DWI Detection & SFST Instructor Development Course

Participant Manual

February, 2017

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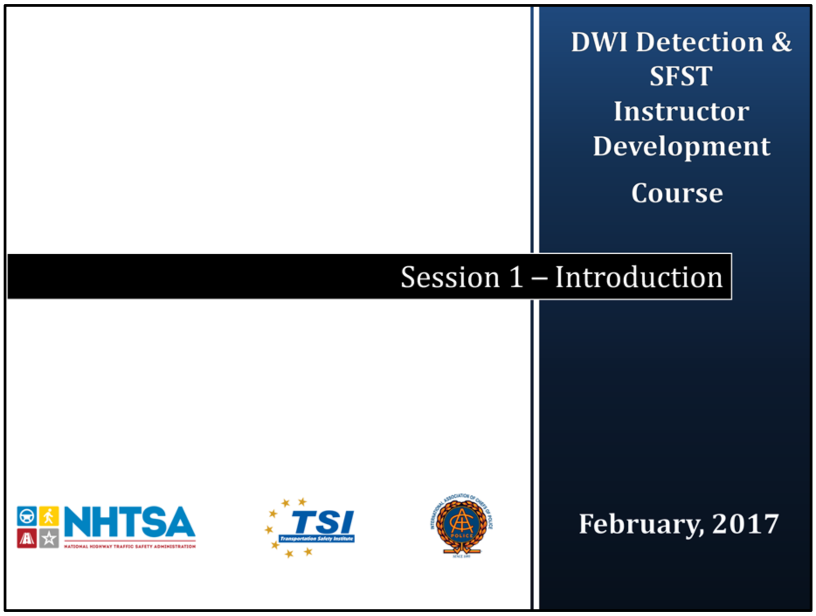
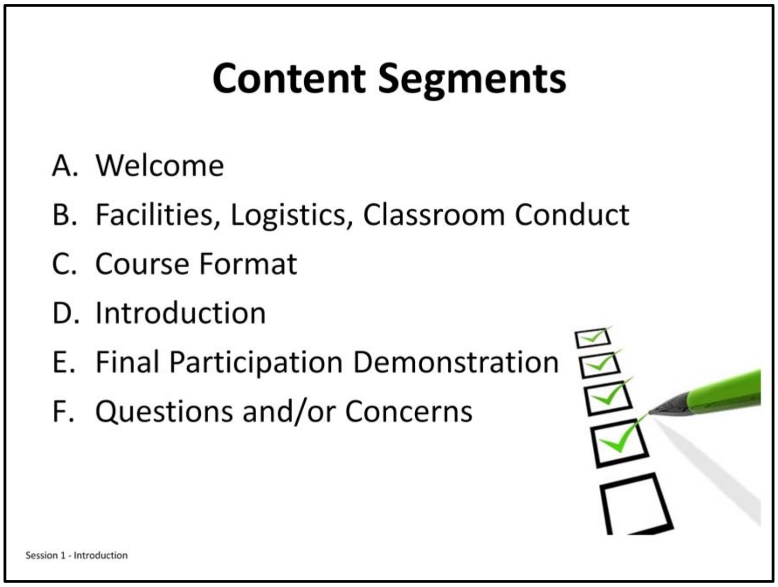
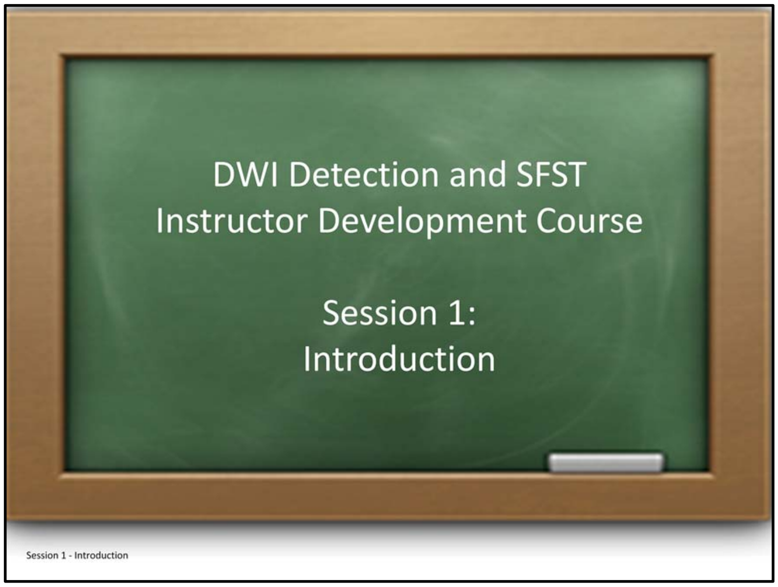

DWI Detection & SFST Instructor Development Course
Session 1 – Introduction
NHTSA
TSI
February, 2017



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

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

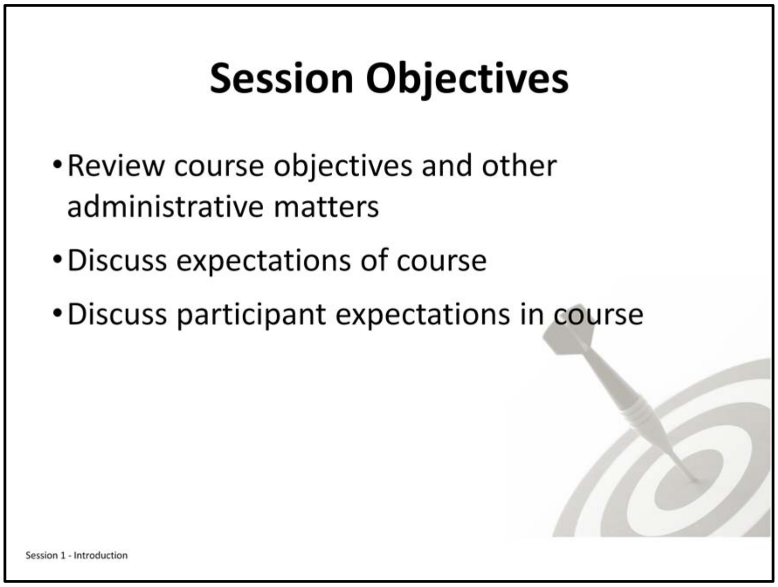
Contents
A. Welcome
B. Facilities, Logistics And Classroom Conduct
C. Course Format
D. Introduction
E. Final Participation Demonstration
F. Questions and/or Concerns



A. WELCOME

Welcome to the DWI Detection and Sobriety Field Standardized Training (SFST) Instructor Development Course

Session 1: Introduction



Session Objectives

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

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

Course Goals and Objectives

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

Session 1 - Introduction

<u>Course Goals and Objectives</u>

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

You will be able to:

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

B. FACILITIES, LOGISTICS AND CLASSROOM CONDUCT

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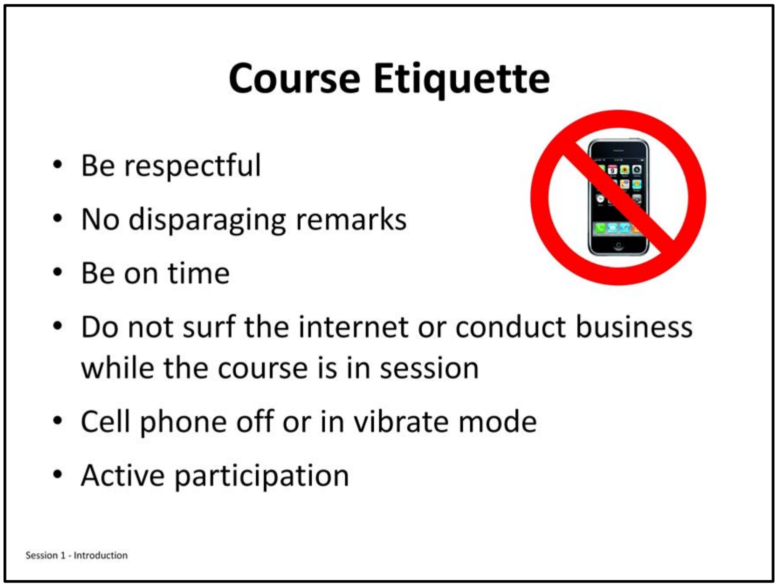
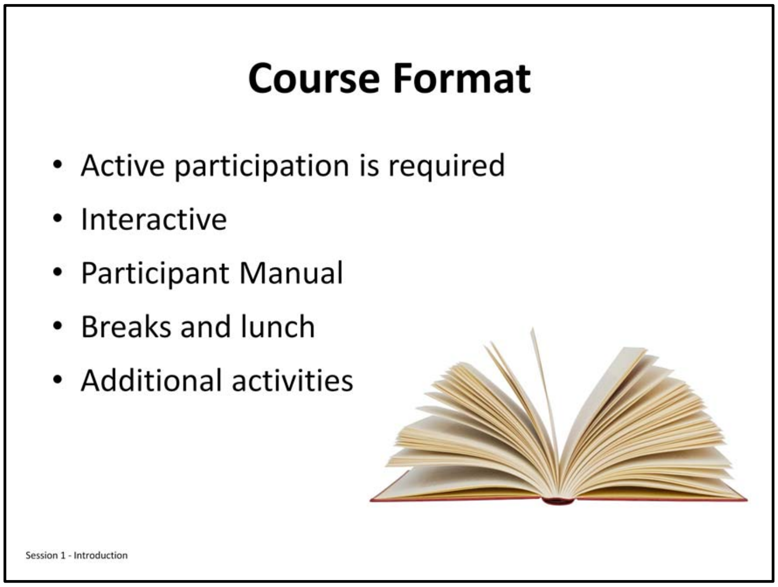


Course Etiquette

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



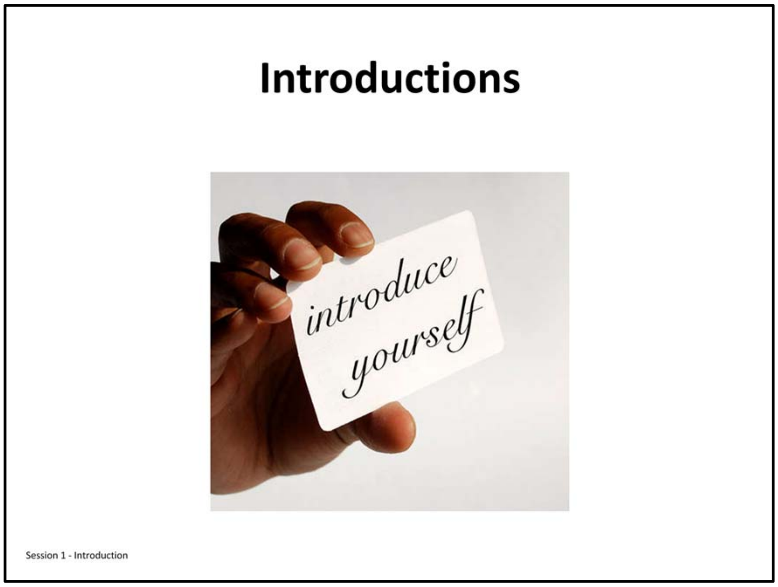
C. <u>COURSE FORMAT</u>

<u>Course Format</u>

- Schedule and agenda
- Breaks
- Lunch
- Evaluations
- SFST IDC and Proficiency Exam

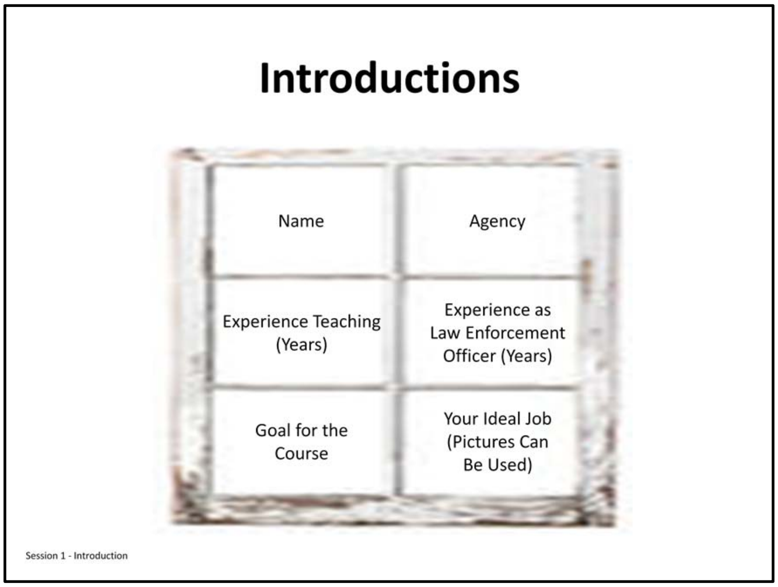
Course Evaluation

Session 1 - Introduction



D. <u>INTRODUCTION</u>

ACTIVITY: Windowpane



Introductions

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

Name: ____

Experience: ____

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Goal for the course: ____

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Your ideal job:

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EXPECTATIONS
Session 1 - Introduction

E. <u>FINAL PARTICIPATION DEMONSTRATION</u>

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

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

F. QUESTIONS AND/OR CONCERNS


DWI Detection & SFST Instructor Development Course
Session 2 – Starting the Learning Conversation
NHTSA
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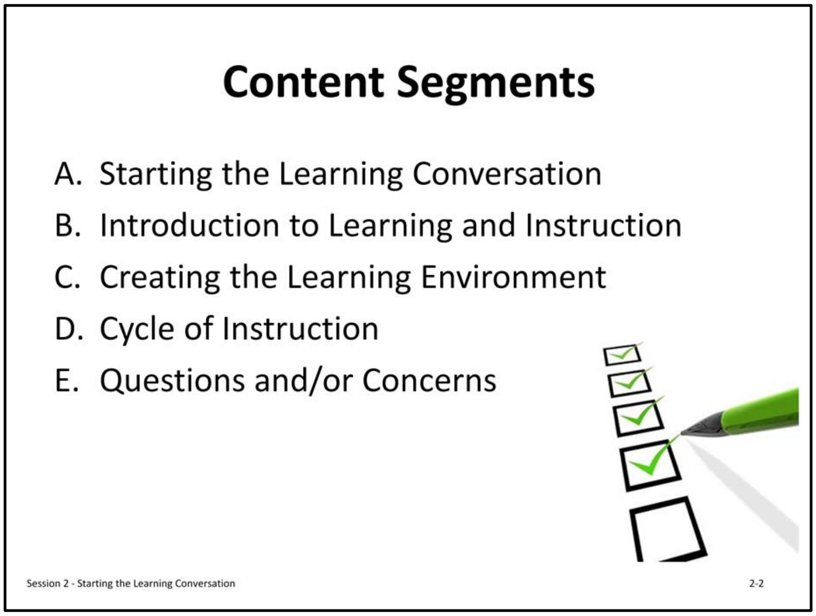
February, 2017



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

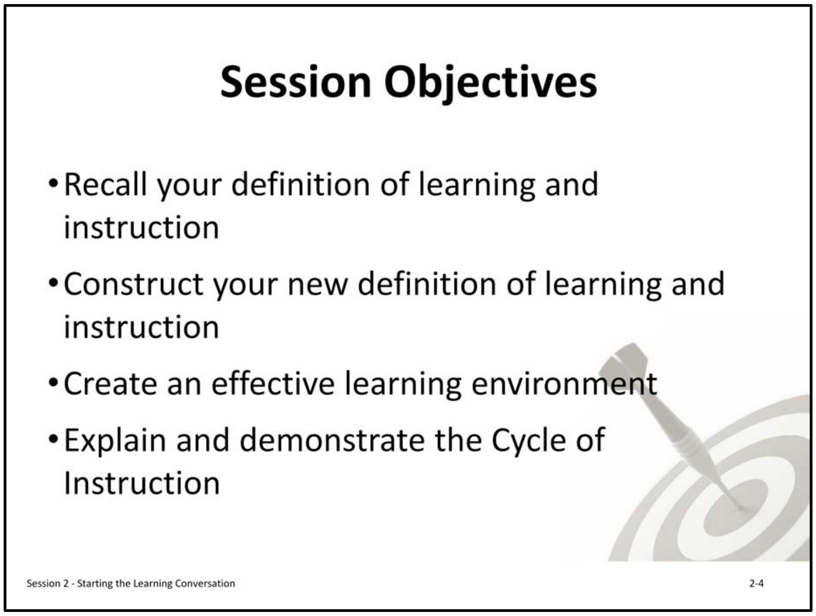
Session Objectives

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

Contents

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

Session 2: Starting a Learning Conversation

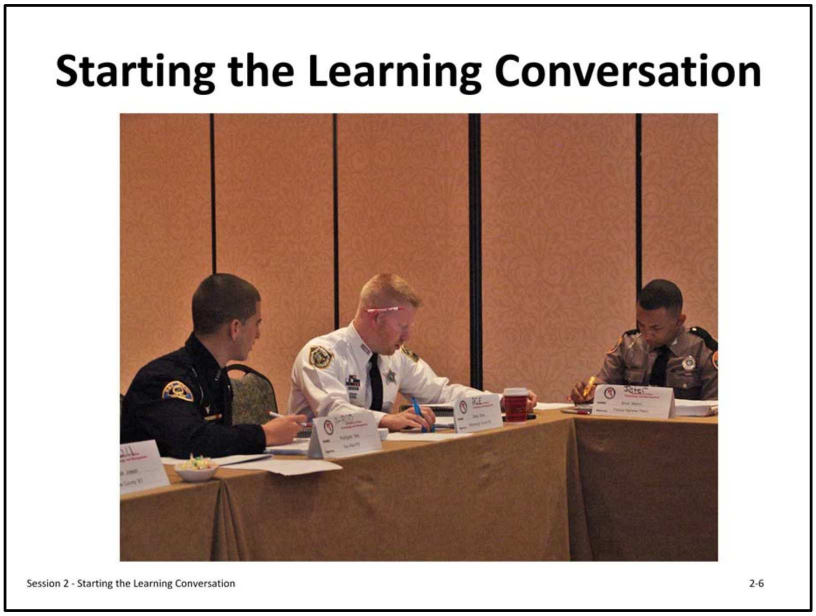


Session Objectives

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

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

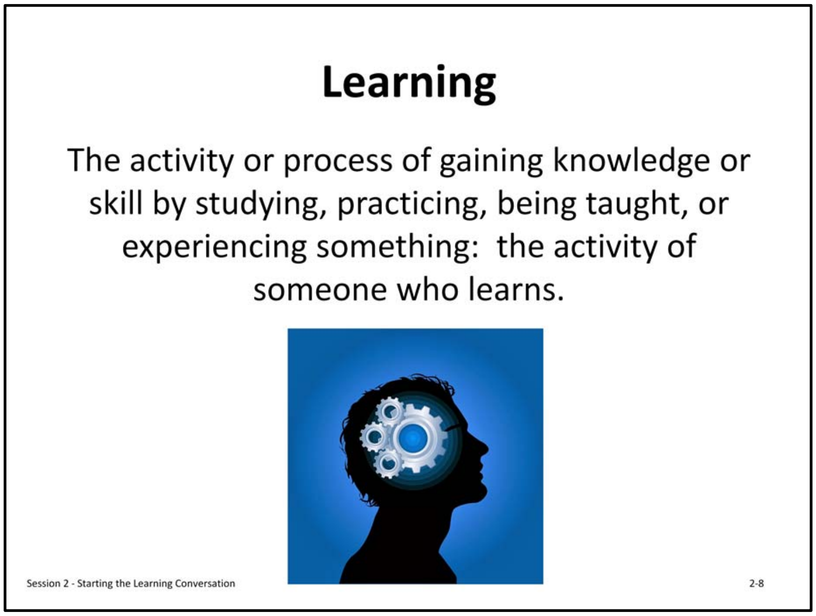
A. STARTING THE LEARNING CONVERSATION



Team Activity

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

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



What is learning?

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

At its core, the learning process is about _________________.

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

Domains of Learning

The three DOMAINS OF LEARNING are:

- Cognitive Domain
- Psychomotor Domain
- Affective Domain

Every job requires learning in all three Domains and involves:

- Knowledge
- Skills
- Attitude

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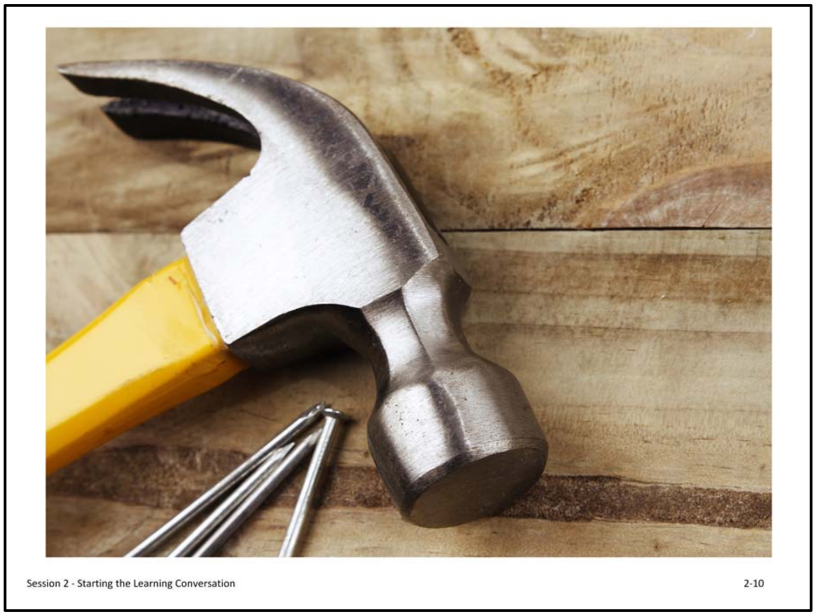


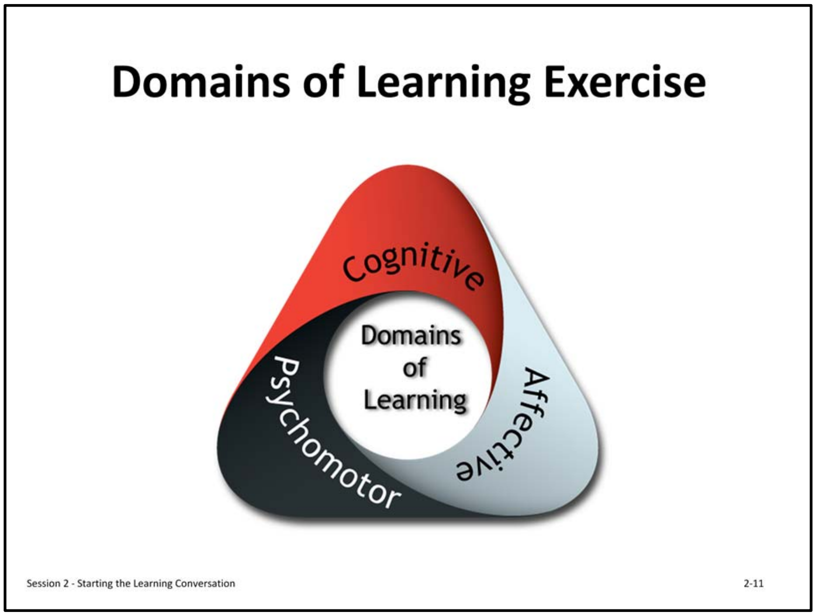
Every job, no matter how basic, requires the person who performs the job have some basic knowledge that can be used. If you don't possess that knowledge, you won't perform the job very well.

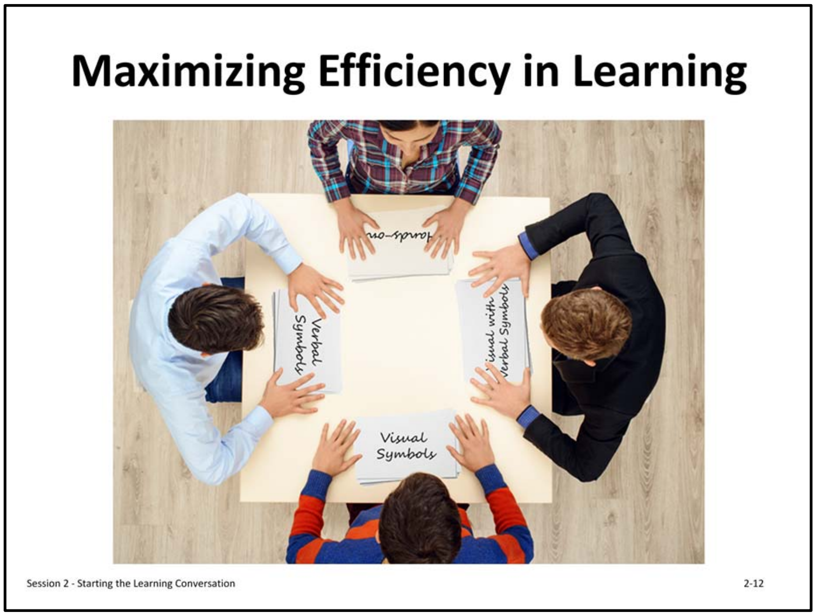
Every job, no matter how simple, requires the job performer be able to carry out some type of skills. If you don't have some skills, you won't perform the job well.

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

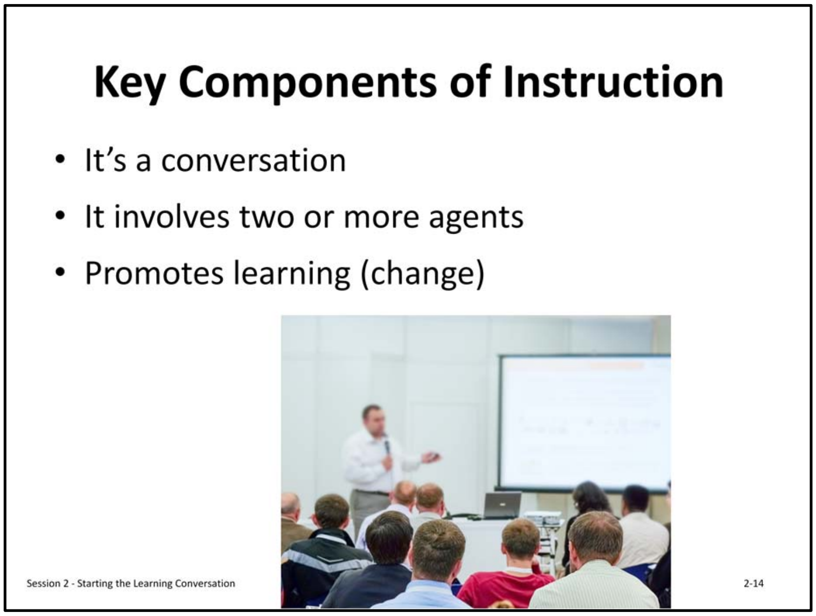
For every job you can perform well, somewhere along the way you learned the knowledge the job requires, and you learned the skills it requires, and you learned the attitudes it requires.

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


Domains of Learning Exercise
Cognitive
Domains
of
Learning
Affective
Psychomotor
Session 2 - Starting the Learning Conversation
2-11


Maximizing Efficiency in Learning
Verbal Symbols
Visual Symbols
Session 2 - Starting the Learning Conversation
2-12

What is instruction?



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

The three key components in the definition of instruction are:

1. ____

2. ____

3. ____

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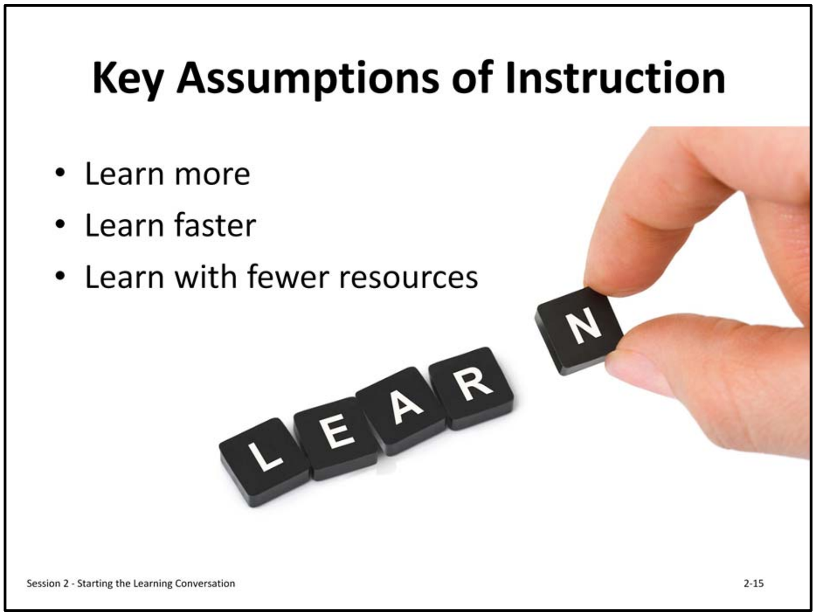
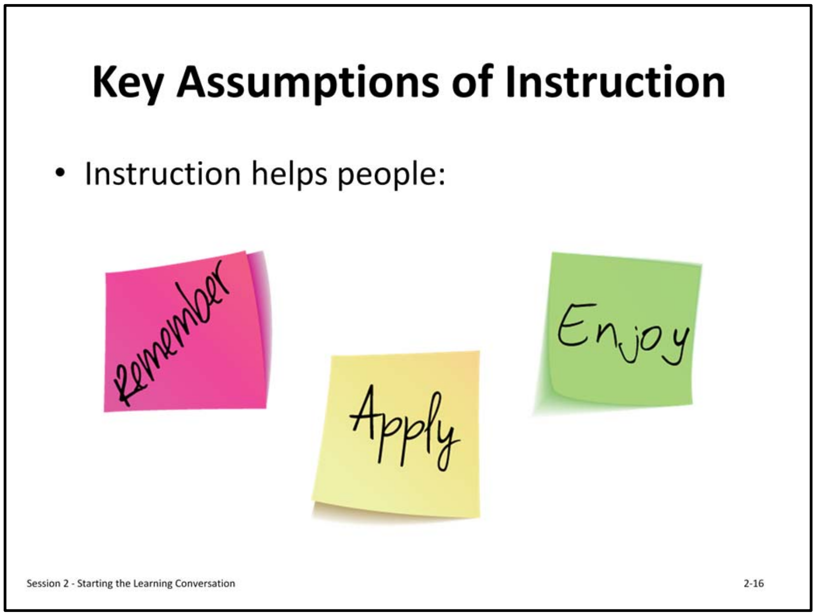


Instruction is NOT a natural process. It is an artificial process designed by human beings to help people:

- Learn more
- Learn faster
- Learn with fewer resources



In addition, instruction helps people by:

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

C. <u>CREATING THE LEARNING ENVIRONMENT</u>

It is the instructor's responsibility to create, within reason, an effective learning environment. The physical environment may include:

- Training location (academy vs. hotel)
- Safety concerns (exits, fire alarms, medical equipment)
- Safety protocols
- Room size
- Room temperature
- Seating arrangement (U-shaped vs. classroom style)
- Audio visual equipment
- Training materials
- Visibility of visual aids
- Break areas
- Restrooms
- Availability of food and refreshments

The psychological environment may include elements to make it:

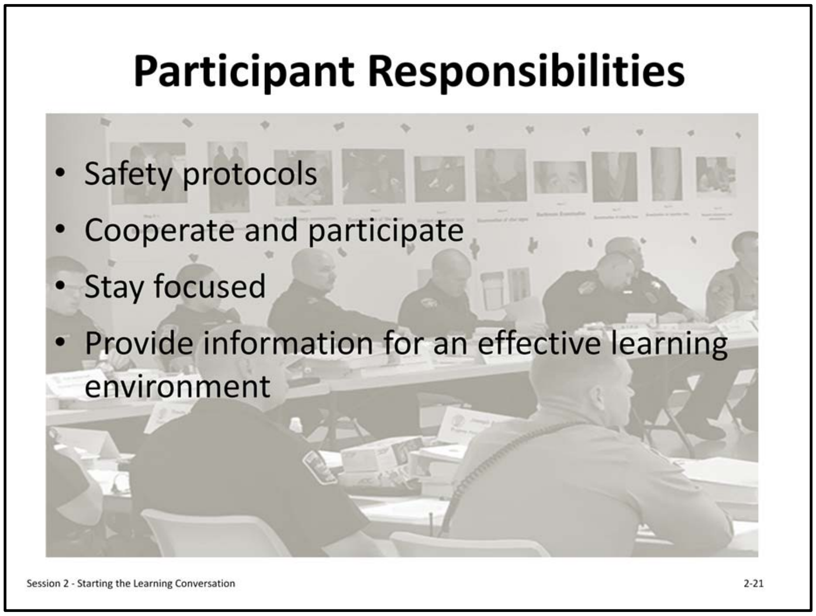
- Friendly
- Encouraging
- Helpful
- Non-Intimidating
- Limiting distractions

Learning Environment Activity

Session 2 - Starting the Learning Conversation 2-19

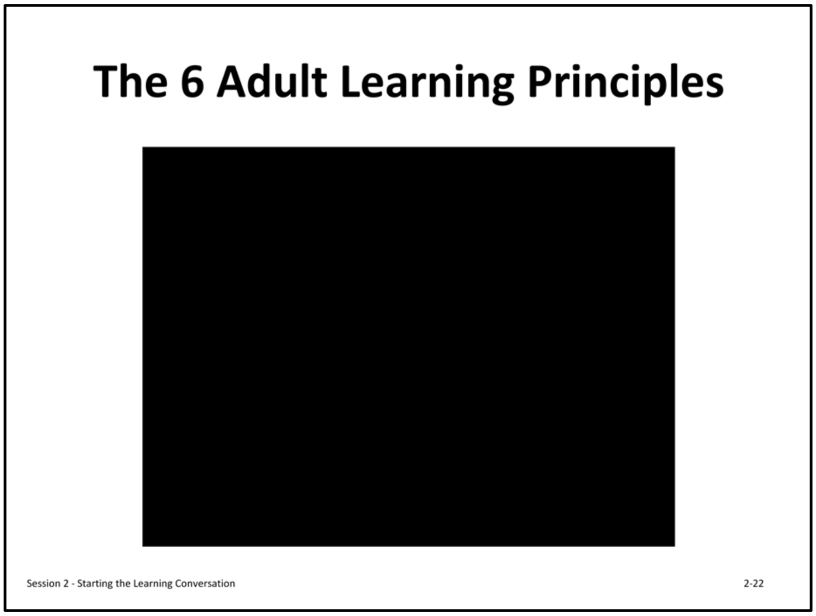
An instructor's basic responsibilities for creating an effective learning environment include:

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



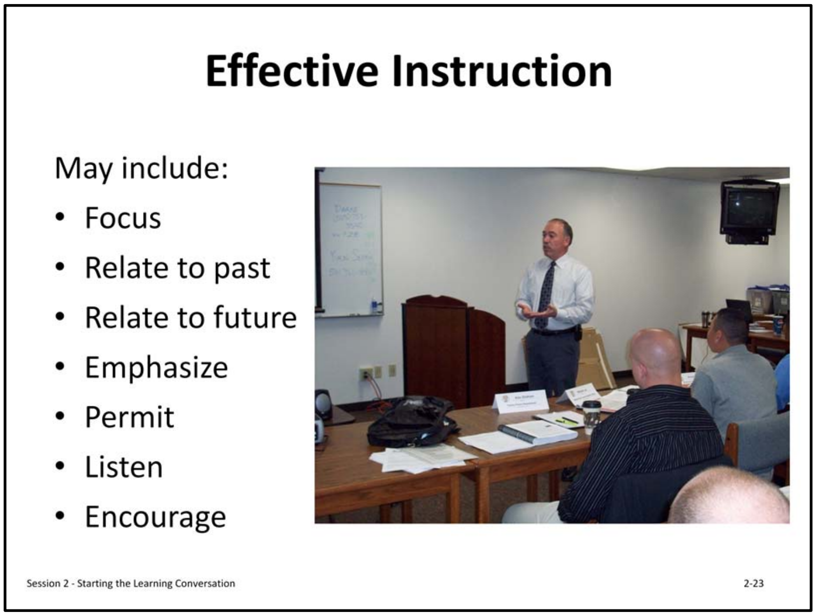
The participant's basic responsibilities for creating an effective learning environment include:

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



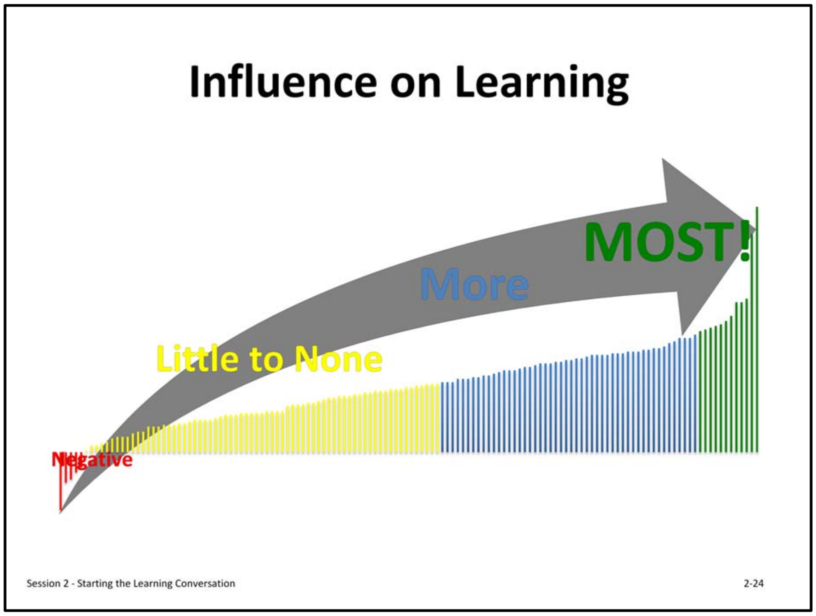
Six Adult Learning Principles:

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



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

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



D. CYCLE OF INSTRUCTION

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

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

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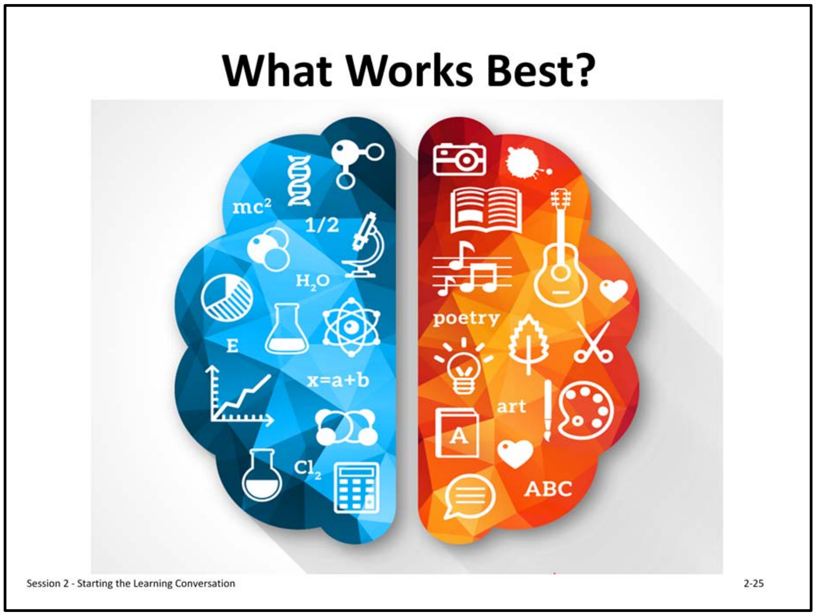
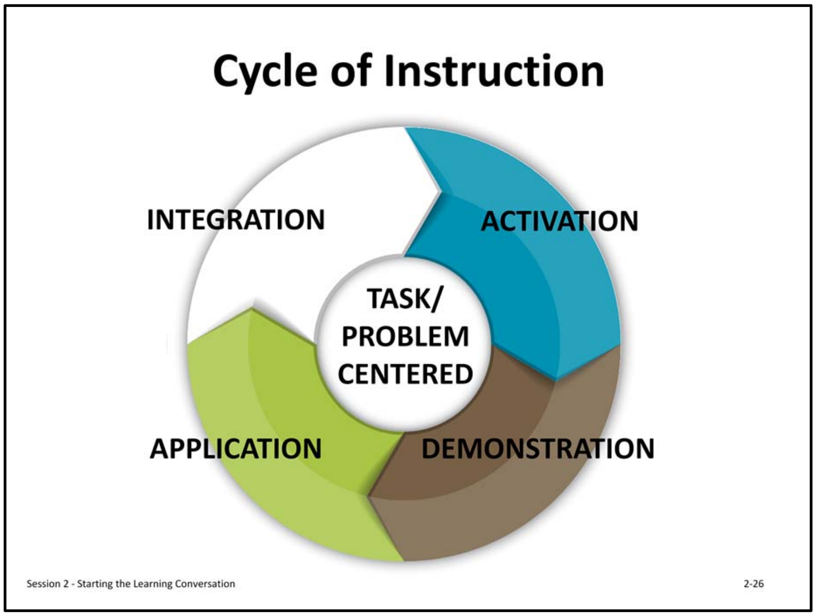


As you might imagine, learning researchers and instructional theorists have many different opinions about which instructional process works best. That's because the answer to "What works best?" is "It depends." It depends upon hundreds of factors, including:

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

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



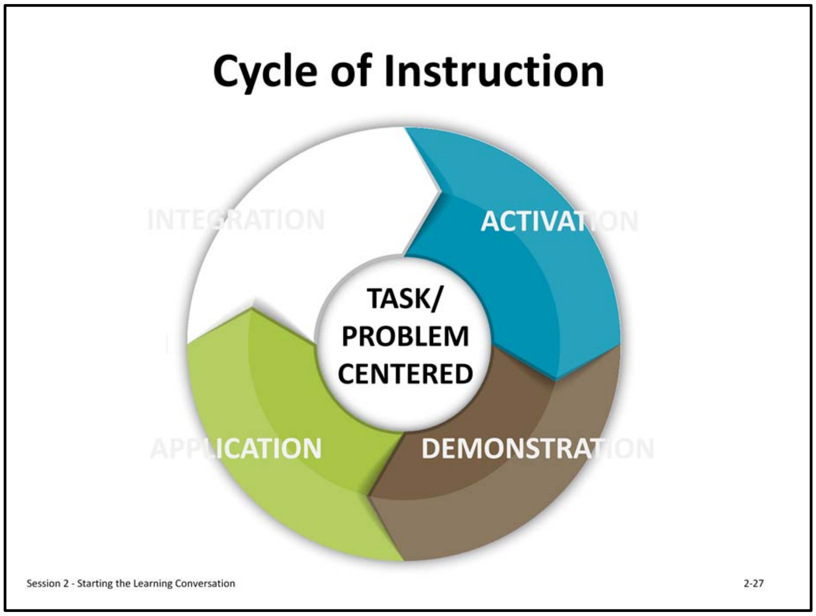
After a careful study of many different instructional design theories and after a thorough review of the research supporting these theories, most of the instructional design theories was found to have five principles in common. These "First Principles of Instruction" include:

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

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

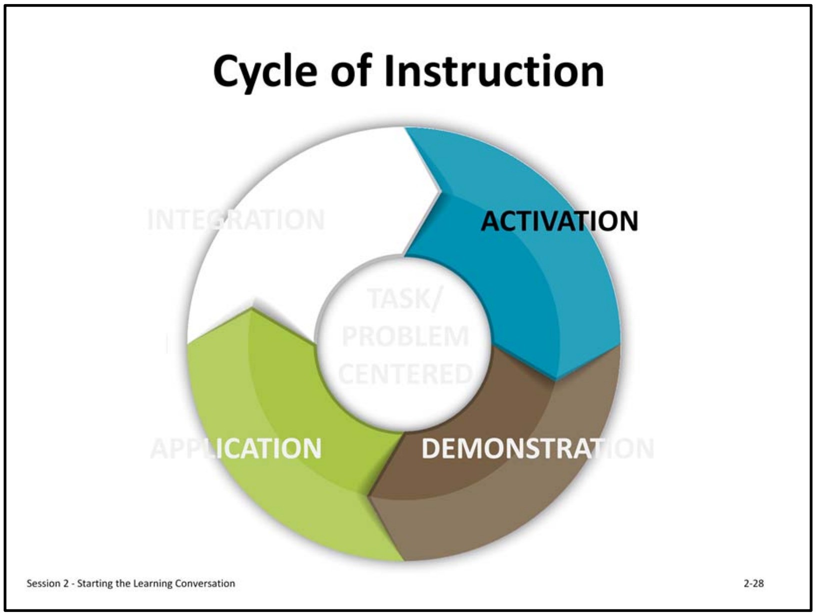
These principles may be applied to create a 4-phase cycle of instruction in which the participant identifies the Problem and then proceeds from Activation to Demonstration to Application and finally to Integration. Of course, it is possible to mix these phases in different sequences, but they are generally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

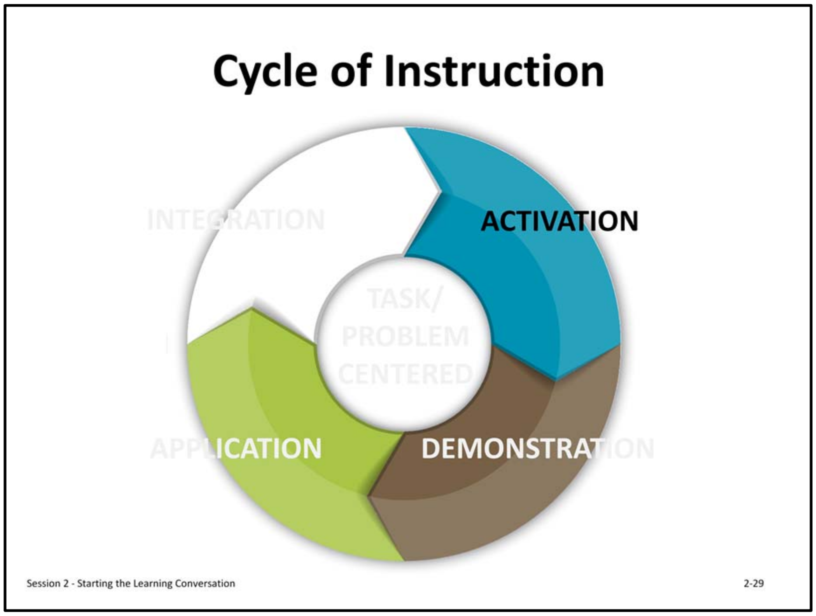
We will now review each of these principles in more detail.



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

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


Cycle of Instruction
INTEGRATION
ACTIVATION
TASK/
PROBLEM
CENTERED
APPLICATION
DEMONSTRATION
Session 2 - Starting the Learning Conversation
2-28



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

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

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

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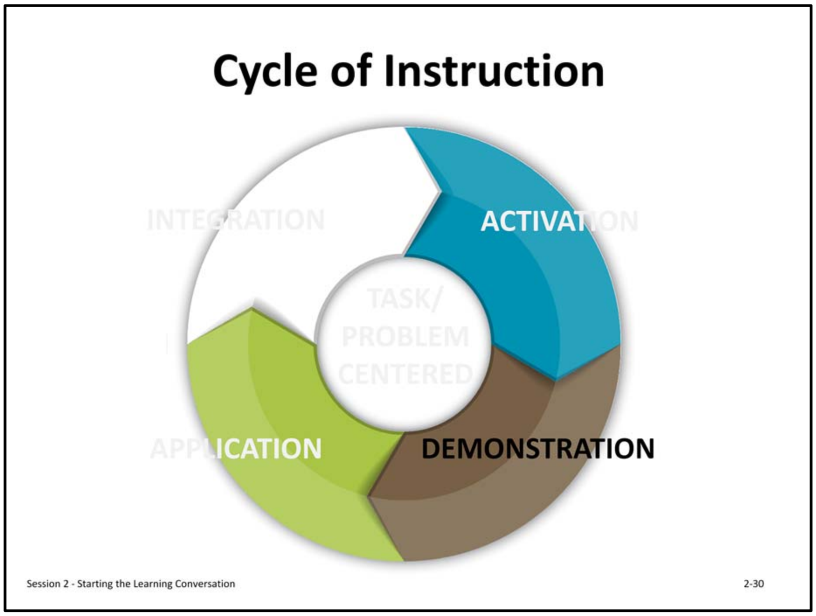
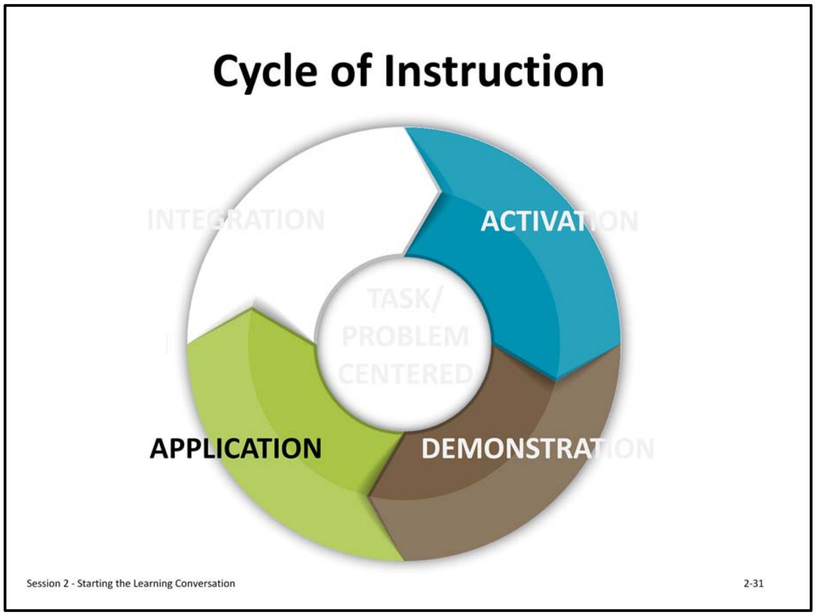


The purpose of the Demonstration Principle includes:

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

The Demonstration Principle should be incorporated in the design of every learning conversation due to the following:

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

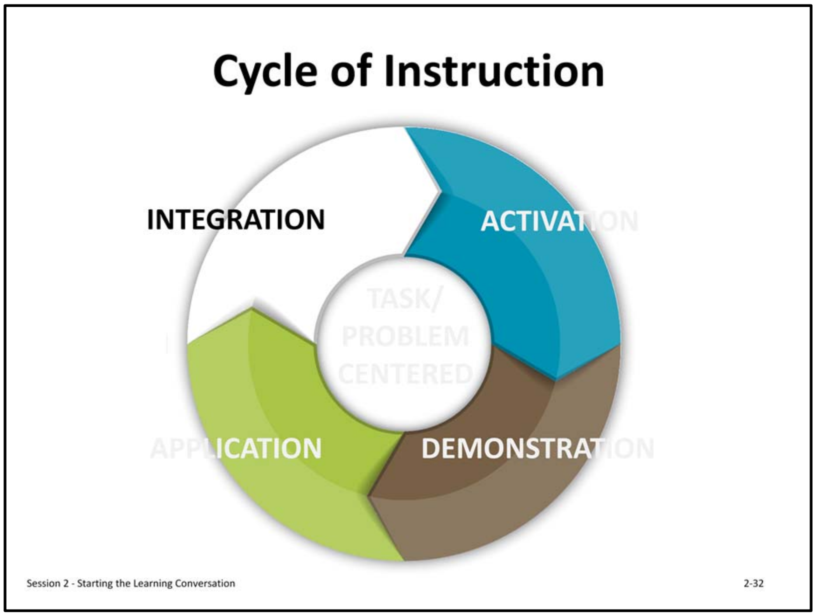


The Application Principle should be incorporated in the design of every learning conversation due to:

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

The purpose of the Application Principle includes the following points:

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

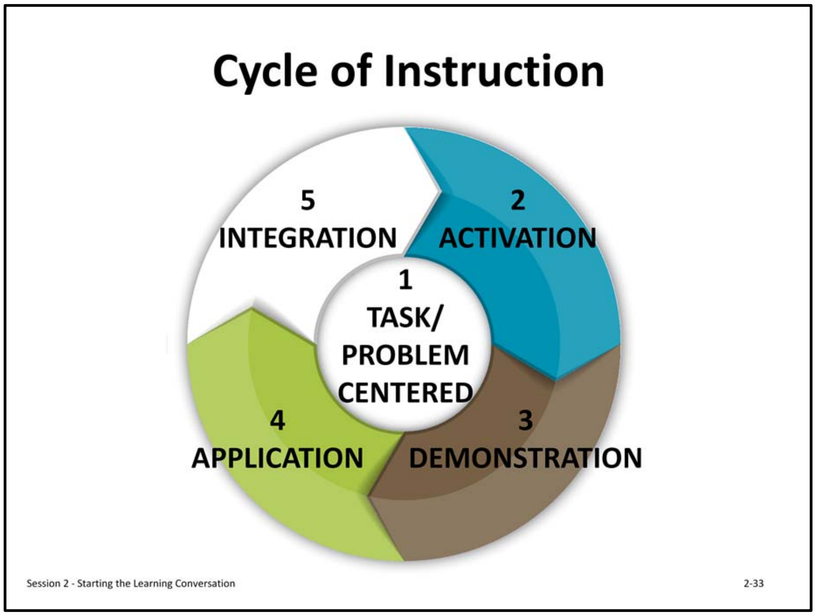


The Integration Principle should be incorporated in the design of every learning conversation:

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

The purpose of the Integration Principle includes the following:

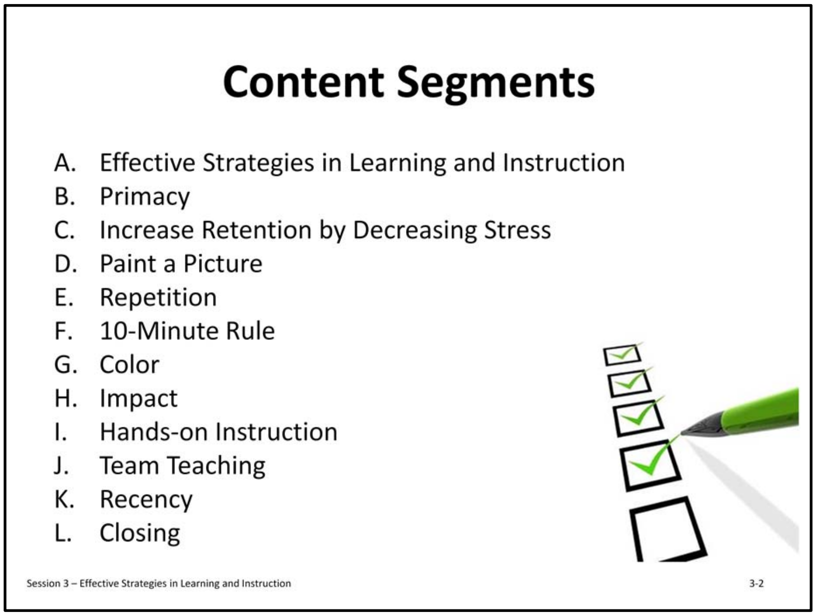
- Purposeful integration of the new skills into regular work tasks ensures the skills will continue to be improved
- Periodic reflection and review of previous learning increases the ability of the participants to retain their knowledge and skills in long-term memory. The integration of the skills into professional and personal activities will provide opportunities for reflection and review.
- Knowing the skills will be performed before others in real-world situations increases motivation to continue to learn and become more fluent in the skill



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

E. <u>QUESTIONS AND/OR CONCERNS</u>


DWI Detection & SFST Instructor Development Course
Session 3 – Effective Strategies in Learning and Instruction
NHTSA
TSI
February, 2017



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

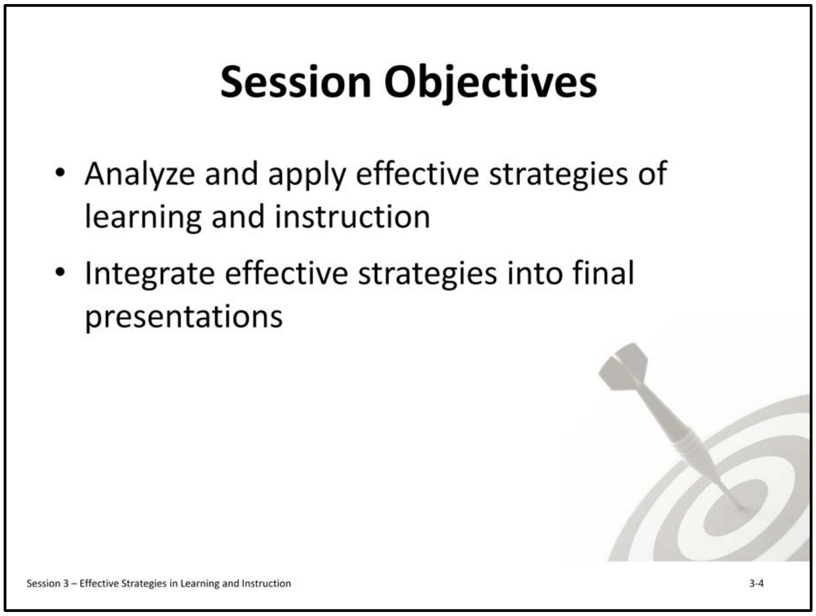
Session Objectives

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

Contents

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

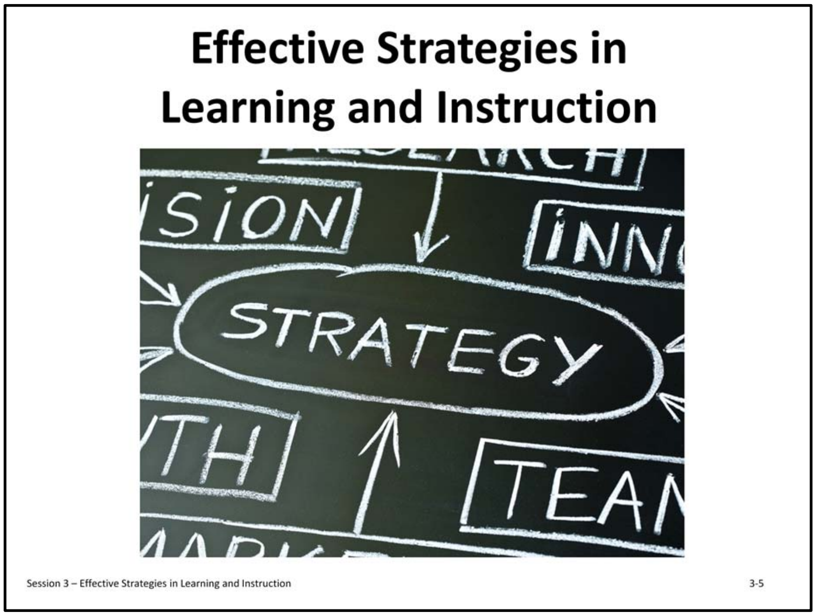
Session 3: Effective Strategies in Learning and Instruction



<u>Session Objectives</u>

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

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



A. <u>EFFECTIVE STRATEGIES IN LEARNING AND INSTRUCTION</u>

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

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

B. <u>PRIMACY</u>

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

C. <u>INCREASE RETENTION BY DECREASING STRESS</u>

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

- Actions of the Instructor and Participants
- The environment
- Uncertainty

Instructors must continually work to reduce their participants' stress if they want their participants to learn. Ways to reduce participants' stress may include:

- Being friendly (smile) and using humor
- Give appropriate praise
- Use relevant video clips or appropriate stories
- Reward people who participate (candy, gifts or other items)

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D. <u>PAINT A PICTURE</u>

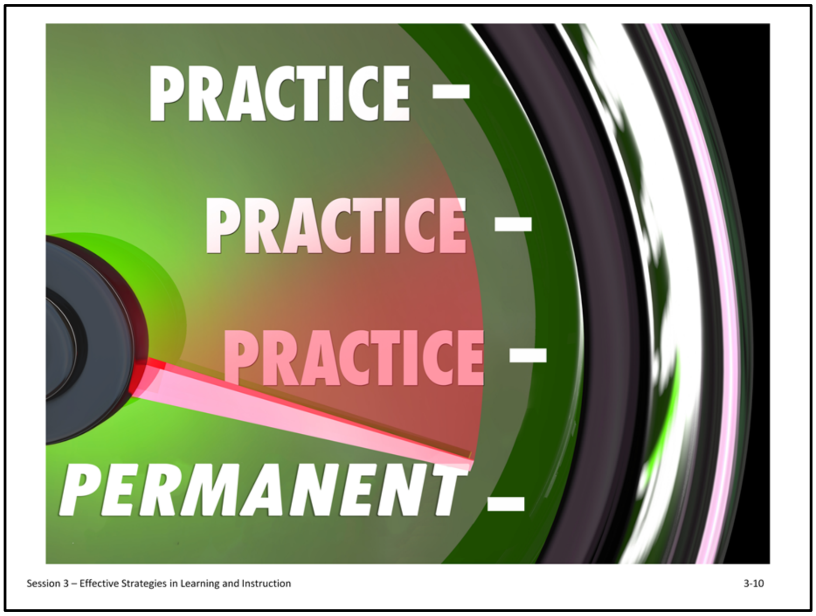
We learn and remember best through pictures not through written or spoken words. The rule of thumb is you will get three times better recall for visual information than for oral alone. However, you will get six times better recall for information that is simultaneously oral and visual.

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

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

E. <u>REPETITION</u>

Question #1: What was President Lincoln's middle name?
Question #2: What was the first product to have a bar code?
Question #3: What is a group of frogs called?
Question #4: What is the plastic cover at the end of a shoelace called?



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

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

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

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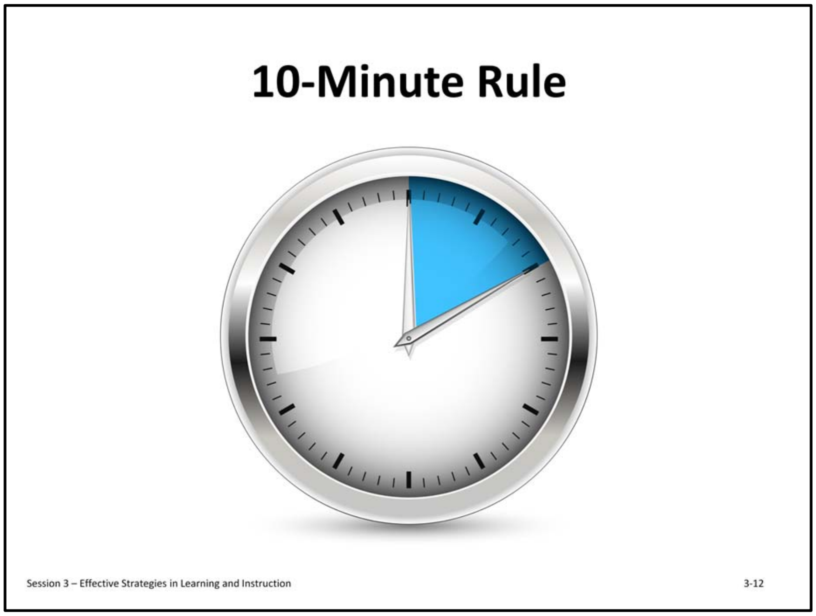
Team Teaching Techniques

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

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

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



F. <u>10-MINUTE RULE</u>

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

For example:

- Short Demonstration
- Video
- Activity
- Discussion
- Purposeful Movement
- Tone of Voice

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G. COLOR

Effective use of color can increase communication speed, accuracy, and retention. However, it must be relevant to what is being learned. Overuse of colors, or choosing the wrong color can be distracting or lead to cognitive overload. Your color choice may make people feel a certain way or remember certain information. Your choice of color should appropriately reflect the value or point you are attempting to convey.

- Color gains attention (Example: Use of color in traffic signs)
- Color enables memory (Association of color with facts to improve recall)
- Colors have meaning (Use appropriate colors to the culture of your audience)

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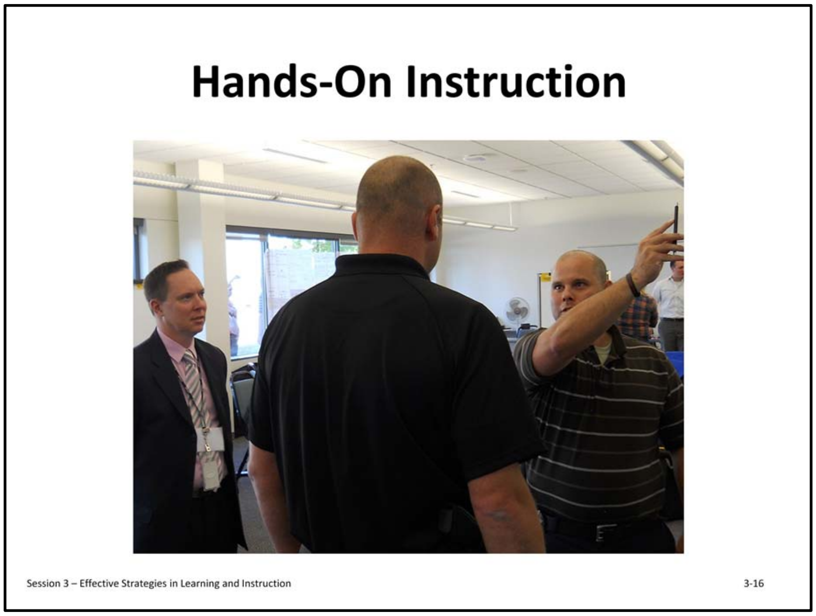
Impact
Session 3 – Effective Strategies in Learning and Instruction
3-14

H. <u>IMPACT</u>

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

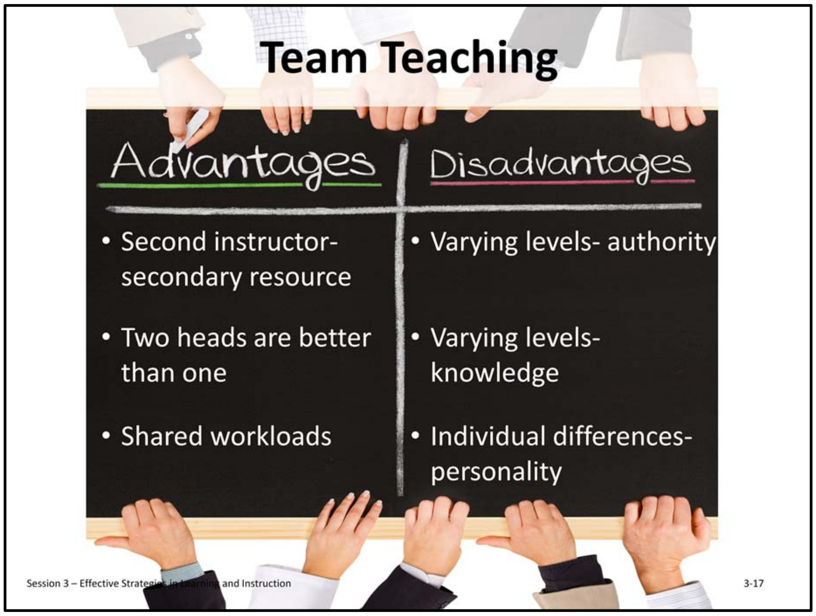
The whole range of emotions is effective.

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



I. <u>HANDS-ON INSTRUCTION</u>

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



J. TEAM TEACHING

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

There are advantages and disadvantages to team teaching:

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

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

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

Address differences outside of the classroom.

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

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

K. RECENCY

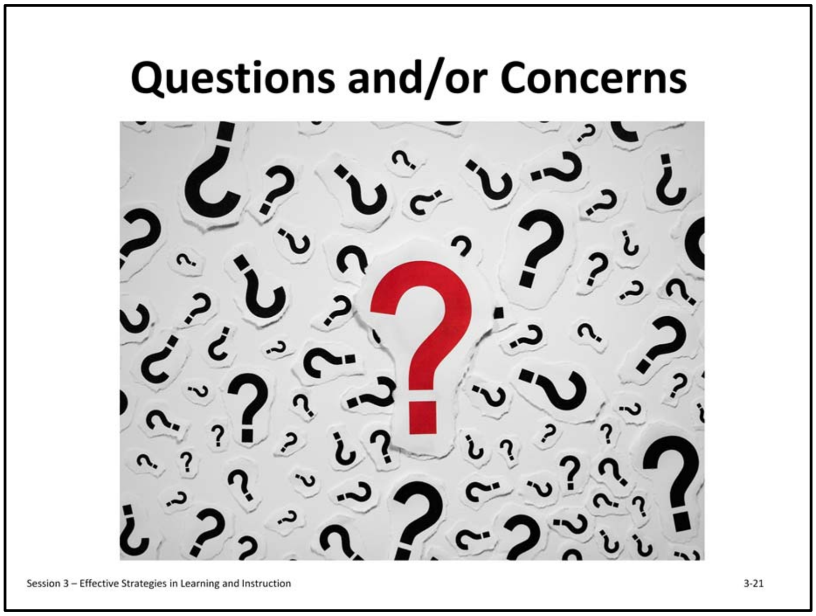
We recall what we hear first and last. Information in the middle is lost due to the passage of time and the mind-wandering of the participant. Begin strong and end strong. Close each presentation by repeating and reemphasizing your most important points. Basically, reemphasize what you chose to begin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

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

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

SFST in 60 Seconds

Session 3 – Effective Strategies in Learning and Instruction 3-20


Questions and/or Concerns
Session 3 – Effective Strategies in Learning and Instruction
3-21

L. <u>CLOSING</u>

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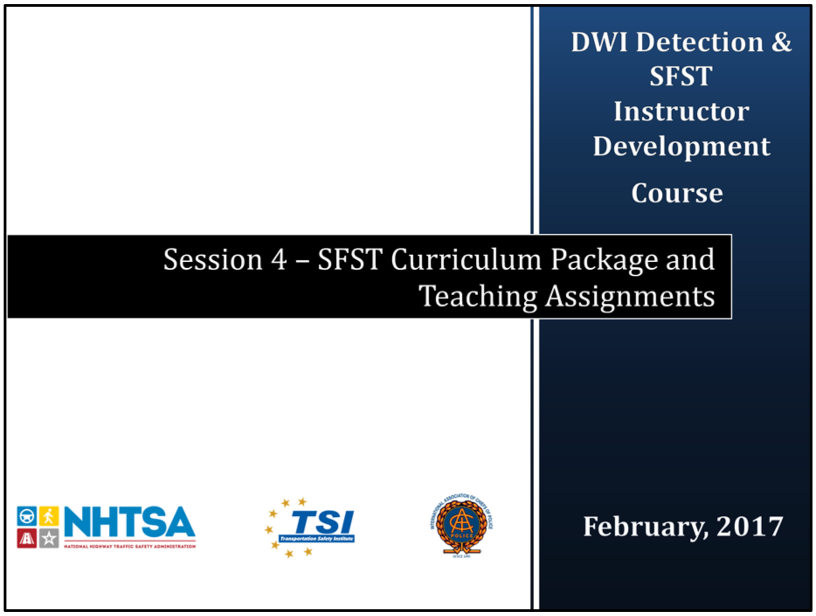
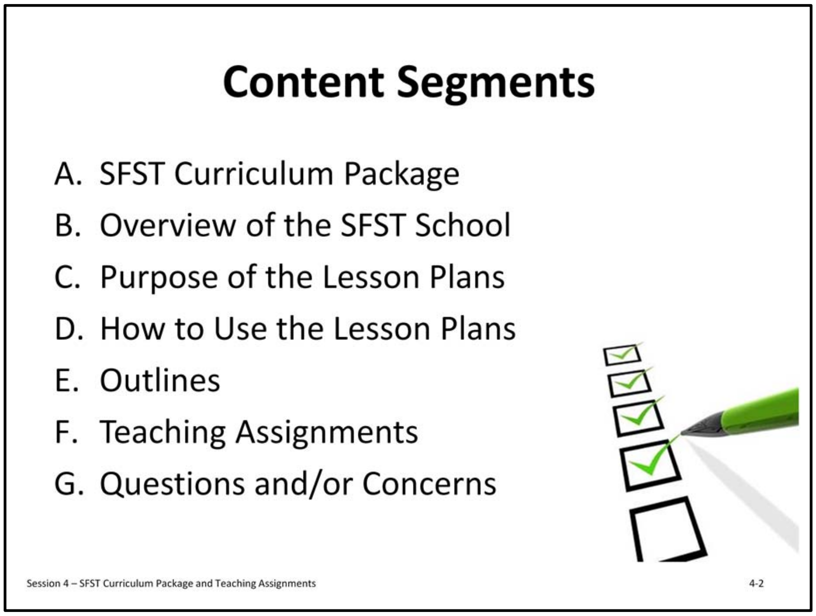

DWI Detection & SFST Instructor Development Course
Session 4 – SFST Curriculum Package and Teaching Assignments
February, 2017

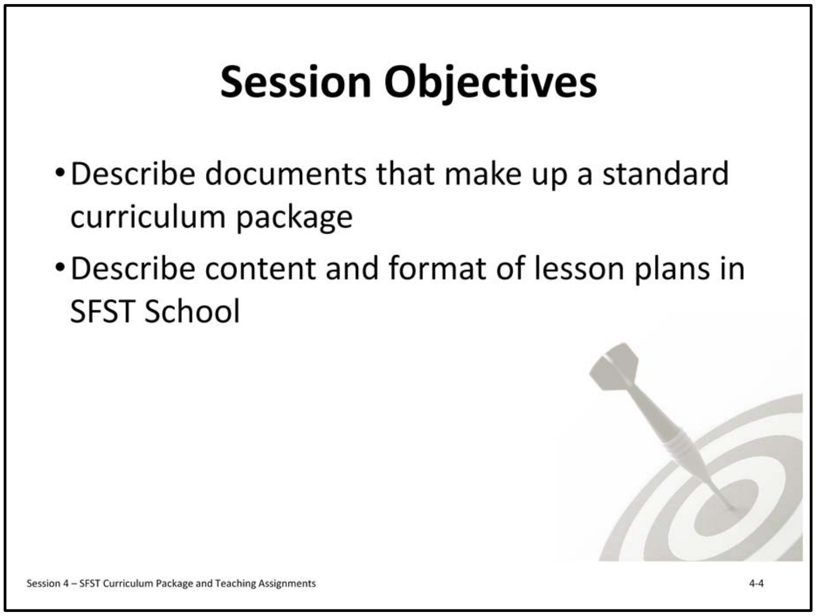


Session 4: SFST Curriculum Package and Teaching Assignments
Estimated time for Session 4: 2 Hours (depending on class size)

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

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

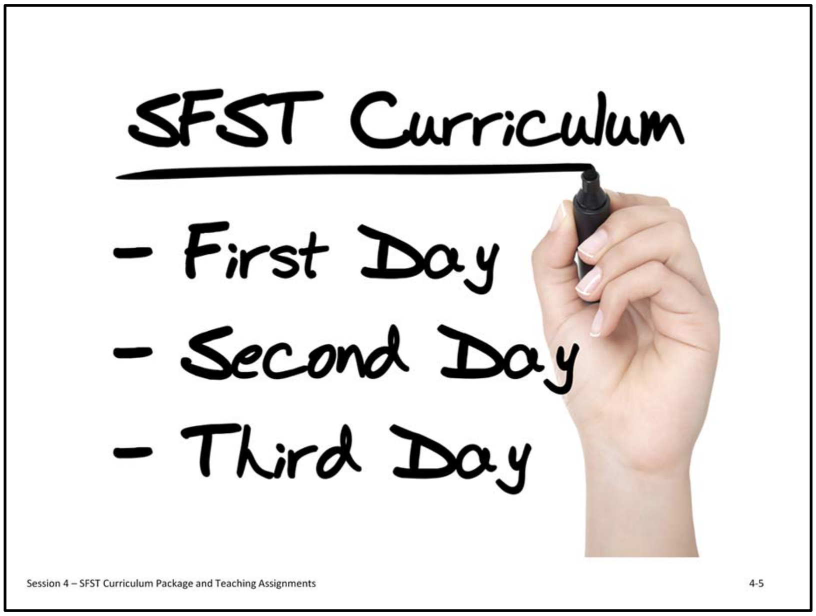
Session 4: SFST Curriculum Package and Teaching Assignments



Session Objectives

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

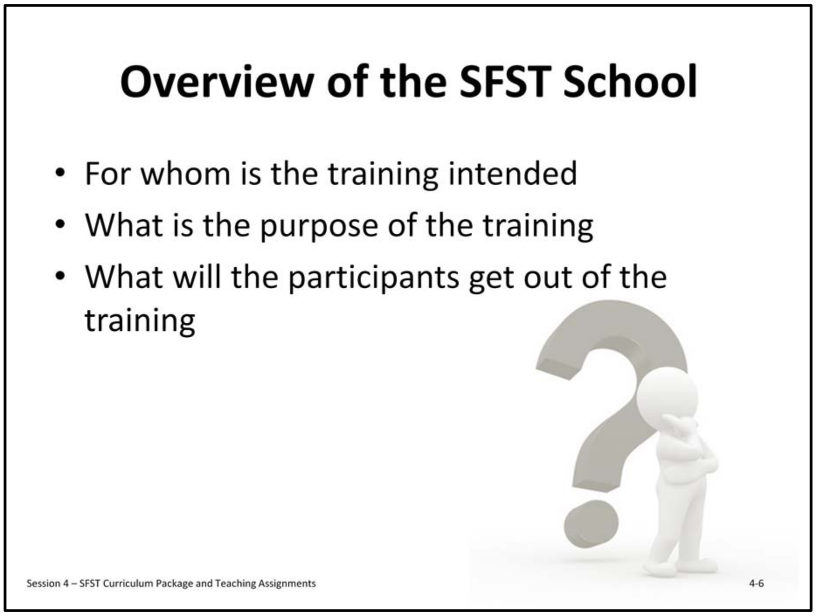
- Describe the documents that make up a standard curriculum package
- Describe the content and format of the lesson plans in the SFST School



A. SFST CURRICULUM PACKAGE

The full course spans three full days.

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



B. <u>OVERVIEW OF THE SFST SCHOOL</u>

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

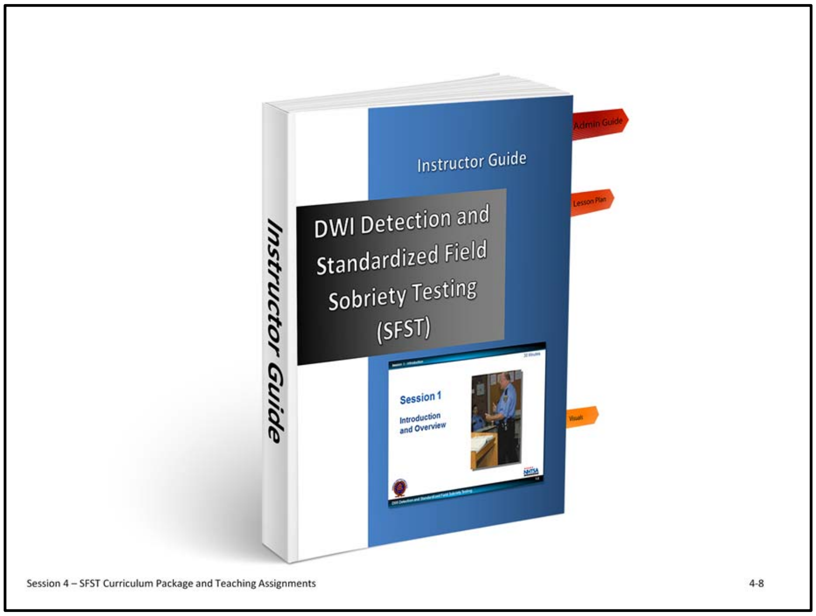
- **What is the purpose of the training?** To increase arrests for DWI as a means of deterring DWI violators

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

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

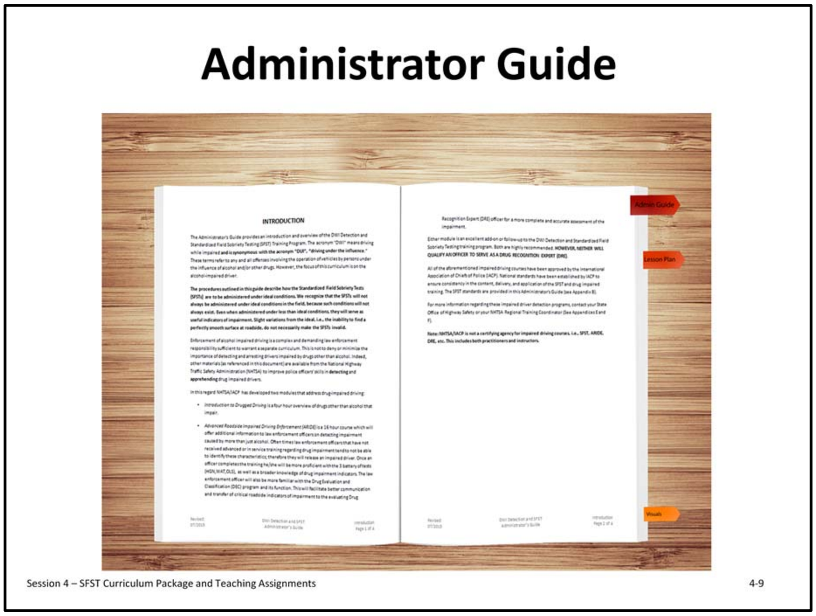
- **What activities take place during the training?** The major learning activity in the SFST Course is <u>hands-on practice</u>

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



The Instructor guide contains three things:

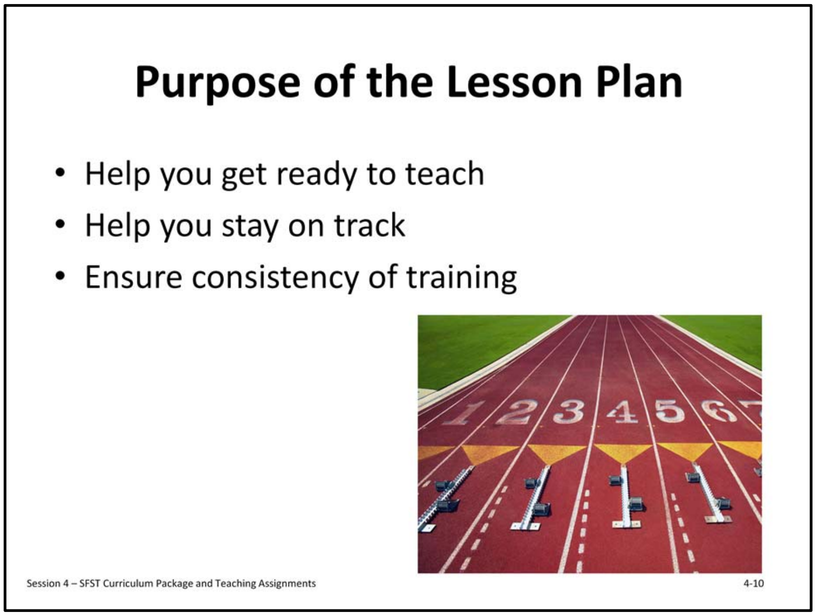
- Administrator Guide
- Lesson Plans
- Visuals



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

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

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



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

Lesson plans have three main purposes.

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

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

2. **Help you stay on track**

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

3. **Ensure consistency of training**

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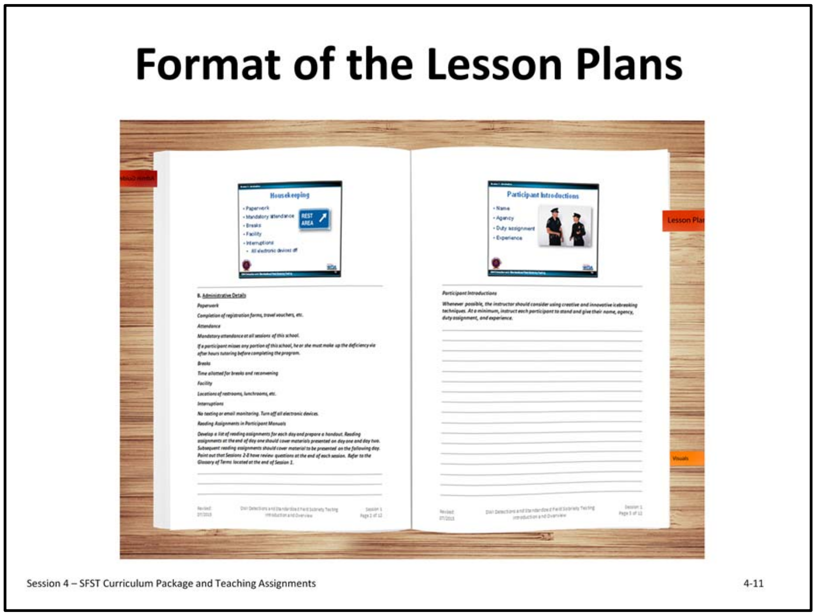


<u>Format of the Lesson Plans</u>

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

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

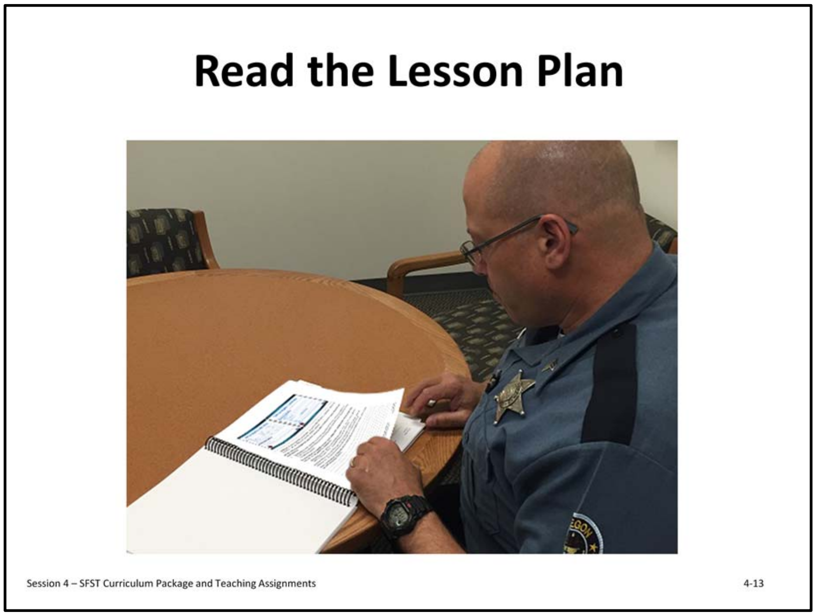
- The second page of a set of lesson plans is the outline page
    - The outline page lists the learning objectives for the session, i.e., states what the participant will be able to <u>do</u> after successfully completing the session
    - The outline page also lists the <u>content segments</u> of the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

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

Next, preview the content and the learning activities.

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

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

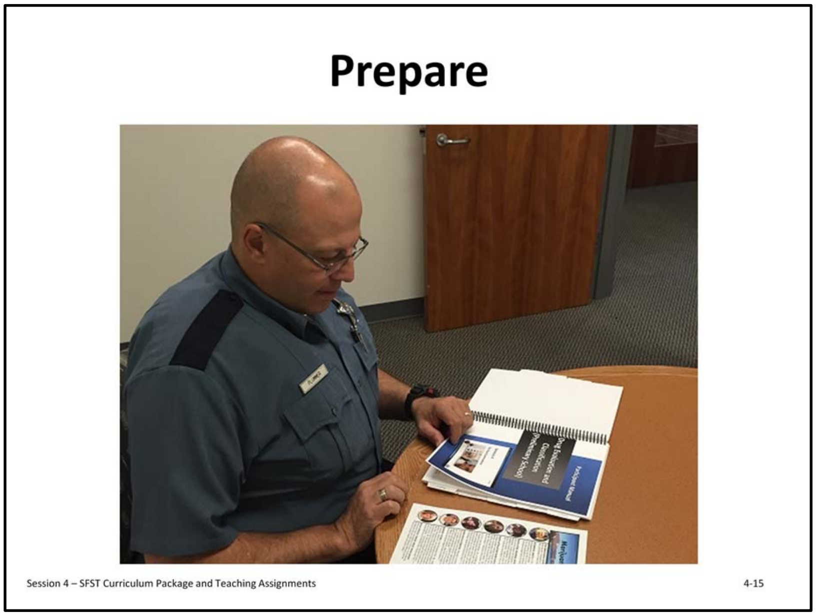


Read the Lesson Plan

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

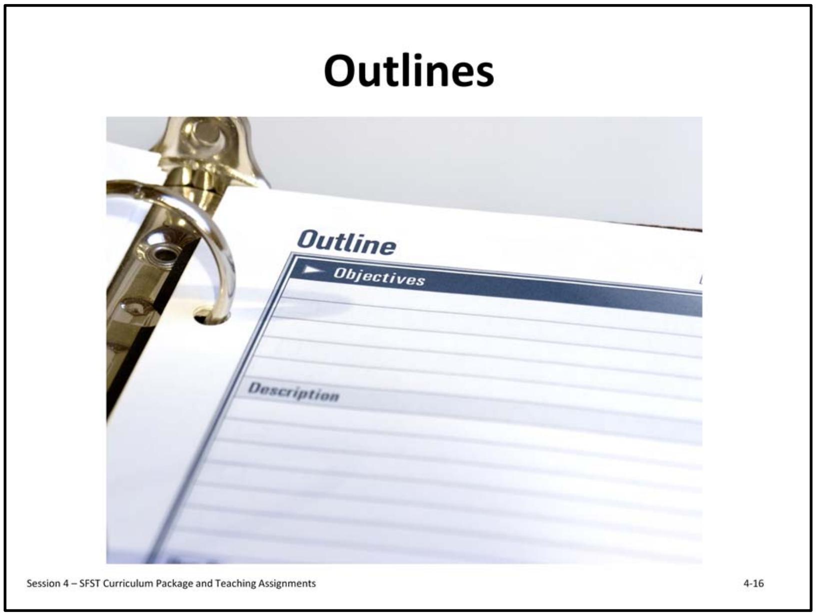
Personalize

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



Preparation

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



E. <u>OUTLINES</u>

Content Outline

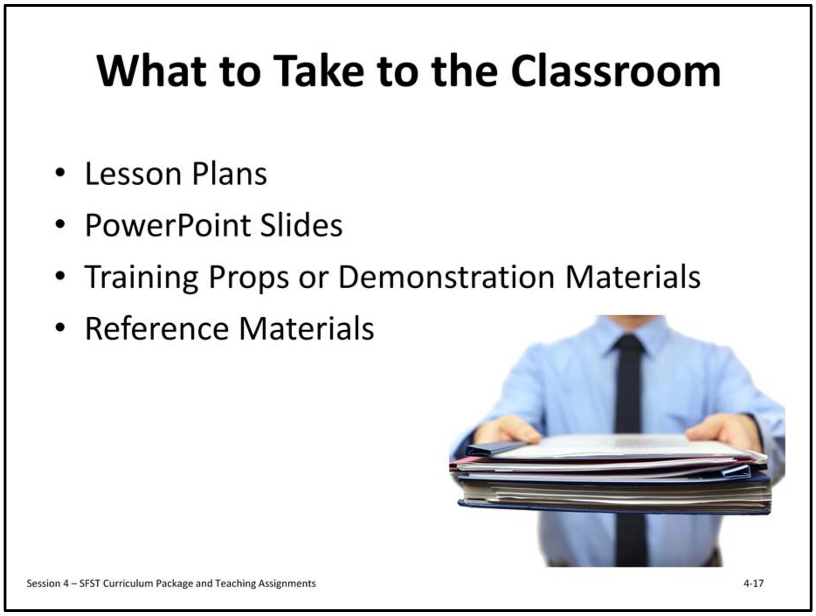
Describes what is included

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

Delivery Method Outline

Describes how the content is presented

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



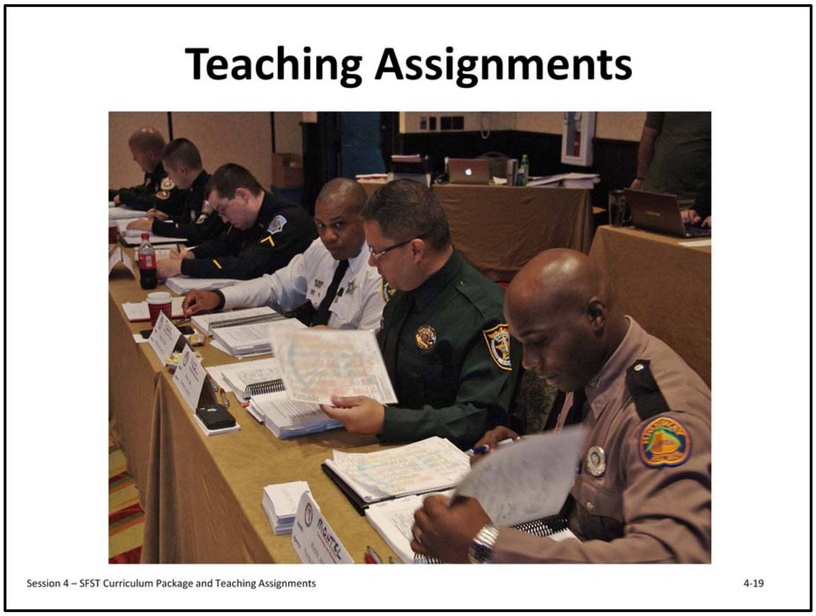
What to Take to the Classroom

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

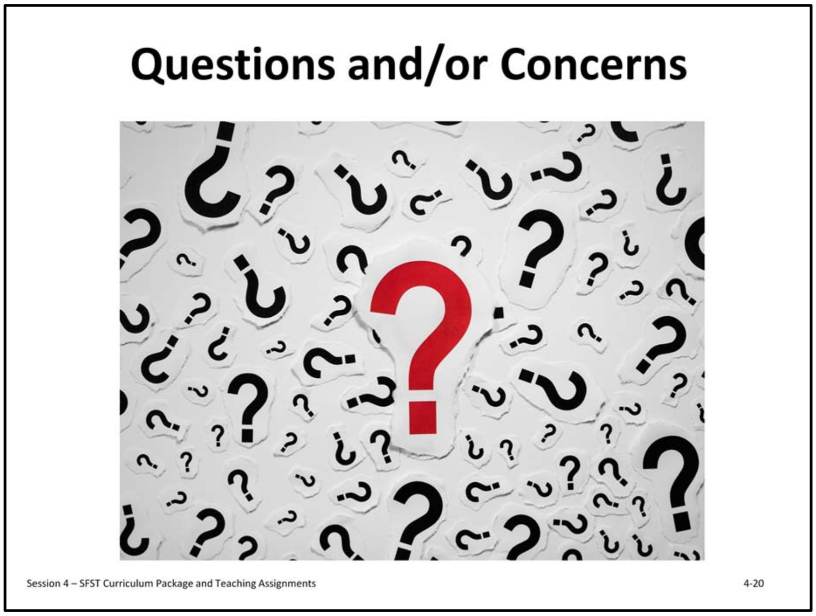
Trainers should incorporate their individual style into the delivery.

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

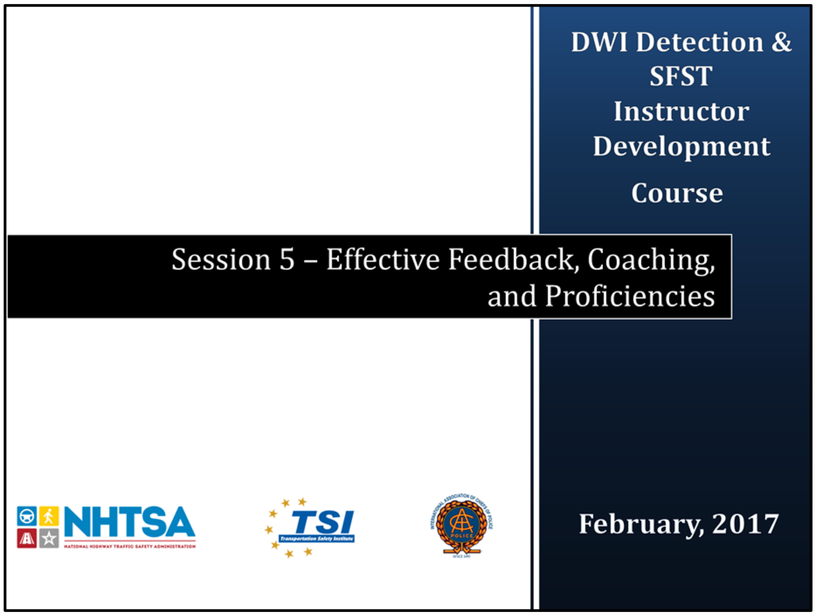
Small Group Curriculum Activity

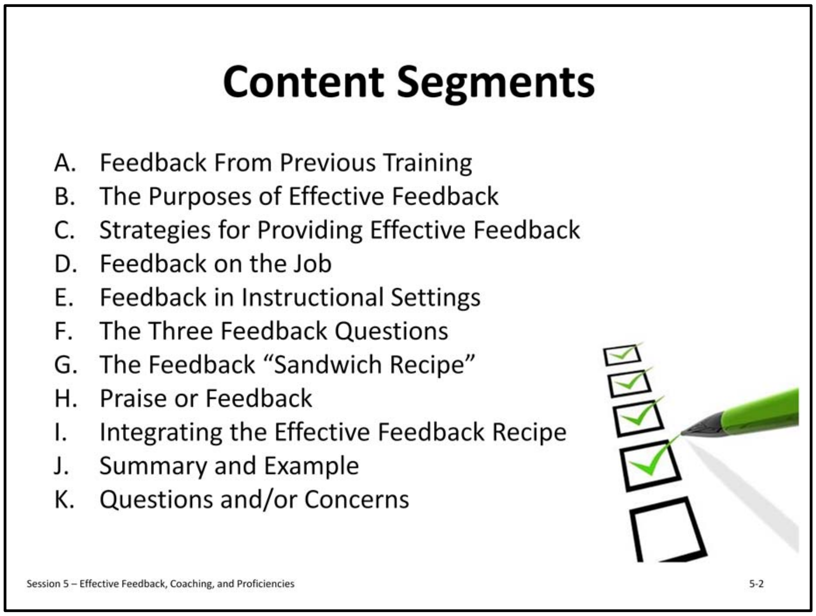


F. TEACHING ASSIGNMENTS



G. <u>QUESTIONS AND/OR CONCERNS</u>


DWI Detection &
SFST
Instructor
Development
Course
Session 5 – Effective Feedback, Coaching,
and Proficiencies
NHTSA
TSI
February, 2017

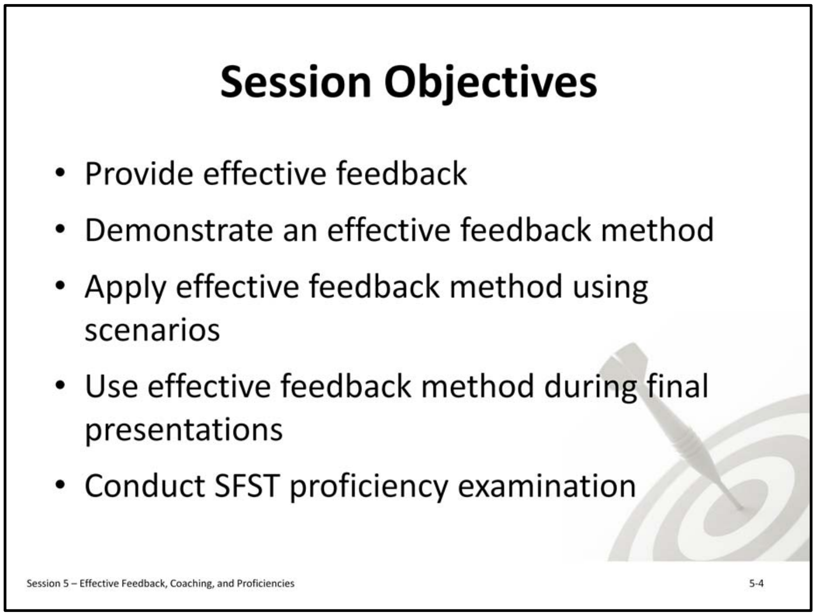


Session 5: Effective Feedback, Coaching, and Proficiencies
Estimated time for Session 5: 2 Hours (depending on class size)

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

Contents

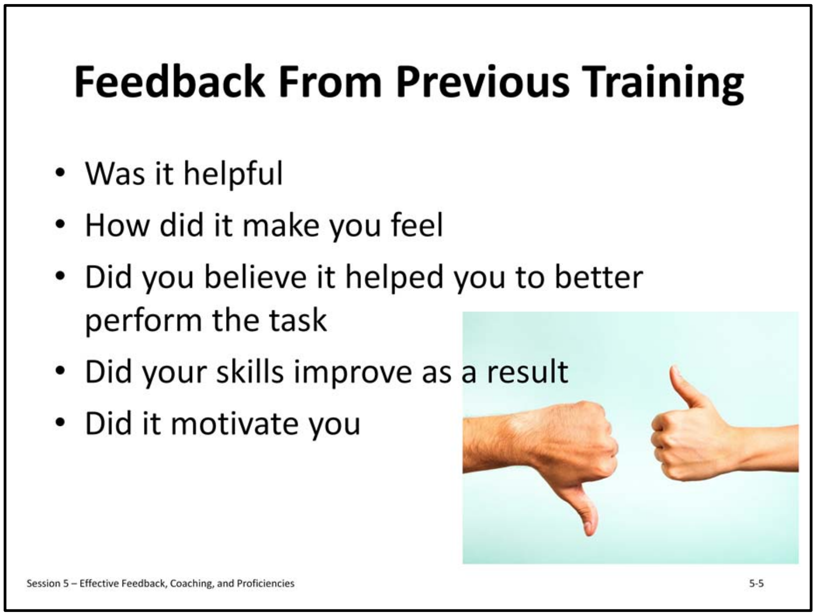
Session 5: Effective Feedback, Coaching, and Proficiencies



<u>Session Objectives</u>

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

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



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

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

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

Qualities of a Good Instructor

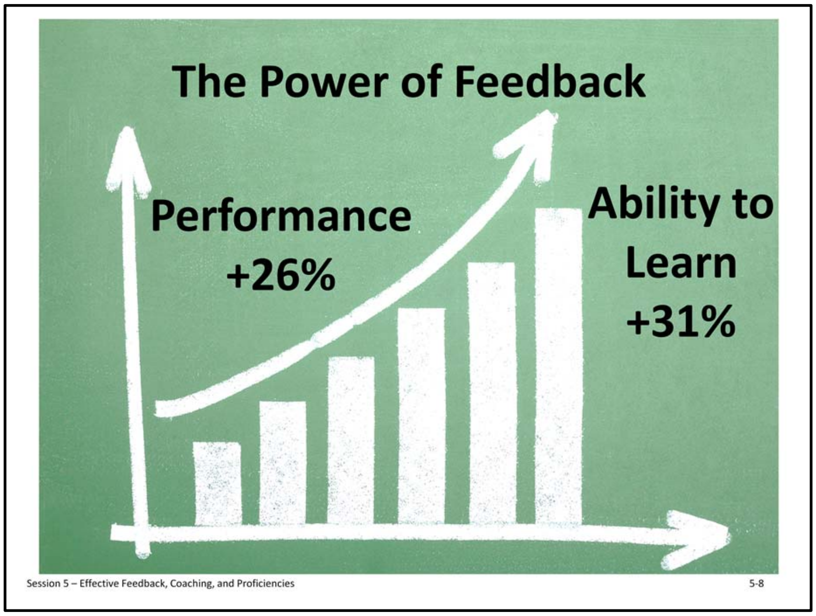
What does it take to be a good instructor?

Basic qualities are required for a good DWI instructor:

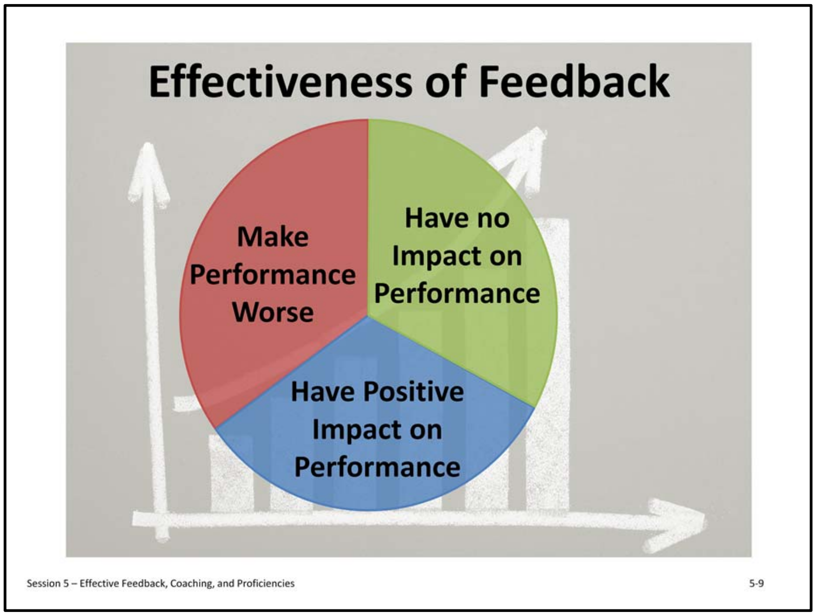
- The instructor must be able to present the tasks being taught
- The instructor must be able to coach participants to perform the task correctly
- The instructor must be able to evaluate the participants performing the tasks

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

- How can you PRESENT a task to the participant if you can't perform it yourself?
- How can you COACH a participant while the participant practices the task if you can't perform the task yourself?
    - Coaching skills:
        - Ability to offer feedback
        - Ability to deliver positive reinforcement
- How can you EVALUATE the participant if you don't know the correct way to perform the task?

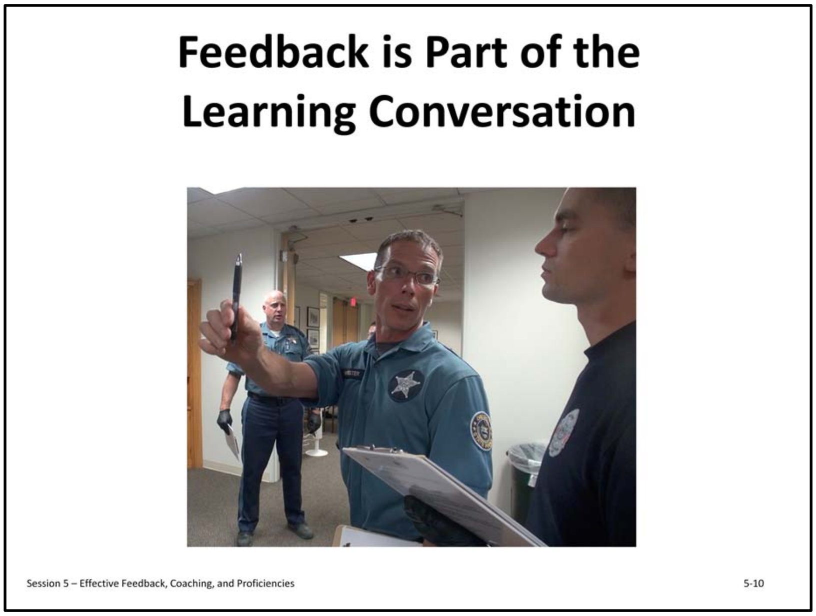


- Would you be interested in improving your performance by 26 percent?
- What if I could further improve your ability to learn by 31 percent?
- Are you interested?
- Our brains learn best when we get the right feedback, at the right time, to point us in the right direction



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

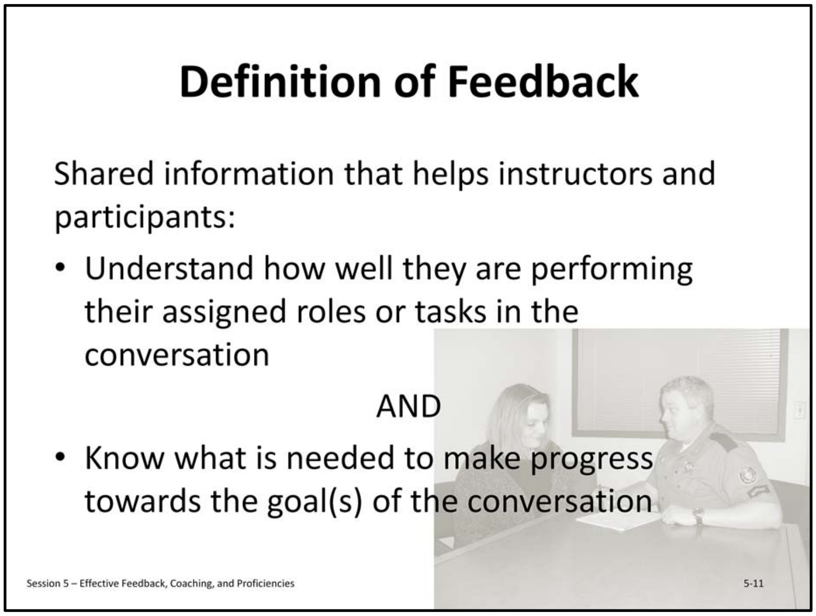
What is the key? In order to improve performance, the feedback needs to focus on giving people information that helps them see how well they are progressing towards a goal.



B. <u>THE PURPOSES OF EFFECTIVE FEEDBACK</u>

The most powerful and comprehensive metaphor we can use to design instruction is the metaphor of a conversation. There are four key characteristics of a conversation:

1. Information Exchange: Information is exchanged between people
2. Shared Purpose: There is a shared purpose to the exchange of information
3. Engaging: Everyone intends to engage one another in the conversation
4. Listening: Everyone is willing to listen and think before responding



Feedback can be defined as any shared information that helps instructors and participants:

- Understand how well they are performing their assigned roles or tasks in the conversation
- Know what is needed to make progress towards the goal(s) of the conversation

In general, feedback will be exchanged to:

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

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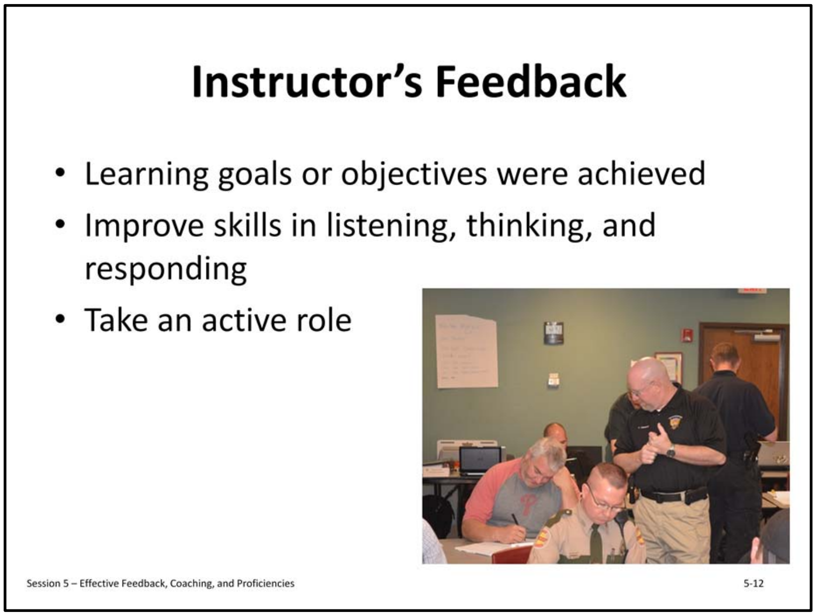


In an instructional conversation, the shared purpose is usually to help the participant acquire new knowledge, skills, or attitudes. This shared purpose is sometimes defined ahead of time in the form of written objectives. However, as an instructional conversation evolves, new unwritten learning goals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

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

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

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

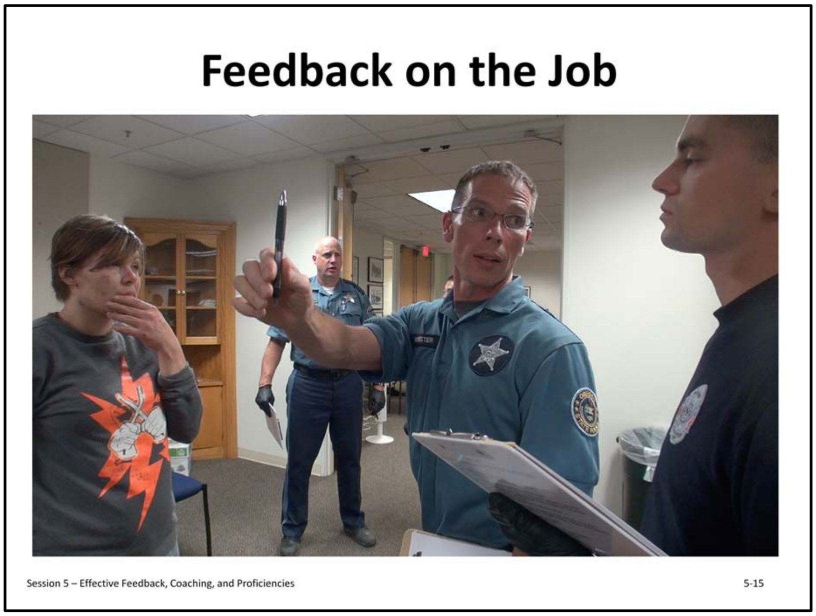
In return, the participants' feedback should help the instructor:

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

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

C. STRATEGIES FOR PROVIDING EFFECTIVE FEEDBACK

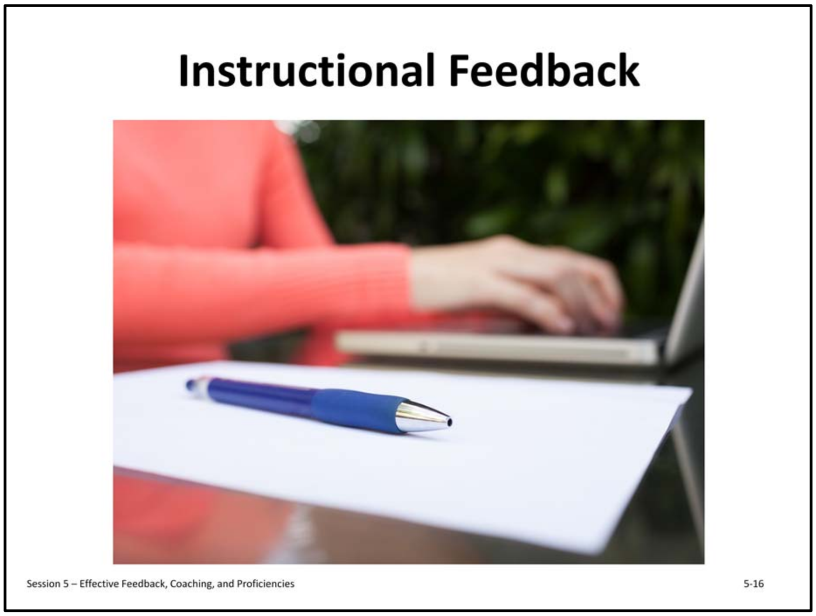
In this course, we are concerned with feedback that occurs in the classroom. If we know what type of feedback participants might encounter, we can design our instructional conversations to include similar types of feedback. This will help participants practice receiving feedback and using it to succeed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



D. <u>FEEDBACK ON THE JOB</u>

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

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



E. <u>FEEDBACK IN INSTRUCTIONAL SETTINGS</u>

In educational settings feedback has the greatest impact when it:

- Provides information to participants about their current performance on a particular task
- Tells them how to do the task more effectively

Feedback is more effective when it focuses on how to do a specific task correctly instead of emphasizing mistakes or incorrect responses. Also, feedback has a greater effect when it points out how participants have progressed from previous attempts at performing a challenging task. That way, the participants can see they are progressing. In addition, feedback is more effective if it directs participants to close the gap between their current performance and the end goal by doing one or more of the following:

- Increase the amount of effort to tackle more challenging tasks
- Develop error-detection skills which leads to better self-feedback
- Look for better strategies or information that will help in performing the task

On the other hand, feedback that is used to provide praise, rewards, or punishment does not have as great an impact on performance. Also, feedback is less productive if it leads participants to do any of the following:

- Stop working toward the goal
- Set a less challenging goal
- Combine the goal with many other goals. Later on, participants may only focus on the goals that are easily achieved and ignore the others
- Accept lower quality performance as a satisfactory completion of the goal

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

F. THE THREE FEEDBACK QUESTIONS

Effective feedback helps participants answer three important questions.

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

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

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

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

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

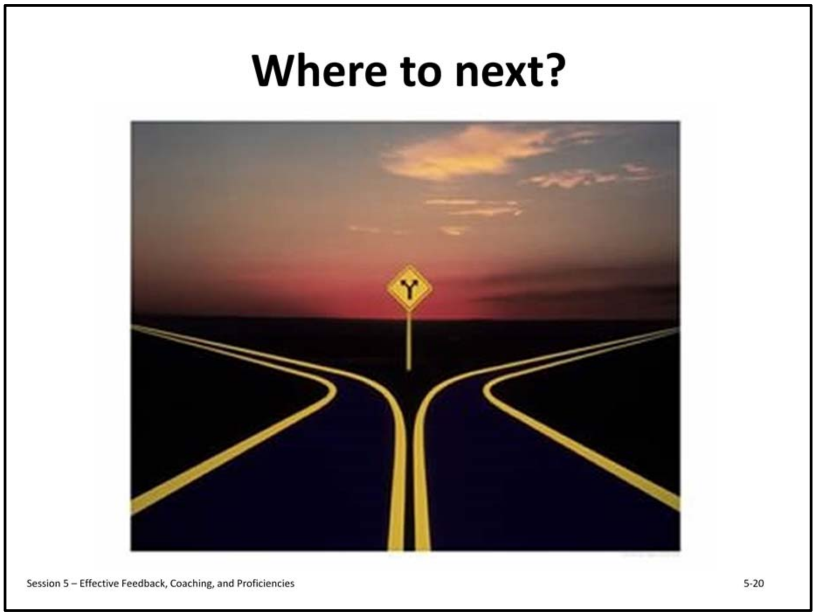
Participants should be informed of the goals of a learning activity and the specific criteria that must be met to know when the goals have been achieved. In addition, participants should be informed about how challenging the goals are. It turns out if the participants are not challenged by the goals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

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

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

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

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



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

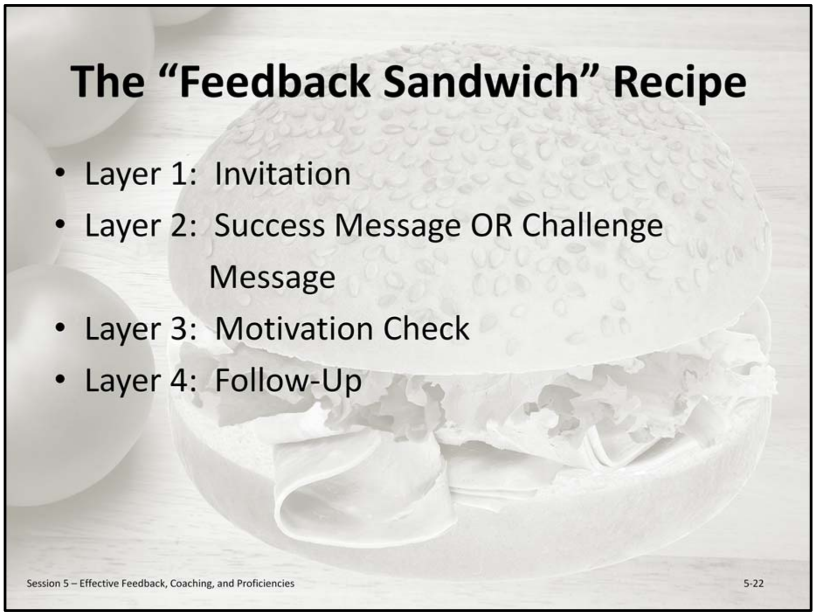
"Where to next?" is the question participants are interested in the most. When instructors provide feedback related to this question, the information should not only tell participants what activities they should do next, but it should also help them generate their own answers to this question. Over time,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

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

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

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

G. <u>THE "FEEDBACK SANDWICH" RECIPE</u>


The "Feedback Sandwich" Recipe
• Layer 1: Invitation
• Layer 2: Success Message OR Challenge Message
• Layer 3: Motivation Check
• Layer 4: Follow-Up
Session 5 – Effective Feedback, Coaching, and Proficiencies
5-22

Layer 1: Invitation

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

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

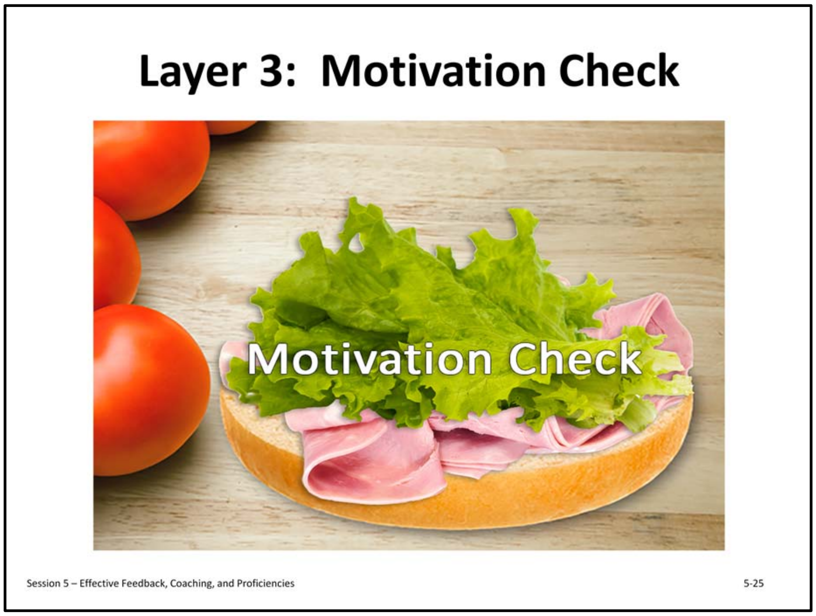
Layer 2: Success Message OR Challenge Message

If the participant has met the success criteria and achieved the goal, you will want to provide a Success Message that reinforces the learning and prepares the participant to accept a new instructional goal. If the participant has not met the success criteria, you should provide a Challenge Message that challenges the participant to develop new knowledge or improve their performance in some way. The type of information you provide in either the Success Message or the Challenge Message will depend on the type of instructional strategy you are using to teach facts, concepts, procedures, processes, or principles. In general, both the Success Message and the Challenge Message will help answer one or more of the three feedback messages:

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

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

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



Layer 3: Motivation Check

Participants may have enough prior knowledge and skill to pursue an instructional goal, but if they lack sufficient motivation, they will never achieve it. There are three things that lead to motivated performance of a work task:

- Commit to actively pursue the task (do it now, not later)
- Persist at the task even when there are distractions
- Invest the mental effort needed to succeed at the task

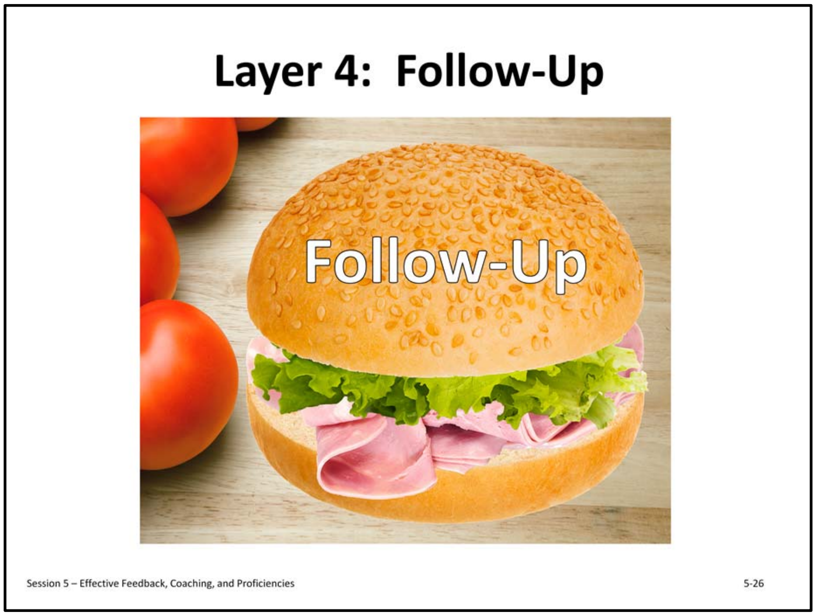
The purpose of the Motivation Check is to ensure participants will do all three of these things. However, instructors should know that before participants can do these three things, they must have certain beliefs about themselves and the task at hand.

- They must have the self-confidence (attitude) to conduct a DWI investigation
- They must also believe they have the knowledge and skills to conduct the investigation
- They have the authority to conduct the investigation

If the instructor believes there is a motivational barrier to do the task, but isn't sure what the nature of that barrier is, one or more of the following questions may be asked to pinpoint the problem.

- How confident are you that you will be able to conduct DWI investigations?
- What is your level of commitment to study and practice?
- How will you persist at your practice activities even when distractions occur?
- Do you believe you have access to all of the resources you need to achieve the goal?
- Are you willing to invest enough mental effort to achieve the goal by the end of the course?

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



Layer 4: Follow-Up

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

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

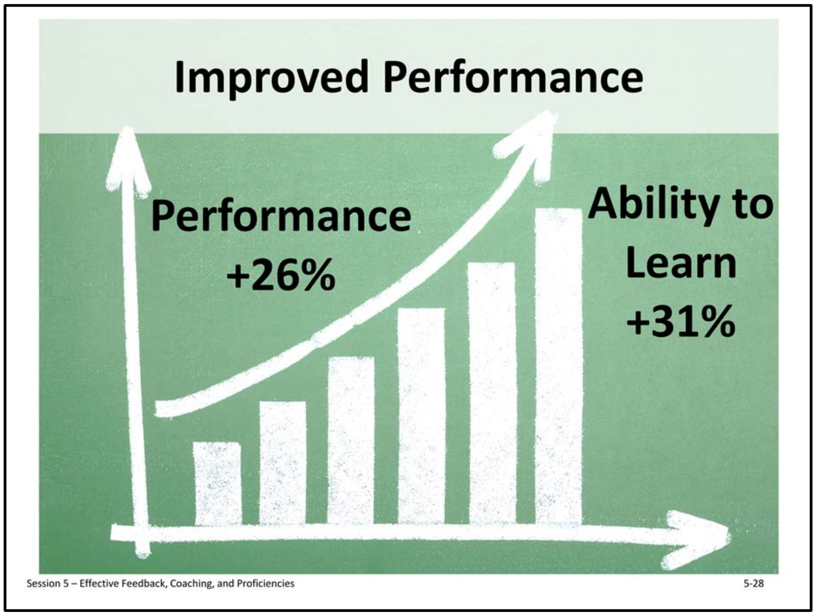
The last piece of information is optional because the timing of the message may depend upon a number of factors. However, if participants know when they will receive the next feedback message, they can better prepare themselves to receive it.

H. <u>PRAISE OR FEEDBACK</u>

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

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

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

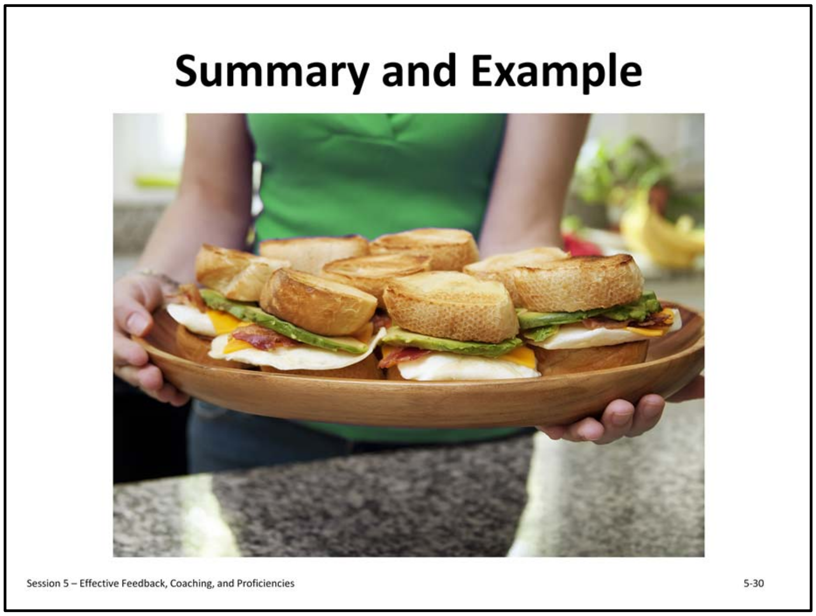


Conclusion

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

I. <u>INTEGRATING THE EFFECTIVE FEEDBACK RECIPE</u>

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



J. <u>SUMMARY AND EXAMPLE</u>

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

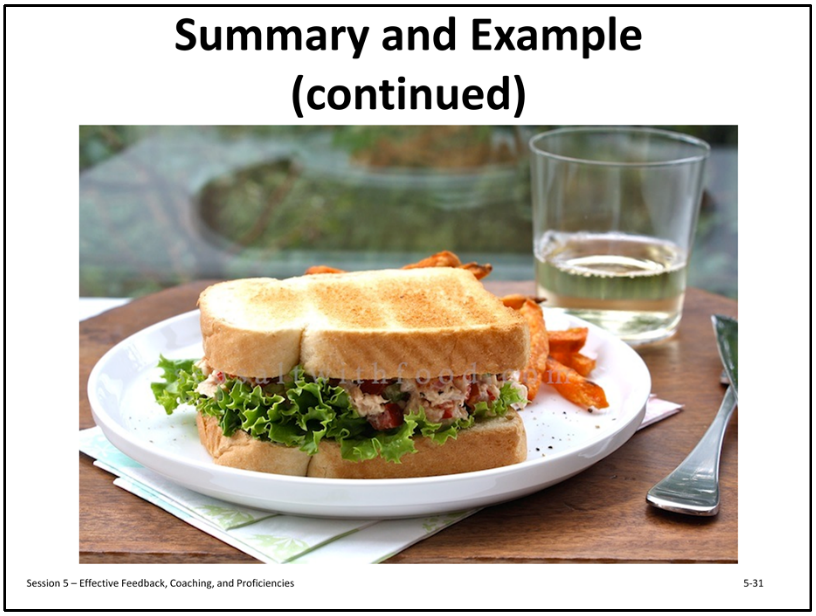
Feedback Sandwich
Layer 1: Invitation
Layer 2: Success Message or Challenge Message
Layer 3: Motivation Check
Layer 4: Follow-up

The Feedback Sandwich recipe consists of four interrelated layers.

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

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

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



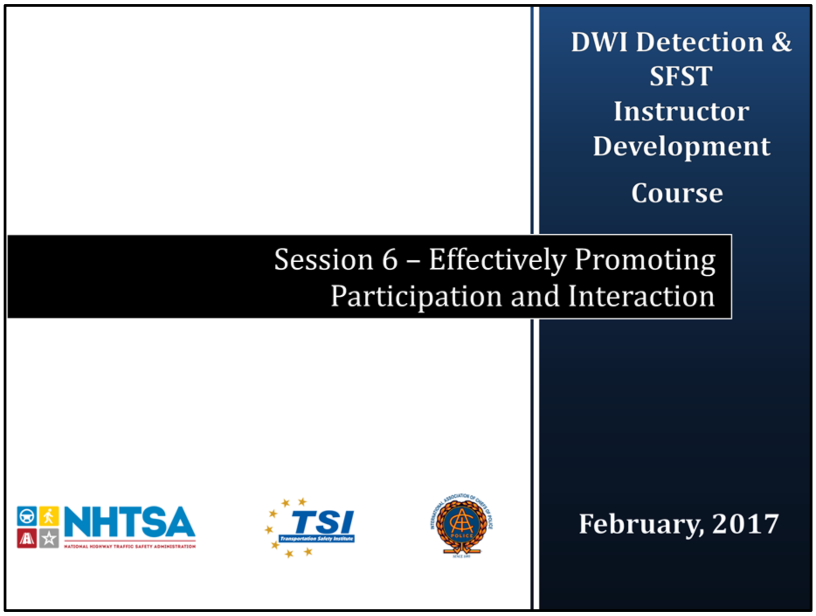
- Finally, Layer 4 contains follow-up information about how participant progress will be measured
    - Example: "Keep track of how much time it takes you to do _____ each time you practice, and make notes of any progress you see in your ability to do this task. I'll review your notes with you tomorrow,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

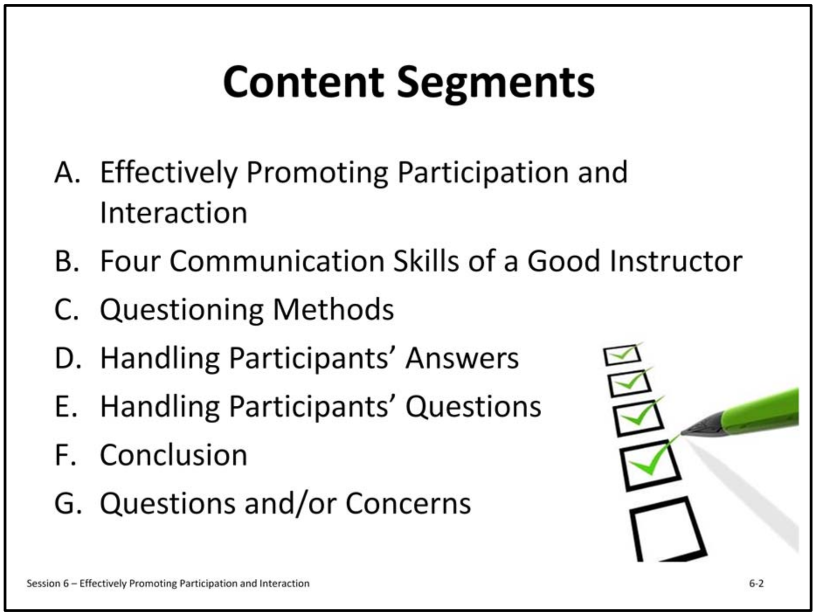
Note: Praise is not offered at the end of this Feedback Sandwich. Instead, any such feedback would be delivered separately at a later time so there is a clear separation of general praise from the other types of specific feedback. After some time has passed, the instructor might send the participant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

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

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

K. <u>QUESTIONS AND/OR CONCERNS</u>


DWI Detection & SFST Instructor Development Course
Session 6 – Effectively Promoting Participation and Interaction
NHTSA
TSI
February, 2017

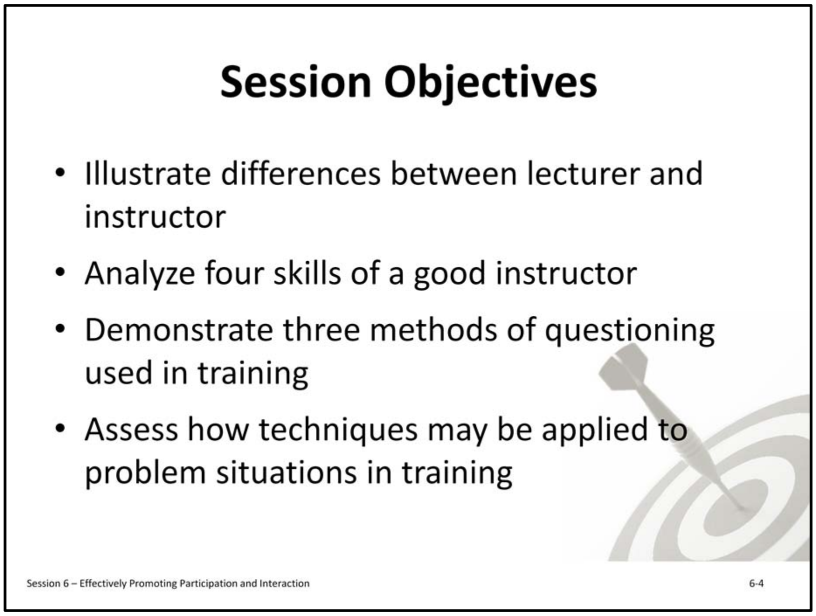


Session 6: Effectively Promoting Participation and Interaction
Estimated time for Session 6: 1 Hour (depending on class size)

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

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

Session 6: Effectively Promoting Participation and Interaction



Session Objectives

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

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

A. EFFECTIVELY PROMOTING PARTICIPATION AND INTERACTION

Lecturer:

What are some of the characteristics of a lecturer?

1. ____
2. ____
3. ____

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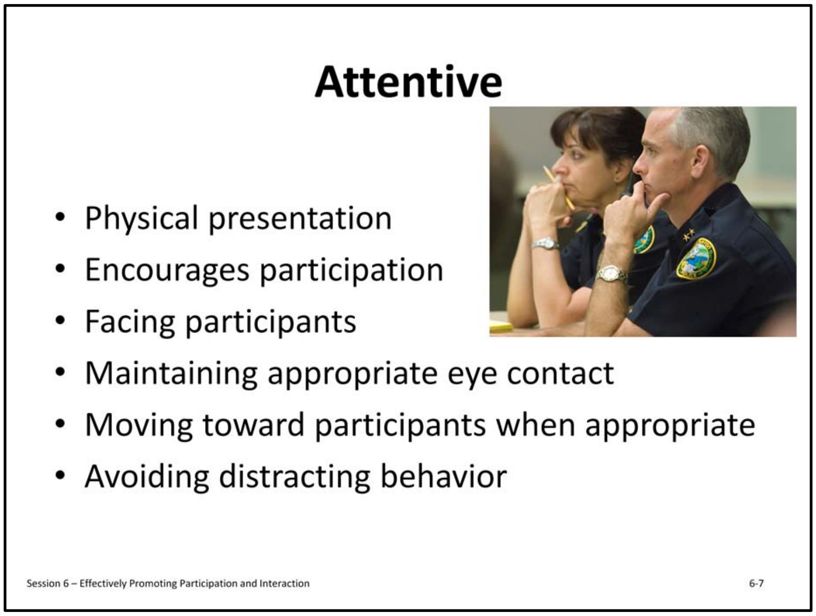
B. <u>FOUR COMMUNICATION SKILLS OF A GOOD INSTRUCTOR</u>



Attentive

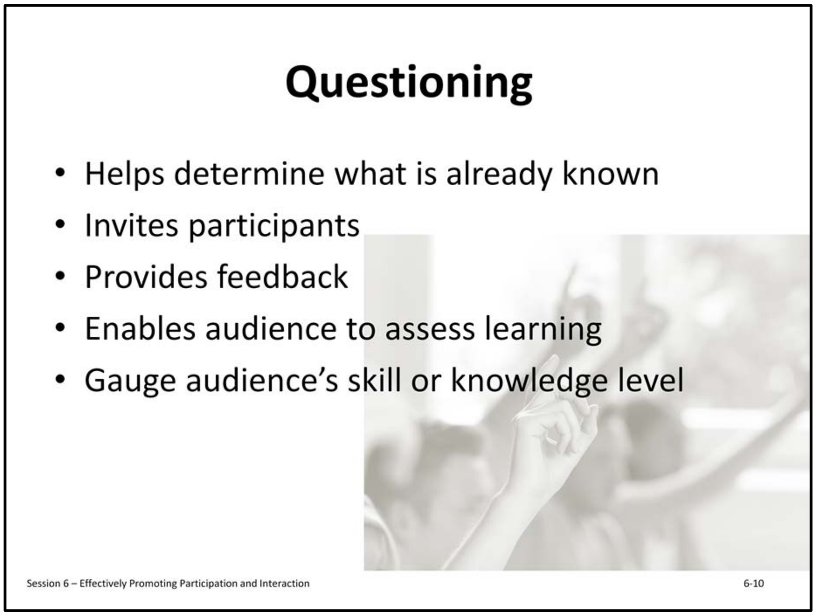
- Physical presentation that shows the instructor is paying attention
- Encourages participation
- Facing participants
- Maintaining appropriate eye contact
- Moving toward participants when appropriate
- Avoiding distracting behavior

Observant

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

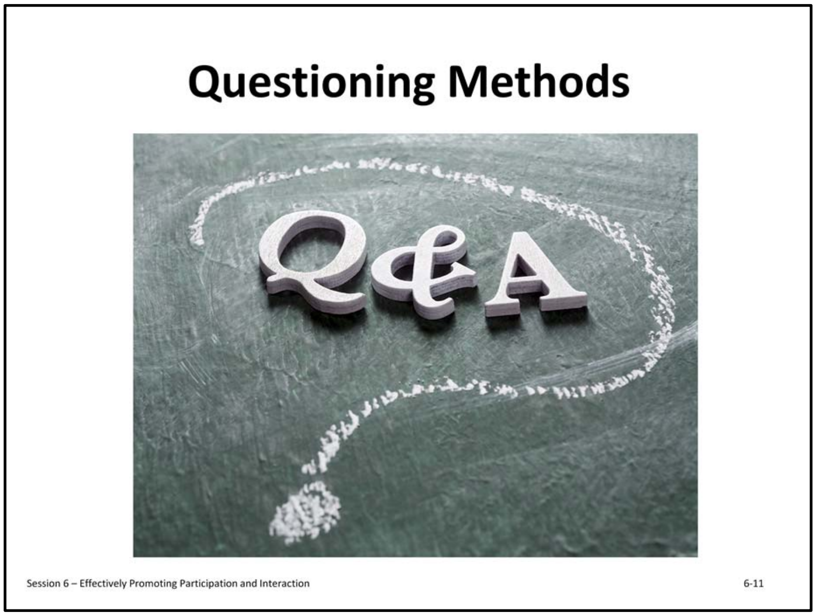
Listener

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



Questioning

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



C. <u>QUESTIONING METHODS</u>

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

<u>Overhead/Undirected Questions</u>

Overhead/undirected question is one where the question is thrown out to the ________________________ ________________________.

Advantages:

- Engages the entire class
- Allows the instructor to identify the “apple polisher” in the class

Disadvantages

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

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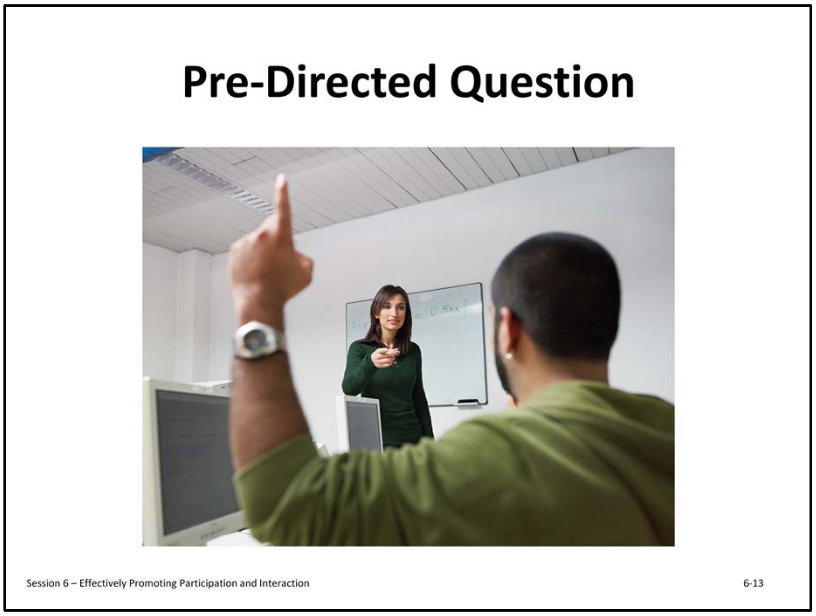

<u>Pre-Directed Questions</u>

A pre-directed question is one in which a participant is ________________ ____________ _________________________ the question is posed.

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

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

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Overhead/Directed Questions

An overhead/directed question, the presenter asks an ________________ ____________question, then _______________________and _____________________it to a particular participant.

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

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

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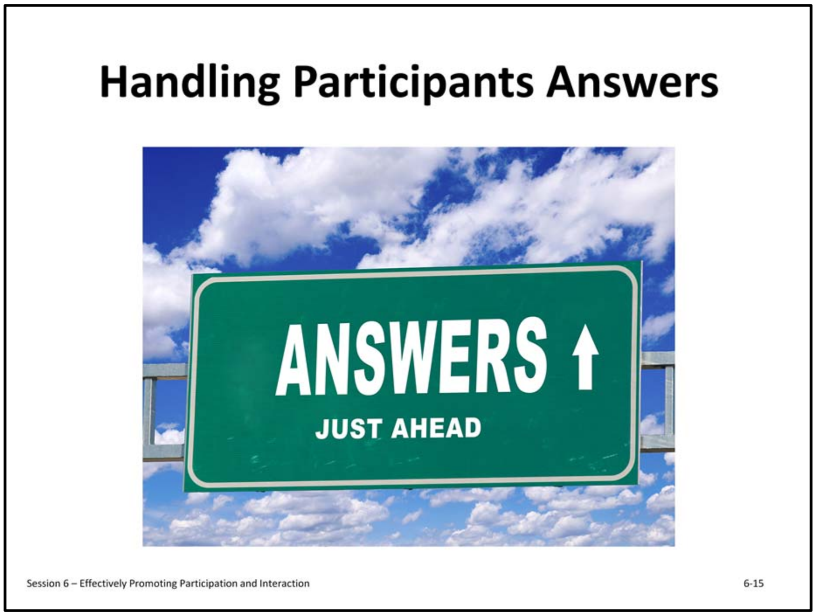

D. <u>HANDLING PARTICIPANTS' ANSWERS</u>

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

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

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

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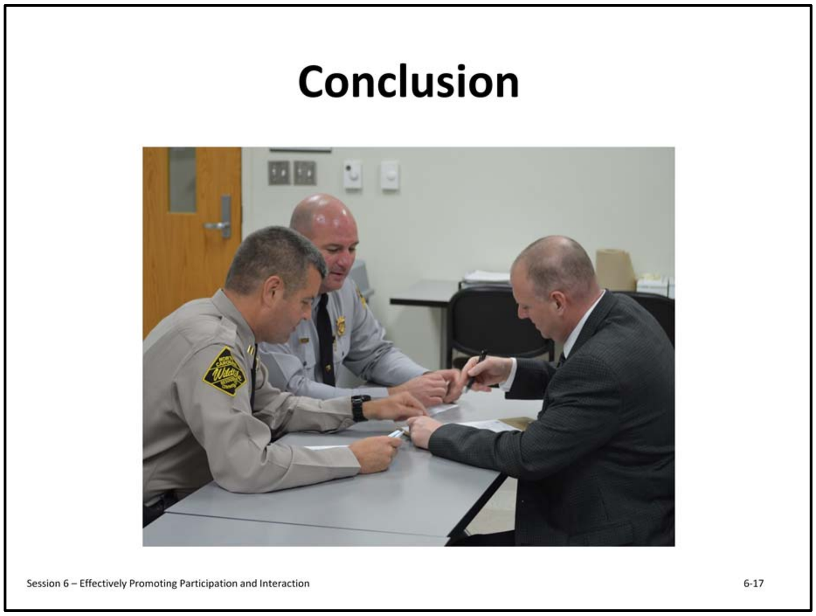
E. <u>HANDLING PARTICIPANTS' QUESTIONS</u>

Participants sometimes ask questions instructors cannot answer. You can use the following techniques to deal with the situation:

- **Admit** you do not know the answer, but offer to research it
- **Redirect** the question to another participant
- **Defer** the question



F. <u>CONCLUSION</u>

Effective instructors:

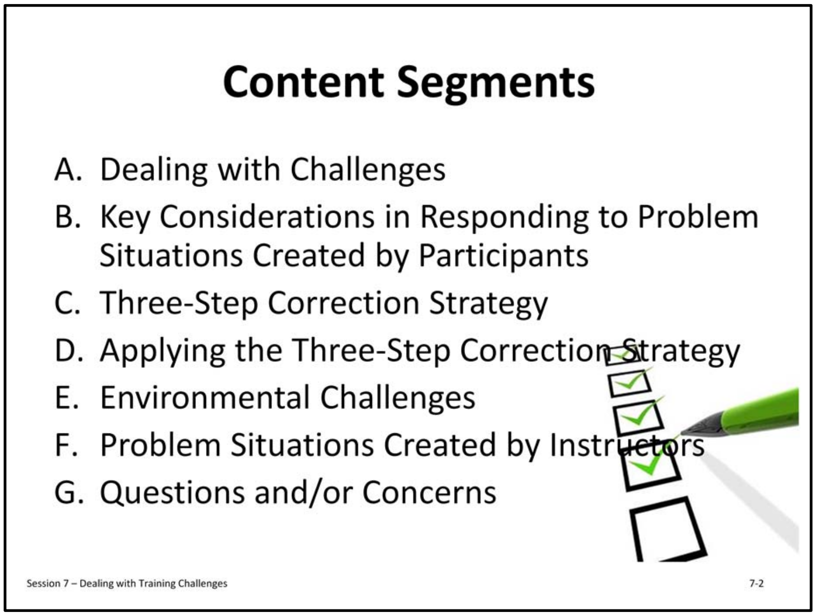
- Are attentive to their participants
- Are observant of their participants
- Listen to their participants
- Help participants learn from one another

G. QUESTIONS AND/OR CONCERNS

DWI Detection & SFST Instructor Development Course

Session 7 – Dealing with Training Challenges

February, 2017



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

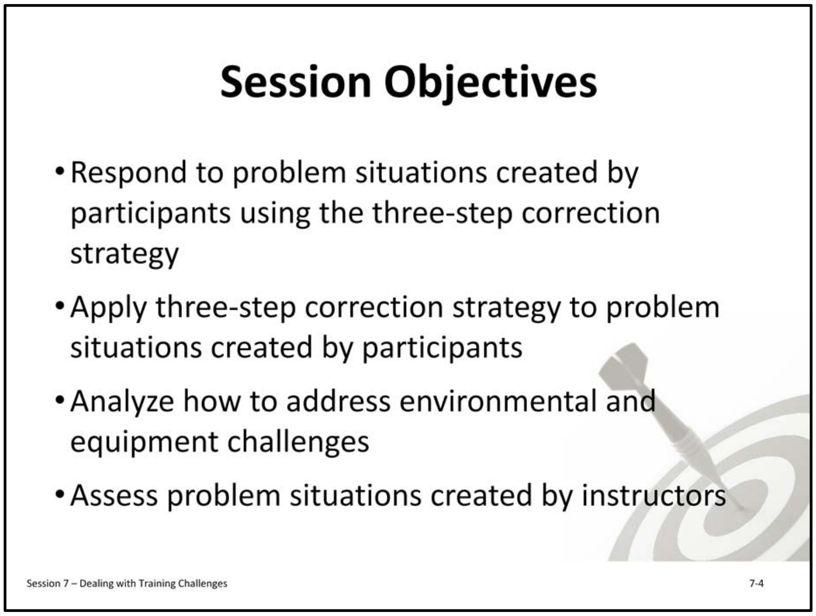
Session Objectives

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

Contents

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

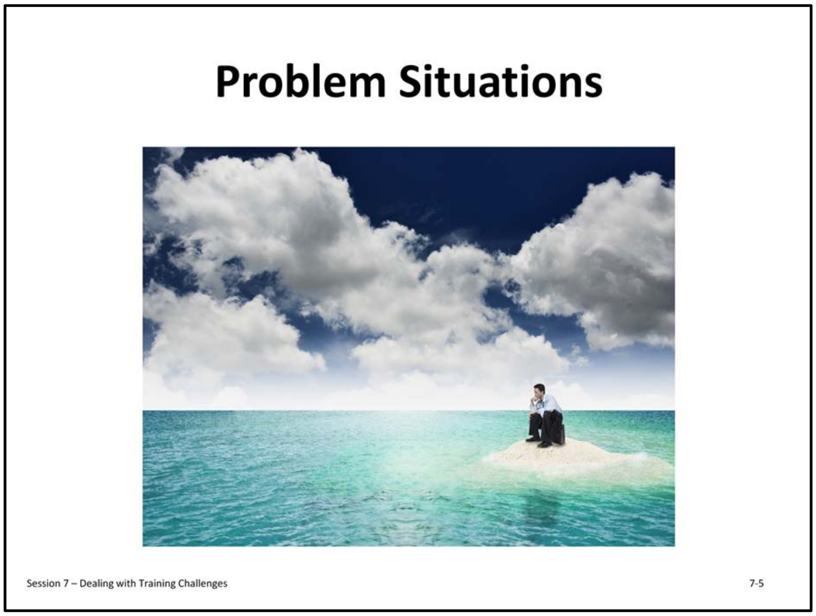
Session 7: Dealing with Training Challenges



Session Objectives

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

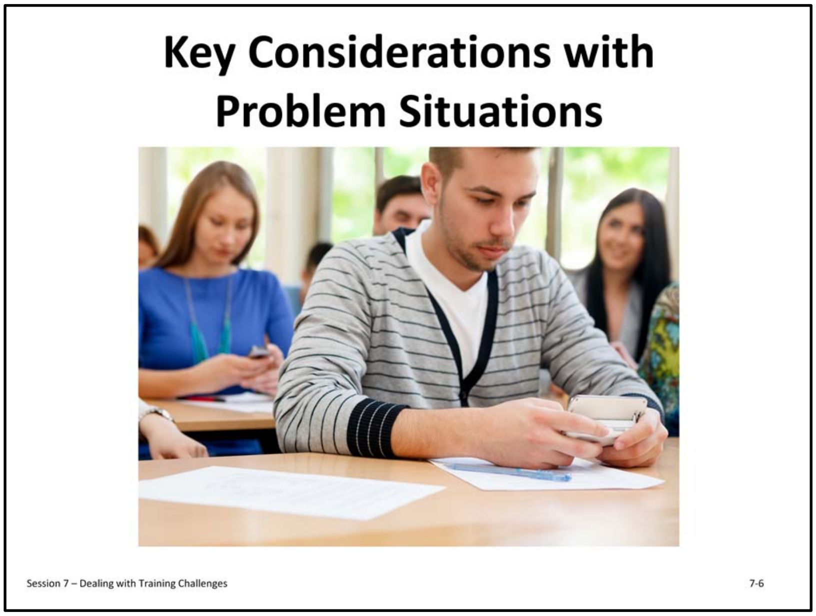
- Demonstrate the key considerations in responding to problem situations created by participants using the three-step correction strategy (Demonstration)
- Apply the three-step correction strategy to problem situations created by participants (Application)
- Analyze how to address environmental and equipment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



A. <u>DEALING WITH CHALLENGES</u>

Problem Situations

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



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

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

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Three-Step Correction Strategy

Session 7 – Dealing with Training Challenges 7-7

C. <u>THREE STEP CORRECTION STRATEGY</u>

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

- Identify possible strategies to deal with the problem

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

- Employ the best strategy

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

Chatterbox

Session 7 – Dealing with Training Challenges 7-9

The Chatterbox

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

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

What are some strategies for dealing with this problem behavior? Evaluate each strategy against the four conditions listed below:

- Will it eliminate or minimize the problem behavior?
- Will it maintain the self-esteem of the participant whose behavior is causing the problem?
- Will it maintain the dignity of the instructor as well as the participant?
- Will it avoid further disruption to learning?

Effective Strategies Observed in Class

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<u>The Chronic Complainer</u>

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

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

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

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

Effective Strategies Observed in Class

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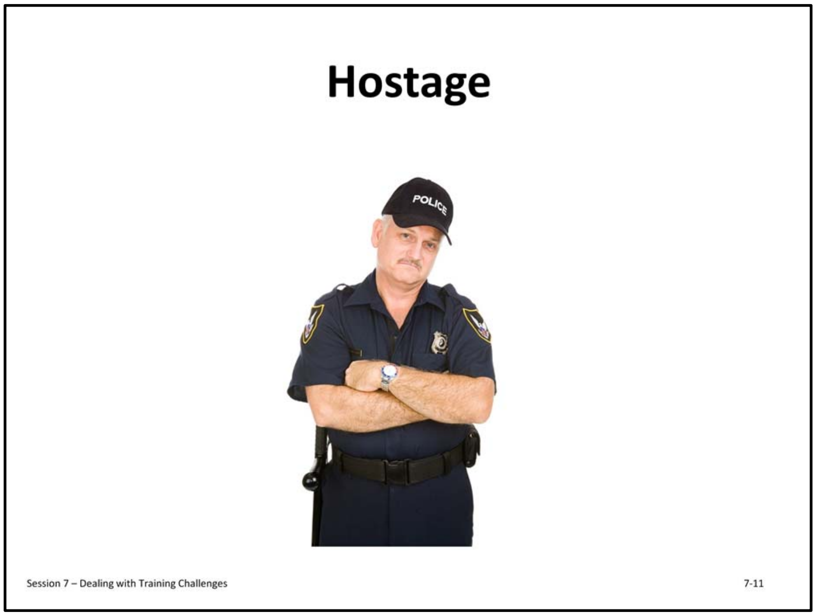

<u>The Hostage</u>

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

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

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

What are some strategies for dealing with this type of behavior? Evaluate each strategy against the four conditions listed below:

- Will it eliminate or minimize the problem behavior?
- Will it maintain the self-esteem of the participant whose behavior is causing the problem?
- Will it maintain the dignity of the instructor as well as the participant?
- Will it avoid further disruption to learning?

Effective Strategies Observed in Class

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<u>The Apple Polisher</u>

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

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

What are some strategies for dealing with this problem behavior? Evaluate each strategy against the four conditions listed below:

- Will it eliminate or minimize the problem behavior?
- Will it maintain the self-esteem of the participant whose behavior is causing the problem?
- Will it maintain the dignity of the instructor as well as the participant?
- Will it avoid further disruption to learning?

Effective Strategies Observed in Class

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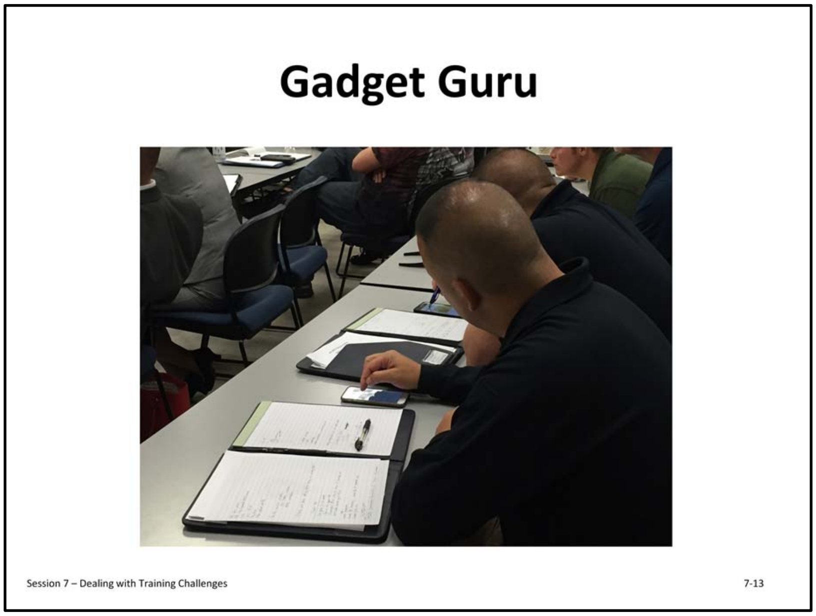

<u>Gadget Guru</u>

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

What are some strategies for dealing with this problem behavior? Evaluate each strategy against the four conditions listed below:

- Will it eliminate or minimize the problem behavior?
- Will it maintain the self-esteem of the participant whose behavior is causing the problem?
- Will it maintain the dignity of the instructor as well as the participant?
- Will it avoid further disruption to learning?

Effective Strategies Observed in Class

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<u>Super Shy</u>

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

What are some strategies for dealing with this problem behavior? Evaluate each strategy against the four conditions listed below:

- Will it eliminate or minimize the problem behavior?
- Will it maintain the self-esteem of the participant whose behavior is causing the problem?
- Will it maintain the dignity of the instructor as well as the participant?
- Will it avoid further disruption to learning?

Effective Strategies Observed in Class

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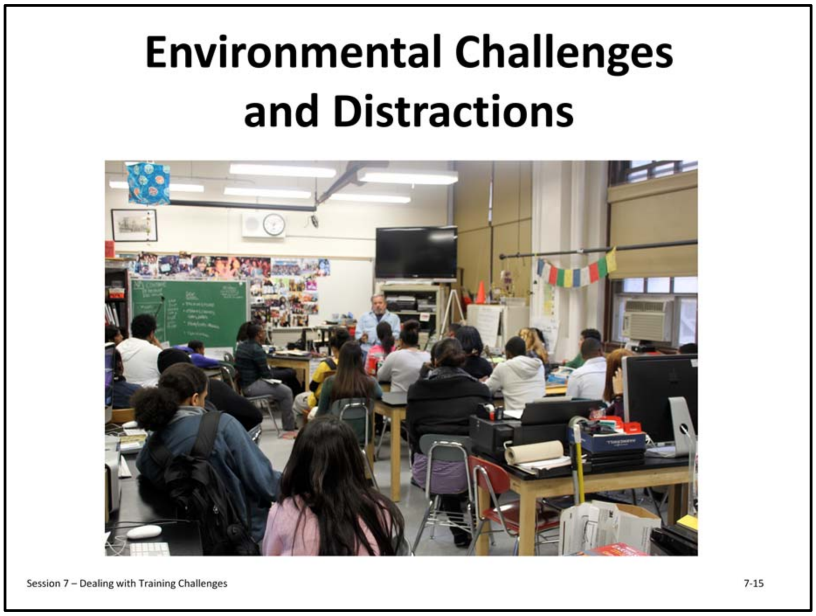

E. <u>ENVIRONMENTAL CHALLENGES</u>

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

Location and Equipment Challenges

Location distractions

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

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

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

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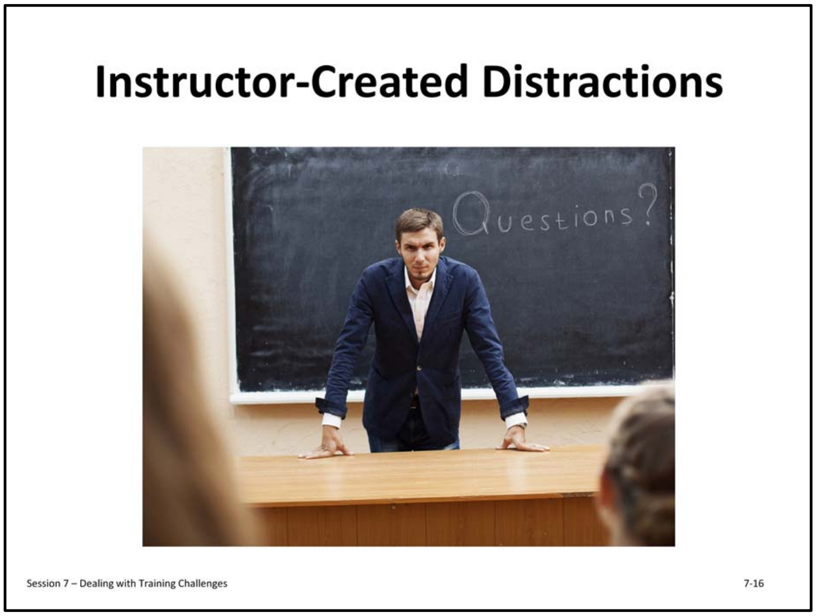

F. <u>PROBLEM SITUATIONS CREATED BY INSTRUCTORS</u>

Top 10 Instructor Created Distractions

10. Disrespect the audience ("I am smarter than you."… culture, background, profession, gender, generation)
9. Body position (do not turn back to the audience, cross arms)
8. War stories (vs. relevant stories supporting the presentation)
7. Arguing with participants
6. Calling on the unprepared participant
5. Fidget (clicking pen, change in pocket)
4. Too much PowerPoint (or overuse of any single medium)
3. Run over time (time mismanagement)
2. Inappropriate language for the audience
1. Disrespect yourself or your presentation ("I do not know why they asked me to do this…" or "You probably know more about this than me…")

What distractions do you create when instructing?

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G. <u>QUESTIONS AND/OR CONCERNS</u>

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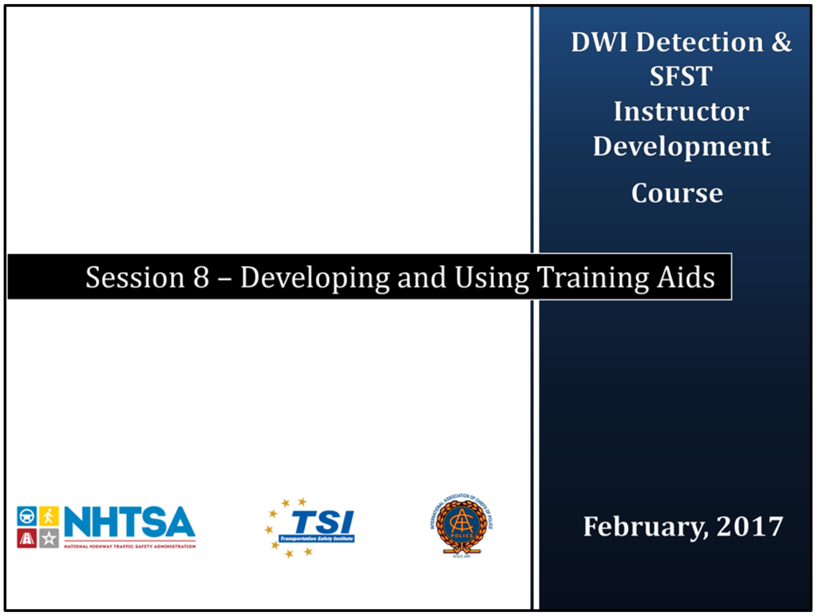
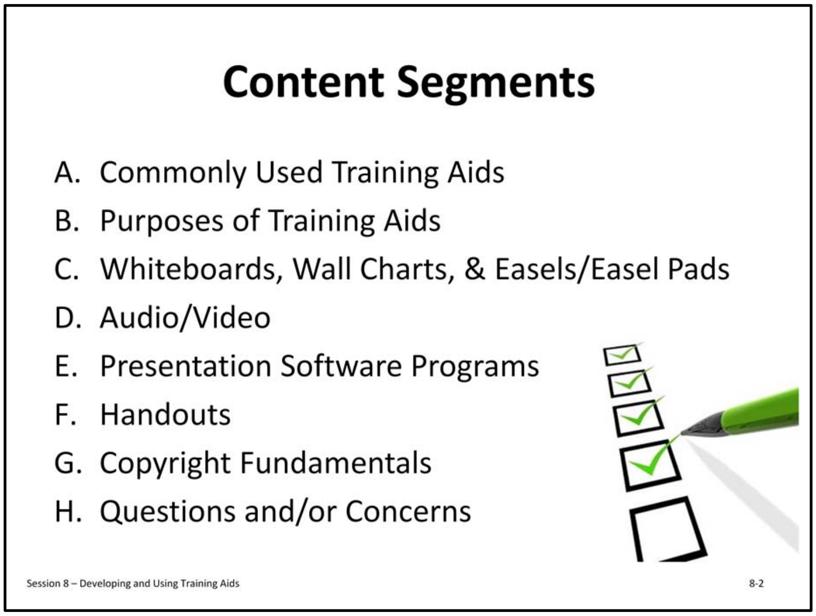

DWI Detection &
SFST
Instructor
Development
Course
Session 8 – Developing and Using Training Aids
NHTSA
TSI
February, 2017



Session 8: Developing and Using Training Aids
Estimated time for Session 8: 1 Hour, 30 Minutes (depending on class size)

Session Objectives
- Demonstrate the purpose and use of training aids
- Plan how you will integrate training aids in your demonstration

Contents
A. Commonly Used Training Aids
B. Purposes of Training Aids
C. Whiteboards, Wall Charts, & Easels/Easel Pads
D. Audio/Video
E. Presentation Software Programs
F. Handouts
G. Copyright Fundamentals for Presentations
H. Questions and/or Concerns

Session 8: Developing and Using Training Aids

<u>Session Objectives</u>

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

- Demonstrate the purpose and use of training aids
- Plan how you will integrate training aids in your demonstration

A. <u>COMMONLY USED TRAINING AIDS</u>

- Prepared wall charts
- Whiteboard or easel/easel pad
- Audio/video
- Presentation slides
- Remote presenters
- Handouts
- Props

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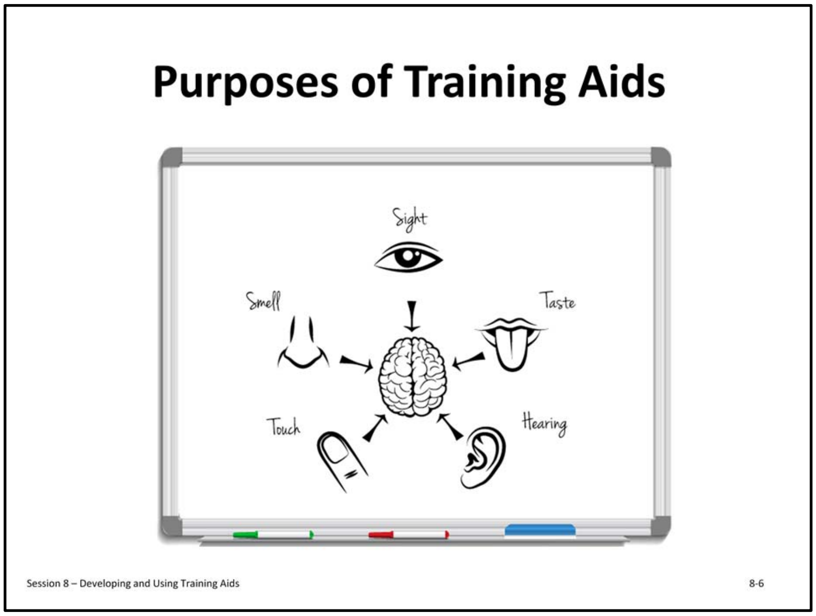


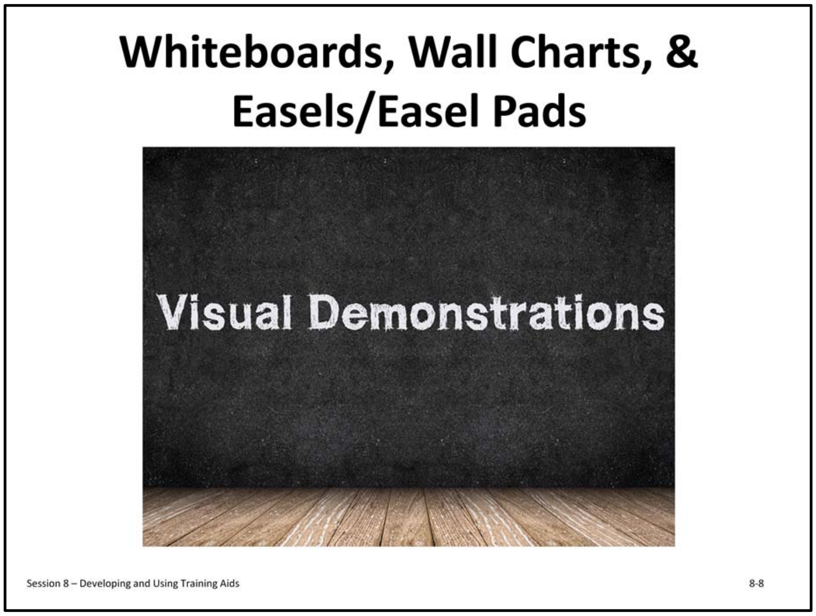
B. <u>PURPOSES OF TRAINING AIDS</u>

Training aids are essential for effective instruction.

- Training aids may appeal to multiple senses, including: sight, hearing, smell, taste, and touch
- Training aids serve to emphasize key points and help to reinforce participants' understanding and retention of the material covered

Training aids are ineffective if they are not used properly. It is essential instructors prepare **before** using any training aids. The instructor must:

- Be familiar with the type of aid used, its advantages and disadvantages, and methods of implementation
- Verify prior to the session all needed equipment is available and in proper working order
- Ensure all participants will be able to see and hear the training aid



C. WHITEBOARDS, WALL CHARTS, & EASELS/EASEL PADS

- These aids are very useful for spontaneous (actual or perceived) visual aid demonstrations
- They can be particularly useful in developing a list of items with a class when the instructor cannot predict what items will be named or in what order they will be named
- Make sure the writing is large and clear enough to be seen easily by all participants
- Leave material on display long enough to permit participants to take notes
- Instructors must not stand in front of the easel/easel pad, obstructing participants' view
- Instructors should not write and talk at the same time

Wall Charts

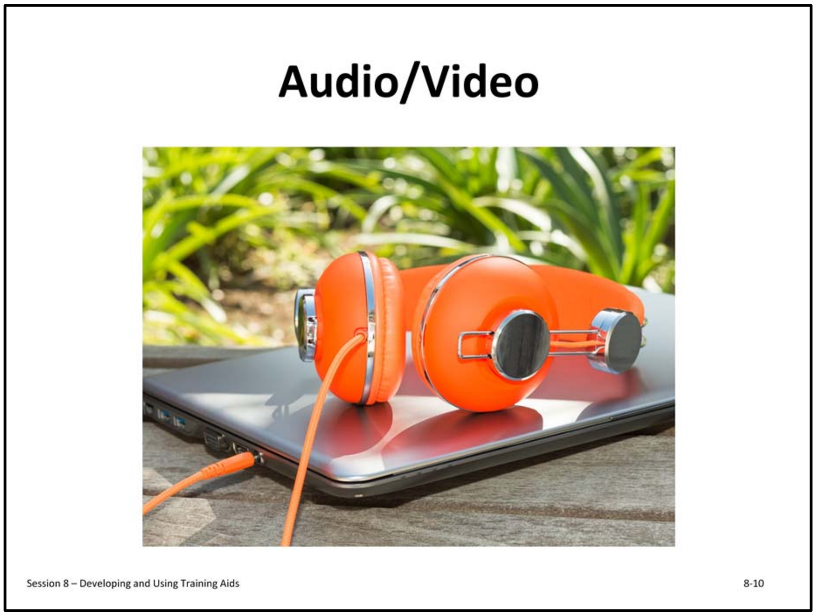
Session 8 – Developing and Using Training Aids 8-9

Wall charts:

- Very useful for summarizing basic or fundamental information that applies broadly to the entire course of instruction or major segments of it
- Can be prepared in advance
- Typically left on display for an extended period of time
- Should be large enough to be easily seen by all participants
- Usually should not occupy the center of visual attention in the classroom; the center should be reserved for the screen and easel/easel pad

Examples of information well suited to presentations via wall charts include:

- Training objectives
- Outline of training content and/or schedule
- Key definitions (e.g., Blood Alcohol Concentration)
- Major themes or blocks of instruction



D. <u>AUDIO/VIDEO</u>

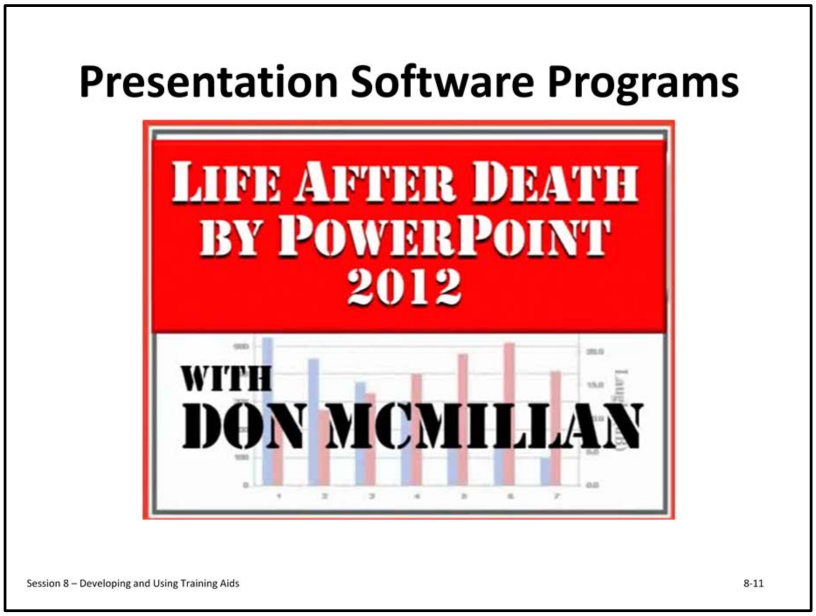
Always preview audio/video before showing to participants.

- Ensure compatibility of audio/video playback equipment with media format
- Ensure the format can be seen and heard by all participants in all parts of the room

All instructors must be conscious of how the audio or video may affect participants. If the content is potentially disturbing, instructors may want to provide an advisory warning regarding the content. Give participants the option to leave the room during the playing of the audio or video.

Always discuss the presentations: do not simply show them and move on.

Make sure the audio/video is relevant to the instruction/topic. As a reminder, any outside videos/DVDs not provided as part of the NHSTA/IACP- approved curriculum must be pre-approved by the SFST course manager or training coordinator.

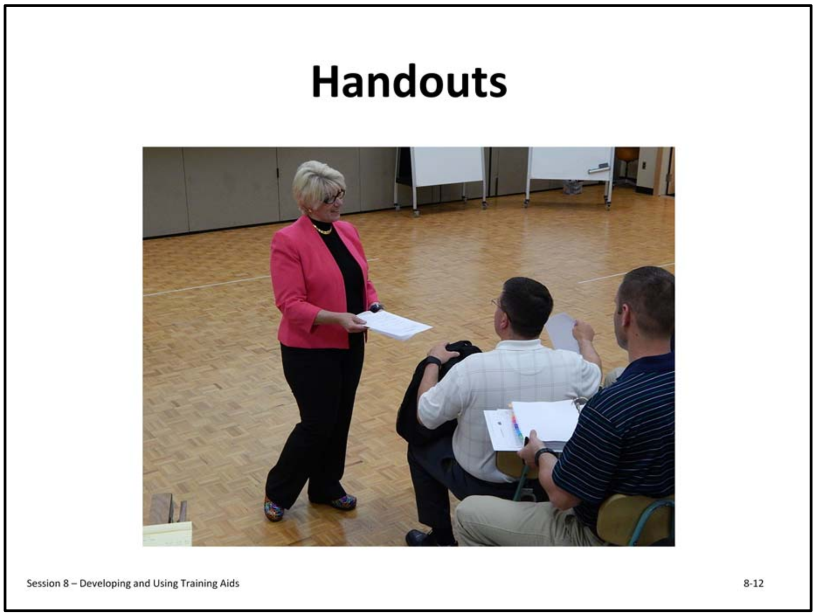


E. PRESENTATION SOFTWARE PROGRAMS

There are many different types of presentation software programs like PowerPoint, Keynote, Prezi, etc. They permit visual slide presentations that emphasize the instructor's points.

These aids offer word processing, outlining, drawing, graphing, and presentation management tools. A presentation is made up of a series of slides. Slides may contain video, words, photos, sounds, animations, and transitions. In addition to slides, these programs allow users to print handouts, outlines, and instructor's notes.

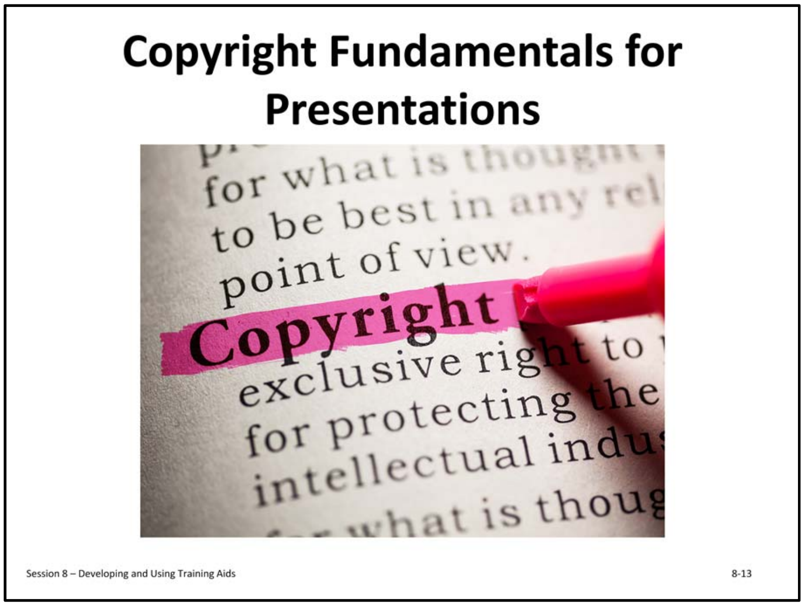
As a reminder, any outside PowerPoints not provided as part of the NHSTA/IACP-approved curriculum must be pre-approved by the SFST course manager or training coordinator.



F. <u>HANDOUTS</u>

Handouts are particularly useful if an instructor wants participants to:
- Be able to use the information at a later time
- Access and study information at their own pace
- Facilitate note-taking

As a reminder, any outside handouts not provided as part of the NHSTA/IACP-approved curriculum must be pre-approved by the SFST course manager or training coordinator.



G. <u>COPYRIGHT FUNDAMENTALS FOR PRESENTATIONS</u>

Using a picture, movie clip, sound bite, phrase, or similar recorded form or expression (work) in presentations may be restricted under federal copyright law. Essentially any picture, movie clip, sound bite, or phrase that did not originate with the trainer or presenter is likely owned by someone else. Therefore, using it is prohibited unless it is in the public domain. The use would be considered "fair use" under the law or the presenter obtains permission from the owner. Note that simply because the work can be found on the internet does not mean it is in the public domain. Go to <u>www.copyright.gov/fair-use</u> for more information.

What is protected?
Federal copyright law protects "original works of authorship" recorded in any tangible form, including compilations and derivative works. (See *17 U.S.C. §§102-103*.) While Congress did not define "original works of authorship," at a minimum it includes still pictures, movie clips, literary works, and any sound recordings. Only the owner or original author has the right to display, distribute, perform, or reproduce his or her work and prevent others from doing so or modifying the original. See *17 U.S.C. §§106-106A.* In essence, unless the presenter or instructor created the work, it is someone else's original work of authorship.

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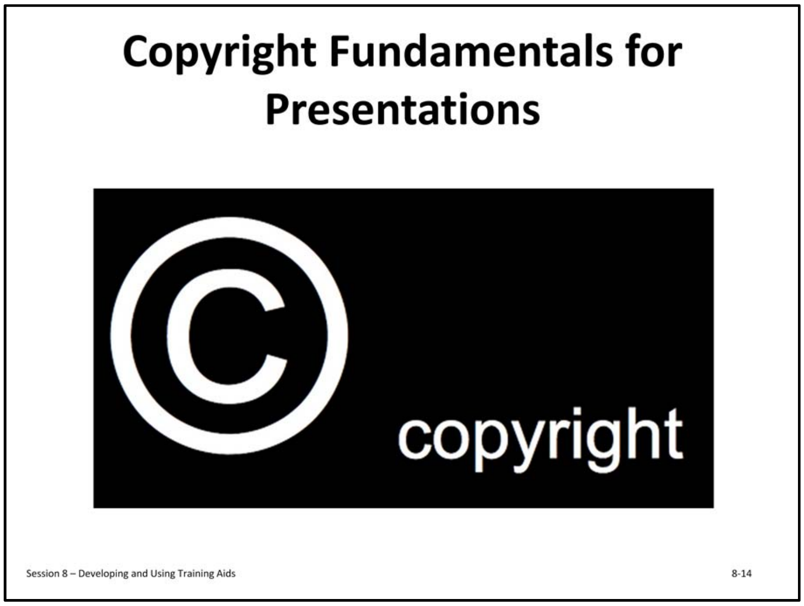

What is not protected?
Federal copyright law does not protect concepts, ideas, discoveries, procedures, processes, systems, or methods of operation no matter how they are described, explained, or illustrated. (See *17 U.S.C. §102*.) For example, if the instructor discusses a new idea with a colleague for DRE testing, the idea in that form has no copyright protection. In addition, the law does not prohibit use of works authored and published by the United States Government or its employees. (*See 17 U.S.C. §105.)* Meaning, National Highway Traffic Safety Administration (NHTSA) publications can be freely copied, distributed, and reproduced.

While the U.S. Government generally does not obtain ownership rights for works it produces, it can receive and hold copyrights that are transferred to it by someone with ownership rights. Instructors should learn if the government work they intend to use in the presentation is protected by copyright. Generally, government publications will have a statement indicating whether the work is protected by copyright. The instructors should verify whether the work is protected by copyright and, if so, obtain permission of the government or have an exception to the prohibition on display and/or distribution of copyrighted works to use it.

H. <u>QUESTIONS AND/OR CONCERNS</u>

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DWI Detection &
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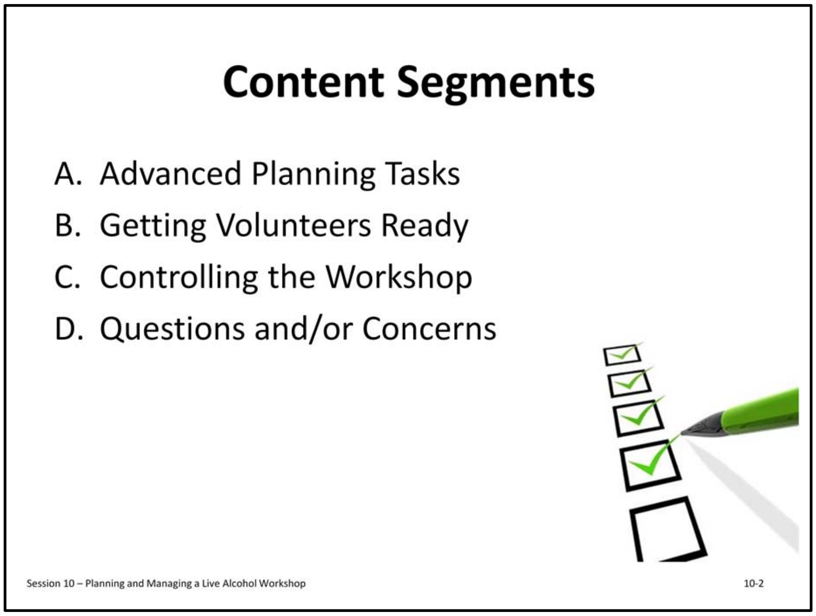
Instructor
Development
Course
Session 9 – Planning and Managing a Live
Alcohol Workshop
NHTSA
TSI
February, 2017

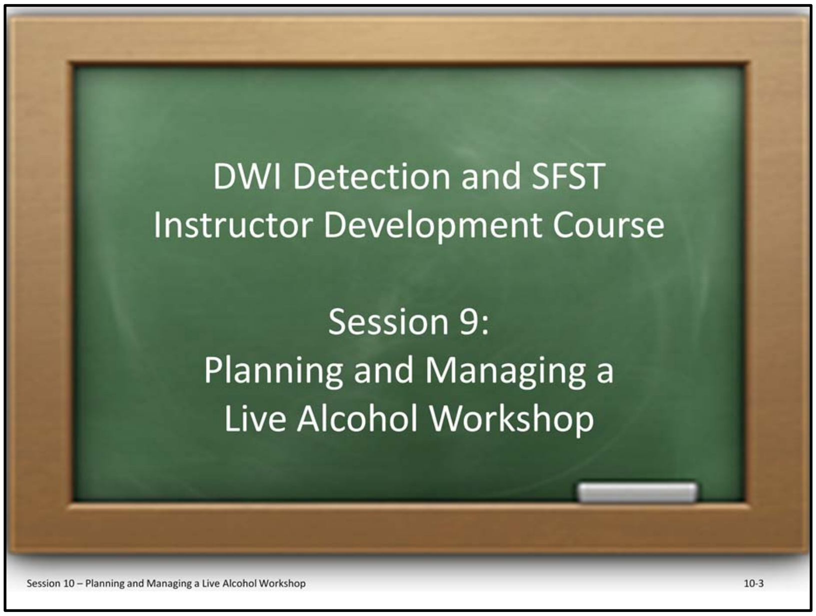


Session 9: Planning and Managing a Live Alcohol Workshop
Estimated time for Session 9: 1 Hour (depending on class size)

Session Objectives
- Plan and manage an alcohol workshop
- Describe the advanced planning tasks needed
- Properly prepare the volunteer drinking subjects
- Secure and assign sufficient support personnel and determine supplies needed
- Properly control the workshop and evaluation the drinking subjects

Contents

A. Advanced Planning Tasks
B. Getting Volunteers Ready
C. Controlling the Workshop
D. Questions and/or Concerns



Session 9: Planning and Managing a Live Alcohol Workshop

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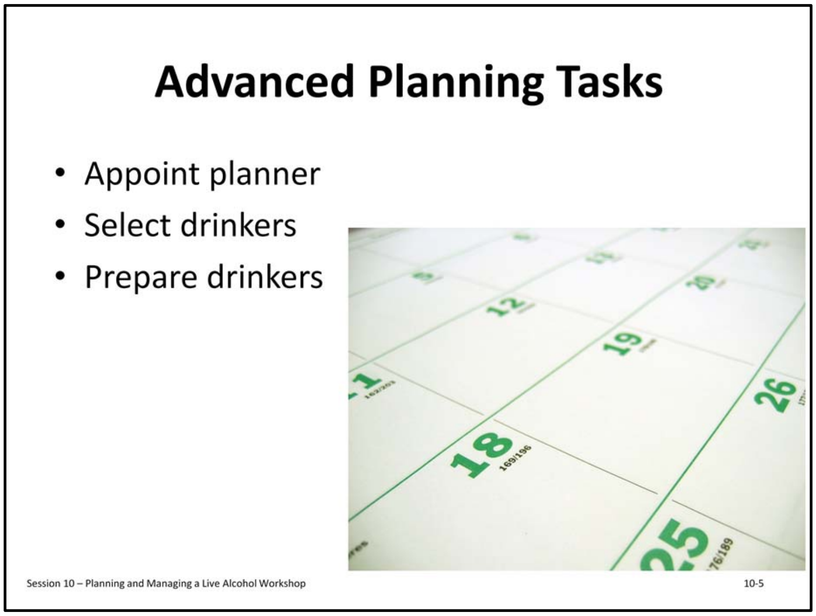
Session Objectives

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

- Plan and manage an alcohol workshop
- Describe the advanced planning tasks needed
- Properly prepare the volunteer drinking subjects
- Secure and assign sufficient support personnel and determine supplies needed
- Properly control the workshop and evaluate the drinking subjects



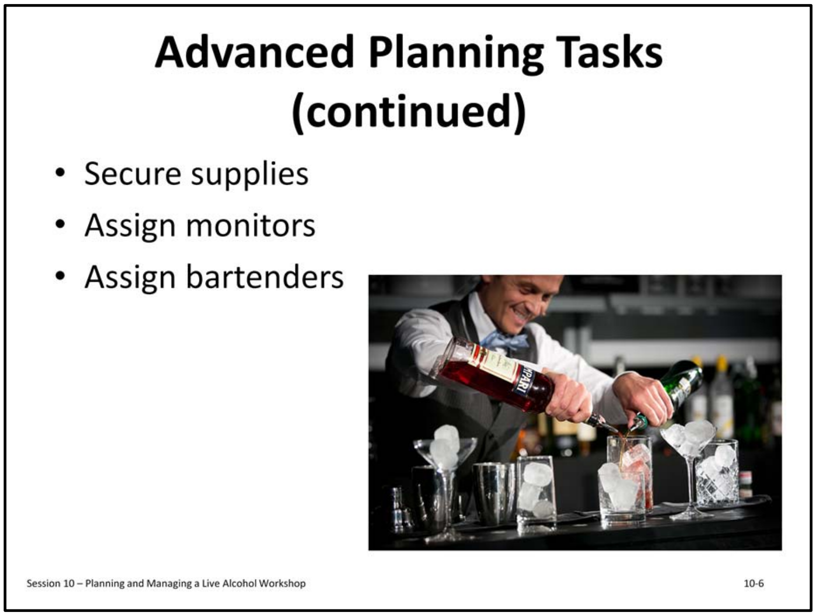
A. <u>ADVANCED PLANNING TASKS</u>

Advanced planning should begin prior to the alcohol workshop.

- **Alcohol workshop planning is the responsibility of the host agency class coordinator**
    - The person who will be responsible for workshop planning must be designated prior to the workshop **and must be informed of this responsibility**

- **Select the volunteer drinkers**
    - It is suggested there is one volunteer drinker for every three to five participants
    - They must be at least 21 years old and should be physically capable of performing the SFSTs. It is preferred police officers not be used as volunteer drinkers and is strongly recommended drinkers be alcohol and drug free

- **Prepare the volunteers**
    - Notify the volunteers of the date and time of the alcohol workshop and not to eat prior to the workshop. Instruct volunteers no weapons will be permitted



- **Secure the supplies**
    - Select the type(s) and amount of alcoholic beverage needed. Determine what other drinking supplies are needed (mixers, light snacks, entertainment, graduated shot glass, cups, ice, etc.)
    - Volunteers should be paired with a monitor of the same sex

- **Select and assign monitors for the volunteers**
    - The monitor's principal job is to ensure the well-being of the drinkers and ensure the volunteers follow their instructions concerning drinking and smoking. It is suggested there is one monitor for every 4 volunteer drinkers and, if possible, monitors of the same gender as the drinkers should be used.

- **Select and assign bartenders**
    - A minimum of one bartender is needed. **It is suggested whenever possible, bartenders should not serve as monitors**. The bartending duties are busy enough to be a full-time job. They are responsible for keeping detailed records of the time and the amount of alcohol in each drink taken.

- **Select and arrange facilities for the volunteer drinkers**
    - The room set aside for the drinkers must be isolated from the classroom and the public. It should be spacious to provide ample room for the bar, the breath testing station(s), and the drinkers' "lounge". This room should provide easy access to rest rooms.

- **Arrange transportation for the volunteer drinkers**
    - <u>No volunteer who will consume any amount of alcohol whatsoever can be permitted to drive from the workshop</u>. It is recommended transportation is provided to AND from the workshop. Each volunteer's driver should be identified by name.

- **Arrange for breath testing**
    - One breath testing device plus a qualified operator should be available. At least three disposable mouthpieces must be available for each volunteer. The devices and operators must be at the workshop site and ready to operate by the time the volunteers are scheduled to arrive.

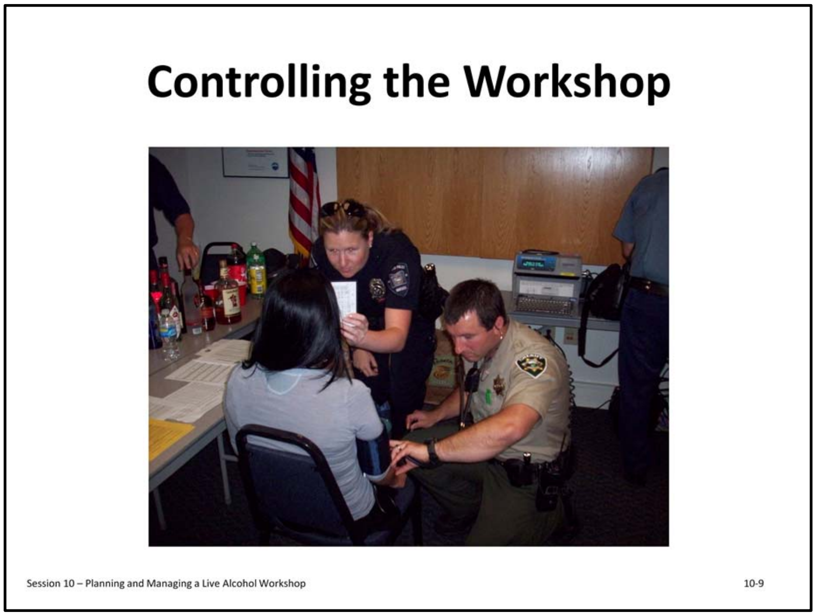
B. <u>GETTING VOLUNTEERS READY</u>

Volunteers must arrive at the facility at least 3 hours prior to the scheduled start of the workshop. Upon arrival, each volunteer must read and sign the "Informed Consent Statement" and they should be checked to verify they have no weapons.

Conduct the preliminary examination of each volunteer and record the results on the "Volunteer Drinker Questionnaire and Dosing Chart" located in the Appendices. The results should include the initial breath test, HGN results, and pupil size estimation in room light. It is also recommended the pulse and blood pressure be checked and recorded. If a volunteer has a pulse over 90 or blood pressure above 140/90, consider using that volunteer as a placebo or not at all.

Dose the volunteers. Determine how much alcohol will be given to each volunteer. A dosing chart is included in the Administrators Guide of the DWI/SFST course. Administer half of the total recommended dose during the first hour. At the end of the hour, remove any remaining drinks from the volunteers: **They cannot eat, smoke, or drink anything for the next 15 minutes.** During the 15-minute deprivation period, consider administering HGN, pupil size, pulse rate and blood pressure, and record the results on the "Volunteer Drinker Questionnaire and Dosing Chart." When the 15 minutes are up, administer and record a breath test. EVALUATE EACH VOLUNTEER'S STATUS.

Administer the rest of the alcohol to the volunteers during a 1-hour period. At the end of the hour, remove any remaining drinks. The volunteers must not eat, smoke, or drink anything for the next 15 minutes. During the 15-minute wait, you could re-administer the tests of HGN, pupil size, pulse rate, and blood pressure to the volunteers. When the 15 minutes are up, administer another breath test to the volunteers.



C. <u>CONTROLLING THE WORKSHOP</u>

Assignment of Participants to Teams

Divide class into the same number of groups as the volunteers. Groups will be assigned a specific workplace and will remain there throughout the session. A volunteer drinker will be brought to each group. One group member will be designated the "examiner," another will be the "recorder," and the third will be the "coach." After the "examiner" has conducted all SFSTs on the volunteer, the drinker will be rotated to another group. The group members will "swap" roles when they get their next volunteer.

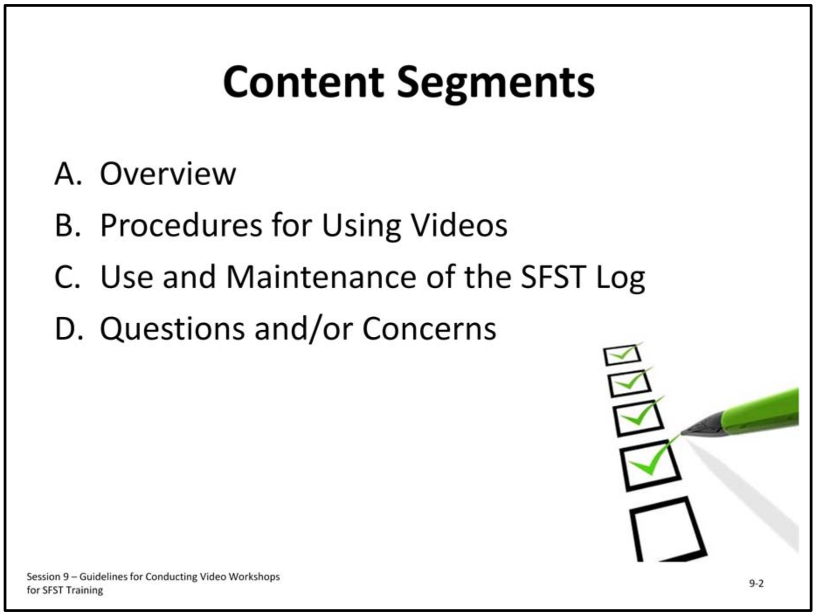
Monitoring Participants' Practice

- **Ideal Situation**: Each instructor is responsible for monitoring a single team
- **Acceptable Case**: Each instructor monitors two teams

Instructors must observe each of their participants serving as the "examiner." Using the skills learned in Session 5, instructors should coach and provide feedback to their participants during this activity.

D. <u>QUESTIONS AND/OR CONCERNS</u>


DWI Detection & SFST Instructor Development Course
Session 10 – Guidelines for Conducting Video Workshops for SFST Training
NHTSA
TSI
February, 2017



Session 10: Guidelines for Conducting Video Workshops for SFST Training
Estimated time for Session 10: 1 Hour (depending on class size)

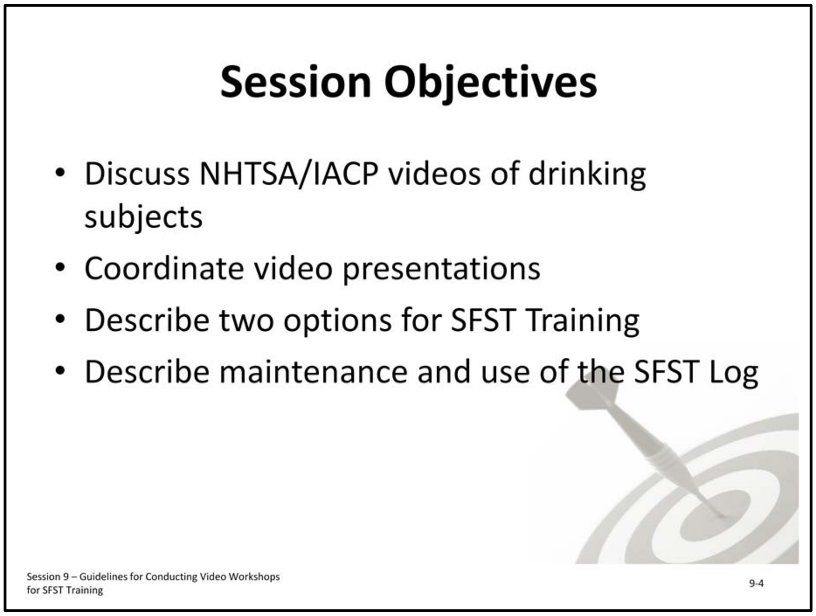
Session Objectives

- Discuss the use of NHTSA/IACP videos of drinking subjects in SFST Training
- Coordinate the presentation of the NHTSA/IACP videos to provide for an efficient and effective learning experience
- Describe the two options for SFST Training
- Describe the maintenance and use of the SFST Log

Contents

A. Overview
B. Procedures for Using Videos
C. Use and Maintenance of the SFST Log
D. Questions and/or Concerns

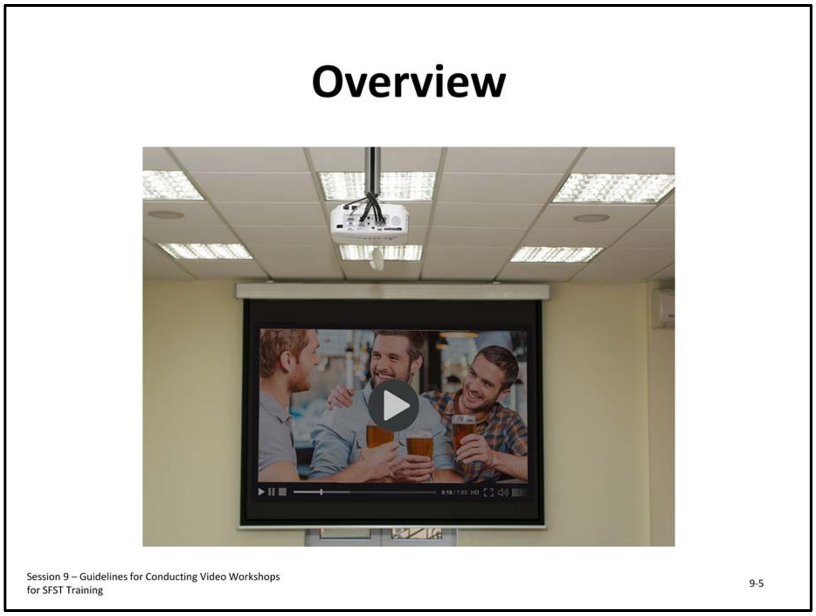
Session 10: Guidelines for Conducting Video Workshops for SFST Training



Session Objectives

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

- Discuss the use of NHTSA/IACP videos of drinking subjects in SFST Training
- Coordinate the presentation of the NHTSA/IACP videos to provide for an efficient and effective learning experience
- Describe the two options for SFST Training
- Describe the maintenance and use of the SFST Log

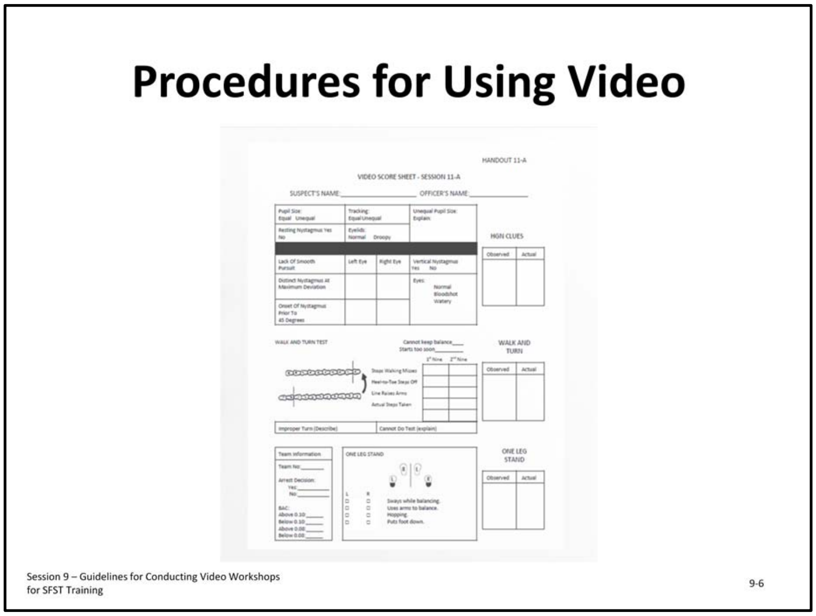


A. OVERVIEW

A live alcohol workshop is strongly recommended by NHTSA/IACP. The use of video-drinking subjects is an optional training method. The SFST course allows two video options in the core curriculum.

Video Option One is to use NHTSA/IACP-approved videos of drinking subjects used in **SESSION 11-A, "TESTING SUBJECTS PRACTICE: FIRST SESSION" ONLY**. This option will include a live alcohol workshop in Session 14.

Video Option Two uses NHTSA/IACP-approved videos of drinking subjects in **SESSION 11-A, "TESTING SUBJECTS PRACTICE: FIRST SESSION, AND IN SESSION 14-A, "TESTING SUBJECTS PRACTICE: SECOND SESSION.**



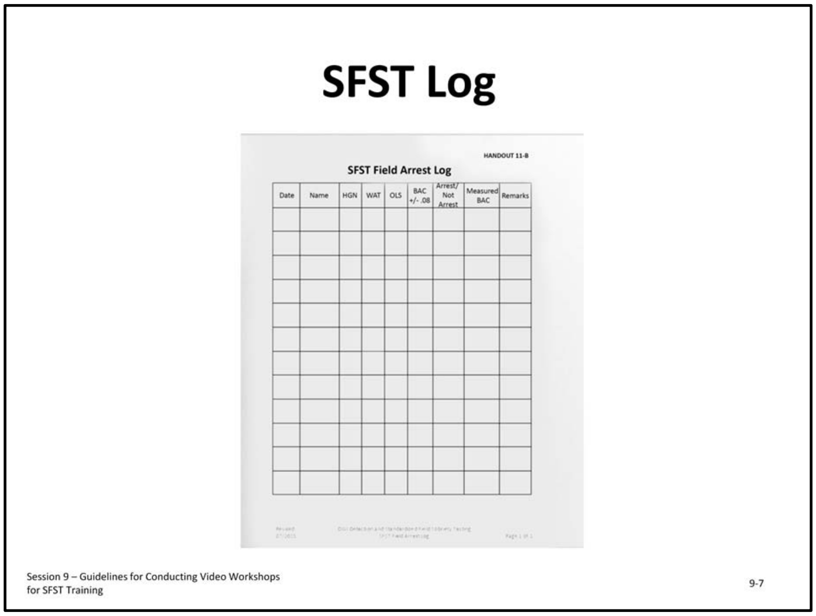
B. PROCEDURES FOR USING VIDEOS

When using the videos in your course, divide the class into two groups. Participants should work in the same groups formed for the Dry Run Practice Session. The instructor should distribute video score sheets and have participants fill in their name.

Advise participants each subject will be viewed performing all three tests. Brief pauses occur between each test to allow participants time to record observed clues. Advise participants two views of the subject performing the Walk and Turn are also provided. The first is an overall view of both stages and the second is a close-up of the subject's feet while walking.

It is recommended half the class practice the SFSTs under the direction of classroom instructors while the remainder of the class views, records, and interprets the NHTSA/IACP-approved videos for this session. Once completed, the groups switch roles. Only one instructor is needed to direct the viewing of the videos.

If time permits, participants will administer additional tests to each other. Participants will report their observations of video subjects at the end of the session. The instructors will notify participants of the video subjects' BACs.



C. <u>USE AND MAINTENANCE OF THE SFST LOG</u>

The SFST Log is used to record the results of the SFSTs performed on suspected impaired subjects. This log is extremely important in documenting an officer's experience and proficiency in performing and interpreting SFSTs.

This log has the following components:

- The date the SFSTs were administered
- Subject's full name
- Results of each SFST test
- Classification of BAC as above or below 0.08 BAC
- Arrest/Not Arrest
- Subject's measured BAC (if available)
- Remarks

Utilization of the SFST Log

NHTSA and IACP strongly recommend each officer continue to document all administrations of SFSTs throughout their DWI enforcement career. The documentation will include subject's name, date, results of each test, and the officer's classification of subject's BAC and measured BAC, if available. A sample log is included.

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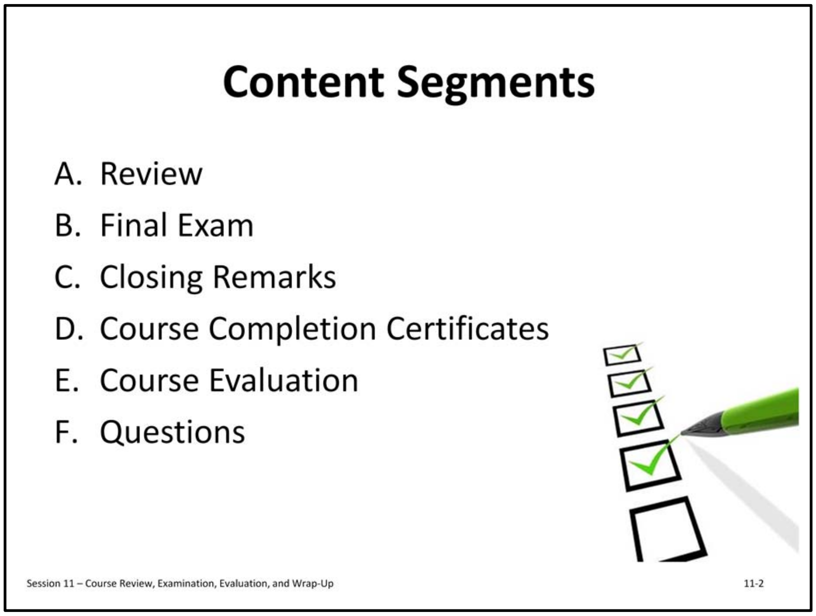
D. <u>QUESTIONS AND/OR CONCERNS</u>

DWI Detection & SFST Instructor Development Course

Session 11 – Course Review, Examination, Evaluation, and Wrap-Up

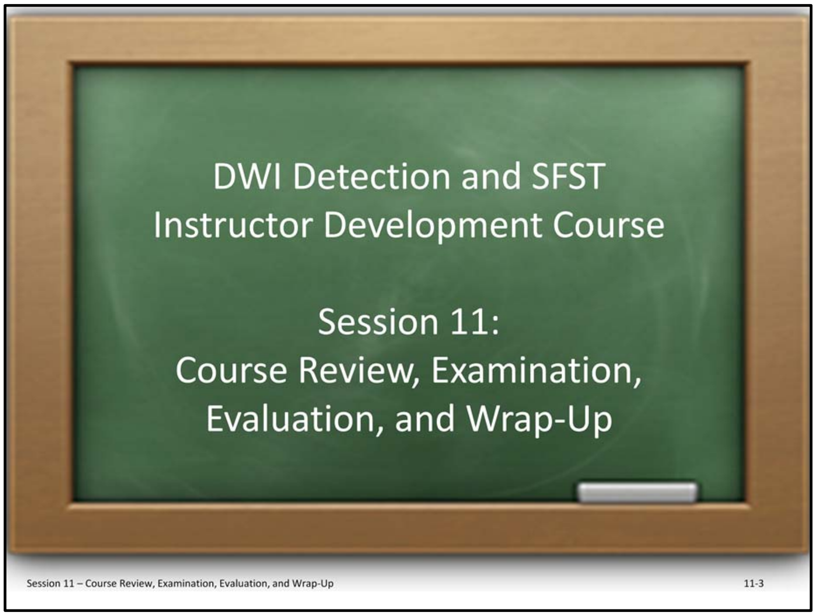
February, 2017



Session 11: Course Review, Examination, Evaluation, and Wrap-Up
Estimated time for Session 11: 2 Hours, 30 Minutes (depending on class size)

Contents

A. Review
B. Final Exam
C. Closing Remarks
D. Course Completion Certificates
E. Course Evaluation
F. Questions



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

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A. REVIEW

What is learning?

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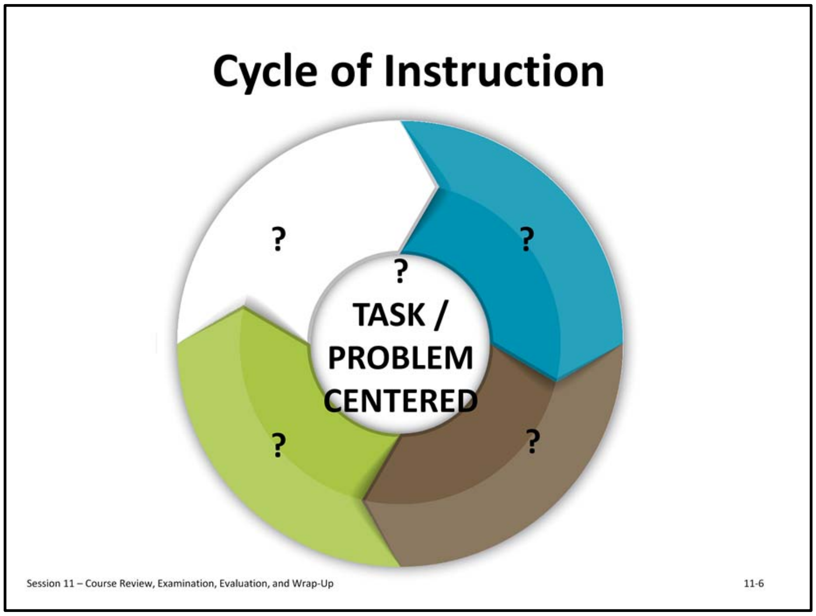
What is Instruction?

Session 11 – Course Review, Examination, Evaluation, and Wrap-Up 11-5

What is instruction?



Describe the Cycle of Instruction.

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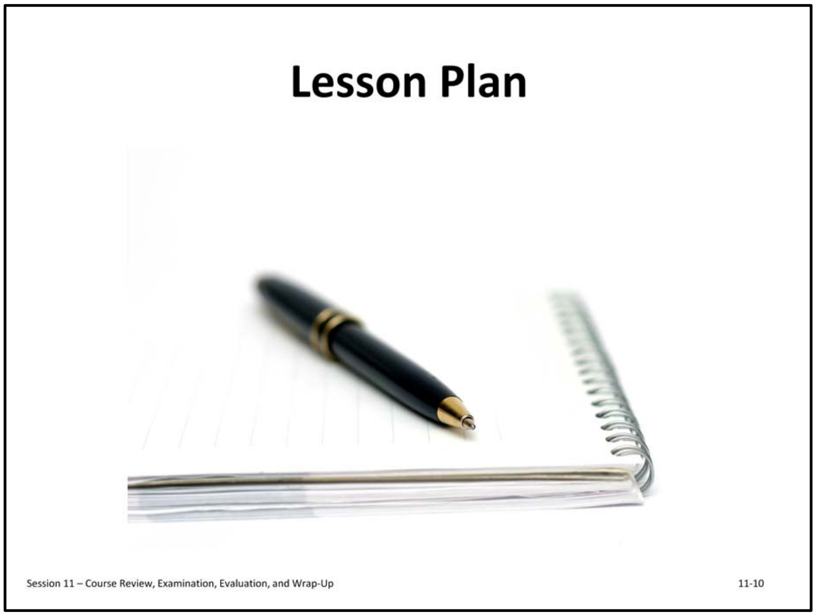
Describe Primacy.

Describe the advantages and disadvantages of Team Teaching.

Administrator Guide

Session 11 – Course Review, Examination, Evaluation, and Wrap-Up 11-9

What is the purpose of the Administrator Guide?



What are the purposes of the Lesson Plan?

What are the qualities of a good instructor?

What is Feedback?

Session 11 – Course Review, Examination, Evaluation, and Wrap-Up 11-12

What is feedback?

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Why is feedback important?

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Questioning Methods

Session 11 – Course Review, Examination, Evaluation, and Wrap-Up 11-13

What are the three types of questions?

Participants' Answers

Session 11 – Course Review, Examination, Evaluation, and Wrap-Up 11-14

What should an instructor do when a participant gives a correct answer?

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What should an instructor do when a participant gives an incorrect answer?

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What should an instructor do if participants do not offer an answer?

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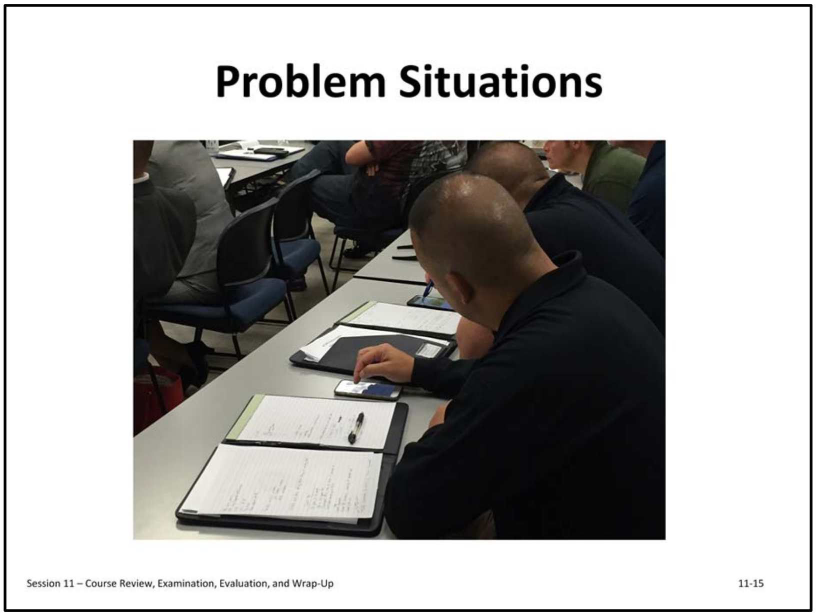

What are some key considerations for problem situations?

Session 11 – Course Review, Examination, Evaluation, and Wrap-Up 11-16

What are commonly used training aids?

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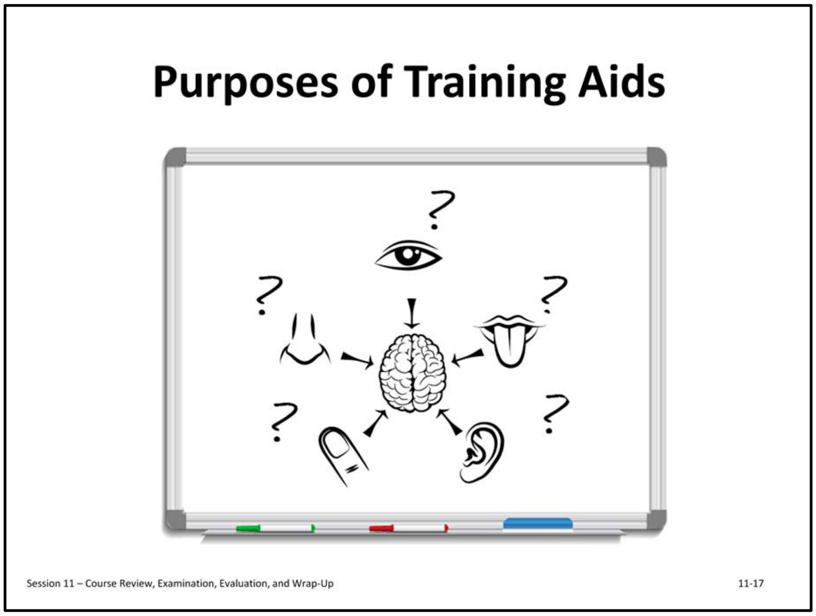
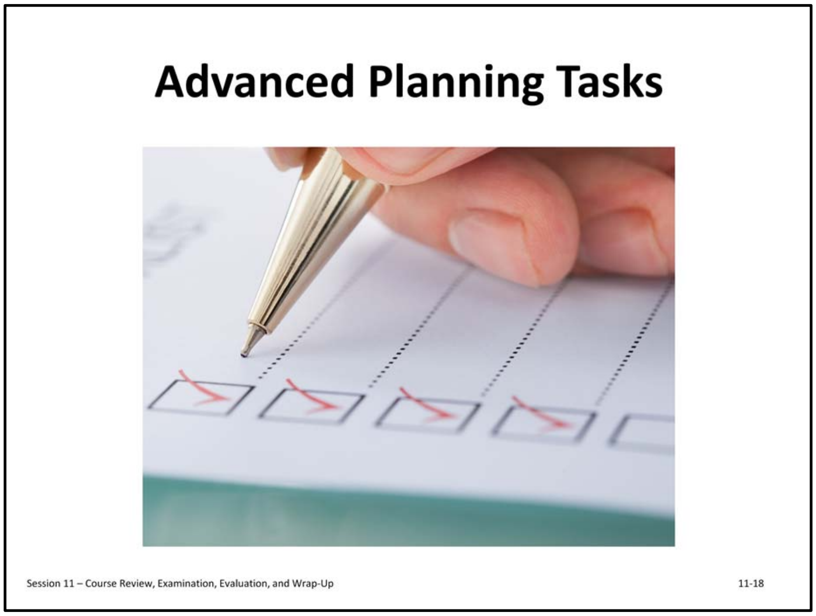


Describe the purposes of training aids?



Describe some of the considerations for planning an alcohol workshop.

What are the quantity and qualifications for volunteer drinkers?

Deterrence and DWI

Session 11 – Course Review, Examination, Evaluation, and Wrap-Up 11-19

Deterrence and DWI

- Approximately what percentage of fatal crashes involve drivers who have been drinking?
  - o ____
- On any typical weekend night, approximately what percentage of cars are driven by persons who are DWI?
  - o ____
- Approximately what percentage of adult Americans are estimated to commit DWI at least occasionally?
  - o ____
- About how many times per year does the average DWI violator commit DWI?
  - o ____
- It is estimated the current odds of being arrested for DWI on any one impaired driving event are about one in ______.
  - o ____

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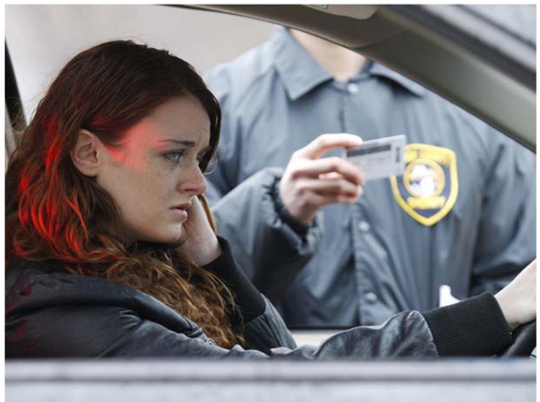
Detection Phases



Session 11 – Course Review, Examination, Evaluation, and Wrap-Up 11-20

Detection Phases

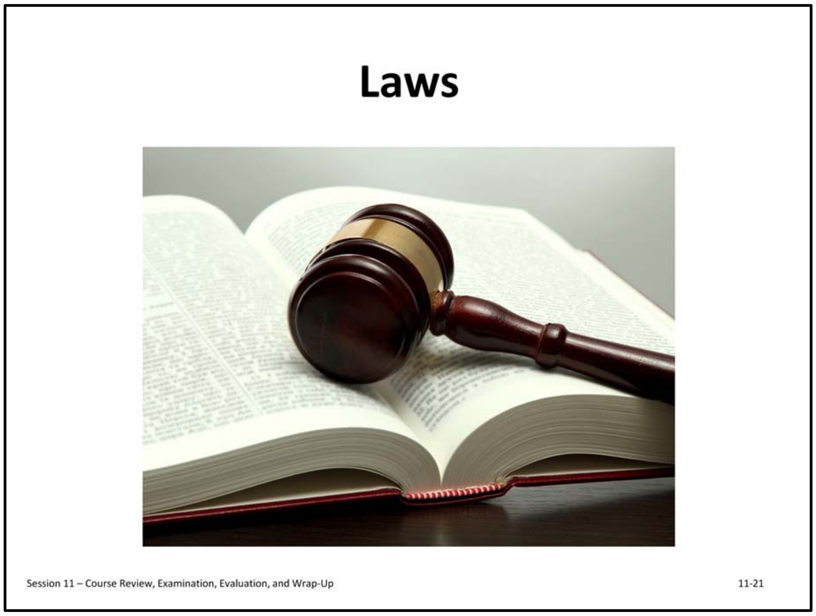
- What are the three phases of detection?

- What is the definition of "DWI Detection"?

- What is the police officer's principal decision during Detection Phase One?

- During Phase Two?

- During Phase Three?



Laws

- What does "Per Se" mean?

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- The "illegal per se" law makes it an offense to operate a motor vehicle while______.

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- True or False: A person cannot be convicted of DWI if BAC was below 0.05.

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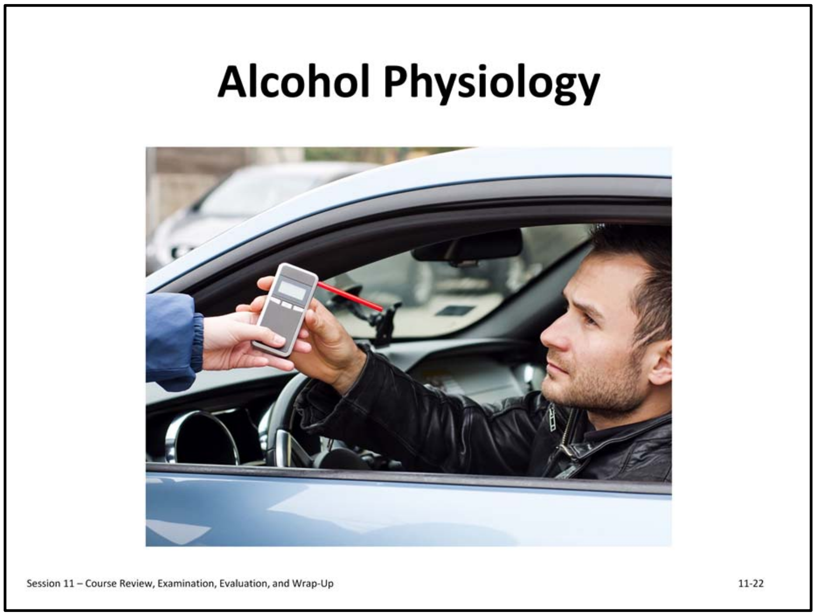

Alcohol Physiology

- True or False: Vision will be impaired for virtually all people by the time BAC reaches 0.08.

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- Where is the majority of alcohol absorbed?

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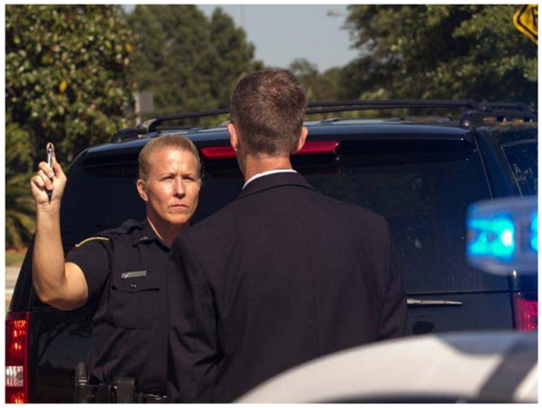
SFSTs



Session 11 – Course Review, Examination, Evaluation, and Wrap-Up 11-23

SFSTs

- What does "nystagmus" mean? ____
- Walk and Turn is an example of a ______________________________ attention test.
- Name the eight distinct clues of Walk and Turn.

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- Name the four distinct clues of One Leg Stand.

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- Name the three distinct clues of Horizontal Gaze Nystagmus.

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- How many steps in each direction must the subject take in the Walk and Turn test? __________
- How long must the subject stand on one foot in the One Leg Stand test? __________________
- Suppose a subject produces two clues on the HGN test and no clues on the Walk and Turn test. Should you classify the subject's BAC as above or below 0.08? __________________________
- How reliable is each test?

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Final Examination

Session 11 – Course Review, Examination, Evaluation, and Wrap-Up 11-24

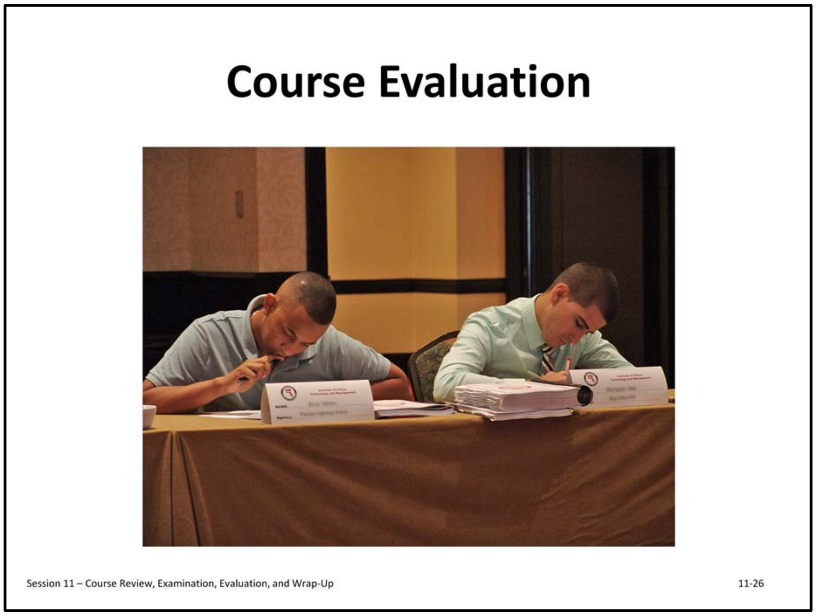
B. <u>FINAL EXAM</u>

Closing Remarks

Session 11 – Course Review, Examination, Evaluation, and Wrap-Up 11-25

C. <u>CLOSING REMARKS</u>

D. <u>COURSE COMPLETION CERTIFICATES</u>



E. <u>COURSE EVALUATION</u>

F. <u>QUESTIONS AND/OR CONCERNS</u>