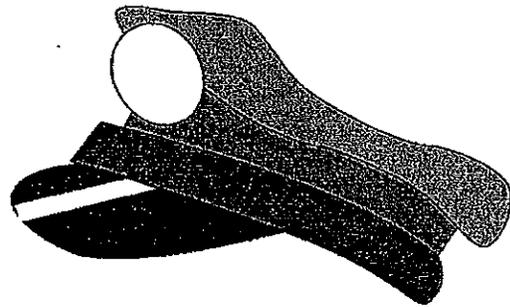


DWI DETECTION AND STANDARDIZED FIELD SOBRIETY TESTING



STUDENT-INSTRUCTOR MANUAL

**PRINCIPLES AND TECHNIQUES OF TRAINING IN
STANDARDIZED FIELD SOBRIETY TESTING**

THE SFST INSTRUCTOR TRAINING SCHOOL

TABLE OF CONTENTS

<u>SESSION</u>	<u>TITLE</u>
	Course Overview
	Course Objectives
I	Introduction and Overview
II	Concepts Of Adult Learning and Teaching
III	The SFST Curriculum Package
IV	Assignments for Practice Teaching
V	Teaching Preparation Techniques
VI	Techniques for Effective Classroom Presentations
VII	Planning and Managing a Live Alcohol Workshop
VIII	Conducting Video Training Options for the SFST Drinking Subject Testing Sessions
IX	Training Summary and Conclusions

COURSE OVERVIEW

This course addresses the application of some basic adult learning rules and four presentation skills for effective teaching. Participants learn techniques for delivering training to adults from instructor demonstrations and class participation. They will learn how to create and use activities that influence attitudes (affective domain); how to create and use activities that build skills and knowledge (psychomotor and cognitive domains); and how to create and develop interactive learning activities. Participants also learn how to develop and effectively use visuals and other training aids.

Participants will make several presentations and then receive one-on-one feedback and coaching from an instructor.

COURSE OBJECTIVES

Given an opportunity to apply material and techniques presented in this course, participants will be able to:

- Explain the adult learning rules addressed in this manual and their importance in conducting effective training programs.
- Describe various positive motivation techniques covered and used during this workshop.
- Discuss the four-step process for teaching and learning.
- Demonstrate effective questioning techniques addressed in this manual to facilitate adult learning.
- Identify strategies for handling challenging situations in the classroom.
- Develop and use various training aids used and addressed in this course.
- Learn the roles and responsibilities of instructors in conducting NHTSA training programs.

40 Minutes

SESSION ONE
INTRODUCTION AND OVERVIEW

SESSION ONE: INTRODUCTION AND OVERVIEW

During this session, the participants will:

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

CONTENT SEGMENTS

LEARNING ACTIVITIES

A. Opening Remarks

■ Instructor Led

B. Administrative Matters

C. Course Overview

D. Introductions

E. Pre-Test

Content	Notes
INTRODUCTION AND OVERVIEW	
A. Opening Remarks	
1. Welcome to the SFST Instructor Trainer Program.	
2. If name tents are available, complete and display on table.	
B. Administrative Matters	
1. Location of restrooms, smoking areas, phones, snack rooms and parking, emergency medical care and any other information that might be important will be provided.	
2. Course Goal and Objectives	
<p>Overall Course Goal: To provide participants the skills, abilities and techniques required to deliver effective SFST training.</p>	
<p>Objectives:</p>	
a. Adult learning principles, motivation techniques, the four-step process of teaching and learning will be explained.	
b. Effective questioning techniques, strategies for handling challenging situations in the classroom, and the development and use various training aids will be demonstrated.	

Content	Notes
c. Basic concepts and principles of instructing and use of the standard NHTSA lesson plans will be discussed.	
C. Course Overview	
1. Schedule	
2. Activities	
a. Instructor-led discussions and demonstrations of training techniques.	
b. Individual activities.	
c. Group activities.	
d. Course quiz.	
D. Introductions	
1. Introduction Sheets - These are sheets to be filled out in the classroom.	
2. "Hanging Issues" sheet.	
3. Breaks.	
It will be your responsibility for returning on time following breaks.	
E. Pre-Test	

2 Hours

SESSION TWO
CONCEPTS OF ADULT LEARNING AND TEACHING

SESSION TWO: CONCEPTS OF ADULT LEARNING AND TEACHING

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

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

CONTENT SEGMENTS

LEARNING ACTIVITIES

- | | |
|--------------------------------------------------------|------------------------|
| A. Differences and Similarities of Adults and Children | ! Instructor Led |
| B. Adult Learning | ! Group Discussion |
| C. Maximum Efficiency In Learning | ! Small Group Activity |
| D. Domains of Learning | |
| E. Four-Step Process of Teaching and Learning | |
| F. The Student's Perspective | |

Content	Notes
<p>Children expect what they are learning now to be useful later on in their future. Adults, however, expect it to be immediately useful to them.</p>	
<p>Children have little experience from which to draw. Adults, on the other hand, have much past experience to draw from and may also have very fixed view points.</p>	
<p>Children have little ability to serve as a knowledgeable resource to the teacher or their classmates. Adults, however, can serve as knowledgeable resources to the trainer and fellow trainees.</p>	
<p>As trainers of adults, we need to remember that every student brings life experiences as well as subject matter expertise in a given area to the training room. Recognition and appreciation of who we are, contributes to our own sense of well being and self esteem. As an adult learner, when I feel good about myself, I'll be more receptive to learning.</p>	
<p>B. Adult Learning Rules</p>	
<p>1. Explain benefits (WII-FM).</p>	
<p>WII-FM = "What's In It For Me?" Adults must feel that they will benefit from the training, either personally or on the job.</p>	
<p>2. Relate learning to past experiences.</p>	

Content	Notes
Link new information or knowledge to something familiar.	
3. Participation and interaction.	
4. MMFG-AM = "Make Me Feel Good About Myself". Acknowledge and recognize the knowledge and experience each person brings.	
5. Students must be encouraged to be resources to each other and the trainer.	
Students should realize the valuable resources they have in each other. A good trainer taps a student's knowledge or experience and allow them to be a resource.	
6. Treated like adults.	
Be professional and focus on learning needs.	
C. Maximum Efficiency in Learning	
1. How adults learn best.	
2. Three types of learners.	
a. Visual - those who learn by seeing.	
b. Auditory - those who learn by hearing.	
c. Tactile - those who learn through the sense of touch.	

Content	Notes
<p>We can appeal to all three dominant senses in learning by using a combination of verbal, visual and hands-on training methods.</p>	<hr/> <hr/> <hr/>
<p>3. Group Exercise</p> <p>Applying Adult Learning Rules to Past Experiences</p>	<hr/> <hr/> <hr/>
<p>D. Domains of Learning</p>	<hr/>
<p>1. What kinds of things can people learn to do?</p>	<hr/> <hr/>
<p>2. The three DOMAINS OF LEARNING.</p>	<hr/> <hr/>
<p>a. Cognitive Domain b. Affective Domain c. Psychomotor Domain</p>	<hr/> <hr/> <hr/>
<p>3. Every job performed by human beings requires learning in all three Domains.</p> <p>a. Knowledge b. Skill(s) c. Attitude</p>	<hr/> <hr/> <hr/> <hr/>
<p>4. For every job that you can perform well, somewhere along the line you <u>learned</u> the knowledge that the job requires, and you <u>learned</u> the skills it requires, and you <u>learned</u> the attitudes it requires.</p>	<hr/> <hr/> <hr/> <hr/> <hr/>

Content	Notes
o Lectures accompanied by slides	
o Lectures with chalkboard presentations	
o Sound films and videos	
c. We start to approach maximum learning efficiency when we combine verbal symbols, visual symbols and hands-on involvement by the students.	
o Classroom practice sessions devoted to viewing video tape portrayals of impaired driving, and recognizing and describing the clues of impairment.	
o The Alcohol Workshops.	
o Several sessions in which students practice administering the SFSTs to one another.	
d. We reach maximum learning efficiency when we provide students an opportunity for hands-on involvement under realistic circumstances.	
e. Review of three domains.	

Content	Notes
a. <u>Methods for getting the student ready to learn:</u>	
b. Start by overviewing the objectives of the session.	
c. Explain the benefits, to the student, of learning the material.	
d. Relate the subject-matter to what the students have already learned.	
e. PREPARATION essentially is motivating the student.	
f. Preparation guidelines.	
2. PRESENTATION: the second step in the teaching-learning process.	
It is the step in which you tell, show, and explain to the students what you want them to do.	
a. <u>Key points concerning the PRESENTATION step:</u>	
b. Presentation guidelines.	
(1) Use simple language.	
(a) Simple for the <u>students</u> .	
(b) Simple for the <u>instructor</u> .	

Content	Notes
(2) Be familiar with the lesson plans.	
(3) Use eye contact.	
(4) Use humor appropriately.	
(5) But don't tell jokes.	
(6) Ask questions often.	
(7) Stay in control.	
(8) Use body language appropriately, but avoid distracting mannerisms.	
(a) Examples of appropriate body language.	
(b) Examples of distracting mannerisms.	
(9) Be yourself.	
(10) Use visual aids.	
3. COACHING AND PRACTICE: The instructor guiding the student as the student tries to do what the instructor has shown.	
a. <u>COACHING AND PRACTICE is essential in all three Domains of Learning.</u>	
b. <u>Key points concerning COACHING AND PRACTICE:</u>	

Content	Notes
<p>4. EVALUATION: Finding out how well the student is learning or has learned.</p> <p>a. <u>EVALUATION applies to all three Domains of Learning.</u></p> <p>b. <u>Key points concerning EVALUATION:</u></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>F. The Student's Perspective</p> <p>1. PREPARATION: "What do you want me to learn and why should I learn it?"</p> <p>2. PRESENTATION: "Show me how to do it."</p> <p>3. COACHING AND PRACTICE: "Let me try it!"</p> <p>4. EVALUATION: "How am I doing?"</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Some Study topics for this unit:</p> <p>1. Adult learners are divided into what three types?</p> <p>2. What are the three DOMAINS OF LEARNING?</p> <p>3. What types of symbols provide the least efficient learning experience?</p> <p>4. What offers the most efficient learning experience?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

2 Hours

SESSION THREE
THE SFST CURRICULUM PACKAGE

SESSION THREE: THE SFST CURRICULUM PACKAGE

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

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

CONTENT SEGMENTS**LEARNING ACTIVITIES**

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

Content	Notes
<p>c. The last section, "A synopsis of the Curriculum" gives a brief summary of the lesson plans and the visuals.</p>	<hr/> <hr/> <hr/>
<p>3. As instructors, it is essential that you be thoroughly familiar with the Administrator's Guide.</p>	<hr/> <hr/> <hr/>
<p>4. Overview of the SFST School.</p>	<hr/> <hr/> <hr/>
<p>a. Item 1, "For whom is the training intended?"</p>	<hr/> <hr/> <hr/>
<p>b. Item 2, "What are the purposes of the training?"</p>	<hr/> <hr/> <hr/>
<p>c. Item 3, "What will the students get out of the training?"</p>	<hr/> <hr/> <hr/>
<p>d. Item 4, "What subject matter does the course cover?"</p>	<hr/> <hr/> <hr/>
<p>e. Item 5, "What activities take place during the training?"</p>	<hr/> <hr/> <hr/>
<p>f. Item 6, "How long does the training take?"</p>	<hr/> <hr/> <hr/>
<p>5. Segment E. Guidelines for Conducting a Controlled Practice Drinking Session of the Administrator's Guide provides some detailed instructions for conducting the alcohol workshops that take place on the second and third days of the School.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>6. An Instructor's Manual has been prepared for the course.</p>	<hr/> <hr/> <hr/>

Content	Notes
<p>Personal experiences add impact and increase retention of content material. Adding our own examples incorporates our own personality and style to the training delivery.</p>	
<p>The lesson plan should have your own notes and questions incorporated in the instructional notes. Make sure you know how the overheads 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 flip charts, this is when you will need to prepare them.</p>	
d. Preparation.	
<p>Start by going through the material just as you would during the presentation, don't try to memorize it.</p>	
<p>If possible, practice presenting aloud in the room you will actually be using. This will help you feel more comfortable and familiar with the surroundings. You will also look as if you are used to moving around in that environment.</p>	

Content	Notes
<p>c. Training props or demonstration materials.</p>	<hr/> <hr/>
<p>d. Any other reference materials or notes that you will be using during your presentation of the material.</p>	<hr/> <hr/> <hr/>
<p>3. Style vs. Content</p>	<hr/> <hr/>
<p>We know that in the two-column format, the left side contains content material to be covered. The right side or instructional notes area may have suggestions for delivery of that material.</p>	<hr/> <hr/> <hr/> <hr/>
<p>Those are only suggestions and if you find other delivery techniques or methods that are:</p>	<hr/> <hr/> <hr/>
<p>a. Effective and appropriate for the content.</p>	<hr/> <hr/>
<p>b. Comfortable for you as the instructor.</p>	<hr/> <hr/>
<p>You should use them.</p>	<hr/> <hr/>
<p>Trainers should incorporate their individual style to the delivery.</p>	<hr/> <hr/>
<p>There is a difference between content and style, or technique.</p>	<hr/> <hr/>
<p><i>Techniques or methods that reinforce learning of new information or that increase retention should be an integral part of training delivery, not the exception.</i></p>	<hr/> <hr/> <hr/>

Content	Notes
e. The main body of the lesson plans consists of the outline of content and method of instruction.	
f. These pages have a two-column format.	
g. The last portion of this set of lesson plans consists of the pre-test.	
h. The next thing we find are the Master (i.e., paper) Copies of the Wallcharts .	
i. The visuals for Session I are found after the wallchart masters; simply photocopy them onto acetate to produce the overhead transparencies.	
4. Purposes of the Lesson Plans.	
a. These lesson plans have three main purposes.	
b. First Purpose: Help you get ready to teach.	
c. Second Purpose: To help you stay on track while you are teaching the lesson.	
d. Third Purpose: Ensure consistency of training.	
D. Detailed Review of the SFST School Lesson Plans.	
1. The SFST School has 16 sessions.	

Content	Notes
a. Session I: Introduction and Overview	
b. Session II: Detection and General Deterrence	
c. Session III: The Legal Environment	
d. Session IV: Overview of Detection, etc.	
e. Session V: Phase One: Vehicle in Motion	
f. Session VI: Phase Two: Personal Contact	
g. Session VII: Phase Three: Pre-Arrest Screen	
h. Session VIII: Concepts and Principles of SFST	
i. Session IX: Test Battery Demonstrations	
j. Session X: "Dry Run" Practice	
k. Session XI: "Testing Subjects" First Practice Session	
l. Session XII: Processing and Trial Preparation	
m. Session XIII: Report Writing and Moot Court	
n. Session XIV: "Testing Subjects" Second Practice Session	

Content	Notes
o. Session XV: Review and Proficiency Exam	
p. Session XVI: Written Exam and Conclusion	
2. Session I, as we have already seen, has three segments.	
a. Segment A is the PREPARATION step for the entire course: we inform the students of what they will learn.	
b. Segment B is a PRESENTATION step: we inform the students about certain routine but important administrative details of the School.	
c. Segment C is an EVALUATION step: we test the students' knowledge of DWI Detection and SFSTs prior to training.	
d. The entire session focuses on the delivery of <u>information</u> to the students: the session is in the COGNITIVE Domain.	
3. In Session II, we tell the students about the extent of the DWI problem, and about the ability to help solve the problem through deterrence, i.e., the fear of arrest.	

Content	Notes
<p>a. The basic purpose of this session is to help the students <u>believe</u> that there is a DWI problem, and that they can and should do something about it.</p>	<hr/> <hr/> <hr/> <hr/>
<p>b. Because we are telling and showing the students something, Session II is a PRESENTATION step.</p>	<hr/> <hr/> <hr/> <hr/>
<p>c. And we are setting the stage for the rest of the School: we want to motivate the students to learn. Therefore, Session II is also a PREPARATION step.</p>	<hr/> <hr/> <hr/> <hr/>
<p>d. Since the whole Session focuses on what we want the students to believe, Session II is concerned with the AFFECTIVE Domain.</p>	<hr/> <hr/> <hr/> <hr/>
<p>4. In Session III, we focus on the laws that relate to the enforcement of DWI.</p>	<hr/> <hr/> <hr/> <hr/>
<p>a. The session is aimed at knowledge development: therefore, it is in the COGNITIVE Domain.</p>	<hr/> <hr/> <hr/> <hr/>
<p>b. Since the instructor describes and explains each law, the session is a PRESENTATION step.</p>	<hr/> <hr/> <hr/> <hr/>

Content	Notes
<p>5. Session IV introduces the important concepts of the three phases of detection, and of the need for clear and convincing testimony.</p> <p>a. The entire focus is on information, or the COGNITIVE Domain.</p> <p>b. In setting the stage for the next several sessions, Session IV is a PREPARATION step.</p> <p>c. But in conveying information, Session IV is also a PRESENTATION step.</p>	<hr/>
<p>6. Session V is the first of several sessions in which the instructor explains and demonstrates techniques of detection and testimony.</p> <p>a. The focus is on both information (detection clues) and skills (effective written and verbal communication).</p> <p>b. After the instructor explains and demonstrates the techniques, the students have an opportunity to practice using the techniques.</p>	<hr/>
<p>7. Session VI continues the subject matter and the learning activities that began in Session V.</p>	<hr/>

Content	Notes
<p>13. Session XI is the first of two sessions in which students learn to administer the SFSTs. This session has two options.</p>	
<p>a. The "core" curriculum recommended by NHTSA/IACP utilizes two live alcohol workshops.</p>	
<p>b. Either Session XI or Session XI-A are primarily COACHING AND PRACTICE steps.</p>	
<p>14. Session XII is concerned with gathering and organizing evidence of a DWI violation subsequent to the arrest.</p>	
<p>a. The instructor will inform the students of the proper procedures for processing an arrested DWI suspect, and for preparing to testify against the suspect.</p>	
<p>b. This is a PRESENTATION step.</p>	
<p>c. Since it involves information and procedures, it is concerned with both the COGNITIVE and PSYCHOMOTOR domains.</p>	
<p>15. Session XIII focuses on communication skills, including written and verbal communication.</p>	

Content	Notes
<p>a. Because it is skill-oriented, it is concerned with PSYCHOMOTOR domain.</p>	<hr/> <hr/>
<p>b. During the session, students actually prepare a written report, and selected students "testify" in a "moot court".</p>	<hr/> <hr/> <hr/>
<p>c. Therefore, it is a COACHING AND PRACTICE step.</p>	<hr/> <hr/>
<p>16. Session XIV is the second of two sessions in which students learn to administer the SFSTs by utilizing live alcohol workshop (core curriculum or option 1) or video tapes.</p>	<hr/> <hr/> <hr/> <hr/>
<p>a. COACHING and PRACTICE steps virtually identical to Session XI.</p>	<hr/> <hr/> <hr/>
<p>17. Session XV is a review of SFST administrative procedures, and an examination of students' abilities to apply those procedures.</p>	<hr/> <hr/> <hr/>
<p>a. It is skill-oriented.</p>	<hr/> <hr/>
<p>b. And it involves COACHING AND PRACTICE and EVALUATION steps.</p>	<hr/> <hr/> <hr/>
<p>18. Session XVI, the concluding session, requires the students to complete a written test and to submit an anonymous critique of the course.</p>	<hr/> <hr/> <hr/> <hr/>

One Hour and Twenty-Five Minutes

SESSION FOUR

ASSIGNMENTS FOR PRACTICE TEACHING

SESSION FOUR: ASSIGNMENTS FOR PRACTICE TEACHING

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

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

CONTENT SEGMENTS**LEARNING ACTIVITIES**

- | | |
|-----------------------------------|------------------|
| A. Assignments and Clarifications | ! Instructor Led |
| B. Independent Review | ! Study Session |

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

Content	Notes
ASSIGNMENTS FOR PRACTICE TEACHING	
A. Assignments and Clarifications	
1. Identification of teaching assignments.	
a. Note classroom assignment (Classroom A, B, C, etc.).	
b. Note sessions and segments. (Attachment B)	
2. Team teaching.	
3. Logistics	
a. Each classroom will be fully equipped with audio-visuals, student handout materials, etc.	
B. Independent Review	
1. Review of assigned lesson plans.	
2. Instruct the students to meet with their team teaching partner and begin "dividing up" their assignments.	

ATTACHMENT A

PRACTICE TEACHING ASSIGNMENTS

CLASSROOM # _____

FIRST DAY (Wednesday)

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

NOTE:

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

SECOND DAY (Thursday)

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

NOTE:

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

ATTACHMENT B

SPECIFIC ASSESSMENT ON PERFORMANCE

Preparation

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

- _____ Did not state the objectives at all
- _____ Objectives were stated, but not clearly
- _____ Objectives were stated clearly, but not accurately
- _____ Objectives were stated clearly and accurately

Specific comments on the statement of the objectives:

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

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

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

- _____ No outline was given
- _____ Outline was very unclear
- _____ Outline was unclear in part
- _____ Outline was very clear

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

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

Presentation

A. Language and Voice

(1) Terms, words and phrases

____ Too Complex ____ Too Simple ____ About Right

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

(2) Speaking Volume

____ Too Soft ____ Too Loud ____ About Right

(3) Speech Control

____ Well Modulated ____ Cracking/Uncertain ____ Monotone

B. Familiarity with Lesson

____ Very uncertain of the material

____ Uncertain of some portions of the material

____ Adequate familiarity with the material

____ Excellent command of the materials

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

C. Use of Eye Contact

- _____ Basically avoided eye contact
- _____ Very limited eye contact
- _____ Used eye contact only with certain portions of the classroom
- _____ Good eye contact

D. Use of Humor

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

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

Overall, attempts to use humor were:

_____ Too much _____ Not enough _____ About right

E. Use of Questions(1) Number of Questions Posed to Class

- _____ Did not ask any questions
- _____ Asked a few, but not enough
- _____ Asked too many questions
- _____ Asked about the right number of questions

(2) Types of Questions Used

- _____ Mainly Pre-directed _____ Mainly Overhead/Undirected
- _____ Mainly Overhead/Directed _____ Used a combination of types

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

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

(3) Handling Students' Responses to Questions

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

F. Body Language and Mannerisms

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

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

G. Use of Visual Aids

Check all that apply:

_____ Kept visuals on display too long

_____ Inappropriately turned to and "talked to" visuals

_____ Sometimes blocked students' view of visuals

_____ "Fumbled" too much with the visuals

_____ Didn't use enough visuals

_____ Turned visuals off too soon

Overall use of the visuals was:

_____ Excellent _____ Good _____ Fair _____ Poor

Specific comments on use of visuals:

H. Involvement of Students in the Presentation

_____ Basically did not try to involve students

_____ Made some effort, involved some of the students

_____ Succeeded in involving virtually all students

Skill Demonstration (if applicable to this assignment)

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

_____ No overview was given

_____ Overview was incomplete or unclear

_____ Overview was adequate

_____ Overview was very clear, and thorough

Specific deficiencies with the overview:

B. Overall quality of their skill demonstrations:

_____ Poor _____ Fair _____ Good _____ Excellent

Specific deficiencies with the demonstrations:

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

_____ Basically ignored students while they practiced

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

_____ Failed to show adequate respect for students' efforts

_____ Interrupted practice too much: coaching was overbearing

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

Overall, coaching was:

_____ Excellent _____ Good _____ Fair _____ Poor

1 Hour and 40 Minutes

SESSION FIVE
TEACHING PREPARATION TECHNIQUES

SESSION FIVE: TEACHING PREPARATION TECHNIQUES

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

- ! Describe the characteristics of a good SFST instructor.
 - ! Describe the four components of public speaking.
 - ! Improve their confidence in conducting training.
 - ! Demonstrate how physical appearance and body language can affect their visual effectiveness in delivering training.
-

CONTENT SEGMENTS**LEARNING ACTIVITIES**

- | | |
|-----------------------------------|------------------|
| A. Qualities of a Good Instructor | ! Instructor Led |
| B. Instructor Preparation Tasks | |
| C. Effective Speaking | ! Student Led |

Content	Notes
TEACHING PREPARATION TECHNIQUES	
A. Qualities of a Good Instructor	
1. What does it take to be a good instructor?	
2. Two basic qualities are required for a good instructor:	
3. If the instructor cannot PERFORM the tasks assigned to teach, the instructor will have a very hard time carrying out three of the four steps of the teaching-learning process.	
4. Major conclusion: If you can't <u>do</u> a job, you probably can't teach the job.	
5. Implication: If you are going to be a SFST Instructor, you must at first be able to administer the SFSTs.	
6. DISCUSSION: How well do you have to perform a job in order to be able to teach the job?	
7. A KEY CONSIDERATION: The instructor must be able to show the student how to do the job to an <u>acceptable</u> level of proficiency.	
8. Remember: Being able to use the SFSTs is only one of the requirements you face as an SFST instructor.	

Content	Notes
9. You also have to be able to <u>teach</u> the SFSTs.	
10. The ability to teach is something we can <u>learn</u> .	
11. Fundamental <u>knowledge</u> required for effective teaching:	
12. Fundamental skills required for effective teaching.	
a. Planning Skills.	
b. Communication skills.	
o Students will be asked to give short presentations.	
c. Coaching skills:	
13. Fundamental attitudes required for effective teaching.	
a. Teaching is a job worth doing well.	
b. The DWI enforcement is a job worth doing well.	
c. The instructor is there to help the student.	
14. Summary of the qualities of a good instructor.	
B. Instructor Preparation Tasks	
1. Get yourself ready to teach.	

PRESENTATION TOPICS

- Divided Attention
- Nystagmus
- Impairment
- Alcohol (Ethanol)
- Blood Alcohol Concentration (BAC)
- General Deterrence (DWI)
- Frye Rule
- Psychophysical Testing
- PBTs
- Categories of Nystagmus
- The 45 Degree Template
- Standardization
- Field Arrest Log (SFST)
- Pre-Trial Conference
- Cues or Clues
- Detection: Phase Two
- Implied Consent
- Officer Safety
- Alcohol Workshop
- Observational Evidence
- Detection Phases
- Courtroom Testimony
- Blake Case
- DWI
- Reaction Time
- Alcohol Process (Physiological)

***"What is required is sight and insight-
then you add one more-excite."***

Robert Frost

Three Hours

SESSION SIX

**TECHNIQUES FOR EFFECTIVE
CLASSROOM PRESENTATIONS**

SESSION SIX: TECHNIQUES FOR EFFECTIVE CLASSROOM PRESENTATIONS

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

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

CONTENT SEGMENTS

LEARNING ACTIVITIES

- | | |
|-----------------------------------------------------------|---------------------------|
| A. Handling Challenging Situations | ! Instructor Led |
| B. Effective Questioning Techniques | ! Interactive Discussions |
| C. Team Teaching | ! Demonstrations |
| D. Creativity in Training | |
| E. Developing and Using
Training Aids in the Classroom | |
| F. Transparencies | |
| G. Wall charts | |
| H. Guidelines for Use of Transparencies and Flipcharts | |

Content	Notes
TECHNIQUES FOR EFFECTIVE CLASSROOM PRESENTATIONS	
A. HANDLING CHALLENGING SITUATIONS	
1. Introduction	
Classroom challenges that may develop are usually the result of various participant behaviors. Sometimes these situations can disrupt the learning process.	
2. Learning requires participation.	
Remember that learning is most likely to occur when participants are actively involved.	
3. Too much or too little participation.	
Differences in levels of participation are a natural reflection of variations in experience, knowledge levels and personalities. Participating too much or too little can disrupt the learning process.	
a. Vocal participants.	
b. Quiet individuals.	
c. Overly vocal students.	

Content	Notes
<p>Step 2. Evaluate them against the three considerations discussed earlier, eliminating those that do not meet all three conditions.</p>	<hr/> <hr/> <hr/> <hr/>
<p>Step 3. Select a strategy to use in handling the problem situation.</p>	<hr/> <hr/> <hr/> <hr/>
<p>B. Effective Questioning Techniques</p>	<hr/> <hr/>
<p>1. Questions are an important element in every presentation.</p>	<hr/> <hr/> <hr/> <hr/>
<p>2. There are three general types of questions that are useful in supporting PRESENTATIONS.</p>	<hr/> <hr/> <hr/> <hr/>
<p>3. One type is the OVERHEAD/ UNDIRECTED Question.</p>	<hr/> <hr/> <hr/> <hr/>
<p>a. This type of question is "tossed out" to the entire class; that is why it is called OVERHEAD.</p>	<hr/> <hr/> <hr/> <hr/>
<p>b. The question is not directed to any particular student; that is why it is called UNDIRECTED.</p>	<hr/> <hr/> <hr/> <hr/>
<p>c. No one is forced to answer the question.</p>	<hr/> <hr/> <hr/> <hr/>
<p>d. Any student who <u>wants</u> to try to answer the question is free to do so:</p>	<hr/> <hr/> <hr/> <hr/>
<p>o By raising their hand;</p>	<hr/> <hr/> <hr/> <hr/>

Content	Notes
<ul style="list-style-type: none"> o By simply "blurting out" the answer. 	
<ul style="list-style-type: none"> e. IN THEORY, because no student is singled out to answer this kind of question, all students are free to think about the question, and so all students become actively involved in trying to apply what they have learned to answer the question. 	
<ul style="list-style-type: none"> f. IN FACT, because students don't have to try to answer the question if they don't want to, students who are a bit shy or less self-confident tend not to try to answer this type of question. 	
<ul style="list-style-type: none"> g. If you rely exclusively on the OVERHEAD/UNDIRECTED type of question, before long only the sharks will be thinking about and trying to respond to your questions. 	
<ul style="list-style-type: none"> h. For the majority of your students, the questions will not provoke active involvement in the learning process. 	
<ul style="list-style-type: none"> i. Use of the OVERHEAD/UNDIRECTED type of question. 	
<ul style="list-style-type: none"> 4. The PRE-DIRECTED Question is the second of our three types. 	

Content	Notes
a. The PRE-DIRECTED Question is precisely the opposite of the OVERHEAD/UNDIRECTED type.	
b. One specific student is singled out to answer the question: That is why it is called a DIRECTED question.	
c. The student who is chosen to answer is announced to the class BEFORE the question is posed: That is why it is called PRE-DIRECTED.	
d. NOTE THAT IT IS VERY IMPORTANT TO <u>PAUSE</u> AFTER CALLING THE STUDENT'S NAME BEFORE YOU POSE THE QUESTION.	
e. The biggest disadvantage of the PRE-DIRECTED question is that only one student is required to think about the question.	
f. But there are certain situations where the PRE-DIRECTED question is most appropriate.	
5. The third type of question is the OVERHEAD/DIRECTED.	
a. This type of question combines many of the advantages of the other two types.	

Content	Notes
b. The question is tossed out to the entire class: That is why it is called OVERHEAD.	
c. But you, the instructor, select the student who will respond: That is why it is called DIRECTED.	
d. The biggest advantage of this type of question is that it encourages active participation by all students.	
e. You should rely primarily on the OVERHEAD/DIRECTED question.	
f. Disadvantages of this type of question.	
o With the PRE-DIRECTED questions, you often select the particular student because you know the student has some special expertise that should ensure the ability to answer correctly.	
o But with the OVERHEAD/DIRECTED question, you select students randomly; some of them will not know the answer.	

Content	Notes
3. Instructor Roles in Team Teaching	
a. Positive interpersonal relationship between instructors.	
b. Communication Between Instructors	
4. Team Teaching Techniques	
a. Pre-class Coordination and Preparation.	
b. During Class	
(1) Present a team teaching approach and respect allotted time slots.	
(2) Teaching instructor initiates discussions.	
(3) Coordinate with each other at breaks and at end of day.	
c. Post-class	
(1) Discuss overall training program and annotate required modifications.	
(2) Review delivery and presentation.	
(a) What worked.	
(b) What needs improvement.	

Content	Notes
2. Most Commonly Used Training Aids	
<ul style="list-style-type: none"> a. Videotapes b. Handouts c. Flip Charts d. Transparencies e. Wall Charts 	
3. Videotape	
<ul style="list-style-type: none"> a. Videotape and film have particular advantages in training. Consider using them to: <ul style="list-style-type: none"> (1) <i>Stimulate interest.</i> (2) <i>Motivate to try new things.</i> (3) <i>Illustrate behaviors, including depicting subtle expressions.</i> (4) <i>Add professionalism to training.</i> 	
<ul style="list-style-type: none"> (1) <i>Stimulate interest.</i> (2) <i>Motivate to try new things.</i> (3) <i>Illustrate behaviors, including depicting subtle expressions.</i> (4) <i>Add professionalism to training.</i> 	
<ul style="list-style-type: none"> b. Here are four steps to follow in using videotape or film most effectively in training: <ul style="list-style-type: none"> (1) Prepare for showing the videotape/film. 	
<p>Make sure equipment is available and ready to use. Briefly introduce film and subject.</p>	

Content	Notes
(2) P rovide instructions to students.	
Give them something to look for in the film.	
(3) P lay the videotape/film.	
Show the video and remain in the room.	
(4) P resent/summarize the learning points.	
4. Handouts	
a. Handouts are important training aids to consider.	
b. Selecting a Format	
The first step in developing a handout is to decide on the format you will use for presenting the information. A major drawback of information in paragraph form is that it is visually less appealing to the trainee than other formats.	
(1) Three handout formats that are particularly helpful as training aids are:	
(a) Charts	
(b) Checklists	
(c) Worksheets	

Content	Notes
<ul style="list-style-type: none"> o Then, turn back toward the students and expand upon what you have written. 	<hr/> <hr/> <hr/> <hr/>
<p>F. Transparencies</p>	<hr/> <hr/>
<p>These can be computer generated, professionally produced, or manually developed acetate sheets to be used with an overhead projector.</p>	<hr/> <hr/> <hr/> <hr/>
<p>1. Advantages of Transparencies</p>	<hr/> <hr/>
<ul style="list-style-type: none"> a. Adds professional touch. b. Easily transported. c. Can be used with large audience (over 25). 	<hr/> <hr/> <hr/> <hr/>
<p>2. Drawbacks of Transparencies</p>	<hr/> <hr/>
<ul style="list-style-type: none"> a. Light and glare can be tiring if overused. b. Requires special equipment not always readily available. c. Complex charts can overwhelm viewers. 	<hr/> <hr/> <hr/> <hr/>
<p>3. Computer Generated</p>	<hr/> <hr/>
<p>4. Numerous overhead transparencies have been prepared for the SFST School.</p>	<hr/> <hr/> <hr/> <hr/>
<ul style="list-style-type: none"> a. They are referred to in the lesson plans as "visuals". 	<hr/> <hr/>

One Hour

SESSION SEVEN
GUIDELINES FOR
PLANNING AND MANAGING A LIVE ALCOHOL WORKSHOP

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

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

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

CONTENT SEGMENTS

LEARNING ACTIVITIES

- | | |
|-------------------------------------------------|------------------|
| A. Advanced Planning Tasks | ! Instructor Led |
| B. Effectively Preparing the Volunteer Drinkers | ! Study Session |
| C. Controlling the Alcohol Workshop | |

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

Content	Notes
GUIDELINES FOR PLANNING AND MANAGING A LIVE ALCOHOL WORKSHOP	
A. Advanced Planning Tasks for Conducting a Live Alcohol Workshop	
1. Advanced planning should begin at least <u>4 weeks</u> prior to the alcohol workshop.	
2. Select the volunteer drinkers.	
3. Prepare the volunteers.	
4. Secure the supplies.	
5. Select and assign monitors for the volunteers.	
6. Select and assign bartenders.	
7. Select and arrange facilities for the volunteer drinkers.	
8. Arrange transportation for the volunteer drinkers.	
9. Arrange for breath testing.	
B. Preparing the Volunteer Drinkers for the Workshop	
1. Volunteers should arrive at the facility at least two hours and forty-five minutes prior to the scheduled start of the workshop.	

Content	Notes
2. Conduct the preliminary examination of each volunteer.	
3. Dose the volunteers.	
C. Controlling the Workshop	
1. Assignment of students to teams.	
2. Explanation of procedures.	
3. Monitoring students' practice.	

DRINKING VOLUNTEER LOG

Subject's Name _____

PRELIMINARY EXAMINATION

BAC _____ %

Time: _____

Pupil Size

Right Left

--	--

MM MM

Horizontal Gaze Nystagmus

Lack of Smooth Pursuit
Distinct Jerking At Max. Dev.
Angle of Onset Prior to 45°

Right Left

Optional:

Pulse Rate _____ bpm

Blood Pressure ____ / ____ mmHg

INTERMEDIATE EXAMINATION

BAC _____ %

Time: _____

Pupil Size

Right Left

--	--

MM MM

Horizontal Gaze Nystagmus

Lack of Smooth Pursuit
Distinct Jerking At Max. Dev.
Angle of Onset Prior to 45°

Right Left

Optional:

Pulse Rate _____ bpm

Blood Pressure ____ / ____ mmHg

FINAL EXAMINATION

BAC _____ %

Time: _____

Pupil Size

Right Left

--	--

MM MM

Horizontal Gaze Nystagmus

Lack of Smooth Pursuit
Distinct Jerking At Max. Dev.
Angle of Onset Prior to 45°

Right Left

Optional:

Pulse Rate _____ bpm

Blood Pressure ____ / ____ mmHg

ATTACHMENT B

STATEMENT OF INFORMED CONSENT

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

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

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

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

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

Signature

Witness

1 Hour

SESSION EIGHT
GUIDELINES FOR CONDUCTING
VIDEO OPTIONS FOR SFST TRAINING

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

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

- Discuss the use of IACP/NHTSA video tapes of drinking subjects in SFST Training.
 - Coordinate the presentation of the IACP/NHTSA video tapes to provide for an efficient and effective learning experience.
 - Describe the two options for SFST Training.
 - Describe the maintenance and use of the SFST Field Arrest Form.
-

CONTENT SEGMENTS

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

LEARNING ACTIVITIES

- ! Instructor Led

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

Content	Notes
<p>GUIDELINES FOR CONDUCTING VIDEO OPTIONS FOR SFST TRAINING</p>	
<p>A. Overview</p>	
<p>1. Use of video taped drinking subjects as an optional training method.</p>	
<p>2. Initiated over concerns of liability, prohibitions against use of alcohol in academies.</p>	
<p>3. SFST course modified to allow two video options to the core curriculum.</p>	
<p>4. Video Option One: video tapes of drinking subjects used in SESSION XI-A, "TESTING SUBJECTS PRACTICE: FIRST SESSION" ONLY.</p>	
<p>5. Video Option Two: video tapes of drinking subjects used in SESSION XI-A, "TESTING SUBJECTS PRACTICE: FIRST SESSION, AND IN SESSION XIV-A, "TESTING SUBJECTS PRACTICE: SECOND SESSION.</p>	
<p>B. Procedures</p>	
<p>1. Divide class into two groups.</p>	

Content	Notes
<p>2. It is recommended that half the class practice the SFSTs under the direction of classroom instructors while the remainder of the class views, records and interprets the NHTSA/IACP approved video tapes for this session. Once completed, the groups switch roles.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>3. If time permits, students will administer additional test to each other.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>4. Officers report their observations of video-taped subjects (Session Wrap-Up).</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>5. Instructors notify students of video-taped subjects' BACs.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>C. Use and Maintenance of the SFST Field Arrest Log</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>1. The SFST Field Arrest Log is used to record the results of the SFSTs performed on suspected impaired subjects.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>2. This log is extremely important in documenting an officer's experience and proficiency in performing and interpreting SFSTs.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>3. This log has the following components:</p> <p>a. The actual date the SFSTs were administered.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Content	Notes
b. Subject's full name.	
c. Results of each SFST test.	
d. Classification of BAC as above or below 0.10 BAC.	
e. Arrest/Not Arrest.	
f. Subject's measured BAC (if available).	
g. Remarks.	
4. Utilization of log.	
a. IACP and NHTSA strongly recommend that each officer continue to document all administrations of field sobriety tests.	
<p>The documentation will include subject's name, date, results of each test, the officer's classification of subject's BAC and measured BAC, if available. A sample log is included.</p>	

ATTACHMENT A

SAMPLE CHALKBOARD ARRAY FOR
TABULATING RESULTS

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