

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

STUDENT-INSTRUCTOR MANUAL

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

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

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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

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

LEARNING ACTIVITIES

- Instructor Led

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	
Overall Course Goal: To provide participants the skills, abilities and techniques required to deliver effective SFST training.	
Objectives:	
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
<ul style="list-style-type: none"> c. Basic concepts and principles of instructing and use of the standard NHTSA lesson plans will be discussed. 	<hr/> <hr/> <hr/>
<p>C. Course Overview</p>	<hr/>
<ul style="list-style-type: none"> 1. Schedule 	<hr/>
<ul style="list-style-type: none"> 2. Activities 	<hr/>
<ul style="list-style-type: none"> a. Instructor-led discussions and demonstrations of training techniques. 	<hr/> <hr/>
<ul style="list-style-type: none"> b. Individual activities. 	<hr/>
<ul style="list-style-type: none"> c. Group activities. 	<hr/>
<ul style="list-style-type: none"> d. Course quiz. 	<hr/>
<p>D. Introductions</p>	<hr/>
<ul style="list-style-type: none"> 1. Introduction Sheets - These are sheets to be filled out in the classroom. 	<hr/> <hr/> <hr/>
<ul style="list-style-type: none"> 2. "Hanging Issues" sheet. 	<hr/>
<ul style="list-style-type: none"> 3. Breaks. 	<hr/>
<p>It will be your responsibility for returning on time following breaks.</p>	<hr/> <hr/> <hr/>
<p>E. Pre-Test</p>	<hr/>
	<hr/>
	<hr/>
	<hr/>

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 Participant'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>	<hr/> <hr/> <hr/>
<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>	<hr/> <hr/> <hr/>
<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>	<hr/> <hr/> <hr/>
<p>As trainers of adults, we need to remember that every participant brings life experiences as well as subject matter expertise in a given area to the training room. Recognition and appreciation of who we are, contributes to our own sense of well being and self esteem. As an adult learner, when I feel good about myself, I'll be more receptive to learning.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>B. Adult Learning Rules</p> <ol style="list-style-type: none"> 1. Explain benefits (WII-FM). WII-FM = "What's In It For Me?" Adults must feel that they will benefit from the training, either personally or on the job. 2. Relate learning to past experiences. 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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

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> <p>a. Cognitive Domain</p> <p>b. Affective Domain</p> <p>c. Psychomotor Domain</p>	<hr/> <hr/> <hr/> <hr/>
<p>3. Every job performed by human beings requires learning in all three Domains.</p> <p>a. Knowledge</p> <p>b. Skill(s)</p> <p>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
<p>5. When you set out to <u>teach</u> participants, you have to help them learn the knowledge <u>and</u> the skills <u>and</u> the attitudes that are required.</p>	<hr/> <hr/> <hr/>
<p>a. Knowledge, but no skills.</p>	<hr/>
<p>b. Knowledge and skills, but no attitude.</p>	<hr/>
<p>c. To teach anything properly, you must teach the knowledge and the skills and the attitudes.</p>	<hr/> <hr/> <hr/>
<p>6. DWI enforcers need special knowledge, special skills, and special attitudes.</p>	<hr/> <hr/>
<p>7. In all three Domains of Learning, active involvement of the senses is essential to maximize learning efficiency.</p>	<hr/> <hr/> <hr/>
<ul style="list-style-type: none"> o Lectures o Reading assignments 	<hr/> <hr/>
<p>a. Visual Symbols alone provide a slightly better learning experience than do Verbal Symbols, but Visual Symbols alone are still inefficient.</p>	<hr/> <hr/> <hr/>
<ul style="list-style-type: none"> o Sketches o Photographs 	<hr/> <hr/>
<p>b. Visual Symbols <u>combined</u> with Verbal Symbols provide a much more efficient learning experience.</p>	<hr/> <hr/>

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

Content	Notes
<p>(1) If what they are supposed to learn is in the Cognitive Domain, you have to <u>present the information</u> to them, i.e., you have to explain the facts, concepts and principles that you want them to grasp and show them how to use that information.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>(2) If what they are supposed to learn is in the Psychomotor Domain, you have to <u>demonstrate the skill</u> to them, i.e., show them how to use the technique or procedure you intend to teach them.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>(3) If what they are supposed to learn is in the Affective Domain, you must <u>display the attitudes</u> to them, and explain why they should have those attitudes and how they should act in accordance with those attitudes.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>E. The Four-Step Process of Teaching and Learning</p> <p>Teaching and Learning can be approached very efficiently as a simple, step-by-step process.</p> <p>1. PREPARATION: Getting the participant ready to learn.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Content	Notes
a. <u>Methods for getting the participant ready to learn:</u>	
b. Start by overviewing the objectives of the session.	
c. Explain the benefits, to the participant, of learning the material.	
d. Relate the subject-matter to what the participants have already learned.	
e. PREPARATION essentially is motivating the participant.	
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 participants 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>participants</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 participant as the participant 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 participant 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 Participant’s Perspective</p>	<hr/> <hr/>
<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>	<hr/> <hr/>
<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
THE SFST CURRICULUM PACKAGE	
A. The Standardized Field Sobriety Testing Curriculum Package	
1. A complete curriculum, or course of instruction, has been prepared for SFST training.	
a. The full course spans three full days.	
o First day is devoted primarily to the first two phases of DWI Detection.	
o Second and Third days are mainly spent on the three Standardized Field Sobriety Tests.	
b. It is possible to adapt the SFST curriculum to conduct a two-day course devoted exclusively to the SFSTs.	
2. The Administrator’s Guide is intended to provide an introduction to and an overview of the course.	
a. The Administrator’s Guide begins with a section called “Purpose of this Document”, a brief description of the Guide.	
b. The next section, “Overview of this Course”, gives some very important information about what the SFST School covers and who should attend.	

Content	Notes
<ul style="list-style-type: none"> c. The last section, “A synopsis of the Curriculum” gives a brief summary of the lesson plans and the visuals. 	<hr/> <hr/> <hr/>
<ul style="list-style-type: none"> 3. As instructors, it is essential that you be thoroughly familiar with the Administrator’s Guide. 	<hr/> <hr/> <hr/>
<ul style="list-style-type: none"> 4. Overview of the SFST School. 	<hr/> <hr/> <hr/>
<ul style="list-style-type: none"> a. Item 1, “For whom is the training intended?” 	<hr/> <hr/> <hr/>
<ul style="list-style-type: none"> b. Item 2, “What are the purposes of the training?” 	<hr/> <hr/> <hr/>
<ul style="list-style-type: none"> c. Item 3, “What will the participants get out of the training?” 	<hr/> <hr/> <hr/>
<ul style="list-style-type: none"> d. Item 4, “What subject matter does the course cover?” 	<hr/> <hr/> <hr/>
<ul style="list-style-type: none"> e. Item 5, “What activities take place during the training?” 	<hr/> <hr/> <hr/>
<ul style="list-style-type: none"> f. Item 6, “How long does the training take?” 	<hr/> <hr/> <hr/>
<ul style="list-style-type: none"> 5. Segment E. Guidelines for Conducting a Controlled Practice Drinking Session of the Administrator’s Guide provides some detailed instructions for conducting the alcohol workshops that take place on the second and third days of the School. 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<ul style="list-style-type: none"> 6. An Instructor’s Manual has been prepared for the course. 	<hr/> <hr/> <hr/>

Content	Notes
<p>7. The Instructor’s manual contains three things:</p> <ul style="list-style-type: none"> a. Administrator’s Guide b. Lesson Plans c. Visuals 	<hr/> <hr/> <hr/> <hr/>
<p>B. How to use Lesson Plans</p>	<hr/>
<p>1. Preparing to teach.</p>	<hr/>
<p>a. Read the lesson plan.</p>	<hr/>
<p>Begin by reading not only the portion you have been assigned to present, but the entire curriculum. You will need to become familiar with the content materials as well as understand where and how it fits in the course.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>If you do not understand the material, you may need to research other written material or to talk with other people familiar with the subject matter.</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>b. Personalize.</p>	<hr/>
<p>The instructional notes column or area of the lesson plan should be used to insert your own examples relevant to the material being taught. This is also where you can note the prepared questions to ask the class.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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

Content	Notes
<p>C. Purpose, Content and Format of Lesson Plans</p>	
<p>1. Most of the Instructor’s Manual consists of Lesson Plans.</p>	
<p>2. A Lesson Plan is a written outline of the content and method of instruction.</p>	
<p>a. Key element: the <u>content</u> outline specifies <u>what</u> will be taught.</p>	
<p>b. Key element: the <u>method</u> outline specifies <u>how</u> it will be taught.</p>	
<p>c. Key element: the lesson plan is an <u>outline</u>.</p>	
<p>3. Format of the lesson plans.</p>	
<p>a. The lesson plans for the SFST School are organized on a session-by-session basis.</p>	
<p>b. The first page of each set of lesson plans is called the cover page.</p>	
<p>c. The second page of a set of lesson plans is called the outline page.</p>	
<p>d. The main purpose of the outline page is to help you conduct the PREPARATION step of the teaching-learning process.</p>	

Content	Notes
<ul style="list-style-type: none"> e. The main body of the lesson plans consists of the outline of content and method of instruction. 	<hr/> <hr/> <hr/>
<ul style="list-style-type: none"> f. These pages have a two-column format. 	<hr/> <hr/>
<ul style="list-style-type: none"> g. The last portion of this set of lesson plans consists of the pre-test. 	<hr/> <hr/> <hr/>
<ul style="list-style-type: none"> h. The next thing we find are the Master (i.e., paper) Copies of the Wallcharts. 	<hr/> <hr/> <hr/>
<ul style="list-style-type: none"> i. The visuals for Session I are found after the wallchart masters. 	<hr/> <hr/> <hr/>
<p>4. Purposes of the Lesson Plans.</p>	<hr/>
<ul style="list-style-type: none"> a. These lesson plans have three main purposes. 	<hr/> <hr/>
<ul style="list-style-type: none"> b. First Purpose: Help you get ready to teach. 	<hr/> <hr/> <hr/>
<ul style="list-style-type: none"> c. Second Purpose: To help you stay on track while you are teaching the lesson. 	<hr/> <hr/> <hr/>
<ul style="list-style-type: none"> d. Third Purpose: Ensure consistency of training. 	<hr/> <hr/> <hr/>
<p>D. Detailed Review of the SFST School Lesson Plans.</p>	<hr/> <hr/>
<ul style="list-style-type: none"> 1. The SFST School has 16 sessions. 	<hr/>

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 participants of what they will learn.	
b. Segment B is a PRESENTATION step: we inform the participants about certain routine but important administrative details of the School.	
c. Segment C is an EVALUATION step: we test the participants' knowledge of DWI Detection and SFSTs prior to training.	
d. The entire session focuses on the delivery of <u>information</u> to the participants: the session is in the COGNITIVE Domain.	
3. In Session II, we tell the participants about the extent of the DWI problem, and about the ability to help solve the problem through deterrence, i.e., the fear of arrest.	

Content	Notes
<p>a. The basic purpose of this session is to help the participants <u>believe</u> that there is a DWI problem, and that they can and should do something about it.</p>	<hr/> <hr/> <hr/> <hr/>
<p>b. Because we are telling and showing the participants 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 participants 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 participants 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>	<hr/> <hr/> <hr/>
<p>a. The entire focus is on information, or the COGNITIVE Domain.</p>	<hr/> <hr/>
<p>b. In setting the stage for the next several sessions, Session IV is a PREPARATION step.</p>	<hr/> <hr/>
<p>c. But in conveying information, Session IV is also a PRESENTATION step.</p>	<hr/> <hr/>
<p>6. Session V is the first of several sessions in which the instructor explains and demonstrates techniques of detection and testimony.</p>	<hr/> <hr/>
<p>a. The focus is on both information (detection clues) and skills (effective written and verbal communication).</p>	<hr/> <hr/>
<p>b. After the instructor explains and demonstrates the techniques, the participants have an opportunity to practice using the techniques.</p>	<hr/> <hr/>
<p>7. Session VI continues the subject matter and the learning activities that began in Session V.</p>	<hr/> <hr/> <hr/>

Content	Notes
<p>8. In Session VII, the instructors present and explain the basic concepts of divided attention and nystagmus, and demonstrate how to apply those concepts to field sobriety testing.</p> <p>a. The focus is on both knowledge and skills.</p> <p>b. Session VII paves the way for all of the training that will take place on the next day of the School, and therefore is a PREPARATION step.</p> <p>c. But Session VII also involves explanations and demonstrations.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>9. Session VIII is the longest session of the School. It involves all three Domains of Learning, and all four steps of the Teaching-Learning Process.</p> <p>a. The first segment (“Overview: Development and Validity”) is a PREPARATION step in the AFFECTIVE domain; its purpose is to help participants believe that the SFSTs really do work, and should be used.</p> <p>b. The second, third and fifth segments each address one of the three SFSTs.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Content	Notes
<p>The instructors PRESENT how to administer the tests, COACH the participants while they PRACTICE administering the tests, and EVALUATE the participants' progress.</p>	<hr/> <hr/> <hr/> <hr/>
<p>c. In those three segments, the participants become knowledge-able about the SFSTs and skilled in using them, so both the COGNITIVE and PSYCHOMOTOR domains of learning are involved.</p>	<hr/> <hr/> <hr/> <hr/>
<p>d. The other segments of Session VIII involve presentations of information about the interpretation and documentation of the test results.</p>	<hr/> <hr/> <hr/> <hr/>
<p>10. Session IX, as its title indicates, is devoted exclusively to demonstrations of the three tests.</p>	<hr/> <hr/> <hr/> <hr/>
<p>a. It is concerned with the procedures, or skills, for administering the tests.</p>	<hr/> <hr/> <hr/> <hr/>
<p>b. "DEMONSTRATION" is simply another term for "PRESENTATION".</p>	<hr/> <hr/> <hr/> <hr/>
<p>11. Session X, as its title indicates, is devoted exclusively to practice.</p>	<hr/> <hr/> <hr/> <hr/>
<p>12. The practice is oriented toward development of skills in administering the tests.</p>	<hr/> <hr/> <hr/> <hr/>

Content	Notes
<p>13. Session XI is the first of two sessions in which participants learn to administer the SFSTs. This session has two options.</p> <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>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<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 participants 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>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>15. Session XIII focuses on communication skills, including written and verbal communication.</p>	<hr/> <hr/> <hr/> <hr/>

Content	Notes
<p>a. Because it is skill-oriented, it is concerned with PSYCHOMOTOR domain.</p>	<hr/> <hr/>
<p>b. During the session, participants actually prepare a written report, and selected participants “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 participants learn to administer the SFSTs by utilizing live alcohol workshop (core curriculum or option 1) or videos.</p>	<hr/> <hr/> <hr/> <hr/>
<p>a. COACHING and PRACTICE steps virtually identical to Session XI.</p>	<hr/> <hr/>
<p>17. Session XV is a review of SFST administrative procedures, and an examination of participants’ abilities to apply those procedures.</p>	<hr/> <hr/> <hr/>
<p>a. It is skill-oriented.</p>	<hr/>
<p>b. And it involves COACHING AND PRACTICE and EVALUATION steps.</p>	<hr/> <hr/>
<p>18. Session XVI, the concluding session, requires the participants to complete a written test and to submit an anonymous critique of the course.</p>	<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

- A. Assignments and Clarifications
- B. Independent Review

LEARNING ACTIVITIES

- Instructor Led
- Study Session

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

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

PRACTICE TEACHING ASSIGNMENTS

CLASSROOM # _____

FIRST DAY (Wednesday)

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

NOTE:

- (1) Session V and VI contain video presentations and class time is allotted for participants to record clues. Participant-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.

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 participants would derive from this lesson? (If they stated no benefits, indicate that.)

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

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

_____ No outline was given

_____ Outline was very unclear

_____ Outline was unclear in part

_____ Outline was very clear

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

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

Presentation

A. Language and Voice

(1) Terms, words and phrases

_____ Too Complex _____ Too Simple _____ About Right

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

(2) Speaking Volume

_____ Too Soft _____ Too Loud _____ About Right

(3) Speech Control

_____ Well Modulated _____ Cracking/Uncertain _____ Monotone

B. Familiarity with Lesson

_____ Very uncertain of the material

_____ Uncertain of some portions of the material

_____ Adequate familiarity with the material

_____ Excellent command of the materials

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

C. Use of Eye Contact

_____ Basically avoided eye contact

_____ Very limited eye contact

_____ Used eye contact only with certain portions of the classroom

_____ Good eye contact

D. Use of Humor

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

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

Overall, attempts to use humor were:

_____ Too much _____ Not enough _____ About right

E. Use of Questions

(1) Number of Questions Posed to Class

_____ Did not ask any questions

_____ Asked a few, but not enough

_____ Asked too many questions

_____ Asked about the right number of questions

(2) Types of Questions Used

_____ Mainly Pre-directed

_____ Mainly Overhead/Undirected

_____ Mainly Overhead/Directed

_____ Used a combination of types

Were the types of questions used appropriate for this material and for the class situation at this time? _____Yes _____No

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

(3) Handling Participants' Responses to Questions

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

F. Body Language and Mannerisms

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

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

G. Use of Visual Aids

Check all that apply:

_____Kept visuals on display too long

_____Inappropriately turned to and "talked to" visuals

_____Sometimes blocked participants' view of visuals

_____ "Fumbled" too much with the visuals

_____Didn't use enough visuals

_____Turned visuals off too soon

Overall use of the visuals was:

_____Excellent _____Good _____Fair _____Poor

Specific comments on use of visuals:

H. Involvement of Participants in the Presentation

_____Basically did not try to involve participants

_____Made some effort, involved some of the participants

_____Succeeded in involving virtually all participants

Skill Demonstration (if applicable to this assignment)

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

_____No overview was given

_____Overview was incomplete or unclear

_____Overview was adequate

_____Overview was very clear, and thorough

Specific deficiencies with the overview:

B. Overall quality of their skill demonstrations:

_____Poor _____Fair _____Good _____Excellent

Specific deficiencies with the demonstrations:

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

_____ Basically ignored participants while they practiced

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

_____ Failed to show adequate respect for participants' efforts

_____ Interrupted practice too much: coaching was overbearing

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

Overall, coaching was:

_____ Excellent _____ Good _____ Fair _____ Poor

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

- Participant 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 participant 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 Participants 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 participant.	
14. Summary of the qualities of a good instructor.	
B. Instructor Preparation Tasks	
1. Get yourself ready to teach.	

Content	Notes
<ul style="list-style-type: none"> o Study the lesson plans thoroughly. 	<hr/>
<ul style="list-style-type: none"> 2. Conduct a planning meeting with your teammates. 	<hr/>
<ul style="list-style-type: none"> 3. Identify any needs for revision. 	<hr/>
<ul style="list-style-type: none"> 4. Preview the visual aids. 	<hr/>
<p>C. Effective Speaking</p>	<hr/>
<ul style="list-style-type: none"> 1. The four main components of public speaking. 	<hr/>
<ul style="list-style-type: none"> 2. Participant presentations. 	<hr/>
<ul style="list-style-type: none"> 3. Feedback/Coaching. 	<hr/>
<ul style="list-style-type: none"> 4. Wrap-Up. 	<hr/>
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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/PowerPoint Slides | |
| G. Wall charts | |
| H. Guidelines for Use of Transparencies/PowerPoint Slides and Flipcharts | |

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

Content	Notes
<p>When learning is disrupted, instructors must use appropriate strategies to manage the classroom. Eliminating or minimizing disruptions helps instructors to manage the learning environment more effectively.</p>	<hr/> <hr/> <hr/> <hr/>
<p>4. Three Considerations</p> <p>As trainers, we are responsible for handling potential disruptive behaviors that are negatively impacting on the learning. Here are three considerations in handling classroom problem situations.</p> <ul style="list-style-type: none"> a. Eliminate or minimize the problem behavior. b. Maintain the participant's self-esteem. c. Avoid further disruption to learning. 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>5. Identifying Strategies Exercise</p> <p>Step 1. Identify possible strategies - those you have seen other trainers use as well as those you think would fit the situation.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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/>
<p>Step 3. Select a strategy to use in handling the problem situation.</p>	<hr/> <hr/> <hr/>
<p>B. Effective Questioning Techniques</p>	<hr/>
<p>1. Questions are an important element in every presentation.</p>	<hr/> <hr/>
<p>2. There are three general types of questions that are useful in supporting PRESENTATIONS.</p>	<hr/> <hr/> <hr/>
<p>3. One type is the OVERHEAD/UNDIRECTED Question.</p>	<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/>
<p>b. The question is not directed to any particular student: that is why it is called UNDIRECTED.</p>	<hr/> <hr/> <hr/>
<p>c. No one is forced to answer the question.</p>	<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/>
<p>o By raising their hand;</p>	<hr/>
<p>o By simply “blurting out” the answer.</p>	<hr/>

Content	Notes
<p>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.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>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.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>g. If you rely exclusively on the OVERHEAD/UNDIRECTED type of question, before long only the sharks will be thinking about and trying to respond to your questions.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>h. For the majority of your students, the questions will not provoke active involvement in the learning process.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>i. Use of the OVERHEAD/UNDIRECTED type of question.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>4. The PRE-DIRECTED Question is the second of our three types.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>a. The PRE-DIRECTED Question is precisely the opposite of the OVERHEAD/UNDIRECTED type.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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

Content	Notes
<p>c. But you, the instructor, select the student who will respond: That is why it is called DIRECTED.</p>	<hr/> <hr/> <hr/>
<p>d. The biggest advantage of this type of question is that it encourages active participation by all students.</p>	<hr/> <hr/> <hr/>
<p>e. You should rely primarily on the OVERHEAD/DIRECTED question.</p>	<hr/> <hr/> <hr/>
<p>f. Disadvantages of this type of question.</p>	<hr/> <hr/> <hr/>
<p>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.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>o But with the OVERHEAD/DIRECTED question, you select students randomly; some of them will not know the answer.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>g. When a student answers a question incorrectly, it is very important that the instructor not react with impatience, disgust or dissatisfaction: Otherwise, the student will be embarrassed and hesitate to respond to future questions.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Content	Notes
<p>h. A procedural problem may develop when you switch to OVERHEAD/DIRECTED questions.</p>	<hr/> <hr/>
<p>o If you have been asking a series of OVERHEAD/UNDIRECTED questions, the sharks in the class may be in the habit of simply blurting out the answers.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>i. Potential solutions.</p>	<hr/>
<p>6. Handling students' responses to questions.</p>	<hr/> <hr/>
<p>a. As the instructor, you need to do everything possible to encourage students to respond to questions.</p>	<hr/> <hr/> <hr/> <hr/>
<p>(1) When students are eager to respond, they become more active participants when a question is asked.</p>	<hr/> <hr/> <hr/>
<p>(2) When students are reluctant to respond, learning efficiency decreases.</p>	<hr/> <hr/> <hr/>
<p>b. The way in which the instructor reacts to a student's response to a question will determine how eager or reluctant that student will be to try to answer other questions.</p>	<hr/> <hr/> <hr/> <hr/>
<p>(1) Ideally, we want to make students <u>glad</u> they responded to the question.</p>	<hr/>

Content	Notes
<p>(2) At the very least, we <u>do not</u> want to make students sad that they responded.</p>	<hr/> <hr/> <hr/>
<p>c. Instructor's reaction when a student gives a <u>correct</u> response to a question.</p>	<hr/> <hr/> <hr/>
<p>d. Instructor's reaction when the student answers the question <u>incorrectly</u>.</p>	<hr/> <hr/> <hr/>
<p>C. Guidelines for Team Teaching</p>	<hr/>
<p>1. Definition of Team Teaching</p>	<hr/> <hr/>
<p>Team teaching is combining instructional skills, subject matter, and knowledge of two instructors to present course materials or training.</p>	<hr/> <hr/> <hr/> <hr/>
<p>2. Advantages and Disadvantages:</p>	<hr/>
<p>a. Advantages b. Disadvantages</p>	<hr/> <hr/> <hr/> <hr/>
<p>3. Instructor Roles in Team Teaching</p>	<hr/>
<p>a. Positive interpersonal relationship between instructors.</p>	<hr/> <hr/> <hr/>
<p>b. Communication Between Instructors</p>	<hr/> <hr/>
<p>4. Team Teaching Techniques</p>	<hr/>

Content	Notes
<ul style="list-style-type: none"> a. Pre-class Coordination and Preparation. 	<hr/>
<ul style="list-style-type: none"> b. During Class <ul style="list-style-type: none"> (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 <ul style="list-style-type: none"> (1) Discuss overall training program and annotate required modifications. (2) Review delivery and presentation. <ul style="list-style-type: none"> (a) What worked. (b) What needs improvement. 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>D. Creativity in Training</p> <p>Many of the activities and techniques used and demonstrated in this segment are examples of creative training techniques. Icebreakers, break responsibility, rewards, mind mapping and using commitment cards are all interactive training techniques.</p> <p>1. Using Interactive Techniques to Facilitate Learning</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Content	Notes
<ul style="list-style-type: none"> a. Definition of Interactive Training 	
<p>Interactive training can be a game, exercise, illustration or other activity used to present or relate course content.</p>	
<ul style="list-style-type: none"> b. Engages the Three Domains of Learning 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> (1) Cognitive (knowledge) 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> (2) Affective (attitude) 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> (3) Psychomotor (skills) 	
<ul style="list-style-type: none"> 2. Experiential Exercises vs. Game Activities 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> a. Experiential Exercises 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> b. Game Activities 	
<ul style="list-style-type: none"> 3. Proper and Improper Use of Interactive Training Techniques 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> a. Proper Use 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> (1) Warm ups 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> (2) Gain group's attention 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> (3) Creates involvement 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> (4) To illustrate 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> (5) Break pre-occupation (mental break) 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> (6) Reviews 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> b. Improper Use 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> (1) To take up time 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> (2) Put down students 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> (3) Too complicated 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> (4) Become focus of training 	

Content	Notes
<p>4. Facilitation of Learning</p> <ul style="list-style-type: none"> a. Repetition b. Reinforcement c. Association d. Senses 	<hr/> <hr/> <hr/> <hr/>
<p>E. Developing and Using Training Aids</p> <p>Introduction</p> <p>As the video we've seen earlier pointed out, we will remember more of what we've seen than what we've heard. Visual and other training aids help to reinforce learning.</p> <p>1. Purposes of Training Aids</p> <p>Training aids serve a variety of purposes. Some of these are:</p> <ul style="list-style-type: none"> a. <i>Focus attention</i> b. <i>Increase interest</i> c. <i>Improve retention</i> <p>2. Most Commonly Used Training Aids</p> <ul style="list-style-type: none"> a. Videos/DVD's b. Handouts c. Flip Charts d. Transparencies/PowerPoint Slides e. Wall Charts <p>3. Video</p> <ul style="list-style-type: none"> a. Video and DVD's have particular advantages in training. Consider using them to: 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Content	Notes
(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>	
b. Here are four steps to follow in using Video or film most effectively in training:	
(1) <u>P</u> repare for showing the Video/DVD.	
Make sure equipment is available and ready to use. Briefly introduce video and subject.	
(2) <u>P</u> rovide instructions to students.	
Give them something to look for in the film.	
(3) <u>P</u> lay the Video/DVD.	
Show the video and remain in the room.	
(4) <u>P</u> resent/summarize the learning points.	

Content	Notes
<p>a. There will be many times during the SFST School when you will need to use the dry-erase board or flip chart.</p> <ul style="list-style-type: none"> (1) You should print on the board or chart, using large block letters: <u>Don't</u> use cursive writing. (2) Don't write and talk at the same time. <ul style="list-style-type: none"> o First, look at the students and <u>say</u> what you are going to write. o Then, turn to the board or chart and <u>print</u> it. o Then, turn back toward the students and expand upon what you have written. 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>F. Transparencies/PowerPoint Slides</p> <p>These can be computer generated, professionally produced, or manually developed.</p> <ol style="list-style-type: none"> 1. Advantages of Transparencies/PowerPoint Slides <ol 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/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Content	Notes
<p>2. Disadvantages of Transparencies/PowerPoint Slides</p> <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/> <hr/> <hr/> <hr/> <hr/>
<p>3. Advantages of Computer Generated Slides</p> <ul style="list-style-type: none"> a. Adds professional touch. b. Can be revised when needed. c. Can be upgraded with photos, charts, etc. 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>4. Disadvantages of Computer Generated Slides</p> <ul style="list-style-type: none"> a. Too information displayed b. Requires special equipment c. Can be overwhelming to viewers. 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>5. Numerous overhead transparencies and PowerPoint slides have been prepared for the SFST School.</p> <ul style="list-style-type: none"> a. They are referred to in the lesson plans as “visuals”. b. The visuals are included in the SFST Instructor package. 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Content	Notes
<p>5. Many of the visuals for SFST training are designed to be <u>selectively revealed</u>.</p> <p>a. That means they are to be uncovered one line at a time.</p>	<hr/> <hr/> <hr/>
<p>G. Wall Charts</p>	<hr/>
<p>1. WALL CHARTS are large sketches that depict major topics in the course.</p>	<hr/> <hr/> <hr/>
<p>2. The wall charts should be placed high on the extreme left and right sides of the front wall of the room.</p>	<hr/> <hr/> <hr/>
<p>3. The wall charts serve as “road maps” for the course.</p>	<hr/> <hr/> <hr/>
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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

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

LEARNING ACTIVITIES

- Instructor Led
- Study Session

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

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

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

DRINKING VOLUNTEER LOG

Subject's Name _____

PRELIMINARY EXAMINATION

BAC _____%

Time: _____

Pupil Size

Left Right

MM

MM

Horizontal Gaze Nystagmus

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

Left Right

Optional:

Pulse Rate _____bpm

Blood Pressure ___ / ___ mmHg

INTERMEDIATE EXAMINATION

BAC _____%

Time: _____

Pupil Size

Left Right

MM

MM

Horizontal Gaze Nystagmus

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

Left Right

Optional:

Pulse Rate _____bpm

Blood Pressure ___ / ___ mmHg

FINAL EXAMINATION

BAC _____%

Time: _____

Pupil Size

Left Right

MM

MM

Horizontal Gaze Nystagmus

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

Left Right

Optional:

Pulse Rate _____bpm

Blood Pressure ___ / ___ mmHg

STATEMENT OF INFORMED CONSENT

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

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

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

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

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

Signature

_____/_____/_____

Witness

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

CONTENT SEGMENTS

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

LEARNING ACTIVITIES

- Instructor Led

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

Content	Notes
<p>GUIDELINES FOR CONDUCTING VIDEO OPTIONS FOR SFST TRAINING</p>	
<p>A. Overview</p>	
<p>1. Use of videoed 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: videos of drinking subjects used in SESSION XI-A, “TESTING SUBJECTS PRACTICE: FIRST SESSION” ONLY.</p>	
<p>5. Video Option Two: videos of drinking subjects used in SESSION XI-A, “TESTING SUBJECTS PRACTICE: FIRST SESSION, AND IN SESSION XIV-A, “TESTING SUBJECTS PRACTICE: SECOND SESSION.</p>	
<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 videos for this session. Once completed, the groups switch roles.</p>	<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/>
<p>4. Officers report their observations of the videoed subjects (Session Wrap-Up).</p>	<hr/> <hr/> <hr/> <hr/>
<p>5. Instructors notify students of the videoed subjects' BACs.</p>	<hr/> <hr/> <hr/> <hr/>
<p>C. Use and Maintenance of the SFST Field Arrest Log</p>	<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/>
<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/>
<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 0.08 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>	

SAMPLE DRY-ERASE BOARD ARRAY FOR
TABULATING RESULTS

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

1 Hour

SESSION NINE
TRAINING SUMMARY AND CONCLUSION

SESSION NINE: TRAINING SUMMARY AND CONCLUSION

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

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

CONTENT SEGMENTS

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

LEARNING ACTIVITIES

- Instructor Led
- Participant's Assessment
- Group Activity

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

Content	Notes
TRAINING SUMMARY AND CONCLUSION	
A. Quiz There will be a written quiz, consisting of 20 questions. Passing grade is 80%.	
B. Closing Remarks	
C. Course Completion Certificates	
D. Course Evaluation	