

Drug Recognition Expert Condensed Instructor Development Course

Administrator Guide



February 2017

Drug Recognition Expert Condensed Instructor Development Course

Instructor Guide

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02/2017 Curriculum

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PREFACE

The development of this training program was a joint effort between the National Highway Traffic Safety Administration (NHTSA), International Association of Chiefs of Police (IACP) and the Transportation Safety Institute (TSI). It is designed to enable participants to develop the knowledge, skills and attitudes necessary to effectively fill roles as instructors in support of the NHTSA/IACP Drug Evaluation and Classification (DEC) Program which targets the detection of drug-impaired drivers.

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

This course is designed to train Drug Recognition Experts (DREs) who have successfully completed the NHTSA/IACP-approved DWI Detection and Standardized Field Sobriety (SFST) Instructor Development Course (IDC), to train DREs to be instructors. The curriculum is designed to reduce the redundancy between the SFST IDC and the full DRE IDC curricula, although certain key principles will be reviewed in the course. The course will build upon the foundation of effective instruction principles, effective learning environments, promoting participation and interaction, and delivering effective feedback that the participant learned in the SFST IDC. The course continues to encourage participants to incorporate creative training techniques to deliver interactive presentations using techniques and/or materials that reinforce learning.

To provide the opportunity for participants to apply instruction techniques demonstrated during the course, each participant is required to design and deliver a presentation on a session in DRE curriculum (Note: Teaching a session in the Advanced Roadside Impaired Driving Enforcement (ARIDE) curriculum is also acceptable). Strong emphasis is placed on assisting individual participants to expand and improve their teaching and training skills, regardless of their level of experience.

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

FOREWORD

This document contains the lesson plans and visual aids for the 16-hour DRE Condensed IDC program. In accordance with NHTSA/IACP standards, DREs who have previously completed the SFST IDC are eligible to take the condensed version of the DRE IDC course. The goal of this course is to prepare DRE-trained officers who are proficient in the DRE process and tests to teach others to use these tests. The only officers eligible to attend this training program are those who have:

- Satisfactorily completed DRE training based on the NHTSA/IACP DRE curriculum or its equivalent and are certified DREs and credentialed by the IACP
- Satisfactorily completed SFST IDC training
- Been recommended by his/her agency

This course builds upon the basic principles and techniques of teaching and on the specific application of those principles and techniques to the curriculum employed for classroom training in DRE and provides those items pertinent to instruction in the DEC Program. During this training, the student-instructors become able to:

- Describe the documents that make up the standard curriculum packages for the DRE Pre-School and 7-Day School
- Describe the content and format of the lesson plans for the DRE Pre-School and 7-Day School
- Describe the characteristics of a good DRE instructor
- Carry out the instructor preparation tasks for any session of the DRE School
- Understand and properly conduct DRE field certification training
- Properly administer and grade the DRE Certification Knowledge Examination (CKE)
- Apply specific guidelines for conducting each step of the four-step process of teaching and learning
- Use appropriate questioning techniques to enhance participants' involvement in presentations
- Use visual aids to improve the effectiveness of presentations
- Plan and manage an alcohol workshop
- Administer the use of NHTSA/IACP-approved DRE training videos
- Instruct DRE candidates on how to use the National DRE Tracking System or an approved State system

Each student-instructor will teach selected portions of the DRE School. The student-instructors will be told of their practice teaching assignments on the first day of the course and they will have time in class to begin preparing for the assignments. Additional time may be required for participants to fully prepare for their presentations.

This manual contains the lesson plans and associated visual aids to support the training that you will deliver during the course. The lesson plans are organized into six sessions:

Session 1: Introduction to the DRE Condensed IDC (1 Hour, does not include optional exercise)

Session 2: Guidelines for Planning and Managing a Live Alcohol Workshop (1 Hour)

Session 3: Developing and Using Training Aids (1 Hour 30 Minutes)

Session 4: The DRE Curriculum Package and Teaching Assignments (2 Hours)

Session 5: Guidelines for Conducting DRE Certification Training (2 Hours)

Session 6: Course Review, Examination, and Wrap Up (1 Hour 30 Minutes)

Additional activities are included in the course schedule:

- Preparation for Practice Teaching (1 Hour)
- Participant Presentations and Feedback (6 Hours)

Optional activities include:

- Optional Session A: Effective Feedback, Coaching, and Proficiencies (2 Hours)
- Optional Session B: Effective Strategies in Learning and Instruction (2 Hours)
- Live Alcohol Workshop (4 Hours)

Drug Recognition Expert (DRE) Condensed Instructor Development Course (IDC)
ADMINISTRATOR GUIDE

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INTRODUCTION

This course relies on a teach-by-example participation-based curriculum. The following guidelines are offered to ensure the successful administration and delivery of the DRE Condensed IDC curriculum.

Course Manager

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

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

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

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

Lead Instructor

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

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

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

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

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

Lead Instructors should also:

- Remind the faculty that DRE Condensed IDC curriculum and presentation slides contain instructional notes
 - These instructional notes are designed to guide and ensure the success of the course delivery
- Prepare a participant roster with contact information and provide it to the participants at the end of the course
- Prepare appropriate participant certificates in collaboration with sponsoring agency

Faculty

DRE Condensed IDC instructors **MUST** have successfully completed a State-approved instructor-development course or its equivalent and have clearly demonstrated all the techniques and skills required of a competent trainer. It is recommended to have a minimum of two faculty members per class.

Thought should be given to choosing a balanced faculty who effectively demonstrate learning principles, effective feedback strategies, and interpersonal communication skills. At least one faculty member with prior experience training the DRE Condensed IDC is strongly recommended. The Course Manager shall provide faculty with copies of the DRE Instructor Guide and DRE Participant Manual of the DRE Condensed IDC.

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

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

- is fully conversant with the principles and techniques of teaching
- possess solid competence as an instructor
- is familiar with the subject-matter of the DRE curricula

Usually, the DRE teacher-trainer is a well-experienced DRE instructor who has helped teach several DRE Schools. The teacher-trainer is not attempting to show anyone how to use the DRE protocol. The participants should already know how to do that. The teacher-trainer's task is to show them how to teach and that is very different altogether. Many professional instructors who have the ability to serve very well as DRE teacher-trainers do have to be knowledgeable about the process and how it is used. NHTSA/IACP recommends that, at a minimum, the teacher-trainer must have audited a DRE School at least once and must be fully conversant with the Participant Manual and Instructor Guide.

Participants

The participants must have completed a NHTSA/IACP-approved SFST IDC prior to attending the DRE Condensed IDC. If the participant has not completed the SFST IDC, they must attend the full version of the DRE IDC. They are not eligible to become DRE Instructors by only taking the DRE Condensed IDC.

In the DRE Condensed IDC, approved participants must be certified and experienced DREs who have demonstrated proficiency in the administration of the DRE procedure. They shall be employed and under the direct control of a public criminal justice agency or institution involved in providing training services to law enforcement agencies. Their reason for attending this training should be motivated by:

- a desire to develop or strengthen effective presentation skills
- a desire to develop or strengthen skills as a DRE instructor
- a desire to learn how to conduct interactive participant-centered training
- a desire to become more familiar with the NHTSA/IACP DRE curriculum

MATERIALS

DRE Condensed IDC materials are available through the local DRE State Coordinator, by accessing www.decp.org, or through the local highway safety office. At a minimum, the following materials should be provided to all participants:

- DRE Pre-School and DRE School Instructor Guides
- DRE Condensed IDC Participant Manual
- DRE School PowerPoints
- DRE School Videos
- Digital copies of the DRE Preschool and DRE School Instructor Guide and Participant Manuals

Optional materials may include:

- SFST Instructor Guide and Participant Manuals
- ARIDE Instructor Guide and Participant Manuals

Other materials may vary according to the activities the Lead Instructor chooses but should normally include:

- Triangular (table tent) name tags
- Computer with speakers
- Presentation remote
- Projector
- Projector screen

- Colored markers
- Multiple sticky pads
- Pens
- Paper
- Two or more easels/easel pads

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

COURSE

This DRE Condensed IDC is designed to be complete and self-contained. However, the Course Manager and Lead Instructor should be flexible and adapt to participant needs when necessary. The faculty should follow the principles and methods found in this guide.

The DRE Condensed IDC will enable participants to achieve the following objectives:

- Describe the importance of how learning strategies contribute to training effectiveness
- Apply the motivational techniques and presentation skills taught in this course
- Apply facilitation skills
- Apply effective questioning skills
- Apply effective strategies for handling common problem situations
- Develop and use training aids
- Describe the roles and responsibilities of instructors in conducting the DRE training course

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

- Introduction and Overview
- DRE Curriculum Package
- Assignments for Practice Teaching
- Getting Ready for Teaching
- Techniques for Effective Classroom Presentations

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

SUMMARY OF SESSIONS

Session 1: Introduction to the DRE Condensed IDC

This will be the opportunity to greet and welcome participants to the DRE Condensed IDC. This will also be the opportunity for the instructors to introduce themselves.

Optional Session 1 Exercise:

Setup the classroom in an uncomfortable fashion. Two instructors start the class, one instructor not appropriately dressed for the presentation (i.e., shorts and t-shirt).

While instructors are covering the administrative details for the class and reading the class objectives to participants, their performance should be uninspiring and not using any recommended instructional techniques. Instructors are encouraged to demonstrate some of the top ten instructor-created distractions addressed in this training.

Immediately after reading the objectives, participants are put into small groups of (4 or 5) and asked to assess the class so far by critiquing what was good and what needed to be improved. Each group will elect a spokesperson to report back to the class. Groups should identify class problems and make recommendations for improvement. Following the activity, the classroom should be rearranged accordingly. After the exercise, the instructors should resume proper instructional methods and attire.

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

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

Session 2: Guidelines for Planning and Managing a Live Alcohol Workshop

In this session, participants will learn how to effectively plan and manage a live alcohol workshop used in DWI Detection and SFST training course, the DRE Pre-School, and DRE 7-Day School. Properly conducting a live alcohol workshop requires advanced planning tasks with necessary volunteers. Participants are reminded live alcohol workshops enhance the participants' abilities to recognize signs of impairment and are strongly recommended by NHTSA/IACP.

Session 3: Developing and Using Training Aids

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

Session 4: DRE Curriculum Package and Teaching Assignments

In this session, participants will become familiar with the standard DRE Pre-School and 7-Day School curriculum package. They will also learn about the content and format of the lesson plans used for instructing the DRE training. Participants will also become familiar with the various segments of the Instructor Guide and Participant Manual. Participants will also take part in a small group activity and will present back to the class relevant information related to the Administrator Guide and other areas of the curriculum.

Session 5: Guidelines for Conducting DRE Certification Training

In this session, participants will become familiar with the requirements needed to qualify for DRE Certification, as well as the proper procedures for meeting certification requirements. Participants will be able to describe procedures and techniques for delivering the final phase of DRE training. Participants will learn to conduct simulated exercises to demonstrate procedures employed in the certification process and be able to evaluate and document a participant's progress during certification training. Participants will learn to identify learning deficiencies and be prepared to take appropriate corrective action. Participants will also be able to administer and evaluate the Certification Knowledge Examination (CKE).

Session 6: Course Review, Examination, Evaluation, and Wrap up

In this session, participants will review the course content in preparation for the final exam. The PowerPoint file for this session includes optional slides that may be presented at the discretion of the instructor. These slides are currently "hidden" but may be displayed by "un-hiding" the slide(s). Participants will take the exam and achieve a grade of at least 80%. Course and instructor evaluations will also be provided.

Optional Session A: Effective Feedback, Coaching, and Proficiencies

In this session, participants will learn about the various skills necessary to provide effective feedback, coaching, and proficiency testing. Feedback from previous training, both good and bad, will be addressed. Additional discussion will include the various qualities of a good instructor.

Optional Session B: Effective Strategies in Learning and Instruction

At the beginning of this session, participants will engage in an impromptu speaking exercise by speaking for 30 seconds about a random, non-DRE or impaired driving subject.

At the conclusion of the session, participants will then deliver a 1-minute presentation on a DRE/drugged driving-related topic. This is traditionally the first time participants present in front of the class.

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

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

Optional Session C: Conducting a Live Alcohol Workshop

A critical learning activity takes place in this Session where student-instructors learn how to manage and conduct a live alcohol workshop (controlled drinking lab). Student-instructors are taught all the activities crucial to the proper operation of a live drinking session. All the key control components needed to eliminate or minimize “glitches” that might occur if the workshop is not properly supervised are examined and discussed thoroughly.

NOTE: NHTSA/IACP REQUIRES TWO LIVE ALCOHOL WORKSHOPS DURING THE DRE SCHOOL; ONE DURING THE PRE-SCHOOL AND ONE DURING THE 7-DAY SCHOOL.

ANY SESSIONS MISSED DURING EXCUSED ABSENCES MUST BE MADE UP.

Recommended Training Schedule

Day 1

8:00-9:00	Session 1: Introduction to DRE Condensed IDC
9:00-10:00	Session 2: Guidelines for Planning and Managing a Live Alcohol Workshop
10:00-11:30	Session 3: Developing and Using Training Aids
11:30-12:30	Lunch
12:30-2:30	Session 4: The DRE Curriculum Package and Teaching Assignments
2:30-4:30	Session 5: Guidelines for Conducting DRE Certification Training
4:30-5:00	Preparation for Practice Teaching

Day 2

8:00-8:30	Preparation for Practice Teaching (continued)
8:30-12:00	Participant Presentations and Feedback
12:00-1:00	Lunch
1:00-3:30	Participant Presentations and Feedback (continued) (If all the time is not needed, cover Feedback, Coaching, and Proficiencies)
3:30-5:00	Session 6: Course Review, Examination, and Wrap Up

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

**APPENDIX A – The International Standards of the
Drug Evaluation and Classification Program**

The International Standards of the Drug Evaluation and Classification Program



A Product of

**The DEC Program Technical Advisory Panel
of the IACP Highway Safety Committee**

Revised October 2016

Use of the Masculine Pronoun in this Document

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

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Executive Summary

Since 1984, the National Highway Traffic Safety Administration (NHTSA) has supported the Drug Evaluation and Classification (DEC) Program, often referred to as the Drug Recognition Expert (DRE) Training Program. Initially developed by the Los Angeles, California, Police Department, DRE training has been validated through both laboratory and field studies conducted by Johns Hopkins University.

In 1987, the Highway Safety Committee of the International Association of Chiefs of Police (IACP) was requested by NHTSA to participate in the development and national expansion of the DEC Program, as well as to oversee the credentialing of certified DREs.

As the program grew, it became apparent that in order to ensure continued success, nationally accepted standards needed to be established. These standards, which establish criteria for the selection, training, and certification of DREs, helped to ensure the continued high level of performance of the DEC Program. In 1988, NHTSA asked the IACP and its Highway Safety Committee to develop this system of nationally accepted standards.

In March 1989, the IACP and NHTSA sponsored a meeting at the Transportation Safety Institute in Oklahoma City, Oklahoma. Persons invited to this meeting included experienced DREs, DRE instructors, curriculum specialists, toxicologists, prosecutors, and training administrators. The participants met in working groups to reach consensus concerning the many issues relating to the DEC Program and to develop recommended minimum standards to the Highway Safety Committee. The standards were drafted and presented to the committee for review at its midyear meeting in June 1989.

In addition, the Highway Safety Committee agreed to name a Drug Evaluation and Classification Technical Advisory Panel (TAP) to assist and advise the committee concerning technical aspects relating to the operation of the program.

The Highway Safety Committee, by resolution, adopted the *Interim National Standards of the Drug Evaluation and Classification Program*. The standards were subsequently approved by the voting membership of the IACP. The standards were adopted on an interim basis pending the outcome of an evaluation of the effectiveness of the program to be performed by NHTSA. In October 1992 the standards were officially approved and adopted. Revisions and updates are periodically made to the standards.

Presented in this document are minimum standards specifying the requirements for certification and recertification of DREs and DRE instructors; standards for decertification and reinstatement; and standards for agency participation. Also, for those agencies participating in the program, a set of administrative guidelines is provided.

Nothing in this document shall restrict or preclude a participating state from adopting or implementing reasonable standards which are more stringent standards. The more stringent standards should be implemented by the State DEC Program Coordinator as directed and approved by that state's Governor's Highway Safety Office and with review of the TAP Standards Committee.

Before a state implements more stringent standards notification shall be provided to the TAP Standards Committee to allow for review and if needed discussion by the TAP Standards Committee. This is necessary to ensure that any more stringent standards which are utilized are reasonable, in-line with, and support overall goals and objectives of the DEC Program. After reviewing the more stringent standards the TAP Standards Committee will acknowledge the use of the more stringent standard or can recommend discussion, comment, or action by TAP as a whole if necessary.

In addition, in January of each year, any state utilizing any more stringent standards than the IACP International Standards shall report a list outlining each more stringent standard which is being utilized in that state. This is necessary so that a record can be maintained of the more stringent standards being utilized by any states.

These standards, when adopted by other countries, will be administered pursuant to their political structure.

Definitions

ADJUNCT INSTRUCTOR:

A person not certified as a DRE but who possess knowledge, expertise, or credentials deemed valuable to the program and is thereby designated as an adjunct instructor for the Drug Evaluation and Classification (DEC) Program.

ADMINISTRATIVE EXTENSION:

A pre-approved recertification extension given to a DRE by the DEC Program state coordinator, not to exceed the limits established in Rule 5.1. Replaces the term “grace period” used in previous versions of the standards.

BLOOD OR BREATH ALCOHOL CONCENTRATION (BAC):

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

CANDIDATE DRE:

An individual in the process of achieving certification, through the state coordinator, as a DRE. To achieve certification, a person must successfully complete a training program consisting of the following:

- An NHTSA/IACP approved SFST training course
- A two-day NHTSA/IACP approved DRE Pre-School or equivalent
- A 7-day NHTSA/IACP approved DRE School
- On-the-job field certification

CANDIDATE DRE INSTRUCTOR:

An individual in the process of achieving certification, through the state coordinator, as a DRE instructor. To achieve certification, a DRE must successfully complete the NHTSA/IACP approved DRE Instructor Development Course (IDC), conduct a minimum of two hours of DRE training, and witness two drug evaluations.

CERTIFICATION:

The only courses receiving credentialing under the auspices of IACP are the training requirements for DRE and for DRE instructor. The remaining NHTSA/IACP impaired driving curriculum courses (i.e. Standardized Field Sobriety Testing, Advanced Roadside Impaired Driving Enforcement) have approved curriculum but the attendees receive no certification or credentials from NHTSA or the IACP upon completion. DRE’s are certified by the DRE state coordinator.

COURSE MANAGER:

An individual who ensures that each training event follows the standardized curriculum and evaluates the training event. The course manager represents the IACP and resolves issues with the content and/or delivery of the training.

CREDENTIALING:

The IACP maintains an international credentialing registry for DREs who have been certified by their state coordinators. The IACP also provides credentialing documents that verify the DRE's certification.

CRIMINAL JUSTICE AGENCY:

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

DEACTIVATION:

An action initiated by a DRE or DRE instructor requesting deactivation from the DEC Program. To be deactivated, the individual needs to be actively certified at that time.

DECERTIFICATION:

Decertification shall be initiated by the state coordinator when a DRE or DRE instructor fails to meet minimum standards and requirements for certification or recertification, or demonstrates evidence of poor performance, inconsistent findings, or other substantiated acts on the part of the DRE that reflect discredit upon the DEC Program.

DEC PROGRAM COORDINATORS:

A **state coordinator** is selected by a state's Governor's Highway Safety Office, or the equivalent, and designated to act as the statewide coordinator for the DEC Program. The duties and the responsibilities of the position are listed in Section VII ("Standards for the State DEC Program Coordinator") and in the "Guidelines for State Coordinators." If a state coordinator is not designated within a particular state, the IACP Technical Advisory Panel (TAP) regional DEC Program coordinator shall serve as that state's coordinator.

An **agency coordinator** may be designated within his department or agency and be responsible for maintaining program records, ensuring maintenance of program standards, and conducting training and certification sessions within the agency. Responsibility for this function may rest with one individual, in the case of a small or closely coordinated effort, or may be decentralized among several people throughout the agency. If an agency coordinator is not designated, the state DEC Program coordinator shall serve as that agency's DEC Program coordinator.

A **regional coordinator** - one DRE from each of the four regions, as established by the IACP Drug Recognition Expert Section is appointed by the chair of the IACP Highway Safety Committee to serve on the Technical Advisory Panel and to provide assistance to the state coordinators.

DRE INSTRUCTOR:

A trained and certified DRE who has received further training and experience instructing within the DEC Program and who has successfully completed the NHTSA/IACP DRE Instructor Development Course (IDC) or an approved equivalent.

DRUG:

Any substance that, when taken into the human body, can impair the ability of the person to operate a vehicle safely.

DRUG INFLUENCE EVALUATION:

A process of systematically examining a person suspected of being under the influence of a drug, for the purpose of ascertaining what category of drugs (or combination of categories) is causing that person's impairment. A trained DRE can identify, with a high degree of reliability, the distinguishing signs and symptoms of seven broad categories of drugs.

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

A group formed to assist the Highway Safety Committee of the IACP on specific matters relating to the DEC Program. These matters include, but are not limited to, the revision of the approved training curriculum, review and approval of proposed alternative training programs, and other matters relating to the technical aspects of the DEC Program, which include Standardized Field Sobriety Testing (SFST), Advanced Roadside Impaired Driving Enforcement (ARIDE), Drug Impairment Training for Education Professionals (DITEP) and the DEC Program.

DRUG RECOGNITION EXPERT (DRE):

An individual who has successfully completed all phases of the DRE training requirements for certification established by the IACP and NHTSA. The word "evaluator", "technician", or similar words may be used as a substitute for "expert", depending upon locale or jurisdiction.

GOVERNOR'S HIGHWAY SAFETY OFFICE:

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

HIGHWAY SAFETY COMMITTEE:

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

HORIZONTAL GAZE NYSTAGMUS (HGN):

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

IMPAIRMENT:

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

IMPLIED CONSENT:

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

INACTIVE (EXPIRED) DRE CERTIFICATION:

A DRE’s certification is in an expired status when the DRE has not completed requirements for recertification by the expiration date issued by the IACP. There may be circumstances in which a DRE’s certification has expired and all requirements for recertification have not been completed. If the inactive status is within one year past the expiration date as credentialed by the IACP, the word “evaluator”, “technician”, or similar word may be used as a substitute for “expert”, depending upon locale or jurisdiction.

IACP STAFF:

With grant assistance from NHTSA, the IACP has agreed to develop standards and assist in managing the certification process for the DEC Program. As part of this agreement, the IACP performs necessary staff and coordination functions for the program, such as maintaining the DEC Program certification registry and issuing certification credentials.

INSTRUCTOR TRAINER:

An experienced DRE instructor who conducts instructor training courses. The trainer must be knowledgeable of and have audited all phases of the training within the DEC Program; and must be fully conversant with the student and instructor manuals.

INTOXICATION:

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

NHTSA:

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

ON-SITE TESTING DEVICE:

Any device used for testing of bodily fluids such as blood, urine or saliva for the purpose of determining the category or categories of drug/s affecting the subject being evaluated. Any devices used should be supported by the state coordinator.

STANDARDIZED FIELD SOBRIETY TESTING INSTRUCTOR:

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

STANDARDIZED FIELD SOBRIETY TESTS (SFSTs):

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

STATE:

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

I. Standards for Certification as a Drug Recognition Expert

The standards in this section specify the criteria that must be met prior to an individual's being certified as a drug recognition expert (DRE). These criteria outline the knowledge and skills required to be considered for training, as well as the knowledge and proficiencies required for final certification. The currently approved curriculum involves a three-phase training process. Prior to beginning the training program, participants are required to be trained in, and demonstrate proficiency in, the use of the NHTSA/IACP-approved Standardized Field Sobriety Tests (SFST), including the horizontal gaze nystagmus (HGN) test. Phase I of the DRE training consists of the two-day (16-hour) Pre-School. During this training phase, participants are taught the definition of the term "drug" as it is used in the Drug Evaluation and Classification (DEC) Program, and become familiar with the techniques of the drug influence evaluation. Participants also begin to learn the techniques and procedures for evaluating persons suspected of drug impairment. Phase II of the training is a 7-day (56-hour) classroom program during which participants receive detailed instruction in the techniques of the drug influence evaluation examination as well as in physiology, the effects of drugs, and legal considerations. Upon completion of this phase of training, the participant must pass a comprehensive written examination before proceeding to Phase III of training, the field certification.

The field certification portion of training follows completion of the classroom training and is conducted within the next 60 to 90 days. During this portion of the training, participants, under the direction of certified DRE instructors, evaluate subjects suspected of being impaired by drugs other than alcohol. After participating in and documenting the results of at least 12 drug evaluations (being an evaluator for a minimum of six) and completing a comprehensive final knowledge examination, the participant may be recommended for certification as a DRE. The 60-to-90-day period may be expanded to six months with approval of the state coordinator

1.1 In order to be considered for certification as a DRE, a person shall be in the employ, including part-time and unpaid positions, and under the direct control of (1) a public criminal justice agency involved in the enforcement of criminal or traffic safety laws as a credentialed law enforcement officer/employee or (2) an institution involved in providing training services to officers of law enforcement agencies.

Commentary: At the discretion of the agency head or administrator, and with the consent of the training body, other persons may audit or observe any or all portions of the DRE training. Persons attending the course as auditors or observers shall not be eligible for certification.

Persons pursuing certification for the purpose of instructing in the DEC Program must meet all requirements for certification and recertification in order to maintain their standing as DREs or DRE instructors.

1.2 The candidate DRE must have experience in preparing comprehensive investigative reports and in providing detailed court testimony.

Commentary: The technical nature of the drug evaluation process and the need to provide detailed and accurate documentation of findings and conclusions requires proficiency in preparing reports. Candidate DREs should have demonstrated the ability to investigate, document, and prepare detailed reports of incidents such as major traffic crashes or criminal violations. In addition, DREs must be able to provide court testimony concerning their methods and results, as well as their training and qualifications.

1.3 All DRE candidates must attend and successfully complete the NHTSA/IACP-approved course of instruction in Standardized Field Sobriety Testing (SFST), or an equivalent curriculum approved by the IACP Highway Safety Committee and its Technical Advisory Panel. They shall demonstrate proficiency in the use of SFST, to the satisfaction of a DRE instructor, by the conclusion of the DRE Pre-School or a school meeting Standard 1.2 above.

Commentary: The drug influence evaluation process requires that the contribution of alcohol to observed impairment be determined. NHTSA has developed, and the IACP has adopted, the SFST procedure in conjunction with immediate breath testing, as a means of identifying the alcohol-impaired driver. If the effects of alcohol are determined not to be the sole cause of impairment, the officer can begin the evaluation process to determine what other causes may be responsible.

In order to conform to the NHTSA/IACP model curriculum, SFST training must contain the specified number of hours and include at least two approved alcohol workshops. In addition, the training must instruct students in the administration of the horizontal gaze nystagmus (HGN), the walk and turn, and the one leg stand tests.

Each agency should ensure that candidates submitted for DRE training has had adequate time prior to beginning the training program to develop and to demonstrate proficiency in the use of SFST's, or allow for refresher training in these techniques as necessary.

1.4 All DRE candidates must attend and complete the NHTSA/IACP DRE Pre-School or an IACP-recognized equivalent prior to progressing to Phase II, the DRE School.

1.5 Prior to attending Phase II of the DRE training, the candidate shall have met the learning objectives for Phase I of the training program, the NHTSA/IACP-approved DRE Pre-School. The candidate shall be able to:

1. define the term "drug" as it is used in the DRE training program;
2. name the seven drug categories identified in the DRE training program;
3. measure vital signs including blood pressure, pulse, and body temperature;
4. demonstrate proficiency with the 12-step drug influence evaluation process;
5. demonstrate proficiency in the administration of the SFSTs, including HGN;
6. demonstrate proficiency with the administration of the eye examinations, including pupil size, vertical gaze nystagmus, and lack of convergence.

These learning objectives are generally met through completion of Phase I, the DRE Pre-School. However, agencies have the latitude to determine the best means of ensuring that candidate DREs meet the prerequisites. The agency must verify, through the application process to the instructor responsible for delivering the training, that a candidate meets all requirements. Each candidate DRE will be required to demonstrate the knowledge and skills outlined. Administrative guidelines and suggested application forms containing the necessary information will be provided by IACP staff to agencies and training institutions upon request.

1.6 The candidate DRE shall complete an approved classroom training course that, at minimum, achieves the learning objectives as stated in the NHTSA/IACP-approved training curriculum.

Commentary: NHTSA and the IACP have developed a classroom training course that, when completed, qualifies the participant to proceed to the field certification portion of the training program. Because of differences in the type and level of training for officers in the detection of impaired subjects, agencies should determine the most effective means of providing classroom training in drug recognition. However, in order to maintain the credibility and integrity of the certification phase, agencies that use a training program other than that currently approved by the IACP, must have the alternative curriculum approved by the IACP Technical Advisory Panel (TAP) as meeting learning objectives. In addition, the TAP will be responsible for providing periodic updates and modifications to the NHTSA/IACP training curriculum.

1.7 All candidate DREs shall attend and complete the classroom portions of an approved DRE curriculum prior to progressing to Phase III (the field certification phase) of the training. This shall include satisfactorily completing all assignments and required examinations. A candidate missing classroom instruction shall be required to complete the missed portion under the guidance and approval of the course manager. Candidates who miss more than eight—not necessarily consecutive—hours of instruction shall repeat the course. Candidates shall not be permitted to “test out” of portions of the training, nor shall they be permitted to attend only those classes that they have not previously completed.

Commentary: Class sessions missed must be made up prior to the final exam.

1.8 In order to satisfactorily complete the classroom portion of the training and proceed to field certification, the candidate DRE must complete an IACP-approved final examination with a score of not less than 80%.

A candidate scoring less than 80% on the final examination may be retested one time, under the supervision of a certified DRE instructor. The retest shall be completed not less than 15 or more than 30 days following the completion of the classroom training. If the candidate was originally given Test Form A they should receive Test Form B for the retest.

Commentary: The examination used to retest the candidate shall be an IACP-approved examination and shall not have been administered to the candidate previously. If the candidate does not achieve a passing score on reexamination, the candidate must retake the classroom portion of the training and pass the final examination before proceeding further in the certification process. Upon satisfactory completion of the examination, the candidate may then proceed to field certification.

1.9 Upon completion of the field certification phase of training, the candidate must demonstrate the ability to correctly conduct a complete drug evaluation and appropriately document and interpret the results. The candidate must also be able to document the findings of the evaluation.

Commentary: One of the primary factors in the success of the DEC Program has been the emphasis upon a standardized approach to the drug influence evaluation process. The training stresses the importance of a systematic, structured approach to performing the drug influence evaluation. Upon conclusion of an evaluation the DRE reviews the results of all tests, examinations and observations, documents the findings, and draws a conclusion based on the totality of the evidence.

1.10 To be considered for certification as a DRE, the candidate DRE must satisfactorily complete a minimum of 12 drug influence evaluations, during which the candidate must encounter and identify subjects under the influence of at least three of the drug categories as described in the DRE training. Of the evaluations required for certification, the candidate shall administer a minimum of six evaluations. The candidate may observe the remaining evaluations. The opinion of the candidate regarding drug categories must be supported by forensic testing and/or toxicology. In the case of influence from some drug categories, such as inhalants, it may not be possible to acquire confirming toxicology. In these situations, the concurrence from a certified DRE instructor regarding the drug category will be required. Certification training evaluations will be conducted in accordance with the current procedures and guidelines established in the DEC Program training curricula. All evaluations, administered or observed, and documented for certification purposes, shall be observed, supervised, and reviewed by at least one certified DRE instructor, and shall be performed on subjects suspected of drug impairment.

Commentary: For a candidate DRE to receive credit for an administered or observed evaluation, the candidate shall independently write his own narrative based on his observations. The evaluation must also be recorded on the candidate's Rolling Log and Progress Log. The evaluation shall include the Face Sheet and a complete narrative identifying the category(ies) of the drug(s) affecting the subject. If the DRE instructor who observed and supervised the candidate's evaluation is not available in person to review and approve the Face Sheet and narrative, the candidate should prepare a copy or scan of the completed Face Sheet and narrative and send it to the DRE instructor who observed the evaluation for review and approval. After the DRE instructor reviews and approves the candidate's evaluation, the DRE instructor should return any documentation, feedback and/or comments to the candidate. (The recommended way will be by e-mail so that a date and time is recorded on the correspondence.) If the DRE instructor will not be available in person to sign the candidate's progress log, they should indicate in their correspondence to the candidate that they authorize another DRE instructor to sign the candidate's progress log on their behalf. The candidate should keep any returned correspondence with the original evaluation in case any future review is necessary for certification purposes.

1.10.01 Based upon rigorous training practices unique to the Province of Quebec, Canada and considering language barrier issues relating to limited numbers of English speaking officers, a lack of sufficient numbers of impaired subjects available for observational testing, and international scheduling issues hampering attendance at field certification sites in the United States, an alternate certification process was proposed to the Technical Advisory Panel (TAP). After thorough review of

scientific data gleaned from trial studies and site visits by TAP members, the Province of Quebec, Canada, will be allowed to conduct certification training using a modified field certification process. The approved process will be: 1) each candidate DRE will complete a minimum of twelve certification evaluations which will include no less than nine hands-on evaluations, 2) no more than five of the nine evaluations may be conducted by utilizing professional actors, 3) the other four hands-on certification evaluations will be conducted on actual drug impaired subjects, 4) the remaining three evaluations may be in the role as an observer. The simulated evaluations conducted using the professional actors will follow the same guidelines that were utilized in the research and trial studies.

1.11 Prior to completing the certification phase of training, the candidate DRE must demonstrate the ability to draw correct conclusions consistent with observed physiological signs and symptoms. In addition, the conclusions must be supported by forensic testing. No candidate DRE shall be certified as a DRE unless blood, urine, or other appropriate biological samples are obtained and tested from at least nine subjects whom the candidate has examined for certification purposes. These may include subjects for whom the candidate served as the examination recorder or observer as well as those subjects directly evaluated by the candidate DRE. Further, the candidate cannot be certified unless the opinion concerning the drug category or categories affecting the subject is supported by forensic testing analysis 75 percent of the time, or in at least seven of the nine samples submitted for certification purposes. For purposes of this standard, a candidate's opinion is supported if the forensic testing analysis discloses the presence of at least one drug category named by the candidate. In the event the candidate has concluded that three or more categories of drugs are involved, at least two categories must be supported by forensic testing.

Commentary: Successful and uniform application of this standard places important forensic toxicological requirements on the program. Whenever possible, the DRE instructor should obtain a biological sample to confirm the candidate's opinion during the field certification process. Although the candidate must complete a minimum of 12 drug influence evaluations (Standard 1.10), Standard 1.11 requires only 75 percent of those to include a biological sample. This allows for those cases in which a biological sample is unavailable, such as when a subject refuses or cannot provide one. In those case's when an evaluation is not supported by forensic testing, a certified DRE instructor should ensure that the candidate's opinion was based on observable signs and symptoms consistent with the opinion.

For the alternate certification process approved for the Province of Quebec, Canada, the same standard for conclusions supported by forensic testing will be utilized. The candidate cannot be certified unless the opinion concerning the drug category or categories affecting the drug impaired subjects evaluated are supported by forensic testing analysis 75 percent of the time, or in at least three of the four samples submitted for certification purposes. If additional certification evaluations on actual impaired subjects are needed for the candidate to demonstrate the required 75 percent confirmation, additional evaluations will be conducted on drug impaired subjects. Actors will not be utilized for these evaluations.

1.12 Prior to concluding field certification training, the candidate DRE shall satisfactorily complete an approved Certification Knowledge Examination. The examination shall be administered and the results reviewed by at least two certified DRE instructors. The examination shall only be administered after

the candidate has completed not less than six drug influence evaluations with not less than three of the drug influence evaluations being performed by the candidate.

There is no remedial test for the Certification Knowledge Examination. If the candidate DRE cannot successfully demonstrate their ability to perform as a DRE to two DRE instructors during the administration of the Certification Knowledge Examination, then the candidate should be removed from the DRE training process.

Commentary: The Certification Knowledge Examination includes a comprehensive written examination section. As previously described, certification is based on the evaluation by the DRE instructors of the skills and abilities of the candidate DRE rather than on the completion of a specified set of tasks. There is no specific scoring of the Certification Knowledge Examination. The purpose of the Certification Knowledge Examination is to aid the instructors in evaluating the candidate's qualifications, performance, and general abilities to perform as a DRE.

Since this is the final step in the certification process, it is important that the candidate DRE be prepared to take the Certification Knowledge Examination. It should be administered when, in the judgment of the reviewing instructor(s), the candidate has demonstrated proficiency in conducting, evaluating, and documenting results of the drug influence evaluation process. After the candidate has completed the Certification Knowledge Examination, the candidate's responses will be reviewed by at least two DRE instructors. The review will be within seven days of the administration of the Certification Knowledge Examination if two DRE instructors are not present during the administration of the examination. The use of two DRE instructors to evaluate the candidate may overcome any bias either for or against a candidate. If the opinions of the initial two DRE Instructors are not comparable in their opinion of the candidate's approval or rejection of the Certification Knowledge Examination, a third DRE instructor (which may be the DEC Program state coordinator) will be utilized to review the Certification Knowledge Examination. The majority opinion between the three DRE instructors should be the final opinion of the candidate's approval or rejection of the Certification Knowledge Examination. However, the DEC Program state coordinator will have final review and approval or rejection of the Certification Knowledge Examination.

The Certification Knowledge Examination should be an evaluation step near the end of the candidate's certification process after the candidate has had sufficient training time to have a comprehensive understanding of the DRE process, procedures and material.

The Certification Knowledge Examination is to be administered and proctored by a DRE instructor or the DEC Program state coordinator. The Certification Knowledge Examination is not to be administered as a take-home or unsupervised examination.

It is difficult to develop a standard due to the different jurisdictions that are involved. The following listed procedures are provided as a suggested guideline or best practice for the administration of the Certification Knowledge Examination. It is understood that testing dates, time and locations may vary from state to state, so the following procedures are not written as strict policy. However, with each state following these guidelines as closely as possible for the administration and review of the

Certification Knowledge Examination, the guidelines will support standardization in the administration of the examination in all jurisdictions.

The Certification Knowledge Examination should be considered as one examination and all parts should be administered on the same testing day, whenever possible. The Certification Knowledge Examination should be treated and reviewed as a single knowledge examination. It is preferred that the Certification Knowledge Examination be taken in sequence and administered in an area with adequate space for the candidate DRE to take the examination. It is preferred that the location be a secure location, such as an institution or facility used for learning, conducting classes, or testing.

Recommendations for the actual administration process are: The Certification Knowledge Examination may be administered in one full part or in two separate parts on the day of testing. Sections 1 and 2 may be administered together to ensure the candidate knows and understands the basic parts of the DRE evaluation and the DRE matrix. After the candidate has completed these two sections, they should be reviewed by monitoring DRE instructors, and if there are any questions about the responses, the DRE instructors may ask the candidate for clarification of a response or to explain items in more detail or depth. After successfully completing those two sections, the candidate may then proceed to examination sections 3, 4, and 5. If the candidate cannot successfully complete sections 1 and/or 2 they should be dismissed from the DRE training.

When the candidate has completed all five sections of the Certification Knowledge Examination, either as a single examination or administered in two parts as described above, the candidate's full Certification Knowledge Examination should be reviewed as a whole. The reviewing DRE instructors should review the examination as a totality of the candidate's knowledge and understanding when developing their opinion as to their approval or rejection of the Certification Knowledge Examination. If there are questions about any of the candidate's responses, the DRE instructors may ask the candidate for clarification or to explain items in more detail or depth. This is necessary so that the reviewing DRE instructors fully evaluate the candidate's qualifications, performance, and general abilities to perform as a DRE.

Acceptance or Rejection of the Certification Knowledge Examination:

If two DRE instructors approve the candidate's Certification Knowledge Examination, then those two DRE instructors should sign the candidate's Progress Log on the appropriate lines.

If two DRE instructors reject the candidate's Certification Knowledge Examination, then the candidate should be dismissed from the DRE training. In cases of rejection, the lead DRE instructor, the DRE School course manager and the DEC Program state coordinator should be notified of the potential rejection. This will allow them to address subsequent questions and concerns from the candidate or sponsoring department. The DEC Program state coordinator should then proactively inform the candidate's department of the rejection.

1.13 The candidate DRE shall complete the field certification phase of training as soon as possible following completion of the classroom training. This phase shall take place within the next 60 to 90 days and may be extended to six months with the approval of the state coordinator.

Commentary: Under normal circumstances a candidate not completing field certification within the prescribed time period will be dropped from the DRE certification process; however, a reevaluation of the candidate's qualifications and the reasons for non-completion may be conducted by the appropriate state coordinator to determine if circumstances exist that indicate that the candidate should continue in the certification process.

1.14 By the time the candidate DRE has completed field certification training, he shall have prepared a curriculum vitae, which shall reflect his training and experience. The curriculum vitae shall include a complete log of all evaluations in which the candidate has conducted or observed.

Commentary: In order to be accepted as a credible witness, the DRE must be able to document and articulate a body of information concerning training, qualifications, and experience in the field of drug evaluation and classification. Toward this end, candidates are instructed in the importance and proper preparation of a curriculum vitae.

1.15 When the candidate DRE has satisfactorily completed all requirements of the classroom and field certification portions of training, at least two certified DRE instructors who have observed and approved the candidate during field certification evaluations will verify that the candidate meets all requirements for certification as a DRE.

Commentary: The certification process relies in large part on the judgment of the instructor(s) as to the abilities and performance of the candidate. Experience has shown that in many cases, particularly those in which a candidate's qualifications may be in question, the opinion of a second instructor as to readiness for certification is of value. In addition, the use of a second instructor to evaluate the candidate may overcome any bias, either for or against a candidate. For these reasons, each candidate must be evaluated by at least two instructors prior to becoming certified as a DRE.

1.16 Following completion of certification requirements, copies of all relevant documents required, including test results, evaluation logs, and drug evaluation reports, shall be forwarded to the agency coordinator who shall forward all documents to the state coordinator. The state coordinator shall forward to the IACP the names and copies of the certification progress logs of the DREs certified as having successfully completed all phases of the DRE training program. The IACP will then credential and register each applicant as a certified DRE.

Commentary: The IACP staff shall maintain current listings of persons certified as DREs. Upon notification that a person has met all requirements, the staff shall complete and forward to the state coordinator documentation indicating that the candidate meets all requirements of the DEC Program as a DRE. The state coordinator shall forward these documents to the agency which, in turn, will present them to the DRE. The IACP does not certify; that is the responsibility of the state coordinator. The IACP is the credentialing agency.

In order to accommodate the need for candidate DREs to have a valid account to practice entering evaluations into the national DRE database, the DRE number that will ultimately indicate credentialing may be issued by the IACP to the state coordinator, upon request, for the sole purpose of use by the student during this learning phase. In making the request, the state coordinator shall forward the roster for the school so that the IACP staff can relate a name to each number issued. A valid IACP DRE number is required for creating an account in the data system, and state coordinators shall not use any other numbering system, self-generated number, or any other invalid numeric field in the IACP number field of the system. State coordinators are required to comply with established security and use requirements of the data system as described and provided by NHTSA and the IACP. Pre-issuance of the DRE number will not imply or reflect that a candidate DRE is credentialed by the IACP. If the student passes all the requirements for credentialing, this same number will be used throughout that individual's career as a DRE. Should the candidate assigned a number in advance ***not actually participate in the program*** nor complete the certification process, the state coordinator shall immediately deactivate the candidate's access to the data system, and notify the IACP staff within 30 days. The IACP will permanently deactivate this DRE number and indicate that it is inactive and no longer available to be reissued to anyone else.

II. Standards for Certification as a Drug Recognition Expert Instructor

Because of the highly technical nature of the functions performed by the DRE, only persons experienced in the techniques of drug influence evaluation should instruct in the DEC Program. In general, these instructors will be certified DREs with experience in performing drug influence evaluations and in providing testimony in court in the area of drug recognition; however, persons who possess specialized skills or credentials may be utilized to teach certain parts of the training course as adjunct instructors. Dedicated, qualified instructors are critical to the continued success of the DEC Program.

Certified instructors are responsible for observing, evaluating, and verifying the performance of candidate DREs throughout the training and certification process. In addition, certified instructors must provide periodic update training to DREs already certified.

Also addressed in this section are standards for the use of instructor trainers in the program. These individuals are responsible for the training of DRE instructors.

2.1 Only persons certified as DREs may be certified as DRE instructors.

Commentary: Persons not certified as DREs but who possess knowledge, expertise, or credentials deemed valuable to the program may be designated as adjunct instructors for the DEC Program. Persons who might be considered for this designation may include medical professionals, toxicologists, attorneys, former DRE instructors, and others who possess knowledge in a designated field of expertise. Adjunct instructors must be familiar with the DEC Program and fully conversant with the most current curricula for their assigned blocks of instruction. Classes taught by adjunct instructors shall be taught in cooperation with certified DRE instructors to ensure accuracy and consistency.

Each adjunct instructor should provide to the state coordinator a biographical sketch to be included in the file of approved instructional staff. The biographical sketch shall include those segments of the training curricula that the adjunct instructor is qualified to teach. Some courts place more credibility on the DRE's expertise when portions of the curriculum are instructed by licensed medical professionals, toxicologists, etc.

2.2 A DRE desiring to become an instructor in the DEC Program shall make written application to the agency coordinator. The agency coordinator will ensure that the candidate meets all requirements to become an instructor and will refer the application to the state coordinator.

Commentary: The agency head shall verify to the training provider that a candidate DRE instructor meets all prerequisites to enter DRE instructor training. Prerequisites may also include any state, local, or agency requirements specified for instructors within the jurisdiction. The state coordinator shall provide to requesting agencies the administrative guide and sample application forms for candidate instructors.

2.3 The candidate shall satisfactorily complete the NHTSA/IACP-approved DRE Instructor Development Course, or an approved equivalent, which shall include both a knowledge and practical examination of candidate instructors.

Commentary: This requirement does not preclude states or local jurisdictions from placing additional requirements on persons wishing to teach in the local law enforcement community.

2.4 Upon satisfactory completion of the NHTSA/IACP-approved classroom portion of training or completion of an equivalent program, the candidate shall be designated as a candidate instructor for purposes of completing instructor certification. To complete instructor certification, the candidate instructor must 1) teach for a minimum of two hours in the classroom portion of an approved drug recognition training program; and 2) supervise the administration of not less than two drug influence evaluations performed by candidate DREs during certification training.

The candidate instructor's progress shall be monitored and evaluated by at least one certified DRE instructor.

Commentary: NHTSA and the IACP have developed an Instructor Development Course (IDC) curriculum for instructors in the DEC Program. The learning objectives for this program emphasize specific techniques for teaching the specialized information contained in the DRE curricula.

The TAP shall be responsible for reviewing and evaluating alternative training programs submitted by agencies. Those programs meeting or exceeding the approved learning objectives for instructor training shall be deemed "equivalent." This does not preclude agencies or states from adopting more stringent standards.

2.5 Upon satisfactory completion of instructor training, copies of all documentation, including instructor progress logs, examination scores, and instructor evaluations, shall be forwarded to the appropriate DRE coordinator. The agency coordinator will forward these documents to the state coordinator who shall certify that the candidate has successfully completed all phases of DRE instructor training. The IACP will then credential and register each applicant as a certified DRE instructor.

Commentary: The IACP staff will maintain a current register of persons certified as instructors in the DEC Program. Upon notification that a person has met all requirements, the staff shall complete and forward to the state coordinator appropriate documentation indicating that the person meets all requirements as a DRE instructor. The state coordinator shall forward these documents to the agency who, in turn, will present them to the DRE instructor.

The administrative guidelines shall provide sample forms for necessary progress logs and certification documents.

2.6 To ensure the proper conduct and delivery of the approved DRE curriculum, all training sessions conducted as part of the DEC Program shall be coordinated by a certified DRE instructor who has previously instructed. All classes taught by adjunct or candidate instructors shall be supervised directly by a certified DRE instructor.

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

2.7 An instructor trainer shall have demonstrated proficiency as an instructor.

2.8 A DRE instructor trainer must be knowledgeable of and have audited all phases of the DEC Program and must be fully conversant with the student and instructor manuals.

Commentary: An instructor trainer must present evidence of the satisfactory completion of the NHTSA/IACP DRE Instructor Development Course or equivalent. Instructor trainers must be familiar with the DEC Program and fully conversant with the curricula for their assigned blocks of instruction. To ensure consistency, classes taught by instructor trainers shall be taught in cooperation with certified DRE instructors.

Each instructor trainer shall provide to the appropriate DEC Program coordinator a biographical sketch to be included in the file of approved instructional staff. The biographical sketch shall include those segments of the training curricula that the instructor trainer is qualified to teach. The state coordinator should maintain a record of persons qualified as instructor trainers in the DEC Program.

2.9 It is recommended that each DRE Pre-School and DRE School have a course manager. The course manager primarily performs four duties: (1) planning and preparation, (2) on-scene course management, (3) data collection, and (4) reporting. Other responsibilities include:

- assigning instructors, and verifying in advance that the training is conducted in the standardized manner and is properly evaluated;
- ensuring at the training site that all necessary conditions exist to maximize the students' ability to learn;
- ensuring all necessary course training materials are procured;
- collecting certain data following every training event and forwarding it to the state DEC Program coordinator; and
- preparing a comprehensive report following every training event, and forwarding it to the state DEC Program coordinator.

III. Standards for Recertification

Recertification is necessary to ensure that DREs and DRE instructors maintain proficiency. Just as the standards in the previous sections have outlined the criteria for initial certification, the standards outlined in this section are required to ensure that professional integrity is maintained throughout the recertification process.

3.1 The following records concerning certification and recertification shall be maintained:

Individual DRE/ DRE Instructor	Copies of all drug evaluations Evaluation logs Curriculum Vitae Certification and recertification progress logs Certificates
Agency DEC Program Coordinator	Copies of evaluation logs Certification progress logs Copies of certificates Instructor ratings and summaries of student critiques Records of classes taught by each instructor
State DECP Coordinator and IACP Staff	Copies of evaluation logs (optional) Certification progress logs File of certified DREs and instructors Recertification information

Commentary: Guidelines for the retention of pertinent records concerning the program operation help to ensure integrity and provide valuable information for purposes of statistics and court verification of training. Other records as deemed appropriate by local agencies or certification commissions may be required of the individual DRE or the appropriate DEC Program coordinator.

3.2 DREs are credentialed for two years by the IACP. They shall be required to renew their certificates of continuing proficiency every two years, except as provided in Sections 5.1, 5.2, and 5.3. On the DRE's expiration date, the DRE status automatically becomes "expired" and the DRE is not credentialed to conduct evaluations until the status becomes "recertified". A one-year administrative time period following the lapse of certification may be allowed by the state coordinator for those not meeting recertification standards, whereby during that time period the DRE may be recertified by the state coordinator after the DRE completes the recertification requirements as outlined in Standard 3.4 without having to repeat the original certification process.

Commentary: The state coordinator may choose not to utilize the administrative time period. In any case, the DRE is not certified during the administrative time period.

If a DRE's certification expires, and later within the one-year administrative time period the DRE meets the recertification standards, the submission of that recertification material will bring the DRE back into an "active" status but will not change the expiration date. The DRE will be required to submit recertification material again before the date which is two (2) years from the last expiration date issued by the IACP.

3.3 The state coordinator shall be notified by the IACP of those DREs in need of recertification six months prior to the expiration of their certificates. The state DEC Program coordinator shall forward to the IACP staff required documentation indicating the completion of recertification requirements. IACP staff will issue new documentation when requirements are met.

Commentary: In the absence of a DEC Program state coordinator, the TAP regional coordinator will perform these functions.

3.4 A DRE shall demonstrate continuing proficiency by:

- 1) Performing a minimum of four acceptable evaluations since the date of last certification, all of which shall be reviewed and approved by a certified DRE instructor and at least one of which shall be witnessed by a certified DRE instructor. These evaluations may be performed on subjects suspected of drug and/or alcohol impairment or during classroom simulations; and
- 2) Completing a minimum of eight hours of DEC Program state coordinator-approved recertification training since the date of the DRE's most recent certification, which may alternatively be presented in two sessions of no less than four hours each and which shall be consistent with any IACP standards for such training; and
- 3) Presenting an updated curriculum vitae and evaluation rolling log to the appropriate coordinator (or his designee) for review.

Commentary: All coordinators are responsible for maintaining the integrity of the DEC Program; the appropriate coordinator, consistent with this responsibility, is encouraged to withhold recertification for, or refer for remediation, any DRE whose rolling log indicates an unacceptable level of accurate evaluations, as indicated by toxicology results.

3.5 When a DRE has completed all requirements for recertification, the DRE's agency coordinator or a certified DRE instructor shall verify to the appropriate DEC Program coordinator that the minimum recertification requirements have been met by signing the recertification document.

These documents are then forwarded for approval to the agency and DEC Program state coordinator and then submitted to IACP. Once received and approved by IACP, the DRE will receive two years of credentialing from the previous date of expiration listed on the DRE's credentialing records.

Commentary: In the event that information verifying completion of recertification requirements is not received by the IACP prior to the expiration of certification, the IACP will place that DRE's record into a database for expired DRE certifications and consider that DRE inactive and, therefore, a decertified status unless notified otherwise by the DEC Program state coordinator. A decertified DRE wishing to be reinstated must provide verification, forwarded through the agency and DEC Program state coordinator, that all certification requirements enumerated in Section V of the International Standards of the Drug Evaluation and Classification Program have been met.

3.6 With the approval of the DEC Program state coordinator, a certified DRE instructor may maintain instructor certification as long as DRE certification is maintained and the following conditions are met.

To continue certification as a DRE instructor, an instructor shall teach at a minimum level in either or both the classroom or field evaluations, as determined by the DEC Program state coordinator. Classroom instruction may be at a DRE School or any other related training determined by the state coordinator. Field evaluations may be supervised either during field certification training or observing DREs who are conducting evaluations, such as for recertification.

Should the DRE instructor not complete the above requirements, it is recommended that certification as an instructor shall lapse; however, DRE certification status will continue as long as the requirements for certification are maintained.

The time frame for recertification shall follow that of the DRE recertification standards, as set forth in Section III, 3.2.

Commentary: The suggested number of classroom hours to instruct is eight. The suggested number of supervised evaluations is four. An instructor may be decertified for cause, such as for conducting substandard instructional programs, and still maintain certification as a DRE.

IV. Standards for Decertification or Deactivation of Drug Recognition Experts and Instructors

The standards in this section outline the circumstances and procedures for decertifying or the deactivation of a DRE instructor or individual DRE. In order to ensure that standards of performance are maintained, a means is needed for removing from the roles of the program those persons unable to meet the criteria of competence and professionalism. The responsibility for maintaining program standards lies with the agency and the appropriate DEC Program coordinator. It shall be incumbent upon all DEC Program coordinators to ensure that certified DREs meet approved standards for conduct and qualifications.

4.1a Decertification of a DRE may take place if one or more of the following conditions exist:

- The requirements as enumerated in Section III of the *International Standards of the Drug Evaluation and Classification Program* are not met by the individual DRE, thus allowing certification to lapse; or
- There is evidence of poor performance, inconsistent findings, or other acts on the part of the DRE that reflect discredit upon the DEC Program.

4.1b Deactivation of a DRE may take place if a DRE voluntarily requests to be removed from the program.

4.1c Deactivation of a DRE may also take place if the agency head submits a written request to the DEC Program state coordinator requesting decertification of an agency DRE for agency needs.

Commentary: All DREs are responsible for maintaining and forwarding to the appropriate DEC Program coordinator information regarding required training or experience. If such information is not provided in a timely manner, certification will expire.

A DRE wishing to be decertified or deactivated shall submit a written request through the appropriate agency and state coordinator to the IACP staff. Upon receipt of approval of the request by the DEC Program state coordinator, IACP staff shall remove the name of the individual from the list of certified DREs.

A DRE in good standing that was deactivated under the provision of 4.1c, is eligible for reinstatement by either a request from the head of the agency that initially requested the deactivation, or upon employment with another law enforcement agency, and upon request of that agency head. Reinstatement as a DRE shall be in compliance with Section V of the *International Standards*.

Cases involving inadequate or improper performance or inconsistent findings shall be referred to the appropriate agency or state coordinator for review, recommendation, and action. Local agencies and licensing/certification bodies may, at their discretion, establish certification and decertification criteria to conform to local laws or rules. Nothing in these standards should be construed to overrule local authority in establishing standards no less stringent for the performance of officers in this area, or to prevent an agency from following internal disciplinary or administrative personnel procedures.

4.2 Decertification or removal shall occur when a DRE instructor fails to meet minimum standards and requirements for certification or recertification (if applicable), or demonstrates evidence of any of the following:

- inadequate or improper performance;
- inconsistent findings; or
- other substantiated acts on the part of the instructor that bring discredit upon the DEC Program.

Commentary: A DRE instructor who has been decertified for cause may still maintain certification as a DRE. If such removal occurs, the agency coordinator, the DEC Program state coordinator, and the IACP staff should be notified.

A DRE instructor who was deactivated under the provisions of 4.1c is also eligible for reinstatement under the same provisions outlined under “Commentary” in Section 4.1.

4.3 Agency coordinators shall monitor the performance of DRE instructors and DREs within their agencies and shall review complaints arising from their activities. When, in the opinion of the agency coordinator, and with the approval of the agency head (or his designee), a DRE’s actions warrant decertification, the agency shall notify the DEC Program state coordinator that the DRE is no longer certified. Nothing in this procedure should be construed as to prevent an agency from following internal disciplinary or administrative personnel procedures.

4.4 Before decertification or removal is finalized, a DRE or DRE instructor will be given written notice by the initiating coordinator of the reasons for decertification. The subject of the action shall have the opportunity for a written or an oral response to the initiating DEC Program coordinator.

4.5 The DEC Program state coordinator, upon the recommendation of the agency coordinator or based on substantiated independent knowledge, shall initiate the decertification process against a DRE or DRE instructor. The state coordinator shall inform the IACP staff of all decertification actions. In instances where these complaints have not been resolved by the appropriate coordinator, these complaints will be referred to the state’s appointing authority for resolution.

The IACP staff will maintain records of all decertified or deactivated DREs and the reason(s) for removal.

V. Standards for Reinstatement of Drug Recognition Expert with Expired or Deactivated/Decertified Status

The standards in this section outline the procedures for reinstating a DRE and/or DRE instructor with an expired or previously decertified/deactivated status.

- 5.1** A DRE whose certification is expired up to one year may be reinstated as a DRE when the requirements of Section 3.4 are met. In addition, the DRE must review all updates/revisions to the curriculum since the DRE's most recent certification.
- 5.2** A DRE whose certification is expired more than one year and less than five years may be reinstated as a DRE when the following conditions are met:
- Completing and passing the DRE 100-item exam (same as that given at the end of the DRE School, or the make-up exam) as witnessed by a certified DRE instructor, with a score of at least 80%.
 - Performing a minimum of four hands-on evaluations, all of which shall be witnessed by a certified DRE instructor. These evaluations shall be performed on subjects suspected of drug and/or alcohol impairment. Further, the expired DRE cannot be reinstated unless the opinion concerning the drug category or categories affecting the subjects of the evaluations are supported by forensic testing analysis 75 percent of the time, or in at least three (3) of the four (4) samples submitted for reinstatement purposes.
 - A review of all updates/revisions to the curriculum since the DRE's most recent certification presented by a certified DRE instructor.
 - Presenting updated a curriculum vitae and rolling log to the appropriate coordinator (or his designee) for review and approval.
 - All data entry is current.
- 5.3** A DRE whose certification is expired more than five years must retake all three phases of DRE training.

Commentary: In many instances, a DRE certification lapses through no fault of the DRE due to transfers, promotions, etc., and recertification requirements have not been met. In many cases a DRE may want to reapply DRE skills with a new assignment. IACP suggests that a written request for reinstatement to the DEC Program come from the applicant to the appropriate coordinator through the proper agency channels. A form is provided by the IACP to the state and regional coordinators for the purpose of reinstatement. All coordinators are cautioned to conduct a thorough check on the cause of the applicant's decertification and reason for applying for reinstatement. If there is evidence that the applicant is deficient, the state coordinator has the discretion to require remedial training up to attending all three phases of DRE training.

All reinstatement requirements must be completed within one year from the date of reinstatement request. The applicant's eligibility and reinstatement as a DRE is reviewed and approved by the DRE's state coordinator (or his designee).

VI. Standards for Agency Participation

Since 1986, the NHTSA and the IACP have endeavored to expand the DEC Program. In an effort to contain costs, ensure the most efficient use of resources, and maintain a high probability of program success, NHTSA and the IACP have developed site selection criteria to be used in assessing potential suitability of sites. Factors such as demographics, favorable legislation, agency operations, and system support for the program are considered in evaluating potential sites for the implementation of the DEC Program.

In considering the implementation of new traffic enforcement programs, law enforcement agencies must be aware of both short and long-term costs that are involved. In order for the program to achieve maximum results, the DEC Program requires agencies to commit considerable long-term resources to the detection and apprehension of the drug-impaired driver.

6.1 A DEC Program site should be a state, a political subdivision of a state, or a group of subdivisions.

6.2 A proposed program site should be able to produce enough drug-impaired driving arrests to (1) justify the expense of training the DREs, and (2) provide enough evaluation opportunities for DREs to maintain proficiency.

Commentary: Data indicates that a high percentage of the persons arrested for impaired driving are actually under the influence of drugs, either alone or in combination with alcohol. Thus, a site should produce an adequate number of DUI arrests annually per DRE to provide ample drug evaluation opportunities.

6.3 Prior to implementation of a DEC Program, a site should be located in a state with an implied consent law that:

- explicitly allows the chemical test sample to be analyzed to determine the presence and/or concentration of drugs other than alcohol;
- explicitly indicates that the “consent” applies to multiple tests, i.e., that the person is “deemed to have given consent to a test or tests of blood, breath or urine”; and
- empowers the arresting officer and/or the law enforcement agency to select the types of chemical tests to be taken, rather than giving the suspect the option of choosing the tests. In the absence of an implied consent law, a site must certify that the above three criteria are met and apply to the IACP Technical Advisory Panel for consideration for acceptance to the DEC Program.

Commentary: It is pointless to evaluate drivers for drug-induced impairment unless those found to be impaired can be prosecuted successfully. The requirements for multiple chemical tests are essential because both a breath test and blood or urine tests are integral components of the drug influence evaluation process.

In addition to implied consent, the effectiveness of a DEC Program is greatly enhanced by legislation that:

- allows the fact of a suspect's refusal to submit to the chemical test to be introduced as evidence in court; and
- makes it an offense to drive under the influence of any drug.

6.4 A participating agency's traffic law enforcement officers must be committed to using the NHTSA/IACP-approved training, and the agency must continue to provide training in the NHTSA/IACP-approved Standardized Field Sobriety Testing course or IACP-approved alternate training curriculum.

6.5 Participating agencies must maintain accurate and timely records of (1) the date of arrest, (2) gender, (3) date of birth, (4) the DRE's opinion, (5) the result of the toxicology sample, and (6) the name of the evaluator.

Commentary: In order to evaluate critically the effectiveness of the DEC Program, it is necessary that, at a minimum, the above records be maintained. In addition to evaluation purposes, the records may prove beneficial in establishing program validity for court purposes.

NHTSA and the IACP have endorsed a national data collection program, which DREs and participating agencies/states are encouraged to use.

6.6 When possible, participating agencies should have the capability to establish centralized booking or processing of all DUI arrestees.

6.7 It is recommended that each location where DRE evaluations are conducted have adequate facilities, including the following:

- a room sufficiently large enough to permit unobstructed administration of the psychophysical tests;
- a separate room that can be darkened for the eye examinations;
- access to breath-testing equipment producing on-the-spot results; and
- facilities, materials, and/or staff for collecting blood and/or urine samples.

Commentary: Because of the unique requirements of the DEC Program, it is sometimes more economical for several agencies within a site to share DUI processing facilities. Other desirable characteristics for a DUI processing facility include the following:

- adequate holding cells for arrestees;
- separate interrogation and report-writing areas that provide privacy from the general prisoner population;
- testing facilities that are out of main traffic patterns and allow the drug influence evaluation process to be performed without interruption or distraction; and
- a method of backup assistance response in cases of emergency.

6.8 Participating agencies must have access to laboratories capable of handling biological specimens for the purpose of identifying the presence of the most commonly abused drugs.

Commentary: Screening tests are not sufficient; a jurisdiction must be able to produce a confirmatory analysis.

6.9 To be approved as a DEC Program state, or to receive NHTSA/IACP-approved DRE training, agencies, states, and jurisdictions should have endorsements from the following:

- the state governor's representative for highway safety or equivalent;
- the chief elected official of each political subdivision to be included in the site;
- the commanding officer of each participating law enforcement agency;
- the administrative judge of each court level that tries people arrested for DUI within the jurisdiction;
- the chief prosecuting attorney for each court in the jurisdiction;
- the representatives of any other agencies involved in covering the costs of developing and sustaining the DEC Program; and
- a laboratory that would be processing the samples for the state or jurisdiction.

VII. Standards for a DEC Program State Coordinator

7.1 Every state approved for the DEC Program must designate and appoint a state coordinator. The appointment and selection of the state coordinator shall be the responsibility of the Governor's Office of Highway Safety (GOHS). This selection may be made by the individual GOHS representative or by any means approved by the GOHS.

Commentary: If there is no designated DEC Program state coordinator, the IACP Technical Advisory Panel (TAP) regional coordinator shall assume the duties and responsibilities of the state coordinator.

7.2 The DEC Program state coordinator may be an individual designated to act as the statewide coordinator for the DEC Program on behalf of an individual who oversees or manages the program.

Commentary: It is not required that the state coordinator be a DRE or a sworn law enforcement officer; however, some states have adopted this standard to ensure that their state coordinators have a working knowledge of the DEC Program and possess the necessary skills and experience in the DRE process.

In some cases a higher-ranking individual oversees the DEC Program but appoints someone to manage its day-to-day operations.

VIII. Standards for a DEC Program Regional Coordinator

8.1 Selection and appointment of the DEC Program regional coordinator will be made by the chair of the IACP Technical Advisory Panel (TAP) with the approval of the IACP Highway Safety Committee.

8.2 Each regional coordinator shall serve a three-year term with the expiration dates designated by the TAP (refer to TAP by-laws).

8.3 The DEC Program regional coordinators should perform the following roles within their appointed regions:

- assist the TAP with carrying out its mission, goals, and objectives regarding the DEC Program;
- provide assistance to the IACP DEC Program coordinators;
- provide, as needed, assistance to state coordinators within their regions;
- assist in the expansion and development of the DEC Program within their regions;
- coordinate and conduct a regional DEC Program state coordinators meeting each year;
- assist with the collection of yearly DRE information from states within their regions; and
- provide a report of activities within their regions at the regularly scheduled TAP meetings

IX. Standards for Conflict Resolution

9.1 For instances not covered in the aforementioned standards, resolutions/decisions will be made by a consensus of the following individuals:

- the state coordinator,
- the regional Technical Advisory Panel (TAP) representative
- the IACP DEC Program manager or designated IACP staff liaison to the IACP Technical Advisory Committee (TAP)

Drug Evaluation and Classification Program Administrative Guidelines from the International Association of Chiefs of Police

With grant assistance from the National Highway Traffic Safety Administration (NHTSA), the International Association of Chiefs of Police (IACP) administers and has developed certification standards for the Drug Evaluation and Classification Program. Under these administrative guidelines, it is the responsibility of the individual and all coordinators to ensure that specific requirements of the standards are met.

The staff at the IACP will be responsible for maintaining records, issuing documents of completion, coordinating certain training-related events, and maintaining and updating training materials as required.

1. Maintenance of Records

The following records concerning certification and recertification shall be maintained:

Individual DRE/ DRE Instructor	Copies of all drug evaluations Evaluation logs Curriculum Vitae Certification and recertification progress logs Certificates
Agency Coordinator	Copies of evaluation logs Certification progress logs Copies of certificates Instructor ratings and summaries of student critiques Records of classes taught by each instructor
State Coordinator and IACP Staff	Copies of evaluation logs (optional) Certification progress logs File of certified DREs and instructors Recertification information Decertification Information

The IACP staff shall maintain records of all certified DREs and DRE instructors. Each record should contain the following information:

1. Name
2. Department/agency
3. Unique identifying number
4. Mailing address
5. Telephone number
6. Dates of all training events specified on the progress log
7. Name(s) of instructors verifying completion of training events
8. Date certificate is awarded

9. Date certification expires
10. For certification as a DRE instructor, all pertinent information relating to experience and credentials

In addition to the above, DEC Program state coordinators should maintain a list of persons designated as adjunct instructors and/or DRE instructor trainers for their state's DEC Program. In order that the list of adjunct instructors be kept current, agencies hosting DRE training events (the Pre-School, DRE training, instructor schools) should provide the state coordinator a list of all instructors and their instruction assignments.

2. Obtaining Certification as a Drug Recognition Expert or Drug Recognition Expert Instructor

The following procedures have been developed by the staff of the International Association of Chiefs of Police for use by agencies participating in the DEC Program and wishing to utilize DRE instructors and certify both DREs and DRE instructors in their employ.

Obtaining certification as a DRE or DRE instructor ensures that an individual meets minimum requirements for training and experience as established by the IACP and the IACP Technical Advisory Panel. The DEC Program Administrative Guidelines accompany the *International Standards of the Drug Evaluation and Classification Program*.

The following forms should be used for documenting various stages of certifications:

- **For Initial DRE Certification:** The IACP Drug Recognition Expert Certification Progress Log
- **For Recertification Every Two Years:** The Drug Recognition Expert Recertification and Assurances Form
- **For Instructor Certification:** The Drug Recognition Expert Instructor Certification Progress Log
- **For Reinstatement (after Deactivation or Decertification):** Drug Recognition Expert Reinstatement Form

These forms are occasionally updated and the most current versions are available to all DEC Program state coordinators on <http://www.decp.org>, the official website of the IACP Drug Evaluation and Classification Program.

DEC Program state coordinators shall forward to the IACP staff the above completed certification forms (as applicable) to the IACP at the following address:

International Association of Chiefs of Police
DECP Program Manager
44 Canal Center Plaza
Suite 200
Alexandria, VA 22314

All candidates for certification under the IACP Drug Evaluation and Classification Program must demonstrate completion of all requirements specified in Section I, Section II, Section III, or Section IV, as applicable, of the *International Standards of the Drug Evaluation and Classification Program*. Each candidate's progress toward meeting certification requirements shall be documented on the appropriate progress log. Each candidate shall be responsible for maintaining his progress log.

Completion of each step in the certification process shall be verified by the signature of at least one certified DRE instructor. Final recommendation for certification must be verified by the signatures of two certified DRE instructors who have witnessed the candidate's field evaluations. Upon completion of all certification requirements, copies of the applicable progress log shall be forwarded to the DRE candidate's DEC Program agency coordinator, who shall verify all information on the progress log and ensure that all entries are correct. The agency coordinator shall forward the candidate's completed progress log to the DEC Program state coordinator, who shall verify all information on the progress log and ensure that all entries are correct. The state coordinator shall then forward to the IACP staff a copy of the candidate's completed certification progress log.

Upon receipt of the completed progress log, the IACP staff shall ensure that all necessary information is complete. Upon verifying that the information is complete, and that the candidate has been certified by the appropriate state coordinator, the IACP staff shall forward to the state coordinator documentation of completion signifying that the candidate has been credentialed. In the event that proper documentation is not provided, notification will be sent to the DEC Program state coordinator indicating the specific reason(s) for non-qualification.

Two years following the date of the DRE's initial certification, the IACP will send a renewal advisory notice to the DRE's state coordinator.

Upon notification that a DRE has met all requirements under Section III of the *International Standards of the Drug Evaluation and Classification Program*, the IACP staff shall issue documentation credentialing the DRE for a period of two more years from the expiration date listed on the DRE's existing records.

In the event that information verifying completion of recertification requirements is not received by the IACP staff prior to the expiration of certification, the IACP staff will notify the DRE's state coordinator that certification has expired and the DRE is, therefore, decertified. A decertified or deactivated DRE wishing to be reinstated must complete all training and certification requirements enumerated in Section V of the *International Standards of the Drug Evaluation and Classification Program*.

3. Decertification of Drug Recognition Experts

Decertification of a DRE may take place if the requirements as enumerated in Section III of the *International Standards of the Drug Evaluation and Classification Program* are not followed. Written notification should be provided to the IACP, the state and agency coordinators, and the individual.

4. Approval of Drug Recognition Expert Training Curricula

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

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

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

DRE Student Instructor Assignment Sheet

	<u>Assignment</u>	<u>Time</u>	<u>Instructors</u>
1.	Pre-School Session 1 – Segment A and B	30 Minutes	
2.	Pre-School Session 3 – Segment A and B	30 Minutes	
3.	Pre-School Session 3 – Segment C and D	30 Minutes	
4.	Pre-School Session 4 – Segment A	30 Minutes	
5.	Pre-School Session 4 – Segment B	30 Minutes	
6.	Pre-School Session 4 – Segment D	30 Minutes	
7.	Pre-School Session 6 – Segment A	30 Minutes	
8.	Pre-School Session 6 – Segment B	30 Minutes	
9.	Pre-School Session 6 – Segment D and E	30 Minutes	
10.	Pre-School Session 8 – Segment A and B	30 Minutes	
11.	Pre-School Session 8 – Segment C and D	30 Minutes	
12.	7-Day Session 2 – Segment A and B	30 Minutes	
13.	7-Day Session 3 – Segment A and B	30 Minutes	
14.	7-Day Session 4 – Segment A	30 Minutes	
15.	7-Day Session 9 – Segment A and B	30 Minutes	
16.	7-Day Session 10 – Segment A and B	30 Minutes	
17.	7-Day Session 14 – Segment A and B	30 Minutes	
18.	7-Day Session 16 – Segment A and B	30 Minutes	
19.	7-Day Session 17 – Segment A and B	30 Minutes	
20.	7-Day Session 19 – Segment A and B	30 Minutes	
21.	7-Day Session 21 – Segment A and B	30 Minutes	
22.	7-Day Session 24 – Segment A and B	30 Minutes	
23.	7-Day Session 26 – Segment A and C	30 Minutes	
24.	7-Day Session 28 – Segment A and B	30 Minutes	

Note to Instructor: Assign team teaching sessions according to class size and available time.

APPENDIX C: DRE Condensed IDC Presentation Evaluation Form
DRE IDC
PRESENTATION EVALUATION FORM

Presenter _____

Topic _____

Time Allotted _____ Date ____/____/____

Started _____ Ended _____ Time Used _____ (MANDATORY)

PREPARATION - Must have a minimum of 4 checks	VISUAL AIDS (Required) - Must have a minimum of 1 check
1. Goal: Did the student state the goal? <input type="checkbox"/>	1. PowerPoint <input type="checkbox"/>
2. Objective: Did the student cover the objectives? <input type="checkbox"/>	2. Graphics <input type="checkbox"/>
3. Organization: Did the student's presentation follow a logical order? <input type="checkbox"/>	3. Handouts <input type="checkbox"/>
4. Knowledge of Subject: Was there an apparent knowledge of the subject? <input type="checkbox"/>	4. Video/Audio <input type="checkbox"/>
5. Creativity: Did the student create any material to enhance learning? <input type="checkbox"/>	5. Charts/Graphs <input type="checkbox"/>
6. Research: Were the materials used beyond what was given to the student? <input type="checkbox"/>	6. Other <input type="checkbox"/>
Must have a minimum of 1 check	
<div style="border: 1px solid black; height: 150px; margin: 10px auto; width: 90%;"> <div style="border-bottom: 1px solid black; padding-bottom: 5px; text-align: center;">NOTES</div> </div>	
<div style="border: 1px solid black; height: 150px; margin: 10px auto; width: 90%;"></div>	

PRESENTATION - Must have a minimum of 4 checks
1. Introduction: Did the student introduce him/herself? <input type="checkbox"/>
2. Delivered the Course Content: Did the student deliver the intended course content? <input type="checkbox"/>
3. Stayed on Topic: Was the presentation about the topic? <input type="checkbox"/>
4. Good Voice Skill: Was the presenter able to project and speak clearly? <input type="checkbox"/>
5. Good Verbal Skill: Did the presenter speak at the level of the class? <input type="checkbox"/>
6. Smooth Closing/Transition: Did the presenter bring the subject to a logical conclusion? <input type="checkbox"/>
<div style="border: 1px solid black; height: 150px; margin: 10px auto; width: 90%;"></div>

COACHING/FEEDBACK – Must have a minimum of 1 check
1. Involved Class: Did the presenter involve the class? (Required) <input type="checkbox"/>
2. Gave Positive Feedback: Did the presenter acknowledge correct answers from the class? <input type="checkbox"/>

Rater's Signature _____

APPENDIX D: Alcohol Workshop Participant Statement of Informed Consent
ALCOHOL WORKSHOP PARTICIPANT STATEMENT OF INFORMED CONSENT

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

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

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

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

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

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

Signature
Date ____/____/____ _____
Witness

GUIDELINES FOR CONTROLLED DRINKING PRACTICE SESSION

The SFST core curriculum requires volunteers who will consume carefully measured quantities of alcohol and submit to SFSTs administered by the participants. Drinking volunteers are an essential resource for the core curriculum. Therefore, careful steps must be taken to ensure the volunteers' safety as well as their contribution to the overall learning experience.

NOTE: WEAPONS ARE NOT PERMITTED IN THE VICINITY OF ANY DRINKING VOLUNTEER.

1. Criteria to be considered when selecting volunteer drinkers:

- They cannot be members of the class
- They should not be law enforcement officers
- They must be verified to be at least of legal drinking age and in reasonably good health
- They cannot have any known history of alcoholism
- They cannot have any known medical condition that may be exacerbated by alcohol (such as hypertension or diabetes)
- They cannot be taking any known medication (prescription or otherwise) that might adversely interact with alcohol

2. Managing the Volunteer Drinkers

Transportation should be provided for the volunteers to the training session and **must** be provided from the training session. Under no circumstances may volunteers be permitted to drive from the training session, regardless of their BAC at the time of departure. Volunteers should be released only into the custody of responsible, sober persons.

It is recommended there be a minimum of one drinking volunteer for every three to five participants.

From the time of their arrival until they are properly released, volunteers must be kept under constant supervision. It is suggested that at least one monitor be present for every four volunteers. Whenever possible, volunteers should be paired with a monitor of the same gender. The monitors must supervise the volunteers, serve their drinks, make sure they comply with the schedule, and keep them under close observation.

It is imperative that all volunteers' safety and well-being be a primary concern throughout the exercise, transportation, and release to the appropriate persons. At no time shall they be subject to any threatening, harmful or inappropriate situation. Instructors and monitors shall maintain a professional demeanor at all times.

THE EFFECTIVENESS OF THE VOLUNTEERS AS TRAINING RESOURCES DEPENDS ON THEIR BLOOD ALCOHOL CONCENTRATIONS. IDEALLY, VOLUNTEERS AT ANY SESSION SHOULD ACHIEVE PEAK BACS BETWEEN 0.06 AND 0.14.

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

Volunteers should be brought to the training facility a minimum of three hours before the practice session is scheduled to begin. Each volunteer should be breath tested, have their pulse, blood pressure, and HGN checked and recorded. A worksheet has been prepared for this purpose.

NOTE: Additional time may be needed for administrative procedures.

3. Guidelines for achieving target BACs.

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

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

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

It is suggested that volunteers consume half of the total allocated amount of alcoholic beverage during the first hour. They should refrain from drinking or smoking within 15 minutes prior to any breath test.

NOTE: A volunteer may cease drinking at any time.

APPENDIX F: Volunteer Drinker Questionnaire and Dosing Chart
VOLUNTEER DRINKER QUESTIONNAIRE

VOLUNTEER: _____

DATE: _____

LOCATION: _____

Wearing Glasses? Yes ☐ No ☐

Wearing Contacts? Yes ☐ No ☐

Eye Problems? _____

Sick or Injured? _____

Diabetic? _____

Epileptic? _____ Other: _____

Physical Defects? _____

Under Doctor's Care? _____

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

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

Last Sleep? _____

Number of Hours? _____

Last Ate – Time: _____ What: _____

Age _____ Eye Color _____

Height _____ Sex M ☐ F ☐

Weight _____ Build _____

DOSING CHART

MIX: _____

TOTAL NUMBER OZ ETOH _____ TYPE _____ PROOF _____

	BEFORE DRINKING	PRE-TESTING	POST TESTING
Lack of Smooth Pursuit	YES <input type="checkbox"/> NO <input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/>
Max Deviation	YES <input type="checkbox"/> NO <input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/>
Angle of Onset			
Pupil Size	MM	MM	MM
Pulse	BPM	BPM	BPM
Blood Pressure	/	/	/
BAC/Time	/	/	/

APPENDIX G: Instructor and Course Evaluation
DRE Condensed IDC – Course and Instructor Evaluation

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

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

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

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

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

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

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

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

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

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

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

Name (optional): _____

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Other Resources

List of NHTSA regional offices:

www.nhtsa.gov/nhtsa/whatis/regions/

List of State and Territorial Highway Safety Offices:

www.ghsa.org/html/about/shsos.html

National Sobriety Testing Resource Center for obtaining SFST materials:

<https://dredata.nhtsa.gov>

IACP Drug Evaluation and Classification Program:

<http://www.decp.org/>

APPENDIX I – Content Delivery Cards

Content Delivery Cards

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

APPENDIX J – Impromptu Topic Cards for 30-Second Talk

Impromptu Topic Cards for 30-Second Talk

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

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

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

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

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

Person (dead or alive) you'd like to meet and why	If I were President of the U.S.
Dogs are better than cats (or vice versa)	Discuss your favorite book
Your first memory	Real vs fake Christmas trees
Bottles vs cans	Should smoking be allowed in public spaces?

Long hair or short hair?	Your favorite animal
Blind dating	The most successful person you know
Your first car	Your favorite smart phone app
Favorite training course	Violence on TV

Uniforms in school	Three things you do well
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