Study *	30 Minutes	
18.	Session 12 – Segment A, B	30 Minutes	
19.	Session 12 – Segment C, D	30 Minutes	
20.	Session 13 – Segment A, B	30 Minutes	
21.	Session 15 – Segment A, B	30 Minutes	
22.	Session 15 – Segment C, D	30 Minutes	

Note to Instructor: Assign team teaching sessions according to class size.
* Study can be found in Appendix in Administrator Guide

APPENDIX F: Presentation Evaluation Form

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PRESENTATION EVALUATION FORM

Presenter _____

Topic _____

Time Allotted _____   Date _____/_____/_____

Started _____ Ended _____ Time Used _____ (MANDATORY)

PREPARATION - Must have a minimum of 4 checks	VISUAL AIDS (Required) - Must have a minimum of 1 check

PREPARATION - Must have a minimum of 4 checks

1. Goal:
   Did the student state the goal? ☐
2. Objective:
   Did the student cover the objectives? ☐
3. Organization:
   Did the student's presentation follow a logical order? ☐
4. Knowledge of Subject:
   Was there an apparent knowledge of the subject? ☐
   (Required)
5. Creativity:
   Did the student create any material to enhance learning? ☐
6. Research:
   Were the materials used beyond what was given to the student? ☐

VISUAL AIDS (Required) - Must have a minimum of 1 check

1. PowerPoint ☐
2. Graphics ☐
3. Handouts ☐
4. Video/Audio ☐
5. Charts/Graphs ☐
6. Other ☐

Must have a minimum of 1 check

NOTES

PRESENTATION - Must have a minimum of 4 checks

1. Introduction:
   Did the student introduce him/herself? ☐
2. Delivered the Course Content:
   Did the student deliver the intended course content? ☐
   (Required)
3. Stayed on Topic:
   Was the presentation about the topic? ☐
4. Good Voice Skill:
   Was the presenter able to project and speak clearly? ☐
5. Good Verbal Skill:
   Did the presenter speak at the level of the class? ☐
6. Smooth Closing/Transition:
   Did the presenter bring the subject to a logicial conclusion? ☐

COACHING/FEEDBACK – Must have a minimum of 1 check

1. Involved Class:
   Did the presenter involve the class? **(Required)** ☐
2. Gave Positive Feedback:
   Did the presenter acknowledge correct answers from the class? ☐

Rater's Signature _____

PARTICIPANT PROFICIENCY EXAMINATION
STANDARDIZED FIELD SOBRIETY TEST BATTERY

Name _____

Agency _____ Date _____ / _____ / _____

HORIZONTAL GAZE NYSTAGMUS

1. ____ Have subject remove glasses if worn.

2. ____ Stimulus held in proper position approximately 12"-15" from nose, just slightly above eye level.

3. ____ Check for equal pupil size and resting nystagmus.

4. ____ Check for equal tracking.

5. ____ Smooth movement from center of nose to maximum deviation in approximately 2 seconds and then back across subject's face to maximum deviation in right eye, then back to center. Check left eye, then right eye. (Repeat)

6. ____ Eye held at maximum deviation for a minimum of 4 seconds (no white showing). Check left eye, then right eye. (Repeat)

7. ____ Eye moved slowly (approximately 4 seconds) from center to 45 angle. Check left eye, then right eye. (Repeat)

8. ____ Check for Vertical Gaze Nystagmus. (Repeat)

WALK AND TURN

1. ____ Instructions given from a safe position.

2. ____ Tells subject to place feet on a line in heel-to-toe manner (left foot behind right foot) with arms at sides and gives demonstration.

3. ____ Tells subject not to begin test until instructed to do so and asks if subject understands.

4. ____ Tells subject to take nine heel-to-toe steps on the line and demonstrates.

5. ____ Explains and demonstrates turning procedure.

6. ____ Tells subject to return on the line taking nine heel-to-toe steps.

7. ____ Tells subject to count steps out loud.

8. ____ Tells subject to look at feet while walking.

9. ____ Tells subject not to raise arms from sides.

10. ____ Tells subject not to stop once they begin.

11. ____ Asks subject if all instructions are understood.

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ONE LEG STAND
1. ____ Instructions given from a safe position.

2. ____ Tells subject to stand straight, place feet together, and keep arms at sides.

3. ____ Tells subject not to begin test until instructed to do so and asked if subject understands.

4. ____ Tells subject to raise one leg, either leg, approximately 6" from the ground, keeping raised foot parallel to the ground, and demonstrates.

5. ____ Tells subject to keep both legs straight and to look at elevated foot.

6. ____ Tells subject to count out loud in the following manner: one thousand one, one thousand two, one thousand three, and so on until told to stop, and gives demonstration.

7. ____ Checks actual time subject holds leg up. (Time for 30 seconds.)

Instructor: _____

Note: In order to pass the proficiency examination, the student must explain and proficiently complete each of the steps

VIDEO SCORE SHEET

SUSPECT'S NAME:_____ OFFICER'S NAME:_____

Pupil Size: Equal Unequal	Tracking: Equal Unequal	Unequal Pupil Size: Explain:
Resting Nystagmus Yes No	Eyelids: Normal Droopy	
██████████████████████		
Lack Of Smooth Pursuit	Left Eye	Right Eye	Vertical Nystagmus Yes No

Distinct Nystagmus At Maximum Deviation			Eyes:
			        Normal
			        Bloodshot
			        Watery

Onset Of Nystagmus Prior To 45 Degrees			

HGN CLUES

Observed	Actual

WALK AND TURN TEST

Cannot keep balance____
Starts too soon_____

	1st Nine	2nd Nine
Stops Walking		
Misses Heel-to-Toe		
Steps Off Line		
Raises Arms		
Actual Steps Taken		

Improper Turn (Describe)	Cannot Do Test (explain)

WALK AND TURN

Observed	Actual

Team Information
Team No:_____

Arrest Decision:
    Yes:_____
    No:_____

BAC: Above 0.10:_____ Below 0.10:_____ Above 0.08:_____ Below 0.08:_____

ONE LEG STAND

L	R	
☐	☐	Sways while balancing.
☐	☐	Uses arms to balance.
☐	☐	Hopping.
☐	☐	Puts foot down.

ONE LEG STAND

Observed	Actual

SFST LOG

Date	Name	HGN	WAT	OLS	BAC +/- .08%	Arrest Not Arrest	Measured BAC	Remarks

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APPENDIX J: Alcohol Workshop Participant Statement of Informed Consent

ALCOHOL WORKSHOP PARTICIPANT STATEMENT OF INFORMED CONSENT

I, _____, hereby agree to participate in the alcohol
                     (Print Name)
workshop conducted on _____/_____/_____ by _____.
                                                                              (Agency/Department)

I understand that I will consume alcohol, and may become impaired or intoxicated. I specifically agree that my participation as a volunteer drinker in this program makes it imperative that I refrain from driving for at least twelve hours following completion of the program.

I understand that, while participating in the program, I will be required to submit to breath tests to determine my blood alcohol concentration. I also understand that I will be required to submit to psychophysical examinations and other non-intrusive clinical tests to assess the extent of my impairment.

I represent that I am in good physical health, and that I am not an alcoholic. I attest that I am not now under the influence of alcohol or any other drug. I attest that I have not consumed any drug, medication, or other substance that would make my consumption of alcohol at this time inadvisable.   I affirm that there exists no condition that should preclude my participation in this alcohol workshop as a volunteer drinker.

I have been informed of the purpose of this workshop, namely, to assist in training police officers to recognize and investigate persons impaired by alcohol and other drugs. I acknowledge that I may refuse to consume any or all of the alcohol offered to me during this workshop.

I also consent to being photographed or video recorded, by instructors, for training purposes only.

_____
                                                        Signature

Date _____/_____/_____   _____
                                                                                        Witness

PARTICIPANT DRINKER GUIDELINES
Volunteers should be instructed to refrain from eating two hours prior to their arrival at the training facility. Food in their stomachs may affect the absorption of alcohol into their bloodstreams, and impede your ability to control their BACs.

Volunteers should be brought to the training facility a minimum of three hours before the practice session is scheduled to begin. Each volunteer should be breath tested, have their pulse, blood pressure, and HGN checked and recorded. NOTE: Additional time may be needed for administrative procedures.

The table below indicates the ounces of 80-proof distilled alcoholic beverage volunteers should consume, in relation to their weight and the "target" peak BAC, during a three (3) hour interval.

GUIDELINES FOR ACHIEVING TARGET BAC'S DURING A THREE (3) HOUR INTERVAL

Weight (Pounds)	MEN	WOMEN
110	5	4
120	6	5
130	6	5
140	7	5
150	7	6
160	8	6
170	8	7
180	9	7
190	9	7
200	10	8
210	10	8
220	10	8
230	11	9
240	11	9
250	12	10

It is suggested volunteers consume half of the total allocated amount of alcoholic beverage during the first hour. They should refrain from drinking or smoking prior to any breath test.

NOTE: A volunteer may cease drinking at any time.

NOTE: No weapons should be present in the vicinity of any drinking volunteer.

APPENDIX L: Volunteer Drinker Questionnaire and Dosing Chart

VOLUNTEER DRINKER QUESTIONNAIRE

VOLUNTEER: _____

DATE: _____

LOCATION: _____

Wearing Glasses?   Yes ☐   No ☐

Wearing Contacts?   Yes ☐   No ☐

Eye Problems? _____

Sick or Injured? _____

Diabetic? _____

Epileptic? _____ Other: _____

Physical Defects? _____

Under Doctor's Care? _____

Taking Any Medications or Drugs?   Yes ☐   No ☐   What: _____

Been Drinking? Yes ☐   No ☐   What: _____   When: _____

Last Sleep? _____

Number of Hours? _____

Last Ate – Time: _____   What: _____

Age _____   Eye Color _____

Height _____   Sex M ☐   F ☐

Weight _____   Build _____

DOSING CHART

MIX: _____

TOTAL NUMBER OZ   ETOH _____   TYPE _____   PROOF _____

	BEFORE DRINKING	**PRE-TESTING**	**POST TESTING**
Lack of Smooth Pursuit	YES ☐ NO ☐	YES ☐ NO ☐	YES ☐ NO ☐
Max Deviation	YES ☐ NO ☐	YES ☐ NO ☐	YES ☐ NO ☐
Angle of Onset			
Pupil Size	MM	MM	MM
Pulse	BPM	BPM	BPM
Blood Pressure	/	/	/
BAC/Time	/	/	/

SFST IDC – Course and Instructor Evaluation

For items 1-10, please select your level of agreement with the following statements. Include any additional information in the space provided.

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. This course helped me learn to describe how learning strategies contribute to training effectiveness. Comments:_____ _____	O	O	O	O	O
2. This course helped me learn how to apply facilitation skills. Comments:_____ _____	O	O	O	O	O
3. This course helped me learn how to apply effective questioning skills. Comments:_____ _____	O	O	O	O	O
4. This course helped me learn how to apply effective strategies for handling common problem situations. Comments:_____ _____	O	O	O	O	O
5. This course helped me learn how to develop and use training aids. Comments:_____ _____	O	O	O	O	O

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6. The instructional activities helped me to activate my prior learning and use past experience as a foundation for learning new knowledge, skills, and attitudes. Comments:_____ _____	O	O	O	O	O
7. The demonstrations in this course helped me to understand the knowledge and skills being taught. Comments:_____ _____	O	O	O	O	O
8. I am confident I will be able to integrate what I learned in this course to be an effective instructor. Comments:_____ _____	O	O	O	O	O
9. The feedback I received from the instructor and course participants helped me to improve my ability to learn and apply the knowledge and skills being taught. Comments:_____ _____	O	O	O	O	O
10. This course helped me better understand and be more familiar with the curricula. Comments:_____ _____	O	O	O	O	O

For items 11-15, feel free to write as much as you would like. If you need more room for your response, please use a separate page.

11. What aspects of this course do you think are especially good?

_____

_____

_____

12. What do/did you value most about this course?

_____

_____

_____

13. What aspects of this course do you think could be improved? What suggestions do you have for improvement?

_____

_____

_____

14. Please identify any learning activities in this course you thought were ineffective and did not contribute to your learning of the course or module objectives. What would you suggest be done to make these more effective for you and others?

_____

_____

_____

15. Besides making changes to the learning activities, what else would you change about this course to make it a more effective learning experience for you and others?

_____

_____

_____

Please rate your instructors for this course. Rate the instructor(s) by selecting the appropriate response:

Instructor Name	Poor	Below Average	Average	Above Average	Excellent
Comments: _____ _____	O	O	O	O	O
Comments: _____ _____	O	O	O	O	O
Comments: _____ _____	O	O	O	O	O
Comments: _____ _____	O	O	O	O	O
Comments: _____ _____	O	O	O	O	O

Name (optional): _____

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Medina, J. (2008). Sensory Integration – Rule #9: Stimulate more of the senses. *Brain rules: 12 principles for surviving and thriving at work, home, and school* (pp. 197-219). Seattle, WA: Pear Press.

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Other Resources

List of NHTSA regional offices:
www.nhtsa.gov/nhtsa/whatis/regions/

List of State and Territorial Highway Safety Offices:
www.ghsa.org/html/about/shsos.html

National Sobriety Testing Resources Center for obtaining SFST materials:
https://dredata.nhtsa.gov

IACP Drug Evaluation and Classification Program:
http://www.decp.org/

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**DWI Detection &
SFST
Instructor
Development
Course**

Session 1 – Introduction

NHTSA

TSI

February, 2017

Content Segments

A. Welcome
B. Facilities, Logistics, Classroom Conduct
C. Course Format
D. Introduction
E. Final Participation Demonstration
F. Questions and/or Concerns

Session 1 - Introduction

Session 1: Introduction to the DWI Detection and SFST Instructor Development Course (IDC)
Estimated time for Session 1: 2 Hours (depending on class size)

Session Objectives
- Using the provided agenda, review course objective and other administrative matters
- Using the windowpane exercise, demonstrate the Cycle of Instruction with the participants to be discussed in Session 2
- Using the windowpane exercise, participants will express expectations of the course
- Participants are expected to actively engage in course activities

Contents
A. Welcome
B. Facilities, Logistics And Classroom Conduct
C. Course Format
D. Introduction
E. Final Participation Demonstration
F. Questions and/or Concerns

Materials

Presentation slides	Self-Adhesive Easel/Easel Pad
Colored Dry-Erase Markers	Tape
Copy of agenda/schedule	Participant list
Tent cards and/or name tags	
Pre-test	
Computer speakers (for embedded videos)	

Instructional Notes are presented in bold italic throughout the sessions.

Session 1 - Introduction

A. WELCOME

Optional Exercise: Instructors may want to utilize the optional exercise contained within the Administrator Guide for this session.

Welcome to the DWI Detection and Sobriety Field Standardized Training (SFST) Instructor Development Course
Stress the importance of open communication, effective feedback and participation.

Session 1: Introduction

Estimated time for Session 1: 2 Hours

Materials:
- *Presentation slides*
- *Self-Adhesive Easel/Easel Pad*
- *Colored Dry Erase Markers*
- *Tape*
- *Copy of agenda/schedule*
- *Participant list*
- *Tent cards and/or name tags*
- *Pre-test*
- *Computer speakers (for embedded videos)*

Session Objectives

At the conclusion of this session, participants should be able to:

- Review course objectives and other administrative matters
- Discuss expectations of the course
- Discuss participant expectations in the course

Demonstrate the Cycle of Instruction (Optional)

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Course Goals and Objectives

- Learning strategies and training effectiveness
- Facilitation skills
- Effective questioning skills
- Handling common problem situations
- Standard NHTSA/IACP SFST lesson plans
- Training aids

Session 1 - Introduction

Course Goals and Objectives

This course will provide you with specific information on how to effectively train and motivate SFST practitioners.

You will be able to:

- Describe how learning strategies contribute to training effectiveness
- Apply facilitation skills
- Apply effective questioning skills
- Apply effective strategies for handling common problem situations
- Use the standard NHTSA/IACP SFST lessons plans
- Develop and use training aids

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Session 1 - Introduction

B. FACILITIES, LOGISTICS AND CLASSROOM CONDUCT

Circulate a copy of the roster for participants to verify if information is correct or if changes need to be made. Inform participants a copy of the completed roster will be given to each participant at the completion of the course.

Take a few minutes to describe the facilities and logistics of the particular location. Include directions to restrooms, vending machines, and/or location of refreshments.

Discuss building layout, including: emergency exits, fire extinguishers, fire alarm pull stations, and meeting area in case of a building evacuation.

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Course Etiquette

- Be respectful
- No disparaging remarks
- Be on time
- Do not surf the internet or conduct business while the course is in session
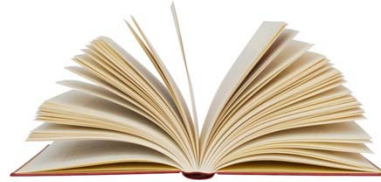- Cell phone off or in vibrate mode
- Active participation

Session 1 - Introduction

Explain participants need to be respectful to other participants as well as the host property.

Remind participants we want to hear about successes, lessons learned, and challenging situations.

Remind participants to turn cell phones off or put them in vibrate mode and do the same to yours.

Tell participants participation in class discussion is encouraged.

Course Etiquette

- Be respectful
- No disparaging remarks
- Be on time
- Do not surf the internet or conduct business while the course is in session
- Cell phone off or in vibrate mode
- Active participation

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C. <u>COURSE FORMAT</u>

Ask participants if they have a copy of the agenda. Review daily agenda for course. Briefly review the week's schedule and procedures to be followed. This is very important as you will be discussing why you did this during Session 2.

*Emphasize: This course is intended to make you an effective SFST instructor.*
- *This course is participant-dependent, which means active participation is required. Give the participants a sense of responsibility for the process.*
- *Interactive teaching methods will be used, including facilitated group discussions, games, and activities.*

Participant manual: Explain the participant manual contains the training visuals and curriculum used throughout the course. Space is provided for note taking throughout the manual. Encourage participants to use the manual as a learning aid for reviewing the information presented.

Tour Your Manual: Make sure to direct participants to sections and let them look through the manual to see the tabs, resources, etc. Be certain to point out centrally-located resources used repeatedly throughout the course, if applicable. Additional activities may include Live Alcohol Workshop, Introduction to Drugged Driving, Legal Update and Case Law.

<u>Course Format</u>
- Schedule and agenda
- Breaks
- Lunch
- Evaluations
- SFST IDC and Proficiency Exam
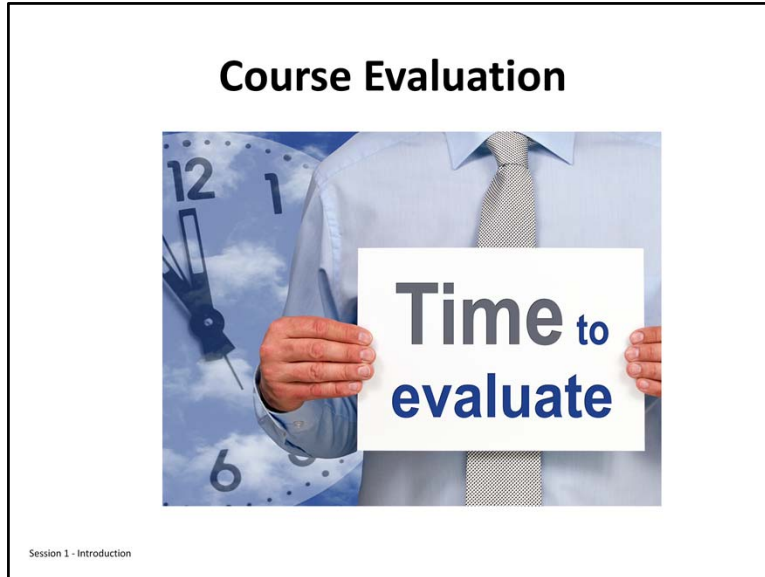
Inform participants how the course will be evaluated. Review evaluation instructions (i.e., paper evaluations, online evaluations and/or post course evaluations).

Optional Exercise (Only discuss this if the optional exercise on page 1 was used.)

- *Break participants into small groups (4 or 5). Ask each group to critique what was good about opening the class and what needed improvement. Each group will select a spokesperson to report back to the class.*
- *Objective: Initiate discussion with participants regarding what was accomplished through this exercise. Elicit these points:*
    - o *All participants should have been involved in the learning process by being asked to critically assess instructors and classroom conditions*
    - o *Some participants should have been involved in making presentations to the class regarding their group's observations of the exercise*
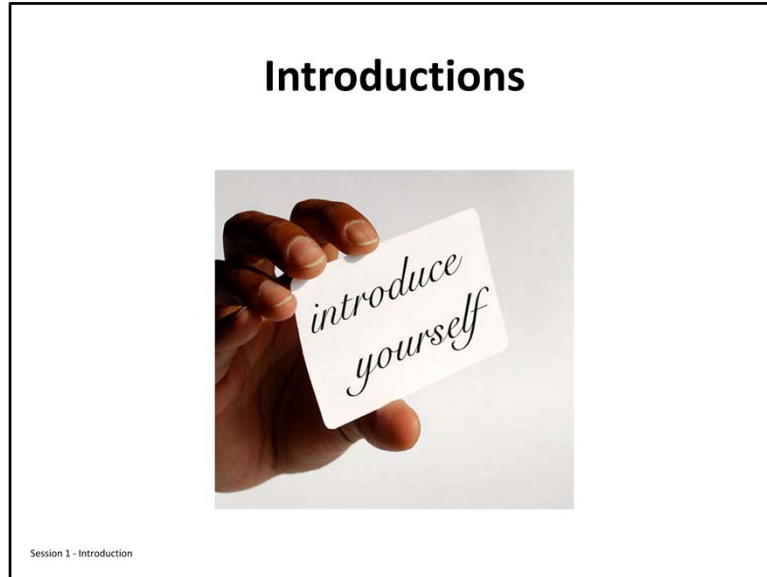
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Session 1 - Introduction

D. <u>INTRODUCTION</u>

The following activity includes an introduction of all instructors and participants. Be enthusiastic and use humor appropriately. Humor conveys a relaxed, comfortable environment.

ACTIVITY: Windowpane

Objectives: Participants will create a windowpane using an easel/easel pad. Each participant will stand before the group, give a presentation, state their expectations of the course, and provide the faculty with insight into their experience.
Supplies Needed: Multiple self-adhesive easels/easel pads and multiple packages of colored markers.

Instructors should put an example of their windowpanes up in the classroom as an example. One of the instructors may construct a windowpane in only 1 color that is not easily readable, such as yellow or orange. The instructor who teaches Session 3 will later use this pane for a teaching moment when he or she covers the use of color and impact. After the panes are completed, the lead instructor will present his/her windowpane to the group, taking no more than two minutes. Next, the participants and instructors will present their panes. Whenever they finish their presentations, participants should take/stick the windowpanes to the wall in the main room.

*Instructions: Give each participant a self-adhesive sheet of paper. The instructors should put examples of the windowpane at the front of the class for participants to see and copy. Have them respond to the questions presented. Advise them they will be presenting their windowpane to the group as a whole. Also let them know their windowpanes will remain posted in the classroom for the remainder of the course. * Additional instruction for the windowpane activity is provided on the next page.*
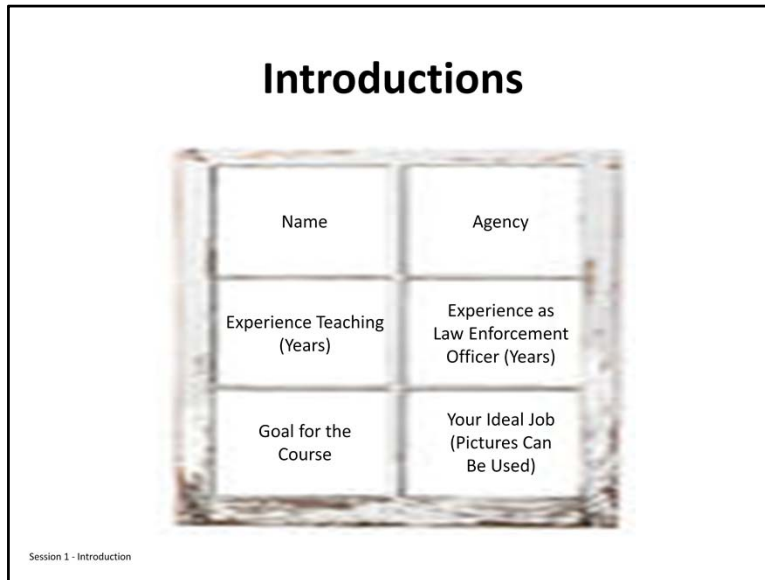
Introductions

- Name and agency
- Experience teaching (years)
- Experience as a law enforcement officer (years)
- Goal for the course
- Your ideal job (pictures can be used)

Whenever the instructors finish their presentations, allow 10 minutes for participants to create their own windowpanes. Participants should tape/stick the windowpanes to the wall in the main room. Allow each participant 2-3 minutes to present their windowpanes.

Name: **For identification purposes**
Experience: **The purpose of this particular windowpane is to open up the discussion of prior work and presentation experience.**
Goal for the course: **Have the participant verbalize at the beginning of the training what they hope to gain by the completion of the course.**
Your ideal job: **A picture or drawing can be used to help describe the participant's ideal job (helps emphasize the importance of visual aids in trainings.)**

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The lead instructor will review the listed expectations identified by the participants on their windowpanes. Instructors will do their best to meet as many of the listed expectations as possible by the course's conclusion.

Thank the participants for their windowpane examples.

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E. **FININAL PARTICIPATION DEMONSTRATION**

Explain to participants they will be required to present a portion of the SFST curriculum as assigned. Participants will also be required to provide effective feedback to other participants' presentations.

Advise participants they will be provided sufficient time and resources to prepare their demonstration. In addition, participants will be required to successfully complete a final DWI Detection and SFST written examination (scoring an 80% or better) and demonstrate coaching proficiency in the SFST battery.

To successfully complete the course, participants must accomplish the following:

• Classroom presentations
• Provide presentation feedback to other participants
• Written examination (minimum of 80%)
• Conduct coaching proficiency

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Questions and/or Concerns

Session 1 - Introduction

F. QUESTIONS AND/OR CONCERNS

Inquire if any participants have any questions or concerns.

Address as many of the questions and/or concerns as time allows.

Disseminate the Pre-test and allow 10 - 15 minutes to complete.

If time allows, review the exam and the acceptable answers.

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DWI Detection &
SFST
Instructor
Development

Course

Session 2 – Starting the Learning Conversation

NHTSA

TSI

February, 2017

Content Segments

A. Starting the Learning Conversation
B. Introduction to Learning and Instruction
C. Creating the Learning Environment
D. Cycle of Instruction
E. Questions and/or Concerns

Session 2 - Starting the Learning Conversation   2-2

Session 2: Starting the Learning Conversation
Estimated time for Session 2: 2 Hours (depending on class size)

Session Objectives
- Recall from experience your definition of learning and instruction
- Construct your new definition of learning and instruction
- Create an effective learning environment
- Explain and demonstrate the Cycle of Instruction

Contents
A. Starting the Learning Conversation
B. Introduction to Learning and Instruction
C. Creating the Learning Environment
D. Cycle of Instruction
E. Questions and/or Concerns

Materials
Presentation slides
Easel/Easel Pad
Markers
Content delivery cards (for each group)
Copy of Cycle of Instruction Chart (wall size recommended)
Computer speakers (for embedded videos)

Instructional Notes are presented in bold italic throughout the sessions.

DWI Detection and SFST
Instructor Development Course

Session 2:
Starting the Learning Conversation

Session 2 - Starting the Learning Conversation   2-3

Session 2: Starting a Learning Conversation

Estimated time for Session 2: 2 Hours

Materials:
Presentation slides
Easel/Easel Pad
Markers
Content-delivery cards (for group activity)
Copy of Cycle of Instruction chart (wall size recommended)
Computer speakers (for embedded videos)

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Session Objectives

- Recall your definition of learning and instruction
- Construct your new definition of learning and instruction
- Create an effective learning environment
- Explain and demonstrate the Cycle of Instruction

Session 2 - Starting the Learning Conversation   2-4

Session Objectives

At the conclusion of this session, participants should be able to:

- Recall from experience your definition of learning and instruction (Activation)
- Construct your new definition of learning and instruction (Application)
- Create an effective learning environment (Demonstration and Application)
- Explain and demonstrate the Cycle of Instruction (Activation and Demonstration)

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A. <u>STARTING THE LEARNING CONVERSATION</u>

Complete the steps in this Session to prepare participants and activate their prior learning.

Step 1: Give a brief example of a time when you (the instructor) learned something very important or exciting from an instructor/teacher in the past. You should relate your positive experience with the subject matter, the instructor, and with the learning environment in general. Tell how this high-quality instruction made you feel and the benefits you received from it.

Step 2: Explain in this session, participants will learn key information about the nature of learning and the Cycle of Instruction to help them design and deliver the kind of high-quality instruction they experienced in the example you just shared.

Step 3: Tell the participants they will achieve the following learning objectives by the end of this session:
- *Recall from experience your definition of learning and instruction*
- *Construct your new definition of learning and instruction*
- *Create an effective learning environment*
- *Explain and demonstrate the Cycle of Instruction*

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Starting the Learning Conversation

Session 2 - Starting the Learning Conversation   2-6

Step 4: Invite the participants to prepare for the rest of the Session by forming a partnership with one (or two) other people. Explain to the participants they will work with their partners to complete a number of tasks in this Session.

Step 5: Each pair will briefly share an example like the one you just shared. In the next five minutes, they should each take turns sharing their own example by doing the following:

Team Activity
- Share a brief example of a time when you learned something important or exciting
- Relate how you had a positive experience with the subject matter, the instructor, and with the learning environment in general
- Tell how this high-quality instruction made you feel
- State some of the benefits received from it

Step 6: After four minutes or so have passed, or when the conversations start to wind down, invite the participants to conclude their examples in the next minute.

Step 7: After they have concluded sharing their examples, invite them to prepare for the next learning activity in this Session by getting out a single sheet of paper and a pen or pencil.

Ask the participants to close their manuals in preparation for the next activity.

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B. <u>INTRODUCTION TO LEARNING AND INSTRUCTION</u>

Discussion Questions: Ask participants to keep their manuals closed and not refer to them during this activity. They need to do this in order to generate true responses, as opposed to reciting what they see in the manual.

Once manuals are closed, ask participants to reflect on the example they just shared with their partner and think about how they know they really "learned" something from the experience. What kind of evidence or proof could they provide to someone to convince the person "learning" actually occurred?

Invite the participants to take two minutes to write down how they would define the word "learning." Their definitions should be applicable to the type of "learning" that occurred in the example they shared.

Instruct the participants take two minutes to discuss their respective definitions with their partner. If the definitions are the same, have them discuss some reasons why they think the definition is applicable to both of their experiences. If the definitions are different, see if they can work together to come up with a new definition they both can agree with.

Engage the participants in a group discussion in which the group responds to the question: "What is learning?"

Possible responses:
- *Facts, ideas, concepts, etc.*
- *Ability to do something*
- *Ability to apply knowledge*
- *Ability to comprehend what is being taught*

Learning

The activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something: the activity of someone who learns.

Session 2 - Starting the Learning Conversation   2-8

Did their conversation change their mind about what learning is?   Document responses.

After the discussion, have the participants rewrite their definition of "learning."

Explain you will now talk about one possible definition of learning, which is not the only correct definition, but one they may find very useful.

Definition of "Learning:" Read the definition of learning and display the definition slide.

What is learning?

Definition: The activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something: the activity of someone who learns.

At its core, the learning process is about ___***Change***___.

Learning is a natural process through which lasting physical changes are made to the human brain and nervous system that result in new knowledge, skills and attitudes.

State "At its core, the learning process is about change. Learning is a natural process through which lasting physical changes are made to the human brain and nervous system resulting in new knowledge, skills, and attitudes."

Explain together we will build upon this definition of "learning" to see if we can generate a definition of the word "instruction."

Session 2 - Starting the Learning Conversation   2-9

Domains of Learning

The three DOMAINS OF LEARNING are:

- Cognitive Domain
- Psychomotor Domain
- Affective Domain

Every job requires learning in all three Domains and involves:
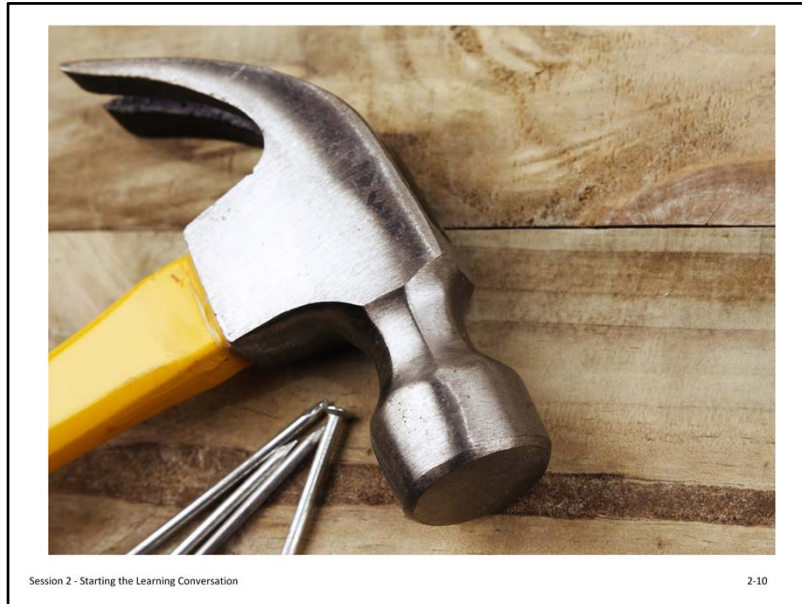
- Knowledge
- Skills
- Attitude

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Session 2 - Starting the Learning Conversation   2-10

Ask the participants what <u>knowledge</u> is required in order to hammer a nail into a piece of wood.

Every job, no matter how basic, requires the person who performs the job have some basic knowledge that can be used. If you don't possess that <u>knowledge</u>, you won't perform the job very well.

You won't do a very good job of driving the nail into the wood if you can't perform the simple skill of swinging the hammer so it hits the nail squarely.

Every job, no matter how simple, requires the job performer be able to carry out some type of skills. If you don't have some <u>skills</u>, you won't perform the job well.

If you don't care whether the nail goes into the wood straight, you will probably do a poor job of driving the nail.

Every job requires the person doing it has some particular attitudes. If you don't have those <u>attitudes</u>, you simply won't do a job very well.

For every job you can perform well, somewhere along the way you learned the knowledge the job requires, and you learned the skills it requires, and you learned the attitudes it requires.

DWI practitioners need special knowledge, special skills, and special attitudes.

Domains of Learning Exercise

Session 2 - Starting the Learning Conversation   2-11
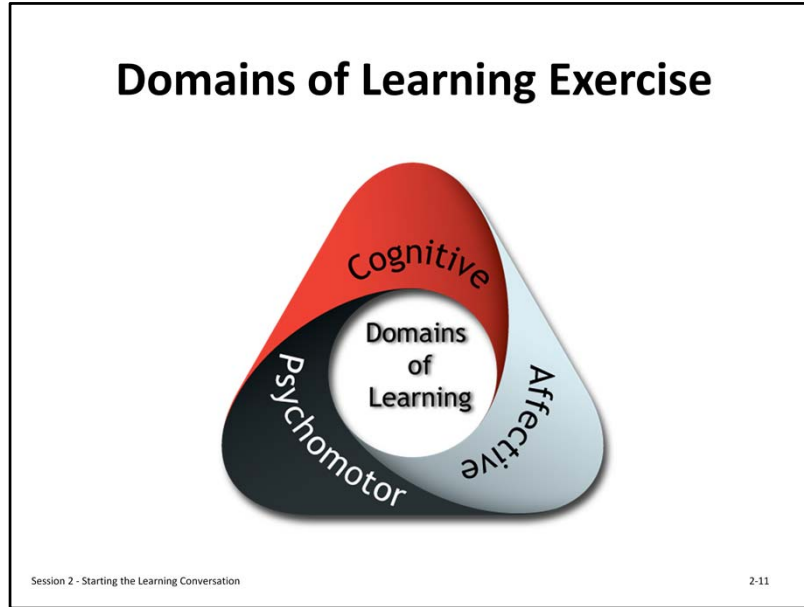
Group Exercise

Divide the participants into three groups: 1) Cognitive Group, 2) Psychomotor Group, and 3) Affective Group. Ask each group to identify what a good DWI enforcement officer must have (Knowledge, Skills, and Attitudes) in order to be effective. Allow the groups 5 minutes to write down their ideas. Allow 1-2 minutes per group to present their findings to the class.

Objective: Initiate discussion with participants regarding what was accomplished through this exercise. Elicit these points:

- *All participants took part in group exercises and class discussions to discover key concepts*
- *An exercise was conducted to assist with learning*
- *Most participants presented in front of the class*

Remind the participants, as instructors we can appeal to all three dominant senses in learning by using a combination of verbal, visual, and hands-on training methods.
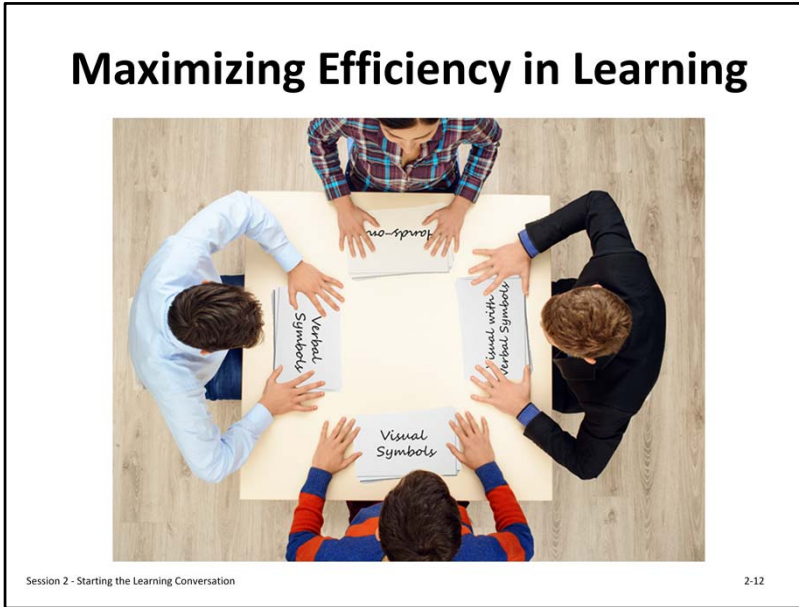
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Maximizing Efficiency in Learning

Group Exercise: Assign participants into groups of four. Each group should be given a set of Content Delivery cards with categories of learning. Examples of the cards are listed in the Appendices. For example, one card says "Verbal Symbols," another says "Verbal and Visual Symbols," and so on. Groups are asked to place the cards in order from least to most effective method of learning. Examples of each method should be provided by the instructor. Allow participants two to three minutes to prioritize the cards.

Discussion: Have each group explain their prioritization.

Objective: Initiate discussion with participants regarding what was accomplished through this exercise. Elicit these points:

- *All participants took part in group exercises and class discussions to discover key concepts*
- *A game (or exercise) was conducted to assist with learning*
- *Most participants presented in front of the class*

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Ask the participants to take two minutes to write their own definition of the word "instruction." Their definitions should be applicable to the type of instruction that occurred in the example they shared previously.

Instruct participants to take several minutes to discuss their respective definitions with their partner. If the definitions are the same, discuss the reasons why they think the definition is applicable to both of your experiences. If the definitions are different, see if they can work together to come up with a new definition they both agree with.

Engage the participants in a group discussion in which the group responds to the question: "What is instruction?"

Document responses on an easel/easel pad or dry erase board. Guide the participants toward these responses:
- First, instruction is a conversation
- Second, instruction involves two or more agents (e.g., participant and instructor)
- Third, the purpose of instruction is to promote learning (change)

Instruct the participants to rewrite their definition of instruction then introduce the following definition of instruction. (Again, this is not the only correct definition, but it is one they may find very useful).

What is instruction?

Definition: A conversational process engaged in by mutual consent by two or more agents for the purpose of promoting learning by one or both of the agents.

Ask the participants, based on the definition, what are the key components of instruction?

Review this definition and examine some of the key assumptions in it. Advise the participants this will help them see why the definition may be useful as we design and develop instruction. Encourage the participants to fill in the blanks in their manuals.

"At it's core, instruction is a learning conversation." We have explored the difference between learning and instruction. Next, we are ready to consider some of the ways the physical environment can impact learning.

The three key components in the definition of instruction are:
1. *Learn more*
2. *Learn faster*
3. *Learn with fewer resources*

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Instruction is NOT a natural process. It is an artificial process designed by human beings to help people:

- Learn more
- Learn faster
- Learn with fewer resources

Point out effective instruction can also help us do tasks correctly and avoid mistakes, which is extremely important when conducting SFSTs.

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In addition, instruction helps people by:

- Remembering what has been learned longer
- Applying what has been learned to achieve a goal
- Having a more enjoyable learning experience

Ask participants about some other ways instruction helps people.

Suggested responses may include:

- *Helps gain confidence*
- *Allows them to help others*
- *Rewarding*

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Creating the Learning Environment

Session 2 - Starting the Learning Conversation   2-17

C. CREATING THE LEARNING ENVIRONMENT

Have participants close their manuals and not refer to them during this activity. They need to do this in order to generate true responses as opposed to reciting what they see in the manual.

Take a minute to comment on the physical and psychological environment of the experience you (the instructor) shared at the beginning of this Session. Talk about what elements in the learning environment you think had the greatest impact on your learning and talk about how these elements affected your ability to learn.

Ask participants to reflect on the example they shared and think about the physical and psychological environment in which the learning occurred. Then, ask them to take one minute to write down as much information as they can about the environment and the way it affected their ability to learn. After they've had some time to record their thoughts, invite them to briefly share what they've written.

Document responses on to easel/easel pad or dry erase board.

Take approximately 10 minutes to engage the whole group in a discussion about the learning environment. Begin by pointing out how training may not always occur in a traditional classroom setting. For example, when teaching a segment on SFSTs, the best training location would be an outside, darkened location. Explain instructors often need to adapt their instruction so it can be effective within various types of settings.

Impediments to a Learning Environment

Session 2 - Starting the Learning Conversation   2-18

Solicit and document responses of impediments to a good learning environment, possible answers may include:
- *An instructor who appears unprepared*
- *Non-functioning equipment*
- *An instructor who does not engage the participants*

It is the instructor's responsibility to create, within reason, an effective learning environment. The physical environment may include:
- Training location (academy vs. hotel)
- Safety concerns (exits, fire alarms, medical equipment)
- Safety protocols
- Room size
- Room temperature
- Seating arrangement (U-shaped vs. classroom style)
- Audio visual equipment
- Training materials
- Visibility of visual aids
- Break areas
- Restrooms
- Availability of food and refreshments

The psychological environment may include elements to make it:
- Friendly
- Encouraging
- Helpful
- Non-Intimidating
- Limiting distractions

Learning Environment Activity

State you would like to explore one particular element of the learning environment—the seating arrangement—in a little more detail. Explain how in traditional classroom settings, the physical seating arrangement can have a big impact on the quality of the psychological environment.

If the participants are seated in rows (classroom style), ask them to re-arrange their seats or tables in groups. Explain how the new seating arrangement is more conducive to instruction (conversational, promoting change).

If the seats were pre-arranged in groups, explain to the participants why you made this choice.

Engage in a whole-group discussion in which participants consider the psychological impact of various seating arrangements and determine when they would be most appropriate, including:
- ***Fixed seating in rows (e.g., a computer lab or lecture hall) or traditional rows***
- ***Rows in a V-shape or facing two opposite directions***
- ***Multiple small-group circles or groups seating around tables***
- ***One large circle with all participants able to see one another***
- ***Single small group circle of active participants surrounded by a larger group circle of observers***
- ***Partners side by side or facing each other***
- ***No seats at all—everyone stands and may move around the room***

Conclude by stating it is the instructor's responsibility to determine which seating arrangement will be most likely to facilitate a particular type of learning conversation. We will now explore some additional responsibilities of the instructor to set up an environment that is conducive to learning.

Instructor's Responsibilities

- Safe learning environment
- Familiar with training content
- Learning process
- Participants' motivations
- Effectiveness of learning environment

Session 2 - Starting the Learning Conversation   2-20

Discuss how an instructor's basic responsibility is to create a good learning environment.

An instructor's basic responsibilities for creating an effective learning environment include:

- Ensure the learning environment is safe and participants follow all safety protocols
- Design or be familiar with the full content of the training to ensure overall quality and cohesiveness
- Manage and coordinate the learning process so the participants are focused and free of distractions, i.e., enhance maximum comprehension
- Understand the participants' motivations and help them to participate fully in the learning activities
- Review and evaluate the effectiveness of the learning environment

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Participant Responsibilities

- Safety protocols
- Cooperate and participate
- Stay focused
- Provide information for an effective learning environment

Session 2 - Starting the Learning Conversation   2-21

Discuss the participants' basic responsibilities for creating an effective learning environment.

The participant's basic responsibilities for creating an effective learning environment include:

- Assist the instructor in keeping the learning environment safe and follow all safety protocols
- Cooperate with the instructor and participate fully in the planned activities
- Stay focused on the assigned instructional tasks and do not do anything that keeps others from learning (Don't be a distraction)
- Provide the instructor with information that can be used to evaluate the effectiveness of the learning environment

Engage in a discussion about any additional specific responsibilities the instructor and participants may have.

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The 6 Adult Learning Principles

Session 2 - Starting the Learning Conversation   2-22

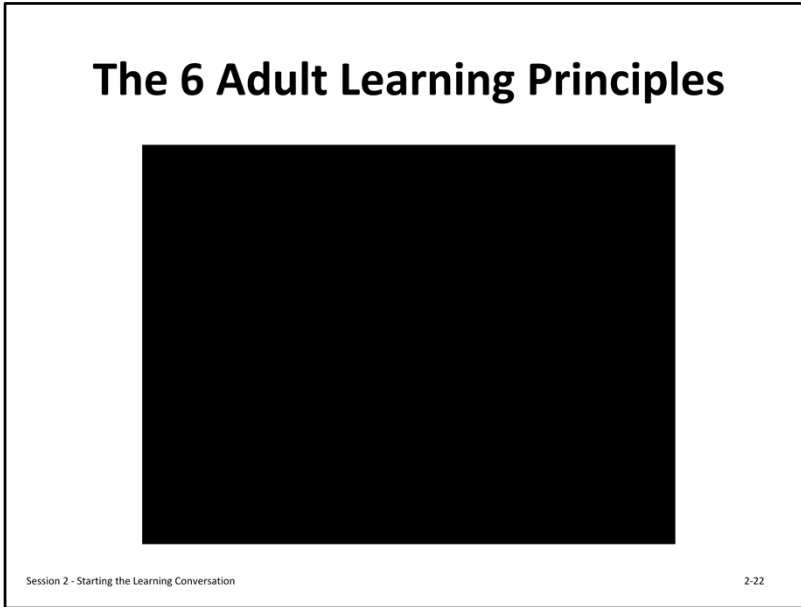***Click to play video (approx. 4 mins.) then proceed to the next slide.***

Six Adult Learning Principles:

1. Adults are internally motivated and self-directed
2. Adults bring life experience and knowledge to learning experiences
3. Adults are goal-oriented
4. Adults are relevancy-oriented
5. Adults are practical
6. Adult learners like to be respected

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Effective Instruction

May include:
- Focus
- Relate to past
- Relate to future
- Emphasize
- Permit
- Listen
- Encourage

Session 2 - Starting the Learning Conversation   2-23

Explain all participants may have similar responsibilities.

Everyone has different life experiences that can affect how they learn. In order to embrace those experiences, effective instruction may include these points:

- Focus on real world problems
- Relate the materials to the participants' past experiences
- Relate the lesson to the participants' goals and experiences
- Emphasize how the lessons can be applied
- Permit participants to challenge ideas
- Listen to and respect the participant
- Encourage participants to be resources to the instructors and to each other

In addition, there are some basic principles and instructional strategies instructors can follow to make the instruction more effective. In the next part of this Session we will explore a basic cycle of instruction based on five key principles.
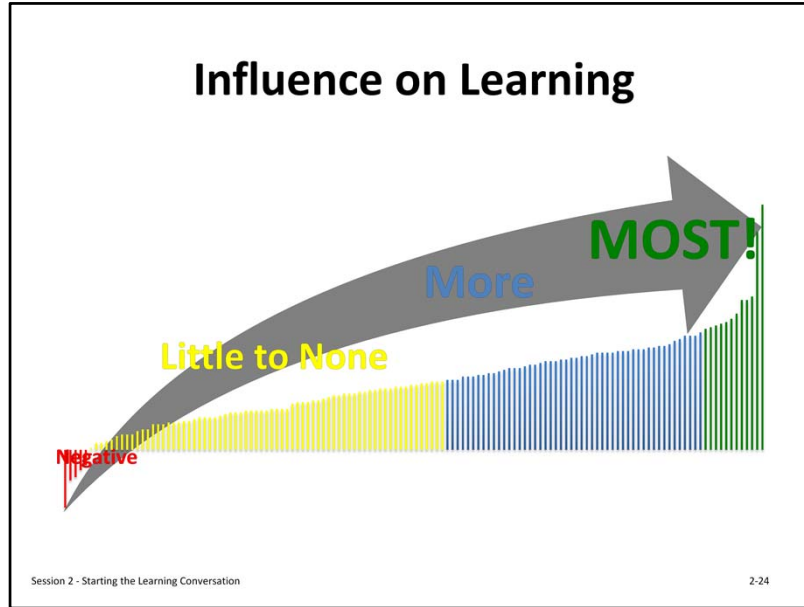
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D. CYCLE OF INSTRUCTION

Explain the graphic in the slide represents the result of a research study on over 130 different factors that influence learning. As you can see, almost everything studied showed a positive effect on learning.

Throughout human history, people have invented thousands of different instructional processes. Some work very well; some work only a little bit or not at all; and, some actually make people less receptive to learning!

Research has shown over 130 different factors influencing achievement for students of all ages (see Appendices for reference). This graph represents findings from over 900 different meta-analyses of these factors involving thousands of research studies and millions of people. As you can see, most of the things we do will have some effect on learning. If you are looking for an instructional process that is guaranteed to increase learning and your only question is "What works?" the answer is "Almost everything!" You can select almost any instructional process that has been invented and you will find it will help people learn more than if you just left them to try to learn something on their own. But "What Works?" is really the wrong question to ask. What you want to know is "What works best?"

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What Works Best?

Session 2 - Starting the Learning Conversation   2-25

Explain the answer to "What works best?" is "It depends."

As you might imagine, learning researchers and instructional theorists have many different opinions about which instructional process works best. That's because the answer to "What works best?" is "It depends." It depends upon hundreds of factors, including:

- The participant's present level of knowledge and skill
- The participant's level of motivation
- The types of knowledge, skills, or attitudes that need to be learned

These factors may change from moment to moment. What works best for participants one day may not work for them at all a year from now. This means it is up to you to analyze your particular training situation and determine which instructional process will work best.

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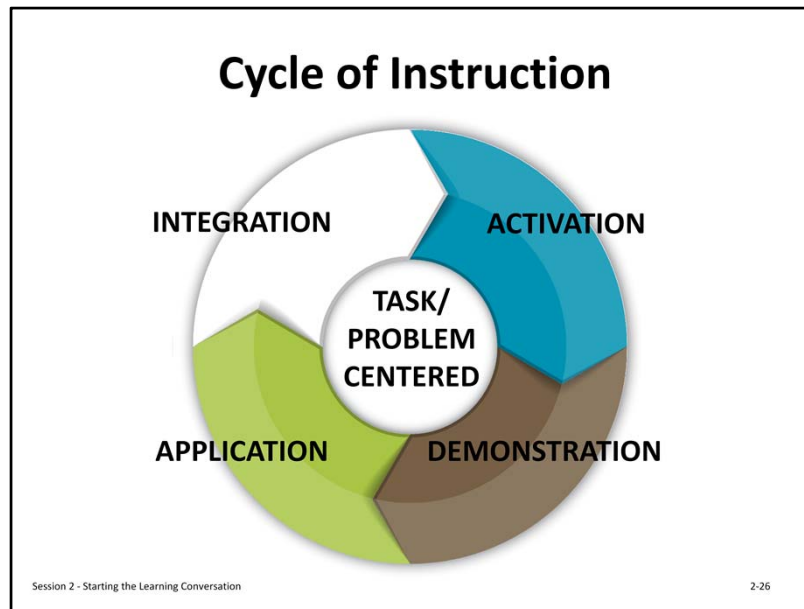
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Introduce the Cycle of Instruction by briefly explaining the following information.

After a careful study of many different instructional design theories and after a thorough review of the research supporting these theories, most of the instructional design theories was found to have five principles in common. These "First Principles of Instruction" include:

- **Problem-Centered Principle:** Learning is promoted when participants acquire skill in the context of real-world problems
- **Activation Principle:** Learning is promoted when participants recall existing knowledge and skill as a foundation for new skills
- **Demonstration Principle:** Learning is promoted when participants are shown the skill to be learned
- **Application:** Learning is promoted when participants use their newly-acquired skill to solve problems
- **Integration:** Learning is promoted when participants reflect on, discuss, and defend their newly-acquired skill

These first principles provide us with a new answer to the question "What works best?" The answer is "It still depends, but it will most likely include the first principles of instruction."

These principles may be applied to create a 4-phase cycle of instruction in which the participant identifies the Problem and then proceeds from Activation to Demonstration to Application and finally to Integration. Of course, it is possible to mix these phases in different sequences, but they are generally followed in this order. We will use these five principles during this training and refer to them as the "Cycle of Instruction."

We will now review each of these principles in more detail.

Cycle of Instruction

Session 2 - Starting the Learning Conversation   2-27
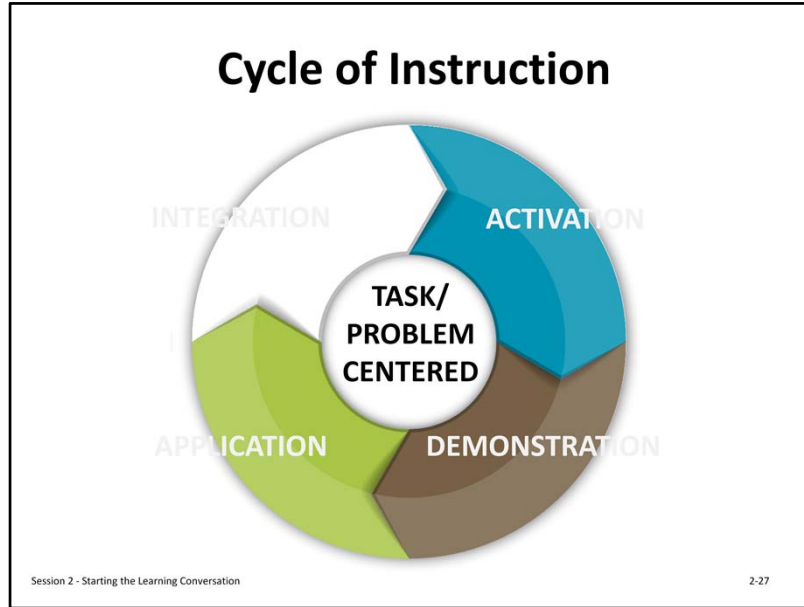
Provide the following information about the Problem-Centered Principle.

Example: In teaching the Standardized Field Sobriety Tests the goal is to train the officers to follow standardized procedures and verbal and physical tasks each and every time they administer the tests. A simple task in the Horizontal Gaze Nystagmus (HGN) test is to hold the stimulus 12 to 15 inches from the subject's nose. The task or problem is estimating the 12 to 15 inches.

At the center of every learning conversation, there needs to be a goal, a task to be performed, a problem to be solved, or a concept to be learned. There is something to be changed. In the Cycle of Instruction, that component is referred to as the Problem-Centered principle.

This principle states learning is promoted when it occurs within the context of real-world tasks or problems. Participants increase their knowledge and skills best when they progress through a sequence of related tasks or problems. In most cases, they start with simple tasks or problems and gradually advance to more complex tasks or problems.

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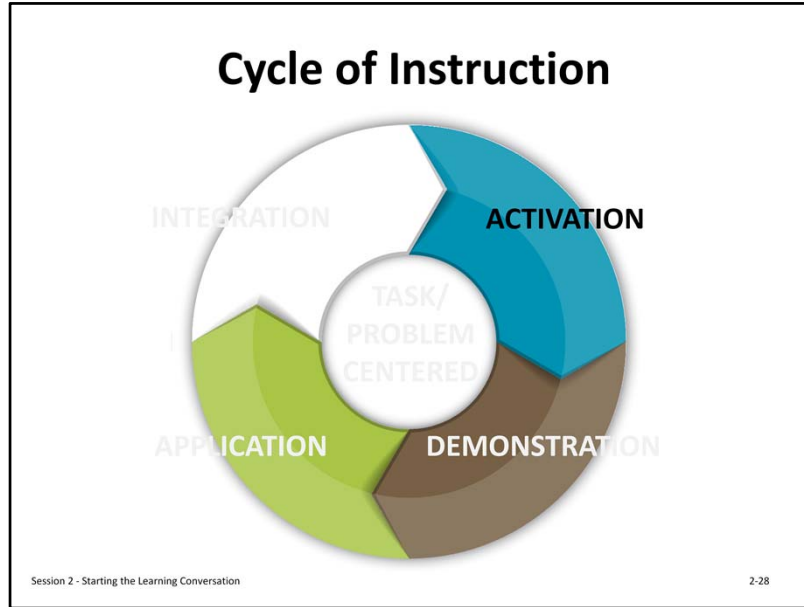
Define the Activation Principle in your own words. Include these points:

- *In this phase, the participants answer the question "What do I already know about this task, problem, or goal?"*
- *The participants activate relevant prior knowledge or personal experience related to the learning goal. This can be a story, video, demonstrative aid, or other tools.*

Provide the following example of the Activation Principle and document the participants' answers:

Example: The first time an officer learns how to estimate 12 to 15 inches from the nose as needed in the HGN test. The instructor could activate prior knowledge of how to estimate 12 to 15 inches by asking for examples of other items that are 12 to 15 inches.

Answers may include:

- *Length of a sheet of notebook paper*
- *Length of a grade school ruler*

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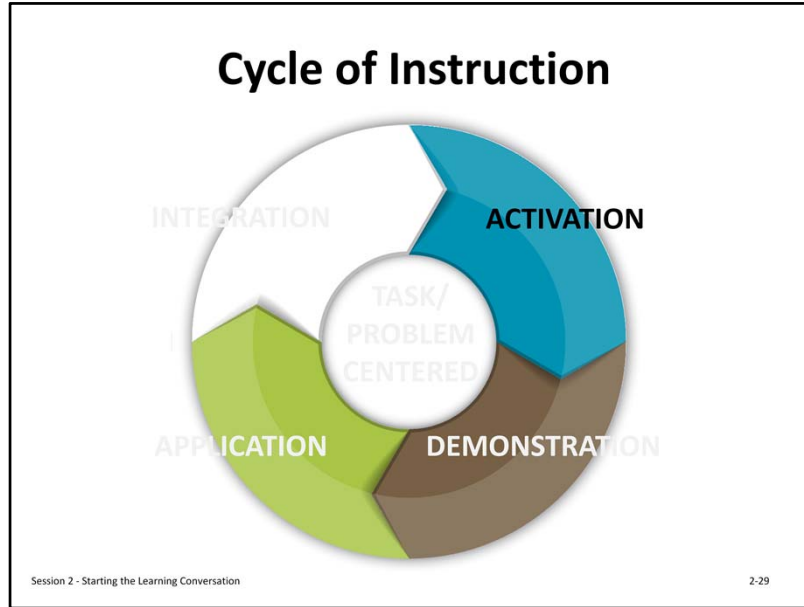
Explain the purpose of the activation principle. Include this point: This can be done by asking participants to recall or describe something they have previously learned

The Activation Principle states learning is promoted when it activates relevant prior knowledge or experience. In this phase, the participant answers the question "What do I already know about this task, problem, goal?" The participants activate relevant prior knowledge or personal experience related to the learning goal.

Trainers may tell a story, show a video, use a demonstrative aid, or use other teaching tools in order to activate prior knowledge or experience. The Activation Principle allows the instructor to do the following:

- Gives the participants a "hook" on which they can "hang" the new learning. This can be done by asking participants to recall or describe something they have previously learned.
- Gives participants an opportunity to demonstrate a skill they have previously mastered
- Participants can also share their prior knowledge or experience with others
- It can be extremely helpful if you help the participant activate some kind of organizational structure or framework they have previously learned and then use it as a foundation upon which you continue to build new knowledge, skills, and attitudes.

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Cycle of Instruction

Session 2 - Starting the Learning Conversation   2-30
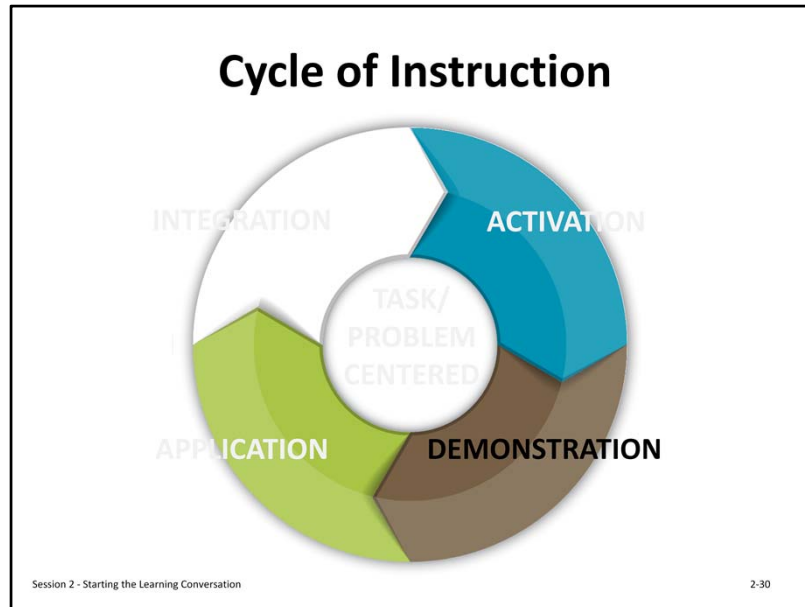
Define the Demonstration Principle in your own words. Include the points outlined in the Participant Manual. Provide an example of the Demonstration Principle. Ask a participant to assist you. Utilizing the HGN example from earlier, demonstrate the estimation of 12 to 15 inches by holding your finger in front of the participant's face as if administering the HGN test. Instructor should use a piece of paper and/or ruler to judge accuracy. Explain the purpose of the Demonstration Principle.

The purpose of the Demonstration Principle includes:
- Learning is faster and easier when participants are guided by a demonstration
- Information may be shared in this phase, but it is important to provide specific portrayals of the information so participants can see how the information can be applied in the context of a real-world task or problem
- Demonstrations or worked examples make later practice activities more effective. People learn more from examples AND practice than they do from practice alone. Research shows that in almost every training situation, guided instruction works better than non-guided "discovery" learning.

The Demonstration Principle should be incorporated in the design of every learning conversation due to the following:
- The Demonstration Principle states learning is promoted when participants can observe a demonstration of the task or see a worked example of how to solve the problem
  - A "worked example" is an observable example of a problem that has already been solved. Participants can study the worked example and use it as a model to follow as they try to solve a similar problem.
- Demonstrations should also provide sufficient information and guidance to help the participant focus on key elements of the task or problem
- In addition, participants may be given information on how the knowledge and skills may be applied to other types of tasks or problems
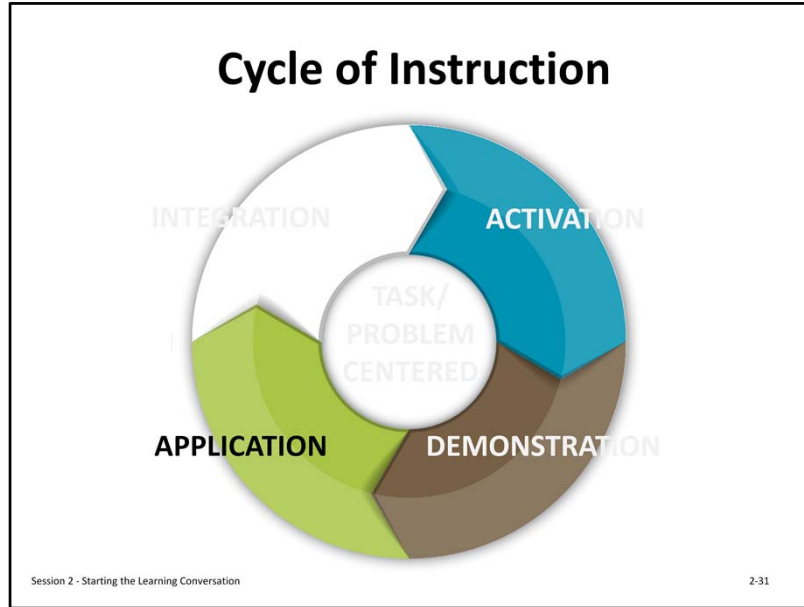
Define the Application Principle in your own words.

The Application Principle should be incorporated in the design of every learning conversation due to:
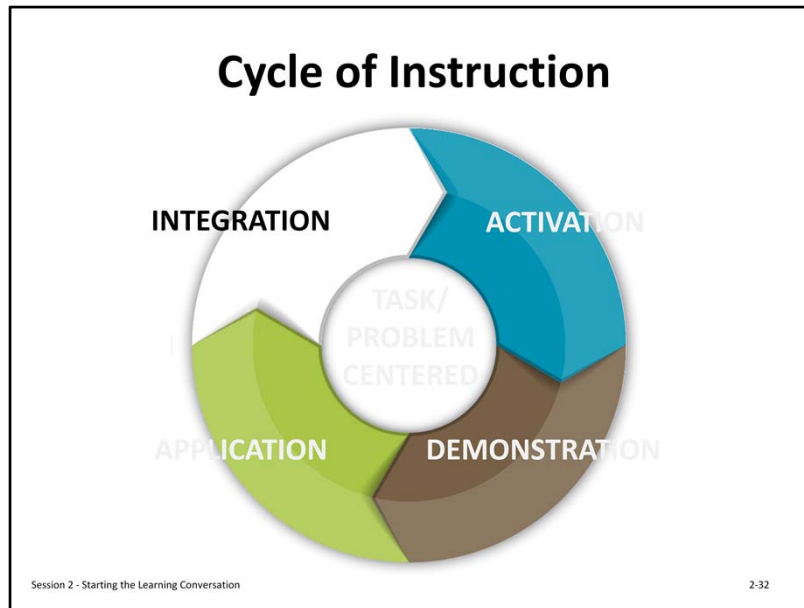
- The Application Principle states learning is promoted when participants must apply knowledge, skills, and attitudes to carry out similar tasks or solve similar problems
- Participants gain much more from this if they receive corrective feedback and coaching from the instructor
- They may also receive feedback from other participants as they collaborate on the task or discuss various aspects of the problem

Provide an example of the Application Principle. Have all participants utilize the HGN example from earlier and practice estimating the distance of 12 to 15 inches as if they were administering the HGN test. They may use a piece of paper and/or ruler to judge accuracy as needed.

Explain the purpose of the Application Principle.

The purpose of the Application Principle includes the following points:

- Participants need multiple practice opportunities before they will be able to perform a skill fluently. Without practice, they cannot effectively learn the skill, nor will they retain what they learn very long.
- Novice participants will need guidance and corrective feedback, but the instructor's support and coaching should fade away as expertise increases. The Application Principle ensures participants have opportunities to receive feedback that will make their learning more effective and efficient.

Define the Integration Principle in your own words.

The Integration Principle should be incorporated in the design of every learning conversation:
- Integration Principle states learning is promoted when the participant integrates their new knowledge, skills, or attitudes into their personal or professional lives in some meaningful way
- Peer discussions or critiques can provide opportunities to reflect on what they have learned and explore new ways to use their knowledge and skills
- If appropriate, participants may demonstrate what they have learned to more than just their classmates and their instructor
- They may engage in public demonstrations or presentations of their knowledge and skills

Give an example of the Integration Principle. Explain one or two ways in which the participants will integrate their new skills in their professional work. Specifically include a discussion of how they will integrate estimating 12 to 15 inches as part of the administration of the HGN test. Ask the participants to come up with examples of how they may apply the same skills to other parts of their personal lives outside of the workplace.

Explain the purpose of the Integration Principle.

The purpose of the Integration Principle includes the following:
- Purposeful integration of the new skills into regular work tasks ensures the skills will continue to be improved
- Periodic reflection and review of previous learning increases the ability of the participants to retain their knowledge and skills in long-term memory. The integration of the skills into professional and personal activities will provide opportunities for reflection and review.
- Knowing the skills will be performed before others in real-world situations increases motivation to continue to learn and become more fluent in the skill
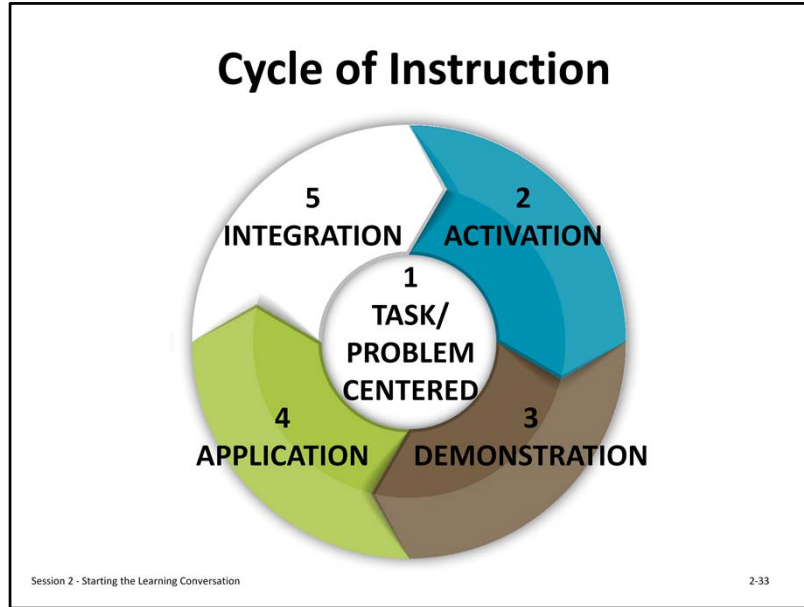
Provide a general summary of what has been covered in this Session. Emphasize the five principles may be used together to form a cycle of instruction in which participants engage in a Task or Problem as they advance from Activation to Demonstration to Application.

Instructor should mount on the wall a copy of the Cycle of Instruction Chart to be referenced throughout the remainder of the course.

These five principles may be used together to form a Cycle of Instruction in which participants engage in a Task or Problem as they advance from Activation to Demonstration to Application to Integration, in sequence. The Cycle of Instruction may continue the learning conversation when a more complex task or problem—one that is related to the first task or problem—is given to the participants, and they go through the cycle again.

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Questions and/or Concerns

Session 2 - Starting the Learning Conversation   2-34

E. QUESTIONS AND/OR CONCERNS

Give the participants an opportunity to ask questions. If appropriate, you may defer answering them until a later time in a one-on-one conversation.

After the summary and questions, ensure the Cycle of Instruction Chart (if used) is visibly placed on the wall to be referenced throughout the remainder of the course.

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DWI Detection & SFST Instructor Development Course

Session 3 – Effective Strategies in Learning and Instruction

NHTSA · TSI

February, 2017

Content Segments

A. Effective Strategies in Learning and Instruction
B. Primacy
C. Increase Retention by Decreasing Stress
D. Paint a Picture
E. Repetition
F. 10-Minute Rule
G. Color
H. Impact
I. Hands-on Instruction
J. Team Teaching
K. Recency
L. Closing

Session 3 – Effective Strategies in Learning and Instruction   3-2

Session 3: Effective Strategies in Learning and Instruction
Estimated time for Session 3: 2 Hours (depending on class size)

Session Objectives
- Analyze the effective strategies of learning and instruction
- Apply the effective strategies of learning and instruction
- Integrate the effective strategies into participants' final presentations

Contents

A. Effective Strategies in Learning and Instruction
B. Primacy
C. Increase Retention by Decreasing Stress
D. Paint a Picture
E. Repetition
F. 10-Minute Rule
G. Color
H. Impact
I. Hands-on Instruction
J. Team Teaching
K. Recency
L. Closing

Materials
Presentation slides
Easel/Easel Pad
Markers
Impromptu topic cards for 30-second talk
Impromptu SFST cards for 1-minute talk
Computer speakers (for embedded videos)

Instructional Notes are presented in bold italic throughout the sessions.

Session 3 – Effective Strategies in Learning and Instruction   3-3

Session 3: Effective Strategies in Learning and Instruction

Estimated time for Session 3: 2 Hours

Materials:

- *Presentation slides*
- *Easel/Easel Pad*
- *Markers*
- *Impromptu topic cards for 30-second talk*
- *Impromptu SFST cards for 1-minute talk*
- *Computer speakers (for embedded videos)*

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Session Objectives

- Analyze and apply effective strategies of learning and instruction
- Integrate effective strategies into final presentations

Session 3 – Effective Strategies in Learning and Instruction 3-4

Session Objectives

At the conclusion of this session, participants should be able to:

- Analyze the effective strategies of learning and instruction
- Apply the effective strategies of learning and instruction
- Integrate the effective strategies into participants' final presentations

Class activity: Each participant will present for approximately 30 seconds on an impromptu topic. Suggested topics are listed in the Appendices.

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Session 3 – Effective Strategies in Learning and Instruction   3-5
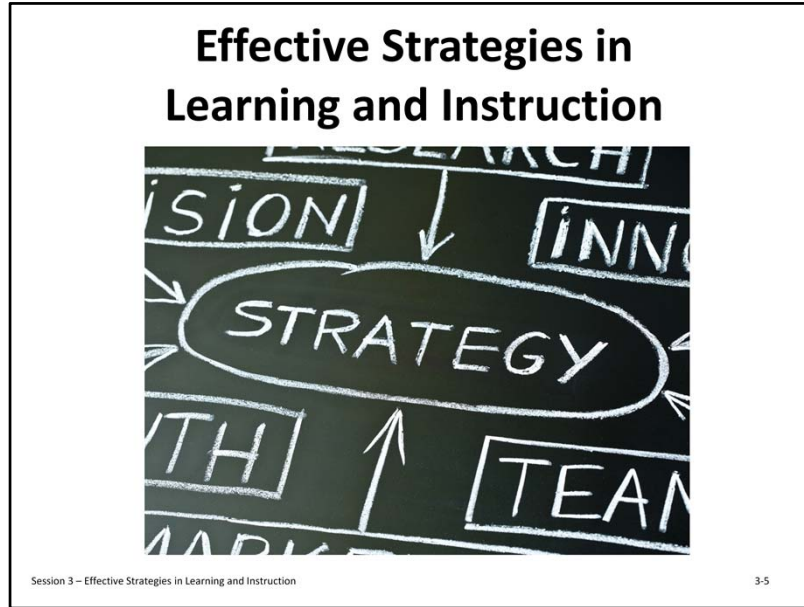
A. EFFECTIVE STRATEGIES IN LEARNING AND INSTRUCTION

Session 3: Effective Strategies in Learning and Instruction

Discussion Questions:
- *Who has had a problem during or after a presentation where participants did not understand or retain it?*
- *How about with a jury? How many people have had a juror say the jury would have convicted the defendant if you had testified to certain evidence when you knew you actually did?*
- *If either of these things has happened to you, have you ever been able to determine why?*

Explain participants must apply effective strategies in learning and instruction based on their learners' background and level of experience.

Instructors should reference and point out where the following strategies fit within the Cycle of Instruction. The strategy may be used in more than one of the stages of the cycle.

As learned in Session 2, many different instructional processes increase learning. What works best in designing courses is utilizing all of the principles in the Cycle of Instruction.

This Session introduces effective strategies the instructor can use within the Cycle of Instruction to deliver content. As an instructor, there are a myriad of effective strategies to present material that will increase participants' motivation, participation, and retention. Nine effective strategies will be presented in this Session.

B. PRIMACY

Activity: Primacy. Call out a list of 10 major cities from around the world (tell the participants to not write down the list.) For example:
1. *Paris*
2. *New York*
3. *Rome*
4. *Berlin*
5. *London*
6. *Washington D.C.*
7. *Athens*
8. *Tel Aviv*
9. *Moscow*
10. *Hong Kong*

Ask the participants what the first city you mentioned was. Ask them what the third city was. Ask them what the last city was. Most people will remember the first and the last <u>city</u> because people usually remember best the first and last things they hear.

Discussion: Point out many people begin presentations with boring announcements and/or self-introductions. Ask them if they think this is a good strategy in light of the value of primacy.

Remind participants the strongest point in your presentation should be given first.

An effective strategy is to grab and keep attention. The primacy principle helps you do this. We recall what we hear first and last, but the middle is more readily forgotten. Open and close each presentation with attention grabbers and your most important points.   Primacy is a strategy that can be incorporated into each segment of the Cycle of Instruction.

Increase Retention by Decreasing Stress

Session 3 – Effective Strategies in Learning and Instruction   3-7
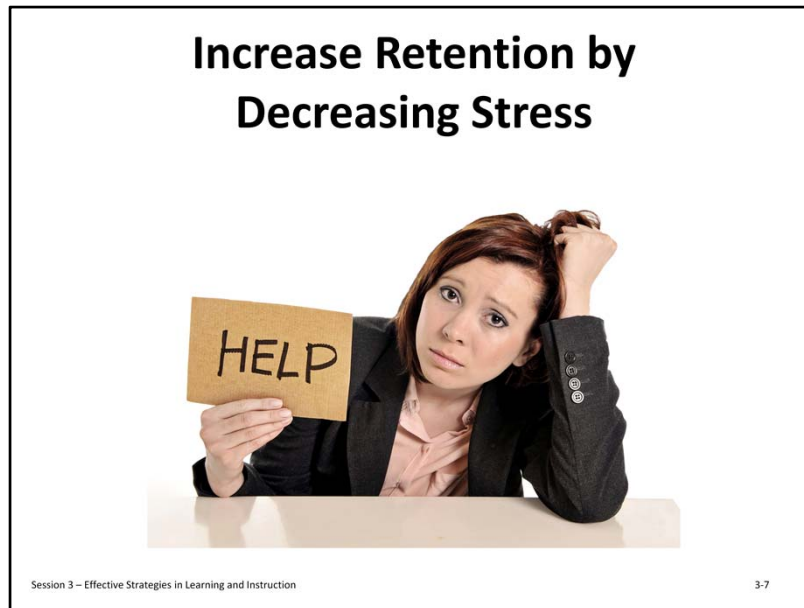
C. INCREASE RETENTION BY DECREASING STRESS

Advise participants people have difficulty making decisions or learning when they feel uncomfortable or stressed. Ask participants to give examples of a stressful situation that led to difficulty in learning or making a decision.

Note: The instructor should identify where this strategy fits within the Cycle of Instruction. Decreasing stress is a very effective strategy during the Activation stage in the Cycle of Instruction. Use the Activation principle by telling a story of when you learned to drive. Include a description of the stress of learning to drive a car for the first time. Did the instructor (or parent) increase or decrease your stress? How did it affect learning?

Emphasize instructors must continually work to reduce their participants' stress if they want their participants to learn.

Stress inhibits learning, thinking, memory, and retention. Research shows our brains are only built to deal with short bursts of stress. This is the fight or flight principle. Our brains are built to deal with stress that lasts only 30 seconds. If stress continues, you lose your participants. If you want to increase retention, then decrease stress. Stress may be induced by:
• Actions of the Instructor and Participants
• The environment
• Uncertainty

Instructors must continually work to reduce their participants' stress if they want their participants to learn. Ways to reduce participants' stress may include:
• Being friendly (smile) and using humor
• Give appropriate praise
• Use relevant video clips or appropriate stories
• Reward people who participate (candy, gifts or other items)

D. **PAINT A PICTURE**

Discussion: Ask the class what they see when you say drunk. Virtually, no one pictures the word itself. Ask similar questions using relevant geographical examples such sports teams or landmarks that resonate with your audience. Animals also work well. Emphasize pictures are an effective learning strategy. Other senses may be incorporated into this segment i.e., sound, smell, taste, and touch.

We learn and remember best through pictures not through written or spoken words. The rule of thumb is you will get three times better recall for visual information than for oral alone. However, you will get six times better recall for information that is simultaneously oral and visual.

For example, a picture of a drunk may resonate better with the participant than the word "drunk" alone. Putting the two together simultaneously can make the learning event even stronger in the brain.

- A picture is worth a 1000 words
- People think in pictures
- People remember stories
- People believe and understand what they visualize

Discussion: Just because vision is so important does not mean it should be the only channel of your message. Discuss with the participants the advantages and disadvantages of visuals. The instructor should identify where this strategy may be used within the Cycle of Instruction. Painting a picture is a very effective strategy during the Demonstration stage in the Cycle of Instruction.

Session 3 – Effective Strategies in Learning and Instruction   3-9

E. <u>REPETITION</u>

Discuss repetition with the class.

Repetition Activity: Hand out a piece of paper with questions below on it. Allow the participants time to answer. Tell them the answers. Instructor will then give the participants the quiz again within 1.5 hours to 2 hours later in the course.

Question #1: What was President Lincoln's middle name? *Answer: No middle name*
Question #2: What was the first product to have a bar code? *Answer: Wrigley's gum*
Question #3: What is a group of frogs called? *Answer: Army*
Question #4: What is the plastic cover at the end of a shoelace called? *Answer: Aglet*

Emphasize simply repeating something six times is not an effective technique. You must find different ways to repeat, present, and emphasize the information to increase retention. Some effective repetition tools are quizzes, tests, practice exercises, flash cards, corrective feedback, etc.

An example may be the process by which we recall the name of a new acquaintance. At the time of introduction, we may repeat their name internally or externally in hopes of assigning it to our memory. When we have to recall the name at a later time, we may have forgotten it. The name will then have to be repeated to enable us to encode it into long-term memory.

Session 3 – Effective Strategies in Learning and Instruction   3-10

Repetition at specifically-timed intervals is best for learning. A great deal of research shows thinking or talking about an event immediately after it has occurred enhances memory for that event.

Learning requires memory; however, memory is not realized by mere repetition. Retrieval practice - recalling facts, concepts, or events from memory is a more effective learning strategy than rapid-fire repetition or simply repeating things numerous times in a row. Retrieval is harder and feels less productive, but this retrieval practice produces longer lasting results. It makes you far more effective and enables you to be more versatile in the application of that knowledge or skill.

Note: The instructor should identify where this strategy may be used within the Cycle of Instruction. Accurate repetition is a very effective strategy during the Integration segment in the Cycle of Instruction.

You must find different ways to repeat, present, and emphasize the information to increase retention. For example, you may repeat information using visual aids, auditory aids, demonstrations, questions, and group activities. Some effective repetition tools are quizzes, tests, practice exercises, flash cards, and corrective feedback. A good rule of thumb is to repeat important concepts in the first 30 seconds. Then at 90 minutes to 2 hours, revisit and repeat the concepts again.

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Team Teaching Techniques

Prior to the class, instructors should coordinate and discuss individual delivery techniques and logistical requirements. They should establish guidelines for shared facilitation, interjection of supplemental information or material, etc.

During class, present a team-teaching approach, respect allotted time slots, and initiate discussions. The teaching instructor facilitates discussion in the classroom and involves the other instructor where appropriate. Both instructors are there to assist and support each other.

At the conclusion of the class, instructors should discuss the overall training program and annotate any required modifications. They should also review the delivery and presentation of the material to determine what was effective and what needed improvement.

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10-Minute Rule

Session 3 – Effective Strategies in Learning and Instruction

3-12

F. 10-MINUTE RULE

Discuss the 10-minute rule with the participants.

In general, people can maintain their focus for approximately 10 minutes at a time. Instructors should do something different or change something every 10 minutes. Ideally, the instructor should include a brief hook that affects an emotional trigger in the participant (laughter, fear, compassion, nostalgia, etc.). Yet, this hook must also be relevant to the overall presentation. It is best when this hook connects the two, 10-minute segments.

For example:
- Short Demonstration
- Video
- Activity
- Discussion
- Purposeful Movement
- Tone of Voice

Remember the 10-minute rule:
- *Maximum concentration is 10 minutes*
- *Break presentation into short segments*
- *Remember primacy and recency*
Reflect for a moment on how the media uses the ten-minute rule.

Note: The instructor should identify where this strategy may be used within the Cycle of Instruction. Timing is a very effective strategy during the Activation and Demonstration stages in the Cycle of Instruction.

Color

Session 3 – Effective Strategies in Learning and Instruction   3-13

G. COLOR

Discussion: Call out a color. Ask participants to tell you what that color means to them. Document responses, typical answers will include:
- *Red: power, fun, danger*
- *Green: money, growth*
- *Blue: loyalty, tranquility, water, cool*
- *Gold: riches, royalty*
- *Brown: earthy, grounded*

Note this could be different based on the participant's cultural background. For example, in Eastern cultures red may symbolize prosperity or good fortune, in India red is the color of purity. Emphasize how their color choice may make people feel a certain way or remember certain information. Explain their choice of color should appropriately reflect the value or point they are attempting to convey. Note if you had an instructor fill out a windowpane using a hard to see color as recommended, point out how distracting it was to the presentation.

Effective use of color can increase communication speed, accuracy, and retention. However, it must be relevant to what is being learned. Overuse of colors, or choosing the wrong color can be distracting or lead to cognitive overload. Your color choice may make people feel a certain way or remember certain information. Your choice of color should appropriately reflect the value or point you are attempting to convey.
- Color gains attention (Example: Use of color in traffic signs)
- Color enables memory (Association of color with facts to improve recall)
- Colors have meaning (Use appropriate colors to the culture of your audience)

Note the instructor should identify where this strategy may be used within the Cycle of Instruction. Color is a very effective strategy during the activation stage in the Cycle of Instruction.
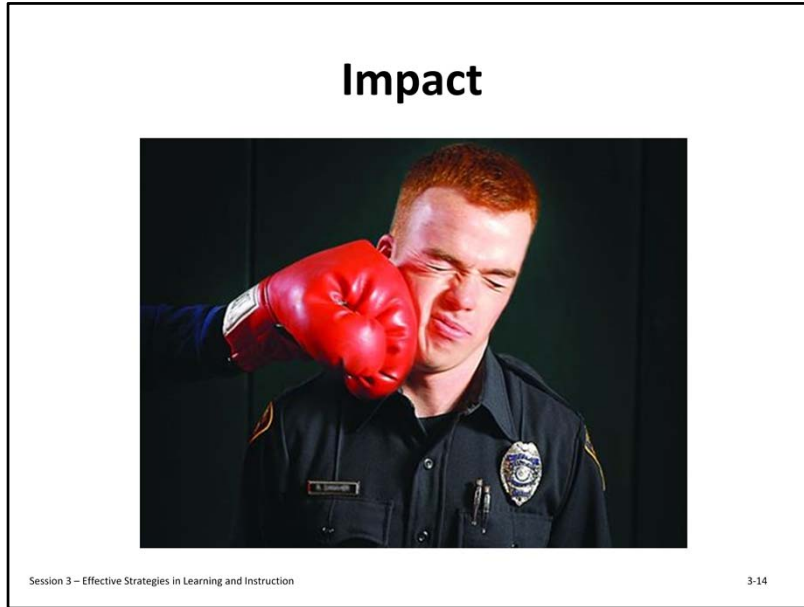
H. IMPACT

Discuss impact with participants. Remind the participants they must grab and keep their participants' attention; effective use of tone, delivery, and style is impactful.

Impact Activity: Provide the class with words that have no positive impact and ask the class to come up with better words or descriptions. For example:

Word	Better Description
Defendant's name	Defendant
Accident	Crash, Collision, Wreck
Drift	Swerve, Weave, Crossed the center line
Impaired	Falling, Staggering

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Session 3 – Effective Strategies in Learning and Instruction   3-15

Activity: Instructor chooses a participant and gives the participant a phrase. For example, "I've only had two." Ask the participant to say the same phrase but convey a different emotion each time, for example, joy, sadness, urgency, anger, love, and excitement.

You must grab and keep your participants' attention; effective use of tone, delivery, and style is impactful. You want to elicit emotion. Emotion motivates. There are certain stylistic principles that create greater impact with an audience. The brain remembers the emotional components of an experience better than any other aspect.

The whole range of emotions is effective.
- Use words with impact
- Use ideas with impact
- Use controlled changes in the pace of your delivery
- Use silence (pauses) to emphasize importance and to allow time for important points to sink in
- Use controlled changes in voice inflection and volume
- Use eye contact with your participants to personalize the instructor/participant relationship
- Use controlled use of body movements and gestures
  - These gestures need to look and be natural

Note: The instructor should identify where this strategy may be used within the Cycle of Instruction. Impact is a very effective strategy during the demonstration segment in the Cycle of Instruction.

Hands-On Instruction

Session 3 – Effective Strategies in Learning and Instruction   3-16
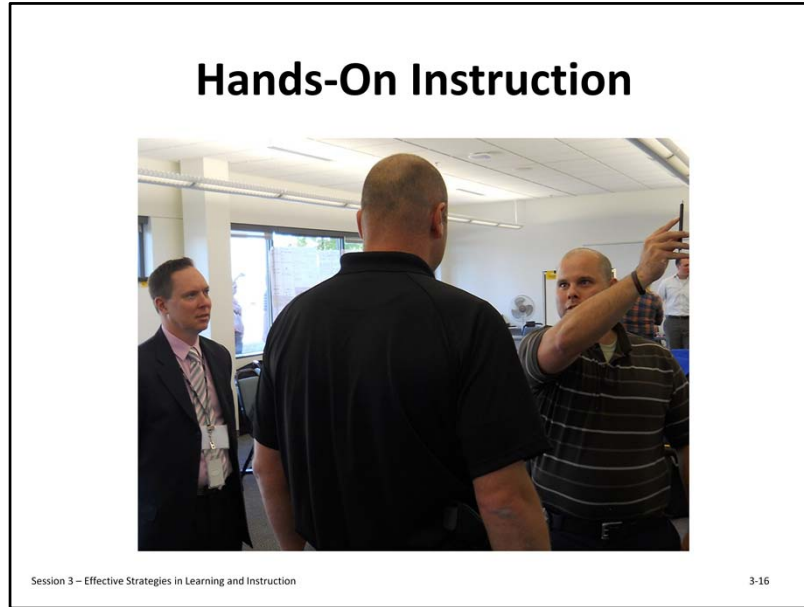
I. HANDS-ON INSTRUCTION

Tell participants you are going to talk about hands-on instruction.

The basic premise behind interactive teaching is three-phase:
1. *Tell me (instruct)*
2. *Show me (demonstrate)*
3. *Let me do it (practice in the real environment)*

The instructor can relate a prior instructing experience to demonstrate , i.e., firearms training. The range master can teach how to shoot a gun by describing the process. He then actually demonstrates it for the class and then allows each participant to fire the gun based on what they have learned and seen.

The instructor can ask the participants to give an example of a similar effective hands-on teaching moment in their lives.

A hands-on approach requires participants to become active instead of passive participants. Hands-on instruction is learning by doing. It is the Application principle in the Cycle of Instruction. Learners in multisensory environments remember and internalize more. Hands-on learning helps eliminate the "illusion of knowing" wherein learners believe they know but later are not able to replicate it by doing. It often takes the attempt to apply the information to prove to us that we do not understand it yet.

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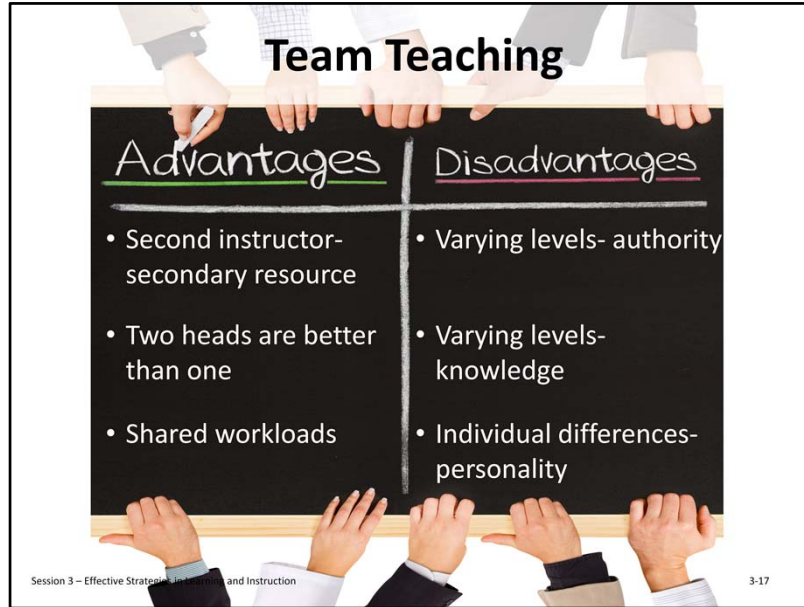
J. TEAM TEACHING

Definition of Team Teaching: team teaching is combining instructional skills, subject matter, and knowledge of two instructors to present course materials or training.

There are advantages and disadvantages to team teaching:

Advantages
- The second instructor can serve as a secondary resource of subject matter knowledge
- Two instructors can better assess participant reaction to course material
- Shared workload

Disadvantages
- Varying levels of authority or management within the organization
- Varying levels of subject matter knowledge or training delivery experience
- Individual differences in personality or training delivery

Instructor Roles in Team Teaching
- Positive interpersonal relationship between instructors
- Respect each other's experience levels

Address differences outside of the classroom.

Instructors should provide feedback to each other, focus on behaviors (not personalities), and be professional in giving and receiving feedback.

Session 3 – Effective Strategies in Learning and Instruction   3-18

Note the instructor should identify where this strategy may be used within the Cycle of Instruction. Hands-on is a very effective strategy during the Application and Integration segments in the Cycle of Instruction.

An example of this hands-on instruction is how the SFSTs are effectively taught. Police officers are first introduced to the fundamental principles and studies behind the SFST protocol. The instructors then provide actual demonstration of the proper administration of each of the three tests. Next, participants are given opportunities to apply the tests in controlled environments. The optimal next step in their instruction phase is for the participants to implement the tests roadside with actual impaired drivers. In this way, they are integrating what they have learned in the actual working environment. The more hands-on application during the instruction leads to better integration in the working environment.

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Recency

MEMORY LANE

Session 3 – Effective Strategies in Learning and Instruction   3-19
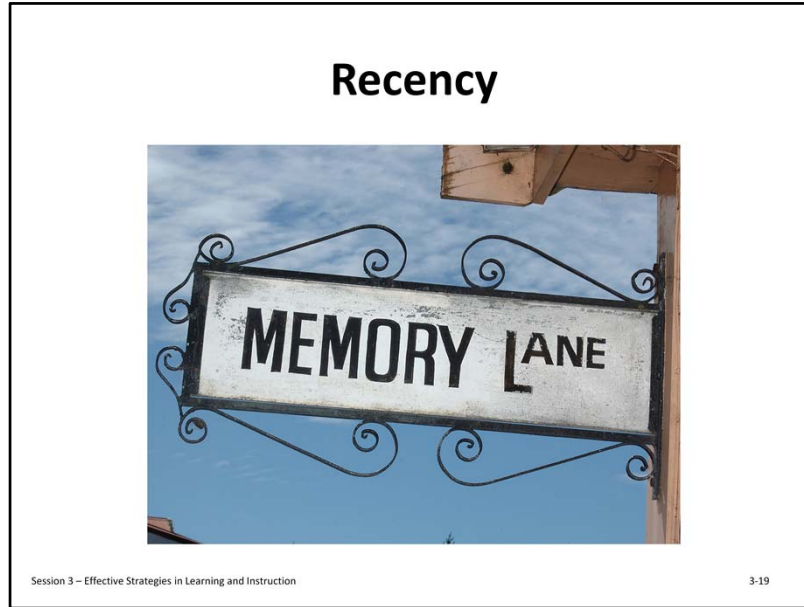
K. <u>RECENCY</u>

We recall what we hear first and last. Information in the middle is lost due to the passage of time and the mind-wandering of the participant. Begin strong and end strong. Close each presentation by repeating and reemphasizing your most important points. Basically, reemphasize what you chose to begin with. Paint a picture using all of the senses, including color and impact. Use repetition to emphasize your points and engage your participants with hands-on experiences. Integrate all of the strategies discussed to help intensify the recency effect.

Recency has little effect if the participant does not value the information placed first and last. Using the strategies taught in this Session may help increase the participants' perceived value of the instruction and increase their ability to retain what is taught during the learning conversation.

For example, in the organization of this Session, thought was given to the order of the effective strategies in learning and instruction. The concern was participants might presume the order in which these strategies were presented signifies level of importance. By designing the Session using the Cycle of Instruction and integrating the strategies being taught, each segment has its own primacy and recency moments. Recency is a strategy to be incorporated into each stage of the Cycle of Instruction.

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Have participants conduct an informal presentation. Remind participants to consider the concepts of primacy and recency in their presentations.

These presentations are SFST/DWI in nature to help raise participants' comfort level in front of the group. Use an index card with a large "45" printed on it to hold up for the participant to know when they have 15 seconds left. They are not expected to close or summarize the presentation, but the 15-second warning gives them a sense of completion.

*See Appendices in Administrator Guide for presentation topics. (If time allows, have participants present twice.)

Initiate discussion with participants regarding what was accomplished through this exercise. Elicit these points:
- *All participants presented twice in front of the class*
- *All participants were put "on the spot" during an exercise requiring impromptu speaking*
- *Presenters became more comfortable when they presented the second time*
- *Participants applied presentation methods learned in this session*

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Session 3 – Effective Strategies in Learning and Instruction   3-21

L. <u>CLOSING</u>

Give participants five minutes to reflect on the strategies and document the strategies they want to use in their final presentation. Allow participants an additional ten minutes to write down examples of how they plan to utilize those strategies. An instructor should be assigned to each table to facilitate this process.

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**DWI Detection &
SFST
Instructor
Development
Course**

Session 4 – SFST Curriculum Package and
Teaching Assignments

February, 2017

Content Segments

A. SFST Curriculum Package
B. Overview of the SFST School
C. Purpose of the Lesson Plans
D. How to Use the Lesson Plans
E. Outlines
F. Teaching Assignments
G. Questions and/or Concerns

Session 4 – SFST Curriculum Package and Teaching Assignments   4-2

Session 4: SFST Curriculum Package and Teaching Assignments
Estimated time for Session 4: 2 Hours (depending on class size)

Session Objectives
- Describe the documents that make up a standard curriculum package
- Describe the content and format of the lesson plans in the SFST School

Contents
A. SFST Curriculum Package
B. Overview of the SFST School
C. Purpose of the Lesson Plans
D. How to Use the Lesson Plans
E. Outlines
F. Teaching Assignments
G. Questions and/or Concerns

Materials
Presentation Slides
Easel/Easel Pad
Markers
SFST Instructor Guide
Teaching Assignments
Student-Instructor Critique Forms

Instructional Notes are presented in bold italic throughout the sessions.

DWI Detection and SFST
Instructor Development Course

Session 4:
SFST Curriculum Package
And Teaching Assignments

Session 4 – SFST Curriculum Package and Teaching Assignments   4-3

Session 4: SFST Curriculum Package and Teaching Assignments

Estimated time for Session 4: 2 Hours

Materials:

- *Presentation Slides*
- *Easel/Easel Pad*
- *Markers*
- *SFST Instructor Guide*
- *Teaching Assignments*
- *Student-Instructor Critique Forms*

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Session Objectives

- Describe documents that make up a standard curriculum package
- Describe content and format of lesson plans in SFST School

Session 4 – SFST Curriculum Package and Teaching Assignments   4-4

Session Objectives

At the conclusion of this session, participants should be able to:

- Describe the documents that make up a standard curriculum package
- Describe the content and format of the lesson plans in the SFST School

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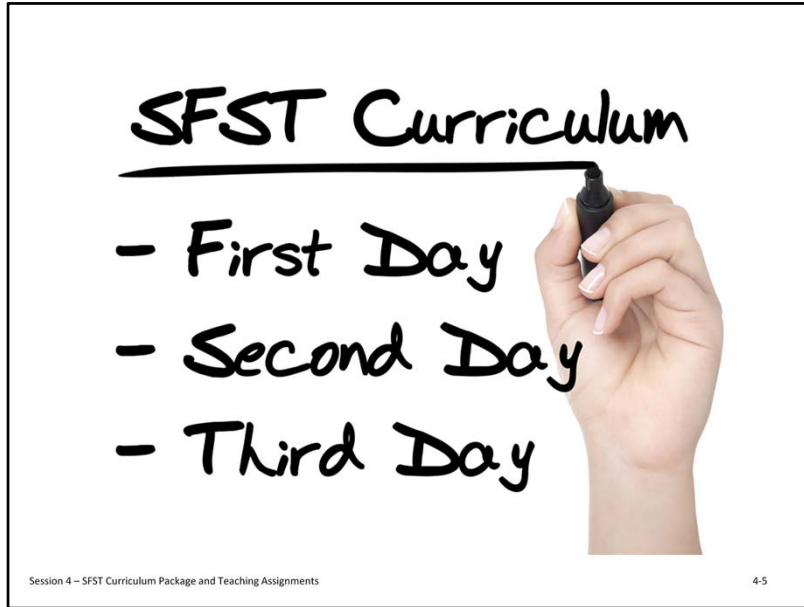
A. <u>SFST CURRICULUM PACKAGE</u>

A complete curriculum, or course of instruction, has been prepared for SFST training.

The full course spans three full days.

- First day is devoted primarily to the first two phases of DWI Detection
- Second and Third days are mainly spent on the three Standardized Field Sobriety Tests

Mention it is possible to adapt the SFST curriculum to conduct a <u>two-day</u> course devoted exclusively to the SFSTs.

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B. OVERVIEW OF THE SFST SCHOOL

- **For whom is the SFST training intended?** This training is intended for any police officer who is responsible for DWI enforcement, although other criminal justice professionals may also benefit from the training. (Refer to IACP International SFST Standards)

- **What is the purpose of the training?** To increase arrests for DWI as a means of deterring DWI violators

- **What will the participants get out of the training?** If the participants complete the SFST School successfully, they will better able to:
    o **Detect** evidence of impaired driving
    o **Describe** the evidence clearly and convincingly in written reports and in verbal testimony

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Overview of the SFST School

- What subject matter does the course cover
- What activities take place during the training
- How long does the training take

Session 4 – SFST Curriculum Package and Teaching Assignments   4-7

- **What subject matter does the course cover?**
    - Scope of the DWI problem
    - Concept of General Deterrence
    - DWI Legal Environment
    - Three Phases of DWI Detection
    - Clues of Impairment Associated with each Phase
    - Concepts and Principles of the SFSTs
    - Guidelines for Processing Suspects, Preparing Reports and Delivering Testimony

- **What activities take place during the training?** The major learning activity in the SFST Course is <u>hands-on practice</u>

- **How long does the training take?** You should not attempt to conduct a version shorter than two days and a two-day School should be devoted exclusively to the three tests. The ideal is a Three-day School.

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Session 4 – SFST Curriculum Package and Teaching Assignments   4-8
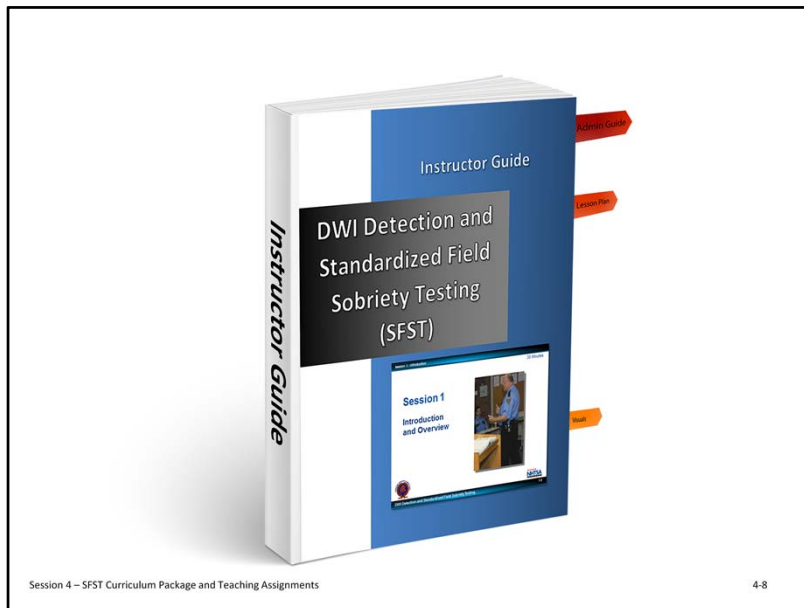
Point out an Instructor Guide has been prepared for the course.

The Instructor guide contains three things:

- Administrator Guide
- Lesson Plans
- Visuals

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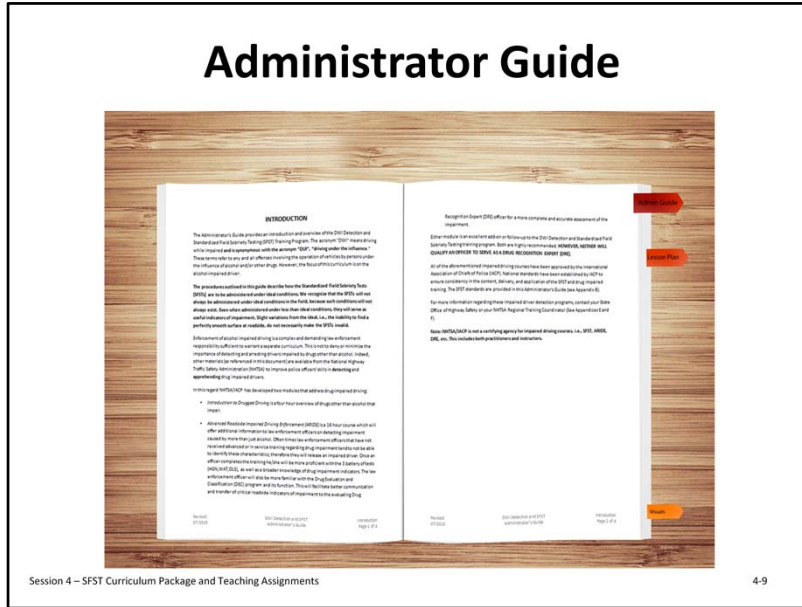
Note the first section of the Instructor Guide is the Administrator Guide.

The Administrator Guide is intended to provide an introduction to and an overview of the course.

- The Administrator Guide begins with a section called "Purpose of this Document," a brief description of the Guide
- The next section, "Overview of this Course," gives some very important information about what the SFST School covers and who should attend
- The last section, "A Synopsis of the Curriculum," gives a brief summary of the lesson plans and the visuals

As instructors, it is essential you be thoroughly familiar with the Administrator Guide.

Review "Guidelines for Controlled Drinking Practice Sessions" in the DWI Detection and SFST Administrator Guide, located in the SFST instructor guide for detailed instructions regarding conducting the alcohol workshop. This is further discussed in Session 10 of this curriculum, Planning & Managing a Live Alcohol Workshop.

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The second section (and the bulk) of the Instructor Guide are lesson plans.

C. <u>PURPOSE OF THE LESSON PLANS</u>

Lesson plans have three main purposes.

1. **Help you get ready to teach**

- Ensure you have all the needed materials and resources
- Familiarize yourself with the lesson plans thoroughly before you attempt to teach a session
- Ensure you understand what the participants should become able to do
- Ensure you understand the information to present to the participants
- Ensure you can perform the skills and procedures you are to demonstrate to the participants

2. **Help you stay on track**

- Don't try to memorize the lesson plans
- Don't be afraid to refer to the lesson plans while you are teaching; they are <u>intended</u> to help you

3. **Ensure consistency of training**

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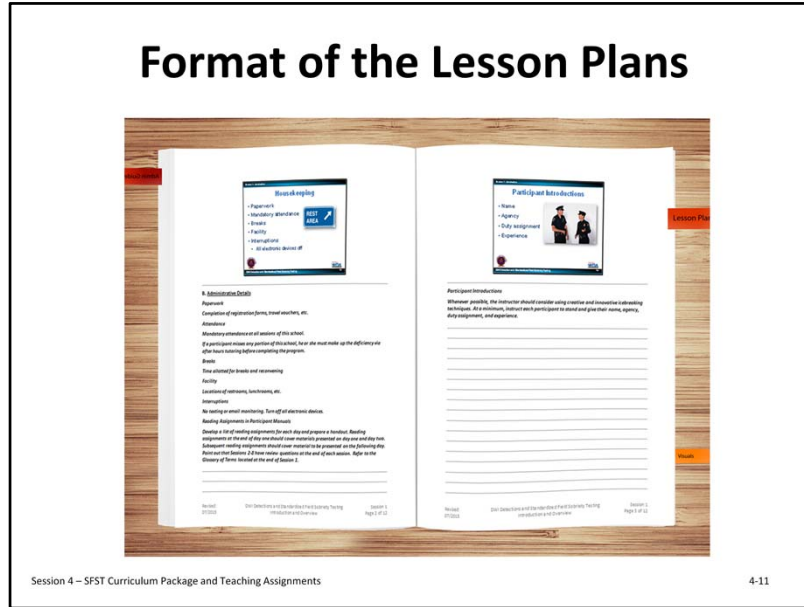
Format of the Lesson Plans

- The lesson plans for the SFST Course are organized on a session-by-session basis
    - There are 16 sessions in the SFST Curriculum
    - Each session has its own set of lesson plans
    - Session 1 is "Introduction and Overview"

- The first page of each set of lesson plans is the cover page
    - The cover page gives the number and titles of the session and indicates the approximate amount of time the session requires
    - For example, Session 1 of the SFST Curriculum requires approximately 30 minutes

- The second page of a set of lesson plans is the outline page
    - The outline page lists the learning objectives for the session, i.e., states what the participant will be able to <u>do</u> after successfully completing the session
    - The outline page also lists the <u>content segments</u> of the session which correspond to the major topics covered
    - Finally, the outline page indicates the major types of <u>learning activities</u> that take place during the session

- The main purpose of the outline page is to help you prepare to teach
    - If you are assigned to begin teaching a session, you should start by reviewing the session's objectives with the participants

Next, preview the content and the learning activities.

How to Use Lesson Plans

Session 4 – SFST Curriculum Package and Teaching Assignments   4-12

D. <u>HOW TO USE THE LESSON PLANS</u>

- Read the lesson plan
- Personalize the lesson plan
- Use the lesson plan to prepare

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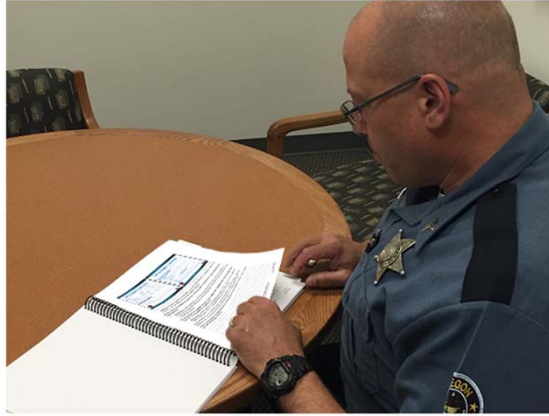
Read the Lesson Plan

- Begin by reading not only the portion you have been assigned to present, but the entire curriculum. You will need to become familiar with the content materials as well as understand where and how it fits in the course.
- If you do not understand the material, you may need to research other written material or talk with another instructor familiar with the subject matter

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Personalize

- The instructional notes area of the lesson plan can be used to insert your own examples relevant to the material being taught. This is also where you can note the prepared questions to ask the class. Personal experiences add impact and increase retention of content material. Adding our own examples incorporates our own personality and style to the training delivery.
- The lesson plan should have your own notes and questions incorporated in the instructional notes. Make sure you know how the slides read and when they are to be used. You should also have any other training aids such as props, etc., available for you to practice using. If you plan to use prepared easel/easel pads, this is when you will need to prepare them.

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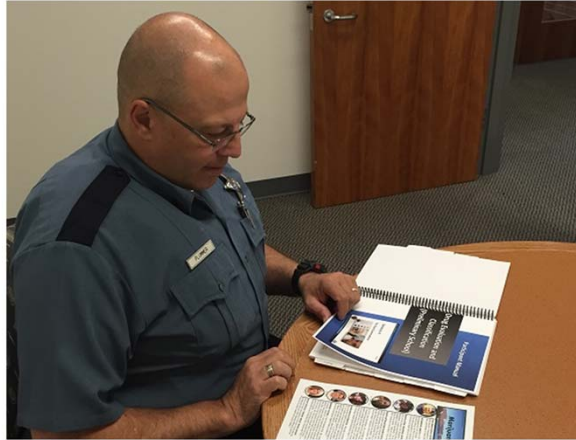
Preparation

- Start by going through the material just as you would during the presentation, don't try to memorize it
- Some trainers use the "3 to 1" ratio for determining how much time to prepare. This formula means for every hour of instruction, we would need to prepare for three hours. However, remember subject matter knowledge, experience in training others, and individual confidence levels will also influence the amount of preparation time required.
- If possible, practice presenting aloud in the room you will actually be using. This will help you feel more comfortable and familiar with the surroundings. You will also look as if you are used to moving around in that environment.
- If possible, record your practice presentations on video to enable you to see and hear yourself as the participants will. However, because this is not always possible, the next best-practice technique is to audio record your presentation.
    - Here are just some of the advantages of recording yourself:
        - Check voice tone and rate of speech
        - Improve word enunciation
        - Substitute words that are awkward or difficult to pronounce
        - Listen to how we phrase questions and give feedback to responses
        - Practice responding to questions that might be asked
        - Listen for fillers such as "uh's," "and uh," "O.K.," etc.

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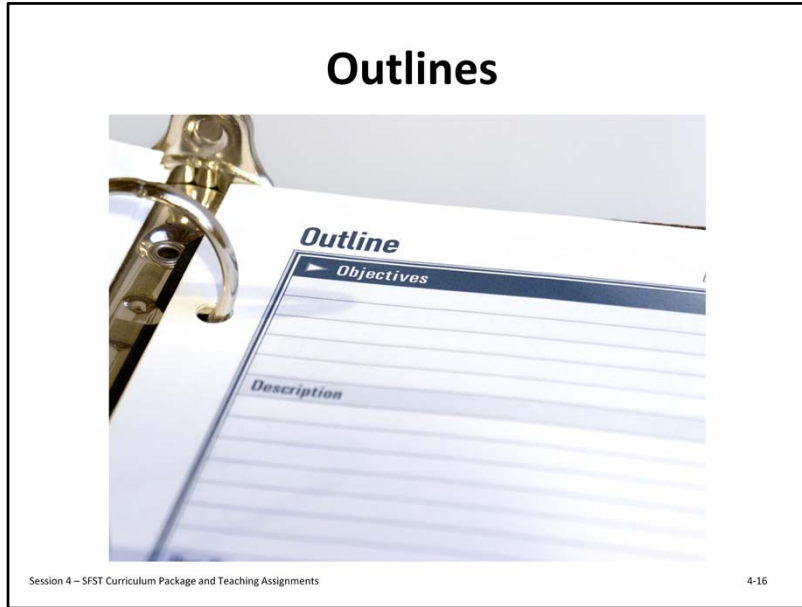
E. <u>OUTLINES</u>

Content Outline

Describes what is included

- List of facts to be presented
- Outline of procedures to be demonstrated
- Details on concepts to be explained
- Series of ideas to be discussed

Delivery Method Outline

Describes how the content is presented

- Amount of time to be spent on the topic
- Audio-visual aids to be used
- Questions to be posed to stimulate participation
- Procedures for classroom learning activities
- Indications of points to be emphasized

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What to Take to the Classroom

- Lesson Plan
- PowerPoint Slides
- Training props or demonstration materials
- Any other reference materials or notes you will be using during your presentation of the material

Trainers should incorporate their individual style into the delivery.

While not all of the techniques we see used by other instructors may seem comfortable for us, we should try to find ways to enrich the learning experience for our participants. Their needs, after all, are why we conduct training.

Techniques or methods which reinforce learning of new information or improve retention should be an integral part of training delivery, not the exception.

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Session 4 – SFST Curriculum Package and Teaching Assignments   4-18

Small Group Curriculum Activity

Divide class into 4 groups:
- *SFST Instructor Guide Administrator Guide group*
- *SFST Instructor Guide Sessions 1-5 group*
- *SFST Instructor Guide Session 6-10 group*
- *SFST Instructor Guide Session 11-15 group*

Each group will be given 15 minutes to research their topic.

Each group will present to the class the relevant information of their topic (maximum 15 minutes per group).

Key points to be elicited from the Administrator Guide group
- *For whom is the SFST course intended*
- *How long is the training*
- *Classroom requirements*
- *Materials needed*
- *Alcohol workshop information*
- *Video options information*
- *Requirements to pass the course*

Key points to be elicited from the three instructor guide groups
- *This information can be located in the Appendices of the DWI Detection and SFST course Administrator Guide*

Session 4 – SFST Curriculum Package and Teaching Assignments   4-19
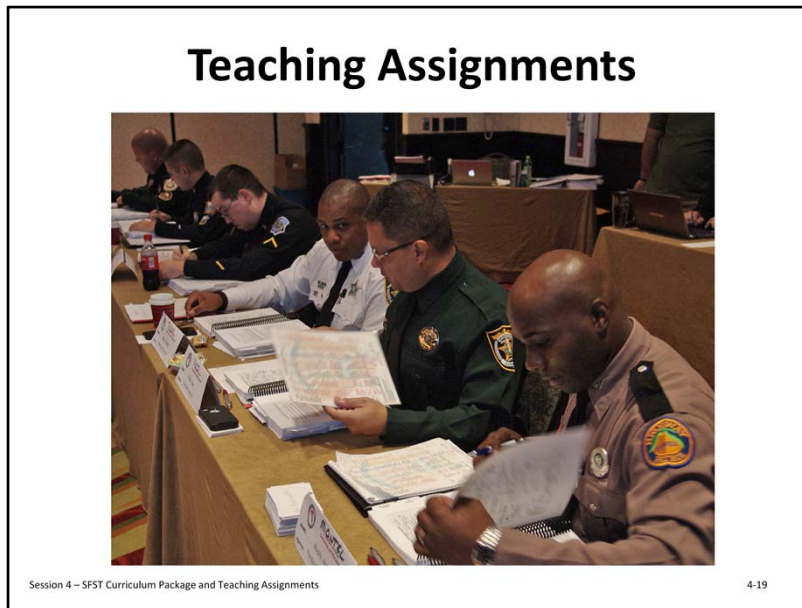
F. TEACHING ASSIGNMENTS

Identification Of Teaching Assignments – Hand out Student-Instructor Assignment Sheet located in the Appendices.

Discuss classroom assignments (Classroom A, B, C, etc.). Student instructors will work in a particular classroom for all teaching assignments. Inform the participants of the locations of the various classrooms. Each classroom will be fully equipped with audio-visuals, participant handout materials, etc.

Discuss sessions and segments. Each student-instructor has one or more teaching assignments. Instruct the participants to identify their personal assignments and to "highlight" those Sessions and Segments using a yellow marker.

All assignments are team-teaching assignments. Participants must get together with their partners to decide how they will "divide up" the teaching responsibilities for each Session and Segment.

Supply participants with the presentation evaluation forms containing the performance indicators that will be evaluated (See Appendices in Administrator Guide).

Repeat repetition exercise from Session 3E

Allow participants to spend balance of day in individual reviews of their assigned lesson plans. "Visit" participants to verify they understand their assignments. Encourage participants to ask questions to remove any confusion they may have about the lesson plans.

Instruct the participants to meet with their team-teaching partner and begin "dividing up" their assignments.

Questions and/or Concerns

Session 4 – SFST Curriculum Package and Teaching Assignments   4-20

G. QUESTIONS AND/OR CONCERNS

Solicit questions and comments from participants before moving to the next Session.

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**DWI Detection &
SFST
Instructor
Development
Course**

Session 5 – Effective Feedback, Coaching,
and Proficiencies

February, 2017

Content Segments

A. Feedback From Previous Training
B. The Purposes of Effective Feedback
C. Strategies for Providing Effective Feedback
D. Feedback on the Job
E. Feedback in Instructional Settings
F. The Three Feedback Questions
G. The Feedback "Sandwich Recipe"
H. Praise or Feedback
I. Integrating the Effective Feedback Recipe
J. Summary and Example
K. Questions and/or Concerns

Session 5 – Effective Feedback, Coaching, and Proficiencies   5-2

Session 5: Effective Feedback, Coaching, and Proficiencies
Estimated time for Session 5: 2 Hours (depending on class size)

Session Objectives
- Identify the skills necessary to provide effective feedback
- Demonstrate an effective feedback method
- Apply the effective feedback method using the scenarios provided
- Use effective feedback method during final presentations
- Conduct SFST proficiency examination

Contents
A.   Feedback From Previous Training
B.   The Purposes of Effective Feedback
C.   Strategies for Providing Effective Feedback
D.   Feedback on the Job
E.   Feedback in Instructional Settings
F.   The Three Feedback Questions
G.   The Feedback "Sandwich Recipe"
H.   Praise or Feedback
I.   Integrating the Effective Feedback Recipe
J.   Summary and Example
K.   Questions and/or Concerns
Materials
Presentation slides
Easel/Easel Pad
Markers
SFST Proficiency Forms
Computer speakers (for embedded videos)
Instructional Notes are presented in bold italic throughout the sessions.

Session 5 – Effective Feedback, Coaching, and Proficiencies   5-3

Session 5: Effective Feedback, Coaching, and Proficiencies

Estimated time for Session 5: 2 Hours

Materials
- *Presentation slides*
- *Easel/Easel Pad*
- *Markers*
- *SFST Proficiency Examination Forms*
- *Computer speakers (for embedded audio)*

Explain to participants the session will focus on providing feedback while supervising SFST proficiencies as required during the SFST Course. Although there are many other skills requiring feedback and coaching, this will serve as an example of general process.

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Session Objectives

- Provide effective feedback
- Demonstrate an effective feedback method
- Apply effective feedback method using scenarios
- Use effective feedback method during final presentations
- Conduct SFST proficiency examination

Session 5 – Effective Feedback, Coaching, and Proficiencies   5-4

Session Objectives

At the conclusion of this session, participants should be able to:

- Identify the skills necessary to provide effective feedback (Activation)
- Demonstrate an effective feedback method (Demonstration)
- Apply the effective feedback method using the scenarios provided (Application)
- Use effective feedback method during final presentations (Integration)
- Conduct SFST proficiency examination

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Feedback From Previous Training

- Was it helpful
- How did it make you feel
- Did you believe it helped you to better perform the task
- Did your skills improve as a result
- Did it motivate you

Session 5 – Effective Feedback, Coaching, and Proficiencies   5-5

A. <u>FEEDBACK FROM PREVIOUS TRAINING</u>

Use the activation principle to discuss prior critiquing/feedback experience the participants have encountered.

Recall previous training you have attended in which an instructor provided feedback. What about this feedback was positive, negative, or memorable.

Instructor should record answers to the following questions on a easel/easel pad. Discuss the following questions:

- Was it helpful?
- How did it make you feel?
- Did you believe it helped you to better perform the task?
- Did your skills improve as a result?
- Did it motivate you?

Ask the participants:
- *Would anyone share an experience about receiving feedback?*
- *Why is feedback important?*

Ask participants to close their manuals.

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Qualities of a Good Instructor

Session 5 – Effective Feedback, Coaching, and Proficiencies   5-6

Qualities of a Good Instructor

Remind participants to keep their books closed during this activity.

What does it take to be a good instructor?

Small Group Activity:

Assign participants to groups of four to six. Each group should come up with 4-5 answers to the above question. Groups will take turns naming good qualities.

During discussion instructor should try to elicit the following qualities.

Basic qualities are required for a good DWI instructor:
- The instructor must be able to present the tasks being taught
- The instructor must be able to coach participants to perform the task correctly
- The instructor must be able to evaluate the participants performing the tasks

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If the DWI instructor cannot PERFORM the tasks assigned to teach, the instructor will have difficulty.

- How can you PRESENT a task to the participant if you can't perform it yourself?
- How can you COACH a participant while the participant practices the task if you can't perform the task yourself?

Instructors should encourage participants during practice. If you can't actually perform the task it will be very difficult to offer effective feedback.

- o Coaching skills:
    - Ability to offer feedback
    - Ability to deliver positive reinforcement

- How can you EVALUATE the participant if you don't know the correct way to perform the task?

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The Power of Feedback

Performance +26%

Ability to Learn +31%

Session 5 – Effective Feedback, Coaching, and Proficiencies 5-8

The instructor should summarize the Activation exercise by asking the questions below. These questions are meant to gain attention and not to solicit answers from the participants.

- Would you be interested in improving your performance by 26 percent?
- What if I could further improve your ability to learn by 31 percent?
- Are you interested?
- Our brains learn best when we get the right feedback, at the right time, to point us in the right direction

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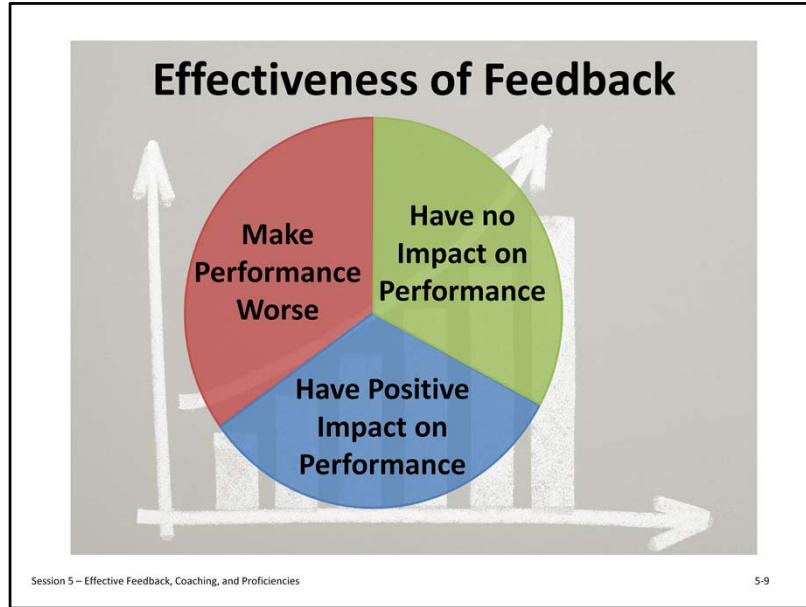
Not all feedback is created equal. A 1998 study (Najjar, 1998) revealed approximately one-third of all feedback strategies used in the workplace makes our performance worse! Another one-third of the feedback strategies have no impact at all. This leaves one-third of the feedback strategies which can actually make a difference.

Instructor should emphasize two-thirds of feedback messages have either no impact or make performance worse.

What is the key? In order to improve performance, the feedback needs to focus on giving people information that helps them see how well they are progressing towards a goal.

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Feedback is Part of the Learning Conversation

Session 5 – Effective Feedback, Coaching, and Proficiencies   5-10

B. THE PURPOSES OF EFFECTIVE FEEDBACK

Summarize the purpose of effective feedback and tie in how feedback is an important part of an instructional conversation, which was defined in Session 2.

The most powerful and comprehensive metaphor we can use to design instruction is the metaphor of a conversation. There are four key characteristics of a conversation:
1. Information Exchange: Information is exchanged between people
2. Shared Purpose: There is a shared purpose to the exchange of information
3. Engaging: Everyone intends to engage one another in the conversation
4. Listening: Everyone is willing to listen and think before responding

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Definition of Feedback

Shared information that helps instructors and participants:

- Understand how well they are performing their assigned roles or tasks in the conversation

AND

- Know what is needed to make progress towards the goal(s) of the conversation

Session 5 – Effective Feedback, Coaching, and Proficiencies   5-11

Feedback can be defined as any shared information that helps instructors and participants:
- Understand how well they are performing their assigned roles or tasks in the conversation
- Know what is needed to make progress towards the goal(s) of the conversation

In general, feedback will be exchanged to:
- Prompt the exchange of information
- Generate or revise the shared purpose of the conversation
- Facilitate engagement between people
- Help people listen, think, and respond to one another until the shared purpose is achieved

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Instructor's Feedback

- Learning goals or objectives were achieved
- Improve skills in listening, thinking, and responding
- Take an active role

Session 5 – Effective Feedback, Coaching, and Proficiencies   5-12

In an instructional conversation, the shared purpose is usually to help the participant acquire new knowledge, skills, or attitudes. This shared purpose is sometimes defined ahead of time in the form of written objectives. However, as an instructional conversation evolves, new unwritten learning goals may emerge.

In general, the four key characteristics will occur within a conversational pattern that consists of three distinct stages—a beginning, a middle, and an end—with each stage supporting a dramatic structure much like that of an engaging story. The type of feedback that is exchanged between instructors and participants will often depend on the stage of the conversation.

Instructors and participants should work together to bring the conversation to a satisfactory conclusion.

The instructor's feedback should encourage participants to:
- Reflect on how well they achieved the learning goals or objectives
- Help them consider ways to improve their skills in listening, thinking, and responding to information
- Take an active role in carrying out the interrelated activities in the various stages of the conversation

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In return, the participants' feedback should help the instructor:
- Determine how effective and efficient the strategy was in achieving the purpose of the conversation
- Identify ways to improve future conversations to make them more effective, efficient, and appealing to the participants
- Increase participant skills in listening, thinking, and responding to information that is exchanged during the conversation

Now that you have been introduced to the purposes of feedback during the three stages of an instructional conversation, you are now ready to consider some strategies for generating effective feedback messages.

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Session 5 – Effective Feedback, Coaching, and Proficiencies   5-14
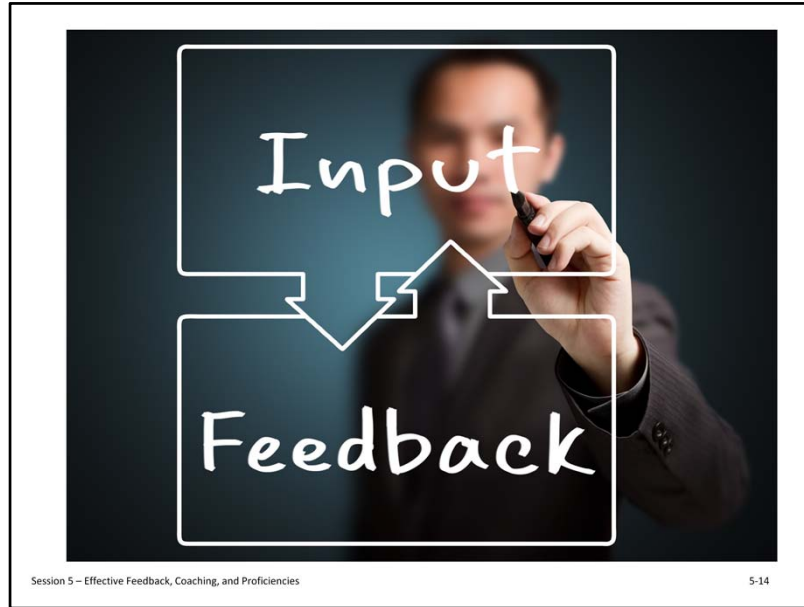
C. STRATEGIES FOR PROVIDING EFFECTIVE FEEDBACK

Instructor should record responses to the following question on a easel/easel pad.

Utilizing the Activation principle: Ask the participants "where else have you or could you utilize effective feedback in your professional and personal life?"

Lead the participants in a discussion on the feedback involved in learning to drive a vehicle. Example: Feedback started early in life from observing your parents driving a car. This continued to when you began to drive. The feedback can have a negative impact, for instance if your parent yells in reaction to your performance behind the wheel. Feedback can involve self-evaluation while reacting to hazardous road conditions for the first time.

Conclude this instructional conversation with a reminder that feedback is found in learning everyday skills like driving and in an instructional setting. We are going to demonstrate an effective method.

In this course, we are concerned with feedback that occurs in the classroom. If we know what type of feedback participants might encounter, we can design our instructional conversations to include similar types of feedback. This will help participants practice receiving feedback and using it to succeed in their instructing and training. We will now briefly explore different types of feedback.

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Feedback on the Job

Session 5 – Effective Feedback, Coaching, and Proficiencies   5-15
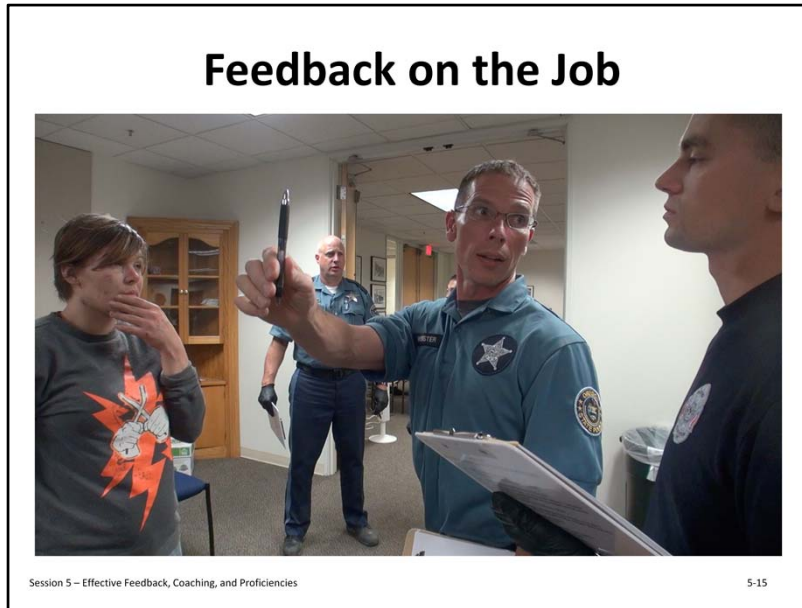
D. FEEDBACK ON THE JOB

One powerful way to improve job performance is to provide people with feedback on one or more field tasks. This feedback can come from supervisors, fellow officers, citizens, or anyone else in the field. Research has found about one-third of all feedback strategies resulted in improved performance. This confirms the usefulness of feedback in helping people learn new knowledge and skills. However, research also revealed one-third of the feedback strategies had no effect at all and one-third of the strategies actually reduced performance. The feedback made them less effective and efficient in their work tasks. Clearly, not all feedback is equal. But what is the difference between feedback that improves task performance and feedback that makes it worse?

When feedback is focused on clear goals and current performance of the work tasks, it can have a positive effect. Helpful feedback will show people how to change what they are currently doing to reach their goals. Feedback will have no effect or a negative effect when it focuses on the person instead of the task. Also, feedback decreases performance when it is used to blame people or hold them responsible for reaching unclear goals. That type of feedback can decrease motivation very quickly and focus people's attention on defending themselves against unfair treatment instead of focusing on the work task and figuring out how to complete it.

Feedback provides information about current performance on a particular task and tells them how to do the task more effectively. The instructor should build on the driving example:
Vehicle braking in response to a situation :
- *"I want to talk to you about how you applied the brakes."*
- *"What I saw was you slammed on the brakes instead of stopping gradually which caused you to almost get into a rear-end collision."*
- *"Try practicing easing on the brakes to slow down more gradually and under control and see if that works for you."*
- *"If it does, practice doing it ten more times so you get really good at it and I will check back with you next week."*

Session 5 – Effective Feedback, Coaching, and Proficiencies   5-16
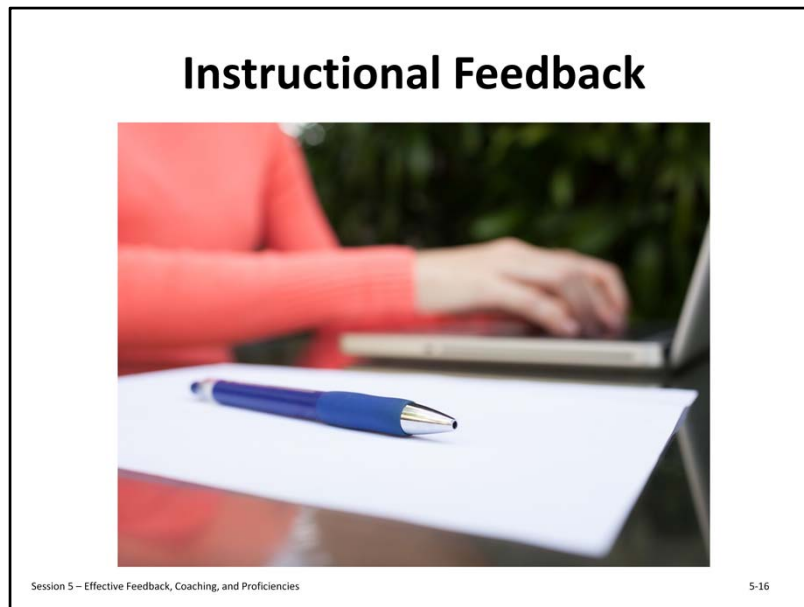
E. FEEDBACK IN INSTRUCTIONAL SETTINGS

In educational settings feedback has the greatest impact when it:
• Provides information to participants about their current performance on a particular task
• Tells them how to do the task more effectively

Feedback is more effective when it focuses on how to do a specific task correctly instead of emphasizing mistakes or incorrect responses. Also, feedback has a greater effect when it points out how participants have progressed from previous attempts at performing a challenging task. That way, the participants can see they are progressing. In addition, feedback is more effective if it directs participants to close the gap between their current performance and the end goal by doing one or more of the following:
• Increase the amount of effort to tackle more challenging tasks
• Develop error-detection skills which leads to better self-feedback
• Look for better strategies or information that will help in performing the task

On the other hand, feedback that is used to provide praise, rewards, or punishment does not have as great an impact on performance. Also, feedback is less productive if it leads participants to do any of the following:
• Stop working toward the goal
• Set a less challenging goal
• Combine the goal with many other goals. Later on, participants may only focus on the goals that are easily achieved and ignore the others
• Accept lower quality performance as a satisfactory completion of the goal

Several things can be done to generate effective feedback messages that lead to increased learning and performance.

Feedback Questions

Where am I going?
How am I doing?
Where to next?

Session 5 – Effective Feedback, Coaching, and Proficiencies   5-17

F. THE THREE FEEDBACK QUESTIONS

Instructor should write all three feedback questions on a easel/easel pad which can remain on display for the remainder of the training.

Instructor should use the previous vehicle braking illustration to explain the three questions.

Remind participants that a more in depth explanation of each of the three questions is included in their materials.

Effective feedback helps participants answer three important questions.

Question 1: Where am I going? (What are the goals?)

Question 2: How am I doing? (What progress is being made toward the goal?)

Question 3: Where to next? (What activities need to be undertaken to make better progress?)

Obviously, this is not the only kind of information instructors may provide in a feedback message. However, instructors will have the greatest impact on participant achievement if the feedback message helps participants answer one or more of these three questions. We will now explore recommendations for helping participants answer these questions.

Question 1: Where am I going? (What are the goals?)

Participants should be informed of the goals of a learning activity and the specific criteria that must be met to know when the goals have been achieved. In addition, participants should be informed about how challenging the goals are. It turns out if the participants are not challenged by the goals then feedback is of little value. It can only confirm what the participants already perceive-- they have the knowledge and skills and the goal is too easy for them to really learn anything from it. Participants also need to know the level of commitment required to achieve the goals. In particular, it can be helpful for them to know how much mental effort it will require and how much time they can expect to spend working toward the goal.

Much of the information related to the question "Where am I going?" may be provided to participants during the beginning stage of an instructional conversation. An instructional conversation always has a purpose or goal. For example, the goal of the DWI/SFST course is to prepare participants to better investigate DWI incidents. If participants don't know what the goal is, they will have a difficult time participating in the conversation. However, even after the beginning of the conversation, participants will still need reminders from time to time to keep the learning targets clear. When an instructional conversation begins to stray off course, it can be very helpful to review the original goals of the conversation and renew the commitment of everyone to remain engaged in the conversation.

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Question 2: How am I doing? (What progress is being made toward the goal?)

Participants should receive feedback regarding their own progress toward the goal as defined by completion of specific success criteria, not by comparing their own progress with that of others. In addition, progress feedback can also be related to expected standards, prior performance, and participant success or failure on a specific task.

The question of what progress is being made occurs during the middle stage of the conversation. That is when both instructors and participants are expected to measure/assess progress toward the goal(s) of the conversation. For example, during the first alcohol workshop, formative feedback is given to the participants on how they are meeting the learning goals. If it is determined the participants are using inappropriate procedures administering the SFSTs, they can make appropriate adjustments based on feedback.

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Where to next?

Session 5 – Effective Feedback, Coaching, and Proficiencies   5-20

Question 3: Where to next? (What activities need to be undertaken to make better progress?)

"Where to next?" is the question participants are interested in the most. When instructors provide feedback related to this question, the information should not only tell participants what activities they should do next, but it should also help them generate their own answers to this question. Over time, participants will acquire the skills of self-regulation so they can answer this question on their own.

The ease with which the answers to this question can be generated will depend upon how well the knowledge, skills, and attitudes are used. Only after measuring/assessing participant performance can there be an overall evaluation and adjustment of the knowledge, skills, and attitudes.

Hopefully, the information above has given you a good understanding of what the three feedback questions are and why you need to ask them. In some situations, you will want to provide the answers to the questions, as the participants may not be able to answer it on their own. But if you are engaged in an extended instructional conversation, you will want to eventually involve the participant in answering these questions about their own performance. They need to learn to produce self-feedback to guide their own study and practice.

With the above information in mind, you are prepared to learn about a kind of "recipe" that you can follow to provide effective feedback to participants during the middle stage of the instructional conversation. We will refer to this recipe as the "Feedback Sandwich."

Use the following slides to introduce the concept of the Feedback Sandwich.

The "Feedback Sandwich" Recipe

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G. THE "FEEDBACK SANDWICH" RECIPE

If the only feedback people receive is criticism, it may increase their performance in the short term, but it is not likely to be effective in the long run. Constant criticism can produce depression and other negative emotions that will eventually decrease motivation.

Feedback messages need sequenced layers of information to be effective.

Two instructors should demonstrate an effective Feedback Sandwich from a previous Cycle of Instruction activity. Another option would be to do another demonstration activity.

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The "Feedback Sandwich" Recipe

- Layer 1: Invitation
- Layer 2: Success Message OR Challenge
          Message
- Layer 3: Motivation Check
- Layer 4: Follow-Up

Session 5 – Effective Feedback, Coaching, and Proficiencies   5-22

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Layer 1: Invitation

The first layer of the Feedback Sandwich is an invitation to the participant to receive the feedback message. The purpose of the invitation is to find out if the participant is ready to receive the feedback and act upon it. If the invitation is accepted, you may proceed to add the next layer of information. If the invitation is not accepted, you should evaluate the conversation and make adjustments. You will need to create the conditions in which the participant is willing to hear and respond to the feedback. Otherwise, the participant may ignore the information and you will be wasting your time.

In the DWI/SFST course, it is usually understood there is an open invitation from the participant for the instructor to provide feedback at any time. Consequently, it may not be necessary for the instructor to extend an invitation before each feedback message. However, before the first feedback message is delivered, it is a good idea for the instructor to discuss the nature of the feedback messages the participants will receive. Participants don't always know what to do with a feedback message, so it is up to the instructor to show them how to use the information to make progress toward the goals of the conversation. Once the participant is prepared to receive the feedback message, the instructor can proceed to the next layer of the feedback message.

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Session 5 – Effective Feedback, Coaching, and Proficiencies   5-24

Layer 2: Success Message OR Challenge Message

Point out that a Success Message is different from praise. While praise may be a positive description of performance, Success Message includes acknowledgement of completion of goal or task in conjunction with participant's perception of accomplishment. For example:
- *Praise: "You did a good job with the instructions on the Walk and Turn."*
- *Success Message: "I noticed that your covered all the points on the instructional stage. What did you do differently this time as opposed to earlier?"*

If the participant has met the success criteria and achieved the goal, you will want to provide a Success Message that reinforces the learning and prepares the participant to accept a new instructional goal. If the participant has not met the success criteria, you should provide a Challenge Message that challenges the participant to develop new knowledge or improve their performance in some way. The type of information you provide in either the Success Message or the Challenge Message will depend on the type of instructional strategy you are using to teach facts, concepts, procedures, processes, or principles. In general, both the Success Message and the Challenge Message will help answer one or more of the three feedback messages:
- **Question 1:** Where am I going? (What are the goals?)
- **Question 2:** How am I doing? (What progress is being made toward the goal?)
- **Question 3:** Where to next? (What activities need to be undertaken to make better progress?)

Stress the following point.
The Success Message or Challenge Message should NOT include praise or personal information about the participant. That information may be included in a follow-up message given to the participant at a later time, but praise should not be integrated into this part of the message. This is because it will dilute the effectiveness of the Success Message or Challenge Message.

The main goal with this layer is to make sure the participant knows what the goal is, how much progress they've already made toward it, and what else they need to do to reach it. Once you have delivered the Success Message or Challenge Message, you are ready to proceed to the next layer.

Layer 3: Motivation Check

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Layer 3: Motivation Check

Participants may have enough prior knowledge and skill to pursue an instructional goal, but if they lack sufficient motivation, they will never achieve it. There are three things that lead to motivated performance of a work task:
- Commit to actively pursue the task (do it now, not later)
- Persist at the task even when there are distractions
- Invest the mental effort needed to succeed at the task

The purpose of the Motivation Check is to ensure participants will do all three of these things. However, instructors should know that before participants can do these three things, they must have certain beliefs about themselves and the task at hand.
- They must have the self-confidence (attitude) to conduct a DWI investigation
- They must also believe they have the knowledge and skills to conduct the investigation
- They have the authority to conduct the investigation

If the any of the three are missing they are unlikely to conduct the investigation.

If the instructor believes there is a motivational barrier to do the task, but isn't sure what the nature of that barrier is, one or more of the following questions may be asked to pinpoint the problem.
- How confident are you that you will be able to conduct DWI investigations?
- What is your level of commitment to study and practice?
- How will you persist at your practice activities even when distractions occur?
- Do you believe you have access to all of the resources you need to achieve the goal?
- Are you willing to invest enough mental effort to achieve the goal by the end of the course?

Depending on the answers to these questions, the instructor should provide the information needed to overcome any motivational barriers. Once it is clear the participant is motivated to do the work, the instructor can add the final layer of the Feedback Sandwich.

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Layer 4: Follow-Up

The final layer of the Feedback Sandwich is to provide the participant with a brief explanation of a follow-up activity that will be done to ensure the participant is progressing toward the goal. If the participant knows progress is being measured and recorded, the task is much more likely to be completed. The follow-up message should include information that answers the following questions:

- How will your progress be measured?
- Who will do the measuring?
- When will progress be measured?
- (Optional) When will the next feedback message be given?

The last piece of information is optional because the timing of the message may depend upon a number of factors. However, if participants know when they will receive the next feedback message, they can better prepare themselves to receive it.

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Praise or Feedback

GOOD JOB!

Session 5 – Effective Feedback, Coaching, and Proficiencies   5-27

H. PRAISE OR FEEDBACK

The timing of the praise or feedback is an important consideration. You should make sure the praise message isn't delivered directly before or after any Success Message or Challenge Message. You don't want to risk distracting the participants from their work by praise or personal information.

As part of the follow-up activities to an instructional conversation, the instructor may use brief praise or feedback about the participant's performance. This may help to promote positive emotions and attitudes about learning and help participants take an active part in the instructional conversation. This feedback should be separate from the above feedback messages related to goal achievement. Feedback may do one or more of the following:

- Help the participant acquire a sense of "belonging" to the group
- Increase the level of trust between the instructor and participant
- Increase the level of trust between the participant and other participants
- Help the participant feel their work is appreciated
- Let the participant know they are respected
- Express a sense of optimism and confidence the participants can succeed
- Express a high level of expectations along with a belief the participants can meet those expectations
- Empathize with the participant

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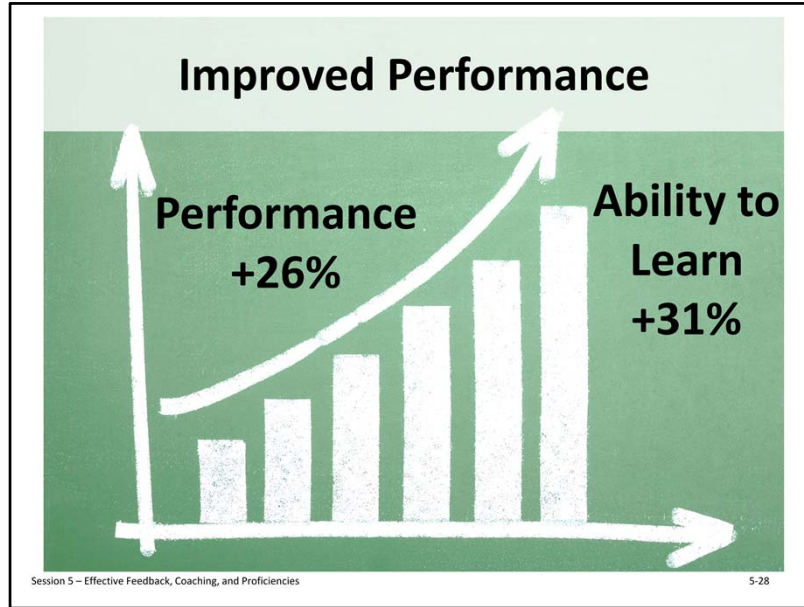
Conclusion

When participants receive appropriate feedback, their performance can be dramatically improved, with an average percentile gain of 26 percent. What is even more impressive is when teachers or trainers get feedback from the participants on their teaching and then use it to improve their instruction, participant's achievement increases by an average of 31 percent. Clearly, feedback is one of the most powerful ways to increase achievement in classroom and in the field, but it has to be the right feedback given at the right time.

Assign participants to groups of four to six. Each group will be given the following scenarios to practice using the Feedback Sandwich. An instructor will be assigned to each group to provide feedback to each participant that has provided the feedback message.

Example scenarios:
- *Participant holds the stimulus too close to the face during the HGN test*
- *Demonstrates the Walk and Turn incorrectly*
- *Participant provides incorrect SFST accuracy percentages*
- *Participant fails to detect clues, or reports clues that were not present, in the alcohol workshop*

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Integrating the Effective Feedback

Session 5 – Effective Feedback, Coaching, and Proficiencies   5-29

I. INTEGRATING THE EFFECTIVE FEEDBACK RECIPE

Using the Integration principle from the Cycle of Instruction, tell participants they will be applying the effective feedback recipe during the Participant Presentations and Proficiency testing in this session.

Now that you have had a chance to practice this, you will use best practices in the Cycle of Instruction and integrate what you have learned in this Session in the Participant Presentations and Proficiency testing.

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Summary and Example

Session 5 – Effective Feedback, Coaching, and Proficiencies   5-30

J. SUMMARY AND EXAMPLE

Feedback Messages
Question 1: Where am I going? (What are the goals?)
Question 2: How am I doing? (What progress is being made toward the goal?)
Question 3: Where to next? (What activities need to be undertaken to make better progress?)

Feedback Sandwich
Layer 1: Invitation
Layer 2: Success Message or Challenge Message
Layer 3: Motivation Check
Layer 4: Follow-up

The Feedback Sandwich recipe consists of four interrelated layers.

- In Layer 1, participants are invited to receive the feedback message
    - Example: "I see you're working on HGN. Is it okay if I give you some feedback that might help you out?"

- If they accept the invitation, Layer 2 contains a Success Message OR a Challenge Message that answers the 3 Feedback Questions
    - Example: "It looks like you're trying to _____ (Question 1). I see good progress on _____, but there is something going on with _____ that needs to be fixed (Question 2). Try doing _____ instead, and see if that works better for you (Question 3). If it does, practice doing it about 10 more times so that you can get really good at it. If it doesn't work, let me know and we'll try another approach."

- In Layer 3, the instructor makes sure the participant is motivated to do the work
    - Example: "Is that something you'd be willing to try, or is there something that would keep you from being able to do that?"

**Summary and Example
(continued)**

Session 5 – Effective Feedback, Coaching, and Proficiencies
5-31

- Finally, Layer 4 contains follow-up information about how participant progress will be measured
  - Example: "Keep track of how much time it takes you to do _____ each time you practice, and make notes of any progress you see in your ability to do this task. I'll review your notes with you tomorrow, and I'll watch you do it one or two times to see if there is anything else we can do to make progress toward the goal of _____."

Note: Praise is not offered at the end of this Feedback Sandwich. Instead, any such feedback would be delivered separately at a later time so there is a clear separation of general praise from the other types of specific feedback. After some time has passed, the instructor might send the participant a message like the following example.

- "I was just thinking about your progress in the course and I wanted to let you know that I appreciate all the effort you are putting into the work you do. It is really good stuff! Keep up the good work!"

This general Feedback Sandwich recipe will work for most learning activities and it supports a wide range of instructional strategies.

Distribute SFST proficiency examination forms to participants. Have class work in groups of 3-4. One participant will be the test Subject, one will be the Officer, and one will be the Coach. It is crucial the Coach apply the principles learned in this session to evaluate and offer feedback to the Officer during the SFSTs. At the conclusion of the proficiency examination, the Coach will sign the form acknowledging proficiency or employ remedial training. The participants will then switch roles.

Session 5 – Effective Feedback, Coaching, and Proficiencies   5-32

K. QUESTIONS AND/OR CONCERNS

Solicit questions and comments from participants before moving to the next Session.

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DWI Detection &
SFST
Instructor
Development
Course

Session 6 – Effectively Promoting
Participation and Interaction

NHTSA
NATIONAL HIGHWAY TRAFFIC SAFETY ADMINISTRATION

TSI
Transportation Safety Institute

February, 2017

Content Segments

A. Effectively Promoting Participation and Interaction
B. Four Communication Skills of a Good Instructor
C. Questioning Methods
D. Handling Participants' Answers
E. Handling Participants' Questions
F. Conclusion
G. Questions and/or Concerns

Session 6 – Effectively Promoting Participation and Interaction   6-2

Session 6: Effectively Promoting Participation and Interaction
Estimated time for Session 6: 1 Hour (depending on class size)

Session Objectives
- Illustrate the differences between a lecturer and an instructor
- Analyze the four skills of a good instructor
- Demonstrate the three methods of questioning used in training
- Assess how the techniques may be applied to problem situations in training

Contents
A.   Effectively Promoting Participation and Interaction
B.   Four Communication Skills of a Good Instructor
C.   Questioning Methods
D.   Handling Participants' Answers
E.   Handling Participants' Questions
F.   Conclusion
G.   Questions and/or Concerns

Materials
Presentation slides
2 Easels/Easel Pads
Markers
Computer speakers (for embedded videos)

Instructional Notes are presented in bold italic throughout the sessions.

DWI Detection and SFST
Instructor Development Course

Session 6:
Effectively Promoting
Participation and Interaction

Session 6 – Effectively Promoting Participation and Interaction   6-3

Session 6: Effectively Promoting Participation and Interaction

Estimated time for Session 6: 1 Hour

Materials

- *Presentation slides*
- *2 Easels/Easel Pads*
- *Markers*
- *Computer speakers (for embedded videos)*

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Session Objectives

- Illustrate differences between lecturer and instructor
- Analyze four skills of a good instructor
- Demonstrate three methods of questioning used in training
- Assess how techniques may be applied to problem situations in training

Session 6 – Effectively Promoting Participation and Interaction   6-4

Session Objectives

At the conclusion of this session, participants should be able to:

- Illustrate the differences between a lecturer and an instructor (Activation)
- Analyze the four skills of a good instructor (Activation)
- Demonstrate the three methods of questioning used in training (Demonstration)
- Assess how the techniques may be applied to problem situations in training (Integration)

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Session 6 – Effectively Promoting Participation and Interaction   6-5

A. EFFECTIVELY PROMOTING PARTICIPATION AND INTERACTION

Activity: Ask participants: What is "Ben Stein Syndrome?" Someone will likely recall the famous teacher from the movie Ferris Buehler's Day Off. Anyone? Anyone? Click to play video.

Have each group spend five to ten minutes discussing the BEST teacher they have ever had and the WORST teacher they have ever had. Have groups compare to see if there are any common traits in their BEST and WORST.

Use two easels/easel pads and volunteers to document the WORST (on the first chart) and the BEST (on the second chart). Retitle the easels/easel pads at the end of the activity as LECTURER on the WORST and INSTRUCTOR on the BEST.

During the activity, underline and emphasize the following three characteristics of a lecturer:
* *Talks AT the audience*
* *Does not consider the audience's goals or expectations*
* *Does not interact with audience members*

Lecturer:

What are some of the characteristics of a lecturer?
1. _____
2. _____
3. _____

Next slide discusses instructor characteristics

Communication Skills of a Good Instructor
- Attentive
- Observant
- Listener
- Questioning

Session 6 – Effectively Promoting Participation and Interaction   6-6

B. <u>FOUR COMMUNICATION SKILLS OF A GOOD INSTRUCTOR</u>

Activity: During the activity, underline the four characteristics to be addressed during this session:
- *Attentive*
- *Observant*
- *Listener*
- *Questioning*

If the participants do not list these four qualities, you will need to work them onto easel/easel pad titled BEST.

Ask participants if they have additional examples of an instructor being attentive.

Reveal bullets on slide.

Demonstrate some of these attentive skills in the classroom.

Stress the following: When walking into a presentation you must have a good grasp of the audience's skill or knowledge level. Begin by stating the task/problem, briefly outline what will be demonstrated and applied, and follow-up by asking questions to activate participants' prior knowledge and skills as a foundation for new skills.

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Attentive

- Physical presentation that shows the instructor is paying attention
- Encourages participation
- Facing participants
- Maintaining appropriate eye contact
- Moving toward participants when appropriate
- Avoiding distracting behavior

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Observant

- Participants' face, body position, and movements
- Infers attitudes of participants
- Takes appropriate action

Session 6 – Effectively Promoting Participation and Interaction   6-8

Observant

- Face, body position, and body movements of the participants
- Infers attitudes of the participants based on observations of the above
- Takes appropriate action based upon inferences

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Listener

- Listen to what is said
- Paraphrase what was said to demonstrate understanding
- Be cognizant and sensitive to possible internal and external distractions affecting the participants

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Questioning

- Helps determine what is already known
- Invites participants
- Provides feedback
- Enables audience to assess learning
- Gauge audience's skill or knowledge level

Session 6 – Effectively Promoting Participation and Interaction   6-10

Questioning

- Helps determine what the participants already know
- Invites participation
- Provides you, the instructor, with feedback
- Enables audience to assess their own learning and fill in the gaps
- When walking into a presentation without a good grasp of the audience's skill or knowledge level, asking questions up front can gauge this very easily

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Session 6 – Effectively Promoting Participation and Interaction 6-11
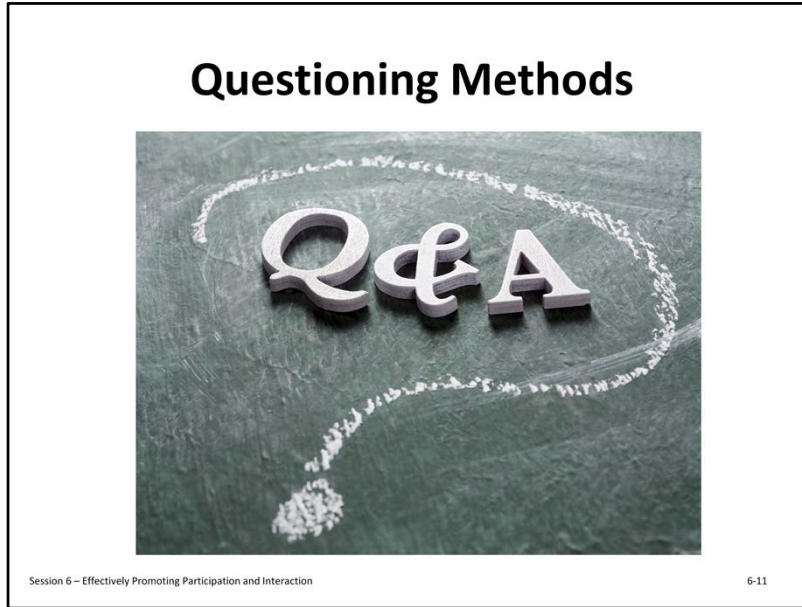
C. <u>QUESTIONING METHODS</u>

Prepare to discuss the questioning methods.

- Overhead/undirected
- Pre-directed
- Overhead/directed

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Overhead/Undirected Questions

Discussion: Ask participants this exact question: "What would be an example of an overhead/undirected question?"

Provide the answer, after obtaining responses to the above question.

Overhead/undirected question is one where the question is thrown out to the _____*Entire*_____ _____*Class*_____ .

Advantages:
- Engages the entire class
- Allows the instructor to identify the "apple polisher" in the class

Disadvantages
- Allows people to refrain from participating
- Continued use allows the over-eager participants to dominate the class

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Pre-Directed Question

Session 6 – Effectively Promoting Participation and Interaction   6-13
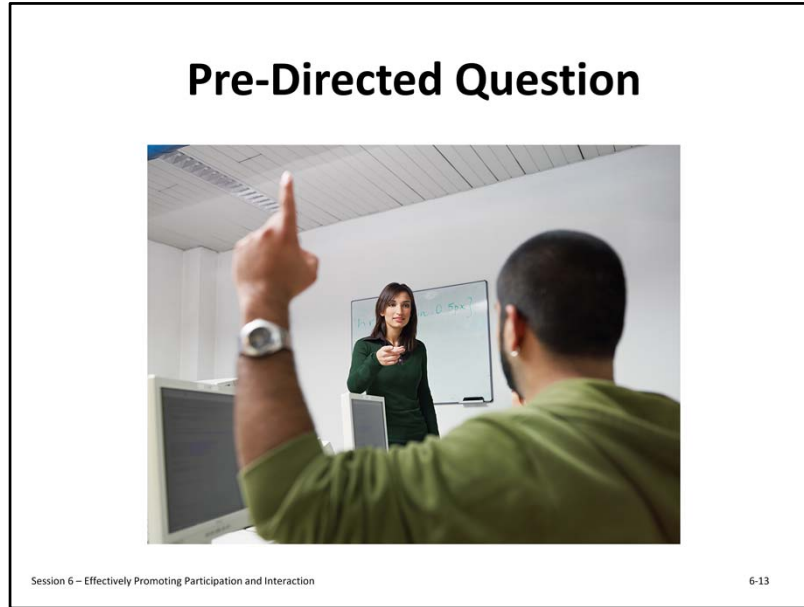
Pre-Directed Questions

Discussion: Ask a particular participant, "Name, can you give me an example of a pre-directed question?"

Make sure you say the participant's name before posing the question.

Let the class know…

A pre-directed question is one in which a participant is _____**Selected**_____ _____**Before**_____ the question is posed.

Emphasize that instructors should pause after saying the participant's name when using this technique.

Advantages:
- Can be used to engage hesitant participants
- Can be used to gain the attention of a disruptive or distracted participant

Disadvantages
- Enhance participation by only one participant
- Once the question is directed, everyone else can stop paying attention

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Overhead/Directed Questions

Discussion: Ask the class, "What would be an example of an overhead/directed question, Name?" Say the participant's name at the end of the question.

Let class know…

An overhead/directed question, the presenter asks an ____*overhead*____ _____question,
then _____*pauses*_____and _____ _____*directs*_____it to a particular participant.

Advantage:
- Combines the advantages of the other types of questions

Disadvantages
- During the pause between posing the question and selecting the respondent, it is common for the over-eager participants to chime in and answer the question

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Handling Participants Answers

Session 6 – Effectively Promoting Participation and Interaction   6-15
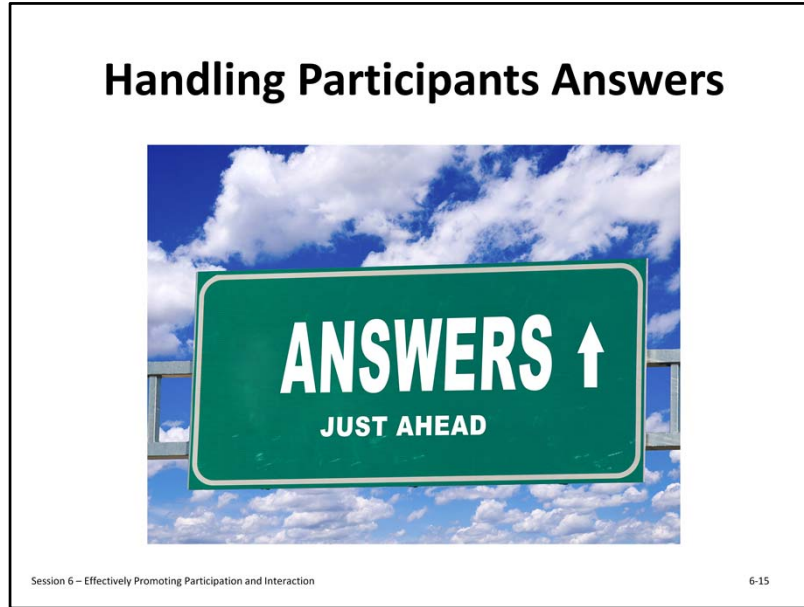
D. HANDLING PARTICIPANTS' ANSWERS

Discussion: Use hypotheticals to demonstrate these techniques.

When a participant gives a correct answer:
- Commend participant
- React with positive reinforcement
- Don't give bland acknowledgement
- Don't fail to give any reaction at all

When a participant gives an incorrect answer:
- Convey answer is incorrect
- Do not react with frustration or anger
- Do not embarrass the participant
- Acknowledge partially correct answers

When participants do not respond, stress increases, participation drops, and learning is minimized. You can use the following methods to deal with the situation:
- **Provide** the answer yourself
- **Redirect** the question to another participant
- **Defer** the question

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Handling Participants' Questions

Session 6 – Effectively Promoting Participation and Interaction   6-16

E. HANDLING PARTICIPANTS' QUESTIONS

Remind the class, participants sometimes ask questions instructors cannot answer.

Participants sometimes ask questions instructors cannot answer. You can use the following techniques to deal with the situation:
- **Admit** you do not know the answer, but offer to research it
- **Redirect** the question to another participant
- **Defer** the question

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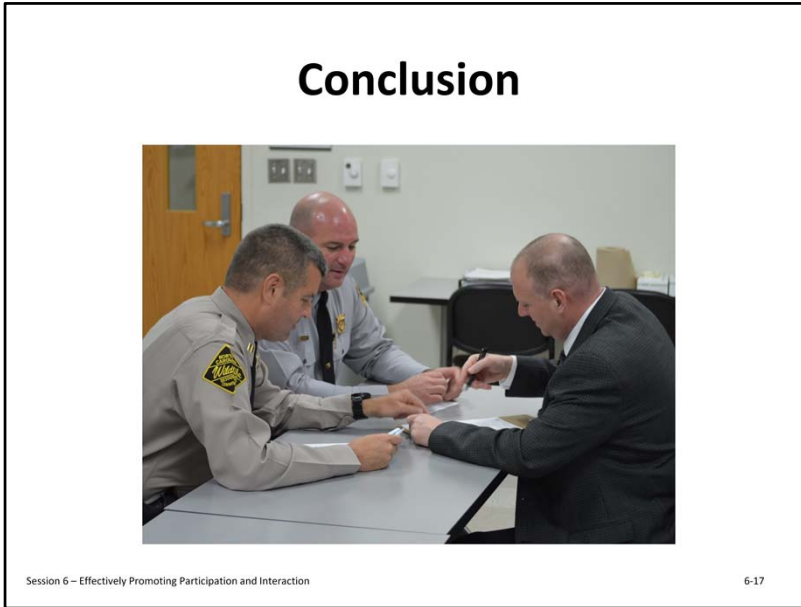
F. CONCLUSION

During the conclusion, ask participants to think about these types of questioning techniques. We will learn ways to handle problem situations in the next Session. Can these questioning techniques be used to effectively respond to problems?
Elicit the following points from the class regarding what would make an effective instructor.

Effective instructors:
- Are attentive to their participants
- Are observant of their participants
- Listen to their participants
- Help participants learn from one another

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Questions and/or Concerns

Session 6 – Effectively Promoting Participation and Interaction   6-18

G. QUESTIONS AND/OR CONCERNS

Solicit questions and comments from participants before moving to the next Session.

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**DWI Detection &
SFST
Instructor
Development
Course**

Session 7 – Dealing with Training Challenges

NHTSA

TSI

February, 2017

Session 7: Dealing with Training Challenges
Estimated time for Session 7: 1 Hour (depending on class size)

Session Objectives
- Demonstrate the key considerations in responding to problem situations created by participants using the three-step correction strategy
- Apply the three-step correction strategy to problem situations created by participants
- Analyze how to address environmental and equipment challenges
- Assess problem situations created by instructors

Contents
A.   Dealing with Challenges
B.   Key Considerations in Responding to Problem Situations Created by Participants
C.   Three-Step Correction Strategy
D.   Applying the Three-Step Correction Strategy
E.   Environmental Challenges
F.   Problem Situations Created by Instructors
G.   Questions and/or Concerns

Materials
Presentation slides
Easel/Easel Pad
Markers

 Instructional Notes are presented in bold italic throughout the sessions.

DWI Detection and SFST
Instructor Development Course

Session 7:
Dealing with Training Challenges

Session 7 – Dealing with Training Challenges   7-3

Session 7: Dealing with Training Challenges

Estimated time for Session 7: 1 Hour

Materials

- *Presentation slides*
- *Easel/Easel Pad*
- *Markers*

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Session Objectives

At the conclusion of this session, participants should be able to:

- Demonstrate the key considerations in responding to problem situations created by participants using the three-step correction strategy (Demonstration)
- Apply the three-step correction strategy to problem situations created by participants (Application)
- Analyze how to address environmental and equipment challenges (Activation)
- Assess problem situations created by instructors (Integration)

Instruct participants to close their manuals (if the following optional activity is to be conducted).

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Session 7 – Dealing with Training Challenges   7-5
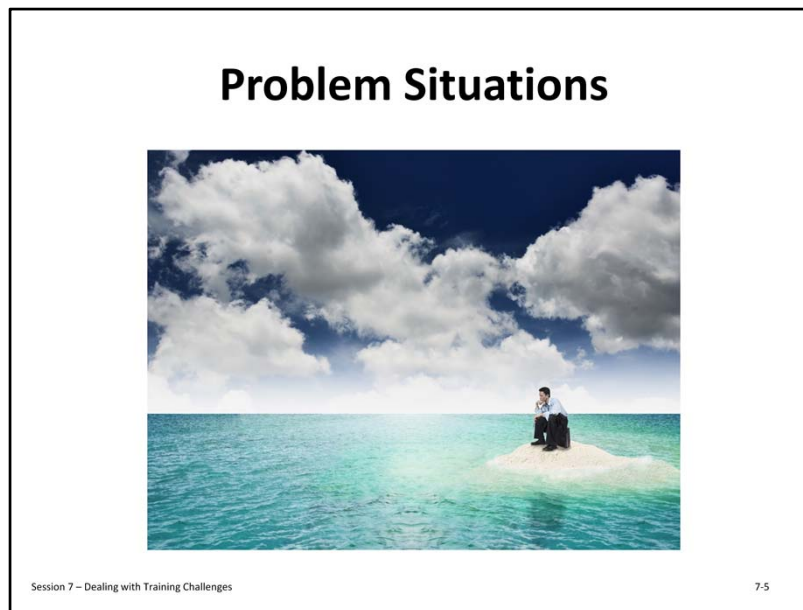
A. DEALING WITH CHALLENGES

Optional Activity: Have participants close their manuals for this presentation to encourage thoughtful participation.

Do not make the mistake of labeling participants as problem participants. Rather, this is an exercise in handling problem situations. Remember many problem situations are, in fact, the result of particular behaviors by a participant or participants. It does not necessarily make them problem participants. All faculty members encounter problem situations at some point during their presentations; they must be ready for these challenges.

Consider assigning a couple of instructors to act as problem participants in this presentation. For example, ask them to read the paper, talk to each other or one of the other participants, use their cell phones, etc. Ask them to stop when you use one of the corrective techniques described during this presentation.

Record examples of problem situations created by participants:
- *Some participants are too vocal*
- *Some participants are too quiet or shy*
- *Some participants are disruptive*
- *Some participants lack motivation*

Problem Situations

Some problem situations are those in which learning is inhibited due to the behavior of one or more of the participants. The problem is not necessarily the participant, but rather the participant's motivation. A good instructor develops techniques to invite cooperation and maintain participant motivation. All instructors, even the most skilled and experienced ones, run into problem situations.

Key Considerations with Problem Situations

Session 7 – Dealing with Training Challenges   7-6

B. <u>KEY CONSIDERATIONS IN RESPONDING TO PROBLEM SITUATIONS CREATED BY PARTICIPANTS</u>

Emphasize: Instructors should avoid harming a participant's self-esteem; however, on rare occasions, it may be more important to avoid further disruption to learning.

The key considerations to responding to problem situations created by participants are:
- Eliminate or minimize the problem behavior
- Maintain the participant's self-esteem
- Avoid further disruption to learning

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Three-Step Correction Strategy

Session 7 – Dealing with Training Challenges   7-7

C. THREE STEP CORRECTION STRATEGY

Emphasize: The importance of remaining calm and thinking clearly.

As much as you want to avoid harming a participant's self-esteem, it is essential you avoid further disruption to learning.

- Identify possible strategies to deal with the problem

- Compare your possible strategies against the key considerations
    - Eliminate or minimize the problem behavior
    - Maintain the participant's self-esteem
    - Avoid further disruption to learning

- Employ the best strategy

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Applying the Three-Step Correction Strategy

Session 7 – Dealing with Training Challenges   7-8

D. <u>APPLYING THE THREE STEP CORRECTION STRATEGY</u>

Activity: Place participants in up to six groups and assign each group a problem situation (sample problem situations follow). Ask the groups to devise a strategy or strategies for dealing with the situation. Have participants take into account the three-step correction strategy. Have each group report back to the class. Have groups turn to the appropriate problem situation in the participant manual.

Give groups ten minutes to discuss their problem situations and five minutes to report out.

The following are possible strategies for the instructor to highlight during the group reports:

- *Ignore the problem*
- *Use Classroom space/movement*
    - o *Move toward the participant creating the distraction*
    - o *Standing close to a talker usually causes the conversation to end*
- *Use appropriate question/answer techniques*
    - o *Foreclose the know-it-all*
    - o *Move attention away from the distracting participant*
    - o *Give others an opportunity*
- *Vary learning activities*
    - o *Put the participant to work filling out charts, etc.*
    - o *Choose discussion leaders where appropriate*
- *Be available to participants outside class time*
- *Talk privately with the participant creating the problem situation*
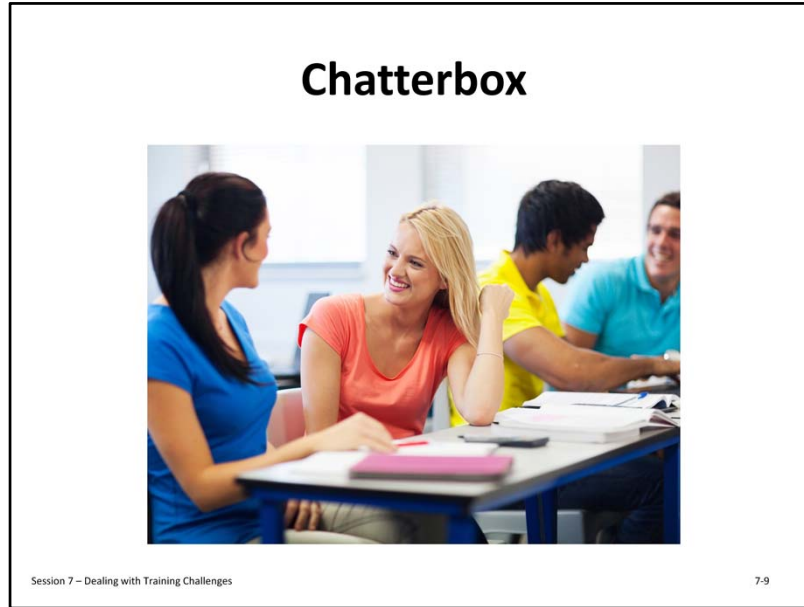
The Chatterbox

Overt Characteristics: In the order of participant problem types, these individuals are probably the most disruptive of all, since (for whatever reason) they never seem to stop talking from the moment they enter the room until the presentation concludes.

People who fall within this category appear to take a great deal of self-satisfaction in carrying on both direct (face-to-face) and indirect (looking at the instructor, but whispering discreetly to their neighbor) conversations that begin to disrupt the flow of information which the instructor is attempting to convey. In certain situations, they will even attempt to carry on a conversation with another member of the audience (either across the table or room), completely ignoring what is being presented.

What are some strategies for dealing with this problem behavior? Evaluate each strategy against the four conditions listed below:
• Will it eliminate or minimize the problem behavior?
• Will it maintain the self-esteem of the participant whose behavior is causing the problem?
• Will it maintain the dignity of the instructor as well as the participant?
• Will it avoid further disruption to learning?

Effective Strategies Observed in Class

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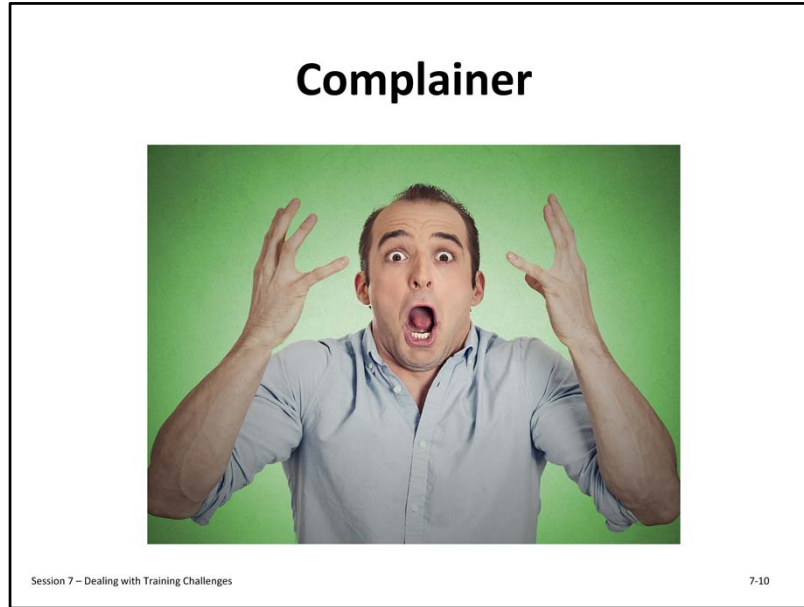
The Chronic Complainer

Overt Characteristics: While perhaps not as disruptive as some of the types already discussed, this type appears to take particular delight in pointing out all of the details that are either unacceptable or are detracting from the session. Negativism is their forte.

Complaints are usually numerous and quite specific. The issues range anywhere from the room being too stuffy, too hot, too cold, too small, too large, to the coffee service arriving late, the complimentary pastry not "tasting quite right, the chairs being uncomfortable, or the M & M's not containing peanuts. *(Most experienced instructors or trainers could add at least 10 additional items to this list.)*

Interestingly enough, whether the displeasure is expressed verbally or nonverbally, this type appears to take a subtle pleasure in expressing dissatisfaction with just about every aspect of the training.

What are some strategies for dealing with this problem behavior? Evaluate each strategy against the four conditions listed below:
• Will it eliminate or minimize the problem behavior?
• Will it maintain the self-esteem of the participant whose behavior is causing the problem?
• Will it maintain the dignity of the instructor as well as the participant?
• Will it avoid further disruption to learning?

Effective Strategies Observed in Class

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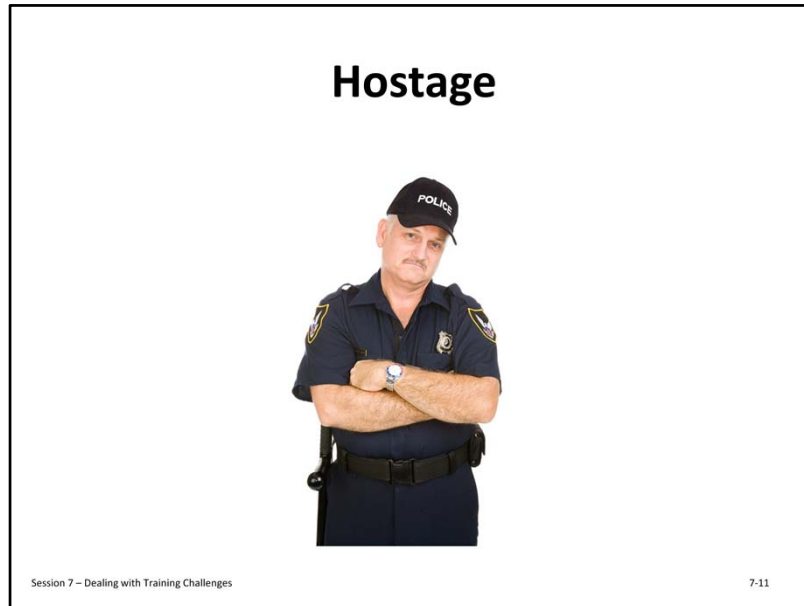
The Hostage

Overt Characteristics: Whenever a participant attends a training session because it is mandatory, that person may feel like a hostage. They may react passively or aggressively depending on the degree of resentment they feel at being some place they do not want to be.

This type of problem participant may feel they were forced to attend the training for one reason or another and may consider the instructor to be an adversary as opposed to an ally. Seldom does a group consist exclusively of hostages, but if there is more than one, they will usually sit together in order to commiserate or cause trouble.

This type of participant may be distracting and at some point may vent their anger unless the instructor devises a strategy for dealing with the situation.

What are some strategies for dealing with this type of behavior? Evaluate each strategy against the four conditions listed below:
- Will it eliminate or minimize the problem behavior?
- Will it maintain the self-esteem of the participant whose behavior is causing the problem?
- Will it maintain the dignity of the instructor as well as the participant?
- Will it avoid further disruption to learning?

Effective Strategies Observed in Class

The Apple Polisher

Overt Characteristics: This type of problem participant really wants the instructor's attention. At first, it's flattering. Then, it gets embarrassing as the participant's behavior becomes more and more apparent to the rest of the class. Winning the favor and admiration of the instructor is the "game-of-the-day" *(or worse, "the game-of-the-week").*

This person may attempt to answer all the questions asked by the instructor. They may also volunteer for any and all "helping activities" and usually hang around after the class to offer suggestions or praise. What's worse is they portray themselves as the "instructor's pet" in front of others and can cause the instructor to lose credibility with the rest of the audience.

What are some strategies for dealing with this problem behavior? Evaluate each strategy against the four conditions listed below:
- Will it eliminate or minimize the problem behavior?
- Will it maintain the self-esteem of the participant whose behavior is causing the problem?
- Will it maintain the dignity of the instructor as well as the participant?
- Will it avoid further disruption to learning?

Effective Strategies Observed in Class

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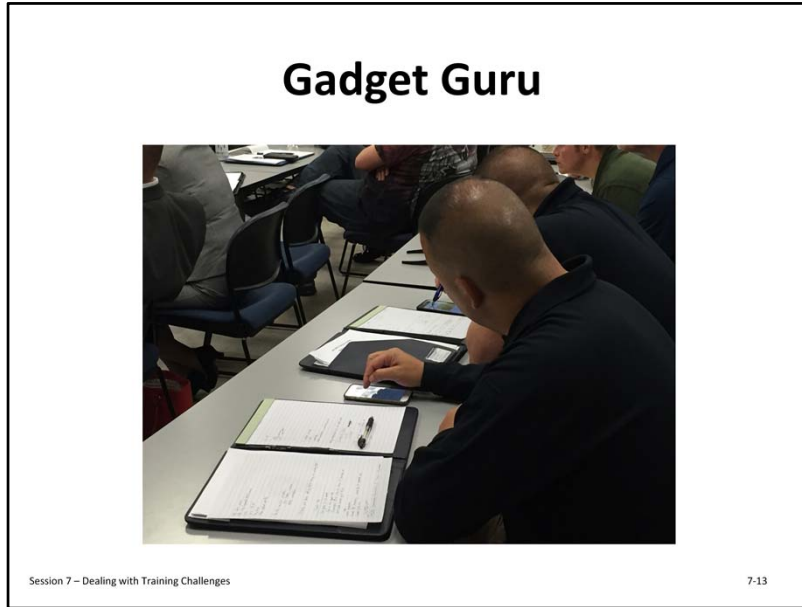
Gadget Guru

Overt Characteristics: Participants continuously on their techy device (checking email, chatting, texting, surfing the internet). Sometimes it escalates to where they are involving others in their activity during class time. This would include where you have a class that has laptops and they are using it during times where instructors want full attention.

What are some strategies for dealing with this problem behavior? Evaluate each strategy against the four conditions listed below:
• Will it eliminate or minimize the problem behavior?
• Will it maintain the self-esteem of the participant whose behavior is causing the problem?
• Will it maintain the dignity of the instructor as well as the participant?
• Will it avoid further disruption to learning?

Effective Strategies Observed in Class

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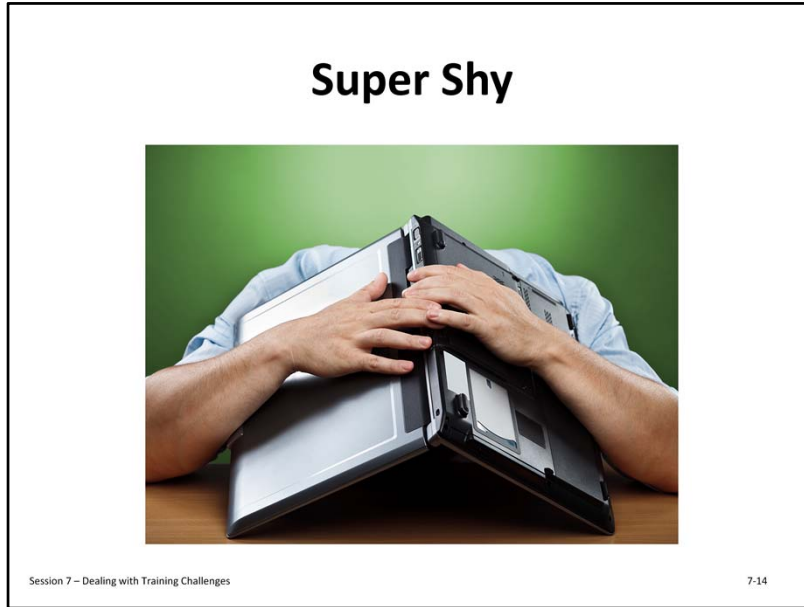
Super Shy

Overt Characteristics: Participant is meek in their nature and does not feel comfortable speaking in front of the group. They may be the last to volunteer or won't volunteer at all. Their expression reflects their discomfort with interacting with others. They are reluctant to make eye contact. Even if they know the answer to a question, they may not volunteer the answer.

What are some strategies for dealing with this problem behavior? Evaluate each strategy against the four conditions listed below:
- Will it eliminate or minimize the problem behavior?
- Will it maintain the self-esteem of the participant whose behavior is causing the problem?
- Will it maintain the dignity of the instructor as well as the participant?
- Will it avoid further disruption to learning?

Effective Strategies Observed in Class

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Environmental Challenges and Distractions

Session 7 – Dealing with Training Challenges   7-15

E. ENVIRONMENTAL CHALLENGES

Depending on the physical space and location of the training, various environmental challenges to location, space, and equipment may arise anytime throughout the training. Instructors should identify these potential challenges before the training begins and learn what resources are available to prevent or correct these challenges.

Location and Equipment Challenges

Location distractions
- Where is the training located?
  - Resort; Hotel; Beach; Casino; Windowless room; Basement of the Sheriff's office; Location without amenities within walking distance; Noise distractions (traffic, train, competing trainings); Police academy

- Training room distractions
  - Temperature; Lighting; Audio/visual; Room design; Poor acoustics; Placement of cords; Creaky doors

- Equipment distractions
  - Does all the equipment work?; Incompatible devices (projectors, types of computers, sound systems, software); Internet accessibility; Lighting conflicting with the projection screen; Batteries; Enough power sources

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Instructor-Created Distractions

Session 7 – Dealing with Training Challenges   7-16

F. PROBLEM SITUATIONS CREATED BY INSTRUCTORS

Discuss with participants and show examples as necessary on the following distractions created by instructors:

Top 10 Instructor Created Distractions
    10. Disrespect the audience ("I am smarter than you."… culture, background, profession, gender, generation)
    9. Body position (do not turn back to the audience, cross arms)
    8. War stories (vs. relevant stories supporting the presentation)
    7. Arguing with participants
    6. Calling on the unprepared participant
    5. Fidget (clicking pen, change in pocket)
    4. Too much PowerPoint (or overuse of any single medium)
    3. Run over time (time mismanagement)
    2. Inappropriate language for the audience
    1. Disrespect yourself or your presentation ("I do not know why they asked me to do this…" or "You probably know more about this than me…")

Give an example of a distraction you have overcome. Ask participants to reflect on distractions they recognize in themselves as instructors. Participants should choose at least one of these distractions to focus on improving during their final demonstration. Instructors at each table should facilitate discussion of each participant's noted distraction and provide feedback on possible remedies.

What distractions do you create when instructing?

Questions and/or Concerns

Session 7 – Dealing with Training Challenges   7-17

G. QUESTIONS AND/OR CONCERNS

Solicit questions and comments from participants before moving to the next Session.

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DWI Detection & SFST Instructor Development Course

Session 8 – Developing and Using Training Aids

February, 2017

Content Segments

A. Commonly Used Training Aids
B. Purposes of Training Aids
C. Whiteboards, Wall Charts, & Easels/Easel Pads
D. Audio/Video
E. Presentation Software Programs
F. Handouts
G. Copyright Fundamentals
H. Questions and/or Concerns

Session 8 – Developing and Using Training Aids   8-2

Session 8: Developing and Using Training Aids
Estimated time for Session 8: 1 Hour, 30 Minutes (depending on class size)

Session Objectives
• Demonstrate the purpose and use of training aids
• Plan how you will integrate training aids in your demonstration

Contents
A.   Commonly Used Training Aids
B.   Purposes of Training Aids
C.   Whiteboards, Wall Charts, & Easels/Easel Pads
D.   Audio/Video
E.   Presentation Software Programs
F.   Handouts
G.   Copyright Fundamentals for Presentations
H.   Questions and/or Concerns

Materials
Presentation slides
Remote presenters (if available)
Easel/Easel Pad
Markers
Computer speakers (for embedded videos)

Instructional Notes are presented in bold italic throughout the sessions.

DWI Detection and SFST
Instructor Development Course

Session 8:
Developing and Using Training Aids

Session 8 – Developing and Using Training Aids   8-3

Session 8: Developing and Using Training Aids

Estimated Time for Session 8: 1 Hour, 30 Minutes

Materials

- *Presentation slides*
- *Remote presenters (if available)*
- *Easel/Easel Pad*
- *Markers*
- *Computer speakers (for embedded videos)*

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Session Objectives

- Demonstrate purpose and use of training aids
- Integrate training aids in demonstration

Session 8 – Developing and Using Training Aids   8-4

Session Objectives

At the conclusion of this session, participants should be able to:

- Demonstrate the purpose and use of training aids
- Plan how you will integrate training aids in your demonstration

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Commonly Used Training Aids

Session 8 – Developing and Using Training Aids   8-5

A. <u>COMMONLY USED TRAINING AIDS</u>

The instructor should notify participants presentation software programs will not be taught in this course. However, if the participants are interested in learning these programs, the instructor should provide information about other classes or resources.

Instructors are encouraged to bring examples of the various training aids to be used throughout this segment.

- Prepared wall charts
- Whiteboard or easel/easel pad
- Audio/video
- Presentation slides
- Remote presenters
- Handouts
- Props
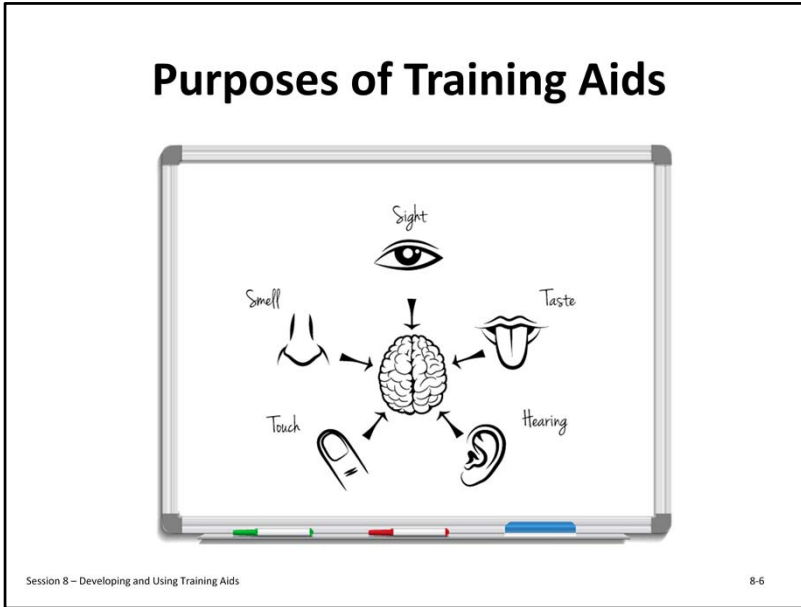
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Purposes of Training Aids

Session 8 – Developing and Using Training Aids   8-6

B. PURPOSES OF TRAINING AIDS

Training aids are essential for effective instruction.

• Training aids may appeal to multiple senses, including: sight, hearing, smell, taste, and touch
• Training aids serve to emphasize key points and help to reinforce participants' understanding and retention of the material covered

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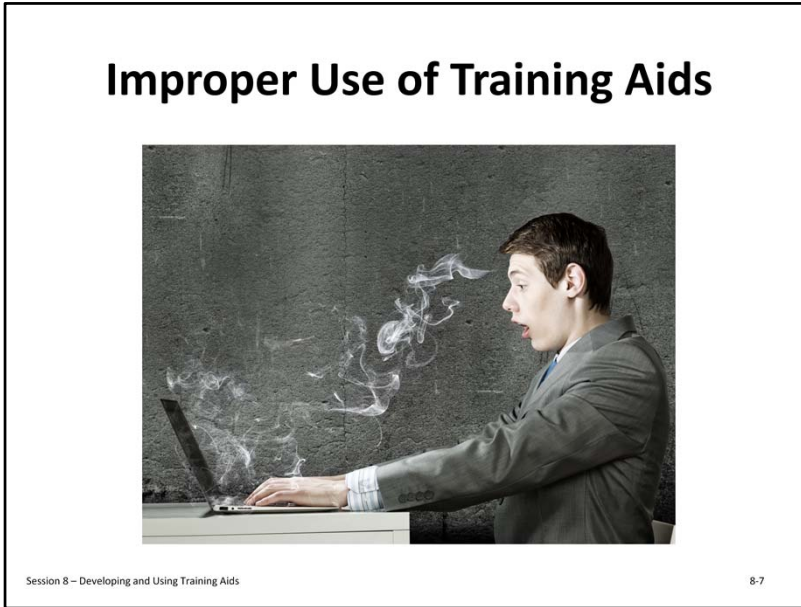
Training aids are ineffective if they are not used properly. It is essential instructors prepare **before** using any training aids. The instructor must:

- Be familiar with the type of aid used, its advantages and disadvantages, and methods of implementation
- Verify prior to the session all needed equipment is available and in proper working order
- Ensure all participants will be able to see and hear the training aid

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Whiteboards, Wall Charts, & Easels/Easel Pads

Visual Demonstrations

Session 8 – Developing and Using Training Aids   8-8
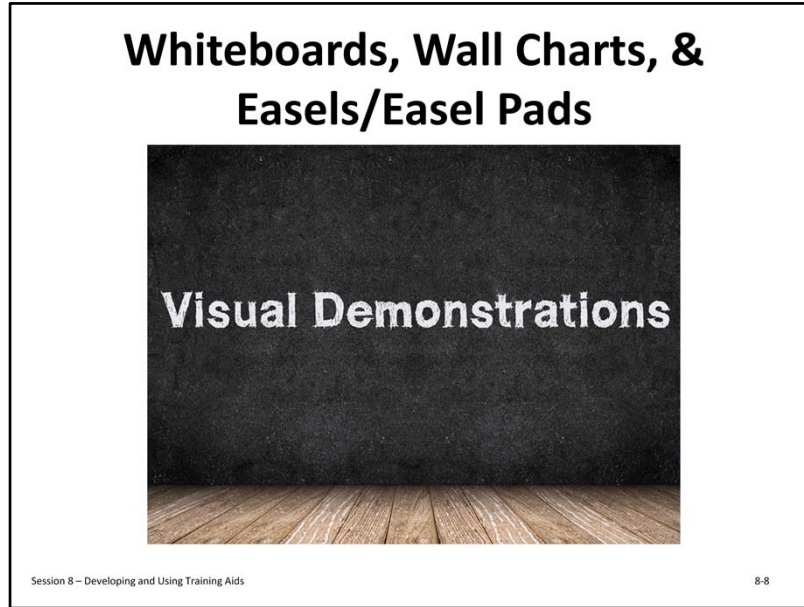
C. WHITEBOARDS, WALL CHARTS, & EASELS/EASEL PADS

Write on a whiteboard or easel/easel pad: Spontaneous Presentations

Reference back to prior use of a easel/easel pad during this course. Note effective color use, size of font, readability, etc.

When the display is no longer needed, it should be erased (or flipped over). If the display is pertinent to the training, it should be displayed on walls, if possible.

Sometimes easels/easel pads can be prepared in advance and still appear spontaneous. Tell the class that easels/easel pads can be easy to use (prior to the session, draw a map (State or U.S.) in light pencil on the chart. Draw faintly, so the lines cannot be seen at a distance. Leave the drawing in front of the class.) Walk up to the chart and trace the map with a thick marker. The class will be impressed in how well you draw the map.

- These aids are very useful for spontaneous (actual or perceived) visual aid demonstrations
- They can be particularly useful in developing a list of items with a class when the instructor cannot predict what items will be named or in what order they will be named
- Make sure the writing is large and clear enough to be seen easily by all participants
- Leave material on display long enough to permit participants to take notes
- Instructors must not stand in front of the easel/easel pad, obstructing participants' view
- Instructors should not write and talk at the same time

Wall Charts

Session 8 – Developing and Using Training Aids   8-9

The instructor should also review with the participants the effectiveness of wall charts.

Wall charts:
- Very useful for summarizing basic or fundamental information that applies broadly to the entire course of instruction or major segments of it
- Can be prepared in advance
- Typically left on display for an extended period of time
- Should be large enough to be easily seen by all participants
- Usually should not occupy the center of visual attention in the classroom; the center should be reserved for the screen and easel/easel pad

Examples of information well suited to presentations via wall charts include:
- Training objectives
- Outline of training content and/or schedule
- Key definitions (e.g., Blood Alcohol Concentration)
- Major themes or blocks of instruction

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Audio/Video

Session 8 – Developing and Using Training Aids   8-10
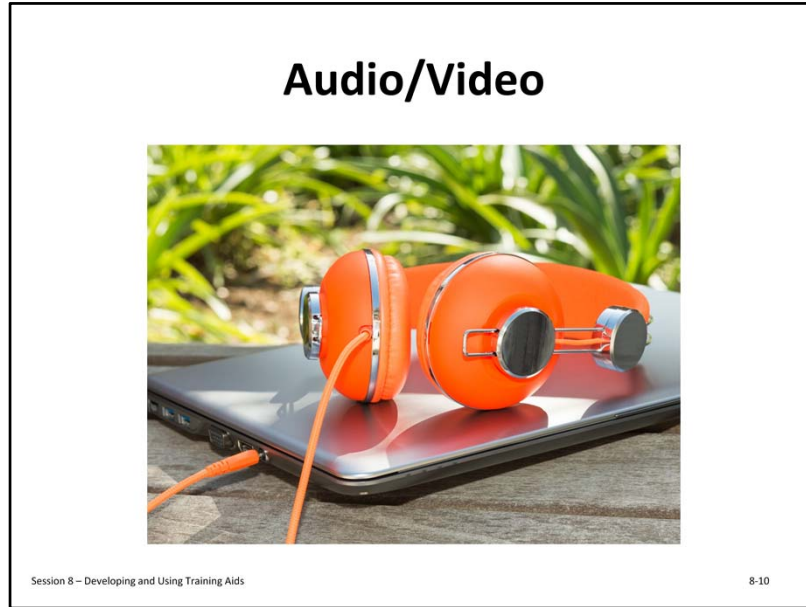
D. AUDIO/VIDEO

Always preview audio/video before showing to participants.
- Ensure compatibility of audio/video playback equipment with media format
- Ensure the format can be seen and heard by all participants in all parts of the room

All instructors must be conscious of how the audio or video may affect participants. If the content is potentially disturbing, instructors may want to provide an advisory warning regarding the content. Give participants the option to leave the room during the playing of the audio or video.

Always discuss the presentations: do not simply show them and move on.

Make sure the audio/video is relevant to the instruction/topic. As a reminder, any outside videos/DVDs not provided as part of the NHSTA/IACP- approved curriculum must be pre-approved by the SFST course manager or training coordinator.

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Session 8 – Developing and Using Training Aids   8-11
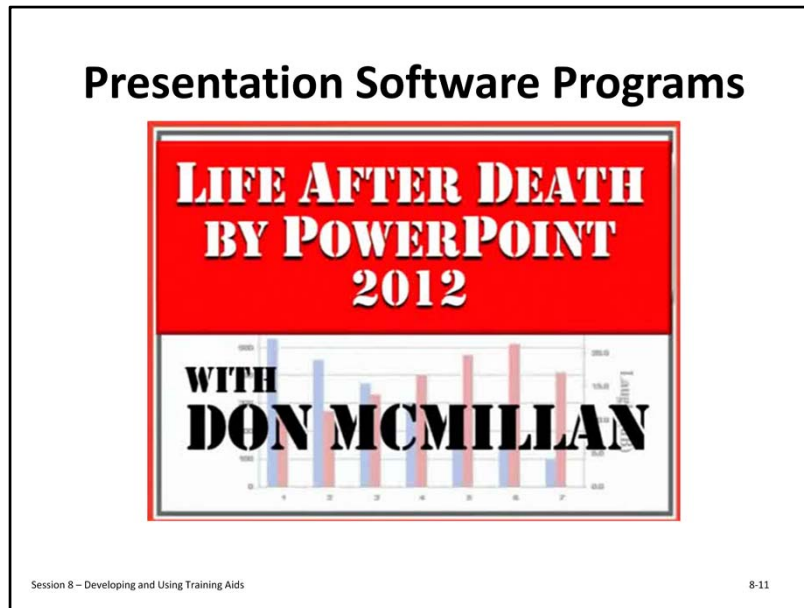
E. PRESENTATION SOFTWARE PROGRAMS

Conduct activity prior to revealing video (if time allows).

Discussion: Ask the participants to give examples of an <u>ineffective</u> use of presentation software programs. Examples may include:
- *Too much content on slide*
- *Ineffective use of color/font*
- *Inability to be spontaneous in response to participants*
- *Reading the slides to the audience*

Discussion: Ask the participants to give examples of <u>effective</u> use of presentation software programs:
- *One idea per slide*
- *Simplify text*
- *Use big images*

There are many different types of presentation software programs like PowerPoint, Keynote, Prezi, etc. They permit visual slide presentations that emphasize the instructor's points.

These aids offer word processing, outlining, drawing, graphing, and presentation management tools. A presentation is made up of a series of slides. Slides may contain video, words, photos, sounds, animations, and transitions. In addition to slides, these programs allow users to print handouts, outlines, and instructor's notes.

As a reminder, any outside PowerPoints not provided as part of the NHSTA/IACP-approved curriculum must be pre-approved by the SFST course manager or training coordinator.

Handouts

Session 8 – Developing and Using Training Aids   8-12
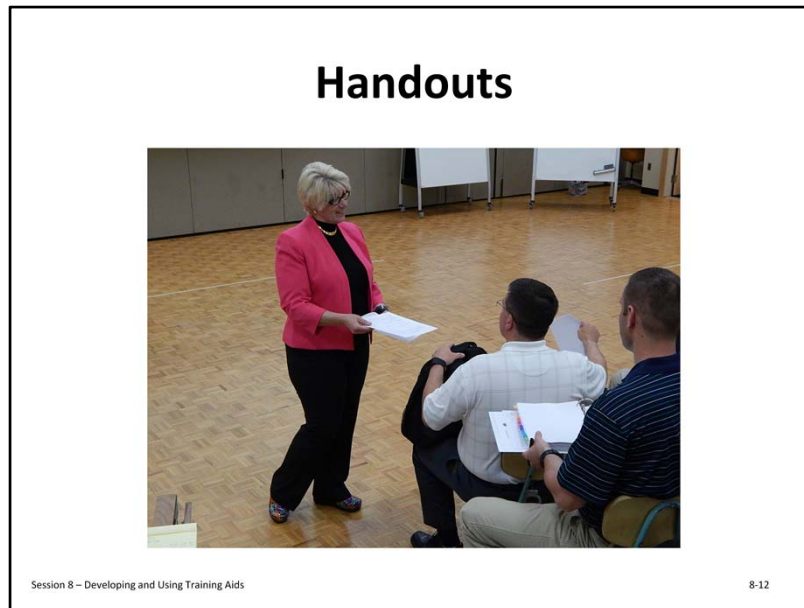
F. HANDOUTS

Handouts are written or typed materials prepared in advance and distributed to participants during or after a class.

Instructors may consider various forms in which handouts can be printed, including:
- *Notes pages*
- *Handouts with incomplete information to be filled out by participants during the presentation*
- *Outline form*
- *Color/images*

Potential pitfalls:
- *Expense*
- *Not preferred method of take-home materials (Jump drive, cloud storage, etc., may be preferable)*
- *Can be cumbersome for instructor*

Handouts are particularly useful if an instructor wants participants to:
- Be able to use the information at a later time
- Access and study information at their own pace
- Facilitate note-taking

Have participants reflect on training aids they want to use in their final demonstration. Allow participants additional time to write down how they plan to utilize these aids. The instructor at each table should facilitate this process.

As a reminder, any outside handouts not provided as part of the NHSTA/IACP-approved curriculum must be pre-approved by the SFST course manager or training coordinator.

Copyright Fundamentals for Presentations

Session 8 – Developing and Using Training Aids   8-13

G. COPYRIGHT FUNDAMENTALS FOR PRESENTATIONS

Note some of the fundamental copyright topics participants will need to familiarize themselves with as they prepare presentations. Those topics include: What is protected?; What is not protected?
The instructor is not expected to give a detailed presentation on copyright. The goal of this section is to give the participant awareness and resources to investigate further. Reference citations have been included for further research or study by participants.

Using a picture, movie clip, sound bite, phrase, or similar recorded form or expression (work) in presentations may be restricted under federal copyright law. Essentially any picture, movie clip, sound bite, or phrase that did not originate with the trainer or presenter is likely owned by someone else. Therefore, using it is prohibited unless it is in the public domain. The use would be considered "fair use" under the law or the presenter obtains permission from the owner. Note that simply because the work can be found on the internet does not mean it is in the public domain. Go to www.copyright.gov/fair-use for more information.

What is protected?
Federal copyright law protects "original works of authorship" recorded in any tangible form, including compilations and derivative works. (See *17 U.S.C. §§102-103*.) While Congress did not define "original works of authorship," at a minimum it includes still pictures, movie clips, literary works, and any sound recordings. Only the owner or original author has the right to display, distribute, perform, or reproduce his or her work and prevent others from doing so or modifying the original. See *17 U.S.C. §§106-106A.* In essence, unless the presenter or instructor created the work, it is someone else's original work of authorship.

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What is not protected?

Federal copyright law does not protect concepts, ideas, discoveries, procedures, processes, systems, or methods of operation no matter how they are described, explained, or illustrated. (See *17 U.S.C. §102*.) For example, if the instructor discusses a new idea with a colleague for DRE testing, the idea in that form has no copyright protection. In addition, the law does not prohibit use of works authored and published by the United States Government or its employees. (*See 17 U.S.C. §105.)* Meaning, National Highway Traffic Safety Administration (NHTSA) publications can be freely copied, distributed, and reproduced.

While the U.S. Government generally does not obtain ownership rights for works it produces, it can receive and hold copyrights that are transferred to it by someone with ownership rights. Instructors should learn if the government work they intend to use in the presentation is protected by copyright. Generally, government publications will have a statement indicating whether the work is protected by copyright. The instructors should verify whether the work is protected by copyright and, if so, obtain permission of the government or have an exception to the prohibition on display and/or distribution of copyrighted works to use it.

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H. QUESTIONS AND/OR CONCERNS

Solicit questions and comments from participants before moving to the next Session.

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DWI Detection & SFST Instructor Development Course

Session 9 – Planning and Managing a Live Alcohol Workshop

NHTSA   TSI

February, 2017

Content Segments

A. Advanced Planning Tasks
B. Getting Volunteers Ready
C. Controlling the Workshop
D. Questions and/or Concerns

Session 10 – Planning and Managing a Live Alcohol Workshop   10-2

Session 9: Planning and Managing a Live Alcohol Workshop
Estimated time for Session 9: 1 Hour (depending on class size)

Session Objectives
- Plan and manage an alcohol workshop
- Describe the advanced planning tasks needed
- Properly prepare the volunteer drinking subjects
- Secure and assign sufficient support personnel and determine supplies needed
- Properly control the workshop and evaluation the drinking subjects

Contents
A.   Advanced Planning Tasks
B.   Getting Volunteers Ready
C.   Controlling the Workshop
D.   Questions and/or Concerns

Materials
Presentation slides
Easel/Easel pad
Markers
SFST Instructor Guide
Participant release
Dosing chart
Computer speakers (for embedded videos)

Instructional Notes are presented in bold italic throughout the sessions.

DWI Detection and SFST
Instructor Development Course

Session 9:
Planning and Managing a
Live Alcohol Workshop

Session 10 – Planning and Managing a Live Alcohol Workshop   10-3
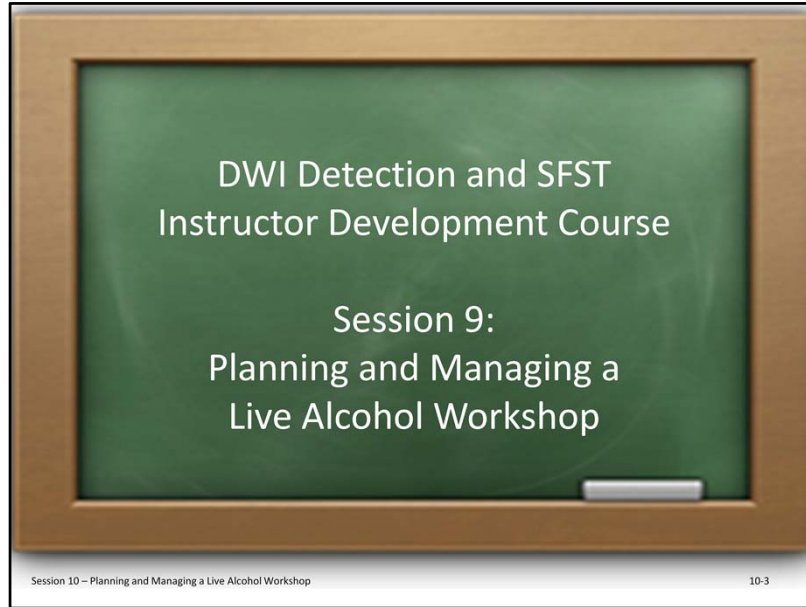
Session 9: Planning and Managing a Live Alcohol Workshop

Estimated Time for Session 9: 1 Hour

Materials
- *Presentation slides*
- *Easel/Easel pad*
- *Markers*
- *SFST Instructor Guide*
- *Participant release*
- *Dosing chart*
- *Computer speakers (for embedded videos)*

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Session Objectives

- Plan alcohol workshop
- Describe advanced planning tasks
- Prepare volunteer drinking subjects
- Secure support personnel and supplies
- Control workshop and drinking subjects

Session 10 – Planning and Managing a Live Alcohol Workshop   10-4

Session Objectives

At the conclusion of this session, participants should be able to:

- Plan and manage an alcohol workshop
- Describe the advanced planning tasks needed
- Properly prepare the volunteer drinking subjects
- Secure and assign sufficient support personnel and determine supplies needed
- Properly control the workshop and evaluate the drinking subjects

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Advanced Planning Tasks

- Appoint planner
- Select drinkers
- Prepare drinkers

Session 10 – Planning and Managing a Live Alcohol Workshop   10-5

A. <u>ADVANCED PLANNING TASKS</u>

Advanced planning should begin prior to the alcohol workshop.

- **Alcohol workshop planning is the responsibility of the host agency class coordinator**
  - o The person who will be responsible for workshop planning must be designated prior to the workshop **and must be informed of this responsibility**

- **Select the volunteer drinkers**
  - o It is suggested there is one volunteer drinker for every three to five participants
  - o They must be at least 21 years old and should be physically capable of performing the SFSTs. It is preferred police officers not be used as volunteer drinkers and is strongly recommended drinkers be alcohol and drug free

- **Prepare the volunteers**
  - o Notify the volunteers of the date and time of the alcohol workshop and not to eat prior to the workshop. Instruct volunteers no weapons will be permitted

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Advanced Planning Tasks (continued)
- Secure supplies
- Assign monitors
- Assign bartenders

Session 10 – Planning and Managing a Live Alcohol Workshop   10-6

- **Secure the supplies**
  - o Select the type(s) and amount of alcoholic beverage needed. Determine what other drinking supplies are needed (mixers, light snacks, entertainment, graduated shot glass, cups, ice, etc.)
  - o Volunteers should be paired with a monitor of the same sex

- **Select and assign monitors for the volunteers**
  - o The monitor's principal job is to ensure the well-being of the drinkers and ensure the volunteers follow their instructions concerning drinking and smoking. It is suggested there is one monitor for every 4 volunteer drinkers and, if possible, monitors of the same gender as the drinkers should be used.

- **Select and assign bartenders**
  - o A minimum of one bartender is needed. **It is suggested whenever possible, bartenders should not serve as monitors**. The bartending duties are busy enough to be a full-time job. They are responsible for keeping detailed records of the time and the amount of alcohol in each drink taken.

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Advanced Planning Tasks (continued)

- Arrange facilities
- Arrange transportation
- Breath testing

Session 10 – Planning and Managing a Live Alcohol Workshop   10-7

- **Select and arrange facilities for the volunteer drinkers**
    - o The room set aside for the drinkers must be isolated from the classroom and the public. It should be spacious to provide ample room for the bar, the breath testing station(s), and the drinkers' "lounge". This room should provide easy access to rest rooms.

- **Arrange transportation for the volunteer drinkers**
    - o No volunteer who will consume any amount of alcohol whatsoever can be permitted to drive from the workshop. It is recommended transportation is provided to AND from the workshop. Each volunteer's driver should be identified by name.

- **Arrange for breath testing**
    - o One breath testing device plus a qualified operator should be available. At least three disposable mouthpieces must be available for each volunteer. The devices and operators must be at the workshop site and ready to operate by the time the volunteers are scheduled to arrive.

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Getting the Volunteers Ready

Session 10 – Planning and Managing a Live Alcohol Workshop   10-8

B. GETTING VOLUNTEERS READY

Volunteers must arrive at the facility at least 3 hours prior to the scheduled start of the workshop. Upon arrival, each volunteer must read and sign the "Informed Consent Statement" and they should be checked to verify they have no weapons.

Conduct the preliminary examination of each volunteer and record the results on the "Volunteer Drinker Questionnaire and Dosing Chart" located in the Appendices. The results should include the initial breath test, HGN results, and pupil size estimation in room light. It is also recommended the pulse and blood pressure be checked and recorded. If a volunteer has a pulse over 90 or blood pressure above 140/90, consider using that volunteer as a placebo or not at all.

Placebos can be permitted to drive to and from the workshop and can be used to transport other volunteers.

Dose the volunteers. Determine how much alcohol will be given to each volunteer. A dosing chart is included in the Administrators Guide of the DWI/SFST course. Administer half of the total recommended dose during the first hour. At the end of the hour, remove any remaining drinks from the volunteers: **They cannot eat, smoke, or drink anything for the next 15 minutes.** During the 15-minute deprivation period, consider administering HGN, pupil size, pulse rate and blood pressure, and record the results on the "Volunteer Drinker Questionnaire and Dosing Chart." When the 15 minutes are up, administer and record a breath test. EVALUATE EACH VOLUNTEER'S STATUS.

Administer the rest of the alcohol to the volunteers during a 1-hour period. At the end of the hour, remove any remaining drinks. The volunteers must not eat, smoke, or drink anything for the next 15 minutes. During the 15-minute wait, you could re-administer the tests of HGN, pupil size, pulse rate, and blood pressure to the volunteers. When the 15 minutes are up, administer another breath test to the volunteers.

Controlling the Workshop

Session 10 – Planning and Managing a Live Alcohol Workshop   10-9

C. CONTROLLING THE WORKSHOP

Assignment of Participants to Teams

Divide class into the same number of groups as the volunteers. Groups will be assigned a specific workplace and will remain there throughout the session. A volunteer drinker will be brought to each group. One group member will be designated the "examiner," another will be the "recorder," and the third will be the "coach." After the "examiner" has conducted all SFSTs on the volunteer, the drinker will be rotated to another group. The group members will "swap" roles when they get their next volunteer.

Monitoring Participants' Practice

- **Ideal Situation**: Each instructor is responsible for monitoring a single team
- **Acceptable Case**: Each instructor monitors two teams

Instructors must observe each of their participants serving as the "examiner." Using the skills learned in Session 5, instructors should coach and provide feedback to their participants during this activity.

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D. QUESTIONS AND/OR CONCERNS

Solicit questions and comments from participants before moving to the next Session.

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**DWI Detection &
SFST
Instructor
Development
Course**

Session 10 – Guidelines for Conducting Video
Workshops for SFST Training

February, 2017

Content Segments

A. Overview

B. Procedures for Using Videos

C. Use and Maintenance of the SFST Log

D. Questions and/or Concerns

Session 9 – Guidelines for Conducting Video Workshops
for SFST Training

9-2

Session 10: Guidelines for Conducting Video Workshops for SFST Training
Estimated time for Session 10: 1 Hour (depending on class size)

Session Objectives
- Discuss the use of NHTSA/IACP videos of drinking subjects in SFST Training
- Coordinate the presentation of the NHTSA/IACP videos to provide for an efficient and effective learning experience
- Describe the two options for SFST Training
- Describe the maintenance and use of the SFST Log

Contents
A.   Overview
B.   Procedures for Using Videos
C.   Use and Maintenance of the SFST Log
D.   Questions and/or Concerns

Materials
Presentation slides
SFST Instructor Guide
Video worksheets
"Dry Lab" workshop videos
Computer speakers (for embedded videos)

Instructional Notes are presented in bold italic throughout the sessions.
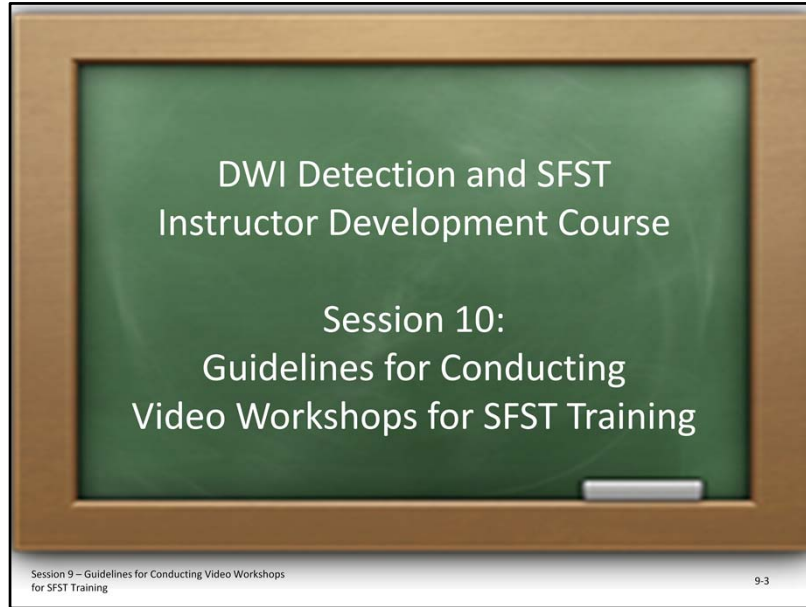
Session 10: Guidelines for Conducting Video Workshops for SFST Training

Estimated Time for Session 10: 1 Hour

Materials
- *Presentation slides*
- *SFST Instructor Guide*
- *Video worksheets*
- *"Dry Lab" Option Videos*
- *Computer speakers (for embedded videos)*

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Session Objectives

- Discuss NHTSA/IACP videos of drinking subjects
- Coordinate video presentations
- Describe two options for SFST Training
- Describe maintenance and use of the SFST Log

Session 9 – Guidelines for Conducting Video Workshops for SFST Training

9-4

Session Objectives

At the conclusion of this session, participants should be able to:

- Discuss the use of NHTSA/IACP videos of drinking subjects in SFST Training
- Coordinate the presentation of the NHTSA/IACP videos to provide for an efficient and effective learning experience
- Describe the two options for SFST Training
- Describe the maintenance and use of the SFST Log

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Session 9 – Guidelines for Conducting Video Workshops
for SFST Training   9-5

A. <u>OVERVIEW</u>

A live alcohol workshop is strongly recommended by NHTSA/IACP. The use of video-drinking subjects is an optional training method. The SFST course allows two video options in the core curriculum.

Video Option One is to use NHTSA/IACP-approved videos of drinking subjects used in **SESSION 11-A, "TESTING SUBJECTS PRACTICE: FIRST SESSION" ONLY**. This option will include a live alcohol workshop in Session 14.

Video Option Two uses NHTSA/IACP-approved videos of drinking subjects in **SESSION 11-A, "TESTING SUBJECTS PRACTICE: FIRST SESSION, AND IN SESSION 14-A, "TESTING SUBJECTS PRACTICE: SECOND SESSION.**

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Procedures for Using Video

HANDOUT 11-A

VIDEO SCORE SHEET - SESSION 11-A

Session 9 – Guidelines for Conducting Video Workshops
for SFST Training

9-6
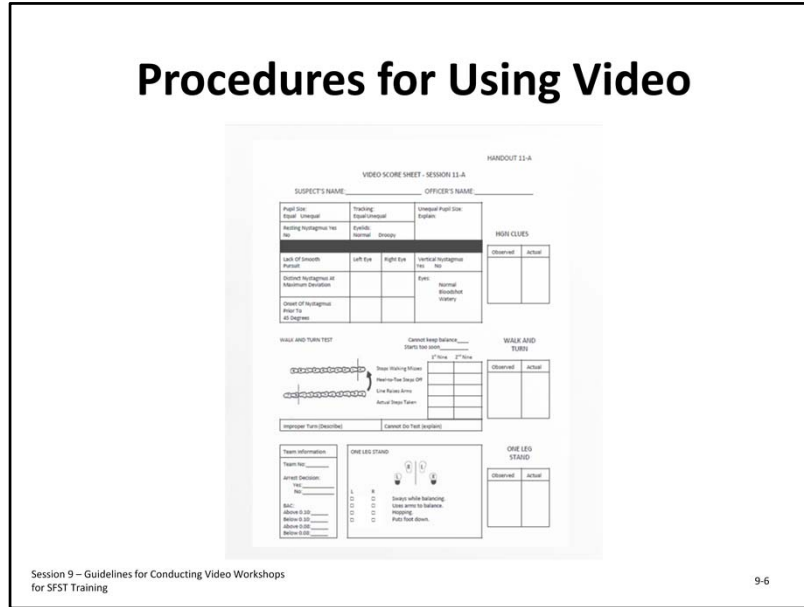
B. <u>PROCEDURES FOR USING VIDEOS</u>

When using the videos in your course, divide the class into two groups. Participants should work in the same groups formed for the Dry Run Practice Session. The instructor should distribute video score sheets and have participants fill in their name.

Advise participants each subject will be viewed performing all three tests. Brief pauses occur between each test to allow participants time to record observed clues. Advise participants two views of the subject performing the Walk and Turn are also provided. The first is an overall view of both stages and the second is a close-up of the subject's feet while walking.

It is recommended half the class practice the SFSTs under the direction of classroom instructors while the remainder of the class views, records, and interprets the NHTSA/IACP-approved videos for this session. Once completed, the groups switch roles. Only one instructor is needed to direct the viewing of the videos.

If time permits, participants will administer additional tests to each other. Participants will report their observations of video subjects at the end of the session. The instructors will notify participants of the video subjects' BACs.

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Session 9 – Guidelines for Conducting Video Workshops for SFST Training

9-7

C. USE AND MAINTENANCE OF THE SFST LOG

The SFST Log is used to record the results of the SFSTs performed on suspected impaired subjects. This log is extremely important in documenting an officer's experience and proficiency in performing and interpreting SFSTs.

This log has the following components:
- The date the SFSTs were administered
- Subject's full name
- Results of each SFST test
- Classification of BAC as above or below 0.08 BAC
- Arrest/Not Arrest
- Subject's measured BAC (if available)
- Remarks

Utilization of the SFST Log

NHTSA and IACP strongly recommend each officer continue to document all administrations of SFSTs throughout their DWI enforcement career. The documentation will include subject's name, date, results of each test, and the officer's classification of subject's BAC and measured BAC, if available. A sample log is included.

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Session 9 – Guidelines for Conducting Video Workshops
for SFST Training   9-8

D. QUESTIONS AND/OR CONCERNS

Solicit questions and comments from participants before moving to the next Session.

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DWI Detection & SFST Instructor Development Course

Session 11 – Course Review, Examination, Evaluation, and Wrap-Up

NHTSA

TSI

February, 2017

Session 11 – Course Review, Examination, Evaluation, and Wrap-Up · 11-2

Session 11: Course Review, Examination, Evaluation, and Wrap-Up
Estimated time for Session 11: 2 Hours, 30 Minutes (depending on class size)

Contents
A.   Review
B.   Final Exam
C.   Closing Remarks
D.   Course Completion Certificates
E.   Course Evaluation
F.   Questions

Materials
Presentation slides
DWI Detection and SFST Instructor Administrator Guide
Post test

Instructional Notes are presented in bold italic throughout the sessions.

DWI Detection and SFST
Instructor Development Course

Session 11:
Course Review, Examination,
Evaluation, and Wrap-Up

Session 11 – Course Review, Examination, Evaluation, and Wrap-Up   11-3

Session 11: Course Review, Examination, Evaluation, and Wrap up

Estimated time for Session 11: 2 Hours, 30 Minutes
- *Review: 1 hour, 30 Minutes*
- *Examination: 30 Minutes*
- *Evaluation and Wrap up: 30 Minutes*

Materials:
- *Presentation slides*
- *DWI Detection and SFST Instructor Administrator Guide*
- *Post test*

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Session 11 – Course Review, Examination, Evaluation, and Wrap-Up   11-4

A. <u>REVIEW</u>

What is learning?

At its core, the learning process is about change. Learning is a natural process through which lasting physical changes are made to the human brain and nervous system resulting in new knowledge, skills, and attitudes.

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What is Instruction?

Session 11 – Course Review, Examination, Evaluation, and Wrap-Up   11-5

What is instruction?

Definition: A conversational process engaged in by mutual consent by two or more agents for the purpose of promoting learning by one or both of the agents. (Gibbons, 2014)

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Describe the Cycle of Instruction.

- *Problem-Centered Principle: Learning is promoted when learners acquire skill in the context of real-world problems*
- *Activation Principle: Learning is promoted when learners recall existing knowledge and skill as a foundation for new skills*
- *Demonstration Principle: Learning is promoted when learners are shown the skill to be learned*
- *Application: Learning is promoted when learners use their newly-acquired skill to solve problems*
- *Integration: Learning is promoted when learners reflect on, discuss, and defend their newly acquired skill*

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Describe Primacy.

We recall what we hear first and last, but the middle is more readily forgotten.

Open and close each presentation with attention grabbers and your most important points.

Ask: how do you plan on applying Primacy in your presentations?

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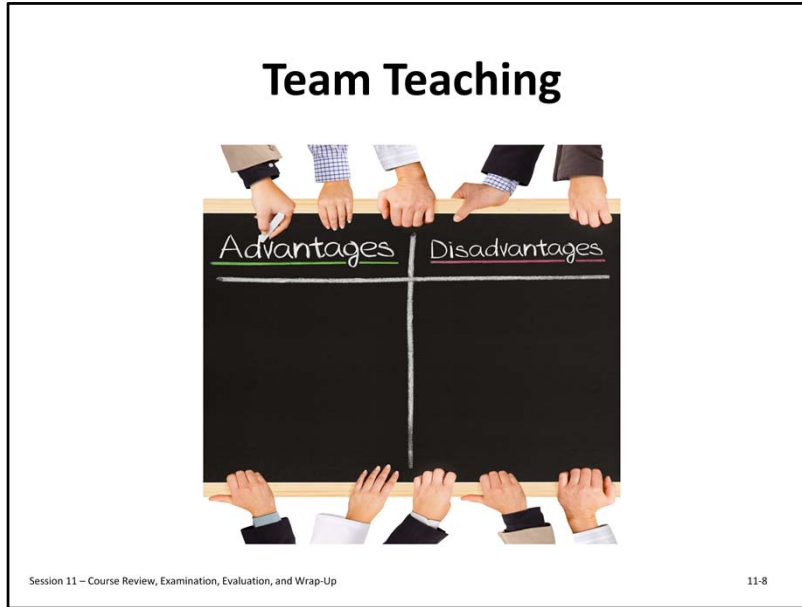
Describe the advantages and disadvantages of Team Teaching.

Advantages
- *The second instructor can serve as a secondary resource of subject matter knowledge*
- *Two instructors can better assess participant reaction to course material*
- *Shared workload*

Disadvantages
- *Varying levels of authority or management within the organization*
- *Varying levels of subject matter knowledge or training delivery experience*
- *Individual differences in personality or training delivery*

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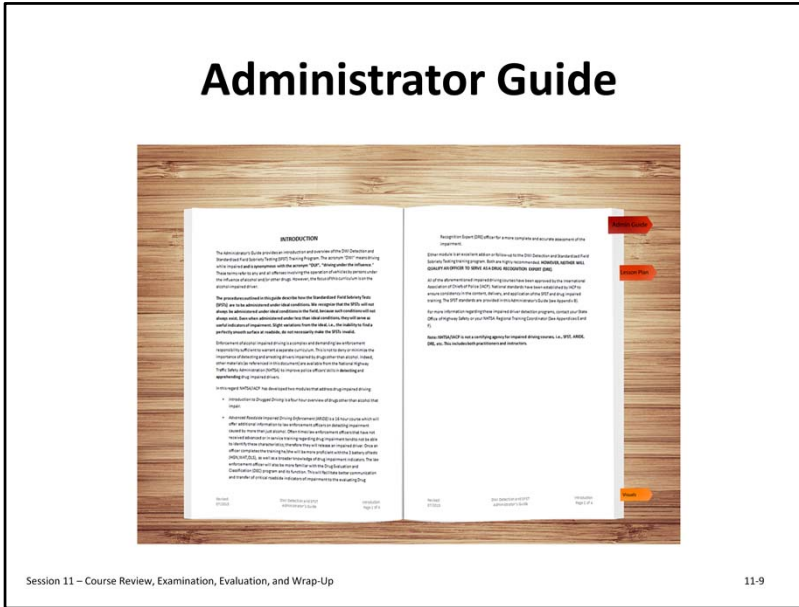
What is the purpose of the Administrator Guide?

Describe the contents of the Administrator Guide.

Note: Have a copy of the complete DWI Detection and SFST Administrator Guide available for discussion.

The Administrator Guide is intended to provide an introduction to and an overview of the course.

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Session 11 – Course Review, Examination, Evaluation, and Wrap-Up   11-10

What are the purposes of the Lesson Plan?

- *Help you get ready to teach*
- *To help you stay on track while you are teaching the lesson*
- *Ensure consistency of training*

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Qualities of a Good Instructor

Session 11 – Course Review, Examination, Evaluation, and Wrap-Up   11-11

What are the qualities of a good instructor?

Basic qualities are required for a good DWI instructor:

- *The instructor must be able to present the tasks being taught*
- *Instructor must be able to coach participants to perform the task correctly*
- *The instructor must be able to evaluate the participants performing the tasks*

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What is feedback?

Feedback can be defined as any shared information that helps instructors and learners:
- *Understand how well they are performing their assigned roles or tasks in the conversation*
- *Know what is needed to make progress towards the goal(s) of the conversation*

Why is feedback important?

In general, feedback is important to:
- *Prompt the exchange of information*
- *Generate or revise the shared purpose of the conversation*
- *Facilitate engagement between people*
- *Help people listen, think, and respond to one another until the shared purpose is achieved*

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Questioning Methods

Session 11 – Course Review, Examination, Evaluation, and Wrap-Up   11-13
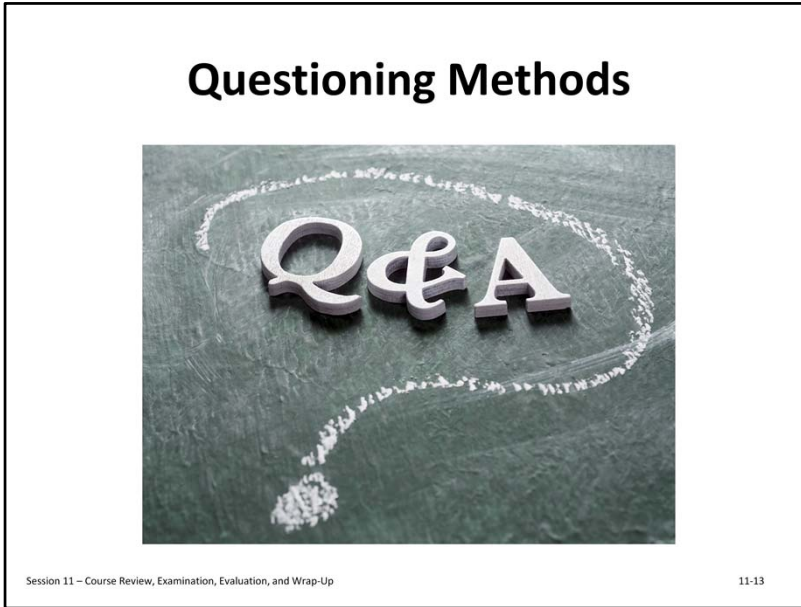
What are the three types of questions?

Ask the participants for examples of each.

Describe and review the questioning methods
- *Overhead/undirected*
- *Pre-directed*
- *Overhead/directed*

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What should an instructor do when a participant gives a correct answer?

Review the following with the participants:
- *Commend participant*
- *React with positive reinforcement*
- *Don't give bland acknowledgement*
- *Don't fail to give any reaction at all*
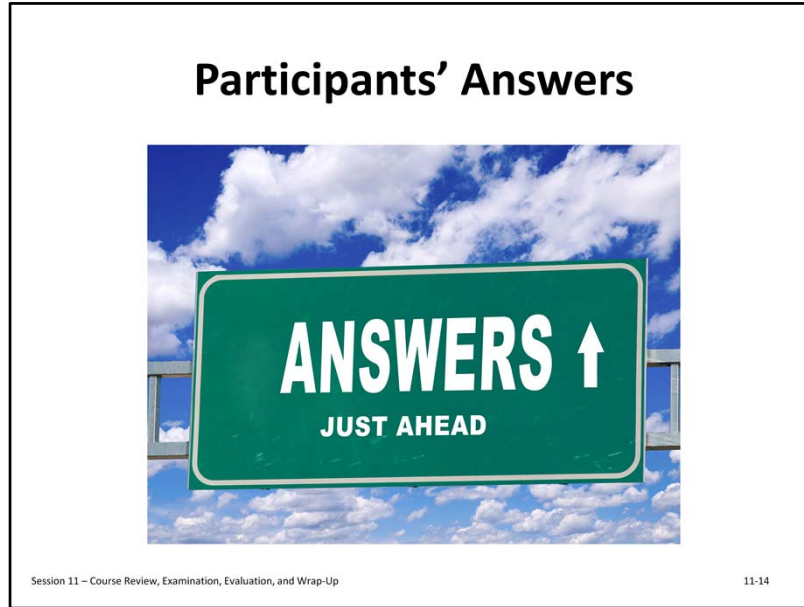
What should an instructor do when a participant gives an incorrect answer?

Review the following with the participants:
- *Convey answer is incorrect*
- *Do not react with frustration or anger*
- *Do not embarrass the participant*
- *Acknowledge partially correct answers*

What should an instructor do if participants do not offer an answer?

Review the following with the participants:
- *Provide the answer yourself*
- *Redirect the question to another learner*
- *Defer the question*

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Session 11 – Course Review, Examination, Evaluation, and Wrap-Up   11-15

What are some key considerations for problem situations?

The key considerations to responding to problem situations created by participants are:
- *Eliminate or minimize the problem behavior*
- *Maintain the participant's self-esteem*
- *Avoid further disruption to learning*

Emphasize: Instructors should avoid harming a participant's self-esteem; however, on rare occasions it may be more important to avoid further disruption to learning.

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What are commonly used training aids?

- *Prepared wall charts*
- *Whiteboard or easel/easel pad*
- *Audio/video*
- *Presentation slides*
- *Handouts*
- *Props*

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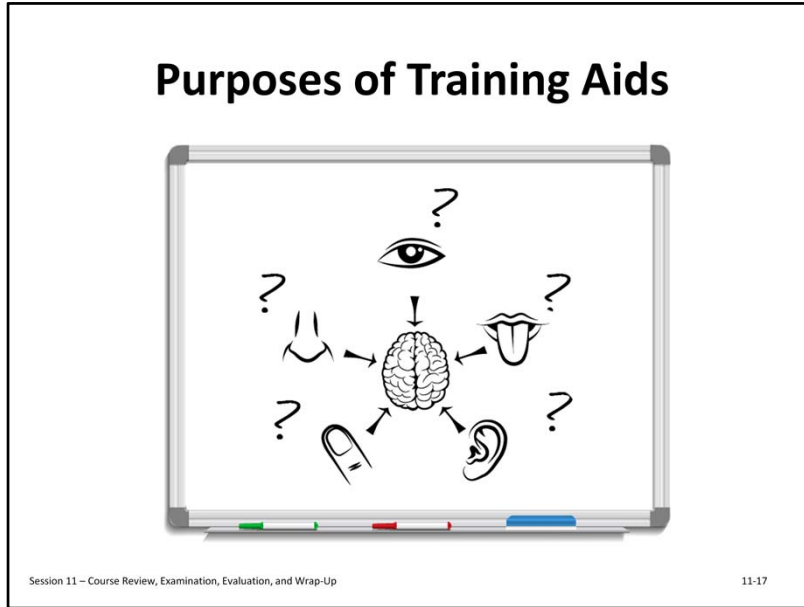
Describe the purposes of training aids?

Training aids are essential for effective instruction.
- *Training aids may appeal to multiple senses, including: sight, hearing, smell, taste, and touch*
- *Training aids serve to emphasize key points and help to reinforce participants' understanding and retention of the material covered*

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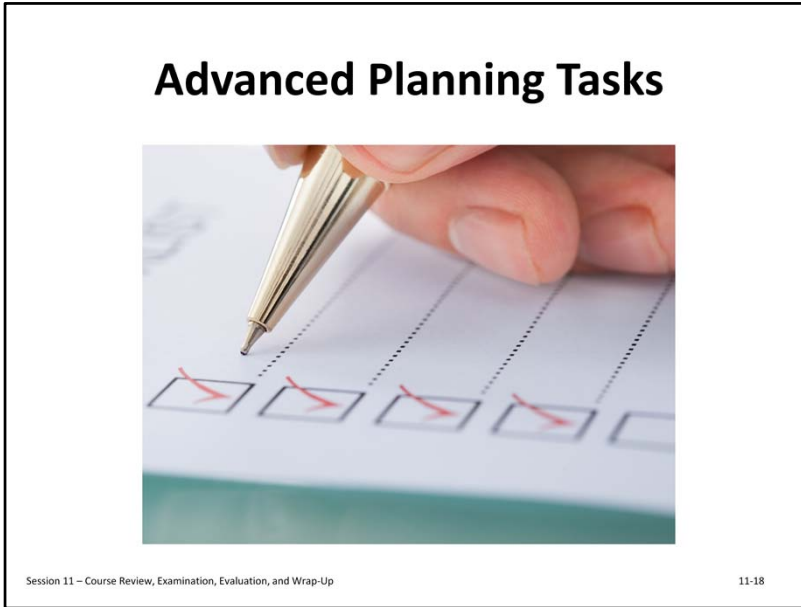
Describe some of the considerations for planning an alcohol workshop.

Advanced planning should begin prior to the alcohol workshop.
- **Select the volunteer drinkers**
- **Prepare the volunteers**
- **Secure the supplies**
- **Select and assign monitors for the volunteers**
- **Select and assign bartenders**
- **Select and arrange facilities for the volunteer drinkers**
- **Arrange transportation for the volunteer drinkers**
- **Arrange for breath testing**

What are the quantity and qualifications for volunteer drinkers?

It is suggested there be one volunteer drinker for every three to five participants. They must be at least 21 years old and should be physically capable of performing the SFSTs. It is preferred police officers not be used as volunteer drinkers and is strongly recommended drinkers be alcohol and drug free.

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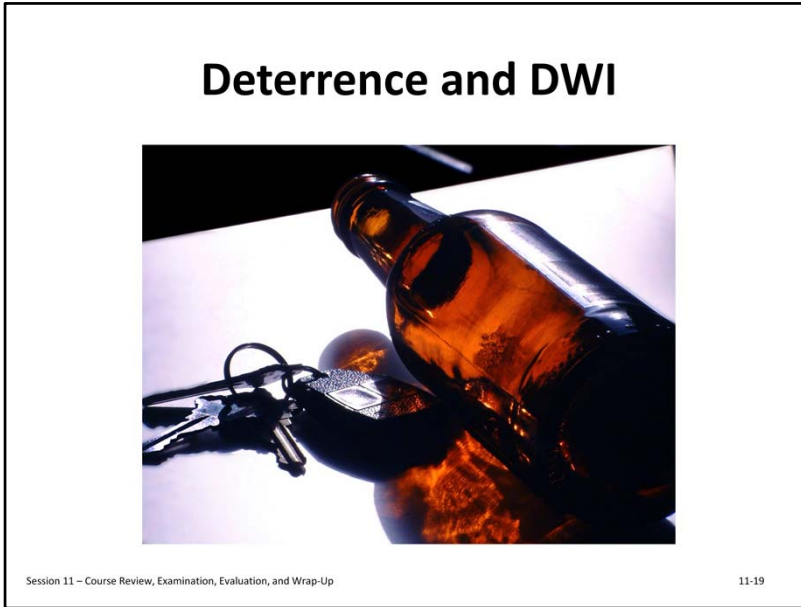
Deterrence and DWI

- Approximately what percentage of fatal crashes involve drivers who have been drinking?
  - *31%*
- On any typical weekend night, approximately what percentage of cars are driven by persons who are DWI?
  - *10%*
- Approximately what percentage of adult Americans are estimated to commit DWI at least occasionally?
  - *55%*
- About how many times per year does the average DWI violator commit DWI?
  - *80*
- It is estimated the current odds of being arrested for DWI on any one impaired driving event are about one in _____.
  - *78*

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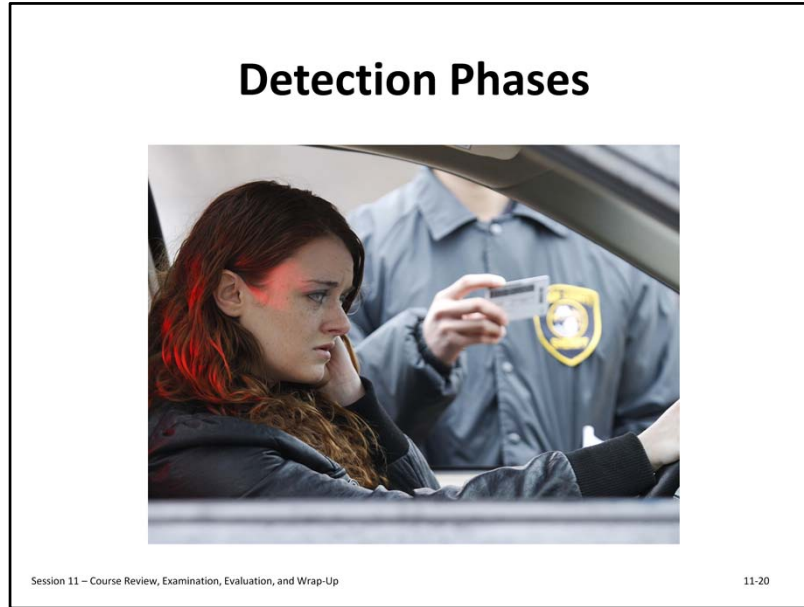
Detection Phases

- What are the three phases of detection?
    - *Vehicle in motion*
    - *Personal contact*
    - *Pre-arrest screening*
- What is the definition of "DWI Detection"?
    - *The entire process of identifying and gathering evidence to determine if a subject should be arrested for a DWI violation*
- What is the police officer's principal decision during Detection Phase One?
    - *Should I stop the vehicle?*
- During Phase Two?
    - *Should I have the driver exit the vehicle?*
- During Phase Three?
    - *Should I arrest the subject for DWI?*

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Laws

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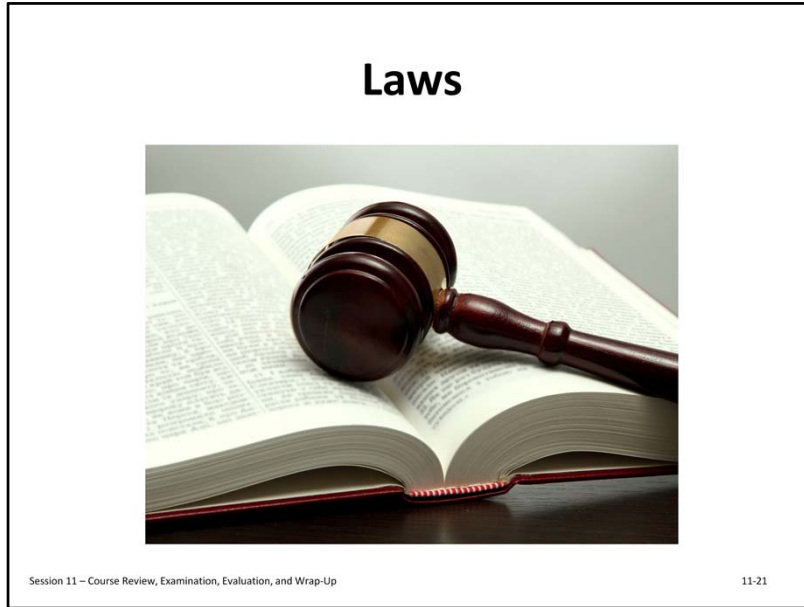
Laws

- What does "Per Se" mean?
    - ○ *In and of itself*
- The "illegal per se" law makes it an offense to operate a motor vehicle while_____.
    - ○ *Having a statutorily prohibited BAC level*
- True or False: A person cannot be convicted of DWI if BAC was below 0.05.
    - ○ *False*

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Alcohol Physiology

- True or False: Vision will be impaired for virtually all people by the time BAC reaches 0.08.
    - *True*
- Where is the majority of alcohol absorbed?
    - *Small intestine*

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SFSTs

- What does "nystagmus" mean? ***Involuntary jerking of the eyes***
- Walk and Turn is an example of a ___***Divided***___ attention test.
- Name the eight distinct clues of Walk and Turn.
    - ***Cannot keep balance while listening to instruction***
    - ***Starts too soon***
    - ***Stops while walking***
    - ***Does not touch heel-to-toe***
    - ***Steps off the line***
    - ***Uses arms to balance***
    - ***Improper turn***
    - ***Incorrect number of steps***
- Name the four distinct clues of One Leg Stand.
    - ***Sways while balancing***
    - ***Uses arms to balance***
    - ***Hopping***
    - ***Puts foot down***
- Name the three distinct clues of Horizontal Gaze Nystagmus.
    - ***Lack of smooth pursuit***
    - ***Distinct and sustained nystagmus at maximum deviation***
    - ***Onset of nystagmus prior to 45 degrees***
- How many steps in each direction must the subject take in the Walk and Turn test? ***9***
- How long must the subject stand on one foot in the One Leg Stand test? ***30 seconds***
- Suppose a subject produces two clues on the HGN test and no clues on the Walk and Turn test. Should you classify the subject's BAC as above or below 0.08? ***No***
- How reliable is each test?
    - ***HGN: 88%***
    - ***WAT: 79%***
    - ***OLS: 83%***

Final Examination

What have you learned?

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B. FINAL EXAM

Distribute. Allow 30 minutes for completion. Passing grade is 80%.

If time allows, go over and review the final exam with the participants.

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Closing Remarks

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C. CLOSING REMARKS

D. COURSE COMPLETION CERTIFICATES

Hand out completion certificates or other appropriate documentation.

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Course Evaluation

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E. COURSE EVALUATION

Distribute evaluation forms and request the participants be honest in providing their input. If they feel the course can be improved, solicit their recommendations for improvement.

Distribute critique forms and then collect them.

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F. QUESTIONS AND/OR CONCERNS

Allow for participants to ask any final questions.

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