


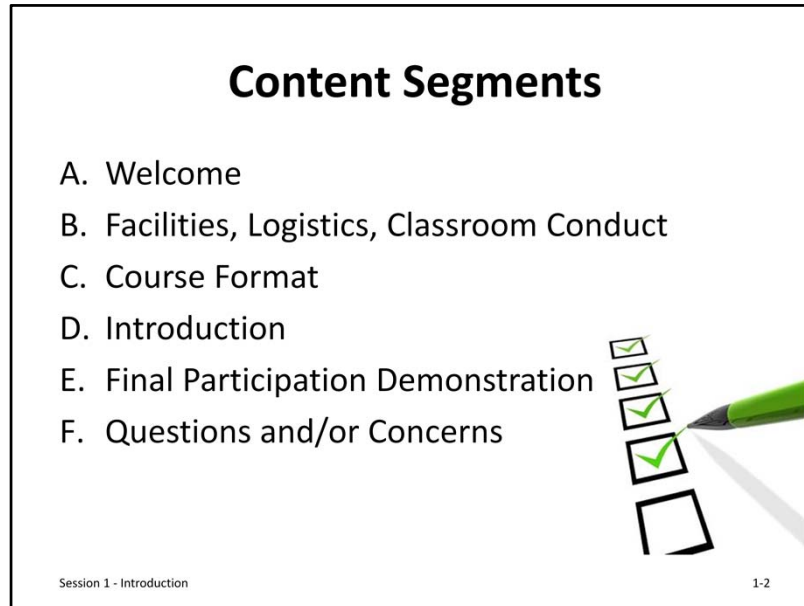


Drug Recognition Expert  
Condensed Instructor Development Course

	<p>Drug Recognition Expert Condensed Instructor Development Course</p>
<p>Session 1 – Introduction</p>	
  	<p>February 2017</p>



**Session 1: Introduction to the Drug Recognition Expert (DRE) Condensed Instructor Development Course (IDC)**

Estimated time for Session 1: 1 Hour (depending on class size)

**Session Objectives**

- Using the provided agenda, review course objective and other administrative matters
- Using the windowpane exercise, participants will express expectations of the course
- Participants are expected to actively engage in course activities

**Contents**

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

**Materials**

Presentation slides	Self-Adhesive Easel/Easel Pad
Colored Dry-Erase Markers	Tape
Copy of agenda/schedule	Participant list
Tent cards and/or name tags	
Pre-test	

***Instructional Notes are presented in bold italic throughout the sessions.***



**A. WELCOME**

**Welcome to the Drug Recognition Expert (DRE) Condensed Instructor Development Course (IDC)**

***Stress the importance of open communication, effective feedback, and participation.***

Session 1: Introduction


***Estimated time for Session 1: 1 Hour***

***Materials:***

- ***Presentation slides***
  - ***Self-Adhesive Easel/Easel Pad***
  - ***Colored Dry Erase Markers***
  - ***Tape***
  - ***Copy of agenda/schedule***
  - ***Participant list***
  - ***Tent cards and/or name tags***
  - ***Pre-test***
  - ***Computer speakers (for embedded videos)***
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## Session Objectives

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



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### Session Objectives

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

- Review course objectives and other administrative matters
- Demonstrate the Cycle of Instruction (Optional)
- Discuss expectations of the course
- Discuss participant expectations in the course

***Remove “Demonstrate the Cycle of Instruction” from the slide if you do not use the optional exercise.***

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## Course Goals and Objectives

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

Session 1 - Introduction

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### Course Goals and Objectives

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

You will be able to:

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

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**B. FACILITIES, LOGISTICS, AND CLASSROOM CONDUCT**

*Circulate a copy of the roster for participants to verify if information is correct or if changes need to be made. Inform participants a copy of the completed roster will be given to each of them at the completion of the course.*

*Take a few minutes to describe the facilities and logistics of the particular location. Include directions to restrooms, vending machines, and/or location of refreshments.*

*Discuss building layout, including: emergency exits, fire extinguishers, fire alarm pull stations, and meeting area in case of a building evacuation.*

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## Course Etiquette

- Be respectful
- No disparaging remarks
- Be on time
- No Internet or personal business
- Cell phones off or in vibrate mode
- Participate



Session 1 - Introduction 1-7

***Explain participants need to be respectful to other participants, as well as the host property.***

***Remind participants we want to hear about successes, lessons learned, and challenging situations.***

***Remind participants to turn cell phones off or put them into vibrate mode, and do the same to yours.***


***Tell participants that participation in class discussion is encouraged.***

### **Course Etiquette**

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

- Active participation is required
- Interactive
- Participant Manual
- Breaks and lunch
- Additional activities



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### **C. COURSE FORMAT**

***Ask participants if they have a copy of the agenda. Review daily agenda for course. Briefly review the week's schedule and procedures to be followed. This is very important, as you will be discussing why you did this during Session 2.***

***Emphasize: This course is intended to make you an effective DRE instructor.***

- ***This course is participant dependent, which means active participation is required. Give the participants a sense of responsibility for the process***
- ***Interactive teaching methods will be used, including facilitated group discussions, games, and activities***

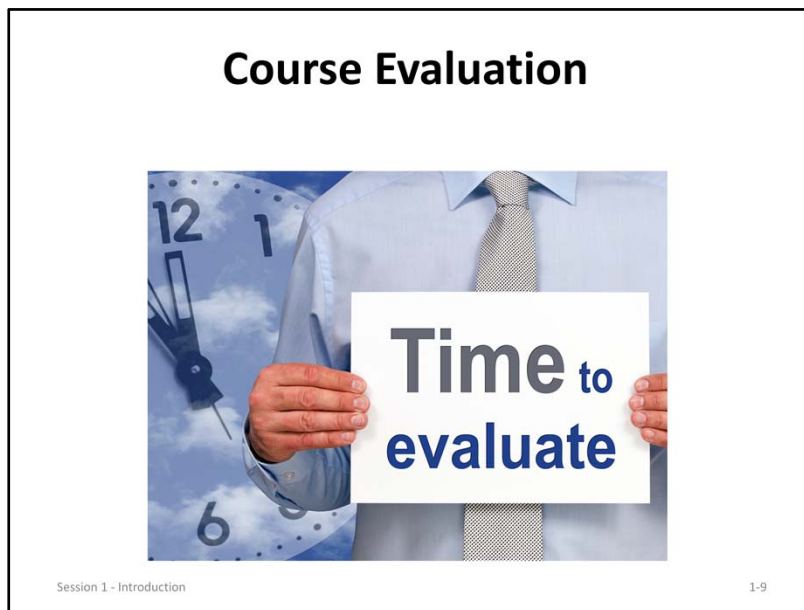
***Participant manual: Explain the participant manual contains the training visuals and curriculum used throughout the course. Space is provided for note taking throughout the manual. Encourage participants to use the manual as a learning aid for reviewing the information presented.***

***Tour Your Manual: Make sure to direct participants to sections and let them look through the manual to see the tabs, resources, etc. Be certain to point out centrally-located resources used repeatedly throughout the course, if applicable. Additional activities may include a review of the Advanced Roadside Impaired Driving (ARIDE) curriculum.***

### **Course Format**

- Schedule and agenda
- Breaks
- Lunch
- Evaluations
- Final DRE Condensed IDC Exam





***Inform participants how the course will be evaluated. Review evaluation instructions (i.e., paper evaluations, online evaluations, and/or post course evaluations).***

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#### **D. INTRODUCTION**

*The following activity includes an introduction of all instructors and participants. Be enthusiastic and use humor appropriately. Humor conveys a relaxed, comfortable environment.*

##### **ACTIVITY: Windowpane**

**Objectives:** *Participants will create a windowpane using the easel/easel pad. Each participant will stand before the group, give a presentation, state their expectations of the course, and provide the faculty with insight into their experience.*

**Supplies Needed:** *Multiple self-adhesive easel/easel pads and multiple packages of colored markers.*

*Instructors should put an example of their windowpanes up in the classroom as an example. One of the instructors may construct a windowpane in only 1 color that is not easily readable, such as yellow or orange. The instructor who teaches Session 3 will later use this pane for a teaching moment when he or she covers the use of color and impact. After the panes are completed, the lead instructor will present his or her windowpane to the group, taking no more than two minutes. Next, the participants and instructors will present their panes. Whenever they finish their presentations, participants should tape/stick the windowpanes to the wall in the main room.*

**Instructions:** *Give each participant a self-adhesive sheet of paper. The instructor should put an example of the windowpane at the front of the class for participants to see and copy. Have them respond to the questions presented. Advise them they will be presenting their windowpane to the group as a whole. Also let them know their windowpanes will remain posted in the classroom for the remainder of the course.*

*\*Additional instruction for the window pane activity is provided on the next page.*

Introductions	
Name	Agency
Experience Teaching (Years)	Experience as Law Enforcement Officer (Years)
Goal for the Course	Your Ideal Job (Pictures Can Be Used)

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#### Introductions

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

***Whenever the instructors finish their presentations, allow 10 minutes for participants to create their own windowpanes. Participants should tape/stick the windowpanes to the wall in the main room. Allow each participant 2-3 minutes to present their windowpanes.***

***Name: For identification purposes***

***Experience: The purpose of this particular windowpane is to open up the discussion of prior work and presentation experience.***

***Goal for the course: Have the participant verbalize at the beginning of the training what they hope to gain by the completion of the course.***

***Your ideal job: A picture or drawing can be used to help describe the participant's ideal job (helps emphasize the importance of visual aids in trainings).***

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***The lead instructor will review the listed expectations identified by the participants on their windowpanes. Instructors will do their best to meet as many of the listed expectations as possible by the course's conclusion.***

***Thank the participants for their windowpane examples.***

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#### **E. FINAL PARTICIPATION DEMONSTRATION**

***Explain to participants they will be required to present a portion of the DRE curriculum as assigned. Participants will also be required to provide effective feedback to other participants' presentations.***

***Advise participants they will be provided sufficient time and resources to prepare their demonstration. In addition, participants will be required to successfully complete a final DRE Condensed IDC written examination (scoring an 80% or better).***

To successfully complete the class participants must complete the following:

- Classroom presentations
- Presentation feedback
- Written Examination (minimum of 80%)

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**F. QUESTIONS AND/OR CONCERNS**

*Inquire if any participants have any questions or concerns.*

*Address as many of the questions and/or concerns as time allows.*

*Disseminate the DRE Condensed IDC Pre-test and allow 10 - 15 minutes to complete.*

*If time allows, review the exam and the acceptable answers.*

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