

PRINCIPLES AND TECHNIQUES
OF TRAINING IN
STANDARDIZED FIELD SOBRIETY TESTING
THE SFST INSTRUCTOR TRAINING SCHOOL

TEACHER-TRAINER'S MANUAL

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U.S. DEPARTMENT OF TRANSPORTATION
Transportation Safety Institute
National Highway Traffic Safety Administration

**DWI DETECTION AND STANDARDIZED FIELD
SOBRIETY TESTING**

INSTRUCTOR - DEVELOPMENT TRAINING PROGRAM

ADMINISTRATOR'S GUIDE

PREFACE

The development of this training program was a joint effort between the National Highway Traffic Safety Administration (NHTSA) and the Transportation Safety Institute (TSI). It is designed to enable law enforcement officers to develop the knowledge, skills and attitudes necessary to effectively fill roles as instructors in support of NHTSA's Standardized Field Sobriety Testing (SFST) training program which targets impaired drivers.

This Administrator's 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. The 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.

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**Standardized Field Sobriety Testing
Instructor-Development Training Program
Administrator's Guide**

A. Purpose of This Course

The purpose of this course is to prepare law enforcement professionals to effectively administer and instruct in the SFST training program. The curriculum addresses the application of basic adult learning theory and the instruction skills needed to deliver this training.

B. Overview of the Course

This Administrator's Guide provides an overview of the four-day Instructor-Development Training Program and two stand alone modules, **“Introduction to Drugged Driving”** (4-hours) and **“Drugs That Impair Driving”** (8-hours). Both modules are highly recommended additions to this course (see Appendix C).

1. For whom is the training intended?

In the SFST instructor-development training program the principal participants are law enforcement officers who have demonstrated proficiency in the administration of the standardized field sobriety tests (SFSTs), and actively involved in detecting and apprehending impaired drivers. They may be employees of any law enforcement agency. They may or may not possess basic presentation skills or knowledge of adult learning, but their reason for attending this training should be motivated by:

- o a desire to develop or strengthen effective presentation skills.
- o a desire to develop or strengthen skills as an SFST instructor.
- o a desire to learn how to conduct interactive participant-centered training.
- o a desire to become more familiar with the SFST curriculum available through NHTSA and the International Association of Chiefs of Police.

2. What is the purpose of this training?

The purpose of this training is to prepare law enforcement officers to effectively instruct in the NHTSA/IACP standardized field sobriety testing program. This curriculum addresses the application of basic adult learning theory and the skills related to technical teaching. Participants learn effective teaching techniques from experienced instructor demonstration and their own in-class participation. They will learn how to deliver this specific training program (SFST) and the basics on how to make effective presentations.

3. What will the participants achieve from this training?

The SFST Instructor-Development training program will enable participants to achieve these objectives:

- o importance of knowing adult learning principles and how they relate to effective training;
- o to apply the motivational techniques and presentation skills taught in this course;
- o demonstrate effective questioning techniques and how to handle challenging situations;
- o develop and use training aids; and,
- o the roles and responsibilities of instructors in conducting the SFST training program.

4. What subject matter does this course cover?

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

- o Introduction and Overview
- o Adult Learning Concepts
- o SFST Curriculum Package
- o Assignments for Practice Teaching
- o Getting Ready for Teaching
- o Techniques for Effective Classroom Presentations
- o Guidelines for Planning and Managing an Alcohol Workshop

- o Guidelines for Use of IACP/NHTSA Approved Videos of Drinking Subjects
- o Optional 4-Hour or 8-Hour Blocks on Drugs That Impair Driving

5. What activities take place during this training?

The most significant learning activities are the presentations made by the participants. Participants use NHTSA 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 SFST course.

A critical learning activity takes place in Session VIII, where participant-instructors learn how to manage and conduct a live alcohol workshop (controlled drinking lab). Participant-instructors are taught all the activities crucial to the SAFE operation of a live drinking session. 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.

NOTE: THE IACP STRONGLY BELIEVES THAT CONDUCTING LIVE ALCOHOL WORKSHOPS IS THE OPTIMAL WAY OF ACHIEVING THE LEARNING OBJECTIVES OF THE SFST TRAINING.

6. What is the length of the instructor-development training program?

The training course lasts approximately four days. If an administrator elects to include either of the two-drug related modules, then the course would be expanded by 4 or 8 hours. (See Overview of the Course, pg. 1)

7. What are the minimum instructor qualifications needed to teach this course?

Train-the-trainer instructors for this course **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 training. In addition, if more than one teacher-trainer is involved in presenting this course, at least half of the training staff must have successfully completed the NHTSA/IACP approved SFST training program and have experience in administrating the SFSTs as well as having provided testimony in court in the area of DUI/DWI enforcement.

NOTE: If an administrator elects to add either drug module to this course (see “**Overview of the Course**”, pg 1), it is preferred that the instructor for the 4-hour segment be a Drug Recognition Expert (DRE). If the 8-hour segment is chosen, the instructor **MUST** be a DRE.

8. What are the facility requirements?

The course requires a classroom with ample table/desk space for a maximum of 28 participants (24 participants are preferred). An additional room capable of holding half the class is needed for the third and fourth day of the course when participant presentations are made.

The facility should also provide two overhead projectors and screens; two video tape players and monitors, two flip charts and/or dry-erase boards. **NOTE:** The second set of equipment is only needed on the third and fourth days of the course.

If possible, the classroom should be arranged in a U-shaped manner to facilitate instruction.

9. What are the class size considerations?

A class of 24 participants is ideal. However, 28 participants can easily be accommodated. It is recommended that an “even” number of participants be assigned to attend this course since the practice teaching assignments are team-taught.

10. What planning and preparation requirements are needed?

The first step to take when planning, preparing, or participating in this course is to contact a NHTSA regional training coordinator or Governor’s Highway Safety Representative for assistance (see Appendix A for list of NHTSA regional offices and GHSO). The NHTSA person assigned training responsibilities for states in their jurisdiction can provide guidance, course materials, and technical assistance, if needed.

If considering sending participants to attend this course, a basic requirement is that candidate instructors must have successfully completed the NHTSA/ IACP approved basic SFST training program, have demonstrated an interest in DUI/DWI enforcement, and has voiced a desire to be a trainer.

If hosting this course, select your instructors, secure the required equipment, and prepare the facilities.

11. What are the requirements for successful completion of this course?

Participants must achieve a grade of at least 80% on the written test.
ANY SESSIONS MISSED DURING EXCUSED ABSENCES MUST BE MADE UP.

NHTSA REGIONAL OFFICES**New England Region**

Volpe National Trans. Systems Center
55 Broadway - Kendall Square - Code
903
Cambridge, MA 02142
(617) 494-3427
FAX (617) 494-3646

Eastern Region

222 Mamaroneck Ave, Suite 204
White Plains, NY 10605
(914) 682-6162
FAX (914) 682-6239

Mid Atlantic Region

10 South Howard Street, Suite 4000
Baltimore, MD 21201
(410) 962-0077
FAX (410) 962-2770

Southeast Region

Atlanta Federal Center
61 Forsyth Street, SW, Suite 17T30
Atlanta, GA 30303
(404) 562-3739
FAX (404) 562-3763

Great Lakes Region

19900 Governors Drive, Suite 201
Olympia Fields, IL 60461
(708) 503-8822
FAX (708) 503-8991

South Central Region and Indian Nations

819 Taylor Street Room 8A38
Fort Worth, TX 76102-6177
(817) 978-3653
FAX (817) 978-8339

Central Region

PO Box 412515 (Zip 64141)
6301 Rockhill Road Rm 100 (Zip
64131)
Kansas City, MO
(816) 822-7233
FAX (816) 822-2069

Rocky Mountain Region

555 Zang Street, Room 430
Denver, CO 80228
(303) 969-6917
FAX (303) 969-6294

Western Region and Pacific Territories

201 Mission Street, Suite 2230
San Francisco, CA 94105
(415) 744-3089
FAX (744-2532

Northwest Region

3140 Jackson Federal Building
915 Second Avenue
Seattle, WA 98174
(206) 220-7640
FAX (206) 220-7651

STATE OFFICES OF HIGHWAY SAFETY

Alabama

Dept Of Econ & Comm Affairs
401 Adams Ave (PO Box 5690)
Montgomery, AL 36103-5690
(334) 242-5803
FAX (334) 242-0712

Alaska

Alaska Hwy Safety Planning
Agency
450 Whittier St.
Juneau, AK 99811
(907) 465-4374
FAX (907) 465-5860

Arizona

Gov's Office of Hwy Safety
3030 N. Central, Suite 1550
Phoenix, AZ 85012
(602) 255-3216
FAX (602) 255-1265

Arkansas

AR State Hwy & Trans. Dept.
11300 Baseline Rd
Little Rock, AR 72203-2261
(501) 569-2648
FAX (501) 569-2651

California

Business, Transportation, and
Housing Agency
7000 Franklin Blvd., Suite 440
Sacramento, CA 95823
(916) 262-0990
FAX (916) 262-2960

Colorado

Department of Transportation
4201 E. Arkansas Ave.
Denver, CO 80222
(303) 757-9440
FAX (303) 757-9219

Connecticut

Department of Transportation
PO Box 317546
2800 Berlin Turnpike
Newington, CT 06131-7546
(860) 594-2370
FAX (860) 594-2374

Delaware

Office of Highway Safety
Public Safety Bldg, Box 1321
Rte. 113 South & Bay Road
Dover, DE 19903-1321
(302) 739-3295
FAX (302) 739-5995

District of Columbia

DC Dept of Public Works
Frank D. Reeves Center
2000 14th St., NW, 7th Floor
Washington, DC 20009
(202) 671-0492
FAX (202) 939-7185

Florida

Department of Transportation
605 Suwanne Street, MS-53
Tallahassee, FL 32399-0450
(850) 488-3546
FAX (850) 922-2935

Georgia

Gov.'s Office of Hwy. Safety
1 Park Tower
34 Peachtree Street, Suite 1600
Atlanta, GA 30303
(404) 656-6996
FAX (404) 651-9107

Hawaii

Motor Vehicle Safety Office
Department of Transportation
601 Kamokila Blvd, Room 511
Kapolei, HI 96707
(808) 692-7650
FAX (808) 692-7665

Idaho

Department of Transportation
3311 W. State St.
Boise, ID 83707
(208) 334-8101
FAX (208) 334-3858

Illinois

Department of Transportation
PO Box 19245
3215 Executive Park Drive
Springfield, IL 62794-9245
(217) 782-4974
FAX (217) 782-9159

Indiana

Governor's Council on Impaired
and Dangerous Driving
ISTA Building, Suite 330
150 West Market
Indianapolis, IN 46204
(317) 232-4220
FAX (317) 233-5150

Iowa

Gov. Traffic Safety Bureau
307 East Seventh Street
Des Moines, IA 50319-0248
(515) 281-3907
FAX (515) 281-6190

Kansas

Bureau of Traffic Safety
Thacher Building, 3rd Floor
217 SE 4th Street
Topeka, KS 66603
(785) 296-3756
FAX (785) 291-3010

Kentucky

KY State Police Headquarters
919 Versailles Road
Frankfort, KY 40601-9980
(502) 695-6356
FAX (502) 573-1634

Louisiana

LA Hwy Safety Commission
PO Box 66336
Baton Rouge, LA 70896
(225) 925-6991
FAX (225) 922-0083

Maine

Bureau of Highway Safety
164 State House Station
Augusta, ME 04333
(207) 624-8756
FAX (207) 624-8768

Maryland

Office of Traffic and Safety
7491 Connelley Drive
Hanover, MD 21076
(410) 787-4017
FAX (410) 787-4082

Massachusetts

Gov. Highway Safety Bureau
10 Park Plaza, Suite 5220
Boston, MA 02116-3933
(617) 973-8904
FAX (617) 973-8917

Michigan

Office of Hwy. Safety Planning
4000 Collins Road
PO Box 30633
Lansing, MI 48909-8133
(517) 336-6477
FAX (517) 333-5756

Minnesota

Office of Traffic Safety
444 Cedar Street, Suite 150
St. Paul, MN 55101-5150
(651) 296-9507
FAX (651) 297-4844

Mississippi

Gov.'s Highway Safety Office
401 North West St., 8th Floor
Jackson, MS 39225-3039
(601) 359-7880
FAX (601) 359-7832

Missouri

Division Of Highway Safety
PO Box 104808
Jefferson City, MO 65110
(573) 751-4161
FAX (573) 634-5977

Montana

Department of Transportation
PO Box 201001
2701 Prospect Ave., Room 109
Helena, MT 59620-1001
(406) 444-3423
FAX (406) 444-7303

Nebraska

Office of Highway Safety
PO Box 94612
Lincoln, NE 68509
(402) 471-2515
FAX (402) 471-3865

Nevada

Office of Traffic Safety
Dept. of Motor Vehicles
& Public Safety
555 Wright Way
Carson City, NV 89711-0099
(775) 687-5720
FAX (775) 687-5328

New Hampshire

Highway Safety Agency
Pine Inn Plaza
117 Manchester Street
Concord, NH 03301
(603) 271-2131
FAX (603) 271-3790

New Jersey

Div. of Highway Traffic Safety
225 East State Street, CN-048
Trenton, NJ 08625
(609) 633-9300
FAX (609) 633-9020

New Mexico

Traffic Safety Bureau
604 W. San Mateo
P.O. Box 1149
Santa Fe, NM 87504-1149
(505) 827-0427
FAX (505) 827-0431

New York

Gov. Traffic Safety Committee
Swan St. Bldg., Empire Plaza
Albany, NY 12228
(518) 473-9007
FAX (518) 473-6946

North Carolina

Gov. Highway Safety Program
215 East Lane Street
Raleigh, NC 27601
(919) 733-3083
FAX (919) 733-0604

North Dakota

Drivers Lic. & Traf. Safety Div.
 Department of Transportation
 608 East Boulevard Avenue
 Bismarck, ND 58505-0700
 (701) 328-2601
 FAX (701) 328-2435

Ohio

Office of Gov. Hwy. Safety Rep.
 PO Box 182081
 1970 W. Broad Street (43223)
 Columbus, OH 43218-2081
 (614) 466-3250
 FAX (614) 728-8330

Oklahoma

OK Highway Safety Office
 3223 North Lincoln
 Oklahoma City, OK 73105
 (405) 521-3314
 FAX (405) 524-4906

Oregon

Transportation Safety Section
 555 13th Street, NE
 Salem, OR 97310
 (503) 986-4190
 FAX (503) 986-4189

Pennsylvania

Bureau of Highway Safety and
 Traffic Engineering
 555 Walnut Street
 7th Floor, Forum Place
 Harrisburg, PA 17105-2047
 (717) 787-7350 or 8069
 FAX (717) 783-8012

Rhode Island

Gov. Office of Highway Safety
 345 Harris Avenue
 Providence, RI 02909
 (401) 222-3024
 FAX (401) 222-6038

South Carolina

Department of Public Safety
 5400 Broad River Road
 Columbia, SC 29210
 (803) 896-7896
 FAX (803) 896-8393

South Dakota

Office of Highway Safety
 Dept Of Commerce & Reg.
 118 West Capitol
 Pierre, SD 57501
 (605) 773-4493
 FAX (605) 773-6893

Tennessee

Gov. Highway Safety Programs
 James K Polk State Office Bldg
 505 Deaderick Street, Suite 600
 Nashville, TN 37243
 (615) 741-2589
 FAX (615) 741-9673

Texas

Department of Transportation
 125 E. 11th Street
 Austin, TX 78701-2483
 (512) 416-3202
 FAX (512) 416-3214

Utah

Highway Safety Office
 Department of Public Safety
 5263 South 300 West, Suite 202
 Salt Lake City, UT 84107
 (801) 293-2481
 FAX (801) 293-2498

Vermont

Highway Safety Agency
 103 South Main Street
 Waterbury, VT 05671-2101
 (802) 244-1317
 FAX (802) 244-4124

Virginia

Transportation Safety Services
 Department of Motor Vehicles
 PO Box 27412
 Richmond, VA 23269
 (804) 367-1670
 FAX (804) 367-6631

Washington

Traffic Safety Commission
 1000 South Cherry Street,
 MS/PD-11
 Olympia, WA 98504
 (360) 753-6197
 FAX (360) 586-6489

West Virginia

Driver Services
 Department of Motor Vehicles
 Capitol Complex Bldg 3 Rm 118
 Charleston, WV 25317
 (304) 558-6080 Ext. 13
 FAX (304) 558-0391

Wisconsin

Bureau Of Transportation
 Hill Farms State Ofc. Bldg #933
 4802 Sheboygan Avenue
 PO Box 7936
 Madison, WI 53707-7936
 (608) 266-3048
 FAX (608) 267-0441

Wyoming

Highway Safety Program
 5300 Bishop Blvd., PO Box 1708
 Cheyenne, WY 82003-9019
 (307) 777-4450
 FAX (307) 777-4250

American Samoa

Office of Highway Safety
 Government of American Samoa
 PO Box 1086
 Pago Pago, AS 96799
 (684) 699-1911 or 2911
 FAX (684) 699-4224

Guam

Dept. of Public Works, OHS
542 N. Marine Drive
Tamuning, GU 96910
(671) 646-3211
FAX (671) 646-3733

**Commonwealth of The
Northern Marina Islands**

Department of Public Safety
Office of Special Programs
Commonwealth of No.
Mariana Islands
PO Box 791
Civic Center; Susupe Village
Saipan, MP 96950
(670) 664-9128
FAX (670) 664-9141

Puerto Rico

Traffic Safety Commission
Box 41289, Minillas Station
Santurce, PR 00940
(787) 723-3590
FAX (787) 727-0486

Virgin Islands

Office of Highway Safety
Lagoon Street Complex
Fredriksted
St. Croix, VI 00840
(340) 776-5820
FAX (340) 772-2626

Indian Nations

Indian Hwy. Safety Programs
Bureau of Indian Affairs
Dept. of Interior, Suite 1705
505 Marquette Avenue, NW
Albuquerque, NM 87102
(505) 248-5053
FAX (505) 248-5064

OVERVIEW OF OPTIONAL TRAINING ON DRUGGED DRIVING

OPTION ONE: 4-HOUR BLOCK ENTITLED “INTRODUCTION TO DRUGGED DRIVING”

The purpose of this module is to acquaint the participant with information on the recognition of individuals who may be medically impaired or under the influence of drugs other than alcohol, and to assist them in preparing to prosecute such cases.

Police officers responsible for traffic law enforcement will continuously encounter drug-impaired drivers. The best available data suggest that tens of millions of Americans routinely use drugs other than alcohol and some of these people drive when under the influence of those drugs.

Some drug-impaired drivers look and act very much like alcohol-impaired drivers. Others look and act very differently. All of them are dangerous, to themselves and to everyone else on the road.

Upon successfully completing this module of instruction, the participant will be able to:

- o define the term “drug” in the context of DWI enforcement.
- o describe in approximate, quantitative terms the incidence of drug involvement in motor vehicle crashes and in DWI enforcement.
- o name the major categories of drugs.
- o describe the observable signs generally associated with the major drug categories.
- o describe medical conditions and other situations than can produce similar signs.
- o describe appropriate procedures for dealing with drug-impaired or medically-impaired suspects.

OPTION TWO: 8-HOUR BLOCK ENTITLED “DRUGS THAT IMPAIR DRIVING”

THIS TRAINING WILL NOT QUALIFY AN OFFICER TO SERVE AS A DRE.

This module is designed primarily for police officers who meet the IACP/NHTSA National Standardized Field Sobriety Testing Program Standards and who have successfully completed an IACP/NHTSA approved curriculum. The officer must be able to administer and interpret the SFST's for alcohol-impaired suspects. The participant should be fully conversant with the procedural "mechanics" of HGN with the three clues of HGN and with the interpretation of those clues for assessing alcohol impairment. A major focus of this module is on the examination of a drug-impaired suspect's eyes, and the procedures for those eye examinations derive largely from HGN procedures.

The purpose of the module is to improve participants' ability to recognize suspects who may be under the influence of drugs other than alcohol, and to take appropriate action when they encounter such suspects (i.e., summon a DRE or request a medical examination. Note: This module does not require that the participant develop the ability to distinguish what type of drug is responsible for the observed impairment, but the participant should become more adept to recognizing the possible presence of some drug other than alcohol or a medical condition.

The participant who successfully completes the module should be able to:

- o define the term "drug" in the context of this course;
- o describe in approximate, quantitative terms the incidence of drug involvement in motor vehicle crashes and DWI enforcement;
- o name the major categories of drugs;
- o describe the observable signs of impairment generally associated with the major drug categories;
- o describe medical conditions and other situations that can produce similar signs of impairment; and,
- o describe appropriate procedures for dealing with drug-impaired or medically impaired suspects.

ALL MATERIALS ARE MASTERS – COPY AS NEEDED.**ATTENTION: LEAD INSTRUCTOR/COURSE ADMINISTRATOR**

In order to assist the National Highway Traffic Safety Administration in the validation of course materials, the Transportation Safety Institute is requesting your feedback. The purpose of conducting this evaluation is to determine:

- ◆ accuracy and completeness of course materials
- ◆ adequacy of course material design
- ◆ utility of course materials
- ◆ usability of course materials

Course materials are evolving documents which must be updated and refined in detail over the life of the course through a process of review, comment, analysis and revision in order to meet the training requirements of instructors as well as participants.

The attached questionnaire provides the expert users (lead instructors/course administrators) an opportunity to assess the viability of the course materials in relation to its capabilities and constraints. The goal of this questionnaire is to identify and set in motion actions to resolve course implementation issues as early as possible. The review and input that you provide is vital to the success of NHTSA's training mission.

DIRECTIONS: Fill out the **Lead Instructor/Course Administrator Questionnaire** at the completion of this course. Use this questionnaire to record your comments about the strengths and weaknesses of the instructional package provided for this course. Please provide detailed answers for each item requiring further explanation. (Use specific examples when available.) In addition, complete an **Instructor Roster and a Participant Roster** (*attachments are provided for your convenience*) **WITHIN 10 DAYS OF CLASS COMPLETION, RETURN BOTH ROSTERS AND QUESTIONNAIRE TO:**

**TRANSPORTATION SAFETY INSTITUTE
HIGHWAY TRAFFIC SAFETY DIVISION DTI-70
P.O. BOX 25082
OKLAHOMA CITY, OK 73125**

If further information is needed, or if you have any questions concerning this evaluation process, contact DTI-70, Phone: (405) 954-3112, FAX: (405) 954-8264.

INSTRUCTOR ROSTER

Course Name:

Course Date:

Course Location:

Name: _____

Title: _____

Organization: _____

Mailing Address: _____

Zip _____

Phone: ____ (____) _____

Name: _____

Title: _____

Organization: _____

Mailing Address: _____

Zip _____

Phone: ____ (____) _____

Name: _____

Title: _____

Organization: _____

Mailing Address: _____

Zip _____

Phone:(____) _____

Name: _____

Title: _____

Organization: _____

Mailing Address: _____

Zip _____

Phone:(____) _____

Name: _____

Title: _____

Organization: _____

Mailing Address: _____

Zip _____

Phone:(____) _____

Name: _____

Title: _____

Organization: _____

Mailing Address: _____

Zip _____

Phone:(____) _____

(COPY THIS FORM FOR ADDITIONAL NAMES)

PARTICIPANT ROSTER

Course Name:

Course Date:

Course Location:

Name:_____

Title:_____

Organization:_____

Mailing Address:_____

_____ Zip _____

Phone:(____)_____

Name:_____

Title:_____

Organization:_____

Mailing Address:_____

_____ Zip _____

Phone:(____)_____

Name:_____

Title:_____

Organization:_____

Mailing Address:_____

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Organization:_____

Mailing Address:_____

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Phone:(____)_____

Name:_____

Title:_____

Organization:_____

Mailing Address:_____

_____ Zip _____

Phone:(____)_____

Name:_____

Title:_____

Organization:_____

Mailing Address:_____

_____ Zip _____

Phone:(____)_____

(COPY THIS FORM FOR ADDITIONAL NAMES)

**LEAD INSTRUCTOR/COURSE ADMINISTRATOR
QUESTIONNAIRE**

ACCURACY AND COMPLETENESS

1. The instructor manual and accompanying course materials **provide sufficient guidance** and information to plan, administer, and teach this course.

Strongly Agree Agree Disagree Strongly Disagree

Comments:

2. The **complete list of training aids**, devices and equipment needed to support this course are listed in the administrator's guide.

Strongly Agree Agree Disagree Strongly Disagree

If not, what needs to be added or deleted?

3. The work session **directions are explained thoroughly** for both instructor and participant?

Strongly Agree Agree Disagree Strongly Disagree

Suggestions to clarify directions?

4. Are the instructional materials and media:

- | | | |
|---|-----|----|
| a. Easy to read and understand? | Yes | No |
| b. Easy to use? | Yes | No |
| c. Accurate and complete? | Yes | No |
| d. Congruent with stated objectives? | Yes | No |
| e. Appropriate to skill and knowledge level of course participants? | Yes | No |
| f. Clear in purpose , goals, and objectives for both participants and instructors? | Yes | No |
| g. Modern in format and appearance? | Yes | No |
| h. Free of extraneous details or distractions? | Yes | No |
| i. Un-biased (free of gender, ethnic, or racial bias?) | Yes | No |
| j. Relevant to the instruction (does it provide "real world" highway safety examples?) | Yes | No |

4. (Continued) Cite specific examples for any “no” response.

ADAPTABILITY

5. The course material **accommodates all learning styles** (auditory, visual, tactile, etc.)?

Strongly Agree Agree Disagree Strongly Disagree

Comments:

6. The course material and content are adaptable (**some content can be altered in sequence, length, or strategy**) according to the needs of the sponsoring organization? **NOTE:** *Some courses which contain technical or legal information cannot be altered. These courses are excluded from this question. Example: SFST and DEC courses.*

Strongly Agree Agree Disagree Strongly Disagree

Comments:

USABILITY

7. The course modules are **logically sequenced** in a manner that allows ease of learning.

Strongly Agree Agree Disagree Strongly Disagree

If not, what sequence would you suggest and why?

8. Were there any particular **portions** of the course material or work sessions that participants perceived as “**too difficult**”? If so, list and explain.

9. This course provides sufficient **opportunity for participant interaction and participation.**

Strongly Agree Agree Disagree Strongly Disagree

Comments:

10. The course content allows **sufficient work sessions** which reinforce the lecture sessions.

Strongly Agree Agree Disagree Strongly Disagree

Comments:

11. The course content is broken into **logical learning “chunks”** that are easy for participants to comprehend and retain.

Strongly Agree Agree Disagree Strongly Disagree

If you disagree, which segments need revision? Why?

12. Were you able to adhere to the **pre-determined time estimates**? If not, specify which segments need more time, which need less, and why.

RELEVANCE

13. The course materials will be used as a **future reference and resource tool** for participants.

Strongly Agree Agree Disagree Strongly Disagree

Which materials do you consider the most useful?

14. Do you believe that **additional content segments** are needed for this course? If so, please identify and describe how they will benefit this instruction.

15. Should any of the content **segments** of this course be **eliminated**? If so, which ones and why are they not needed?

16. Does this course provide participants with the **skills and knowledge** they needed to improve their job performance? If not, why?

17. What **recommendations** would you make for improving this course material?

Additional Comments?

PRINCIPLES AND TECHNIQUES
OF TRAINING IN
STANDARDIZED FIELD SOBRIETY TESTING
THE SFST INSTRUCTOR TRAINING SCHOOL

TEACHER-TRAINER'S MANUAL

Sponsored by:

The National Highway Traffic Safety Administration

HS 181C R2/06

FOREWORD

This document contains the lesson plans and visual aids for the 32-hour teaching training program for standardized field sobriety testing (SFST) instructors. The goal of this program 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 teacher training program are those who have:**

- o Satisfactorily completed SFST training, based on the NHTSA SFST curriculum or its equivalent;
- o Participated in two “live” volunteer drinking subject practice sessions (alcohol workshops) during which they personally administered the horizontal gaze nystagmus, walk and turn, and one-leg-stand test to persons who have consumed alcohol; or
- o Participated in one “live” volunteer drinking subject practice session (alcohol workshop) during which they personally administered the horizontal gaze nystagmus, walk and turn, and one-leg-stand test to persons who have consumed alcohol, and participated in one NHTSA/IACP approved video-taped session of drinking subjects; or
- o Participated in two NHTSA/IACP approved video-taped sessions of drinking subjects; and
- o 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 school focus 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 SFSTs. During those two days, the student-instructors become able to:

- o Explain adult learning principles and their importance in conducting effective training;
- o Identify and describe the three Domains of Learning, and give examples of each domain in the context of DWI enforcement;
- o Define and describe the four-step process of teaching and learning;

- o Discuss how to increase learning efficiency by involving learners more fully in the learning process;
- o Describe the documents that make up the standard curriculum packages for the SFST School;
- o Describe the content and format of the lesson plans for the SFST School;
- o Describe the characteristics of a good SFST instructor;
- o Carry out the instructor preparation tasks for any session of the SFST School;
- o Describe and apply specific guidelines for conducting each step of the four-step process of teaching and learning;
- o Use appropriate questioning techniques to enhance students' involvement in presentations;
- o Use visual aids to improve the effectiveness of presentations;
- o Plan and manage an alcohol workshop'
- o Administer the use of IACP/NHTSA approved video tapes for optional SFST training.

On the third and fourth days, the student-instructor will have opportunities to apply what they have learned. **They will teach selected portions of the SFST School.** The student-instructors 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.

Optional training: NHTSA/IACP's approved 8-hour overview of the DEC program, is offered on the fifth day of the instructor training school. This will include an overview of the procedures drug recognitions experts (DREs) use to evaluate persons suspected of impairment due to drugs other than alcohol; an overview of the DRE training sequence; and, information concerning prerequisites for persons interested in pursuing DRE training.

This Manual contains the lesson plans and associated visual aids to support the training that you will deliver on the first, second and fifth days of the course. The lesson plans are organized into eight units:

Unit One	Introduction and Overview (1 hour)
Unit Two	Concepts of Adult Learning and Training (2 hours)
Unit Three	The SFST Curriculum Package (2 hours)
Unit Four	Assignments for Practice Teaching (1 hour & 30 minutes)
Unit Five	Getting Ready for Teaching (1 hour & 15 minutes)
Unit Six	Techniques for Effective Classroom Presentations (3 hours)
Unit Seven	Guidelines for Planning and Managing a Live Alcohol Workshop (1 hour)
Unit Eight	Guidelines for Conducting Video Options for SFST Training (1 hour)
Unit Nine	Training Summary and Conclusion (1 hour & 30 minutes)

Who is qualified to teach this teacher-training school? Who can teach SFST instructors to teach? The SFST teacher-trainer is a person who:

- o is fully conversant with the principles and techniques of teaching, as expressed in Units Two, Five, Six and Seven of this course; and,
- o possesses solid competence as an instructor; and,
- o is familiar with the subject-matter of SFST training.

Usually, the SFST teacher-trainer is a well-experienced SFST instructor, who has helped teach several SFST Schools. **But in fact it is not absolutely essential that the SFST teacher-trainer be an SFST instructor, or even be a certified SFST practitioner.** The teacher-trainer, after all, is not attempting to show anyone how to use the SFSTs. The students 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 recommends that, at a minimum, the teacher-trainer must have audited the SFST School at least once, and must be fully conversant with the Student and Instructor Manual, but need not be a certified SFST practitioner (provided the other prerequisites are met).

SESSION ONE
INTRODUCTION AND OVERVIEW

SESSION ONE: INTRODUCTION AND OVERVIEW

During this session, the participants will:

- Become familiar with the course location surroundings.
 - Become familiar with course objectives and activities.
 - Become better acquainted with one another.
 - Express their expectations of this training program.
-





CONTENT SEGMENTS



- A. Opening Remarks
- B. Administrative Matters
- C. Course Overview
- D. Introductions
- E. Pre-Test


LEARNING ACTIVITIES


- Instructor Led
- Small Group Activity

Equipment and Materials Needed
Projector and Screen Masking Tape Colored Markers Tent Cards Participant Manuals Workshop Schedule Flip Charts

Aids	Lesson Plan	Instructor Notes
 <p>40 Minutes</p>  <p>5 Minutes</p>  <p>Display I-1</p>	<p>INTRODUCTION AND OVERVIEW</p> <p>A. Opening Remarks</p> <ol style="list-style-type: none"> 1. Welcome to the SFST Instructor Trainer Program. 2. If name tents are available, have participants complete and display on their table. 3. Introduce instructors to the group. <p>B. Administrative Matters</p> <ol style="list-style-type: none"> 1. Provide location of restrooms, smoking areas, phones, snack rooms and parking and any other information that might be important. 2. Circulate roster for corrections or changes. 	<p>Overview session objectives, content and learning activities.</p> <p>Greet and welcome participants to the Instructor-Trainer Program. You might say, "It's a pleasure to be here with you this week. We have been looking forward to presenting this training program and will work very hard to make it the best instructor development workshop you have attended."</p> <p>The instructors this week will be: (introduce instructors.)</p> <p>Be familiar with the location of these and brief the group.</p> <p>Have a copy of the roster and ask that they circulate it and either verify information is correct, or fill in the proper information.</p>
 <p>5 Minutes</p>		
HS 181C R2/06	I-1	

Aids	Lesson Plan	Instructor Notes
	<ol style="list-style-type: none"> 3. Circulate participant-instructor data sheet. 4. Provide information on emergency medical care, in the event it is required. 5. Course Goal and Objectives 	<p>Note: Handout 5</p> <p>Find out ahead of time where emergency medical care is available, if required.</p> <p>Rather than you reading this to them, you might ask different people to read the course goals and the objectives. This ensures everyone is involved; some will be reading and others will be listening actively as their neighbors read aloud.</p> <p>You may have other ideas for reviewing these, the important point to remember is that the course goals and objectives should be addressed during Session One.</p>
<p>Display I-2</p> 	<p>Overall Course Goal:</p> <p>To provide participants the skills, abilities and techniques required to deliver effective SFST training.</p> <p>Objectives:</p> <ol style="list-style-type: none"> a. Explain adult learning principles and their importance in conducting effective training programs. 	
<p>Display I-3</p> 	<ol style="list-style-type: none"> b. Describe various motivation techniques. c. Define the four-step process of teaching and learning. 	

Aids	Lesson Plan	Instructor Notes
 <p>10 Minutes</p>	<ul style="list-style-type: none"> d. Demonstrate effective questioning techniques. e. Identify strategies for handling challenging situations in the classroom. f. Develop and use various training aids. g. Learn the roles and responsibilities of administrators and instructors in conducting the NHTSA/IACP SFST training program. h. Discuss and apply basic concepts and principles of instructing. i. Use the standard NHTSA lesson plans. <p>C. Course Overview</p> <ul style="list-style-type: none"> 1. Schedule 2. Activities <ul style="list-style-type: none"> a. Instructor-led discussions and demonstrations of training techniques. 	<p>Refer to the course schedule or agenda and point out starting and ending times. Ten minute breaks are scheduled approximately every hour and an effort should be made to stay on schedule.</p> <p>We will discuss some techniques that can make training more effective. And we will demonstrate many of those techniques as the week progresses.</p>

Aids	Lesson Plan	Instructor Notes
 <p>10 Minutes</p>	<p>b. Individual activities.</p> <p>c. Group activities.</p> <p>d. Course quiz.</p> <p>D. Introductions</p> <p>1. Introduction Sheets</p> <p>These are sheets that participants fill out as they arrive.</p>	<p>Feel free to ask questions about any technique that you see used during this workshop.</p> <p>You will be asked to make individual presentations to the group.</p> <p>There will be several group activities during this workshop.</p> <p>There will be a written quiz at the end of this course. Passing grade is 80%.</p> <p>Preparations Required: Prior to the workshop starting you will need to have an introduction sheet for each participant.</p> <p>Handout (1-1) is a sample Introduction sheet and can be modified according to background of the attendees.</p> <p>Begin by asking if everyone has filled out a sheet; if not, ask that they do that now. Each participant should give a brief introduction of themselves and what they hope to gain from this training.</p> <p>Be brief in the review of the sheet. One of the instructors should be responsible for facilitating the exercise and keeping things moving.</p> <p>Identify those individuals with experience or knowledge in a specific area.</p>

Aids**Lesson Plan****Instructor Notes**

2. "Hanging Issues" sheet.

Handout (1-2) is a Hanging Issues sheet. This sheet is for questions that you may have after a specific session, or for questions you prefer not to bring up in front of the group.

Write the questions on the sheet, and the instructors will check periodically to see that all questions are answered. They can be anonymous if you like. We also welcome comments about something that could make a specific session or the workshop better.

3. Breaks.

Managing breaks and giving participants responsibility for returning on time is also important to conducting effective training. Think of different ways for participants to select their own group break monitors, i.e., the nearest birthday; who traveled the farthest to the training from their home; most or least number of years married, the youngest or oldest in their small group, etc. Use your imagination!

Before dismissing for the first break, ask that each group find who has the nearest birthday in that group. Now ask that person to be responsible for getting the people at their table back to the classroom in 10 minutes. It is also a good idea to post the return time on the board or flip chart.

(During the breaks make sure that at least one of the instructors is available in the classroom.)

E. Pre-Test

See handout I-5.



10 Minutes

SFST INSTRUCTOR-DEVELOPMENT TRAINING PROGRAM

CLASSROOM SCHEDULE

FIRST DAY

8:00 A.M. **SESSION ONE - INTRODUCTION AND OVERVIEW**

- A. Opening Remarks
- B. Administrative Matters
- C. Course Overview
- D. Introductions and Expectations
- E. Pre-Test

8:50 A.M. BREAK

9:00 A.M. **SESSION TWO - CONCEPTS OF ADULT LEARNING AND TRAINING**

- A. Differences and Similarities of Adults and Children
- B. Adult Learning
- C. Maximum Efficiency in Learning
- D. Domains of Learning
- E. Four-Step Process of Teaching and Learning
- F. The Participant's Perspective

9:50 A.M. BREAK

10:00 A.M. **SESSION TWO (con't)**

10:50 A.M. BREAK

11:00 A.M. **SESSION THREE - THE SFST CURRICULUM PACKAGE**

- A. The Standard Curriculum Package for SFST Training

11:30 A.M. LUNCH

12:30 P.M. **SESSION THREE (con't)**

- B. How to Use Lesson Plans
- C. Purpose, Content and Format of Lesson Plans
- D. Detailed Review of the SFST School Lesson Plans

13:50 P.M. BREAK

14:00 P.M. **SESSION FOUR - ASSIGNMENTS FOR PRACTICE TEACHING**

- A. Assignments and Clarification
- B. Independent Review

15:00 P.M. BREAK

16:30 P.M. END OF FIRST DAY

SECOND DAY

8:00 A.M. **SESSION FIVE - TEACHING PREPARATION TECHNIQUES**

- A. Qualities of a Good Instructor
- B. Instructor Preparation Tasks
- C. Effective Speaking

9:20 A.M. BREAK

9:30 A.M. **SESSION SIX - TECHNIQUES FOR EFFECTIVE CLASSROOM PRESENTATIONS**

- A. Handling Challenging Situations
- B. Effective Questioning Techniques
- C. Guidelines for Team Teaching
- D. Creativity in Training

11:30 A.M. LUNCH

12:30 P.M. **SESSION SIX (con't)**

- E. Developing and Using Training Aids
- F. Using Transparencies
- G. Using Wall Charts

13:30 P.M. BREAK

13:40 P.M. **SESSION SEVEN - GUIDELINES FOR PLANNING AND MANAGING A LIVE ALCOHOL WORKSHOP**

- A. Advanced Planning Tasks
- B. Preparing the Volunteer Drinkers
- C. Controlling the Workshop

14:40 P.M. BREAK

14:50 P.M. **SESSION EIGHT - GUIDELINES FOR CONDUCTING VIDEO
OPTIONS FOR SFST TRAINING**

- A. Overview
- B. Classroom Procedures for Using Videos
- C. Use and Maintenance of the Field Arrest Log

15:50 P.M. BREAK

16:00 P.M. **INDEPENDENT REVIEW**

16:30 P.M. END OF SECOND DAY

THIRD DAY

8:00 A.M. **PRACTICE TEACHING EXERCISE - FIRST SESSION**

16:30 P.M. END OF THIRD DAY

FOURTH DAY

8:00 A.M. **PRACTICE TEACHING EXERCISE - SECOND SESSION**

16:30 P.M. END OF FOURTH DAY

NOTE: IF ONLY THE 32-HOUR TRAINING PROGRAM IS CHOSEN, SESSION NINE - TRAINING SUMMARY AND CONCLUSION (see below), WILL NEED TO BE INSERTED AT THE END OF THE FOURTH DAY.

IF EITHER DRUG BLOCK (OPTIONAL TRAINING) IS SELECTED, SESSION NINE CAN BE INSERTED AT THE END OF EITHER OPTION.

FOURTH OR FIFTH DAY

LATE AFTERNOON **SESSION NINE - TRAINING SUMMARY AND
CONCLUSIONS**

- A. Quiz
- B. Closing Remarks
- C. Course Completion Certificates
- D. Critiques

EFFECTIVE INTRODUCTIONS

PURPOSE: To structure an effective self introduction that will help to establish our professional credibility. To identify individual strengths and improvement goals.

ASSIGNMENT: Use format below to introduce yourself to the group. Time limit two (2) minutes.

Greetings: _____

I am: _____

From the: _____

It is a pleasure to be here because: _____

My job is: _____

My most recent teaching (speaking) experience was: _____

For the purpose of: _____

Result of the experience: _____

What I hope to gain from this workshop is: _____

*“Half the world is composed of people who have something to
say and can’t,
and the other half who have nothing to say and keep on saying
it.”*

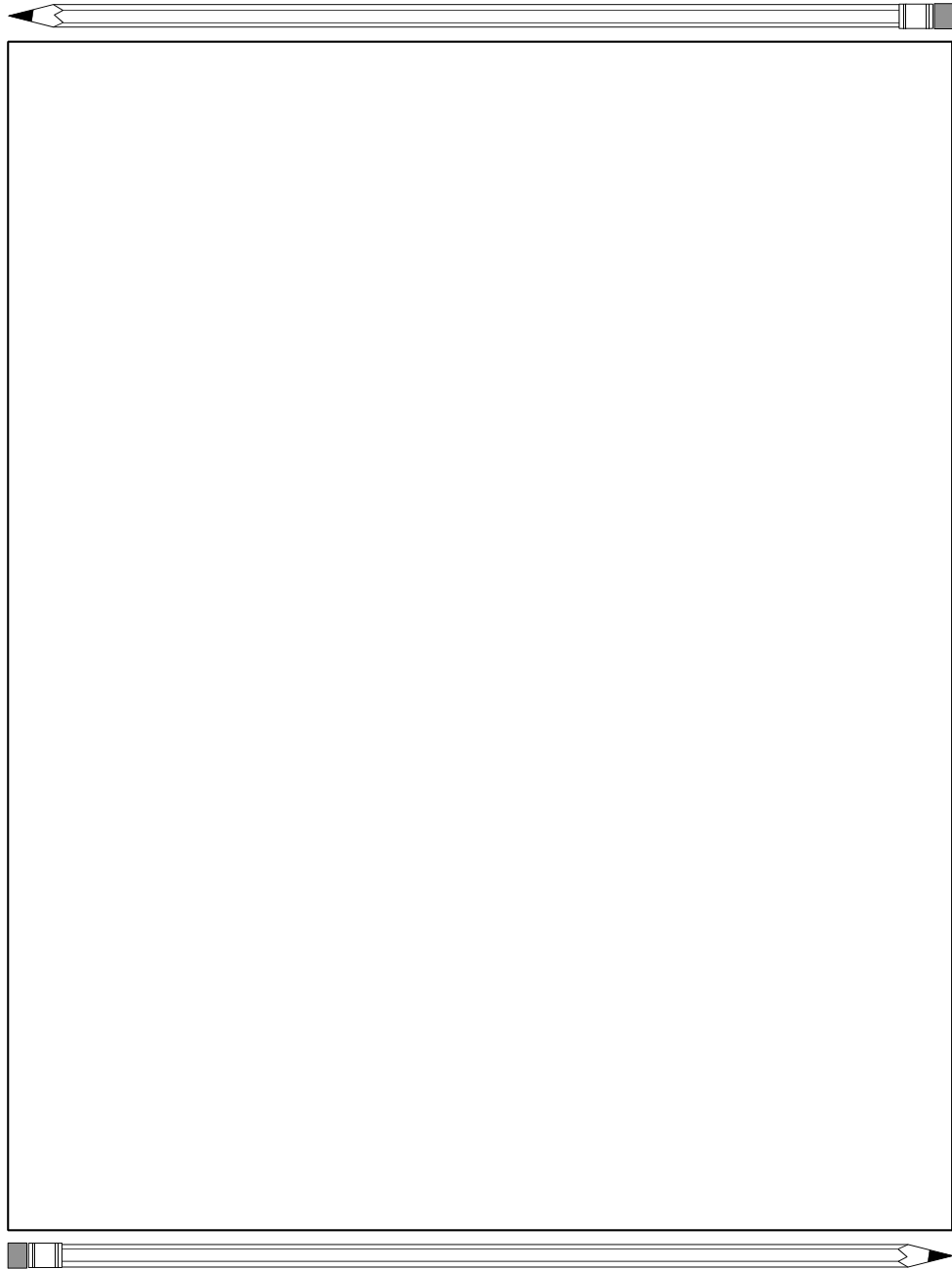
Robert Frost

AHA!!!

"To accept good advice is but to increase one's own ability."

Goethe

HANGING ISSUES



21 SUGGESTIONS FOR SUCCESS
BY H. JACKSON BROWN, JR.

1. Marry the right person. This one decision will determine 90% of your happiness or misery.
2. Work at something you enjoy and that's worthy of your time and talent.
3. Give people more than they expect and do it cheerfully.
4. Become the most positive and enthusiastic person you know.
5. Be forgiving of yourself and others.
6. Be generous.
7. Have a grateful heart.
8. Persistence, persistence, persistence.
9. Discipline yourself to save money on even the most modest salary.
10. Treat everyone you meet like you want to be treated.
11. Commit yourself to constant improvement.
12. Commit yourself to quality.
13. Understand that happiness is not based on possessions, power or prestige, but on relationships with people you love and respect.
14. Be loyal.
15. Be honest.
16. Be a self-starter.
17. Be decisive even if it means you'll sometimes be wrong.
18. Stop blaming others. Take responsibility for every area of your life.
19. Be bold and courageous. When you look back on your life, you'll regret the things you didn't do more than the ones you did.
20. Take good care of those you love.
21. Don't do anything that wouldn't make your Mom proud.

PARTICIPANT-INSTRUCTOR DATA SHEET

NAME _____

AGENCY _____

When did you receive your basic training in Horizontal Gaze Nystagmus and Standardized Field Sobriety Testing? ____/____/____

What agency or organization taught or sponsored that training?

How long was that training? _____ hours

Approximately how many times have you **personally** administered HGN to persons suspected of impaired driving since you completed your training? _____

What college or graduate degrees do you hold?

Degree	Major
_____	_____
_____	_____
_____	_____

During the past year, approximately what percentage of your time have you spent in personally conducting classroom training?

_____ 0% _____ 1-5% _____ 6-10% _____ 11-25% _____ 26+%

Have you completed any previous instructor training programs?

_____ Yes _____ No

If Yes, furnish the following information about those programs:

Agency Conducting the Training	Approximate Teaching Hours	Dates (If Known)	Title of the Course
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Are you a state-certified law enforcement instructor? _____ Yes _____ No

Do you possess any other certificate or license as a teacher or instructor?
_____ Yes _____ No

If Yes, specify: _____

Have you ever been employed as a teacher at the elementary, high school or college levels? _____ Yes _____ No

If Yes, give name(s) of school(s) and years of employment:

School	Years (from/to)
_____	_____/____
_____	_____/____

Please specify other courses that you have taught **during the past year**, and the approximate number of times you have taught them during the year.

Subject	No. of times
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Please describe any other relevant teaching experience you have had:

SESSION TWO
CONCEPTS OF ADULT LEARNING AND TEACHING

SESSION TWO: CONCEPTS OF ADULT LEARNING AND TEACHING

Given an opportunity to apply basic adult learning theory, using the information provided in the classroom and materials in the manual, the participants will be able to:

- Compare differences and similarities between children and adults as learners.
- Describe how applying basic adult learning rules can contribute to training effectiveness.
- Explain different ways adults are motivated to learn.
- Identify and describe the three Domains of Learning, and give examples of each Domain in the context of SFST training.
- Define the four-step process of teaching and learning.

CONTENT SEGMENTS

- A. Differences and Similarities of Adults and Children
- B. Adult Learning
- C. Maximum Efficiency In Learning
- D. Domains of Learning
- E. Four-Step Process of Teaching and Learning
- F. The Participant's Perspective

LEARNING ACTIVITIES

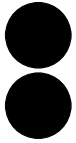
- Instructor Led
- Group Discussion
- Small Group Activity

Equipment and Materials Needed
Projector and Screen Poster Printer and Paper Masking Tape Colored Markers Flip Charts Slides

Aids

Lesson Plan

Instructor Notes



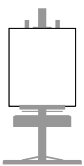
2 Hours



10 Minutes



Display
II-3 and II-4



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ADULT LEARNING**A. Differences and Similarities of Adults and Children**

Comparison of how adults and children learn.

Too often when we are asked to be trainers or instructors, we begin with an image in our minds based on how *we* have been taught in the past. In most instances, the image in our minds is closely related to how we were taught as children in school.

However, there are significant differences between children and adults as learners. The training approach we would use with adults, therefore, should be significantly different from the approach that would be appropriate for teaching children. It's important to understand the differences so that we can gear our training to the needs of the adult learner.

We can see that children must rely on others to decide what is important to be learned. This is because children do not have a knowledge base or experience from which to decide when material is important to learn.

Overview session objectives, content and learning activities; explain benefits.

NOTE: Record information on Slide II-3 on a flipchart or dry-erase board. Then compare with Slide II-4. Discuss.

Aids**Lesson Plan****Instructor Notes**

Children also accept new information at face value. Adults need to validate the information based on their experience and beliefs.

Children expect what they are learning now to be useful later on in their future. Adults, however, expect it to be immediately useful to them.

Children have little experience from which to draw. Adults, on the other hand, have much past experience to draw from and may also have very fixed view points.

Children have little ability to serve as a knowledgeable resource to the teacher or their classmates. Adults, however, can serve as knowledgeable resources to the trainer and fellow trainees.

As trainers of adults, we need to remember that every participant brings life experiences as well as subject matter expertise in a given area to the training room.

Recognition and appreciation of who we are, contributes to our own sense of well being and self esteem. As an adult learner, when I feel good about myself, I'll be more receptive to learning.

Now that we have talked about the differences between children and adults in training, let's think about some points to remember.

Aids

Lesson Plan

Instructor Notes



10 Minutes

B. Adult Learning Rules

1. Explain benefits (WII-FM).

WII-FM = "What's In It For Me?" Adults must feel that they will benefit from the training, either personally or on the job.

2. Relate learning to past experiences.

Link new information or knowledge to something familiar.

3. Encourage participation and interaction.

Provide opportunities for practice and group interaction.

Adults must believe they will benefit in some way from attending and participating in a training program.

We must *tune* them in early to radio station "WII-FM." Once they can understand what the training will do for them, they will become more receptive participants.

We need to relate new knowledge or information to previous technical (job) or life experiences, in order for effective learning to take place.



The use of relevant stories or examples is valuable and essential to effective training. The key here is to ensure that stories or examples are related to the subject matter so that a connection can be easily made.



We learn by doing, so it makes sense for effective training to include opportunities for practice or participation by the participants. Trainers should create and structure those opportunities when they are not already in a lesson plan.


The use of structured group activities, role plays, games, or other exercises is an effective technique to encourage participation and group interaction.

If we want participants to be resources to each other, we need to encourage interaction.

Aids	Lesson Plan	Instructor Notes
	<p>4. Listen and respect their opinions. (MMFG-AM)</p> <p>MMFG-AM = "Make Me Feel Good About Myself". Acknowledge and recognize the knowledge and experience each person brings.</p> <p>5. Encourage them to be resources to each other and to you, the trainer.</p> <p>Help them realize the valuable resources they have in each other. As the trainer, tap their knowledge or experience and allow them to be a resource to you as well.</p>	<p>The hardest communication skill to master is listening. It takes concentration to ignore mental and environmental distractions and really listen. However, effective trainers must learn to listen just as we expect participants to listen to us. We need to recognize that everyone brings some degree of knowledge or life experiences that can benefit the group. Some of our participants may even have more job experience than we, the trainers. Why not learn and benefit from them? Adults want to be acknowledged and appreciated for what they can contribute to a group's learning experience.</p> <p>The old AM radio station "MMFG-AM", stands for "Make Me Feel Good About Myself", and in training it can "<i>tune</i>" us into positive reinforcement and motivation.</p> <p>As trainers, instructors, facilitator of learning, and class-room managers, we will have the opportunity to bring people with common goals together. We need to help them discover just what valuable resources they can be to each other and to us, the trainer. Training should never be a learning experience only for the participants, the instructors should learn from them as well.</p>

Aids	Lesson Plan	Instructor Notes
 <p>15 Minutes</p>  <p>Display II-5</p>	<p>6. Treat them like adults.</p> <p>Be professional and focus on their learning needs. Give them a sense of responsibility.</p> <p>C. Maximum Efficiency in Learning</p> <ol style="list-style-type: none"> 1. We need to remember how adults learn best; the most efficient method of training is through the use of verbal, visual and hands-on experiences in a realistic setting or environment. 2. Most learners can be divided into these three types: <ol style="list-style-type: none"> a. Visual - those who learn by seeing. b. Auditory - those who learn by hearing. c. Tactile - those who learn through the sense of touch. <p>We can appeal to all three dominant senses in learning by using a combination of verbal, visual and hands-on training methods.</p> 3. Group Exercise <p>Applying Adult Learning Rules to Past Experiences</p>	<p>Remember how adults differ from children in learning and conduct your training accordingly. Focus on their learning needs, <i>NOT YOURS</i>. Give them a sense of responsibility.</p> <p>Although some of us can learn from a lecture, we need opportunities to apply what we have learned.</p> <p>Distribute HANDOUT II-1 “Applying Adult Learning Rules to Past Experiences”.</p>


Aids	Lesson Plan	Instructor Notes
 <p data-bbox="181 997 308 1071">Display II-6</p>  <p data-bbox="181 1176 357 1207">40 Minutes</p>	<p data-bbox="511 304 941 441">The purpose of this exercise is to help them validate the adult learning rules discussed in this session.</p> <p data-bbox="511 472 950 651">Ask them to read and follow the instructions. Give them about 10 minutes to read and then discuss Item 1 with their table group.</p> <p data-bbox="511 682 917 829">Then solicit input from the whole group to generate a discussion. Do the same with Item 2.</p> <p data-bbox="462 861 893 966">4. Review “How Adults Like to Learn”</p> <p data-bbox="422 1102 836 1144">D. Domains of Learning</p> <p data-bbox="462 1249 950 1312">1. What kinds of things can people learn to do?</p>	<p data-bbox="998 304 1404 367">Refer them to the Exercise in Session Two of their manual.</p> <p data-bbox="998 1249 1404 1312">Pose this question, and solicit participants’ responses.</p> <p data-bbox="998 1354 1412 1459">Use these follow-up questions (or similar questions) to prompt more detailed responses:</p> <ul style="list-style-type: none"> <li data-bbox="998 1491 1421 1627">o When you had your SFST School, what were some things that you learned to do that you couldn’t do before? <li data-bbox="998 1669 1421 1806">o When you studied arithmetic in elementary school, what were some of the things that you learned to do?

Aids	Lesson Plan	Instructor Notes
 <p data-bbox="181 1281 305 1354">Display II-7</p>	<p data-bbox="462 651 954 1249"> 2. There are three general kinds of things that people can learn. <ul style="list-style-type: none"> <li data-bbox="511 756 954 829">a. They can acquire KNOWLEDGE that they can apply. <li data-bbox="511 861 954 934">b. They can develop SKILLS that they can perform. <li data-bbox="511 966 954 1102">c. They can form ATTITUDES that affect what they are willing to do and how motivated they are to do it. </p> <p data-bbox="462 1144 954 1249"> 3. Knowledge, skills and attitudes represent the three DOMAINS OF LEARNING. <ul style="list-style-type: none"> <li data-bbox="511 1386 954 1459">a. Cognitive Domain = knowledge <li data-bbox="511 1596 954 1669">b. Affective Domain = attitudes <li data-bbox="511 1774 954 1848">c. Psychomotor Domain = skills </p>	<p data-bbox="998 304 1430 472"> o How many of you were in the Boy Scouts or Girl Scouts? What were some of the things you learned to do there? </p> <p data-bbox="998 514 1430 619"> Make appropriate comments about the participants' responses. </p> <p data-bbox="998 1386 1430 1564"> Ask participants to suggest other terms that associate with the Cognitive Domain, e.g., "concepts"; "facts"; "information"; "principles"; etc. </p> <p data-bbox="998 1596 1430 1743"> Ask participants to supply some other terms for Affective Domain, e.g., "opinions"; "values"; "beliefs"; etc. </p> <p data-bbox="998 1774 1430 1848"> Ask participants to suggest some other terms, e.g., </p>
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Aids	Lesson Plan	Instructor Notes
	<p>4. Every job performed by human beings requires learning in all three Domains.</p> <p>a. Every job, no matter how basic, requires that the person who performs the job have some basic knowledge that can be used. If you don't possess that knowledge, you won't perform the job very well.</p> <p>b. Every job, no matter how simple, requires that the job performer be able to carry out some skills. If you don't have some skills, you won't perform the job well.</p> <p>c. Every job requires that the person doing it has some particular attitudes. If you don't have those attitudes, you simply won't do a very good job.</p> <p>5. For every job that you can perform well, somewhere along the line you <u>learned</u> the knowledge that the job requires, and you <u>learned</u> the skills it requires, and you <u>learned</u> the attitudes it requires.</p> <p>6. When you set out to <u>teach</u> a job to participants, you have to help them learn the knowledge <u>and</u> the skills <u>and</u> the attitudes that</p>	<p>“procedures”; “techniques”; “processes”; etc.</p> <p><u>Example:</u> Ask the participants what <u>knowledge</u> is required in order to hammer a nail into a piece of wood. (You need to know that it is the pointy end of the nail that has to go into the wood, and you need to know that it is the blunt end of the hammer, not the claw end, that has to hit the nail.)</p> <p><u>Example:</u> 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.</p> <p><u>Example:</u> If you don't much care whether the nail goes into the wood straight, you will probably do a pretty sloppy job at driving the nail.</p>



Aids	Lesson Plan	Instructor Notes
	<p>the job requires.</p> <ol style="list-style-type: none"> a. If you help the participants learn the knowledge, but not the skills, they will understand what the job requires, but won't be able to do it. b. If you help the participants learn the knowledge and skills, but not the attitudes, they may not be motivated to do the job to the best of their ability. c. If you are going to teach a job properly, you must teach the knowledge and the skills and the attitudes. <p>7. A DWI enforcer needs some special knowledge, and some special skills, and some special attitudes.</p> <ol style="list-style-type: none"> a. Team assignments. 	<p><u>Example</u>: Probably most of the participants <u>understand</u> what they would have to do to hit a major league fastball, but very few would actually be able to do it.</p> <p>Solicit participants' questions about Domains of Learning.</p> <p>Divide the participants into three teams:</p> <p>COGNITIVE TEAM: Responsible for identifying all of the <u>knowledge</u> that someone has to have in order to do a good job in DWI enforcement. Emphasize that this team is <u>not</u> to concern itself with skills or attitudes: instead, the team members will prepare a list of all of the information, facts, concepts, etc. that a successful DWI enforcer needs to <u>know</u>.</p> <p>AFFECTIVE TEAM: Responsible for identifying all of the attitudes, opinions, beliefs, etc. that a good DWI enforcer should have.</p>

Aids	Lesson Plan	Instructor Notes
	<p>b. Explanation of “Brainstorming” procedures.</p> <p>c. “Brainstorming” exercise.</p> <p>d. Team reports.</p>	<p>This team will <u>not</u> be concerned with knowledge or skills: they will simply prepare a list of everything a police officer needs to <u>believe</u> in order to do the best possible job in DWI enforcement.</p> <p>PSYCHOMOTOR TEAM: Responsible for identifying all of the skills that a successful DWI enforcer must be able to perform. This team will <u>not</u> be concerned with knowledge or attitudes: they will list only those things that the officer needs to be able to <u>do</u>.</p> <p>Instruct each team to elect a “Captain” who will record the list that the team develops, and who will later present the list to the entire class.</p> <p>Inform teams that they have 10 minutes to prepare their lists.</p> <p>Direct the teams to their break-out rooms or work stations.</p> <p>Monitor the teams to ensure that they understand what they are to do, and to ensure that they begin to compile their lists.</p> <p>Allow the teams to work for 10 minutes, then terminate the exercise.</p> <p>Have the COGNITIVE TEAM report first. Make appropriate comments about the items on their list. Point out that every</p>

Aids	Lesson Plan	Instructor Notes
 <p data-bbox="191 1392 305 1455">Display II-8</p>	<p data-bbox="462 1251 943 1388">8. In all three Domains of Learning, active involvement of the senses is essential to maximize learning efficiency.</p> <ul style="list-style-type: none"> <li data-bbox="516 1497 932 1598">a. The <u>least</u> efficient learning experience is one based on Verbal Symbols alone. <ul style="list-style-type: none"> <li data-bbox="565 1640 737 1667">o Lectures <li data-bbox="565 1673 906 1701">o Reading assignments <li data-bbox="516 1743 943 1843">b. Visual Symbols alone provide a slightly better learning experience than do 	<p data-bbox="1000 306 1382 443">DWI enforcer needs to know these things, but that the knowledge, by itself, isn't enough to ensure success.</p> <p data-bbox="1000 485 1419 720">Have the AFFECTIVE TEAM report next. Make appropriate comments about their list. Point out that every DWI enforcer should believe these things, but attitudes alone won't ensure success.</p> <p data-bbox="1000 762 1414 1073">Have the PSYCHOMOTOR TEAM report last. Make appropriate comments about their list. Point out that every DWI enforcer needs to be able to perform these skills, but a successful enforcer also needs to have the knowledge and attitudes as well.</p> <p data-bbox="1000 1115 1360 1215">Thank the participants for their efforts in the "Brainstorming" exercise.</p>
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Aids	Lesson Plan	Instructor Notes
	<p>Verbal Symbols, but Visual Symbols alone are still inefficient.</p> <ul style="list-style-type: none"> o Sketches o Photographs <p>c. Visual Symbols <u>combined</u> with Verbal Symbols provide a much more efficient learning experience.</p> <ul style="list-style-type: none"> o Lectures accompanied by slides o Lectures with dry-erase board presentations o Sound films and videos <p>d. We start to approach maximum learning efficiency when we combine verbal symbols, visual symbols and hands-on involvement by the participants.</p> <ul style="list-style-type: none"> o Classroom practice sessions devoted to viewing video portrayals of impaired driving, and recognizing and describing the clues of 	<p>EMPHASIZE: Never simply talk to a class. Always augment verbal lectures with visual reinforcement.</p> <p>Point out the numerous slides that have been prepared as visual aids to enhance the lectures in the SFST School. (See Instructor's Manual - last part of each session.)</p> <p>EMPHASIZE: The participant's senses and attention tend to be most tightly focused if the learning activity allows the participant to see <u>and</u> hear <u>and</u> touch <u>and</u> speak.</p> <p>Ask the participants: "What opportunity for hands-on involvement have we given you thus far in this Instructor Training school?" (The "Brainstorming" Exercise)</p> <p>Ask participants to mention some of the hands-on learning activities that take place during the SFST School.</p>


Aids	Lesson Plan	Instructor Notes
	<p>impairment.</p> <ul style="list-style-type: none"> o The Alcohol Workshops. o Several sessions in which participants practice administering the SFSTs to one another. <p>e. We reach maximum learning efficiency when we provide participants an opportunity for hands-on involvement under realistic circumstances.</p> <p>f. Review of three domains.</p> <p>(1) If what they are supposed to learn is in the Cognitive Domain, you have to <u>present the information</u> to them, i.e., you have to explain the facts, concepts and principles that you want them to grasp and show them how to use that information.</p> <p>(2) If what they are supposed to learn is in the Psychomotor Domain, you have to <u>demonstrate the skill</u> to them, i.e., show them how to use the technique or procedure you intend to teach them.</p>	<p>Ask participants: “When do we provide realism in SFST training?” (The Certification Phase)</p> <p>Solicit participants’ questions about the Progress of Learning Efficiency.</p> <p><u>Example:</u> You want your participants to be able to recognize validated clues of impairment when their suspects attempt to perform the Walk and Turn test. You will have to explain each of the eight validated clues to them, and tell them how to recognize each clue.</p> <p><u>Example:</u> You want your participants to be able to give the proper instructions for the Walk and Turn test. You have to show them physically what to say to the suspect and what to demonstrate to the suspect.</p>

Aids	Lesson Plan	Instructor Notes
 <p data-bbox="191 758 354 789">40 Minutes</p>  <p data-bbox="191 936 305 999">Display II-9</p>	<p data-bbox="565 306 954 646">(3) If what they are supposed to learn is in the Affective Domain, you must <u>display the attitudes</u> to them, and explain why they should have those attitudes and how they should act in accordance with those attitudes.</p> <p data-bbox="428 688 899 758">E. The Four-Step Process of Teaching and Learning</p> <p data-bbox="461 831 889 930">Teaching and Learning can be approached very efficiently as a simple, step-by-step process.</p> <p data-bbox="461 1041 906 1104">1. PREPARATION: Getting the participant ready to learn.</p> <p data-bbox="513 1318 922 1388">a. <u>Methods for getting the participant ready to learn:</u></p> <ul style="list-style-type: none"> <li data-bbox="565 1423 948 1598">o First, tell the participants what they will be learning, i.e., tell the participants what they will be able to <u>do</u>. <li data-bbox="565 1633 948 1808">o Next, explain why the participant should want to learn this, i.e., how will it help them if they can do this new thing. 	<p data-bbox="1000 306 1425 615"><u>Example:</u> You want your participants to have confidence in the validity of the SFSTs. You must show them that you personally believe that the tests are valid, and you must show them facts (e.g., from the NHTSA-sponsored studies) to back you up.</p> <p data-bbox="1000 831 1425 863">Selectively reveal the first step.</p> <p data-bbox="1000 1041 1393 1283">EMPHASIZE: If the participant is not ready to learn, the learning environment will not be very efficient. We first have to prepare the learner for the learning process.</p>

Aids	Lesson Plan	Instructor Notes
	<ul style="list-style-type: none"> o Thirdly, explain what is going to take place during the learning process, so that the participants know what will be expected of them. b. Start by overviewing the objectives of the session. <ul style="list-style-type: none"> o Always express the objectives in terms of what the participants will become able to <u>do</u>. o Make sure that the participants understand the objectives as you have explained them. c. Explain the benefits, to the participant, of learning the material. <ul style="list-style-type: none"> o When you explain the benefits, what you are doing is “selling” the participants on the desirability of learning what you want to teach them. o If participants do not see any benefit to learning, they are not likely to participate fully in the learning process. 	<p>Remind the participants that a key aspect of the PREPARATION step is the removal of confusion and surprise from the participant.</p> <p>EXAMPLE: “You will be able to apply guidelines for conducting the PREPARATION step.”</p> <p>i.e., you are answering the participant’s questions, “Why should I learn this?”</p> <p>Pose this question: “How might you ‘sell’ your participants on the desirability of learning to write clear and convincing DWI arrest reports?” (Among other things, unless they learn that, some cases that should lead to conviction might be dropped or lost.)</p>

Aids	Lesson Plan	Instructor Notes
	<ul style="list-style-type: none"> o It is always best to offer positive, rather than negative incentives to learning. d. Relate the subject-matter to what the participants have already learned. <ul style="list-style-type: none"> o Participants usually have a hard time learning something if they <u>think</u> it will be difficult to learn. o If they believe they have what it takes to learn something, the learning usually comes easy. o At the beginning of a session, try to show the participants that their <u>prior</u> learning, i.e., the things they already can do, will make it easy for them to learn this new thing. 	<p>CLARIFICATION: Instructors should not rely on the old-fashioned method of saying “You’d better learn this, because it’s going to be on the test.” That usually creates fear, rather than an incentive to learn.</p> <p>EXAMPLE: “I want you to learn to use these guidelines for conducting the PREPARATION step because you will be a better teacher if you can use them.”</p> <p>EXAMPLES:</p> <p>(1) Suppose you are getting ready to teach the Vertical Nystagmus test to your participants. How could you relate this to their prior learning to reassure them that the test will be easy to learn? (You might refer to the fact that they already are able to use the Horizontal Gaze Nystagmus test, and that they will find Vertical Nystagmus to be a much simpler procedure.</p> <p>(2) Suppose you are about to teach your participants to use a preliminary breath testing instrument. How could you relate this to their prior learning? (You might ask how many of them have been trained to use Radars, and you could point out that the PBT is much easier to operate than is a Radar.)</p>

Aids	Lesson Plan	Instructor Notes
 <p data-bbox="181 1352 305 1419">Display II-10</p>	<p data-bbox="509 548 943 720">e. PREPARATION essentially is motivating the participant. Participants usually are best motivated to learn when they:</p> <ul style="list-style-type: none"> <li data-bbox="565 758 889 825">o Know what they are expected to learn. <li data-bbox="565 863 938 930">o Believe it is worthwhile to learn it. <li data-bbox="565 968 906 1035">o Are confident of their ability to learn it. <li data-bbox="565 1073 938 1178">o Have a clear understanding of what will take place. <p data-bbox="509 1213 881 1245">f. Preparation guidelines.</p> <ul style="list-style-type: none"> <li data-bbox="565 1461 935 1703">o Participants usually do not like “surprises” in training. They want to be informed of what is going to happen and why it is going to happen. <li data-bbox="565 1738 889 1843">o Participants need to know, up front, the objectives of the 	<p data-bbox="997 306 1417 510">EMPHASIZE that the participants generally don’t like surprises in training; they want to be told about what they’ll be doing before they do it.</p> <p data-bbox="997 548 1430 825">EMPHASIZE that, during the practice teaching sessions, the participant-instructors who are assigned to teach Segment A of any Session must follow these guidelines, and must conduct the PREPARATION step for that Session.</p> <p data-bbox="997 1461 1425 1738">ANALOGY: Failure to clarify the learning objectives for your participants is like neglecting to tell the passengers in a car where they are being taken, and why. They may eventually get to the destination, but they probably won’t enjoy the trip.</p>

Aids	Lesson Plan	Instructor Notes
 <p data-bbox="191 1108 342 1171">Redisplay II-9</p>	<p data-bbox="618 306 915 405">training: they want to know what they will become able to do.</p> <ul style="list-style-type: none"> <li data-bbox="565 447 954 825">o Participants who are <u>not</u> informed of the purpose of the training will devote a good part of their attention trying to figure out the purpose. As a result, they will be distracted and confused, and the learning environment will be very inefficient for them. <p data-bbox="464 972 915 1066">2. PRESENTATION: the second step in the teaching-learning process.</p> <p data-bbox="516 1108 915 1245">It is the step in which you tell, show, and explain to the participants what you want them to do.</p> <ul style="list-style-type: none"> <li data-bbox="516 1287 915 1350">a. <u>Key points concerning the PRESENTATION step:</u> <ul style="list-style-type: none"> <li data-bbox="565 1392 915 1591">o PRESENTATION means <u>showing</u> the participants what you want them to do and how you want them to do it. <li data-bbox="565 1633 915 1833">o You can't present what you can't do. If you are going to present information, you must know the information and know how to use it. 	<p data-bbox="1003 306 1403 405">Solicit participants' questions about the preparation guidelines.</p> <p data-bbox="1003 447 1425 930">EXAMPLE: (1) Suppose you are getting ready to teach the Vertical Nystagmus test to your participants. How could you relate this to their prior learning to reassure them that the test will be easy to learn? (You might refer to the fact that they already are able to use the Horizontal Gaze Nystagmus test, and that they will find Vertical Nystagmus to be a much simpler procedure.)</p> <p data-bbox="1003 972 1403 1003">Selectively reveal second step.</p>

Aids

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If you are going to demonstrate skills, you must be able to perform the skills. If you are going to display an attitude, you must believe in what you are saying.

b. Presentation guidelines.

(1) Use simple language.

(a) Simple for the participants.

- o Words and expressions that are familiar to them.
- o Terms they can understand.

(b) Simple for the instructor.

- o Words you actually understand.
- o Words you can pronounce correctly.

(2) Be familiar with the lesson.

(a) The instructor must thoroughly study the lesson plans.

Selectively display transparency.

POINT OUT that in SFST training it is not possible to avoid technical terms altogether: There are many complex or scientific expressions that the courts may demand that officers know (e.g., nystagmus).

Aids	Lesson Plan	Instructor Notes
	<p>(b) But the instructor should not attempt to <u>memorize</u> the lesson plans.</p> <p>(c) If you need to refer to the lesson plans du-ring the class, don't be afraid to do so.</p> <p>(3) Use eye contact.</p> <p>(a) Eye contact communicates the instructor's interest in the participant as an individual.</p> <p>(b) It helps to keep the participants involved in the presentation.</p> <p>(c) It gives you a chance to see how the participants are receiving the information you are presenting.</p> <ul style="list-style-type: none"> o expressions of disbelief o expressions of confusion <p>(4) Use humor appropriately.</p> <p>(a) Willingness to use</p>	<p>POINT OUT that the participants are less likely to let their minds and their attention wander if they think you are going to be looking at them.</p> <p>POINT OUT that, when eye contact is made with the participants, the instructor can observe their facial expressions and assess their reactions to the presentation.</p>


Aids	Lesson Plan	Instructor Notes
	<p>humor moderately conveys a relaxed atmosphere that is conducive to efficient learning.</p> <p>(b) Most importantly, the humor should never be malicious or directed at anyone in an offensive manner.</p> <p>(c) Never “put down” participants in an attempt to be funny.</p> <p>(d) If you are going to make fun of someone in the class, make sure that you only make fun of yourself.</p> <p>(5) But don’t tell jokes.</p> <p>(a) Jokes take time to tell (time that is stolen from the information you are supposed to present).</p> <p>(b) When the instructor tells a joke, it may provoke the participants to start telling jokes, and control of the class may be lost.</p>	<p>Ask the participants to suggest some reasons why it is almost always inappropriate to tell jokes in class.</p>

Aids	Lesson Plan	Instructor Notes
	<p>(c) Jokes rarely, if ever, are completely pertinent to the topic being presented; thus, jokes are distractions that tend to draw the presentation off course.</p> <p>(d) Many jokes, even seemingly innocuous jokes, are offensive to some participants.</p> <p>(6) Ask questions often.</p> <p>(a) A good instructor will frequently pose questions during the presentation.</p> <p>(b) Questions heighten class involvement.</p> <p>(c) Require participants to <u>think</u> about the information being presented.</p> <p>(d) Require a verbal response by the participant, i.e., increased level of activity.</p> <p>(e) Allow participants to participate in delivering information to one another.</p>	<p>Ask participants to suggest some reasons for frequently posing questions.</p> <p>POINT OUT that, when a participant answers a question, the class has an opportunity for a new sensory experience, i.e., the sound of another voice.</p>

Aids	Lesson Plan	Instructor Notes
	<p>(f) Questions also allow the instructor to check on how well the participants are grasping the information.</p> <p>(7) Stay in control.</p> <p>(a) As the instructor, you are responsible for seeing to it that the learning activities you have planned actually take place.</p> <p>(b) When you start to teach a session, you have a number of things in mind that you expect your participants to do during that session.</p> <p>(c) “Staying in control” means that you make sure that these planned activities occur on schedule.</p> <p>(d) “Staying in control” does not mean that you must be a rigid, domineering authority figure in class.</p>	<p>POINT OUT that detailed hints for using questions to enhance presentations will be given later in this unit.</p> <p>Ask participants to comment on what they think “staying in control” means.</p> <p>SOME EXAMPLES:</p> <ul style="list-style-type: none"> o listening to a presentation on a specific topic; o answering a series of questions that you plan to ask; o participating in some hands-on practice with one of the SFSTs.



Aids	Lesson Plan	Instructor Notes
	<p>(e) But it does mean that you cannot permit anything unplanned to get in the way of the planned learning activities.</p> <p>(f) An instructor loses control when something is permitted to take place that distracts participants from the planned learning activities, or that prevents those activities from even starting.</p> <p>(8) Use body language appropriately, but avoid distracting mannerisms.</p> <p>(a) Examples of appropriate body language.</p> <ul style="list-style-type: none"> o Using hand gestures, head nodding, etc. to encourage a participant who is responding to a question. o Using arm and hand gestures to emphasize or underscore points. o Smiling to convey a relaxed 	<p>Ask participants to suggest some typical distractions that can occur in the classroom. List their responses on the dry-erase board. Make sure that at least these four are listed:</p> <ul style="list-style-type: none"> o “War stories” o “Off the Point” issues o Dominating participants (sharks) o Participants talking in class <p>Demonstrate examples of appropriate body language.</p>

Aids	Lesson Plan	Instructor Notes
	<p style="text-align: center;">and pleasant atmosphere in the class.</p> <p>(b) Examples of distracting mannerisms.</p> <ul style="list-style-type: none"> o Pacing in front of the class. o Repeatedly “clicking” a ball-point pen. o Verbal distractions, e.g., frequently interjecting the words like “okay”, “and”, “ah” in your sentences. <p>(9) Be yourself.</p> <ul style="list-style-type: none"> (a) Use your own style and manner of presentation. (b) Let your own natural personality be evident. (c) Don’t attempt to “act out” someone else’s style...it seldom works. <p>(10) Use visual aids.</p>	<p>Ask participants to give examples of distracting mannerisms.</p> <p>POINT OUT that distracting mannerisms tend to occupy the participants’ attention, and prevents them from participating fully in the learning activities.</p>

Aids	Lesson Plan	Instructor Notes
 <p data-bbox="191 867 342 926">Redisplay II-9</p>	<p data-bbox="618 306 951 510">(a) Recall that verbal symbols alone (e.g., pure lecture) provide a very inefficient learning environment.</p> <p data-bbox="618 552 922 684">(b) Always augment your verbal presentations with visual aids.</p> <p data-bbox="464 726 930 894">3. COACHING AND PRACTICE: The instructor guiding the participant as the participant tries to do what the instructor has shown.</p> <p data-bbox="516 972 919 1104">a. <u>COACHING AND PRACTICE is essential in all three Domains of Learning.</u></p> <p data-bbox="565 1146 938 1314">o If the learning is Cognitive, the participant must have a chance to practice using the information.</p> <p data-bbox="516 1430 865 1524">b. <u>Key points concerning COACHING AND PRACTICE:</u></p> <p data-bbox="565 1566 898 1734">o COACHING AND PRACTICE form the central step in the teaching-learning process.</p>	<p data-bbox="1000 552 1401 646">Solicit participants' questions about these 10 guidelines for PRESENTATIONS.</p> <p data-bbox="1000 726 1344 758">Third step in the process.</p> <p data-bbox="1000 1146 1414 1388"><u>Example:</u> In the SFST School, we inform participants about the 20 most reliable nighttime detection cues for DWI, then we allow them to try to recognize those cues in video portrayals of impaired driving.</p>

Aids	Lesson Plan	Instructor Notes
	<ul style="list-style-type: none"> o Practice requires the highest level of sensory activity on the part of the participant. o The instructor's principal role during COACHING AND PRACTICE is to ensure that all participants are involved in trying to do what they are supposed to learn to do. <p>4. EVALUATION: Finding out how well the participant is learning or has learned.</p> <p>a. <u>EVALUATION applies to all three Domains of Learning.</u></p> <ul style="list-style-type: none"> o We have to test the participant's knowledge: Does the participant understand the information, facts, concepts, etc. that you have presented, and can the participant <u>apply</u> that information? o We have to test the participant's skill: can they perform in the proper way, as you demonstrated? o We have to test the participant's attitude: do they hold the opinions and beliefs that you displayed? 	<p>Ask the participants: "When are we going to focus on your practice during this Instructor School?" (Answer: When they actually teach on Wednesday and Thursday.)</p>

Aids	Lesson Plan	Instructor Notes
	<p>b. <u>Key points concerning EVALUATION:</u></p> <ul style="list-style-type: none"> o EVALUATION must occur throughout the training; it cannot be put off until the very end. o We have to EVALUATE the PREPARATION step. o We have to EVALUATE the PRESENTATION step. o We have to EVALUATE the COACHING AND PRACTICE step. 	<p>Clarification: We evaluate the PREPARATION step by finding out if the participants understand what they are supposed to learn, before we begin to present the information.</p> <p>Do the participants understand what the training is intended to enable them to do? Do the participants understand how this training will be beneficial. Is the participant aware of what learning activities will take place?</p> <p>Clarification: We evaluate the PRESENTATION step by finding out if the participant understands what we have presented or demonstrated, before we allow the participant to start to practice. Does the participant understand what you have just said or demonstrated? Should you repeat your demonstration another time? Do you need to clarify your explanation?</p> <p>Clarification: We evaluate the COACHING AND PRACTICE step by finding out what kind of progress the participant is making. Is the participant</p>

Aids	Lesson Plan	Instructor Notes
 <p>5 Minutes</p>  <p>Display II-12</p>	<ul style="list-style-type: none"> o IF WE FAIL TO EVALUATE THE PARTICIPANTS UNTIL THE VERY END OF THE TRAINING, IT WILL BE TOO LATE TO HELP THEM IF WE FIND THAT THE PARTICIPANT'S PERFORMANCE IS DEFICIENT. o THE ULTIMATE QUESTION FOR EVALUATING LEARNING ALWAYS IS: CAN THE PARTICIPANTS <u>DO</u> WHAT THEY ARE SUPPOSED TO DO? <p>F. The Participant's Perspective</p> <ol style="list-style-type: none"> 1. PREPARATION: "What do you want me to learn and why should I learn it?" 	<p>"getting the hang of the job" during practice? Do you need to provide some extra or special coaching?</p> <p>EMPHASIZE: Learning always means acquiring the ability to <u>do</u> something.</p> <p>During the PREPARATION step, it is the instructor's job to explain the new abilities that the participant will develop, and to "sell" the participant on the benefits of those new abilities.</p>
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Aids	Lesson Plans	Instructor Notes
	<p>2. PRESENTATION: “Show me how to do it.”</p> <p>3. COACHING AND PRACTICE: “Let me try it!”</p> <p>4. EVALUATION: “How am I doing?”</p>	<p>During the PRESENTATION step, you have to explain and demonstrate how to do whatever it is that you want the participant to learn to do.</p> <p>During the COACHING AND PRACTICE step, you have to give the participants a chance to try doing what you want them to learn, and you have to point out what the participant is doing wrong, as well as what the participant is doing right.</p> <p>During the EVALUATION step, you have to check the participant’s progress, and revise the learning activities, as necessary, to help the participant learn. Ultimately, you must determine whether or not the participants can do what they were supposed to learn to do.</p> <p>EMPHASIZE that this four-step process of teaching and learning is the cornerstone of SFST training. On Wednesday and Thursday, and in all of their future classes, these participant-instructors will be expected to apply the steps of PREPARATION, PRESENTATION, COACHING AND PRACTICE and EVALUATION.</p>

GROUP EXERCISE: Applying Adult Learning Rules to Past Experiences

This exercise will help you validate the adult learning rules we have discussed by applying them to your own past experiences as an adult learner. Follow the instructions and when you have finished, discuss your conclusions within your group.

- 1. Think of a training program you attended in the past that was *ineffective* for you as an adult learner. List the reasons why you felt it was *ineffective*. Then try to associate the reasons it was *ineffective* with the adult learning rules we have discussed. List the rules you think were being ignored.**

Ineffective Training

Why it was ineffective:

Rules ignored:

2. Now think of a training program you attended in the past that was *effective* for you as an adult learner. List the reasons why you felt it was *effective*. Then try to associate the reasons it was *effective* with the adult learning rules we have discussed.

Effective Training

Why it was effective:

Rules applied:

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SESSION THREE
THE SFST CURRICULUM PACKAGE

SESSION THREE: THE SFST CURRICULUM PACKAGE

Given an opportunity to apply basic adult learning theory, using the information provided in the classroom and materials in the manual, the participants will be able to:

- Describe the documents that make up a standard curriculum package.
 - Describe the content and format of the lesson plans for the SFST School.
 - Describe each session of the SFST School in terms of the Domains of Learning and the Four-Step Process.
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CONTENT SEGMENTS

- A. The Standard Curriculum Package for SFST Training
- B. How to Use Lesson Plans
- C. Purpose, Content and Format of Lesson Plans
- D. Detailed Review of the SFST School Lesson Plans

LEARNING ACTIVITIES

- Instructor Led
- Reading Assignments


Equipment and Materials Needed
Projector and Screen Poster Printer and Paper Masking Tape Colored Markers Flip Charts Slides


Aids	Lesson Plan	Instructor Notes
 <p data-bbox="181 443 310 474">2 Hours</p>  <p data-bbox="181 583 358 615">30 Minutes</p>	<p data-bbox="427 302 824 369">THE SFST CURRICULUM PACKAGE</p> <p data-bbox="427 512 954 615">A. The Standardized Field Sobriety Testing Curriculum Package</p> <ol style="list-style-type: none"> <li data-bbox="464 653 927 756">1. A complete curriculum, or course of instruction, has been prepared for SFST training. <ol style="list-style-type: none"> <li data-bbox="513 793 935 861">a. The full course spans three full days. <ol style="list-style-type: none"> <li data-bbox="565 932 954 1066">o First day is devoted primarily to the first two phases of DWI Detection. <li data-bbox="565 1104 938 1239">o Second and Third days are mainly spent on the three Standardized Field Sobriety Tests. 	<p data-bbox="1000 302 1422 405">Overview session objectives, content and learning activities; explain benefits.</p> <p data-bbox="1000 793 1385 896">NOTE: See page 7 of Administrator’s Guide “How Flexible is the Course.”</p> <p data-bbox="1000 932 1430 1066">Ask participants: “What are the first two phases?” (“Vehicle in Motion” and “Personal Contact”)</p> <p data-bbox="1000 1104 1377 1207"><u>The core curriculum requires two live alcohol workshops.</u></p> <p data-bbox="1000 1245 1422 1348">Remind participants of the two options now available in this course:</p> <ol style="list-style-type: none"> <li data-bbox="1000 1352 1398 1491">(1) 1 live drinking practice session 1 videoed drinking practice session <li data-bbox="1000 1528 1336 1593">(2) 2 videoed drinking practice sessions <p data-bbox="1000 1631 1422 1839">NOTE: The IACP strongly believes that conducting live alcohol workshops is the optimal way of achieving the learning objectives of the SFST training course.</p>

Aids	Lesson Plan	Instructor Notes
	<ul style="list-style-type: none"> b. It is possible to adapt the SFST curriculum to conduct a two-day course devoted exclusively to the SFSTs. <p>2. The Administrator’s Guide is intended to provide an introduction to and an overview of the course.</p> <ul style="list-style-type: none"> a. The Administrator’s Guide begins with a section called “Purpose of this Document”, a brief description of the Guide. b. The next section, “Overview of this Course”, gives some very important information about what the SFST School covers and who should attend. c. The last section, “A synopsis of the Curriculum” gives a brief summary of the lesson plans and the visuals. <p>3. As instructors, it is essential that you be thoroughly familiar with the Administrator’s Guide.</p> <p>4. Overview of the SFST School.</p>	<p>Emphasize that in the two-day course the choice of one of two optional practice session methods is required.</p> <p>Instruct participants to turn to the Table of Contents page of the Administrator’s Guide.</p> <p>Point out that we will review the SFST School lesson plans and visuals in detail later in this session.</p> <p>Instruct participants to turn to page 1 of their Administrator’s Guides.</p> <p>Direct their attention to Section B, “Overview of the Course”.</p>

Aids	Lesson Plan	Instructor Notes
	<p>a. Item 1, "For whom is the training intended?"</p> <p>The SFST School is intended for any police officer who is responsible for DWI enforcement.</p> <p>b. Item 2, "What are the purposes of the training?"</p> <p>The purpose is simple: to increase arrests for DWI as a means of deterring DWI violators.</p> <p>c. Item 3, "What will the students get out of the training?"</p> <p>If the participants complete the SFST School successfully, they will be able to <u>do</u> two very important things.</p> <p>(1) They will be better able to detect evidence of impaired driving.</p> <p>(2) They will be better able to describe the evidence clearly and convincingly in written reports and in verbal testimony.</p> <p>d. Item 4, "What subject matter does the course cover?"</p> <p>o Scope of the DWI problem</p>	<p>Instruct the participants to turn to page 2 in the Administrator's Guide.</p> <p>Remind the participants that learning always means becoming able to <u>do</u> something.</p> <p>POINT OUT that these two major "abilities" break down into the long list of abilities presented on page 3 of the Administrator's Guide.</p> <p>POINT OUT that the subject matter "tracks" with the learning objectives we have just reviewed.</p>

Aids	Lesson Plan	Instructor Notes
	<ul style="list-style-type: none"> o Concept of General Deterrence o DWI Legal Environment o Three Phases of Detection o Clues of Impairment Associated with each Phase o Concepts and Principles of the SFSTs o Guidelines for Processing Suspects, Preparing Reports and Delivering Testimony <p>e. Item 5, “What activities take place during the training?”</p> <p>The major learning activity in the SFST School is <u>hands-on practice</u>.</p> <p>f. Item 6, “How long does the training take?”</p>	<p>Ask participants: “Which Domain of Learning do you think gets the greatest attention during the SFST School?”</p> <p><u>Answer</u> the Psychomotor, or skill, Domain.</p> <p>Instruct the participants to turn to page 4 in their Administrator’s Guide. Review the learning activities listed there.</p>





Aids	Lesson Plan	Instructor Notes
 20 Minutes HS 181C R2/06	<p>The SFST School is flexible. 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 3-day School.</p> <ol style="list-style-type: none"> 5. Segment E. Guidelines for Conducting a Controlled Practice Drinking Session of the Administrator's Guide provides some detailed instructions for conducting the alcohol workshops that take place on the second and third days of the School. 6. An Instructor's Manual has been prepared for the course. 7. The Instructor's manual contains three things: <ol style="list-style-type: none"> a. Administrator's Guide b. Lesson Plans c. Visuals <p>B. How to use Lesson Plans</p> <ol style="list-style-type: none"> 1. Preparing to teach. 	<p>POINT OUT that guidelines for tailoring the curriculum are given on page 8 of the Administrator's Guide.</p> <p>POINT OUT that time will be given near the end of this day for participants to read the Administrator's Guide.</p> <p>Solicit participants' questions about this overview of the SFST School.</p> <p>Briefly review the alcohol workshop guidelines.</p> <p>Instruct participants to turn to page 15 of their Administrator's Guide.</p> <p>Pick up and display a copy of the Instructor's Manual.</p> <p>Write on dry-erase board or flipchart:</p> <p>"Instructor's Manual:</p> <ul style="list-style-type: none"> o Administrator's Guide o Lesson Plans o Visuals" <p>Instruct the participants to open their SFST Instructor's Manuals to section one, "Administrator's Guide".</p>

Aids	Lesson Plan	Instructor Notes
 <p data-bbox="181 1176 305 1249">Display III-3</p>	<p data-bbox="511 304 852 336">a. Read the lesson plan.</p> <p data-bbox="560 367 950 651">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.</p> <p data-bbox="560 724 950 934">If you do not understand the material, you may need to research other written material or to talk with other people familiar with the subject matter.</p> <p data-bbox="511 966 730 997">b. Personalize.</p> <p data-bbox="560 1039 950 1564">The instructional notes column or area of the lesson plan should 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.</p> <p data-bbox="560 1596 950 1837">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</p>	<p data-bbox="998 367 1430 619">Throughout this session, the instructor should relate how <i>they</i> prepare themselves to teach. (What are some effective preparation techniques that you have found work best for you?)</p> <p data-bbox="998 1039 1388 1102">Instructor should relate how <i>they</i> do this.</p> <ul data-bbox="1031 1144 1315 1281" style="list-style-type: none"> o Read o Personalize o Gather materials o Prepare

Aids	Lesson Plan	Instructor Notes
	<p>should also have any other training aids such as props, etc., available for you to practice using. If you plan to use prepared flip charts, this is when you will need to prepare them.</p> <p>c. Preparation.</p> <p>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.</p> <p>This formula means that for every hour of instruction, we would need to prepare for three hours. However, remember that subject matter knowledge, experience in training others and individual confidence levels will also influence the amount of preparation time required.</p> <p>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.</p> <p>Ideally, you would want to have your practice presentations videoed, enabling you to see and hear yourself just</p>	<p>What do you find works best for you?</p>

Aids	Lesson Plan	Instructor Notes
	<p>as the participants will see and hear you. However, because this is not always possible, the next best practice technique is to record your presentation.</p> <p>Here are just some of the advantages of recording yourself:</p> <ol style="list-style-type: none"> (1) Check voice tone and rate of speech. (2) Improve word enunciation. (3) Substitute words that are awkward or difficult to pronounce. (4) Listen to how we phrase questions and give feedback to responses. (5) Practice responding to questions that might be asked. (6) Listen for fillers such as "uh's", "and uh", "O.K.", etc. <p>2. What To Take To The Classroom</p> <ol style="list-style-type: none"> a. Lesson Plan b. PowerPoint Slides c. Training props or demonstration materials. 	<p>Of course, the greatest advantage of videoing or recording is that we have an opportunity to strengthen and improve the presentation.</p>

Aids	Lesson Plan	Instructor Notes
	<p>d. Any other reference materials or notes that you will be using during your presentation of the material.</p> <p>3. Style vs. Content</p> <p>We know that in the two-column format, the left side contains content material to be covered. The right side or instructional notes area may have suggestions for delivery of that material.</p> <p>Those are only suggestions and if you find other delivery techniques or methods that are:</p> <p>a. Effective and appropriate for the content.</p> <p>b. Comfortable for you as the instructor.</p> <p>You should use them.</p> <p>Trainers should incorporate their individual style to the delivery.</p> <p>There is a difference between content and style, or technique. 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 should be conducting training.</p>	

Aids	Lesson Plan	Instructor Notes
<p data-bbox="224 531 289 594"></p> <p data-bbox="191 621 354 653">35 Minutes</p> <p data-bbox="201 814 363 898"></p> <p data-bbox="191 936 305 999">Display III-4</p> <p data-bbox="201 1073 363 1157"></p> <p data-bbox="191 1182 305 1245">Display III-5</p> <p data-bbox="201 1528 363 1612"></p> <p data-bbox="191 1638 305 1701">Display III-6</p> <p data-bbox="191 1881 378 1913">HS 181C R2/06</p>	<p data-bbox="513 306 943 516"><i>Techniques or methods that reinforce learning of new information or that increase retention should be an integral part of training delivery, not the exception.</i></p> <p data-bbox="431 552 870 615">C. Purpose, Content and Format of Lesson Plans</p> <ol data-bbox="464 695 943 1734" style="list-style-type: none"> <li data-bbox="464 695 943 758">1. Most of the Instructor's Manual consists of Lesson Plans. <li data-bbox="464 800 943 894">2. A Lesson Plan is a written outline of the content and method of instruction. <ol data-bbox="513 1041 943 1734" style="list-style-type: none"> <li data-bbox="513 1041 943 1146">a. Key element: the <u>content</u> outline specifies <u>what</u> will be taught. <ol data-bbox="561 1182 943 1461" style="list-style-type: none"> <li data-bbox="561 1182 943 1251">o Outline of the information to be presented. <li data-bbox="561 1287 943 1356">o Outline of the skills to be demonstrated. <li data-bbox="561 1392 943 1461">o Outline of the attitudes to be displayed. <li data-bbox="513 1497 943 1602">b. Key element: the <u>method</u> outline specifies <u>how</u> it will be taught. <ol data-bbox="561 1638 943 1734" style="list-style-type: none"> <li data-bbox="561 1638 943 1734">o The amount of time to be devoted to each segment. <p data-bbox="773 1881 846 1913">III-10</p>	

Aids	Lesson Plan	Instructor Notes
	<ul style="list-style-type: none"> o Audio-visual aids to be used to support presentations. o Questions to be posed to the participant. o Class exercises to be conducted. c. Key element: the lesson plan is an <u>outline</u>. <p>3. Format of the lesson plans.</p> <ul style="list-style-type: none"> a. The lesson plans for the SFST School are organized on a session-by-session basis. <ul style="list-style-type: none"> o There are 16 sessions in the SFST School. o Each session has its own set of Lesson Plans. o Session I is called "Introduction and Overview" b. The first page of each set of lesson plans is called the cover page. 	<p>EMPHASIZE that the lesson plan is not the text of a speech. It is the outline of the four-step process, applied to some particular subject matter. The lesson plan is never intended to be read verbatim to the class.</p> <p>Instruct the participants to turn to the cover page for Session I in their SFST School Instructor's Manual (the page following the Roman Numeral I tab).</p>


Aids	Lesson Plan	Instructor Notes
	<ul style="list-style-type: none"> o The cover page gives the number and titles of the session, and indicates the approximate amount of time that the session requires. o For example, Session I of the SFST School requires approximately 30 minutes. c. The second page of a set of lesson plans is called the outline page. <ul style="list-style-type: none"> o 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. o The outline page also lists the <u>content segments</u> of the session, which correspond to the major topics covered. o Finally, the outline page indicates the major types of <u>learning activities</u> that take place during the session. 	<p>Now instruct the participants to turn to page number I-1 in their SFST School Instructor's Manual.</p> <p>REMINDE the participants that learning always involves becoming able to <u>do</u> something.</p> <p>Review the three objectives for Session I of the SFST School with the participants.</p> <p>Point out the three content segments of Session I of the SFST School:</p> <ul style="list-style-type: none"> A. Welcoming Remarks & Objectives B. Administrative Details C. Pre-Test <p>Point out that Session I of the SFST School involves only two types of learning activity, i.e., Instructor-led Presentations and Written Examination. Other sessions involve such activities as hands-on practice; video tape presentations; participant-led demonstrations; etc.</p>

Aids	Lesson Plan	Instructor Notes
	<p>d. The main purpose of the outline page is to help you conduct the PREPARATION step of the teaching-learning process.</p> <ul style="list-style-type: none"> o If you are assigned to begin teaching a session, you should start by reviewing the session's objectives with the participants. o Next, preview the content and the learning activities. 	<p>REMIND participants that the goal of the PREPARATION step is to get the participant into a state of readiness to learn.</p> <p>i.e., the instructor should start by telling the participants what they will become able to do.</p> <p>EXAMPLE: If you are assigned to begin teaching the first session of the SFST School on Wednesday, you might start by saying something like this:</p> <p>“Good Morning, my name is (your own name), and this is the 3-day School in Standardized Field Sobriety Testing.</p> <p>“The first session of this school is called the ‘Introduction and Overview’. Once we’ve completed this session, you will be able to state the goals and objectives of this course. You will also be able to describe the course schedule and the learning activities that will take place. At the end of this first session, you will take a written pre-test, so that we can determine what you already know about DWI detection and field sobriety testing.</p>



Aids	Lesson Plan	Instructor Notes
	<p>e. The main body of the lesson plans consists of the outline of content and method of instruction.</p> <p>f. These pages have a two-column format.</p> <ul style="list-style-type: none"> o The left side of each page outlines the <u>content</u>, i.e., the subject matter that you will help the participants learn. o The right side of each page contains your <u>instructional notes</u>; they indicate how you will help the participants learn the content. <p>g. Review of the lesson plans for Session I of the SFST School.</p>	<p>“We will have a few welcoming remarks to get started, and then we will get right into a discussion of the course goals and objectives.”</p> <p>EMPHASIZE that the instructor should always spend a moment or two, at the outset of each session, reviewing the session’s objectives, content and activities with the participants.</p> <p>Instruct the participants to turn to the next page in their SFST School Instructor’s Manuals.</p> <p>Now have all participants turn to page I-1 of their SFST School Instructor’s Manuals.</p>

Aids	Lesson Plan	Instructor Notes
	<ul style="list-style-type: none"> o The first item of Content is the title of the session. o Opposite the title, under the Instructional Notes column, we see the time needed for this session. o The next item of Content is the title of Segment A, the first portion of the session. o Opposite the title we find the time needed for Segment A. o The first part of the content for Segment A is the "Welcome". o You should make appropriate but brief welcoming remarks in your own words. o Under Instructional Notes, we see a projector icon which indicates that you should have the title of the course on display while you are making the welcoming remarks. o Item #2 of Content is the introduction of instructors. o These introductions must be kept brief -- nothing more than having each instructor stand as their name is 	<p>Point out that the title is written in all capital letters.</p> <p>Point out item #1, "Welcome to the ...", in the Instructor's Manual.</p> <p>Point out that only 10 minutes are available for all of Segment A.</p> <p>Point out that no time is available for introduction of the participants. However, participants will have name tents in front of them.</p>

Aids	Lesson Plan	Instructor Notes
	<p>mentioned.</p> <ul style="list-style-type: none"> o Item #3 of Content is the statement of the goals and objectives of the SFST School. o Under the Instructional Notes column, we see a reference to a Visual, i.e., an PowerPoint slide, that expresses the ultimate goal. o The ultimate goal of the School is to increase DWI deterrence, and thereby decrease crashes, deaths and injuries. o After the instructor states the ultimate goal, explain briefly the magnitude of the DWI problem in the participants' state, and then state the enforcement goals and the job performance objectives of the School. o That concludes Segment A of Session I of the SFST School. o Segment B is organized in exactly the same manner, as are all segments of all other sessions. 	<p>Solicit participants' questions about the format of the lesson plans.</p> <p>Now instruct the participants to turn to the next page in their manual.</p>

Aids	Lesson Plan	Instructor Notes
 <p data-bbox="190 1493 305 1560">Display III-7</p>	<p data-bbox="513 306 922 407">h. The last portion of this set of lesson plans consists of the pre-test.</p> <p data-bbox="513 726 922 827">i. The next thing we find are the Master (i.e., paper) Copies of the Wallcharts.</p> <p data-bbox="513 1146 948 1352">j. The visuals for Session I are found after the wallchart masters; simply photocopy them onto acetate to produce the overhead transparencies.</p> <p data-bbox="464 1394 915 1423">4. Purposes of the Lesson Plans.</p> <p data-bbox="513 1465 889 1528">a. These lesson plans have three main purposes.</p> <p data-bbox="513 1604 911 1667">b. First Purpose: Help you get ready to teach.</p> <p data-bbox="565 1709 938 1843">o You must study the lesson plans thoroughly before you attempt to teach a session.</p>	<p data-bbox="1000 306 1425 441">Point out that the pre-test is found in the Instructor's Manual, immediately following the lesson plans for Session I.</p> <p data-bbox="1000 483 1409 546">The pre-test is followed by the Answer "Key".</p> <p data-bbox="1000 588 1419 688">Now instruct participants to turn to the first page following the Answer "Key".</p> <p data-bbox="1000 730 1370 831">Verbally describe to participants how to make a wallchart.</p> <p data-bbox="1000 873 1386 974">Advise that on second day of training a more detailed explanation will be given.</p> <p data-bbox="1000 1016 1403 1117">Solicit participants' questions about the contents of the Instructor's Manual.</p> <p data-bbox="1000 1604 1159 1633">Emphasize.</p> <p data-bbox="1000 1709 1435 1843">EMPHASIZE that the participant-instructors should study the lesson plans for all 16 sessions of the SFST School,</p>

Aids	Lesson Plan	Instructor Notes
	<ul style="list-style-type: none"> o Make sure that you understand what it is that you are supposed to help the participants become able to do. o Make sure that you understand the information that you are supposed to present to the participants. o Make sure that you can perform the skills and procedures that you are supposed to demonstrate to the participants. o Make sure that you have all the materials and resources that the lesson plan calls for. c. Second Purpose: To help you stay on track while you are teaching the lesson. <ul style="list-style-type: none"> o Don't try to memorize the lesson plans. o Don't be afraid to refer to the lesson plans while you are teaching; they are <u>supposed</u> to help you during the class. 	<p>not only for those portions that they are assigned to teach. They need to be familiar with the entire course so that they will understand how their assigned segments fit into the total training.</p> <p>Emphasize.</p>

Aids	Lesson Plan	Instructor Notes																																																			
 <p data-bbox="191 583 354 615">35 Minutes</p>  <p data-bbox="191 793 305 856">Display III-8</p>	<p data-bbox="516 310 922 373">d. Third Purpose: Ensure consistency of training.</p> <p data-bbox="427 520 946 583">D. Detailed Review of the SFST School Lesson Plans.</p> <p data-bbox="427 657 938 762">NOTE: Prepare this array on the dry-erase board prior to starting this segment.</p> <table border="1" data-bbox="427 793 938 1392"> <thead> <tr> <th data-bbox="427 793 565 825">SESSION</th> <th data-bbox="613 793 735 825"><u>STEP(S)</u></th> <th data-bbox="768 793 938 825"><u>DOMAIN(S)</u></th> </tr> </thead> <tbody> <tr><td data-bbox="427 835 443 867">I</td><td></td><td></td></tr> <tr><td data-bbox="427 867 443 898">II</td><td></td><td></td></tr> <tr><td data-bbox="427 898 459 930">III</td><td></td><td></td></tr> <tr><td data-bbox="427 930 459 961">IV</td><td></td><td></td></tr> <tr><td data-bbox="427 961 443 993">V</td><td></td><td></td></tr> <tr><td data-bbox="427 993 459 1024">VI</td><td></td><td></td></tr> <tr><td data-bbox="427 1024 475 1056">VII</td><td></td><td></td></tr> <tr><td data-bbox="427 1056 492 1087">VIII</td><td></td><td></td></tr> <tr><td data-bbox="427 1087 459 1119">IX</td><td></td><td></td></tr> <tr><td data-bbox="427 1119 443 1150">X</td><td></td><td></td></tr> <tr><td data-bbox="427 1150 459 1182">XI</td><td></td><td></td></tr> <tr><td data-bbox="427 1182 475 1213">XII</td><td></td><td></td></tr> <tr><td data-bbox="427 1213 492 1245">XIII</td><td></td><td></td></tr> <tr><td data-bbox="427 1245 475 1276">XIV</td><td></td><td></td></tr> <tr><td data-bbox="427 1276 459 1308">XV</td><td></td><td></td></tr> <tr><td data-bbox="427 1308 475 1339">XVI</td><td></td><td></td></tr> </tbody> </table> <p data-bbox="467 1434 849 1497">1. The SFST School has 16 sessions.</p> <p data-bbox="516 1570 930 1843"> a. Session I: Introduction and Overview b. Session II: Detection and General Deterrence c. Session III: The Legal Environment </p>	SESSION	<u>STEP(S)</u>	<u>DOMAIN(S)</u>	I			II			III			IV			V			VI			VII			VIII			IX			X			XI			XII			XIII			XIV			XV			XVI			<p data-bbox="1003 310 1157 342">Emphasize.</p> <p data-bbox="1003 384 1401 478">Solicit participants' questions about the purposes of the lesson plans.</p> <p data-bbox="1003 1434 1433 1528">Point out that Roman numerals are used to designate the sessions.</p> <p data-bbox="1003 1570 1425 1707">Write abbreviated versions of the names of the sessions alongside their numbers on the dry-erase board.</p>
SESSION	<u>STEP(S)</u>	<u>DOMAIN(S)</u>																																																			
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Aids	Lesson Plan	Instructor Notes
	<ul style="list-style-type: none"> d. Session IV: Overview of Detection, etc. e. Session V: Phase One: Vehicle in Motion f. Session VI: Phase Two: Personal Contact g. Session VII: Phase Three: Pre-Arrest Screen h. Session VIII: Concepts and Principles of SFST i. Session IX: Test Battery Demonstrations j. Session X: "Dry Run" Practice k. Session XI: "Testing Subjects" First Practice Session l. Session XII: Processing and Trial Preparation m. Session XIII: Report Writing and Moot Court n. Session XIV: "Testing Subjects" Second Practice Session o. Session XV: Review and Proficiency Exam p. Session XVI: Written Exam and Conclusion <p>2. Session I, as we have already seen, has three segments.</p>	<p>Instruct participants to turn to the outline page for Session I.</p>

Aids	Lesson Plan	Instructor Notes
	<p>a. Segment A is the PREPARATION step for the entire course: we inform the participants of what they will learn.</p> <p>b. Segment B is a PRESENTATION step: we inform the participants about certain routine but important administrative details of the School.</p> <p>c. Segment C is an EVALUATION step: we test the participants' knowledge of DWI Detection and SFSTs prior to training.</p> <p>d. The entire session focuses on the delivery of <u>information</u> to the participants: the session is in the COGNITIVE Domain.</p> <p>3. In Session II, we tell the participants about the extent of the DWI problem, and about the ability to help solve the problem through deterrence, i.e., the fear of arrest.</p> <p>a. The basic purpose of this session is to help the participants <u>believe</u> that there is a DWI problem, and that they can and should do something about it.</p> <p>b. Because we are telling and showing the participants something, Session II is a PRESENTATION step.</p>	<p>Write "PREPARATION" under the Step(s) column for Session I.</p> <p>Write "PRESENTATION" under the Step(s) column for Session I.</p> <p>Write "EVALUATION" under the Step(s) column for Session I.</p> <p>Write "COGNITIVE" under the Domain(s) column for Session I.</p> <p>Instruct participants to turn to the outline page for Session II.</p> <p>Write "PRESENTATION" under the Step(s) column for Session II.</p>

Aids	Lesson Plan	Instructor Notes
	<p>c. And we are setting the stage for the rest of the School: we want to motivate the participants to learn. Therefore, Session II is also a PREPARATION step.</p> <p>d. Since the whole Session focuses on what we want the participants to believe, Session II is concerned with the AFFECTIVE Domain.</p> <p>4. In Session III, we focus on the laws that relate to the enforcement of DWI.</p> <p>a. The session is aimed at knowledge development: therefore, it is in the COGNITIVE Domain.</p> <p>b. Since the instructor describes and explains each law, the session is a PRESENTATION step.</p> <p>5. Session IV introduces the important concepts of the three phases of detection, and of the need for clear and convincing testimony.</p> <p>a. The entire focus is on information, or the COGNITIVE Domain.</p> <p>b. In setting the stage for the next several sessions, Session IV is a PREPARATION step.</p>	<p>Write "PREPARATION" under the Step(s) column for Session II.</p> <p>Write "AFFECTIVE" under the Domain(s) column for Session II.</p> <p>Instruct participants to turn to the outline page for Session III.</p> <p>Write "COGNITIVE" under the Domain(s) column for Session III.</p> <p>Write "PRESENTATION" under the Step(s) column for Session III.</p> <p>Instruct participants to turn to the outline page for Session IV.</p> <p>Write "COGNITIVE" under the Domain(s) column for Session IV.</p> <p>Write "PREPARATION" under the Step(s) column for Session IV.</p>

Aids	Lesson Plan	Instructor Notes
	<p>c. But in conveying information, Session IV is also a PRESENTATION step.</p> <p>6. Session V is the first of several sessions in which the instructor explains and demonstrates techniques of detection and testimony.</p> <p>a. The focus is on both information (detection clues) and skills (effective written and verbal communication).</p> <p>b. After the instructor explains and demonstrates the techniques, the participants have an opportunity to practice using the techniques.</p> <p>7. Session VI continues the subject matter and the learning activities that began in Session V.</p> <p>8. In Session VII, the instructors present and explain the basic concepts of divided attention and nystagmus and demonstrate how to apply those concepts to field sobriety testing.</p>	<p>Write "PRESENTATION" under the Step(s) column for Session IV.</p> <p>Instruct participants to turn to the outline page for Session V.</p> <p>Write "PSYCHOMOTOR" and "COGNITIVE" under the Domain(s) column for Session V.</p> <p>Write both "PRESENTATION" and "COACHING AND PRACTICE" under the Step(s) column for Session V.</p> <p>Instruct participants to turn to the outline page for Session VI.</p> <p>Write "PSYCHOMOTOR" and "COGNITIVE" under the Domain(s) column for Session VI.</p> <p>Write both "PRESENTATION" and "COACHING AND PRACTICE" under the Step(s) column for Session VI.</p> <p>Instruct participants to turn to the outline page for Session VII.</p>

Aids	Lesson Plan	Instructor Notes
	<p>a. The focus is on both knowledge and skills.</p> <p>b. Session VII paves the way for all of the training that will take place on the next day of the School, and therefore is a PREPARATION step.</p> <p>c. But Session VII also involves explanations and demonstrations.</p> <p>9. Session VIII is the longest session of the School. It involves all three Domains of Learning, and all four steps of the Teaching-Learning Process.</p> <p>a. The first segment (“Overview: Development and Validity”) is a PREPARATION step in the AFFECTIVE domain; its purpose is to help participants believe that the SFSTs really do work, and should be used.</p> <p>b. The second, third and fifth segments each address one of the three SFSTs. The instructors PRESENT how to administer the tests, COACH the participants while they PRACTICE administering the tests, and EVALUATE the participants’ progress.</p>	<p>Write “COGNITIVE” and “PSYCHOMOTOR” under the Domain(s) column for Session VII.</p> <p>Write “PREPARATION” under the Step(s) column for Session VII.</p> <p>Write “PRESENTATION” under the Step(s) column for Session VII.</p> <p>Instruct participants to turn to the outline page for Session VIII.</p> <p>Write “PREPARATION” under the Step(s) column, and “AFFECTIVE” under the Domain(s) column for Session VIII.</p> <p>Write “PRESENTATION, COACHING AND PRACTICE, and EVALUATION” under the Step(s) column for Session VIII.</p>

Aids	Lesson Plan	Instructor Notes
	<p>c. In those three segments, the participants become knowledge-able about the SFSTs and skilled in using them, so both the COGNITIVE and PSYCHOMOTOR domains of learning are involved.</p> <p>d. The other segments of Session VIII involve presentations of information about the interpretation and documentation of the test results.</p> <p>10. Session IX, as its title indicates, is devoted exclusively to demonstrations of the three tests.</p> <p>a. It is concerned with the procedures, or skills, for administering the tests.</p> <p>b. “DEMONSTRATION” is simply another term for “PRESENTATION”.</p> <p>11. Session X, as its title indicates, is devoted exclusively to practice.</p> <p>12. The practice is oriented toward development of skills in administering the tests.</p>	<p>Write “COGNITIVE and PSYCHOMOTOR” under the Domain(s) column for Session VIII.</p> <p>Instruct participants to turn to the outline page for Session IX.</p> <p>Write “PSYCHOMOTOR” under the Domain(s) column for Session IX.</p> <p>Write “PRESENTATION” under the Step(s) column for Session IX.</p> <p>Instruct participants to turn to the outline page for Session X.</p> <p>Write “COACHING AND PRACTICE” under the Step(s) column for Session X.</p> <p>Write “PSYCHOMOTOR” under the Domain(s) column for Session X.</p>

Aids	Lesson Plan	Instructor Notes
	<p>13. Session XI is the first of two sessions in which participants learn to administer the SFSTs. This session has two options.</p> <ol style="list-style-type: none"> a. The “core” curriculum recommended by NHTSA/IACP utilizes two live alcohol workshops. b. Either Session XI or Session XI-A are primarily COACHING AND PRACTICE steps. <p>14. Session XII is concerned with gathering and organizing evidence of a DWI violation subsequent to the arrest.</p> <ol style="list-style-type: none"> a. The instructor will inform the participants of the proper procedures for processing an arrested DWI suspect, and for preparing to testify against the suspect. b. This is a PRESENTATION step. c. Since it involves information and procedures, it is concerned with both the COGNITIVE and PSYCHOMOTOR domains. <p>15. Session XIII focuses on communication skills, including written and verbal communication.</p>	<p>Instruct participants to turn to the outline page for Session XI.</p> <p>Point out here the two options:</p> <ol style="list-style-type: none"> 1. One live drinking session, one videoed practice session. 2. Two videoed practice sessions. <p>Instruct participants to turn to the outline page for Session XII.</p> <p>POINT OUT that, in all previous sessions, the focus has been on all aspects of DWI enforcement that lead to the arrest decision.</p> <p>Write “PRESENTATION” under the Step(s) column for Session XII.</p> <p>Write “COGNITIVE and PSYCHOMOTOR” under the Domain(s) column for Session XII.</p> <p>Have participants turn to the outline page for Session XIII.</p>

Aids	Lesson Plan	Instructor Notes
	<p>a. Because it is skill-oriented, it is concerned with PSYCHOMOTOR domain.</p> <p>b. During the session, participants actually prepare a written report, and selected participants “testify” in a “moot court”.</p> <p>c. Therefore, it is a COACHING AND PRACTICE step.</p> <p>16. Session XIV is the second of two sessions in which participants learn to administer the SFSTs by utilizing live alcohol workshop (core curriculum or option 1) or video tapes.</p> <p>a. COACHING and PRACTICE steps virtually identical to Session XI.</p> <p>17. Session XV is a review of SFST administrative procedures, and an examination of participants’ abilities to apply those procedures.</p> <p>a. It is skill-oriented.</p> <p>b. And it involves COACHING AND PRACTICE and EVALUATION steps.</p>	<p>Write “PSYCHOMOTOR” under the Domain(s) column for Session XIII.</p> <p>Write “COACHING and PRACTICE” under the Step(s) column for Session XIII.</p> <p>Have participants turn to the outline page for session XIV.</p> <p>Re-State here the two options:</p> <ol style="list-style-type: none"> 1. One live drinking session, one videoed practice session. 2. Two videoed practice sessions. <p>Have participants turn to the outline page for Session XV.</p> <p>Write “PSYCHOMOTOR” under the Domain(s) column for Session XV.</p> <p>Write “COACHING AND PRACTICE and EVALUATION” under the Step(s) column for Session XV.</p>

Aids	Lesson Plan	Instructor Notes
	<p>18. Session XVI, the concluding session, requires the participants to complete a written test and to submit an anonymous critique of the course.</p> <p>a. The written test provides an assessment of their knowledge.</p> <p>b. The anonymous critique provides an assessment of their attitudes.</p> <p>c. In both cases, we are concerned with testing the participants.</p>	<p>Have participants turn to the outline page for Session XVI.</p> <p>Write “COGNITIVE” under the Domain(s) column for Session XVI.</p> <p>Write “AFFECTIVE” under the Domain(s) column for Session XVI.</p> <p>Write “EVALUATION” under the Step(s) column for Session XVI.</p> <p>Solicit participants’ comments and questions about this review of the SFST School.</p>

One Hour and Twenty-Five Minutes

SESSION FOUR
ASSIGNMENTS FOR PRACTICE TEACHING

SESSION FOUR: ASSIGNMENTS FOR PRACTICE TEACHING

Given an opportunity to apply basic adult learning theory, using the information provided in the classroom and materials in the manual, the participants will:

- Know their assignments for teaching the SFST School.
 - Begin to review the lesson plans and visual aids for their teaching assignments.
-

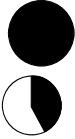



CONTENT SEGMENTS


- A. Assignments and Clarifications
- B. Independent Review

LEARNING ACTIVITIES

- Instructor Led
- Study Session

Equipment and Materials Needed
Projector and Screen Poster Printer and Paper Masking Tape Colored Markers Flip Charts Slides

Aids	Lesson Plan	Instructor Notes
 <p>1 Hour 25 Minutes</p>	<p>ASSIGNMENTS FOR PRACTICE TEACHING</p>	<p>Overview session objectives, content and learning activities; explain benefits.</p>
 <p>Display IV-1 and IV-2</p>  <p>15 Minutes</p>	<p>A. Assignments and Clarifications</p> <ol style="list-style-type: none"> 1. Identification of teaching assignments. <ol style="list-style-type: none"> a. Note classroom assignment (Classroom A, B, C, etc.). b. Note sessions and segments. (Attachment B) 	<p>Hand out Teaching Assignments Sheets. (Attachment A)</p> <p>POINT OUT that student-instructors will work in a particular classroom for all teaching assignments. Inform the participants of the locations of the various classrooms.</p>
 <p>Display IV-3 and IV-4</p>	<ol style="list-style-type: none"> 2. Team teaching. 	<p>POINT OUT that each student-instructor has several teaching assignments. Instruct the participants to identify their personal assignments and to “highlight” those Sessions and Segments using a yellow marker.</p> <p>POINT OUT that 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.</p>

Aids	Lesson Plan	Instructor Notes
 <p data-bbox="191 726 354 758">70 Minutes</p>	<p data-bbox="464 306 634 338">3. Logistics</p> <p data-bbox="516 380 954 510">a. Each classroom will be fully equipped with audio-visuals, student handout materials, etc.</p> <p data-bbox="428 583 829 615">B. Independent Review</p> <p data-bbox="464 793 951 825">1. Review of assigned lesson plans.</p> <p data-bbox="464 1146 943 1283">2. Instruct the participants to meet with their team teaching partner and begin “dividing up” their assignments.</p>	<p data-bbox="1000 380 1414 548">Note: Also supply participants with critique forms. Point out performance indicators that will be evaluated (Attachment C).</p> <p data-bbox="1000 793 1430 1104">Allow participants to spend balance of day in individual reviews of their assigned lesson plans. “Visit” participants to verify that they understand their assignments. Encourage participants to ask questions to remove any confusion they may have about the lesson plans.</p>

PRACTICE TEACHING ASSIGNMENTS

CLASSROOM # _____

FIRST DAY (Wednesday)

	<u>ASSIGNMENT</u>	<u>TIME</u>	<u>INSTRUCTORS</u>
(1)	Session II Segments A, B, C, D, and E	50 Minutes	_____ _____
(2)	Session III Segments A, B, C and D	40 Minutes	_____ _____
(3)	Session III Segment E	30 Minutes	_____ _____
(4)	Session IV Segments A, B, C	50 Minutes	_____ _____
(5)	Session V Segments A and B	45 Minutes	_____
(6)	Session V Segments C, D, E	45 Minutes	_____ _____
(7)	Session VI Segments A, B, C and D	40 Minutes	_____ _____
(8)	Session VI Segments E and F	50 Minutes	_____ _____

NOTE:

- (1) Session V and VI contain video tape presentations and class time is allotted for participants to record clues. Student-teacher presentation time can be reduced by limiting the viewing of the entire tape segment (i.e., 20 cues for DUI detection at night, 12 minutes).
- (2) Sessions not completed on first day will be carried over to second day.

SECOND DAY (Thursday)

	<u>ASSIGNMENT</u>	<u>TIME</u>	<u>INSTRUCTORS</u>
(9)	Session VII Segments A, B, C, D, E and F	60 Minutes	_____ _____
(10)	Session VIII Segments A and B (parts 1-10)	60 Minutes	_____ _____
(11)	Session VIII Segments C and D	50 Minutes	_____ _____
(12)	Session VIII Segments E, F and G	60 Minutes	_____ _____
(13)	Session XII Segments A, B and C	40 Minutes	_____ _____
(14)	Session XII Segments D and E	50 Minutes	_____ _____

NOTE:

Time constraints may prohibit entire slate of 14 presentations to be made. However, at a minimum, sessions 10, 11 and 12 must be covered in their entirety.

INSTRUCTOR ASSESSMENT OF PERFORMANCE

Student's Name _____

Preparation

A. How well did the practice-teachers state the lesson objectives?

_____ Did not state the objectives at all

_____ Objectives were stated, but not clearly

_____ Objectives were stated clearly, but not accurately

_____ Objectives were stated clearly and accurately

Specific comments on the statement of the objectives:

_____B. What **benefits** did the practice-teachers state that the participants would derive from this lesson? (If they stated no benefits, indicate that.)

C. How did the practice-teachers attempt to assure the participants that they would be able to master the material? (If they made no such attempt, indicate that.)

D. How well did the practice-teachers outline the lesson contents and learning activities prior to presenting the lesson?

_____ No outline was given

_____ Outline was very unclear

_____ Outline was unclear in part

_____ Outline was very clear

E. Was the time devoted to the **Preparation** Step adequate?

_____ Yes, adequate _____ No, too brief _____ No, too drawn out

Presentation

A. Language and Voice

(1) Terms, words and phrases

_____ Too Complex _____ Too Simple _____ About Right

Indicate any terms, words or phrases that were misuses or otherwise inappropriate:

(2) Speaking Volume

_____ Too Soft _____ Too Loud _____ About Right

(3) Speech Control

_____ Well Modulated _____ Cracking/Uncertain _____ Monotone

B. Familiarity with Lesson

_____ Very uncertain of the material

_____ Uncertain of some portions of the material

_____ Adequate familiarity with the material

_____ Excellent command of the materials

Indicate any mistakes or inaccuracies in their presentation or explanation of the material:

C. Use of Eye Contact

_____ Basically avoided eye contact

_____ Very limited eye contact

_____ Used eye contact only with certain portions of the classroom

_____ Good eye contact

D. Use of Humor

Indicate any attempts at humor that were **inappropriate**:

Indicate any opportunities for humor that were **missed**:

Overall, attempts to use humor were:

_____ Too much _____ Not enough _____ About right

E. Use of Questions

(1) Number of Questions Posed to Class

_____ Did not ask any questions

_____ Asked a few, but not enough

_____ Asked too many questions

_____ Asked about the right number of questions

(2) Types of Questions Used

_____ Mainly Pre-directed

_____ Mainly Overhead/Undirected

_____ Mainly Overhead/Directed

_____ Used a combination of types

Were the types of questions used appropriate for this material and for the class situation at this time? _____ Yes _____ No

If No, what other type(s) of questions should they have used?

(3) Handling Participants' Responses to Questions

Indicate specific instances when their handling of participants' responses was inappropriate, or could have been improved:

F. Body Language and Mannerisms

Specific distracting mannerisms, verbal utterances, etc. committed by these practice-teachers:

Specific examples of good body language exhibited by these practice-teachers:

G. Use of Visual Aids

Check all that apply:

_____ Kept visuals on display too long

_____ Inappropriately turned to and "talked to" visuals

_____ Sometimes blocked participants' view of visuals

_____ "Fumbled" too much with the visuals

_____ Didn't use enough visuals

_____ Turned visuals off too soon

Overall use of the visuals was:

_____Excellent _____Good _____Fair _____Poor

Specific comments on use of visuals:

H. Involvement of Participants in the Presentation

_____Basically did not try to involve participants

_____Made some effort, involved some of the participants

_____Succeeded in involving virtually all participants

Skill Demonstration (if applicable to this assignment)

A. Did the practice-teachers give an overview of the skill before demonstrating it?

_____No overview was given

_____Overview was incomplete or unclear

_____Overview was adequate

_____Overview was very clear, and thorough

Specific deficiencies with the overview:

B. Overall quality of their skill demonstrations:

_____Poor _____Fair _____Good _____Excellent

Specific deficiencies with the demonstrations:

C. Quality of their coaching of participants during practice (if applicable):

_____ Basically ignored participants while they practiced

_____ Gave some guidance and feedback to participants, but not enough

_____ Failed to show adequate respect for participants' efforts

_____ Interrupted practice too much: coaching was overbearing

_____ Spent too much time with a few participants, not enough with others

Overall, coaching was:

_____ Excellent _____ Good _____ Fair _____ Poor

STUDENT-INSTRUCTOR CRITIQUE FORM

DATE ____/____/____

Classroom # _____

Student-Instructor #1 _____

Student-Instructor #2 _____

Three things I liked best about the way you taught this lesson:

Three things I liked least about the way you taught this lesson:

Overall, on a scale from 1 (= "poor") to 5 (= "excellent"), I rate your performance on this lesson:

What I liked about my presentation: _____

What I want to improve: _____

***“Action Conquers
Fear.”***

SESSION SIX
TECHNIQUES FOR EFFECTIVE
CLASSROOM PRESENTATIONS

SESSION SIX: TECHNIQUES FOR EFFECTIVE CLASSROOM PRESENTATIONS

Given an opportunity to apply basic adult learning theory, using the information provided in the classroom and materials in the manual, the participants will be able to:

- Identify disruptive learning and strategies for handling challenging classroom situations.
- Describe effective questioning techniques.
- Describe techniques for successful team teaching.
- Describe proper and improper use of interactive training techniques.
- Explain the purposes of using training aids to conduct effective classroom presentations.



CONTENT SEGMENTS

- A. Handling Challenging Situations
- B. Effective Questioning Techniques
- C. Team Teaching
- D. Creativity in Training
- E. Developing and Using Training Aids in the Classroom
- F. Slides
- G. Wall charts
- H. Guidelines for Use of Slides and Flipcharts

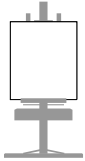
LEARNING ACTIVITIES

- Instructor Led
- Interactive Discussions
- Demonstrations

Equipment and Materials Needed
Projector and Screen Poster Printer and Paper Masking Tape Colored Markers Flip Charts Slides

Aids	Lesson Plan	Instructor Notes
 <p data-bbox="191 516 310 548">3 Hours</p>  <p data-bbox="191 726 355 758">70 Minutes</p>	<p data-bbox="428 306 922 373">TECHNIQUES FOR EFFECTIVE CLASSROOM PRESENTATIONS</p> <p data-bbox="428 585 943 653">A. HANDLING CHALLENGING SITUATIONS</p> <p data-bbox="464 905 683 936">1. Introduction</p> <p data-bbox="513 974 943 1178">Classroom challenges are those situations that may develop in the classroom as a result of various participant behaviors. Sometimes these situations can disrupt the learning process.</p> <p data-bbox="513 1220 943 1423">Every instructor will encounter some type of classroom challenge at some time or another. In order to manage these classroom situations effectively, trainers should:</p> <ul style="list-style-type: none"> <li data-bbox="513 1465 854 1528">a. Be aware of potential disruptive behaviors. <li data-bbox="513 1570 954 1675">b. Learn appropriate strategies for handling these situations. 	<p data-bbox="1000 306 1422 411">Overview session objectives, content and learning activities; explain benefits.</p> <p data-bbox="1000 590 1430 863">During this session it is especially important to solicit group input and discussion. (Sometimes by discussing different participant behaviors encountered in the classroom, participants are able to identify with some of the behaviors.)</p>

Aids	Lesson Plan	Instructor Notes
	<p>2. Learning requires participation.</p> <p>Remember that learning is most likely to occur when participants are actively involved. The skills we discuss later will help encourage participant participation.</p> <p>3. Too much or too little participation.</p> <p>Differences in levels of participation are a natural reflection of variations in experience, knowledge levels and personalities. Participating too much or too little can disrupt the learning process.</p> <p>If some participants are too vocal, others may not be able to fully participate in the training. Also, instructors may find they are out of time before all learning activities have been completed.</p> <p>And if some individuals are too quiet, their input is lost. Shy or quiet participants may pose another challenge for instructors--it is difficult to assess whether learning is taking place.</p> <p>As trainers, we should not assume that these behaviors reflect hostility toward us or the training.</p>	

Aids**Lesson Plan****Instructor Notes**

Display
VI-3

Overly vocal participants may be enthusiastic and excited about the course material while quiet participants may be apprehensive about speaking up in front of others.

When learning is disrupted, instructors must use appropriate strategies to manage the classroom. Eliminating or minimizing disruptions helps instructors to manage the learning environment more effectively.

4. Three Considerations

As trainers, we are responsible for handling potential disruptive behaviors that are negatively impacting on the learning. Here are three considerations in handling classroom problem situations.

- a. Eliminate or minimize the problem behavior.


We need to resolve the problem to the extent necessary for learning to resume without disruption.

- b. Maintain the participant's self-esteem.

We need to take care of the problem in a way that doesn't affect participants' self-esteem.

"What are some examples of 'classroom challenges' that you have encountered?" (Encourage discussion.)

Record examples on flip chart or dry-erase board.

Aids	Lesson Plan	Instructor Notes
 <p data-bbox="191 762 305 825">Display VI-4</p>	<p data-bbox="516 306 932 369">c. Avoid further disruption to learning.</p> <p data-bbox="565 411 932 548">We need to preserve a learning environment that is relaxed, comfortable and conducive to learning.</p> <p data-bbox="464 590 813 621">5. Identifying Strategies</p> <p data-bbox="516 657 829 720">Three steps to follow in identifying strategies:</p> <p data-bbox="516 762 948 968">Step 1. Identify possible strategies - those you have seen other trainers use as well as those you think would fit the situation.</p> <p data-bbox="516 1010 948 1215">Step 2. Evaluate them against the three considerations discussed earlier, eliminating those that do not meet all three conditions.</p> <p data-bbox="516 1257 948 1352">Step 3. Select a strategy to use in handling the problem situation.</p> <p data-bbox="428 1394 948 1562">Exercise: Begin by first discussing two or three types of behaviors that trainers encounter in the classroom. One might be "Victor the Voice of Experience", or "Ida the Idea Zapper."</p> <p data-bbox="428 1640 948 1808">Ask if they've encountered or observed any behaviors that were disruptive to learning. Lead the discussion and have someone list behaviors they identify on a flip chart.</p>	<p data-bbox="1003 1394 1328 1493">Allow 15 minutes for organizing exercises, 20 minutes for discussion.</p> <p data-bbox="1003 1535 1365 1598">(Be Creative! Appropriate substitution is acceptable.)</p>
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Aids**Lesson Plan****Instructor Notes**

Then refer to the Exercise in their manual and ask that they either select a behavior listed on the flip chart or one of the two described in the Exercise for their table group to discuss.

Give them 15 minutes to do this exercise and give them responsibility for taking their break during the allotted time. Each group also has to select a name for their group. Have someone from each group brief the class on their group's selected behavior and the strategies they've identified for handling the problem.

Make appropriate comments on their strategies and if they are off-base, tactfully bring it around to a more appropriate strategy. Remember to lead applause after each brief and to post the sheets on a side wall of the room.



25 Minutes





**Display
VI-5**




**B. Effective Questioning
Techniques**

1. Questions are an important element in every presentation.
 - a. Heighten participants' involvement.
 - b. Give the participants opportunities to apply the information you have presented.
 - c. Give you opportunities to evaluate how well the participants are grasping the information.


(Item 5, page VI-2)


Aids	Lesson Plan	Instructor Notes
 <p data-bbox="186 934 300 997">Display VI-6</p>  <p data-bbox="186 1396 300 1459">Display VI-7</p>	<p data-bbox="462 304 950 409">2. There are three general types of questions that are useful in supporting PRESENTATIONS.</p> <ul style="list-style-type: none"> <li data-bbox="511 451 860 546">a. Each type has certain advantages and disadvantages. <li data-bbox="511 588 941 787">b. For each type, there are situations where it is appropriate to use that type of question, and situations where the type should not be used. <p data-bbox="462 829 909 892">3. One type is the OVERHEAD/UNDIRECTED Question.</p> <ul style="list-style-type: none"> <li data-bbox="511 1113 941 1239">a. This type of question is “tossed out” to the entire class: that is why it is called OVERHEAD. <li data-bbox="511 1281 941 1417">b. The question is not directed to any particular participant: that is why it is called UNDIRECTED. <li data-bbox="511 1459 917 1522">c. No one is forced to answer the question. <li data-bbox="511 1564 941 1806">d. Any participant who <u>wants</u> to try to answer the question is free to do so: <ul style="list-style-type: none"> <li data-bbox="560 1701 917 1732">o By raising their hand; <li data-bbox="560 1743 941 1806">o By simply “blurting out” the answer. 	<p data-bbox="998 829 1372 861">Ask this question <u>verbatim</u>:</p> <p data-bbox="998 903 1412 1071">“What would be an example of an OVERHEAD/UNDIRECTED Question?” (That question, itself, is Overhead/Undirected)</p>

Aids	Lesson Plan	Instructor Notes
	<p>e. IN THEORY, because no participant is singled out to answer this kind of question, all participants are free to think about the question, and so all participants become actively involved in trying to apply what they have learned to answer the question.</p> <p>f. IN FACT, because participants don't have to try to answer the question if they don't want to, participants who are a bit shy or less self-confident tend not to try to answer this type of question.</p> <p>g. If you rely exclusively on the OVERHEAD/UNDIRECTED type of question, before long only the sharks will be thinking about and trying to respond to your questions.</p> <p>h. For the majority of your participants, the questions will not provoke active involvement in the learning process.</p> <p>i. When is it appropriate to use the OVERHEAD/UNDIRECTED type of question?</p> <p>o At the beginning of the course, when you are just getting to know your participants.</p>	<p>Ask the participants: "What type of participant usually will try to answer all of the OVERHEAD/UNDIRECTED questions?" ("sharks")</p> <p>Solicit participants' suggestions.</p>

Aids	Lesson Plan	Instructor Notes
 <p>Display VI-7</p>	<ul style="list-style-type: none"> o When the question has many different correct answers, posing it in the OVERHEAD/UNDIRECTED format will allow many participants to “get credit” for giving a correct answer. j. But in general, you will rely on other types of questions more than you will on the OVERHEAD/UNDIRECTED type. 	<p>CLARIFICATION: It can be good at the outset of a course to use questions that don’t force participants to respond, so that they can come to see that your questions are nonthreatening. Also, these kinds of questions will help you spot the “sharks” in your class, so you will be prepared to deal with them.</p> <p>See the example given in overhead.</p>
 <p>Display VI-8</p>	<p>4. The PRE-DIRECTED Question is the second of our three types.</p> <ul style="list-style-type: none"> a. The PRE-DIRECTED Question is precisely the opposite of the OVERHEAD/UNDIRECTED type. b. One specific participant is singled out to answer the question: That is why it is called a DIRECTED question. 	<p>PICK OUT a participant (e.g., “Sally”) and pose the following question verbatim:</p> <p>“Sally ... (pause to get her attention) ... What would be an example of a PRE-DIRECTED Question?” (This very question is Pre-Directed)</p>
 <p>Display VI-9</p>	<ul style="list-style-type: none"> c. The participant who is chosen to answer is announced to the class BEFORE the question is posed: That is why it is called PRE-DIRECTED. 	

Aids	Lesson Plan	Instructor Notes
	<p>d. NOTE THAT IT IS VERY IMPORTANT TO <u>PAUSE</u> AFTER CALLING THE PARTICIPANT'S NAME BEFORE YOU POSE THE QUESTION.</p> <p>e. The biggest disadvantage of the PRE-DIRECTED question is that only one participant is required to think about the question.</p> <ul style="list-style-type: none"> o When the participant's name is called, all other participants can simply relax. o The rest of the participants are passive bystanders rather than active participants. o For this reason, you should not rely primarily on this type of question. <p>f. But there are certain situations where the PRE-DIRECTED question is most appropriate.</p>	<p>POINT OUT that the instructor needs to have the participant's full attention before asking the question; many participants will experience a momentary "shock" after hearing their names called, and they need a second or two to compose themselves before they are ready to hear the question.</p> <p>Ask participants to suggest a major <u>disadvantage</u> of the PRE-DIRECTED type of question.</p> <p>Ask participants to suggest situations where the PRE-DIRECTED question is the best type to use.</p>

Aids	Lesson Plan	Instructor Notes
 <p data-bbox="181 1281 308 1354">Display VI-10</p>	<ul style="list-style-type: none"> <li data-bbox="552 294 958 577">o The PRE-DIRECTED question can be very useful for forcing or encouraging the participation of a participant who is shy or hesitant to volunteer response. <li data-bbox="552 609 958 934">o This type of question is most appropriate when the information being sought would not be expected to be available to all participants, but only to a specific few who have special expertise. <li data-bbox="552 966 958 1102">o PRE-DIRECTED questions can be effective in suppressing talking in class. <p data-bbox="454 1134 958 1207">5. The third type of question is the OVERHEAD/DIRECTED.</p> <ul style="list-style-type: none"> <li data-bbox="503 1491 958 1627">a. This type of question combines many of the advantages of the other two types. <li data-bbox="503 1659 958 1774">b. The question is tossed out to the entire class: That is why it is called OVERHEAD. 	<p data-bbox="990 294 1347 472">i.e., the question can be directed to the talker as a means of bringing the participant back into the mainstream of the class.</p> <p data-bbox="990 1134 1412 1249">Select a particular participant (e.g., “Harry”) and pose the following question verbatim:</p> <p data-bbox="990 1281 1412 1459">“What would be an example of an OVERHEAD/DIRECTED question? ... (pause) ... Harry?” (This very question is OVERHEAD/DIRECTED)</p> <p data-bbox="990 1491 1412 1732">EMPHASIZE that, when using OVERHEAD/DIRECTED questions, the instructor does <u>not</u> select only those participants who raise their hands: <u>Any</u> participant in the class is “fair game”.</p>
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Aids	Lesson Plan	Instructor Notes
 <p data-bbox="181 478 305 548">Display VI-11</p>	<ul style="list-style-type: none"> <li data-bbox="513 306 948 443">c. But you, the instructor, select the participant who will respond: That is why it is called DIRECTED. <li data-bbox="513 478 948 827">d. The biggest advantage of this type of question is that it encourages active participation by all participants. <ul style="list-style-type: none"> <li data-bbox="565 688 948 722">o Anyone can be called on. <li data-bbox="565 726 948 827">o So everyone tries to think about the question. <li data-bbox="513 863 948 999">e. This is such a major advantage, you should rely primarily on the OVERHEAD/DIRECTED question. <li data-bbox="513 1035 948 1493">f. The biggest disadvantage of this type of question is that it is more likely to produce an incorrect answer. <ul style="list-style-type: none"> <li data-bbox="565 1213 948 1493">o With the OVERHEAD/<u>UNDIRECTED</u> question, the participant who answers is someone who volunteered to answer; usually, the volunteer is someone who knows the answer. <li data-bbox="565 1528 948 1839">o With the PRE-DIRECTED questions, you often select the particular participant because you know the participant has some special expertise that should ensure the ability to answer correctly. 	<p data-bbox="1000 306 1427 548">The main purpose of this type of question is to make the participants realize that they had better think about every question you ask, because they might be called upon to answer whether they want to or not.</p>

Aids	Lesson Plan	Instructor Notes
	<ul style="list-style-type: none"> o But with the OVERHEAD/DIRECTED question, you select participants randomly; some of them will not know the answer. g. When a participant answers a question incorrectly, it is very important that the instructor not react with impatience, disgust or dissatisfaction: Otherwise, the participant will be embarrassed and hesitate to respond to future questions. h. A procedural problem may develop when you switch to OVERHEAD/DIRECTED questions. <ul style="list-style-type: none"> o If you have been asking a series of OVERHEAD/UNDIRECTED questions, the sharks in the class may be in the habit of simply blurting out the answers. o When you try to switch OVERHEAD/DIRECTED questions, the sharks may continue to answer before you can name the participant you wish to respond. i. Two potential solutions to this procedural problem: 	<p>POINT OUT that hints for handling participants' responses to questions will be given later in this unit.</p> <p>Ask the participants to suggest what might be done to suppress responses by sharks.</p>

Aids	Lesson Plan	Instructor Notes
	<ul style="list-style-type: none"> o In a <u>Complimentary fashion</u>, let the shark know before you ask the question that you will be selecting someone else to answer. o As a means of “shifting gears”, first switch to a series of PRE-DIRECTED questions; then, once the participants are accustomed to responding only when their names are called, you can change to OVERHEAD/DIRECTED type. <p>6. Handling participants’ responses to questions.</p> <ul style="list-style-type: none"> a. As the instructor, you need to do everything possible to encourage participants to respond to questions. <ul style="list-style-type: none"> (1) When participants are eager to respond, they become more active participants when a question is asked. (2) When participants are reluctant to respond, learning efficiency decreases. b. The way in which the instructor reacts to a participant’s response to a question will determine how eager or reluctant that participant will be to try to 	<p><u>Example</u>: “Betty, I know that you know the answer to this next question, so let’s see how well someone else can handle it.”</p> <p>Solicit participants’ questions about the three types of questions.</p>

Aids	Lesson Plan	Instructor Notes
	<p>answer other questions.</p> <p>(1) Ideally, we want to make participants <u>glad</u> they responded to the question.</p> <p>(2) At the very least, we <u>do not</u> want to make participants sad that they responded.</p> <p>c. How should the instructor react when a participant gives a <u>correct</u> response to a question?</p> <p>(1) When a participant gives a correct response, we <u>always</u> want to commend the participant for a job well done.</p> <p>(2) Everyone likes to be praised for doing something right.</p> <p>(3) No one likes to do a good job and have it pass without recognition.</p> <p>(4) When a participant answers correctly, react with positive reinforcement.</p>	<p>Pose that question to the class. If a participant answers the question correctly, respond by SHOUTING “That’s exactly right!” Then, rush to the participant and shake hands, and give the participant a piece of candy or some other similar physical reward.</p> <p>Examples of positive reinforcement:</p> <ul style="list-style-type: none"> o Exactly right! o Perfect! o Absolutely!

Aids	Lesson Plan	Instructor Notes
	<p>(5) Don't simply give a bland or lukewarm acknowledgment.</p> <p>(6) Above all, DO NOT give no reaction at all.</p> <p>(7) When you do not react at all to a participant's answer, you give the participant absolutely no positive reinforcement.</p> <p>(8) In addition, if you don't react at all to a participant's answer, the class won't know if the answer was right or wrong.</p>	<p>Examples of lukewarm reactions to correct responses:</p> <ul style="list-style-type: none"> o Uh huh. o Yeah. o simple, curt nod of the head <p>ILLUSTRATION: Select a participant (e.g., "Jane") and ask the following PRE-DIRECTED question: "Jane, ... What does the 'H' stand for in 'HGN'?"</p> <p>When "Jane" answers, DO NOT REACT AT ALL to her answer. Simply pause two or three seconds, then select another participant and ask him or her what the 'G' stands for. After that participant responds, turn back to "Jane" and ask her how she liked your reaction to her answer.</p> <p>ANALOGY: Participants expect some reaction to their answer. It is just like the situation where you are introduced to someone, and you extend your hand: you expect the person to shake your hand. If they do not, you feel rejected and insulted, and you are not likely to extend a hand to that person again. If you don't react at all to a participant's answer, the participant is not going to be much interested in answering any other questions from you.</p>

Aids	Lesson Plan	Instructor Notes
	<p>d. How should the instructor react when the participant answers the question <u>incorrectly</u>?</p> <ol style="list-style-type: none"> (1) First of all, we must convey to the class that the answer was incorrect. (2) But we must not react in a way that conveys anger or frustration or disappointment or dissatisfaction with the participant. (3) We must do nothing that would embarrass or belittle the participant, or make them sorry to have responded to the question. 	<p>POINT OUT that this will confuse and distract the participants, and they probably will start asking each other if the answer was correct or incorrect. You will lose their attention.</p> <p>Turn once again to “Jane”, smile, and pose the same question again: “What does the ‘H’ stand for in ‘HGN’?”</p> <p>When she answers, SHOUT “That is absolutely correct!”, and give her <u>two</u> pieces of candy.</p> <p>EMPHASIZE that we can’t leave the class in doubt as to the rightness or wrongness of an answer.</p> <p>ILLUSTRATION: (Set this up with another instructor, e.g., “Ken”):</p> <p>YOU ASK: “Ken...How many steps is the suspect supposed to take in each direction on the Walk and Turn test?”</p> <p>“KEN” RESPONDS: “nine steps in the first direction, and eight steps in the second direction.”</p>

Aids	Lesson Plan	Instructor Notes
	<p>(4) If the participant's answer is at least <u>partly</u> correct, you might be able to give the participant recognition for the right part, while still making it clear that the total answer was wrong.</p> <p>(5) Even if the participant's answer is totally incorrect, you might be able to find some reason for giving the participant credit for a "nice try".</p> <p>(6) The whole idea is to avoid discouraging the participant.</p> <ul style="list-style-type: none"> o We never want to make the participant look foolish. o We always want to treat the participant with respect. 	<p>YOU REACT: "Well, Ken, that isn't quite right. You <u>are</u> correct that the suspect is supposed to take nine steps before turning. But the suspect is also supposed to take nine steps, not eight, after turning.</p> <p>So the correct answer is nine and nine."</p> <p>ILLUSTRATION: (Set this up with another instructor, e.g., "Terry"):</p> <p>YOU ASK: "Terry ... How long is the suspect supposed to stand on one foot during the One Leg Stand test?"</p> <p>"TERRY" RESPONDS: "15 seconds."</p> <p>YOU REACT: "Actually, Terry, the suspect is supposed to stand for 30 seconds. Now, if a suspect is intoxicated, they might not be able to stand for more than 15 seconds, but we must instruct the suspect to try to stand until thirty seconds have passed.</p> <p>Solicit the participants' questions about techniques for handling responses.</p>

Aids**Lesson Plan****Instructor Notes****15 Minutes****Display
VI-12****C. Guidelines for Team Teaching**

1. Definition of Team Teaching

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

2. Advantages and Disadvantages:

a. Advantages

- (1) The second instructor can serve as a secondary resource of subject matter knowledge.
- (2) Two instructors can better assess participant reaction to course material.
- (3) Shared workload.

b. Disadvantages

- (1) Varying levels of authority or management within the organization.
- (2) Varying levels of subject matter knowledge or training delivery experience.

Give classroom example: One instructor take advantages, one the disadvantages.

Aids	Lesson Plan	Instructor Notes
	<p>(3) Individual differences in personality or training delivery.</p> <p>3. Instructor Roles in Team Teaching</p> <p>a. Positive interpersonal relationship between instructors.</p> <p>(1) Respect each other's experience levels.</p> <p>(2) Address differences outside of the classroom.</p> <p>b. Communication Between Instructors</p> <p>(1) Provide feedback to each other.</p> <p>(2) Focus on behaviors, not personalities.</p> <p>(3) Be professional in giving and receiving feedback.</p> <p>4. Team Teaching Techniques</p> <p>a. Pre-class Coordination and Preparation.</p> <p>(1) Coordinate and discuss individual delivery techniques and logistical requirements.</p> <p>(2) Establish guidelines for shared facilitation,</p>	<p>"How can individual differences affect team teaching?"</p> <p>Refer to Handout (6-2) Team Teaching Techniques, for them to fill in the blanks.</p> <p>Handout (6-2a) provides fill in blanks for this segment.</p>

Aids	Lesson Plan	Instructor Notes
	<p style="text-align: center;">interjection of supplemental information or material, etc.</p> <p>b. During Class</p> <p>(1) Present a team teaching approach and respect allotted time slots.</p> <p>(2) Teaching instructor initiates discussions.</p> <p style="padding-left: 40px;">(a) Teaching instructor facilitates discussion in the classroom.</p> <p style="padding-left: 40px;">(b) Include other instructor when appropriate.</p> <p style="padding-left: 40px;">(c) Instructor not teaching is there to assist and support.</p> <p>(3) Coordinate with each other at breaks and at end of day.</p> <p>c. Post-class</p> <p>(1) Discuss overall training program and annotate required modifications.</p> <p>(2) Review delivery and presentation.</p> <p style="padding-left: 40px;">(a) What worked.</p> <p style="padding-left: 40px;">(b) What needs improvement.</p>	

Aids

Lesson Plan

Instructor Notes



15 Minutes

D. Creativity in Training

Many of the activities and techniques used and demonstrated in this segment are examples of creative training techniques. Icebreakers, break responsibility, rewards, mind mapping and using commitment cards are all interactive training techniques.

1. Using Interactive Techniques to Facilitate Learning**a. Definition of Interactive Training**

Interactive training can be a game, exercise, illustration or other activity used to present or relate course content.

Example: Video segments “Kathy’s Jeep”, or “J.D. ‘Buck’ Savage”.



b. Engages the Three Domains of Learning


- (1) Cognitive (knowledge)
- (2) Affective (attitude)
- (3) Psychomotor (skills)

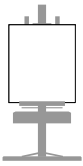
2. Experiential Exercises vs. Game Activities**a. Experiential Exercises**

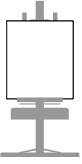
- (1) Greater time commitment
- (2) Complex in set up or execution
- (3) Effective in application of skills

Example: Doing night training of SFST’s and incorporating it with sobriety check points.

Aids	Lesson Plan	Instructor Notes
 <p>Display VI-13</p>	<ul style="list-style-type: none"> b. Game Activities <ul style="list-style-type: none"> (1) Must have purpose and relate to content, or (2) Break pre-occupation 3. Proper and Improper Use of Interactive Training Techniques <ul style="list-style-type: none"> a. Proper Use <ul style="list-style-type: none"> (1) Warm ups (2) Gain group's attention (3) Creates involvement (4) To illustrate (5) Break pre-occupation (mental break) (6) Reviews b. Improper Use <ul style="list-style-type: none"> (1) To take up time (2) Put down participants (3) Too complicated (4) Become focus of training 	<p>Selectively display slide.</p>
 <p>Display VI-14</p>	<ul style="list-style-type: none"> 4. Facilitation of Learning <ul style="list-style-type: none"> a. Repetition 	<p>Selectively display slide.</p> <p>Retention of new material or new skill will be increased if the participant hears it more than once or practices a new behavior several times. Incorporating an activity into a training module allows the trainer to repeat a point in another fashion and thereby increase the probability of retention and application.</p>


Aids	Lesson Plan	Instructor Notes
 40 Minutes	<p>b. Reinforcement</p> <p>c. Association</p> <p>d. Senses</p> <p>E. Developing and Using Training Aids</p> <p>Introduction</p> <p>As the video we've seen earlier pointed out, we will remember more of what we've seen than what we've heard. Visual and other training aids help to reinforce learning.</p>	<p>Many of the activities described in this workshop provide an opportunity for success or achievement on the part of the participants. By providing pleasant consequences for their behavior, that behavior is reinforced and consequently is more likely to be repeated in the future.</p> <p>Much of our learning is not totally new, but is related to what is already known.</p> <p>In other words, it is often easier for us to move gradually from a base of knowledge to the unknown. Activities can help us make connections between different contexts that ease the process of learning. Later on, the participant may first recall the activity, but then can make an easy transition to the underlying principle.</p> <p>Researchers tell us that learning is more effective when increasing numbers of the 5 basic senses are involved (sight, sound, smell, taste, and touch).</p> <p>As trainers we need to continually remember that not all participants learn in the same manner. Some will learn by hearing, some by seeing and others by doing. We now know that the most effective way to</p>



Aids	Lesson Plan	Instructor Notes
	<p>1. Purposes of Training Aids</p> <p>Training aids serve a variety of purposes. Some of these are:</p> <ol style="list-style-type: none"> a. <i>Focus attention</i> on what is being discussed by having the participants visually review the material. b. <i>Increase interest</i> in the topic by presenting material that is visually appealing. c. <i>Improve retention</i> by engaging more than one sense (e.g., hearing and seeing or touching) in the presentation of technical material. 	<p>help others learn is a combination of all three.</p> <p>Have a prepared flip chart that reads:</p> <p>Purposes of Training Aids</p> <ol style="list-style-type: none"> 1. Focus attention 2. Increase interest 3. Improve retention <p>Let's talk about three purposes training aids serve. First, training aids <i>focus</i> on what is being discussed.</p> <p>Secondly, training aids <i>increase interest</i> in the topic by presenting material that is visually appealing.</p> <p>And third, training aids <i>improve retention</i> by engaging more than one of the senses, i.e., seeing, hearing, smell, taste and touch. Research in how we learn indicates that we are more receptive to learning when we are engaged mentally or physically. Training aids can provide different ways for participants to be engaged.</p> <p>Now, let's talk about some commonly used training aids.</p>


Aids	Lesson Plan	Instructor Notes
	<p>2. Most Commonly Used Training Aids</p> <ol style="list-style-type: none"> a. Videos/DVD b. Handouts c. Flip Charts d. PowerPoint e. Wall Charts <p>3. Video/DVD</p> <ol style="list-style-type: none"> a. Video and DVD's have particular advantages in training. Consider using them to: <ol style="list-style-type: none"> (1) <i>Stimulate interest.</i> (2) <i>Motivate</i> to try new things. (3) <i>Illustrate behaviors</i>, including depicting subtle expressions. (4) <i>Add professionalism</i> to training. b. Here are four steps to follow in using video or DVD's most effectively in training: <ol style="list-style-type: none"> (1) <u>P</u>repare for showing the video/DVD. <p>Make sure equipment is available and ready to use. Briefly introduce the video and subject.</p> 	<p>Have a prepared flip chart that reads:</p> <p>Most commonly used training aids</p> <ol style="list-style-type: none"> 1. Video/DVD 2. Handouts 3. Flip Charts 4. PowerPoint 5. Wall Charts <p>Refer to Handout (6-2), Steps for Using Video/DVD Effectively, in their manual.</p>


Aids	Lesson Plan	Instructor Notes
	<p>(2) <u>P</u>rovide instructions to participants.</p> <p>Give them something to look for in the video.</p> <p>(3) <u>P</u>lay the video/DVD.</p> <p>Show the video and remain in the room.</p> <p>(4) <u>P</u>resent/summarize the learning points.</p> <p>Briefly overview the learning points you want to stress.</p> <p>4. Handouts</p> <p>a. Handouts are important training aids to consider, particularly if we want to:</p> <p>(1) Have participants use the information at a later time (during or after the training).</p> <p>(2) Allow participants to absorb information at their own pace.</p> <p>(3) Eliminate the need for participants to memorize or take notes.</p>	<p>Handout (6-2) outlines and describes these four steps.</p> <p>Handouts are written material prepared in advance and distributed to the participants during the training. The information addressed in the handout can be referred to during or after the training.</p>

Aids	Lesson Plan	Instructor Notes
	<p>b. Selecting a Format</p> <p>The first step in developing a handout is to decide on the format you will use for presenting the information. One of the choices you have is to present the information in paragraph form. (The information you are reading right now is an example of information in paragraph form. It has its place in handouts, but it also has its drawbacks).</p> <p>A major drawback of information in paragraph form is that it is visually less appealing to the trainee than other formats.</p> <p>This is particularly true if you are presenting a lot of information. There are other formats you can use that are more interesting to trainees and do a better job in communicating information.</p> <p>(1) Three handout formats that are particularly helpful as training aids are:</p> <ul style="list-style-type: none"> (a) Charts (b) Checklists (c) Worksheets 	<p>When you select a format, your decision should be based on what you are trying to accomplish with your handout. Refer to chart on selecting handout formats.</p>

Aids	Lesson Plan	Instructor Notes
 <p data-bbox="181 409 305 472">Display VI-15</p>	<p data-bbox="565 304 927 472">(2) Slide (6-15) gives some guidance on selecting handout formats. It is also an example of a decision chart.</p> <p data-bbox="462 514 911 546">5. Flip Charts/Dry-erase boards</p> <p data-bbox="511 583 943 787">Flip charts are easels that have large paper pads that can be written on with a felt tip marker. Information can be recorded on the charts during training.</p> <p data-bbox="511 829 943 1033">Prerecording information saves training time and insures neatness. Recording during training allows you to respond to the immediate learning situation.</p> <p data-bbox="511 1075 954 1281">Whether you prefer to prerecord or record during training, there are certain general guidelines to follow to ensure that your flip charts are readable and appealing to participants.</p> <p data-bbox="511 1323 922 1486">a. There will be many times during the SFST School when you will need to use the dry-erase board or flip chart.</p> <p data-bbox="565 1528 954 1669">(1) You should print on the board or chart, using large block letters: <u>Don't</u> use cursive writing.</p>	<p data-bbox="998 583 1414 682">Review and demonstrate by referring to flip charts already posted in the room.</p> <p data-bbox="998 724 1388 787">Refer to Handout (6-3) Flip Chart Tips, in their manual.</p> <p data-bbox="998 829 1393 892">Handout (6-3) provides some tips for using flip charts.</p> <p data-bbox="998 1528 1425 1669">Demonstrate this: Print “Printing, not Cursive Writing” on the dry-erase board or flip chart.</p>

Aids	Lesson Plan	Instructor Notes
<p data-bbox="233 1262 302 1331"></p> <p data-bbox="191 1354 337 1381">5 Minutes</p> <p data-bbox="196 1415 342 1497"></p> <p data-bbox="191 1528 305 1556">Display</p> <p data-bbox="191 1566 266 1593">VI-16</p>	<p data-bbox="565 306 927 369">(2) Don't write and talk at the same time.</p> <ul style="list-style-type: none"> <li data-bbox="618 411 948 543">o First, look at the participants and <u>say</u> what you are going to write. <li data-bbox="618 590 922 684">o Then, turn to the board or chart and <u>print</u> it. <li data-bbox="618 730 922 894">o Then, turn back toward the participants and expand upon what you have written. <p data-bbox="428 1283 850 1314">F. Transparencies/Slides</p> <p data-bbox="461 1356 940 1524">These can be computer generated, professionally produced, or manually developed acetate sheets to be used with an overhead projector, or PowerPoint slides.</p> <ol style="list-style-type: none"> <li data-bbox="464 1566 813 1629">1. Advantages of Transparencies/Slides <ul style="list-style-type: none"> <li data-bbox="513 1671 894 1703">a. Adds professional touch. <li data-bbox="513 1738 824 1770">b. Easily transported. 	<p data-bbox="1000 306 1328 338">DEMONSTRATE THIS:</p> <p data-bbox="1000 380 1414 474">Look at the participants and say: "To repeat: First <u>say</u> what you are going to write."</p> <p data-bbox="1000 516 1377 579">Turn to the dry-erase board and print: "First, say it"</p> <p data-bbox="1000 621 1398 716">Look at the participants and say: "Then, turn to the board and <u>print</u> it."</p> <p data-bbox="1000 758 1377 821">Turn to the dry-erase board and print: "Then print it"</p> <p data-bbox="1000 863 1382 999">Look at the participants and say: "Then, turn back to the participants and expand on what you have written.</p> <p data-bbox="1000 1041 1409 1104">Turn to the dry-erase board and print: "Then expand on it"</p> <p data-bbox="1000 1146 1398 1241">Solicit participants' questions about the use of the dry-erase board or flipchart.</p>
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Aids	Lesson Plan	Instructor Notes
 <p data-bbox="181 621 305 684">Display VI-17</p>	<ul style="list-style-type: none"> <li data-bbox="513 306 878 369">c. Can be used with large audience (over 25). <li data-bbox="513 411 919 474">d. Can be revised or updated as needed. <p data-bbox="461 516 813 579">2. Drawbacks of Transparencies/Slides</p> <ul style="list-style-type: none"> <li data-bbox="513 621 951 684">a. Light and glare can be tiring if overused. <li data-bbox="513 726 951 789">b. Requires special equipment not always readily available. <li data-bbox="513 831 829 894">c. Complex charts can overwhelm viewers. <p data-bbox="461 936 797 968">3. Computer Generated</p> <ul style="list-style-type: none"> <li data-bbox="513 1010 943 1241">a. PowerPoint or similar programs are readily available and add professionalism to most presentations. The NHTSA curriculum includes PowerPoint slides. <p data-bbox="461 1283 911 1419">4. Numerous overhead transparencies/PowerPoint slides have been prepared for the SFST School.</p> <ul style="list-style-type: none"> <li data-bbox="513 1461 919 1524">a. They are referred to in the lesson plans as “visuals”. <li data-bbox="513 1629 951 1766">b. Paper copies of the visuals for each session are found at the end of the lesson plans for that session. 	<p data-bbox="1000 936 1422 1136">Several graphics programs can be used to create transparencies. Make sure the program you intend to use is compatible with the computer and its capabilities.</p> <p data-bbox="1000 1461 1422 1587">e.g., Visual II-4 is the fourth overhead transparency/PowerPoint slide for Session II.</p> <p data-bbox="1000 1629 1422 1766">POINT OUT that the visuals needed for practice teaching have already been prepared on acetate.</p>

Aids	Lesson Plan	Instructor Notes
 5 Minutes	<p>c. Simply copy the paper masters onto acetate and your visuals will be ready to project.</p> <p>5. Many of the visuals for SFST training are designed to be <u>selectively revealed</u>.</p> <p>a. That means they are to be uncovered one line or segment at a time.</p> <p>b. When using an overhead projector you can use a piece of paper or cardboard to hide the portions of the visual.</p> <p>c. When you do this, place the paper or cardboard under the visual, rather than on top of it.</p> <p>d. That allows <u>you</u> to see what remains hidden from the participants, so you will always know what is coming next.</p> <p>e. The weight of the visual pressing down on the paper also helps to keep the paper from slipping off.</p> <p>G. Wall Charts</p> <p>1. WALL CHARTS are large sketches that depict major topics in the course.</p>	<p>Demonstrate selective revelation, using a sample visual.</p> <p>Demonstrate this if using an overhead projector.</p> <p>Solicit participants' questions about the selective revelation method.</p> <p>If available, display a SFST Training wall chart.</p>

Aids	Lesson Plan	Instructor Notes
	<ol style="list-style-type: none"> a. The wall charts are produced by hand in four steps. b. Step 1: Remove the paper copy of the wall chart master from your Instructor's Manual. c. Step 2: Photocopy the master onto acetate. d. Step 3: Project the image onto a sheet of flip chart paper. e. Step 4: Using marker pens, trace over the image. <ol style="list-style-type: none"> 3. The wall charts should be placed high on the extreme left and right sides of the front wall of the room. 4. The wall charts serve as "road maps" for the course. <ol style="list-style-type: none"> a. They remind the participants of the topics that have already been covered. b. They alert the participant to the topics that are yet to come. 	<p>Select a wall chart master from the SFST Instructor Manual (rear of Session I).</p> <p>Demonstrate.</p> <p>Adjust the overhead projector so that the image of the wall chart is projected onto the flip chart.</p> <p>Start to demonstrate the tracing over of the wall chart.</p> <p>Solicit participants' questions about the production of the wall charts.</p> <p>Point out the placement of the wall charts.</p>

GUIDELINES IN USING PRESENTATION OR ATTENTION SKILLS	
DO	DON'T
<p>Position your body so that you face all the participants.</p> <p>Continually scan the group with your eyes.</p> <p>Walk toward participants occasionally.</p> <p>Smile at individuals.</p> <p>Nod affirmatively.</p> <p>Circle the room during exercises to check progress.</p> <p>Use natural facial expressions when talking with participants.</p>	<p>Talk to visual aids.</p> <p>Turn your back to part of the group.</p> <p>Stare at individuals.</p> <p>Avoid eye contact or scan the group too frequently or too rapidly.</p> <p>Distance yourself from the participants too much.</p> <p>Stand in fixed position all the time.</p> <p>Shuffle papers or look at your watch while someone is talking to you.</p> <p>Move too much.</p>

BEHAVIORS	POSSIBLE FEELINGS
<p>Smiling</p> <p>Nodding affirmatively</p> <p>Leaning forward</p> <p>Eye contact</p>	<p>Enthusiasm/Understanding</p>
<p>Yawning</p> <p>Vacant stare</p> <p>Shuffling feet</p> <p>Leaning back in chair</p> <p>Looking at clock</p> <p>Side conversations</p>	<p>Boredom</p>
<p>Frowning</p> <p>Scratching head</p> <p>Pursing lips</p> <p>Vacant stare</p> <p>Avoiding eye contact</p>	<p>Confusion</p>

RESPONDING TO PARTICIPANTS' BEHAVIORS		
If you conclude that the behavior conveys....	And....	Then....
Enthusiasm - Understanding	Several people display the behavior.	Continue, and make a mental note that the training is being well received.
	One person displays behaviors.	Continue, and make a mental note to check again later.
Boredom	Several people display the behavior.	Try taking a break, speeding up, or changing your training method to ensure that participants are involved in the learning process.
	Only one person displays the behavior.	Continue, but make a mental note to reassess later.
Confusion	Several people display the behavior.	Ask participants about areas of confusion, and provide clarification by giving examples or rephrasing information.
	One person displays the behavior.	Ask participant about areas of confusion and provide clarification. Or if time is limited, talk with them at next break.

GUIDELINES FOR TEAM TEACHING

BENEFITS	HAZARDS
Two instructors to assess participants Secondary resource for information Remediation of participants Instructor confidence Modeling opportunities	Individual differences Different grade levels or positions Disruption Participant favoritism Differences in teaching styles

NOTES:

“WHAT I LEARNED ABOUT”

- What did I learn about the benefits and hazards of team teaching?

- What did I learn about the differences between instructor-instructor/instructor-participant relationships?

- The steps that I learned about successful team teaching are:

INSTRUCTOR ROLES IN TEAM TEACHING

1. Interpersonal skills between instructors:

Acceptance

- Separate _____ from _____.
- Show _____ of their _____.
- Show _____ of their performance.
- _____ fosters trust.

Trust

- Trust is a means to: _____
-

Communication

- Two types of effective feedback are _____ and _____.
- _____ is only _____.
- Feedback is a “_____” of how other people perceive _____.

2. Interpersonal skills between instructor and participant:

Acceptance

- Effective use of _____, _____, and _____ will _____ modeling by participants.

TEAM TEACHING TECHNIQUES

PRE-CLASS

Discuss and coordinate delivery techniques

Establish guidelines

DURING CLASS

Present team teaching approach

Teaching instructor facilitates discussions

Coordinate at breaks and end of day

POST CLASS

Discuss

Review delivery and presentation

What worked - What didn't

STEPS FOR USING VIDEO/DVD EFFECTIVELY

STEP	DESCRIPTION
1. Prepare for showing.	<p>Check that the tape is the correct size for the equipment.</p> <p>Preview the video and identify important points.</p> <p>Try out the equipment and check lighting levels. If you will be asking the participants to take notes, adjust lighting accordingly.</p>
2. Provide instructions.	<p>Explain to participants what they will see and why.</p> <p>Instruct participants what to do during the video, e.g., take notes, watch for certain points, etc.</p> <p>Explain to participants what they will do after the video, e.g., discuss what they saw, complete an exercise, etc.</p>
3. Play the video.	<p>Adjust lighting.</p> <p>Start video and adjust picture and volume.</p> <p>Observe participants and their reactions to the video.</p>
4. Present/summarize learning points.	<p>At the end of the video, have participants complete the learning activity.</p> <p>Summarize key points you want participants to retain from the video.</p>

FLIP CHART TIPS

IF	THEN
You are recording input.	<p>Record key words quickly.</p> <p>Check with participants to ensure you are reflecting their ideas accurately.</p> <p>Alternate colors when listing the group's ideas.</p>
You wish to have participants compare and contrast data.	Use two flip charts.
You want to display information for a period of time.	Hang pages on the wall.
You want to make the most of using a flip chart.	<p>Lightly write memory joggers in pencil in margin of flip chart page, and use as presentation notes.</p> <p>Practice tearing pages cleanly before trying it in front of the group.</p> <p>Tab prerecorded charts to eliminate searching for them when needed.</p> <p>Cover prerecording errors with paste-on labels, then write correct information on the labels.</p>

GUIDELINES FOR MAKING TRANSPARENCIES READABLE AND APPEALING

- Use as few words as possible to communicate your ideas.
- Keep information to six lines or less, with no more than six words per line.
- Address one major idea, with up to three subpoints, on one transparency.
- Use tinted plastic to reduce glare.
- Illustrate ideas with:
 - ✓ Pictures
 - ✓ Shapes
 - ✓ Graphs
 - ✓ Color (but no more than three colors on one transparency)
- Use a grid to ensure straight lines and markings.

TRANSPARENCY TIPS

IF	THEN
You are using more than one transparency	Turn projector on, show a transparency, then turn it off - unless you are showing a series in rapid succession. Don't keep a transparency on too long; the image becomes tiring for viewers.
You want the group to focus on a specific area	Try one of these methods: Use a pencil to point to the area. Lay the pencil on the plastic. Reveal one area at a time by using a paper to "mask" the area you don't want showing. Place the paper between the transparency and the glass for extra control and to enable you to read the masked information.
You are using the same transparencies in subsequent sessions	Use permanent marking pens. Mount transparencies in plastic frames to keep them from curling. Store them sandwiched between papers in a dust-free location.
You wish to re-use the plastic or change the information	Use water-soluble marking pens. Run water or a damp cloth over the area to remove the ink.
You want to look more professional in front of the group	Write memory joggers in black on the transparency frames and use them as your presentation notes. Place masking tape around edges of the projector glass to keep out the project light and to keep the framed transparencies from slipping.

Twenty Fast Tips

1. When putting people into teams, number the team at the rear/left of the room #1. Rear/right, #2 and on up to front, so that the front teams have the larger numbers. It keeps the participants in the back of the room from feeling isolated.
2. If you're always losing the masking tape, Doug McCallum suggests that you hang the roll from the projector upright. With practice, this becomes habit and you'll always be able to locate it quickly.
3. Hang a flip chart sheet on the exit door with the word "Questions" boldly written at the top. Have post-its available for each participant. You may invite questions, but announce that for any who are reluctant to verbalize a question, please write it down on a post-it and adhere to the questions board at breaks or any time.
4. If you are right-handed, put a flip chart, or something you have to use, at the left front of your training area. If you are left-handed, do the opposite. This forces you to use the entire apron area and brings you into closer contact with the participants on your less dominant side.
5. If your handouts are not in color, make markers available to your participants and invite them to draw pictures, color in data, whatever, to make them both colorful and personalized. This not only adds the impact of color, but also gives ownership.
6. Hand flip chart sheets of brain teasers around the room before the session begins. As participants try to decipher them, they cannot use linear thinking. They have to move to a creative mode, and they are then more open to comprehension and retention.
7. Use a "universal clock" in your sessions. It lessens resistance when the clock "belongs" to all. Enables you to allow participants to take turns timing segments of the program. It shares ownership.
8. When facilitating role-playing, avoid the words, "Role Play." "Practice Activity," or "Practice Session" is much less threatening.
9. When facilitating role-playing, either assign or have your participants select a different name than their own. Use aliases. This allows participants to "perform" under the protection of a stage name.
10. When instructing at the computer, bring your participants away from their screen every 40 to 45 minutes. Chairs in a circle, a break-out room, etc. Take 10 to 15 minutes for review-quizzes, questions, learning checks. This will reduce tension, aid comprehension, and encourage participation and ownership.
11. When training sales people or others who need to make telephone contact, request "no telephone calls during our breaks; you will have a one-half hour telephone break mid-morning and mid-afternoon". This allows for ownership and control; reduces tension; helps participants network with each other during regular session breaks.

12. When using case studies as a training tool, have participants break into teams and each team create a case study for another team to address (solve). This is powerful for ownership, networking, and allows for “real” situations to be faced.
13. In role-playing situations, use exaggerated props (huge plastic telephones, hats, capes, etc.) This reduces tension, adds to the fun and aids retention.
14. Request personnel who deliver messages (whether office or hotel) to post them on the outside of the door during the sessions unless there is an emergency. This will save you from the inopportune and allow for a better class flow.
15. Use the phrase “Please stand when you are done” when you have individuals on a team working on projects that take brief amounts of time. It provides energy, as they are up and down, gives them “stretch” breaks, and clues you into WHEN all are done. Also, subtle pressure is exerted on slow participants without you having to “play the heavy”.
16. When training heavy technical materials, give up to two to three pages of the material to your participants as you begin each new segment. Ask them to read the material. Say, “Don’t try to remember, don’t even try to understand - just read. Please stand (see tip above) when you are done”. Trainers who have tried this say there is a noticeable increase in comprehension and retention and a noticeable decrease in time needed to address the materials.
17. Have music playing in your class pre-session. As the airlines know, this reduces tension. It also involves the sense of hearing, and the more senses involved, the more retention.
18. Try to have food and drink available in the room. Allow participants to get refreshments when they wish. This relieves tension, gives ownership with control and involves another of the senses.
19. Elizabeth Wing Spooner, Coordinator, Consumer Educational Services for Montana Power and Light in Butte, MT, talked about the concept of “wait time”. When you ask a question that you want the class to answer, you need to wait between three and five seconds for a response. Most people only wait about one second. Elizabeth says her trick is that she counts the seconds on her fingers behind your back. This gives people the incentive and time to gather their thoughts and say what they need to say.
20. Take good care of yourself when you are training. There are days when you will need a pick-me-up. Some items to keep packed in your “trainer bag” can include herb teas (especially good is “Throat Coat” found in health food stores), lemon drops, Alka-Seltzer, aspirin, etc. Also keep a small book or list of affirmations to yourself: positive messages from past participants, thank you notes, things that you have done well. These can give you an emotional boost, especially during multiple day training sessions, when energies can run low.

SESSION SEVEN

GUIDELINES FOR

PLANNING AND MANAGING A LIVE ALCOHOL WORKSHOP

SESSION SEVEN: GUIDELINES FOR PLANNING AND MANAGING A LIVE ALCOHOL WORKSHOP

Given an opportunity to apply basic adult learning theory, using the information provided in the classroom and materials in the manual, the participants will 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.
-








CONTENT SEGMENTS


- A. Advanced Planning Tasks
- B. Effectively Preparing the Volunteer Drinkers
- C. Controlling the Alcohol Workshop


LEARNING ACTIVITIES



- Instructor Led
- Study Session



Equipment and Materials Needed
Projector and Screen Poster Printer and Paper Masking Tape Colored Markers Flip Charts Slides


Aids	Lesson Plan	Instructor Notes
 60 Minutes	<p>GUIDELINES FOR PLANNING AND MANAGING A LIVE ALCOHOL WORKSHOP</p>	<p>Overview session objectives, content and learning activities; explain benefits.</p>
 20 Minutes	<p>A. Advanced Planning Tasks for Conducting a Live Alcohol Workshop</p>	
 Display VII-3	<p>1. Advanced planning should begin at least <u>4 weeks</u> prior to the alcohol workshop.</p>	
 Display VII-3	<p>a. Alcohol workshop planning is the responsibility of the host agency class coordinator.</p>	<p>The host agency class coordinator usually is the person responsible for obtaining the classroom facilities.</p>
 Display VII-3	<p>b. The host agency class coordinator may delegate the responsibility for planning the alcohol workshop to some other person.</p>	<p>Point out the first item on the overhead.</p>
 Display VII-3	<p>c. Regardless, the person who will be responsible for workshop planning must be designated at least 4 weeks prior to the workshop, and must be informed of this responsibility.</p>	<p>Reveal the 2nd item on the overhead.</p>
 Display VII-3	<p>2. Select the volunteer drinkers.</p> <p>a. It is suggested that there is one volunteer drinker for every three to five participants.</p>	<p>Using 3-5 participants to a team permits each team to evaluate a volunteer drinker at the same time. Teams should</p>





Aids	Lesson Plan	Instructor Notes
 <p data-bbox="191 1213 305 1276">Display VII-3</p>	<p data-bbox="516 373 950 506">b. All volunteers must be verified to be at least 21 years old, but not older than 65.</p> <p data-bbox="516 621 938 756">c. No volunteer can have a significant physical impairment, or be more than 50 pounds overweight.</p> <p data-bbox="516 793 906 892">d. It is preferred that police officers not be used as volunteer drinkers.</p> <p data-bbox="464 1073 831 1104">3. Prepare the volunteers.</p> <p data-bbox="516 1318 938 1417">a. Notify the volunteers of the date and time of the alcohol workshop.</p> <p data-bbox="516 1461 912 1524">b. Instruct volunteers not to eat prior to the workshop.</p> <p data-bbox="516 1602 928 1701">c. Instruct volunteers that no weapons will be permitted at the workshop.</p> <p data-bbox="516 1738 912 1837">d. Instruct volunteers not to wear contact lenses to the workshop.</p>	<p data-bbox="1000 306 1383 338">not be idle during workshop.</p> <p data-bbox="1000 373 1416 579"><u>Clarification:</u> Volunteers must be old enough to drink legally, but not so old that age is likely to impair their performance on divided attention tests. (over 65 years of age)</p> <p data-bbox="1000 793 1399 928">For one reason: Police officers may already be too familiar with the divided attention tests.</p> <p data-bbox="1000 968 1367 1031">NOTE: Some agencies may require their use.</p> <p data-bbox="1000 1073 1360 1136">Reveal the 3rd item on the overhead.</p> <p data-bbox="1000 1461 1416 1560"><u>Clarification:</u> food in the stomach will affect absorption of alcohol into the bloodstream.</p> <p data-bbox="1000 1738 1425 1837">Point out that all of this preparatory information should be given to the volunteers in</p>
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Aids	Lesson Plan	Instructor Notes
 <p data-bbox="191 449 305 512">Display VII-3</p>	<p data-bbox="464 380 786 411">4. Secure the supplies.</p> <ul style="list-style-type: none"> <li data-bbox="516 554 935 653">a. Select the type(s) of alcoholic beverage that will be provided. <li data-bbox="516 800 935 863">b. Determine the amount of alcoholic beverages needed. <li data-bbox="516 1079 943 1142">c. Determine what mixers will be provided. <li data-bbox="516 1184 915 1247">d. Determine other drinking supplies needed. <li data-bbox="516 1356 943 1419">e. Determine light snack foods that will be provided. <li data-bbox="516 1461 927 1560">f. Determine what “entertainment” will be provided to the volunteers. <li data-bbox="516 1640 927 1738">g. Determine the costs of providing all necessary supplies. <li data-bbox="516 1776 935 1839">h. Obtain funds and purchase the supplies. 	<p data-bbox="1000 306 1422 338">writing prior to the workshop.</p> <p data-bbox="1000 380 1360 443">Reveal the 4th item on the overhead.</p> <p data-bbox="1000 554 1422 758">Note: For simplicity and consistency NHTSA recommends that 80-proof vodka be the only alcoholic beverage offered to volunteers. However, this is not mandatory.</p> <p data-bbox="1000 800 1422 1041">Point out that guidelines for calculating the amount of alcohol needed are given in the participant-instructor’s manual, and in the Administrator’s Guide (see page 15, item E).</p> <p data-bbox="1000 1079 1398 1142">Examples: Orange juice, cola, lime-flavored sodas, etc.</p> <p data-bbox="1000 1184 1430 1314">Other supplies include cups, ice, coolers, napkins, stir sticks, paper towels, and an accurate shot glass.</p> <p data-bbox="1000 1356 1325 1419">Examples: potato chips, popcorn, etc.</p> <p data-bbox="1000 1461 1422 1598">Examples: video movies, cards, other games. Note: Carefully review the type of video movies to be shown.</p>

Aids	Lesson Plan	Instructor Notes
 <p>Display VII-3</p>	<p>5. Select and assign monitors for the volunteers.</p> <ol style="list-style-type: none"> a. It is suggested that there is one monitor for every 4 volunteer drinkers. b. The monitor's principal job is to ensure the well-being of the drinkers. c. But monitors also must ensure that the volunteers follow their instructions concerning drinking and smoking. d. Designate one monitor as the "Chief Coordinator." 	<p>Reveal the 5th item on the overhead.</p> <p>Clarification: Monitors often will have to remind and encourage volunteers to "keep working on" their drinks. And, at prescribed times, they must ensure that the volunteers refrain from drinking or smoking (i.e., for 20 minutes prior to a breath test).</p> <p>The "Chief Coordinator" will be responsible for ensuring that the schedule of drinking and breath testing is maintained.</p>
 <p>Display VII-3</p>	<p>6. Select and assign bartenders.</p> <ol style="list-style-type: none"> a. Minimum of one bartender is needed. b. It is suggested that whenever possible, bartenders should not serve as monitors: The bartending duties are busy enough to be a full-time job. 	<p>Reveal the 6th item on the overhead.</p>

Aids	Lesson Plan	Instructor Notes
 <p>Display VII-3</p>	<p>c. Bartenders are responsible for keeping detailed records of the time and the amount of alcohol in each drink taken.</p> <p>7. Select and arrange facilities for the volunteer drinkers.</p> <p>a. The room set aside for the drinkers must be isolated from the classroom and the public.</p> <p>b. The drinkers' room should be spacious, to provide ample room for the bar, the breath testing station(s) and the drinkers' "lounge".</p> <p>c. The drinkers' room should provide easy access to rest rooms.</p>	<p>Note: A form for bartenders' use is provided in rear of this session.</p> <p>Reveal the 7th item on the overhead.</p> <p>EMPHASIZE: isolated in <u>sound</u> as well as sight.</p>
 <p>Display VII-3</p>	<p>8. Arrange transportation for the volunteer drinkers.</p> <p>a. <u>No volunteer who will consume any amount of alcohol whatsoever can be permitted to drive to the workshop.</u></p>	<p>Reveal the 8th item on the overhead.</p> <p>Clarification: In an alcohol workshop, one or two volunteers can or could be "placebos", i.e., they will consume no alcohol at all. Placebos <u>can</u> be permitted to drive to the workshop, and can be used to transport other volunteers. But volunteers who have anything at all to drink must not have their car at the workshop site.</p>

Aids	Lesson Plan	Instructor Notes
 <p data-bbox="186 724 305 787">Display VII-3</p>	<p data-bbox="511 478 941 546">b. Each volunteer's driver must be identified by name.</p> <p data-bbox="462 583 876 619">9. Arrange for breath testing.</p> <p data-bbox="511 829 950 966">a. One evidentiary-quality breath testing device, plus a qualified operator, should be available.</p> <p data-bbox="511 1176 950 1281">b. At least three disposable mouthpieces must be available for each volunteer.</p> <p data-bbox="511 1323 941 1491">c. The devices and operators must be at the workshop site and ready to operate by the time the volunteers are scheduled to arrive.</p>	<p data-bbox="998 304 1421 441">Note: Placebos can "swish" a small amount of an alcoholic beverage in their mouths prior to entering testing area.</p> <p data-bbox="998 583 1364 651">Reveal the 9th item on the overhead.</p> <p data-bbox="998 829 1421 997">Clarification: An evidentiary-quality breath testing device is one that is included in NHTSA's Conforming Products List.</p> <p data-bbox="998 1039 1421 1144">Note: It is recommended that a second breath-testing device (backup) be available on site.</p> <p data-bbox="998 1312 1396 1417">Clarification: Volunteers will be breath tested prior to administration of any drinks.</p> <p data-bbox="998 1459 1429 1564">Solicit participants' questions about these Advanced Planning Requirements.</p>
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Aids	Lesson Plan	Instructor Notes
 <p data-bbox="191 380 354 407">20 Minutes</p>  <p data-bbox="191 554 305 617">Display VII-4</p>  <p data-bbox="191 764 305 827">Display VII-4</p>  <p data-bbox="191 1772 305 1835">Display VII-4</p> <p data-bbox="191 1877 380 1904">HS 181C R2/06</p>	<p data-bbox="428 306 922 373">B. Preparing the Volunteer Drinkers for the Workshop</p> <ol data-bbox="464 659 932 1734" style="list-style-type: none"><li data-bbox="464 659 932 793">1. Volunteers must arrive at the facility at least 2 hours and 45 minutes prior to the scheduled start of the workshop.<ol data-bbox="516 869 932 1633" style="list-style-type: none"><li data-bbox="516 869 932 1003">a. Upon arrival, each volunteer must read and sign the “Informed Consent Statement”.<li data-bbox="516 1499 932 1633">b. Volunteers must be checked to verify that they have no weapons and are not wearing contact lenses.<li data-bbox="464 1675 932 1734">2. Conduct the preliminary examination of each volunteer.	<p data-bbox="1003 659 1305 722">Reveal 1st item on the overhead.</p> <p data-bbox="1003 869 1425 974">Hand out copies of the “Informed Consent Statement”. (see Attachment B)</p> <p data-bbox="1003 1016 1425 1457">POINT OUT that the “Informed Consent Statement” is <u>not</u> a “hold harmless” agreement. The volunteers are in no way giving up their right to sue you for negligence, and you cannot legally ask them to do so. But the “Informed Consent Statement” helps ensure that the volunteer is in fact fully informed of what will take place in the workshop, and protects you from <u>being</u> negligent.</p> <p data-bbox="1003 1675 1370 1738">Reveal the 2nd item on the overhead.</p>

Aids	Lesson Plan	Instructor Notes
	<ul style="list-style-type: none"> a. The preliminary exam is recorded on the “Informed Consent Statement”. b. First element is the initial breath test. c. Second element is a complete test of HGN. d. Third element is to compare pupil size under room light. e. It is suggested that the following vital signs be checked: <ul style="list-style-type: none"> (1) Pulse (2) Blood Pressure 	<p>Point out the section of the “Informed Consent Statement” where the preliminary examination is recorded.</p> <p>Note: EMS personnel or qualified DREs may be used to check vital signs.</p> <p>POINT OUT that it is suggested that these same tests and measurements be repeated twice, once midway through the alcohol dosing and once more at the end of dosing.</p> <p>NOTE: Use common sense in assessing the results of this preliminary examination. DO NOT USE volunteers who have noticeably different tracking ability in their eyes, or whose pupils differ in size by one millimeter or more. DO NOT DOSE WITH ALCOHOL ANY VOLUNTEER WHO HAS TACHYCARDIA OR HYPERTENSION.</p> <p>The “normal range” of pulse rate is 60-90 beats per minute.</p> <p>The “normal” values of blood pressure are: Systolic 120-140 Diastolic 70-90</p>

Aids

Lesson Plan

Instructor Notes



Display
VII-4

3. Dose the volunteers.

- a. Determine which of the volunteers will be “placebos”, low BACs and high BACs.
- b. Determine how much alcohol will be given to each volunteer.
- c. Administer half of the total dose during a one hour and 30 minute period.
- d. At the end of the hour, remove any remaining drinks from the volunteers:
They cannot eat, smoke or drink anything for the next 20 minutes.

Reveal the 3rd item on the overhead.

Clarification and example: If you have eight volunteer drinkers, you should choose one to be a “placebo” (totally alcohol free), and you should “target” three for relatively low BACs (about 0.06-0.08%) and target four for higher BACs (about 0.12-0.14%). ANY VOLUNTEER WHO HAS TACHYCARDIA OR HYPERTENSION SHOULD BE USED ONLY AS A PLACEBO.

Note: Tachycardia is a pulse rate of 90bpm or higher. Hypertension is abnormally high arterial blood pressure.

Point out that alcohol dose guidelines, as a function of volunteer’s weight and “target” BAC, are given in Session XI of the SFST Instructor’s Manual and on page 16 of the Administrator’s Guide.

Aids	Lesson Plan	Instructor Notes
	<p>e. During the 20-minute waiting period, you could re-administer the tests of HGN, pupil size, pulse rate and blood pressure, and record the results on the “Informed Consent Statement”.</p> <p>f. When the 20 minutes are up, administer and record a breath test.</p> <p>g. EVALUATE EACH VOLUNTEER’S STATUS.</p> <p>h. Administer the rest of the alcohol to the volunteers during a 40 minute period.</p> <p>i. At the end of the 40 minutes, remove any remaining drinks: The volunteers must not eat, smoke or drink anything for the next 20 minutes.</p> <p>j. During the 20-minute wait, you could re-administer the tests of HGN, pupil size, pulse rate and blood pressure to the volunteers.</p> <p>k. When the 20 minutes are up, administer another breath test to the volunteers.</p>	<p>Point out where these tests are to be recorded on the “Informed Consent Statement”.</p> <p>Note: Any volunteers who have tested higher than normal for pulse rate and/or blood pressure and are drinking, must be repeat tested to assure their safety.</p> <p>Clarification: If the volunteer’s BAC is much more than half of the “targeted” value, cut back on the remaining alcohol dosage. If it is much less than half of the “target”, increase the dosage.</p> <p>Point out where these tests are to be recorded on the “Informed Consent Statement”.</p> <p>Solicit participants’ questions about getting the volunteers ready for the workshop.</p>

Aids

Lesson Plan

Instructor Notes



20 Minutes

Display
VII-5

C. Controlling the Workshop

1. Assignment of participants to teams.
2. Explanation of procedures.
 - a. Teams will be assigned a specific workplace, and will remain there throughout the session.
 - b. Volunteer drinkers will be brought to the teams.
 - c. For each volunteer, one team member will be designated the “examiner”, another will be the “recorder”, and the third will be the “coach”.
 - d. The team members will “swap” roles when they get their next volunteer.
3. Monitoring participants’ practice.
 - a. **Ideal Situation:** Each instructor is responsible for monitoring a single team.

NOTE: The ideal is to create teams of three members each.

CLARIFICATION: Each time a volunteer drinker is brought to a team, the participant who is designated the “examiner” will **administer** all tests and measurements to that drinker, the “recorder” will write down the results of all those tests and measurements, and the “coach” will carefully observe what the “examiner” does and critique their performance.

Solicit participants’ questions about these procedures.

Aids	Lesson Plan	Instructor Notes
	<ul style="list-style-type: none"><li data-bbox="511 304 901 409">b. Acceptable Case: Each instructor monitors two teams. <li data-bbox="511 514 917 619">c. Instructors must observe each of their participants serving as the “examiner”.	<p data-bbox="998 304 1404 472">Emphasize that, if instructors try to monitor more than two teams, they couldn’t possibly devote sufficient attention to each participant.</p> <p data-bbox="998 514 1429 577">Solicit participants questions about controlling the workshop.</p>

DRINKING VOLUNTEER LOG

Subject's Name _____

PRELIMINARY EXAMINATION

Time: _____

BAC _____%

Horizontal Gaze Nystagmus

Left Right

Pupil Size

Left Right

Lack of Smooth Pursuit

--	--

Distinct Nystagmus At Max.
Dev.

MM MM

Angle of Onset Prior to 45°

Optional:

Pulse Rate _____ bpm

Blood Pressure / mmHg

INTERMEDIATE EXAMINATION

Time: _____

BAC _____%

Horizontal Gaze Nystagmus

Left Right

Pupil Size

Left Right

Lack of Smooth Pursuit

--	--

Distinct Nystagmus At Max.
Dev.

MM MM

Angle of Onset Prior to 45°

Optional:

Pulse Rate _____ bpm

Blood Pressure / mmHg

FINAL EXAMINATION

Time: _____

BAC _____%

Horizontal Gaze Nystagmus

Left Right

Pupil Size

Left Right

Lack of Smooth Pursuit

--	--

Distinct Nystagmus At Max.
Dev.

MM MM

Angle of Onset Prior to 45°

Optional:

Pulse Rate _____ bpm

Blood Pressure / mmHg

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.

Signature

_____/_____/_____

Witness

SESSION EIGHT

**GUIDELINES FOR CONDUCTING
VIDEO OPTIONS FOR SFST TRAINING**

SESSION EIGHT: GUIDELINES FOR CONDUCTING VIDEO TRAINING OPTIONS FOR THE SFST TRAINING

Given an opportunity to apply basic adult learning theory, using the information provided in the classroom and materials in the manual, the participants will be able to:

- Discuss the use of IACP/NHTSA videos of drinking subjects in SFST Training.
 - Coordinate the presentation of the IACP/NHTSA 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 Field Arrest Form.
-






CONTENT SEGMENTS



- A. Overview
- B. Classroom Procedures For Using the Videos
- C. Use and Maintenance of the SFST Field Arrest Log

LEARNING ACTIVITIES

- Instructor Led

Equipment and Materials Needed
Projector and Screen Poster Printer and Paper Masking Tape Colored Markers Flip Charts Slides

Aids	Lesson Plan	Instructor Notes
 60 Minutes	<p>GUIDELINES FOR CONDUCTING VIDEO OPTIONS FOR SFST TRAINING</p> <p>A. Overview</p>	<p>Overview session objectives, content and learning activities; explain benefits.</p>
 15 Minute	<ol style="list-style-type: none"> 1. Use of video drinking subjects as an optional training method. 2. Initiated over concerns of liability, prohibitions against use of alcohol in academies. 3. SFST course modified to allow two video options to the core curriculum. 4. Video Option One: videos of drinking subjects used in SESSION XI-A, “TESTING SUBJECTS PRACTICE: FIRST SESSION” ONLY. 	<p>August 1993 Study “The Use of Video in Training for SFST.” (See Appendix C in Administrative Guide for basic SFST course.)</p> <p>National Public Service Research Institute, Landover, Maryland.</p> <p>IACP/NHTSA conducted alcohol workshop taping in Georgia in October 2004.</p> <p>NOTE: VIDEO I IS USED FOR THIS OPTION ONLY.</p>
	<ol style="list-style-type: none"> 5. Video Option Two: videos of drinking subjects used in SESSION XI-A, “TESTING SUBJECTS PRACTICE: FIRST SESSION, AND IN SESSION XIV-A, “TESTING SUBJECTS PRACTICE: SECOND SESSION. 	<p>Course Administrators electing this option MUST conduct a “live” alcohol workshop in Session XIV.</p> <p>NOTE: USE VIDEOS I AND II FOR THIS OPTION.</p>
		<p>Selectively display slide, showing the two options.</p>
 Display VIII-3		
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Aids	Lesson Plan	Instructor Notes
 <p data-bbox="191 373 354 405">20 Minutes</p>  <p data-bbox="191 619 305 682">Display VIII-4</p>	<p data-bbox="430 304 690 336">B. Procedures</p> <ol style="list-style-type: none"> <li data-bbox="462 441 933 651">1. Divide class into two groups. <ol style="list-style-type: none"> <li data-bbox="511 514 933 651">o Participants work in the same teams that were constituted for the dry Run Practice Session. <li data-bbox="462 787 933 1596">2. Distribute video score sheets, have participants fill in their name and team number. <ol style="list-style-type: none"> <li data-bbox="511 934 933 1176">a. Advise participants that each subject will be viewed performing all three tests. Pauses are provided between each test to allow participants time to record observed clues. <li data-bbox="511 1207 933 1596">b. Advise participants that when viewing the administration of HGN (in the check for angle of onset) they will be provided two views. The first will show the stimulus in relation to the subject's shoulder at onset. The second view will be a close-up of the eye captured in that position. 	<p data-bbox="998 441 1421 619">Each team member will administer a complete SFST battery on another participant under the direct supervision of an instructor.</p> <p data-bbox="998 651 1421 756">Make sure that all participants understand the practice procedures.</p> <p data-bbox="998 787 1421 892">NOTE: Have sufficient copies of handout XI-A1 available. (Minimum six per participant.)</p> <p data-bbox="998 934 1421 1102">NOTE: Point out that participants will have only one chance to view each subject. Review can be conducted after the “wrap-up”.</p> <p data-bbox="998 1207 1421 1354">Participants shall record the number of clues observed, in the boxes located opposite each test.</p>

Aids	Lesson Plan	Instructor Notes
	<p>c. Advise participants that two views of the subject performing the walk and turn are also provided. The first is an overall view of both stages. The second is a close up of the subject's feet while walking.</p> <p>3. It is recommended that 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.</p> <p>Only one instructor is needed to direct the viewing of the videos.</p> <p>4. If time permits, participants will administer additional test to each other.</p> <p>5. Officers report their observations of video subjects (Session Wrap-Up).</p> <p>6. Instructors notify participants of video subjects' BACs.</p>	<p>EACH team member viewing the videos must determine if the subject should or should not be arrested.</p> <p>Emphasize that each officer is to prepare a descriptive, written test record on each video subject, using the standard notetaking guide.</p> <p>Emphasize that teams will not be informed of the volunteers' BACs until the session "Wrap-Up".</p> <p>Solicit officer's SFST results on each video subject. Record results on dry-erase board (Sample dry-erase board array Attachment A).</p> <p>Instructor notifies participants of video subjects' BACs. (Advance video to end for subjects' BAC).</p> <p>Write BACs next to video subjects' names or code letters on the dry-erase board.</p>

Aids	Lesson Plan	Instructor Notes
<div data-bbox="224 533 289 596" data-label="Image"> </div> <div data-bbox="181 617 357 651" data-label="Text"> <p>25 Minutes</p> </div> <div data-bbox="198 1369 363 1453" data-label="Image"> </div> <div data-bbox="181 1491 308 1558" data-label="Text"> <p>Display VIII-5</p> </div> <div data-bbox="181 1877 380 1906" data-label="Page-Footer"> <p>HS 181C R2/06</p> </div>	<div data-bbox="425 550 938 617" data-label="Section-Header"> <p>C. Use and Maintenance of the SFST Field Arrest Log</p> </div> <div data-bbox="457 688 945 1806" data-label="List-Group"> <ol style="list-style-type: none"> 1. The SFST Field Arrest Log is used to record the results of the SFSTs performed on suspected impaired subjects. 2. This log is extremely important in documenting an officer's experience and proficiency in performing and interpreting SFSTs. 3. This log has the following components: <ol style="list-style-type: none"> a. The actual date the SFSTs were administered. b. Subject's full name. c. Results of each SFST test. d. Classification of BAC as above or below 0.08 BAC. </div>	<div data-bbox="997 306 1419 508" data-label="Text"> <p>Solicit participants' comments, questions or observations concerning the relationship between video subjects' BACs and their performances on the tests.</p> </div> <div data-bbox="997 688 1419 789" data-label="Text"> <p>Point out log should be used to record the results of ALL SFSTs administered.</p> </div> <div data-bbox="997 831 1419 966" data-label="Text"> <p>Emphasize: THIS INCLUDES SUBJECTS NOT ARRESTED AND INACCURATE DETERMINATIONS.</p> </div> <div data-bbox="997 1003 1386 1071" data-label="Text"> <p>Emphasize: The logs may be used as evidence in court.</p> </div> <div data-bbox="997 1213 1419 1314" data-label="Text"> <p>Direct participants to transfer their documentation from the notetaking guide to the log.</p> </div> <div data-bbox="997 1600 1419 1667" data-label="Text"> <p>Point out each category as it is addressed.</p> </div>

Aids	Lesson Plan	Instructor Notes
	<p>e. Arrest/Not Arrest.</p> <p>f. Subject's measured BAC (if available).</p> <p>g. Remarks.</p> <p>4. Utilization of log.</p> <p>a. IACP and NHTSA strongly recommend that each officer continue to document all administrations of field sobriety tests.</p> <p>The documentation will include subject's name, date, results of each test, the officer's classification of subject's BAC and measured BAC, if available. A sample log is included.</p>	<p>NOTE: Enter refusals, referrals to DRE or other appropriate information.</p> <p>NOTE: THE USE OF THIS LOG IS STRONGLY RECOMMENDED WHEN VIDEO TRAINING OPTIONS ARE EXERCISED.</p>

ATTACHMENT A

SAMPLE DRY-ERASE BOARD ARRAY FOR
TABULATING RESULTS

<u>"Designated Suspects"</u>	<u>Horizontal Gaze Nystagmus</u>	<u>Walk And Turn</u>	<u>One-Leg Stand</u>	<u>Arrest ?</u>
"A"	_____	_____	_____	_____
"B"	_____	_____	_____	_____
"C"	_____	_____	_____	_____
"D"	_____	_____	_____	_____
"E"	_____	_____	_____	_____
"F"	_____	_____	_____	_____
"G"	_____	_____	_____	_____
"H"	_____	_____	_____	_____
"I"	_____	_____	_____	_____
"J"	_____	_____	_____	_____

SESSION NINE
TRAINING SUMMARY AND CONCLUSION

SESSION NINE: TRAINING SUMMARY AND CONCLUSION

Given a similar training situation, participants will be able to:

- Express personal expectations met during this course.
 - Evaluate this training program.
-






CONTENT SEGMENTS

- A. Quiz
- B. Closing Remarks
- C. Course Completion Certificates
- D. Critiques

LEARNING ACTIVITIES

- Instructor Led
- Participant's Assessment
- Group Activity

Equipment and Materials Needed
Flip Chart Colored Markers Commitment Cards Course Completion Certificates Course Evaluations Packing Materials: Boxes Address Labels Packing Tape

Aides	Lesson Plan	Instructor Notes
 60 Minutes	<p>TRAINING SUMMARY AND CONCLUSION</p>	
 30 Minutes	<p>A. Quiz</p>	<p>Distribute. Allow 30 minutes for completion. Passing grade is 80%.</p>
 10 Minutes	<p>B. Closing Remarks</p> <p>Each instructor should have an opportunity to make an appropriate remark. They may want to let participants know how much they have enjoyed the opportunity to work with them during the week, etc. These remarks should be kept brief. Also, if an agency official or other representative desires to make appropriate remarks, this is the time for them to make them.</p>	
 10 Minutes	<p>C. Course Completion Certificates</p> <p>Hand out completion certificates.</p>	
 10 Minutes	<p>D. Course Evaluation</p> <p>Distribute evaluation forms and request they be honest in providing their input. If they feel the program can be improved, solicit their recommendations for improvement.</p>	<p>Distribute critique forms.</p>

Course Location _____ Date _____

**DWI DETECTION AND STANDARDIZED FIELD SOBRIETY
INSTRUCTOR TRAINING
Participant's Critique Form**

A. Course Objectives

Please indicate whether you feel that you personally achieved the objectives of this SFST Instructor School:

	<u>Yes</u>	<u>No</u>	<u>Not Sure</u>
1. Can you describe the objectives, content and learning activities of the curriculum entitled "DWI Detection and Standardized Field Sobriety Testing"?	_____	_____	_____
2. Can you apply the fundamental concepts and principles of instruction that were described in this school?	_____	_____	_____
3. Can you apply the four-step process of teaching and learning?	_____	_____	_____
4. Can you use the SFST lesson plans that were developed by NHTSA?	_____	_____	_____

B. Course Value

On a scale from 1 (= not at all important) to 5 (= highly important), please indicate how important to you personally you found this course and its various topics to be:

Concepts of Adult Learning and Teaching	_____
The SFST Curriculum Package	_____
Teaching Preparation Techniques	_____
Techniques for Effective Classroom Presentations	_____
Planning and Managing a Live Alcohol Workshop	_____

Conducting Video Training _____

Watching Others Practice Teach _____

C. Course Design

Please indicate whether you agree or disagree with each of the following statements.

1. I wish that I had more opportunities to teach on Wednesday and Thursday.

Agree _____ Disagree _____ Not Sure _____

2. This Instructor School could be shortened by at least one full day.

Agree _____ Disagree _____ Not Sure _____

3. The SFST lesson plans that I was assigned to teach were very clear and well-organized.

Agree _____ Disagree _____ Not Sure _____

4. I expect to help teach at least one SFST within the next six months.

Agree _____ Disagree _____ Not Sure _____

5. I believe that, with a little preparation, I will be able to use the SFST lesson plans effectively.

Agree _____ Disagree _____ Not Sure _____

6. It would have been good enough if I had only practice teaching assignments.

Agree _____ Disagree _____ Not Sure _____

7. This Instructor School should have been at least one day longer.

Agree _____ Disagree _____ Not Sure _____

8. Some of the teaching concepts and guidelines taught in this school are impractical for law enforcement training.

Agree _____ Disagree _____ Not Sure _____

9. I already knew how to teach when I came to this program; the first two days were basically just a review for me.

Agree_____ Disagree_____ Not Sure_____

10. I find the SFST lesson plans very difficult to use.

Agree_____ Disagree_____ Not Sure_____

11. I very much doubt that my department will let me spend three full days teaching SFSTs to other officers.

Agree_____ Disagree_____ Not Sure_____

12. I did not have enough time to prepare properly for my teaching assignments.

Agree_____ Disagree_____ Not Sure_____

13. I did not get as much out of this Instructor School as I had hoped to.

Agree_____ Disagree_____ Not Sure_____

14. I feel fully prepared to teach the SFST School now.

Agree_____ Disagree_____ Not Sure_____

15. I very much doubt that my department will permit me to conduct two “alcohol workshops” when I teach the SFST School.

Agree_____ Disagree_____ Not Sure_____

16. This Instructor School was much better than I thought it would be.

Agree_____ Disagree_____ Not Sure_____

17. I had trouble understanding some parts of the lesson plans that I was assigned to teach.

Agree_____ Disagree_____ Not Sure_____

18. We spent too much time on the adult learning concepts.

Agree_____ Disagree_____ Not Sure_____

19. I believe that the concepts and principles of adult learning taught in this school are very practical for law enforcement training.

Agree_____ Disagree_____ Not Sure_____

20. I am personally convinced that two alcohol workshops are essential for the SFST School.

Agree_____ Disagree_____ Not Sure_____

21. I feel that the video training now being used for SFST instruction is practical and effective.

Agree_____ Disagree_____ Not Sure_____

D. Course Deletions

If you **absolutely had to cut** four hours out of this Instructor School, what portions would you eliminate or reduce?

E. Course Additions

If you could **add four hours** to this Instructor School, how would you spend the extra time?

F. Quality of Instruction

On a scale from 1 (= “poor”) to 5 (= “excellent”), please rate the quality of each instructor of this School:

_____ Instructor	_____ Rating
_____ Instructor	_____ Rating
_____ Instructor	_____ Rating
_____ Instructor	_____ Rating

G. Course Quality

On that same scale from 1 (= “poor”) to 5 (= “excellent”), please indicate your assessment of the overall quality of this Instructor School:

H. Likes and Dislikes

Please complete the following sentences:

1. The thing I liked best about this instructor school was:

2. The thing I disliked most about this instructor school was:

Please offer any final comments or suggestions that you believe are appropriate.
